

Teachers' Burnout Levels and Coping Strategies in the Time of Pandemic: Basis for a Proposed Program to Manage Teachers Burnout

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Abstract: Using Maslach's Burnout Inventory Scale, this study examined the burnout levels of tertiary education teachers during the pandemic. The study employed a quantitative approach to describe the profile of 36 participants and determine the degree of burnout in three dimensions: emotional exhaustion, depersonalization, and reduced personal achievement using weighted mean, frequency, and percentage. In addition, the researchers conducted a focused group discussion (FGD) to add qualitative support to the study's findings. Furthermore, a T-test was conducted to determine a significant difference in burnout levels in the three dimensions when grouped by sex and educational attainment, while, the Analysis of Variance (ANOVA) was done when teachers' grouping was according to age and faculty load units to see if there was a significant difference in burnout levels across the three dimensions. Findings revealed that most education teachers had low levels of burnout in terms of emotional exhaustion, depersonalization, and personal achievement. The FGD results showed that teachers are being burned out due to overlapping activities and meetings, overloading work, and doing tasks unrelated to teaching. Furthermore, when age and faculty load units grouped teachers, no significant differences in burnout levels were found in the three dimensions. There is a significant difference in burnout levels among female and male teachers in the dimension of personal achievement. There was a significant difference in burnout levels in depersonalization and personal achievement. The findings created a recommended program to manage teachers' burnout.

Keywords: Burnout, Coping strategies, Emotional Exhaustion, Depersonalization, Personal Achievement

1. Introduction

The COVID-19 pandemic has had such a negative effect on people's livelihoods and the environment that it has prohibited many traditional human activities. According to Chriscaden (2020), the pandemic has put millions of people at risk of poverty. One hundred thirty-two million people are likely to be hungry, and more than half of the world's 3.3 billion people will lose their employment. To cope with the aforementioned, people had to adapt to a new way of life, including the entire educational system, which shifted students and teachers to virtual online education.

Teachers got training and seminars on adjusting to the new normal, and students who did not have a fast internet connection for online courses could access modules. Although essential, stakeholders have varied feelings about the agreement, notably forcing the teacher to teach in a hurry due to the situation. The delay and lockdowns have significantly restricted movement in third-world nations like the Philippines and returning to school may take longer. In addition, teachers are under strain in the VUCA (Volatility, Uncertainty, Complexity, and Ambiguity) world since they have many obligations and high demands and workloads. According to a poll commissioned by Parade Magazine and Cleveland Clinic (2020), the pandemic has triggered various mental health problems, including stress, worry, despair, and loneliness.

Before the pandemic, studies were conducted on burnout among teachers in primary and secondary schools in the Philippines and abroad. However, only a few studies were conducted during the pandemic to examine burnout among tertiary education teachers, particularly those working in Philippine State Colleges and Universities. This study aims to look at the level of burnout among tertiary education teachers, taking into account factors such as sex, educational achievement, age, and faculty load units. The findings of this study were used to develop a recommended program for addressing teacher burnout.

Literature Review

According to Minihan et al. (2020), the World Health Organization (WHO) labeled COVID-19 a pandemic, requiring significant changes in work practices to prevent viral transmission. Also, WHO labeled burnout syndrome a chronic illness caused by inadequate job stress management. Exhaustion, negativism toward one's job, and professional inefficiency are the three components of this syndrome (World Health Organization, 2019). According to Help Guide (2022), burnout reduces productivity and depletes vitality, leaving you feeling helpless, dejected, cynical, and angry (2022). Burnout affects all elements of one's life, including home, profession, and social life. In addition, burnout can cause long-term changes in our body, leaving us more vulnerable to illnesses like colds and flu.

There is growing evidence that the pandemic has substantially impacted teachers' and pupils' mental health. For example, according to Huang & Zhao (2019), 35.1 percent of Chinese professors and students experienced moderate anxiety symptoms, and 21% had moderate depression symptoms during the lockdown. In contrast, German teachers reported medium-to-high levels of stress. In addition, teachers in the United Kingdom (U.K.) expressed high levels of worry, and the Chilean pandemic harmed instructors' quality of life, especially among women and younger teachers (Hidalgo-Andrade et al., 2022).

As per a 2018 survey done by Bozkuş, almost half of all instructors have experienced burnout. Female instructors are more worn out than male instructors, who feel constrained, useless, and unsuccessful. Arvidsson et al. (2019) discovered that a rise in job demand was associated with increased burnout.

Comparative research of 478 primary school teachers by Akbaba (2014) indicated that Turkey's teaching profession's occupational values were good. Jamaluddin and You (2019) looked at the burnout levels of 31 educators based on their gender, experience, and

educational level. The researchers discovered that the instructors in the study were emotionally fatigued, with poor personal achievement and significant degrees of depersonalization. Emotional exhaustion was observed in both men and women, regardless of years of experience with bachelor's, master's, and doctoral degrees. Depersonalization typically affects teachers with less than five years of experience and a bachelor's degree.

Collantes (2020) discovered that selected primary and secondary teachers in Angeles City had moderate work-related stress, with subcomponent demand being a significant cause. It also revealed that gender and position were good indicators of teaching success, with female teachers doing better than males in higher teaching roles. In contrast, individuals who attended stress management seminars had better teaching performance than those who did not. Finally, Licayan et al. (2019) discovered high academic stress during the pandemic. The university should address intervention schemes through academic and non-academic services, according to the findings.

Regarding teachers' burnout management measures during the pandemic, Hidalgo-Andrade et al. (2022) revealed that seeking social support, exercising, and engaging in leisure activities were the most often employed coping mechanisms. According to Rabago-Mingoa (2017), passive entertainment and window shopping are two of teachers' most prevalent coping techniques. Furthermore, Tan (2017) discovered that faculty members chose good religious coping over negative religious coping as a coping technique.

The Maslach Burnout Inventory (MBI)

The most popular instrument to assess the risk of burnout is the Maslach Burnout Inventory (MBI), developed by Maslach and Jackson in 1981. MBI, which incorporates the in-depth research undertaken over the course of 25 years since its initial publication, has been acknowledged for more than 10 years as the premier measure of burnout (Complete Dissertation, 2022). Emotional exhaustion, depersonalization, and personal accomplishment are three subscales of Inventory's burnout model. The emotional exhaustion subscale, which measures fatigue at the mere notion of working, chronic fatigue, sleep problems, and a lack of emotional energy, consists of seven (7) questions. There are seven (7) items on the depersonalization subscale that address the possibility that excessive detachment could lead to cynicism and unfavorable viewpoints toward students or colleagues, a sense of shame, a tendency to avoid social situations, and a propensity to retreat within oneself. The personal success subscale's component's eight (8) items illustrate the demoralizing effects of a difficult, recurrent situation that fails despite efforts. Ergin (1992) carried out tests on the instrument's validity and reliability. Cronbach's alpha coefficient for the validity study's content validity was calculated, and it was .83 for emotional exhaustion, .65 for depersonalization, and .72 for personal achievement (Koruklu et al., 2012).

Studies on burnout levels using MBI have been done by Koruklu, Nermin, Burak Feyzioglu, Hatice Ozenoglu-Kiremit and Elif Aladag (2012); Sirri Akbaba (2014); Izzul Ilham Jamaluddin and Huay Woon You (2018); Muhsin Sarikaya (2021); Navita, Noriel C., and Aida A. Casas (2021); Laura Sánchez-Pujalte, Diego Navarro Mateu, Edgardo Etchezahar and Talía Gómez Yepes (2021); Paria Norouz Kermanshahi and Reza Pishghadam (2022); Gregory Smith et al. (2022).

Statement of the Problem

The study aimed to assess the burnout levels of the tertiary education teachers of the College of Education of MSU-Iligan Institute of Technology during the pandemic using Maslach's Burnout Inventory Scale. Further, it aimed to answer the following questions in particular:

1. What is the burnout level of the tertiary education teachers in terms of the following components:
 - a. emotional exhaustion;
 - b. depersonalization;
 - c. personal achievement?
2. To what extent do the tertiary education teachers feel their burnout levels in terms of:
 - a. emotional exhaustion;
 - b. depersonalization;
 - c. personal achievement?
3. Is there a significant difference between the teachers' burnout levels when grouped according to sex, educational attainment, age, and faculty load units?
4. How do tertiary education teachers manage their burnout levels?
5. What program may be developed to assist teachers in managing their burnout?

Hypotheses:

H₀₁: There is no significant difference in the burnout levels of the tertiary education teachers when grouped according to sex.

H₀₂: There is no significant difference in the burnout levels of the tertiary education teachers when grouped according to educational attainment.

H₀₃: There is no significant difference in the burnout levels of the tertiary education teachers when grouped according to age.

H₀₄: There is no significant difference in the burnout levels of the tertiary education teachers when grouped according to the number of units handled.

2. Methodology

2.1. Research Design

The study employed a quantitative approach to describe the profile of 36 teachers and assess the degree of burnout in three dimensions: emotional exhaustion, depersonalization, and personal achievement. The process includes distributing online survey questionnaires to the respondents via Google forms. In addition, the survey link was disseminated through individual emails and personal social media networks. In launching the questionnaire, ethical considerations were made by allowing the participants to agree on the Informed Consent. A focused group discussion (FGD) with nine selected faculty members was also done.

2.2. Participants

The study's participants were the 36 educators teaching in the College of Education with assignments of faculty teaching overload of over six units. 56.8% were males among the respondents, and 43.2 % were females. Many of them, or 51.4%, were master's degree holders, while 48.6% were Doctoral degree holders. Regarding the number of units handled, 40% have a faculty load ranging from 25 to 28 units, 37.1% have a faculty load ranging from 29 units and above, while 22.9% have a faculty load ranging from 21-24 units. Participation was voluntary. The informed consent also includes contact details for the research team if any clarification during the study is needed.

2.3. Measures

The researchers adapted the Maslach Burnout Inventory (MBI) created by Maslach and Jackson (1981) to determine the teachers' burnout levels with three sections. (Refer to appendix 1). Part 1 is the demographic profile of the respondents and Part 2 is a series of questions to determine the respondents' burnout level. The emotional exhaustion subscale includes seven (7) questions that testifies to fatigue at the very idea of work, chronic

fatigue, trouble sleeping, physical problems., and a lack of emotional energy. Seven (7) items on the depersonalization subscale deal with the notion of detachment is excessive, leading to cynicism with negative attitudes with regard to students or colleagues, feeling of guilt, avoidance of social contacts and withdrawing into oneself. Finally, there are eight (8) questions on the personal achievement subscale concerning his component represents the demotivating effects of a difficult, repetitive situation leading to failure despite efforts. Lower scores on the personal achievement subscale suggest a higher burnout symptom load; higher scores on the emotional exhaustion and depersonalization subscales indicate a higher burnout symptom burden. The MBI used a Likert scale, with one (1) indicating never and six (6) indicating every day. For the content validity, the computation of the Cronbach's α coefficient is at .89 for emotional exhaustion, .88 for depersonalization, and .97 for personal achievement.

The FGD qualitatively supports the findings of the study. Nine (9) faculty members with moderate to high burnout levels took part in the focus group discussion. A score of 1.0 on the content validity index indicates that the questions are appropriate and, thus, will help gather the required data from the respondents. Six (6) questions are included in the Focus Group Discussion to collect the needed information; Question 1 is about the burnout experiences of the teachers during the pandemic (Can you share your burnout experience as an educator during the pandemic?). Question 2 is about the factors that contribute to teachers' burnout during the pandemic (What are the factors that contribute to your burnout during this pandemic?). Question 3 is rating the burnout levels of the teachers: 5 being the highest and one being the lowest; then a follow-up question, "Why?" they have that rating (On a scale from 1-5 (1 being the lowest and five being the highest), how will you rate your burnout levels during the pandemic? Why?). Question 4 is how the teachers managed their burnout (How did you handle it?). Question 5 is about the specific activities the teachers would like to suggest to the administrators to prevent their burnout (What actions would you recommend to the administrators to avoid burnout among teachers? Why do you think that activity can help reduce burnout levels among the faculty?) Finally, question 6 is about the support the teachers will need to implement their suggested activities (What support will you need to implement them?). In summary, the FGD interview guide aims to determine the burnout levels, contributory factors of burnout levels, and how the faculty members managed burnout.

2.4. Data Analysis

To describe the profile of respondents and assess the burnout level in these three dimensions: emotional exhaustion, depersonalization, and reduced personal achievement, this study utilized statistical treatments such as percentage, frequency, and weighted mean. A t-test was undertaken to see if there was a significant difference in burnout levels between the two groups of teachers when separated by sex and educational achievement. The Analysis of Variance (ANOVA) is used to determine if there was a significant difference in burnout levels across the three dimensions when age and faculty load units classified the teachers.

This study examined the data acquired from focused group discussions using content analysis. Bush et al. (2005) defined content analysis as a research method for determining the existence of specific words or concepts inside texts or collections of texts. Proceedings during the FGD were recorded, the recorded proceedings were transcribed, and the content was analyzed and used as qualitative support for the data generated from the survey.

3. Results and Discussion

This study aimed to determine the education teachers' burnout level and coping strategies during the pandemic. The following are the results of the data analysis conducted:

3.1 What is the burnout level of tertiary education teachers in terms of the following components: emotional exhaustion, depersonalization, and personal achievement?

Table 1: Teachers' burnout levels in terms of emotional exhaustion, depersonalization, and personal achievement.

Component	Levels (degree)	Frequency (N=36)	Percentage
Emotional exhaustion	High degree	1	2.8
	Moderate degree	7	19.4
	Low degree	28	77.8
Depersonalization	High degree	5	13.9
	Moderate degree	8	22.2
	Low degree	23	63.9
Personal achievement	High degree	21	58.3
	Moderate degree	7	19.4
	Low degree	8	22.2

Table 1 presents the burnout levels of tertiary education teachers regarding their emotional exhaustion, depersonalization, and personal achievement. Emotional exhaustion is considered the core dimension of burnout. Emotionally exhausted employees feel fatigued and unable to face the demands of their job or engage with people (Maslach et al., 2001). Results show that 78% of the teachers had a low level of burnout in terms of emotional exhaustion, while there are only 2.8% and 19.54% with high and moderate levels, respectively. It means that the nature of work was perceived to be of low difficulty for teachers, which complements the result of the FGD.

However, other tasks like overlapping work, multitasking, and doing tasks that are not within the scope of teaching cause the teachers' burnout. Gaines and Jermeir (2017) confirm in their study that emotional exhaustion is partially the result of the personal characteristics of the employee, interpersonal milieu, and the work itself. Additionally, working with gadgets for an extended period during the pandemic causes eye strain leading to burnout among teachers based on the result of the FGD as quoted:

“My burnout experience is after using the computer for almost ten hours. I have experienced that I easily get tired. I have eyes strain and headaches after work. This is the number one cause, and that is because of using gadgets.” [TR1]

“I can also equate my burnout level with my age. Getting tired is a bit easy for hours; there are more than eight hours, and I experienced fatigue because fatigue sometimes can reduce performance and productivity.” [TR2]

“I can describe my burnout level as high because, during the pandemic, we still have conducted training about Inflex. While we also prepare our subjects, we communicate the method to other colleagues in the department. So, it does not seem easy because we also have other faculty members who need our help. So that situation seems to make me feel like I am running out of energy. One time, during the second year of the height of the pandemic, it was then that I got sick for about one week.” [TR3]

“In this semester, I am loaded, so I have to adjust a bit about my subjects. Then there are the outside things that need to be taken care of, especially here. So that is how I experienced burnout.” [TR4]

“Sharing my burnout experience as an educator during the pandemic; one is the increase of multiple schedules at that time. It was only during the pandemic that I experienced which meetings are scheduled left and right.” [TR5]

"During the pandemic, I can assess my burnout level as high because I experienced severe headaches, numbness, and eye strain due to too much use and facing the computer for ten or more hours." [TR6].

"I experience burnout when working for the COPC, other preparations, and multiple meetings. I am frustrated that I cannot prepare well for my class. I also notice that we do not seem to run out of activities; I do not know if this is happening before or if there are just too many activities now." [TR7]

"There are times when I have to work long hours until morning, and then I still have to prepare for the online class. It is mentally doable; however, we cannot avoid physical exhaustion." [TR8]

This finding is comparable to that of Ventayen and Ventayen (2021), which discovered that most instructors require more time to complete their responsibilities, that Filipino teachers are overworked, and that this interferes with family and social commitments.

Depersonalization is the notion of excessive detachment, leading to cynicism with a negative attitude regarding students and colleagues, feeling of guilt, avoidance of social contacts, and withdrawal from oneself. The study showed that 63.9% of the teachers experienced a low level of burnout. In comparison, 22.2% experienced a moderate level of burnout, and only 13.9% experienced high-level burnout in terms of depersonalization. The result of the FGD identified that less social engagement during the pandemic contributed to teachers' burnout levels, and it also showed that education teachers coped with burnout by maintaining social connections, as quoted: a. Cultural-self knowing (or self-realisation) involves coming to understand our culturally situated selves, in particular how the (mostly invisible) premises underpinning our worldviews – our shared values, beliefs, ideals, emotionalities, spiritualities – give rise to our cultural identities and govern our habituated ways of being in, making sense of, and relating to our social and natural worlds.

"Wandering around with friends." [TR3]

"So, what I did is to talk more. We tend to go to school to see people, talk, laugh, and eat together. Talking while eating even for a short period." [TR4]

"Hanging around with friends and mountain climbing. [TR5]

"Eat with colleagues. Sometimes, there is a drinking session with my wife." [TR7]

"I am enjoying having face-to-face meetings with some of my co-volunteers. Attending activities for the youth also relieves some of the work stress." [TR8]

Such finding parallels the study of Jacobson (2016), which explains how a collaborative environment benefits the teacher. Teachers need social learning opportunities and events to communicate their needs.

Reduced personal achievement refers to the component which represents the demotivating effects of a problematic, repetitive situation leading to failure despite efforts. Based on the results, 58.3% of the respondents have high scores in their achievement, which means they have a low burnout level. On the other hand, about 19.4% have moderate levels, and 22.2% have high levels of burnout in reduced personal achievement. This result affirms the low burnout levels in emotional exhaustion and depersonalization.

3.2 To what extent do the tertiary education teachers feel their burnout levels in terms of emotional exhaustion, depersonalization, and personal achievement?

Table 2 shows how the tertiary education teachers feel their burnout levels in terms of emotional exhaustion. Only the statements *"I feel emotionally exhausted by my work,"* which teachers believe occurs a few times per month, and *"Working with people all day requires a great deal of effort,"* which happens once a month, had the highest mean of 2.67 and 2.25, respectively, and ranked 1 and 2. An overall mean of 1.62 means that emotional exhaustion felt by the tertiary education teachers occurs a few times a year.

Table 2: The extent of how the tertiary education teachers feel their burnout levels in terms of emotional exhaustion.

Statements	Mean	Description	Rank
1. I feel emotionally drained by my work.	2.67	A few times per month	1
2. Working with people all day long requires a great deal of effort.	2.25	Once a month	2
3. I feel like my work is breaking me down.	1.44	A few times this school year	4
4. I feel frustrated by my work.	1.00	A few times this school year	6
5. I feel I work too hard at my job.	1.97	Once a month	3
6. It stresses me too much to work in direct contact with people.	1.19	A few times this school year	5
7. I feel like I'm at the end of my rope.	.77	Never	7
Overall mean		1.62	A few times this school year

Table 3 shows how the tertiary education teachers feel their burnout levels in terms of depersonalization. *"I feel tired when I get up in the morning and have to face another day at work,"* got the highest mean of 1.30, which occurs a few times a year. *"I think my students make me responsible for some of their problems"* was ranked second. *"I am at the end of my patience at the end of my workday,"* rank third. The rest of the items were perceived to never appear during the pandemic. An overall mean of .80 means that depersonalization felt by the tertiary education teachers never occurs during the pandemic.

Table 3: The extent to which the tertiary education teachers feel their burnout levels in terms of depersonalization.

Statements	Mean	Description	Rank
1. I feel I look after certain students impersonally as if they are objects.	.64	Never	5
2. I feel tired when I get up in the morning and have to face another day at work.	1.30	A few times this school year	1
3. I have the impression that my students make me responsible for some of their problems.	1.08	A few times this school year	2
4. I am at the end of my patience at the end of my workday.	1.00	A few times this school year	3
5. I really don't care about what happens to some of my students.	.47	Never	6
6. I have become more insensitive to people since I've been working.	.67	Never	4
7. I'm afraid that this job is making me uncaring.	.44	Never	7
Overall mean		.80	Never

Table 4 shows how the education teachers feel their burnout levels regarding reduced personal achievement. As per findings, every item on the personal achievement scale appears a few times every week. Since most of the teachers perceived their burnout level to be low in terms of emotional exhaustion and depersonalization, it conveys that most of them have a low level of burnout when it comes to personal achievement. In addition, it demonstrates that educators have a favorable attitude toward the individuals

with whom they work, such as students and parents. On the other hand, three items were found with least mean such as "*Through my work, I feel that I have a positive influence on people,*" "*I am easily able to understand what my students feel,*" and "*I feel full of energy.*"

Table 4: The extent to which the tertiary education teachers feel their burnout levels in terms of personal achievement.

Statements	Mean	Description	Rank
1. I accomplish many worthwhile things in this job.	4.54	A few times per week	3
2. I feel full of energy.	4.62	A few times per week	6
3. I am easily able to understand what my students feel.	4.71	A few times per week	7
4. I look after my students' problems very effectively.	4.42	A few times per week	2
5. In my work, I handle emotional problems very calmly.	4.60	A few times per week	5
6. Through my work, I feel that I have a positive influence on people.	4.72	A few times per week	8
7. I am easily able to create a relaxed atmosphere with my students.	4.09	A few times per week	1
8. I feel refreshed when I have been close to my students at work.	4.57	A few times per week	4
Overall mean	4.53	A few times per week	

3.3 Is there a significant difference between the stress levels of the teachers when they are grouped according to sex, educational attainment, age, and faculty load units?

Table 5: Analysis of the Significant Difference in the Burnout Levels when grouped according to Sex

Variable	Sex	N	Mean	SD	t	p
Emotional Exhaustion	Female	21	10.86	7.40	0.395	0.696
	Male	15	11.93	8.93		
Depersonalization	Female	21	5.05	4.91	0.690	0.495
	Male	15	6.40	6.86		
Personal Achievement	Female	21	40.38	8.37	-2.053	.048*
	Male	15	33.53	11.68		

H₀₁: *There is no significant difference on the burnout levels of the tertiary education teachers when grouped according to sex.*

*Significant at *p* < 0.05

Table 5 shows no significant difference in the teacher's burnout levels regarding emotional exhaustion and depersonalization (*p*>0.05) when grouped according to sex. However, registering a significant difference for personal achievement (*p*<0.05). Under the personal achievement, female teachers reported having higher levels of personal achievement which means that they have lesser burnout levels than male teachers considering that they have higher means scores than male teachers. This further means that the tertiary education teachers, whether male or female, significantly had the same burnout

level in terms of emotional exhaustion and depersonalization. However, they significantly had different burnout levels in terms of personal achievement. The study of Sarikaya (2021) and Navita and Casas (2021) yields the same results: whether male or female, teachers do not differ in the burnout level in terms of emotional exhaustion and depersonalization. Like the findings of Jamaludin and You (2019), female teachers have higher levels of personal achievement than males during the pandemic.

Table 6: Analysis of the Significant Difference in Burnout Levels when grouped according to Educational Attainment.

Variable	Educational Attainment	N	Mean	SD	t	p
Emotional Exhaustion	Masteral	18	12.44	8.50	0.854	0.399
	Doctoral	18	10.17	7.46		
Depersonalization	Masteral	18	7.56	6.72	2.127	0.041*
	Doctoral	18	3.67	3.88		
Personal Achievement	Masteral	18	34.00	10.56	- 2.157	0.038*
	Doctoral	18	41.06	9.01		

H₀₂: There is no significant difference on the burnout levels of the tertiary education teachers when grouped according to educational attainment.

*Significant at $p < 0.05$

Table 6 shows that the teachers did not differ significantly in their level of burnout in terms of emotional exhaustion when they were grouped according to educational attainment ($p > 0.05$), while there was a significant difference in the depersonalization and personal achievement ($p < .05$). Teachers with master's degrees had higher mean scores for depersonalization than teachers with doctoral degrees. On the other hand, teachers with doctoral degrees have higher mean scores for personal achievement than teachers with master's degrees. It means that teachers with doctoral degrees suffer lesser depersonalization than teachers with master's degrees. Teachers with doctoral degrees obtained higher personal achievement considering they have lesser burnout levels.

Parallel to the study's findings, Navita, and Casas (2021), teachers do not differ in their burnout level regarding personal exhaustion regardless of their educational attainment. Further, their findings yield different results since they found that teachers with doctoral and master's levels

As seen in Table 7, the mean scores of emotional exhaustion, depersonalization, and personal achievement of the tertiary teachers did not differ significantly according to age ($p > 0.05$). It means that the burn-out level of the tertiary education teachers did not vary significantly across all ages. This finding is similar to the studies of Navita and Casas (2021) but contradicts the findings of Marchland et al. (2018).

Table 8 revealed no significant difference in the teachers' burnout levels regarding emotional exhaustion, depersonalization, and personal achievement ($p > 0.05$) when grouped according to the number of faculty loads. Regardless of the number of faculty loads they handled, tertiary education teachers experienced the same levels of emotional exhaustion, depersonalization, and personal achievement. It implies that the number of units handled has no bearing on the amount of burnout among teachers. This finding contradicts with Wijaya and Prastuti (2021) study, which found that workload provides a more significant predictive contribution to burnout.

Table 7: Analysis of the Significant Difference in Burnout Levels when grouped according to Age

Variable	Age	N	Mean	SD	F	p
Emotional Exhaustion	20-30	3	7.33	4.62	1.237	0.312
	31-40	9	15.44	11.55		
	41-50	12	10.58	5.37		
	51-60	12	9.92	7.17		
Depersonalization	20-30	3	9.00	4.58	2.058	0.125
	31-40	9	7.67	8.14		
	41-50	12	6.25	5.68		
	51-60	12	2.58	2.02		
Personal Achievement	20-30	3	26.00	10.58	1.771	0.173
	31-40	9	39.78	5.22		
	41-50	12	36.33	11.77		
	51-60	12	39.92	10.55		

H_{03} : There is no significant difference on the burnout levels of the tertiary education teachers when grouped according to age.

*Significant at $p < 0.05$

Table 8: Analysis of the Significant Difference in Burnout Levels when grouped according to Number of Units Handled.

Variable	Number of Faculty Units	N	Mean	SD	F	p
Emotional Exhaustion	21-24	8	12.38	11.61	0.733	0.488
	25-28	15	12.60	7.80		
	29 unit and above	13	9.15	5.27		
Depersonalization	21-24	8	7.50	8.40	0.549	0.583
	25-28	15	4.93	5.42		
	29 unit and above	13	5.23	4.25		
Personal Achievement	21-24	8	34.38	12.64	0.573	0.569
	25-28	15	39.27	7.69		
	29 unit and above	13	37.46	11.73		

H_{04} : There is no significant difference on the burnout levels of the tertiary education teachers when grouped according to the number of faculty load.

*Significant at $p < 0.05$

3.4 How do tertiary education teachers manage their burnout levels?

Table 9 shows teachers' coping strategies during the pandemic to maintain their emotional well-being. "Participating in activities to create or maintain relationships with other people" and "Participating in activities that focus on professional and academic growth that demonstrate direct intent to develop a new skill or ability" were the two most common strategies used by the teachers. "Involving in various activities with the explicit purpose of keeping busy" was the least common strategy. This support to the FGD results on how tertiary teachers have managed their burnout levels as quotes:

“I put aside all the things that I was supposed to do and then spend time with my kids.” [TR1]
“Baby-sitting” [TR2]
“Wandering around with friends.” [TR3]
“So, what I did is, to talk more. We tend to go to the school to see people, to talk, to laugh and eat together. Talking while eating even for a short period of time.” [TR4]
“Hanging around with friends and mountain climbing. [TR5]
“Every Friday, we will be excited since when Saturday comes, we will be going to Rogongan. I enjoyed the long drive with my kids” [TR6]
“Eat with colleagues. Sometimes, there is a drinking session with my wife.” [TR7]
“I’m enjoying having face-to-face meetings with some of my co-volunteers. Attending activities for the youth also relieves some of the work stress.” [TR8]

Table 9: Coping Strategies Applied by Tertiary Teachers to Manage their Burnout Levels.

Coping Strategy	Frequency	Rank
1. Participating in activities to create or maintain relationships with other people.	23	1.5
2. Participating in activities that focused on professional and/or academic growth that demonstrate direct intent to develop a new skill or ability.	23	1.5
3. Involving in activities that focused on maintaining physical health.	21	4
4. Joining in leisure-time activities that show no direct intent to develop a new skill or learning.	21	4
5. Involving in activities aligned with spirituality and/or religious rites, including the enjoyment of contact with nature.	21	4
6. Involving in activities that focused on maintaining emotional well-being and promoting self-care.	20	6
7. Involving in various activities with the explicit purpose of keeping busy.	16	7

Data derived from the FGD substantiate the respondents' management of their burnout levels. This result is associated with the study of Hidalgo-Andrade et.al., (2021) on teachers' mental health and self-reported coping strategies during the pandemic, which identifies social support as the most used method among participants. According to the study's findings, activities under this strategy include asking for and helping through sharing with friends, co-workers, and family members to keep active touch with them. Similarly, the strategy of participating in activities that focus on professional or academic growth that demonstrate direct intent to develop a new skill or ability also ranks 1.5. The tertiary level teachers have undergone training on Innovative and Flexible (InFlex) Modality as an approach to teaching in the new normal. This training has helped the faculty members strategically transition their classes into a remote teaching and learning modality and utilize the University Learning management system. Such training enhances the teachers' ability and skills to teach in the new normal, which has helped them cope during the pandemic. According to Hung (2016), as cited by Caballes and Panol (2021), technical skills significantly affect teachers' readiness for technology. Findings show that the more familiar teachers are with technology, the more prepared to teach in an online context. As a result, online teaching pedagogy is one of the essential parts of establishing teacher preparation for technology.

Results also showed that healthy living, leisure activities, and spiritual activities ranked 4th among the coping strategies applied by teachers to manage their burnout levels. The content analysis in figure 5 showed how teachers managed their burnout levels through physical, leisure, and spiritual activities:

“I just unwind and then made sure that I spent my weekend the happiest possible.” (Leisure activities) [TR1]

“For me, wandering around, baby-sitting, and gardening/.” (Leisure activities) [TR2]

“Wandering around with friends. Then when I work, I take a break. I cannot work straight for long hours, there must be a 30-minute break or coffee break. Without break, I cannot process my work properly especially when I do research and technical works like building our MOLE classroom.” (Leisure activities, healthy living) [TR3]

“It may sound religious, but I start the day with Bible reading and end the day with a prayer. I read bible verses and talk with my wife.” (Spiritual Activity) [TR4]

“I do exercise because I got diabetes during the pandemic. So, I reduce stress through physical exercise. I have a schedule for my exercise. I do badminton and Zumba especially when we were not allowed to do group sports together. we do Zumba thrice a week.” (Physical activity) [TR5]

“I do garden while reminiscing my childhood memories. But when the restrictions were eased in our place, I went around visiting some places, especially the highland with beautiful views. It really keeps me relaxed.” (Leisure and physical activity) [TR6]

“I enjoyed the long drive with my kids and to see nature and the green surroundings. No internet, no chat, no call, no work. We did things like cooking using firewood and allowing the kids to do gardening. We slept there on a peaceful night; it was really a stress reliever with family.” (Leisure and Healthy Living) [TR7]

“I start my day with a prayer and do the things I love to do. I accomplish the things that needs to be done.” (Spiritual Activity) [TR8]

“When I am alone in the house and there are things that come to my mind, I pray and do devotion. Before, I went biking at night and I decided to buy a mountain bike.” (Spiritual activity, physical activity) [TR9]

Teachers have identified that physical activities, leisure time with family, friends, colleagues, and spiritual activities have helped them manage burnout. Rank 6th in the coping strategy involves activities that focus on maintaining emotional well-being and promoting self-care. In a related study, results also showed that the activities that maintain respondents' physical health, such as exercising, yoga, a healthy diet, and maintaining routines, are strategies to cope with burnout (Hidalgo-Andrade et al., 2021). Other coping strategies identified by the respondents to manage their burnout levels include organizing work/management skills as quoted:

“I try to make a list of the things that I am supposed to do on a day. And then check them out, because it feels very fulfilling to see that I have done the things that I am supposed to do on that day.” [TR1]

“Plan ahead, and prioritize the most important, and urgent.” [TR3]

“Prioritizing those important things like work-related activities, family-related concerns, and all others that can be part of the time management.” [TR4]

“I manage time properly.” [TR5]

3.5 What program can be proposed to help the teachers in managing their burnout levels?

The proposed program is intended for the university, specifically the College of Education, based on the results of the indicators in the three dimensions of Maslach's Burnout Inventory Scale, which are Emotional Exhaustion, Depersonalization, and Reduced Personal Achievement. The top 3 indicators in dimensions 1 and 2 (Emotional Exhaustion and Depersonalization) and the bottom three indicators in Reduced Personal Achievement were highlighted and considered in creating the activities. The following are the teachers' recommended activities to manage the burnout levels of tertiary education teachers, based on the data gathered from the study.

Table 10: Proposed Program to Manage Teachers' Burnout in the College of Education

Dimension	Indicators	Coping Strategies as Identified by the Respondents	Program/ activity	Logistics/ Resources	Success Indicators
Section A: Emotional Exhaustion: Emotional Exhaustion is the key component of burnout or depressive anxiety syndrome. Unlike depression, the problem disappears outside work.					
Emotional Exhaustion	I feel emotionally drained by my work.	Involving in activities aligned with spirituality and/or religious rites, including the enjoyment of contact with nature. Involving in activities that focus on maintaining emotional well-being and promoting self-care.	>Mental health awareness webinars for teachers >Team Building -Fostering close relationships with other capable adults	Internet Connections, Gadgets (laptop or smartphones)	The teachers are expected to be emotionally ready and will look forward to their work with enthusiasm.
	Working with people all day long requires a great deal of effort.	Participating in activities to create or maintain relationships with other people.	Awarding/Incentives for Outstanding Teachers in the Department -LODI Ka! (Leading and Outstanding Dedicated Instructors)	Certificate/ Cash incentive for the awardees	
	I feel I work too hard at my job	Involving in activities that focus on maintaining emotional well-being and promoting self-care.	>Faculty Lounge Area and Snooze Room >HY-LAP (Hybrid Learning Assistance Program) Self-Assessment and Career Goals (Career Intent/Pathing)	Faculty Lounge Device Acquisition Program Google/MS Forms for Career Pathing	

Dimension	Indicators	Coping Strategies as Identified by the Respondents	Program/activity	Logistics/Resources	Success Indicators
			>Institutional Calendering with Stakeholders -Google sheets shared with all departments and can be viewed by all faculty	Google sheets Sent through myit accounts of teachers	
Section B: Depersonalization: Depersonalization refers to dehumanization in interpersonal relations. The notion of detachment is excessive, leading to cynicism with negative attitudes about patients/clients, and colleagues, feeling guilty, avoiding social contacts and withdrawal into oneself. The professional blocks the empathy he can show to his patients/clients and colleagues.					
Depersonalization	I feel tired when I get up in the morning and face another day at work.	Involving in activities that focus on maintaining physical health. Joining in leisure-time activities that show no direct intent to develop a new skill or learning. Involving in various activities with the explicit purpose of keeping busy.	>One week Academic/Mental Health Break per semester >Fun Day (Sports Fest) at the end of the Academic Year >(Virtual) Zumba and Exercise (first Wednesday of the month)	Internet Connections, Gadgets (laptop or smartphones) Invited Zumba Instructor / Downloaded Zumba Video	The teachers show work enthusiasm Teachers will show eagerness and enthusiasm in dealing with their students. Teachers will develop more patience and understanding of the things around their work environment .
	I have the impression that my students make me responsible for some of their problems.	Participating in activities to create or maintain relationships with other people.	Peer Mentoring and PLC (Professional Learning Community) Professional Sharing Activity		
	I am at the end of my patience at the end of my workday.	Involving in activities aligned with spirituality and/or religious rites, including the enjoyment of contact with nature.	>Institutional Recollection (by Department/ by Community	Virtual Retreat Master	
Section C: Personal Achievement: The reduction of Personal Achievement is characterized by a person assessing himself negatively, feels he is unable to move the situation forward. This component represents the demotivating effects of a difficult, repetitive situation leading to failure despite efforts. The person begins to doubt his genuine abilities to accomplish things. This aspect is a consequence of the first two dimensions.					

Dimension	Indicators	Coping Strategies as Identified by the Respondents	Program/activity	Logistics/Resources	Success Indicators
Reduced Personal Achievement	I am easily able to create a relaxed atmosphere with my students	Participating in activities to create or maintain relationships with other people.	Mental Health Counseling Services A Day with Teacher-Tribute to Advisers and Subject Teacher	Guidance Counselor -CED Executive council	Teachers have a good relationship/partnership with the students and were able to exert extra miles for them. They are compassionate and after the welfare of the students.
	I look after my students' problems very effectively	Participating in activities to create or maintain relationships with other people.	Online seminar: Interpersonal Effectiveness and Stress Management - Institutional Health Services	Internet Connections, Gadgets (laptop or smartphones)	
	I accomplish many worthwhile things in this job.	Participating in activities that focus on professional and/or academic growth that demonstrate direct intent to develop a new skill or ability.	Benchmarking : How do other schools effectively handle their stakeholders? Workshop on Hybrid Modality -Sharing of Best Practices and Pedagogies -Simulation Per Department -Academic Policies for Hybrid Modality	Benchmarking Teams from different schools Internet Connections, Gadgets (laptop or smartphones)	

Table 10 presents the activities included in the proposed program, which were also carefully deliberated and planned by the researchers while considering the faculty's coping strategies and suggested activities. Research findings indicate that teachers' burnout increases, leading to a higher attrition rate. Furthermore, teachers' burnout affects the teaching and learning environment and impacts interactions with all stakeholders (Jacobson, 2016). Thus, this proposed program is necessary to support teachers in managing burnout and developing positive emotions, thoughts, and behavior, enhancing one's personality. Significantly, this proposed program aims to provide the best service to the school's stakeholders, especially for students entrusted to their care. As a result, the administrators may utilize the recommended activities, improving and modifying the planned program.

4. Conclusion

This study investigated the burnout levels of the tertiary education teachers at the College of Education of MSU-Iligan Institute of Technology during the pandemic using Maslach's Burnout Inventory Scale. Results show that most education teachers had low levels of burnout in terms of emotional exhaustion and depersonalization, considering their high levels of personal achievement during the pandemic. However, other issues such as overlapping tasks, overloading work, overlapping meetings, and conducting chores unrelated to teaching professions during the pandemic promoted burnout by teachers, especially among those who had moderate to high burnout levels, as also reflected in the studies of Huang & Zhao (2019); Hidalgo-Andrade et al., 2022; and Jamaluddin and You (2019).

The study's results regarding the emotional exhaustion, depersonalization, and personal achievement levels of tertiary education teachers' burnout showed that these teachers experienced emotional exhaustion periodically. However, depersonalization was never experienced, whereas reduced personal achievement was occasionally sensed.

There is no significant difference in the teacher groups' emotional exhaustion and depersonalization levels when analyzed by sex. However, there is a considerable variation in the perception of personal achievement, with female teachers reporting higher levels of achievement than their male counterparts. The results of the studies conducted by Sarikaya (2021), Navita and Casas (2021), and You (2021) are identical (2019).

Teachers categorized based on educational level did not differ significantly in terms of emotional exhaustion. Still, there was a significant difference in depersonalization and personal achievement, consistent with Navita and Casas' study findings (2021).

The mean scores of emotional exhaustion, depersonalization, and personal success of the tertiary professors did not differ significantly when they were grouped based on age. It suggests that the burnout level of tertiary education teachers was similar across all ages, contrary to the findings of Marchland et al. (2018) and conforms to the study by Navita and Casas (2021).

There is no significant difference between the teachers' levels of burnout about emotional exhaustion, depersonalization, and personal achievement when they are categorized according to the number of faculty loads. Moreover, teachers in higher education reported similar levels of emotional exhaustion, depersonalization, and personal accomplishment achievement regardless of the number of faculty loads they handled. This result conflicts with that of Wijaya and Prastuti (2021), which revealed that workload had a higher predictive effect on burnout.

"Participating in activities that focus on professional and academic growth and demonstrate direct intent to develop a new skill or ability" and "Participating in activities to create or maintain relationships with other people are the most common coping strategies used by teachers during the pandemic to maintain their emotional well-being," while "Involving in various activities with the explicit purpose of keeping busy" was the least common strategy, as highlighted in the study by Hidalgo-Andrade et al. (2021).

Burnout among teachers is a serious issue because it interferes with their development, the quality of their instruction, and their students' engagement. Additionally, the Pandemic has forced education teachers to change the way they work. Therefore, creating appropriate coping mechanisms and reducing teacher burnout is crucial. Finally, to aid teachers, who are seen as essential to future generations, and make more informed judgments, school managers need to conduct scientific studies on the causes of burnout and the negative consequences of COVID-19.

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Appendix

A. Questionnaire for the Online Survey

Dear Respondents,

Greetings!

The undersigned are doctoral students from the Technological University of the Philippines (TUP), Manila. Currently, we are conducting research entitled: “Teachers’ Burnout Levels and Coping Strategies in the Time of Pandemic” as one of the requirements of the course IE 619 - Personality Development: Concept and Theories. Being an educator teaching in the College of Education of MSU-IIT, you are chosen as one of our respondents.

Align with this, we would like to ask a little of your time by answering this questionnaire as honest as you can. Reassured that your responses will be kept with utmost confidentiality and for research purposes only.

Thank you very much and more power.

Sincerely,

Sgnd:

Osuardo A. Pabatang Jr. - Team Leader

Vanessa B. Zabala - Member

Jasmin Amparo- Member

Jennifer G. Aquino – Member

I. Demographic Profile

1. Name (Optional, you may use Pseudonym): _____
2. Sex: _____
3. Educational Attainment: Please tick the correct answer
 - Bachelor’s Degree
 - Master’s Degree
 - Doctorate Degree
4. Age:
 - 20-30
 - 31-40
 - 41-50
 - 51-60
 - 60 and above
5. Number of Units Handled (Faculty Load):
 - 18 - 20 units
 - 21 - 24 units
 - 25 - 28 units
 - 29 units and above
6. Academic Rank:
 - Professor
 - Associate Professor Assistant Professor
 - Instructor

II. Burnout Self-Test Maslach Burnout Inventory (MBI)

The Maslach Burnout Inventory (MBI) is the most common tool to self-assess if you might be at risk of burnout. To determine the risk of burnout, the MBI explores three components: exhaustion, depersonalization, and personal achievement. While this tool may be useful, it must not be used as a scientific diagnostic technique, regardless of the results. The objective is simply to make you aware that anyone may be at risk of burnout.

For each question, indicate the score that corresponds to your response. Add up your score for each section and compare your results with the scoring results interpretation at the bottom of this document. Please refer to the rating scale below:

Rating:

0 – Never	4 – Once a week
1 – A few times per year	5 – A few times per week
2 – Once a month	6 – Everyday
3 – A few times per month	

Questions	Never	A few times per year	Once a month	A few times per month	Once a week	A few times per week	Every day
SECTION A	0	1	2	3	4	5	6
1. I feel emotionally drained by my work.							
2. Working with people all day long requires a great deal of effort.							
3. I feel like my work is breaking me down.							
4. I feel frustrated by my work.							
5. I feel I work too hard at my job.							
6. It stresses me too much to work in direct contact with people.							
7. I feel like I'm at the end of my rope.							
Total score – SECTION A							

Questions	Never	A few times per year	Once a month	A few times per month	Once a week	A few times per week	Every day
SECTION B	0	1	2	3	4	5	6
1. I feel I look after certain students impersonally, as if they are objects.							
2. I feel tired when I get up in the morning and face another day at work.							
3. I have the impression that my students make me responsible for some of their problems.							
4. I am at the end of my patience at the end of my workday.							
5. I really don't care about what happens to some of my students.							
6. I have become more insensitive to people since I've been working.							
7. I'm afraid that this job is making me uncaring.							
Total score – SECTION B							

Questions	Never	A few times per year	Once a month	A few times per month	Once a week	A few times per week	Every day
SECTION C	0	1	2	3	4	5	6
1. I accomplish many worthwhile things in this job.							
2. I feel full of energy.							
3. I am easily able to understand what my students feel.							
4. I look after my students' problems very effectively.							
5. In my work, I handle emotional problems very calmly.							
6. Through my work, I have a positive influence on people.							
7. I am easily able to create a relaxed atmosphere with my students.							
8. I feel refreshed when I have been close to my students at work.							
Total score – SECTION C							

SCORING RESULTS - INTERPRETATION

Section A: Burnout

Burnout (or depressive anxiety syndrome): Testifies to fatigue at the very idea of work, chronic fatigue, trouble sleeping, physical problems. For the MBI, as well as for most authors, “exhaustion would be the key component of the syndrome.” Unlike depression, the problems disappear outside work.

- Total 17 or less: Low-level burnout
- Total between 18 and 29 inclusive: Moderate burnout
- Total over 30: High-level burnout

Section B: Depersonalization

“Depersonalization” (or loss of empathy): Rather a “dehumanization” in interpersonal relations. The notion of detachment is excessive, leading to cynicism with negative attitudes about patients or colleagues, feeling guilty, avoiding social contacts, and withdrawing into oneself. The professional blocks the empathy he can show to his patients and/or colleagues.

- Total 5 or less: Low-level burnout
- Total between 6 and 11 inclusive: Moderate burnout
- Total of 12 and greater: High-level burnout

Section C: Personal Achievement

The reduction of personal achievement: The individual assesses himself negatively, feels he is unable to move the situation forward. This component represents the demotivating effects of a difficult, repetitive situation leading to failure despite efforts. The person begins to doubt his genuine abilities to accomplish things. This aspect is a consequence of the first two.

- Total 33 or less: High-level burnout
- Total between 34 and 39 inclusive: Moderate burnout
- Total greater than 40: Low-level burnout

A high score in the first two sections and a low score in the last section may indicate burnout.

III. Coping Strategies

The following are coping strategies that teachers used during the health emergency to maintain their emotional well-being (Hidalgo-Andrade et.al. 2022).

Please tick one or more strategies that applies to you:

- () Participating in activities to create or maintain relationships with other people.
- () Involving in activities that focus on maintaining physical health.
- () Joining in leisure-time activities that show no direct intent to develop a new skill or learning.
- () Involving in activities that focus on maintaining emotional well-being and promoting self-care.
- () Participating in activities that focus on professional and/or academic growth that demonstrate direct intent to develop a new skill or ability.
- () Involving in activities aligned with spirituality and/or religious rites, including the enjoyment of contact with nature.
- () Involving in various activities with the explicit purpose of keeping busy.
- () Other

B. Focus Group Discussion (FGD) Questionnaire

BACKGROUND OF THE STUDY:

Purpose: The study is aimed to assess the burnout levels of the tertiary education teachers of the College of Education of MSU-Iligan Institute of Technology at the time of the Pandemic.

Participants: The research aims to determine the burn-out levels of tertiary education teachers, specifically the faculty members of the College of Education of MSU-Iligan Institute of Technology. Nine (9) faculty members with moderate to high burnout levels participated in the focus group discussion with assignments of faculty teaching overload of more than 6 units.

Duration: This FGD will take up to a 1-hour interview for a focus group discussion.

Questions:

Objective: *To determine how teachers manage their burnout levels*

1. Can you share your burnout experience as an educator during the pandemic?
2. What are the factors that contribute to your burnout in this time of pandemic?
3. On a scale from 1-5 (1 being the lowest and 5 being the highest), how will you rate your burnout levels DURING the pandemic? Why?
4. How did you manage your burnout?

Objective: *To determine what are the teachers' recommendations on activities that can be conducted to lessen the burnout levels of tertiary education teachers?*

5. What specific activities would you like to suggest to the administrators to prevent burnout among teachers? Why do you think that activity can help in reducing the burnout levels among the faculty?
6. What support will you need to implement these activities?