

# TEACHER BURNOUT AND ITS EFFECT TO THE TEACHING QUALITY AND SELF-EFFICACY

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## ABSTRACT

Since the topic of education was first raised, the two most significant issues that have dominated expert discussions are the quality of instruction and self-efficacy. The teachers certainly assist in the student's learning and growth. A teacher's job involves a complex jumble of different tasks, including teaching, acquiring new knowledge and abilities, staying current with technological advancements, and interacting with students, parents, and community members. For this purpose, 183 elementary teachers from Monkayo East District, Division of Davao de Oro were selected as the respondents of the study administered with an adapted and modified survey questionnaire on teacher burnout and its effect on teaching quality and self-efficacy among elementary teachers. This paper found a significant negative relationship between burnout and teaching quality. The result further found that there is a significant negative relationship between teacher burnout and self-efficacy. This study recommended teachers and institutions should recognize these issues and take appropriate action. Burnout's psychological and physical symptoms can be eliminated by taking organizational and individual preventative measures. Furthermore, it is recommended that school administration develop a program for teacher wellness that would serve as a forum for teachers to strengthen in physical, emotional, social, and spiritual aspects.

**Keywords:** burnout, teaching quality, self-efficacy, elementary teachers, quantitative analysis

## 1. INTRODUCTION

Burnout emerges as a crucial problem affecting teachers' lives, their psychological and mental health. Thus, understanding the reasons and consequences of burnout is very important in terms of teacher performance and student achievement. Factors affecting burnout among teachers are generally classified as individual and organizational factors. One of the factors related to the burnout of teachers within the individual factors is self-efficacy thousand t. Having self-efficacy traits is a preventive feature in the sense of finding problems and finding solutions in stressful environments. It is argued that individuals who have positive self-esteem about themselves will be ready to use their resources for the sake of success and will endeavor to unceasingly while performing a profession (Rahimi, Wang & Hall, 2017).

In Texas, the majority of teachers who leave their careers do so because they have reached a point of burnout. It takes place when educators are subjected to stress for extended periods and begin to experience feelings of emotional exhaustion, depersonalization, and a loss of a sense of personal accomplishment. Teachers who experience burnout are at a significantly increased risk of developing health-related issues, higher stress levels, and extreme dissatisfaction with their jobs. Teachers may decide to quit their jobs because of these factors (Hester, Bridges & Rollins, 2020).

On the other hand, there was a study conducted in Cagayan Valley Province, Philippines, which revealed that many educators, when asked about their experiences in roles other than teaching, openly admitted to feeling burned out. It also revealed that the educators have elevated levels of persistence and self-efficacy, a moderate level of burnout, and very satisfactory teaching performance. Perseverance, self-efficacy, and burnout have no bearing on a teacher's effectiveness (Fabelico and Afalla, 2020).

The focus of the study is to determine the level of teacher burnout, teacher quality, and teacher self-efficacy among elementary school teachers.

## 2. METHODOLOGY

### 2.1 Research Design

This study is a quantitative causal-comparative research design utilizing a correlational approach that will be used to describe the relationship between two identified variables and to determine the direction and magnitude of such relationship, as well as to describe the relationship. It was considered appropriate to use a descriptive correlation method to depict the current state of the situation to investigate the causes of a specific phenomenon. To establish relationships between two or more variables in the same population, correlational research focused on establishing correlations and assessing the factual relationship between them. Two factors are measured rather than just one, and this is true regardless of whether the factors are quantifiable or categorical. This is the defining feature of correlational research (Curtis, Comiskey & Dempsey, 2016).

### 2.2 Research Locale

The findings of the study focused on the context of the elementary schools in Monkayo East District, Monkayo, Davao de Oro Province. Particularly this study was conducted in the 17 elementary schools of Monkayo East District, Monkayo Davao de Oro, namely Babag Elementary School, Boay Elementary School, Depot Elementary School, Inambatan Elementary School, Macopa Elementary School, Mamonga Elementary School, Mt. Diwata Elementary School, Munoz Elementary School, Naboc Elementary School, Olaycon Integrated School, Pasion Elementary School, Pilar Elementary School, Rizal Elementary School, Samuag Elementary School, Sugod Elementary School, Tubo-Tubo Elementary School, and Ulip Elementary School.

### 2.3 Research Respondents

The respondents of the study were the 160 elementary teachers from Monkayo East District, Division of Davao de Oro for the school year 2022-2023, and were selected from the 243 total population using a systematic random sampling technique. Selection of the sample size will be done using Raosoft Calculator Online with a 95% level of confidence. Shown in the Table are the respondents of the study.

**Table - 1:** Respondents of the Study

School	Teacher-Respondents		
	Population	Respondents	Percentage
Babag Elementary School	7	5	3%
Boay Elementary School	7	5	3%
Depot Elementary School	10	7	4%
Inambatan Elementary School	9	7	4%
Macopa Elementary School	14	9	5%
Mamonga Elementary School	8	5	3%
Mt. Diwata Elementary School	19	12	6%
Muñoz Elementary School	36	34	18%
Naboc Elementary School	13	8	4%
Olaycon Integrated School	14	12	7%
Pasion Elementary School	26	22	12%
Pilar Elementary School	12	7	4%
Rizal Memorial Elementary School	12	8	4%
Samuag Elementary School	15	9	5%
Sugod Elementary School	9	5	3%

Tubo-tubo Elementary School	21	18	10%
Ulup Elementary School	16	10	5%
TOTAL	243	183	100%

Table 1 showed the total number of teachers from each school and their corresponding sample and percentages. It showed that most respondents are from Muñoz Elementary School 15%, while 3% of each school with the least respondents namely Babag, Boay, Mamonga, and Sugod Elementary Schools from out of the 16 schools in Monkayo East District, Division of Davao de Oro.

## 2.4 Research Instruments

A previously established survey was utilized by the researcher for both the independent and dependent variables to ensure that it was appropriate for the context of the study. The data gathered from the survey were correlated to the literature to assist in the construction of the questionnaire, which was validated by a panel consisting of internal validators. The questionnaire that was given to the respondents included the demographic information of the teachers, as well as three sets of questionnaires, one for the independent variable and two for the dependent variables.

The first set of questionnaires dealt with the level of teacher burnout among elementary teachers with indicators of emotional exhaustion; personal accomplishment; and depersonalization. The instrument used in this study was adopted from the standardized Maslach Burnout Inventory (1980). The questionnaire was verified by the committee. It underwent the test of validity and reliability. For each item, the respondents were asked to rate the level of teacher burnout using the five-point Likert Scale anchored at (5) Very High (4) High (3) Moderate (2) Low, and (1) Very Low. In evaluating the level of teacher burnout, the five orderable gradations with their respective range of means and descriptions were considered.

Range of Means	Descriptive Equivalent	Interpretation
4.5 - 5.0	Very High	This means that burnout is very much felt.
3.5 - 4.4	High	This means that burnout is much felt.
2.5 - 3.4	Moderate	This means that burnout is moderately felt.
1.5 - 2.4	Low	This means that burnout is less felt.
1.0 - 1.4	Very Low	This means that burnout was not felt.

The second set of the instrument embarks with teacher quality. It has consisted of four indicators namely: organization, rules and procedure; positive relationships; engagement and enjoyment; and a culture of thinking and learning. The research instrument for this variable was adopted from the framework of Silver Strong & Associates (2011) entitled, "The Thoughtful Classroom Teacher Effectiveness Framework". The adopted questionnaire was validated by the panel of experts to fit the context of the study. It underwent the test of reliability and validity. For each item, the respondents were asked to rate the level of perceived teaching quality using the five-point Likert Scale anchored at (5) Very High (4) High (3) Moderate (2) Low, and (1) Very Low. In evaluating the level of perceived teaching quality, the following five orderable gradations with their respective range of means and descriptions were considered:

Range of Means	Descriptive Equivalent	Interpretation
4.5 - 5.0	Very High	This means that teaching quality is very much observed among elementary teachers.
3.5 - 4.4	High	This means that teaching quality is much observed among elementary teachers.
2.5 - 3.4	Moderate	This means that teaching quality is moderately observed among elementary

<b>1.5 - 2.4</b>	Low	teachers. This means that teaching quality was less observed among elementary teachers.
<b>1.0-1.4</b>	Very Low	This means that teaching quality was not observed among elementary teachers.

The third set of the instrument dealt with teachers’ self-efficacy among elementary teachers. It was possessed of two indicators namely: class context and school context. The research factor for this variable was adapted from a survey questionnaire taken from the study of Friedman and Krass (2002) entitled “Teacher Self-efficacy: A Classroom-organization Conceptualization”. The original questionnaire was modified to contextualize the school setting. It was content validated by the panel of experts. For each item, the respondents were asked to rate the level of perceived teacher self-efficacy using the five-point Likert Scale anchored at (5) Very High (4) High (3) Moderate (2) Low, and (1) Very Low. In evaluating the level of perceived teacher’s self-efficacy, the following five orderable gradations with their respective range of means and descriptions were considered:

<b>Range of Means</b>	<b>Descriptive Equivalent</b>	<b>Interpretation</b>
<b>4.5 - 5.0</b>	Very High	This means that self-efficacy was very much felt.
<b>3.5 - 4.4</b>	High	This means that self-efficacy was much felt.
<b>2.5 - 3.4</b>	Moderate	This means that self-efficacy was moderately felt.
<b>1.5 - 2.4</b>	Low	This means that self-efficacy was less felt.
<b>1.0 -1.4</b>	Very Low	This means that self-efficacy was not felt.

**2.5 Data Collection Procedure**

After the approval of the panel members, the researcher underwent the following procedures:

The questionnaires were validated by identified validators from the Assumption College of Nabunturan. After this a letter request was submitted to the office of the division for permission to carry out the study in the elementary schools located within the Monkayo East District, Davao de Oro Division. After approval had been given, the researcher conducted the survey questionnaire to the respondents of this study. In addition to this, the researcher wrote another letter addressing it to the teachers in Monkayo East District asking them to participate in the study at their respective schools. Similarly, the researcher requested permission from the heads of the schools before distributing the survey questionnaire to the individual teachers at each school. The questionnaire was personally delivered by the researcher, who also provided explanations about the research instrument and its purpose.

The researcher retrieved the survey questionnaire once all of the items have been completely answered by the respondents. In the end, the researcher conducted statistical analysis on all of the data obtained from the respondents. The statistical data were analyzed, and then interpretations were drawn from them. Following the analysis of the data and consideration of the findings of the research project, a conclusion and set of recommendations were developed.

**3. RESULTS AND DISCUSSION**

This section presents the results of the study following the statement of the problem.

**3.1 Respondents’ Demographic Profile**

**Table 2:** profile of the teachers in terms of sex.

<b>Sex</b>	<b>Frequency</b>	<b>Percentage</b>
Male	30	16%

Female	153	84%
Total	183	100%

**Table 3:** Educational Attainment

Educational attainment	Frequency	Percentage
Bachelor's Degree	84	44.3%
With Units of Masters Degree	56	30.6%
Master's Degree	41	22.4%
With Units in Doctors Degree	3	1.6%
Doctorate Degree	2	1.1%
<b>Total</b>	<b>183</b>	<b>100%</b>

**Table 4:** Years in Service

Length of Service	Frequency	Percentage
0-5 years	53	29.0%
6-10 years	52	28.4%
11-15 years	28	15.3%
16-20 years	23	12.6%
21 years and above	27	14.8%
<b>Total</b>	<b>183</b>	<b>100%</b>

### 3.2 Extent of Teachers' Burnout

The results below show the extent of burnout among elementary teachers in terms of emotional exhaustion, personal accomplishment, and depersonalization.

**Emotional Exhaustion.** Table 5 presents the results of the extent of the teachers' burnout in terms of emotional exhaustion.

**Table 5:** Emotional Exhaustion

Statements	Mean	Description
1 As a teacher, I feel drained from my work.	2.6	Moderate
2 As a teacher, I feel used up at the end of the workday.	2.8	Moderate
3 As a teacher, I feel fatigued when I get up in the morning and have to face another day on the job.	2.4	Low
4 As a teacher, I worked too hard on my job.	3.0	Moderate
5 As a teacher, I work with people all day is a strain for me.	2.1	Low
<b>Mean</b>	<b>2.6</b>	Moderate

The extent of the teachers' burnout in terms of emotional exhaustion has a mean of 2.6 with a standard deviation of .725 which is described as moderate. This indicates that teacher burnout according to emotional exhaustion is moderately observed among elementary teachers. Among the statements, 'As a teacher, I worked too hard on my job' got the highest mean of 3.0 described as moderate while the statement with least mean of 2.1 is 'As a teacher, I work with people all day is a strain for me' described as low.

**Table 6: Personal Accomplishments**

Statements	Mean	Description
1 As a teacher, I find it hard to understand how my students feel about things.	2.4	Low
2 As a teacher, I find it hard to deal very effectively with the problems of my students.	2.3	Low
3 As a teacher, I feel I am negatively influencing other people's lives through my work.	1.6	Low
4 As a teacher, I find it hard to easily create a relaxed atmosphere with my students.	2.1	Low
5 As a teacher, I find it hard to accomplish many worthwhile things in this job.	2.0	Low
<b>Mean</b>	<b>2.1</b>	<b>Low</b>

Shown in the table is the extent of the teachers' burnout in terms of personal accomplishment with a mean of 2.1 and with standard deviation of .621 which is described as low. This indicates that teacher burnout according to personal accomplishment is rarely observed among elementary teachers.

**Depersonalization.** Table 7 presents the extent of the teachers' burnout in terms of depersonalization.

**Table 7: Depersonalization**

Statements	Mean	Description
1 As a teacher, I feel I treat some people as if they were impersonal 'objects'.	1.7	Low
2 As a teacher, I have become more callous to people since I took this job.	1.8	Low
3 As a teacher, I worry that this job is hardening me emotionally.	1.8	Very Low
4 As a teacher, I find it hard to care about what happens to some people.	1.9	Low
5 As a teacher, I feel students blame me for some of their problems.	1.4	Very Low
<b>Mean</b>	<b>1.7</b>	<b>Low</b>

Table 7 shows that the depersonalization of teachers received a mean of 1.7 with a standard deviation of .656 which is described as low. This indicates that teacher burnout according to depersonalization is less observed among elementary teachers.

**Summary of Extent of the Teachers' Burnout.** Table 8 presents the summary of the extent of the teachers' burnout based on the following indicators: emotional exhaustion, personal accomplishment, and depersonalization.

**Table 8:** Summary of Extent of Teachers' Burnout

Indicators	Mean	Description
Emotional Exhaustion	2.6	Moderate
Personal Accomplishment	2.1	Low
Depersonalization	1.7	Low
<b>Overall Mean</b>	<b>2.1</b>	<b>Low</b>

Table 8 shows that depersonalization has a mean of 1.7 with a standard deviation of .656 which is interpreted as very low; personal accomplishment, 2.1 or .621, low and emotional exhaustion, 2.6 with a standard deviation of .725.

### 3.3 Level of Teaching Quality

**Organization, Rules, and Procedure.** Table 9 presents the results of the level of teaching quality in terms of organization, rules, and procedures.

**Table 9:** Organization, Rules, and Procedure

Statements	Mean	Description
1 As a teacher, I organize classroom space (e.g., seating, resources, technology, and decoration).	4.6	Very High
2 As a teacher, I keep the flow of activities in the classroom moving smoothly.	4.5	Very High
3 As a teacher, I provide clear directions for classroom tasks using a variety of modalities and check to make sure students understand their roles and responsibilities.	4.6	Very High
4 As a teacher, I develop an effective plan for managing student behavior that includes positive consequences, and negative consequences.	4.5	Very High
5 As a teacher, I establish a manageable set of classroom rules and procedures and communicate with students about them regularly.	4.6	Very High
Mean	4.5	Very High

Table 9 shows the level of teaching quality in terms of organization, rules, and procedures with a mean of 4.5 with a standard deviation of .608 which is described as very high. This indicates that teaching quality according to the organization, rules, and procedures is very much observed among the teachers.

**Positive Relationships.** Table 10 presents the results of the level of teaching quality in terms of positive relationships.

**Table 10:** Positive Relationships

Statements	Mean	Description
1 As a teacher, I maintain a positive and "with it" demeanor that shows students their teacher cares about what's going on in the classroom.	4.6	Very High
2 As a teacher, I get to know students and incorporate their interests, aspirations, and backgrounds into the curriculum.	4.4	

			High
3	As a teacher, I build a classroom community that insists on respect and mutual support for each student's learning and provides opportunities for students to become familiar with each other.	4.6	Very High
4	As a teacher, I maintain an open and appropriate level of communication with students and the home.	4.4	High
5	As a teacher, I differentiate instruction and assessment so students of all styles and ability levels can experience the joys of success.	4.4	High
	<b>Mean</b>	<b>4.5</b>	<b>Very High</b>

The level of teaching quality among elementary teachers according to positive relationships has a mean of 4.5 with a standard deviation of .618 which is described as very high. This indicates that teaching quality according to positive relationships is very much observed among elementary teachers.

**Engagement and Enjoyment.** Table 11 presents the results of the level of teaching quality in terms of engagement and enjoyment.

**Table 11: Engagement and Enjoyment**

Statements	Mean	Description
1 As a teacher, I engage students in diverse forms of thinking (e.g., practical, analytical, creative, exploring feelings and values).	4.4	High
2 As a teacher, I maintain a high level of student excitement and on-task behavior using a wide variety of tools and strategies.	4.3	High
3 As a teacher, I communicate and maintain a passion for teaching, learning, and quality work throughout lessons and units.	4.4	High
4 As a teacher, I tap into the power of "selfhood": encourage students to pursue their interests, make their own choices, develop their perspectives, and express their values and dreams.	4.5	Very High
5 As a teacher, I make a classroom environment that has the position to inspire and delight (e.g., through enthusiasm, humor, novelty, color, and movement).	4.5	Very High
<b>Mean</b>	<b>4.4</b>	<b>High</b>

It is reflected in the table that the level of teaching quality in terms of enjoyment and engagement has a mean of 4.4 with a standard deviation of .644 which is described as high. This indicates that the enjoyment and engagement of teachers are much observed among elementary teachers.

**Culture of Thinking and Learning.** Table 12 presents the results of the level of teaching quality in terms of the culture of thinking and learning.

**Table 12: Culture of Thinking and Learning**



Statements	Mean	Description
1 As a teacher, I challenge students' minds with rigorous texts and content and equip them with the skills they need to handle rigorous content.	4.1	High
2 As a teacher, I engage students in extended, higher-order thinking challenges (e.g., inquiry, investigation, problem-based learning, and action research projects).	4.1	High
3 As a teacher, I encourage discussion, dialogue, and debate around important ideas.	4.0	High
4 As a teacher, I use technology as a tool for fostering critical thinking, creative expression, and problem-solving.	4.0	High
5 As a teacher, I teach students how to use strategies on their own, as tools and frameworks for thinking and learning.	4.2	High
<b>Mean</b>	<b>4.1</b>	<b>High</b>

The level of teaching quality among elementary teachers according to culture thinking and learning has a mean of 4.1 with a standard deviation of .659 which is described as high. This indicates that teaching quality according to cultural thinking and learning is much observed among elementary teachers.

**Summary of Level of Teaching Quality.** Table 13 presents the summary of the level of teaching quality among elementary teachers based on the following indicators: organization, rules, and procedure; positive relationships; engagement and enjoyment; and a culture of thinking and learning.

**Table 13: Summary of Teaching Quality**

Indicators	Mean	Description
Organization, Rules, and Procedure	4.5	Very High
Positive Relationships	4.5	Very High
Engagement and Enjoyment	4.4	High
Culture of Thinking and Learning	4.1	High
<b>Overall Mean</b>	<b>4.4</b>	<b>High</b>

Table 13 shows the summary of teaching quality among the teachers in terms of organization, rules, and procedure; positive relationships; engagement and enjoyment; and a culture of thinking and learning. The overall mean is 4.4 with a standard deviation of .577 described as high.

### 3.4 Level of Self-Efficacy of Teachers

Results below show the level of self-efficacy of teachers in terms of class context, and school context.

**Class Context.** Table 14 presents the results of the level of self-efficacy of teachers in terms of class context.

**Table 14: Class Context**

Statements	Mean	Description
1 As a teacher, I think I know how to tie my teaching with my student's everyday interests.	4.3	High
2 As a teacher, I feel that my students willingly comply with my requests and instructions in the classroom.	4.2	High
3 As a teacher, I can handle student disturbances in the classroom without raising my voice.	3.7	High
4 As a teacher, I can easily share my feelings with my students If I		

	decided to do so.	3.7	High
5	As a teacher, I think I can let my students laugh or joke in the classroom without losing my grip on the class.	3.7	High
	<b>Mean</b>	<b>3.9</b>	<b>High</b>

The level of self-efficacy of teachers in terms of class context has a mean of 3.9 with a standard deviation of .651 which is described as high. This indicates that self-efficacy according to class context is much observed among elementary teachers.

**School Context.** Table 17 presents the results of the level of self-efficacy among elementary teachers according to the school context.

**Table 15: School Context**

Statements		Mean	Description
1	As a teacher, I feel that my school administrators are sympathetic to me or my ideas for promoting the school's educational or social goals.	3.9	High
2	As a teacher, I believe I can contribute to molding school educational and administrative policies and characteristics.	4.2	High
3	As a teacher, I know whom to turn to, when I have problems at school.	4.2	High
4	As a teacher, I know who makes the important decisions in my school.	4.4	High
5	As a teacher, I think I have friendly relationships with colleagues at school.	4.6	Very High
	<b>Mean</b>	<b>4.2</b>	<b>High</b>

It is presented in the table that the level of self-efficacy of teachers in terms of school context has a mean of 4.2 with a standard deviation of .696 which is described as high. This indicates that self-efficacy according to school context is much observed among elementary teachers.

**Summary of Level of Self-Efficacy of Teachers.** Table 16 shows the summary of the level of self-efficacy of teachers based on the following indicators: class context and school context.

**Table 16: Summary of Level of Self-Efficacy of the Teachers**

Indicators	Mean	Description
Class Context	3.9	High
School Context	4.2	High
<b>Overall Mean</b>	<b>4.05</b>	<b>High</b>

Table 18 shows the summary of the self-efficacy of teachers in terms of class context and school context. The overall mean is 4.05 with a standard deviation of .571 described as high. This indicates that teachers are efficient. The *school context* has a higher mean of 4.2 described as high, than the class context with a mean of 3.9 described as high. This implies that the teachers are perceived to be efficient as faculty members and as classroom instructors.

### 3.5 Significant Relationship between the Teacher Burnout and Teaching Quality of Teachers

Table 17 presents the results of the relationship between teachers' burnout and teaching quality.

**Table 17: Relationship between Teacher Burnout and Teaching Quality**

		<b>Burnout</b>	<b>Teaching Quality</b>
<b>Burnout</b>	Pearson Correlation	1	-.160
	Sig. (2-tailed)		
	N	183	183
<b>Teaching Quality</b>	Pearson Correlation	-.160	1
	Sig. (2-tailed)	.030	
	N	183	183

*Correlation is notable at the 0.05 level (2-tailed)*

Table 17 presents a significant relationship between the extent of burnout and teaching quality among teachers. Pearson correlation was conducted to determine if there is a significant relationship between the extent of burnout and teaching quality,  $r = -.160$ ,  $p\text{-value} = .030$  which is lesser than  $.05$  and implies that there is a significant negative relationship between the extent of burnout and teaching quality of the teachers. This means that the greater the burnout of teachers, the lesser the teaching quality; the lesser the burnout, the higher the teaching quality.

### 3.6 Significant Relationship between the Teacher Burnout and Self-Efficacy of Teachers

**Relationship of Teacher Burnout and Self-Efficacy of Teachers.** Table 18 presents the results of the relationship between burnout and self-efficacy of teachers.

**Table 18: Relationship between Teacher Burnout and Self-Efficacy**

		<b>Burnout</b>	<b>Self-Efficacy</b>
<b>Burnout</b>	Pearson Correlation	1	-.282
	Sig. (2-tailed)		<.001
	N	183	183
<b>Self-Efficacy</b>	Pearson Correlation	-.282	1
	Sig. (2-tailed)	<.001	
	N	183	183

*Correlation is significant at the 0.01 level (2-tailed)*

Table 18 presents a significant relationship between burnout and the self-efficacy of teachers. Pearson correlation was conducted to determine if there is a significant relationship between burnout and self-efficacy of teachers,  $r = -.282$ ,  $p\text{-value} < .001$  which is lesser than  $.05$  and implies that there is a significant negative relationship between burnout and self-efficacy of teachers.

## 4. DISCUSSIONS OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

This segment presents a further discussion of the findings of the study as well as the conclusions being drawn and the relevant and valuable recommendations offered.

### 4.1 Discussion

Female teachers occupy the highest number of the total respondents which is 153 or 84% and there are 30 or 16% male teachers. This is an indication that many female teachers are more motivated to teach than males. This is congruent with a study by Wong et al. (2019) that the teaching drive among females increased by more than 60% women from 1987 to 2015, from roughly 2.5 million to almost 4.5 million than of men. This helps to explain why the field leaned more toward women despite the rising number of men entering the profession.

This supported the findings of Boring (2017) that the lack of male teachers is a common theme in discussions about education and is widely acknowledged by teachers, gender did not seem to be an issue when students spoke about their teachers. They value instructors, regardless of gender, who are capable of instructing, pleasant and laid-back while maintaining discipline and making sure that students complete their work. Boys frequently preferred male teachers of popular, non-academic subjects, but as time went on, female teachers of academic subjects also gained favor with boys.

Results showed that most respondents have the least educational requirement of a teacher having a bachelor's degree only. Having a bachelor's degree at this time is likely to become inferior in terms of the advancement of knowledge and skills especially in the classroom setting. According to Galizaet et al. (2018) that having a teacher without a graduate degree is not predictive of higher achievement compared to having a teacher with a master's degree or doctorate.

This is relevant to the findings of Lee and Lee (2020) that although teachers play a big part in students' education, it is not entirely clear whether teacher qualification indicators correlate with increased academic success for students. Multiple highly qualified teachers who have taught students have been associated with higher educational degree attainment. The findings from this study have significant implications for education policy across nations, especially given that teacher qualification will continue to play a crucial role.

It was revealed that 53 or 29% of the teachers were in the service for about 0-5 years. This is an indication that many of them were new in the teaching profession and they experienced adjustments in the system. This is congruent with the study of Phytanz and Burhaein (2020) that the amount of time teachers have been in the profession has a big impact on their performance and teaching abilities.

The data revealed that teachers' burnout in terms of depersonalization has a mean of 1.7 with a standard deviation of .656 which is interpreted as low; personal accomplishment, 2.1 or .621, low and emotional exhaustion, 2.6 with a standard deviation of .725. The three indicators under teachers' burnout suggest that teachers in one way or the other did not lose their identity as professional teachers. They remain strong despite the many challenges they encountered. They could still work well with their colleagues, students, and school heads. The findings are opposite to the statement of Rumschlag (2017), that a person intentionally isolates themselves from others physically during the stage of burnout. Pessimism and negativity are frequently felt in situations. People have unfavorable, cynical attitudes and feelings toward their clients. Further, he explained that teachers who feel burnout seclude themselves preventing communication and collaboration with other teachers, and feel isolated and disconnected from others.

The teaching quality among the teachers in terms of organization, rules, and procedure; positive relationships; engagement and enjoyment; and a culture of thinking and learning received an overall mean of 4.4 with a standard deviation of .577 which is described as high. The findings of Fauth et al. (2019), that students' progress is impacted by the quality of instruction that competent teachers can deliver. Despite the many challenges encountered by the teachers, they remain positive as they dispense their duty as classroom teachers, their relationship and their engagement with their students remained balanced. This is also parallel to the study of Almutashiri and Davies (2016) that to achieve teaching quality, the criteria for both good teaching and successful teaching must be met. Quality teaching involves a combination of both good teaching (i.e., age-appropriate, morally defensible, adequate, and complete teaching) and successful teaching (i.e., teaching in which the learner successfully acquires proficiency in what is being taught).

The findings of Korkealehto and Siklander (2018), revealed that traditional learning environments are experiencing a decline in student engagement, which has an impact on learning outcomes and engagement. According to Haiyan, Walker, and Xiaowei (2017), to make significant changes in schools, it is crucial to have a supportive culture for teacher learning. It has been demonstrated in the literature that effective school administrators can create and support teaching cultures.

Self-efficacy of teachers in terms of class context and school context received an overall mean of 4.05 with a standard deviation of .571 described as high. This indicates that teachers are efficient. It was revealed in the study of Delale-O'Connor et al. (2017) that classroom management strategies are shaped by teachers' beliefs, and how these beliefs and strategies can be crucial for comprehending and reducing inconsistent disciplinary referral patterns

among working teachers. Building teachers' self-efficacy beliefs and sense of efficacy are crucial for guiding their classroom management practices and decisions. The learning environments in particular are crucial for increasing teachers' sense of efficacy in the classroom: learning about students and developing strong, long-lasting relationships with them; learning about and developing an understanding of the contexts outside of school; and identifying and responding appropriately to students' traumatic experiences. This is parallel to the suggestion of Choong et al. (2019) stating the amount of effort put into teaching, the decision-making skills, and the persistence level of teachers all play a significant role in how effective they feel personally. The development of efficient human resources initiatives and programs that can foster trust within the workplace and increase teachers' self-efficacy is urged on by school management and policymakers.

There is a significant negative between teachers' burnout and teaching quality. This means the greater the burnout of teachers, the lesser the teaching quality; the lesser the burnout, the higher the teaching quality. According to the findings of Kim, Jörg, and Klassen (2019), the prolonged stress of teaching can be stressful and lead to burnout, which is regarded as a result of inadequate coping mechanisms. A measure of job performance in the teaching profession is teacher effectiveness because it can quantify the influence a teacher has had while carrying out their duties. Teacher burnout was linked to specific teaching qualities, according to research. However, research across a range of professions found that emotional stability, conscientiousness, and extraversion were the personality traits most strongly linked to burnout.

There is a significant negative relationship between burnout and the self-efficacy of teachers. This would mean that the higher the burnout of teachers the lesser the self-efficacy and the lower the burnout of teachers the higher their self-efficacy. This is in congruence with the statement of de Vera, García, and Gambarte (2019) that because of the affective and emotional demands of their jobs, teachers are particularly prone to developing burnout syndrome. Resilience is promoted as a quality that can help the human condition change when faced with challenges. Resilience is a prerequisite for the development of preventive pedagogy in education, which is based on respect and unconditional acceptance of the other, taking into account every human being's right to affection.

#### **4.2 Conclusion**

Based on the results of the study, the researcher has come up with the conclusion that burnout as perceived by elementary school teachers is less felt. All the indicators for this variable also reflected a descriptive equivalent of low. Additionally, the teaching quality of elementary school teachers is very high. Three of the four indicators for this variable have a descriptive equivalent of very high and one indicator is described as high. This implied that elementary teachers are perceived to have very much observed teaching quality. Moreover, the self-efficacy of elementary teachers is high. One indicator for this variable has a descriptive equivalent of very high and one is described as high. This implied that the self-efficacy of elementary teachers is perceived to have much observed and felt.

Furthermore, the results also revealed that there is a significant negative relationship between the burnout and teaching quality of elementary school teachers. This showed that females performed more than male teachers. This implied that the greater the burnout of teachers, the lesser the teaching quality; the lesser the burnout, the higher the teaching quality. Lastly, this study revealed that there is a significant negative relationship between burnout and self-efficacy among elementary school teachers. This implied that the greater the burnout of teachers, the lesser the self-efficacy; the lesser the burnout, the higher the self-efficacy.

#### **4.3 Recommendations**

After a profound consideration of the possible implications of the findings and conclusion of the study, the researcher came up with several recommendations:

Research on the burnout problem should continue, and changes in the level of burnout over time should be monitored. Since the relationship between the two variables was found to be significant, appropriate precautions should still be taken, and introductory and informational seminars should be held. Teachers should receive encouragement and support for their professional aspirations and personal growth. It is important to carry out

activities that increase a person's motivation and affinity for their work; teachers should make every effort to take part in these activities.

To avoid unpleasant and discouraging circumstances, teachers and institutions should recognize these issues and take appropriate action. Burnout's psychological and physical symptoms can be eliminated by taking organizational and individual preventative measures. Teachers will perform their duties more successfully if they work in a stress-free environment.

To prevent and treat teacher burnout, the school administration must develop a program of activities for teacher wellness that would serve the teachers to strengthen their physical, emotional, social, and spiritual aspects.

Future research on burnout patterns of teachers at work may be conducted with a different group of participants. It is also suggested to explore additional sets of variables to carefully examine the relationship between teachers' burnout and teaching quality and self-efficacy.

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