

WORK DEMANDS AND OCCUPATIONAL BURNOUT AMONG PUBLIC SCHOOL TEACHERS IN THE PHILIPPINES

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ABSTRACT

Public school teachers in the Philippines were known for their high work demands which eventually resulted to their occupational burnout. The study evaluated the association between work demand and occupational burnout among public school teachers in different elementary schools under the Schools Division Office of Kidapawan, Kidapawan City, Philippines were included specifically in the 3rd District. Descriptive-correlational research designs were employed utilizing survey questionnaire which was disseminated to 109 teachers as respondents who were statistically drawn from 10 schools under 3rd district of Kidapawan SDO. Hypothesis of the study was tested using person's correlation. Findings of the study revealed that occupational burnout among teachers is associated with their work demands which eventually resulted to emotional fatigue and low self-efficacy among public school teachers.

Keyword: Public school teachers, work demands, occupational burnout, Philippines.

1. INTRODUCTION

The pandemic brought by the coronavirus (COVID-19) has greatly widened educational disparities around the world. The pandemic has led to educational interruption and health concerns that led to challenges in global health systems. Aside from challenges in the health sector, the pandemic has greatly wreaked havoc in the education sector since the teachers became subjected to external demands and pressures from supervisors, parents, and policymakers [1].

With the sudden shift to the new normal learning set-up, teachers also encountered some challenges in the delivery of the teaching-learning process since some obstacles have been faced in the implementation phase of the learning continuity plan [2]. Despite this, the Philippines has adopted this method of instruction in which the teachers play a critical role in maintaining high qualifications to bridge the gap during this pandemic [3]. Meanwhile, learners' experiences struggles and difficulties with learning in the new normal [4]. School administrators need to persevere and cope with the challenges of the learning continuity [5].

Unfortunately, teachers have also voiced grievances about the above mention of modular distance learning. Since they have become the educational front liners during this pandemic, they are tasked with the printing, sorting, distribution, and retribution of the self-learning modules, which is an added effort in their already challenging nature of work [6]. The delivery of learning in times of pandemic is highly dependent on school readiness [7].

With such nature of work and professional demands, it can be expected that teachers would end up suffering burnout due to their occupation. It can be attributed to the feeling of emptiness resulting from job-related pressures, stressors, and work overload [8]. If this persists, an individual will lose his or her enthusiasm and passion for keeping up with everyday work challenges, which leads to low self-efficacy.

Usual studies about this discipline solely base it on teachers' experiences at a general overview. Thus, the indicators that have been identified in this study have not been explored and investigated. Common studies in the

field of new normal education focus on teachers' preparation, challenges, and coping mechanisms were conducted [9] and on emerging technologies in the new normal [10], and teachers' resiliency in the new normal [11]. It is visible that the indicators have not yet been explored, which creates a gap and void in the body of knowledge.

This study was conducted so that the researcher would establish a seminal work that could explain the nature of the variables about the conduct of this study and provide baseline data for future researchers who would take an interest in the conducted research in the same discipline.

2. METHODOLOGY

The study evaluated the association between work demand and occupational burnout among public school teachers in different elementary schools under the Schools Division Office of Kidapawan, Kidapawan City, Philippines were included specifically in the 3rd District. Descriptive-correlational research designs were employed utilizing survey questionnaire which was disseminated to 109 teachers as respondents who were statistically drawn from 10 schools under 3rd district of Kidapawan SDO. Hypothesis of the study was tested using person's correlation.

3. RESULTS AND DISCUSSION

Table 1 shows the relationship at the indicator level. From the table, it was revealed that module preparation and low self-efficacy has a negative significantly correlated (r -value = -0.212*, p -value = 0.048). Moreover, the nature of the relationship inverse which means that as the mean of module preparation increases, low self-efficacy decreases. Furthermore, conduct of online classes and emotional fatigue are significantly correlated (r -value = 0.226*; p -value = 0.042).

Drawing inference from the outcomes of the statistical analysis, it can be surmised that as teachers work in the preparation of modules needed for distribution to students demands is high, they slowly build low level of commitment which impacts their self-esteem. This invertedness of the relationship of the two indicators explains why a negative sign is found in the r -value. Despite the ongoing stressful life, the Filipino traits on resiliency, flexibility and adaptability emerge. In the Rappler report, Sison [12] said that Filipinos turn challenges into acceptance. Instead of fixing issues, Filipinos merely deal with them and wait for them to go away. This has an impact on the study's outcome.

Meanwhile, the need to prepare for the conduct of online classes adds to the emotional Fatigue of the teachers. The fact that some teachers do not have ample skills to maneuver and navigate online learning platforms becomes a scapegoat for the existence of this unfortunate correlation.

In the study of Scanlan and Still [13], their results have shown that there is a strong connection between work demands and occupational burnout. In consonance, Martin et al. [14] found that pressures at work tend to generate stress which leads to unwanted behavior, increased occupational faults, poor performance, and other types of conduct relative to heavy workload which are deemed to be influential factors for occupational burnout. Thus, it is needless to say that work demands cause occupational burnout.

Table 1 Correlation matrix showing the relationship of the work demand and occupational burnout of teachers.

Work Demand		Emotional Fatigue	Low self - efficacy
Module Preparation	Pearson R	-0.125	-0.212*
	Probability	0.381	0.048
Conduct of Online Class	Pearson R	0.226*	0.044
	Probability	0.042	0.759
Filing of Reports	Pearson R	-0.066	0.044
	Probability	0.644	0.759

*= Correlation is Significant at 0.05 level.

4. CONCLUSIONS

Teachers agreed that module preparation should be accomplished since it serves as the reference for students to use as they learn in the new normal. For online classes, teachers have strongly agreed that the preparation

and conduct of online classes is difficult. Teachers have also agreed that filing of reports affected the manner in which they do their tasks.

In terms of the level of occupational burnout, the teachers strongly agreed that they have encountered emotional Fatigue in the new normal. They also strongly agreed that they have low self-efficacy right now that there is still the prevalence of the pandemic.

For the test of relationship, module preparation was found to be significantly yet inversely correlated to low self-efficacy. Moreover, the conduct of online classes is significantly correlated to emotional fatigue.

With regards to the influence of work demands, it was found that work demands influenced emotional Fatigue. In consonance, it also influenced low self-efficacy of the teachers which results to the rejection of the null hypothesis which has been posed in the initial chapter of this study.

5. REFERENCES

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