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From Burning Bright to Burning Out: Understanding Filipino Teacher Burnout through a Mixed Methods Perspective

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Philippine Normal University
National Center for Teacher Education

From *burning bright* to *burning out*:
Understanding Filipino teacher burnout
through a mixed methods perspective

A Dissertation-by-Article presented to the Faculty,
College of Graduate Studies and Teacher Education Research
Philippine Normal University, Manila

In Partial Fulfillment of the Requirements for the Degree,
Doctor of Philosophy in Educational Management

Emmanuel M. Batulan
September 2015



APPROVAL SHEET

This dissertation-by-article entitled “**FROM BURNING BRIGHT TO BURNING OUT: UNDERSTANDING FILIPINO TEACHER BURNOUT THROUGH A MIXED METHODS PERSPECTIVE**”, prepared and submitted by **EMMANUEL M. BATULAN**, in partial fulfillment of the requirements for the degree, Doctor of Philosophy in Educational Management is hereby recommended for approval and acceptance.

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English Editing Certification

This is to certify that I have edited this thesis/dissertation manuscript entitled

“From *burning bright* to *burning out*:
Understanding Filipino teacher burnout
through a mixed methods perspective”

prepared by

Emmanuel M. Batulan

and have found it thorough and acceptable with respect to grammar and
composition.

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DISCOURSE SUMMARY



Discourse Summary

From *burning bright* to *burning out*:
Understanding Filipino teacher burnout through
a mixed methods perspective

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What is already known?

Teacher burnout has been empirically investigated worldwide “as a function of stressors engendered at both the organizational and personal levels” (p.18, [Byrne, 1999](#)), a phenomenon assessed quantitatively by a widely-used instrument called the Maslach Burnout Inventory (MBI). This instrument has several forms such as MBI-Educators Survey for teachers, MBI-Human Services Survey for non-education professionals, and MBI-Student Survey for students.

Having investigated on the career development of the burnout itself, [Schaufeli, W.B., Leiter, M.P., and Maslach, C. \(2009\)](#) claimed that “most scientific research used the three-dimensional description of *exhaustion*, *cynicism*, and *inefficacy* that is implied in the Maslach Burnout Inventory, and remained the “gold standard” to assess burnout (p. 211)”



Byrne (1999) summarized four somewhat overlapping perspectives that shaped the empirical rather than theoretical evolution of the concept of burnout, namely, clinical, social-psychological, organizational, and social historical. The *clinical perspective*, describes the seminal work of Freudenberg in 1974, who coined the word burnout to represent a state of exhaustion that resulted from working too intensely and without concern for one's own needs. *Social-psychological perspective* was advanced by Maslach and Jackson (1981) who conceptualizes burnout as role-related stress caused by work overload that lead a person to experience mental fatigue (emotional exhaustion), mechanistic treatment of clients (depersonalization), and perceptions of diminished ability to succeed at one's job (reduced personal accomplishment). *Organizational perspective* by Cherniss (1980) claims that socio-cultural environment affect a person's response to work, and further stressed that the three burnout components such as exhaustion, depersonalization, and perception of reduced personal accomplishment are coping mechanisms used in reaction to stressful, frustrating, and monotonous work. This perspective is in contrast to Maslach's contention that the three burnout components are caused by organizational stressors. *Social-historical perspective*, advanced by Sarason (1983) argues that the impact of societal values embracing the philosophy of individualism precipitates the level of burnout.

In the field of education, Maslach and Leiter (1999) proposed a working model of understanding teacher burnout in terms of the interplay of societal factors, personal variables, school context, and its corresponding effect on the students being the direct recipients of the teachers' services. Based on this model, the three components of burnout are depicted as



influenced by multiple factors, ranging from qualities in the social environment to others in the school setting and in the specific nature of work itself. Also critical are the personal characteristics of teachers and students.

Empirical studies in North America and Europe have strong support to this model (Vandenberghe and Huberman, 1999). By and large, the prevalence of burnout phenomenon among academics was investigated and confirmed in various parts of the world, including Turkey (Ozer, and Beycioglu, 2010), Spain (Rey, Extremera, and Pena, 2012), Colombia (Brown and Roloff, 2011), Israel (Friedman, 1993), Iran (Salehi and Gholtash, 2011), India (Shukla and Trivedi, 2008), Macau (Luk, Chan, Cheong, and Ko, 2010), Hong Kong (Chan, 2006), Korea (Ha, Hums and Greenwell, 2011), as well as the Philippines (Mercado, 1986).

From these studies, there is little argument, that if teacher burnout will be addressed, it must begin with the understanding in its contextual situation.

What this paper adds?

In the Philippines, few unpublished studies on teacher burnout made use of adapted foreign instruments such as the Maslach Burnout Inventory-General Survey, not necessarily using the Educators Survey. Undeniably, there is a need to study burnout among Filipino teachers in the contextual realities of their day-to-day school experiences at the micro level to surface certain unique attributes.



To fully understand burnout as a significant human experience among teachers, a mixed method inquiry was carried out. A locally developed and validated instrument on teacher burnout instrument was used to assess the burnout experiences of teachers anchored on the contextual realities and situation in the Philippine educational system. The said instrument closely resembles the multi-dimensional burnout construct conceptualized by Maslach and Jackson (1989), cited in Friedman (1993): “with increased *emotional exhaustion* as key aspect of burnout syndrome, development of negative, cynical attitudes and feelings about clients (*depersonalization*), and tendency to evaluate oneself negatively (*reduced personal accomplishment*).”

In the Philippine context, the scale development study of Batulan, Dacanay, and Oriondo (2003) on teacher burnout led them to operationally define teacher burnout as a tripartite syndrome of reduced self-efficacy, exhaustion, and pessimism and negativity towards others and work. *Reduced self-efficacy* refers to the lowered perception or evaluation of one’s self, particularly one’s competence and one’s ability to cope with challenging or threatening demands. *Pessimism and negativity toward others and work* refers to the pessimistic views and negative perceptions of teachers toward others and assigned tasks. *Emotional exhaustion* refers to the emotional drain experienced by teachers whenever working closely with the same people (students, colleagues, superiors, parents) under the same circumstances becomes too demanding, frustrating, and uncomfortable.



By approaching the data quantitatively, this study adds to the existing literature by identifying the relevant factors predictive of the burnout experiences of Filipino teachers through the use of structural equation modelling analysis. This allows educational managers to focus on conditions in the school setting as well as personality variables that predispose teachers to experience burnout.

The qualitative aspect of the study describes the views of a select group of basic education level teachers in terms of their characterization of school-related experiences that steer them into burnout driven consequences. In addition, it surfaced *three spaces*, namely, *intersection, interaction, and introspection*, where dynamic aspects of the school system - *tasks, people, and self*, operate, expand, and drive teachers to burnout experiences of *exhaustion, detachment, and lowered self-efficacy* respectively. These particular spaces, if not given proper attention and structure by educational managers and leaders, may pose impending harm against teachers' well-being.

To make sense of the data sets derived from the quantitative phase and qualitative phase, ***PRO-active Guideposts on Teacher Burnout Mitigation*** was advanced as a contribution of this paper to complement any existing school-based management kit toward sustainability of in-service teacher development and institutional management programs.



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Chapter 1

GENERAL INTRODUCTION



GENERAL INTRODUCTION

Teaching has an influence in developing one's mind and character and also gives the satisfaction of having sparked the light of knowledge and dispelled the clouds of ignorance. If teachers are stressed or burned out, the aforementioned qualities will be affected and the students in particular and the society in general will be deprived of those characteristics that are required for a successful and bright future. The educational institutions must continuously monitor the factors which may have adverse effects on the effectiveness of teachers and take remedial actions to improve learning (Azeem & Nazir, 2008)

In the study of the understanding the progress of the burnout phenomenon in the teaching profession, [Maslach and Leiter \(1999\)](#) concluded that the most valuable and most costly part of an educational system are the people who teach; thus, maintaining their well-being and their contribution to student education should be a primary objective of educational leaders. The challenge of maintaining teacher's positive emotional state is tantamount to ensuring harmony between the sum of specific environmental factors on the one hand, and the personal needs and expectations of teachers on the other hand ([Bricheno, Brown, & Lubansky, 2009](#)).

Considering the nature of teaching and the conditions at the micro-level, the quality of relationship between teachers and students can be one of the most rewarding aspects of the teaching profession, but can also be the source of emotionally draining and discouraging experiences ([Maslach, 1999](#)). The teaching profession is known for having many job demands, which were strongly related to burnout ([Hakanen, Bakker, and Schaufeli, 2006](#)), thus, negatively affecting teachers' well-being. Among these job demands include conflicting expectations, increased work pressure, impractical innovations, unsupportive school environments, and unmotivated or undisciplined pupils ([Vandenberghe and Hubermann, 1999](#)). There are sources at



the individual, institutional, and societal levels that can compromise career satisfaction, namely, meaningfulness, successful execution, enduring commitment, personal growth through increased experience and the learning of new skills, caring relations with peers and pupils, and the balance between work and family life.

Disturbance in the equilibrium between the demands that teachers are exposed to and the resources they have at their disposal may have negative results to teachers' well-being. This is explained by two known stress models reviewed by [Hakanen et. al \(2006\)](#). *First*, the Demands-Control Model (DCM) by [Karasek \(1979\)](#), which states that job stress is particularly caused by the combination of high job demands (work overload and time pressure) and low job control. *Second*, the Job Demands – Resource (JD-R) Model by [Bakker, Demerouti, De Boer, & Schaufeli \(2003\)](#). As described by [Hakanen et. al \(2006\)](#), there are two broad categories of work characteristics that can be distinguished in this model, regardless of the occupation: job demands and job resources. In this model, there exist two parallel processes involved in work-related well-being among teachers, namely, an “energetical” process where job demands predict health problems through burnout and “motivational” process, in which job resources are important predictors of organizational commitment through work engagement.

As supported by [Rudow \(1999\)](#), teachers' cognitive and emotional workload may evoke chronic stress, over fatigue, and finally burnout, which may lead to psychosomatic disorders and complaints as well as restrictions in pedagogical performance. However, as suggested by



[Leithwood, et. al \(1999\)](#), schools can develop commitment to the collectively held goals of the organization by providing teachers with the opportunities to become increasingly competent and by developing shared decision-making responsibilities (i.e. job resources). These resources, in turn, encourage personal investment in the work and success of the organization, a plausible counter-measure for the possible experience of depersonalization.

In an investigation among teachers, [Hakanen et. al \(2006\)](#) claimed that the “energetical” process is more prominent than the “motivational” process, which is best explained by Conservation of Resources (COR) theory, that *psychological strain* occurs under one of three conditions: 1) when resources are threatened, 2) when resources are lost, and 3) when individuals invest resources and do not gain the anticipated level of return. The importance of resource loss is further underscored by the fact that poor job resources were directly associated with burnout and were indirectly associated with lower levels of work engagement ([Hakanen et. al, 2006](#)).

Scholars on burnout, particularly in the teaching profession, have likewise proposed a Working Model of Teacher Burnout ([Maslach and Leiter, 1999](#)) as a framework for understanding the complexity of the burnout phenomenon. This model espouses two assumptions. First, burnout is considered to be a factor contributing to both teachers’ and students’ behaviour and experience. Second, burnout is depicted as influenced by multiple factors, ranging from qualities inherent in the social environment and the school setting, to the nature of the work itself, to the personal characteristics of teachers and students. According to



Maslach and Leiter (1999), this pattern is consistent with a Model of Organizational Health by Cox and Leiter (1992), which explains personal distress of employees in terms of enduring conflicts of organizational processes and structures with personal needs and aspirations.

Considering the working model for teacher burnout as a framework in the analysis of the teachers' workplace well-being, two research issues are emphasized, namely, a) *thorough examination of the correlates of burnout through multiple sources of information*, and b) *greater effort to develop multiple measures that are not simply self-reports, such as large scale survey and interviews, that permit examination of the overall model of relationships or organizational, tasks, and social characteristics with burnout*.

Hence, this study, without slavish attachment and devotion to method (Janesick, 2004, cited in Whittemore, Chase, and Mandle, 2001), sought to understand teacher burnout phenomenon among Filipino academics, using *mixed methods* as a research perspective, containing two sequential phases (quantitative phase and qualitative phase) and combining surveys and in-depth interviews at one point of interface (Guest, 2012).

Specifically, it explores both the *factors* and *characteristics* underpinning the burnout experiences of basic education teachers in the Philippines, in the context of their day-to-day school experiences. With the view of identifying implications and policy options for effective management and promotion of the well-being of the teaching force at the micro level of the educational system, it addressed the following central questions:



1. *What structural model could be established to describe the factors that predispose Filipino teachers to burnout experiences?*
2. *What characterizes the essence of the burnout experiences of a select group of Filipino basic education teachers?*

Chapter 2 provided the quantitative phase of the study while Chapter 3 dealt with the qualitative phase of the study.

In **Chapter 2**, structural equation modelling revealed that among the exogenous variables categorized under personality and school-context variables, there exist a moderate correlations between school context variables (*time pressure, work overload, and role conflict*) and moderately high correlations between personality variables (*self-esteem and attitude about professional development*). Using structural equation modelling (SEM) analysis, this paper emerged a structural model with acceptable fit indices among the Filipino teachers. Regression weights revealed positive impact of contextual variables on three burnout dimensions and negative impact of personality variables on two of the burnout dimensions.

In **Chapter 3**, the essence of the lived experiences of the basic education teachers on burnout was surfaced in the form of a ***steering wheel***, after employing a semi-structured interview with the use of an *aide memoir* and observing the gathering procedures of [Moustakas \(1994\)](#) as explained by [Creswell, Hanson, Clark Pano, and Morales \(2007\)](#). A ***Steering Wheel of***



Teacher Burnout emerged as a mechanism that describes the burnout experiences of Filipino teachers, emanating from certain spaces, exacerbated by certain aspects of the dynamic school system, causing teachers to experience burnout driven experiences. *Intersection space* of conflicting *tasks* leads teachers to *exhaustion burnout*. When teachers closely attend to concerns of students, parents, and administrators, they are guided into an *interaction space* that soon leads them to experience *detachment* from the same *people* whom they serve and work with. Inability to meet high expectations of quality teaching performance, due to numerous tasks and people to attend to, teacher assesses one's own *self*, confine one's self into an *introspection space*, nurturing *lowered evaluation* of *self-worth and competence*.

General discussion of the findings of the two-phase sequential study is presented in Chapter 4. Making sense of the highlights of both data sets, **PRO-active Guideposts on Teacher Burnout Mitigation** was conceptualized and advanced as a humble contribution of this paper as a guide geared toward continuing teacher's professional development and effective school management.

Research design

Quantitative approach using structural equation modeling (SEM) was used for the first paper. SEM is a statistical methodology where the researcher defines a theoretical model of relations between variables, in this case, personality and school context variables in relation to teacher burnout dimensions. The second paper was anchored on phenomenology to capture the



basic education teachers' views and experiences on teacher burnout and to provide a clear description of the phenomenon under investigation.

Selection and Participants

The respondents for the first study composed of 403 elementary, secondary, and tertiary level teachers, representing the two largest islands of the Philippines (Luzon and Mindanao). They were purposively chosen based on three criteria: at least one year of teaching experience, have been assigned with additional teaching-related assignment, and admittance of having experienced episodes of burnout. Majority of them were within the 20-29 age group (42.2%), female (70.5%), married (36.2%), bachelor's degree holders (58.8%), teaching in the National Capital Region (58.8%), teaching for the past 5 years or less (35.7%). A large portion of the respondents were employed as full-time faculty (92.6%), teaching in the secondary level (40%), with a rank of at least Teacher 1 (27.3%), occupying administrative post as coordinator (12.2%) on top of being a regular classroom teacher (83.6%).

For the second study, it was participated in by a group of ten Filipino basic education level teachers from two large cities in the National Capital Region (NCR). Phenomenology was used as a design and this number is generally accepted to reach saturation ([Boyd, 2001](#) cited in [Groenewald, 2004](#)), which is usually achieved through extended interviews ([Creswell, 1998](#) cited in [Groenewald, 2004](#)).



Ethical Consideration

To address ethical problems or issues that may arise concerning the first study, permission to adapt and to use the different assessment tools was sought from the concerned authors. Further, letters of request with endorsement from the Dean of the College of Education were sent to graduate school professors, who at that time were currently facilitating graduate courses enrolled by the respondents. Additionally, formal letter of requests were personally handed over by the respondents to school principals to administer survey questionnaires and to conduct one-on-one interview with consenting participants. The true nature, protocol and purpose of the study and the importance of their participation were explained to them. Assurance of strict confidentiality was also given to the participants.

Research Instrumentation

For the quantitative part of the study, a multi-aspect questionnaire was used to measure the variables of the structural model. Part I of the questionnaire consisted of the respondent's *robotfoto*, a Dutch term which means —a cartographic sketch of the subject (Kelchtermans and Ballet, 2002), while Part II consisted of the Current School Environment Assessment Tool. This tool comprised the locally developed **teacher burnout instrument (TBI)** by Batulan, Dacanay, and Oriendo, (2003), *time pressure* and *relations with parents* component of the **Norwegian Perceived School Context Scale (PSCS)** by E.M. Skaalvik and S. Skaalvik (2009), **Teachers' Attitude about Professional (TAP) Development Scale** by Torff, Sessions, and Byrnes (2005), **Rosenberg Self-Esteem Scale (SES)** by Rosenberg (1965), workload and role conflict components of the **Teacher Stress Scale (TSS)** by Petegrew and Wolf (1982). The



questionnaires were personally fielded to the different location of gathering of the teachers or sent through a representative and the accomplished questionnaires were also collected in the same manner. To ensure confidentiality of information shared by the respondents, instruments were coded using numbers for identification.

Data for the qualitative part of the study were obtained by individual face-to-face, in-depth semi-structured interviews. Prior to this, consent to conduct the interview was sought from the participants. Each interview was conducted in the participant's own school and was audio-taped with their permission to facilitate accurate transcribing of information. Ethical considerations were addressed, in particular the issues of informed consent, anonymity and confidentiality. The purpose of the interview and the importance of their participation were also discussed. An *aide memoir* was used to cover all topics in the interview.

Mode of Analysis

For the first paper, data gathered from the respondents were analyzed descriptively using SPSS 17.0. Further, Structural Equation Modeling (SEM) procedures were used to estimate both the measurement and structural models. The measurement model delineates the associations between measured and latent variables while the structural model estimates the direct and indirect effects of specific latent variables on other specific latent variables, evaluating the relations among hypothesized constructs (Chan, 2006)



For the second paper, recorded interview proceedings were carefully transcribed to generate the required field texts, which were later on read and reread to facilitate naïve understanding. Phenomenological reduction was done via cool and warm analyses using a *dendogram*. Anchors and phenomenal referents were marked to facilitate identification of themes within the text during cool analysis, while highlighted words or phrases were proof-read and analyzed to formulate categories and themes during warm analysis. Each theme was labeled as succinctly and accurately as possible to preserve and maintain the interview ideas. Finally, validity, truthfulness and trustworthiness of the emerging patterns were established through member-checking procedure ([Graneheim and Lundman, 2004](#)).

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Chapter 2

A STRUCTURAL EQUATION MODELLING OF THE FACTORS AFFECTING FILIPINO TEACHERS' BURNOUT EXPERIENCES

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A structural equation modelling of the factors affecting Filipino teachers' burnout experiences

Emmanuel M. Batulan, Alejandro I. Ibañez, Ph.D., and Danilo K. Villena, Ph.D.

Abstract

Burnout experience among Filipino teachers is distinctively characterized as *emotional exhaustion, pessimism and negativity toward others and work, and reduced self-efficacy*. This study examines the impact of six (6) predictor variables on the three dimensions of teacher burnout. The personality and school context variables include *self-esteem, attitude about professional development, relation with students' parents, time pressure, work overload, and role conflict*. A multi-aspect questionnaire, used to characterize the teachers' self-report assessment on the predictor variables and burnout components, comprise a researcher-made Filipino Teacher Burnout Instrument and four (4) adapted foreign instruments, namely, Teachers' Attitudes about Professional Development, Self-esteem Scale, Teacher Stress Scale, and Perceived School Context Scale. The participants include 403 Filipino teachers in elementary, secondary, and tertiary levels. The data were analysed by means of Structural Equation Modelling (SEM) analysis. Except for relation with students' parents, the personality and school context variables were found to be independent predictors of the burnout dimensions.

Keywords: *teacher burnout, self-efficacy, exhaustion, pessimism and negativity, Filipino teachers, structural equation modelling*



INTRODUCTION

Research in other cultures indicates that school teachers are among the professionals with the highest level of job stress ([E. M. Skaalvik, and S. Skaalvik, 2011](#)). Teaching in itself is characterized by simultaneity, of being both highly inspiring and emotionally exhausting ([Hakanen et. al, 2005 cited in Soini, Pyhalto & Pietarinen, 2010](#)) and providing both challenges and opportunities for teachers' pedagogical well-being ([Soini et al., 2010](#)).

In the Philippines, the public school system, most especially, is characterized by a triangulation of perennial problems such as teacher-student ratio, class size, and classroom shortages that increase class sizes from 45 to 60 learners per section, and at worst, even up to 75 ([De Leon-Carillo, 2007](#)). In spite of similar problems, teachers struggle to be at their level best, controlling negative emotions (anger and frustration) arising from the situation and labour emotionally by manifesting only the positive emotions associated with caring for their students ([Isenbarger & Zembylas, 2006](#)). The tendency to internalize challenges on pedagogy, subject matter, and student discipline, including personal failures seems to be a challenge to teacher efficacy that may drive teachers to stress and strain themselves ([Makinen, 2013](#)). Additionally, if these internal pressures outweigh the teacher's emotional resources, then it leads them to an experience of emotional exhaustion, the core of the teacher burnout phenomenon ([Rudow, 1999](#)).

In June 2012, the Department of Education (DepEd) gradually shifted from its previous 10-year basic education cycle to K to 12 Basic Education Program. It is a flagship project of the



Philippine government, in support of the 2015 Economic Integration of ten-member Association of Southeast Asian Nations (ASEAN), where the Philippines is a part. It consists of kindergarten as a mandatory pre-elementary education, followed by six-year grade school, four-year junior high school, and two-year senior high school. As described by DepEd, the new curriculum is decongested, seamless, relevant, responsive, enriched and learner-centered curriculum ([SEAMEO INNOTECH, 2012, pp. 3-4](#)) and it offers specialized academic, technical-vocational, and entrepreneurship tracks. Learners who demonstrate specific competencies become eligible of National Certification or Horizontal/Vertical transfer.

Hand-in-hand with the shift to outcomes-based education, this curriculum challenges teachers to develop 21st century skills among the learners: a) learning and innovation skills; b) information, media, and technology skills; c) effective communication skills; d) life and career skills; and 5) leadership and responsibility ([SEAMEO INNOTECH, 2012, pp. 9-10](#)). Targeting all skills applicable to their respective learning areas, teachers too are expected to carefully and collaboratively plan their instructional activities and assessment practices towards shaping and equipping the learners according to well-defined content and performance standards.

Given the prevalence of the stressful nature of the teaching profession, teachers find this government-initiated educational reform as inevitable phenomenon and a challenge to perform better, focus on universal concerns on teaching and being well-informed about accepted practices and theories ([de Guzman, dela Rosa, & Arcangel, 2005](#)). Hence, it appears useful to look into the factors that predispose teachers to experience burnout.



While there has been vast number of studies on teacher burnout worldwide, there is a dearth of published literature on burnout among Filipino teachers. This study attempts to contribute to the existing literature on burnout, especially in relation to similar studies in the ASEAN region. Specifically, it aims to expand the growing interest on teacher burnout by testing a model that describes the impact of personality and school-context variables on teacher burnout development using structural equation modelling (SEM) analysis.

The present study contributes to the educational management literature by showing the convergence of personality and school-context variables on Filipino teacher burnout dimensions in several ways: (1) identifying personality and school-context variables as core predictors of teachers' burnout experiences necessary in the design and development of teacher well-being programs and activities; (2) strengthening the need for teachers' awareness and development of certain personality variables that may serve as a buffer against burnout experiences; (3) recognizing school context practices that predispose teachers to experience burnout; and (4) stimulating local research efforts, to understand the dynamics of the development of teacher burnout and the factors that exacerbate it.

Literature Review

Personality variables

In the development of burnout, it is plausible that teacher's personality prevents people somewhat from becoming exhausted. Individuals with high *self-esteem* tend to perceive



themselves as more competent and more in control of life and are therefore likely to experience less negative emotions compared with individuals with poor self-esteem (Janssen, Schaufeli, and Houkes, 1999). As argued by Ali and Tabassum, (2012), self-esteem is developed by the interaction of competency and worthiness. Thus, when teachers find themselves being accepted by peers as competent enough to fulfil the demands and expectations of their work, they feel their worth in the work role and they show confidence and manifest the right *attitude about professional development* without fear of failure. Additionally, positive attitude about their development as professional teachers prepare them to relate well with the parents of their students as they discharge their duties in *loco parentis*. Based on the foregoing, there is a need to establish the extent of relationship between personality factors of self-esteem, attitude about professional development, and relations with students' parents.

School-context variables

Teachers who assume leadership roles generally report that there is not enough time to fulfil their new responsibilities, particularly if these roles are added to their regular classroom responsibilities. The *pressure* to attend to various teaching and teaching-related tasks at one point in time may lead to *role conflicts*, particularly among leadership, administrative, and classroom responsibilities (Smylie, 1999). This scenario reflects the teachers' experience of *work overload* that put pressure on their daily work.

Personality and school context variables and burnout dimensions

Previous studies have indicated that specific burnout dimension is shaped by personality factors. For example, in the study conducted among elementary, intermediate, and secondary



level teachers from two large metropolitan cities in central Canada, *self-esteem* has direct effect on perceptions of personal accomplishment (Byrne, 1999). Additionally, *attitude about professional development* is associated with teachers' experiences (Torff & Sessions, 2008), which the researchers believed that any teaching-related positive outcomes derived from teacher trainings make them more energized, and feeling more confident in addressing any teaching-learning challenges that may come their way. Further, teachers' *relation with parents of students* is associated with job satisfaction through feelings of belonging (E. M. Skaalvik, and S. Skaalvik, 2010).

Among school context factors, *time pressure* increases *emotional exhaustion* (E. M. Skaalvik, and S. Skaalvik, 2011). *Work overload*, classified as quantitative and qualitative overload, is a perception that one must do more of a difficult task than time permits (Sales, 1969, cited in Smylie, 1999; Miller, 1999), which may lead teachers to experience *exhaustion*. On another aspect, *conflict of roles* happen in times of call for change (Ballet and Kelchtermans, 2009). The call for teachers to take more responsibility on the school level, for example by becoming involved in policy support can lead to conflict with task description or may be viewed as extended role. This becomes apparent among those who had taken on management tasks along with their classroom duties.

While attempts have been made to investigate the influence of personality and school context variables on teacher burnout (Byrne, 1999; Chan, 2006, 2007), it is interesting to note that most of the said studies were carried out in developed countries. Hence, this research aims to



contribute to the growing literature on teacher burnout in the context of school-related experiences of teachers in a developing country like the Philippines.

FRAMEWORK OF THE STUDY

Working model of teacher burnout

Burnout is a consequence of prolonged and extensive work-related stress ([Freudenberger, 1974](#), cited in [Soini et al., 2011](#)). It was initially conceptualized as an individual stress experience, embedded in a context of social relationships, and thus involves the person's conception of both self and others ([Maslach, 1999](#)), but later on further reconceptualised by Maslach and colleagues as *exhaustion, cynicism, and inefficiency*, observed to be applicable to all occupations [Chan \(2007\)](#). Empirical evidences of burnout in the teaching profession discussed by [Vandenberghe and Huberman \(1999\)](#) support a working model of teacher burnout, which was advanced by [Maslach and Leiter \(1999\)](#) as a research agenda. This model supports two assumptions - that, on the one hand, burnout is considered factor contributing to both teachers' and students' behaviour and experience, and on the other hand, burnout is depicted as being influenced by multiple factors, ranging from the qualities in the social environment to others in the school setting and in the specific nature of the work itself, including personal characteristics of teachers. The model maintains the three components of teacher burnout, namely, exhaustion, depersonalization or cynicism, and diminished accomplishment or inefficiency. These components are linked to different factors in the school context and teacher's personality variables.

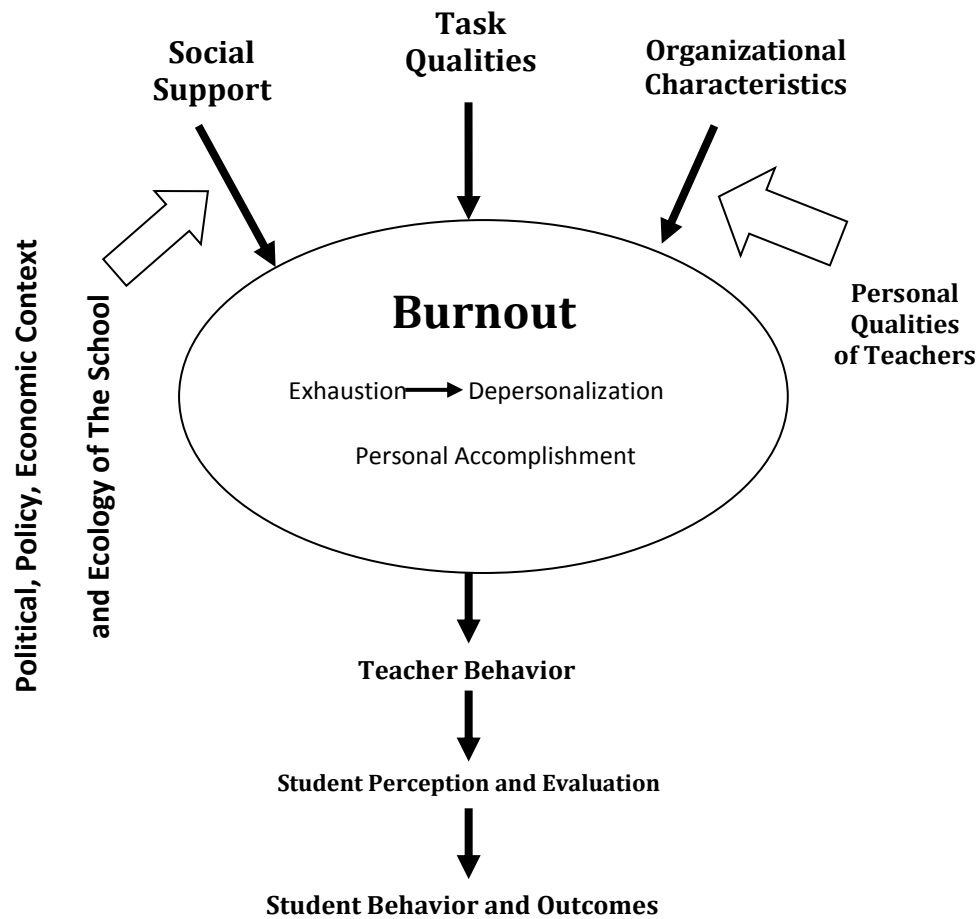


Figure 1. Maslach and Leiter's Working Model of Teacher Burnout

Purpose of the Research Study

This study attempts to examine the relationship between and among personality and school context variables and their impact on the three dimensions of teacher burnout. From the foregoing review of literature, the following hypotheses were summarized and proposed in a model (Figure 2):



- H1 The higher the *self-esteem*, the lower the *reduced self-efficacy*;
- H2 The more positive the *attitude about professional development*, the lower the *emotional exhaustion*;
- H3 The higher the *relation with parents*, the lower the *pessimism and negativity toward others and work*;
- H4 The higher the *time pressure*, the higher the *pessimism and negativity toward others and work*;
- H5 The higher the *time pressure*, the higher the *reduced self-efficacy*;
- H6 The higher the *time pressure*, the higher the *emotional exhaustion*;
- H7 The higher the *work overload*, the higher the *emotional exhaustion*;
- H8 The higher the *role conflict*, the higher the *pessimism and negativity toward others and work*;
- H9 *self-esteem* is positively related to *attitude about professional development*;
- H10 There is a positive relationship between *time pressure* and *work overload*;
- H11 There is a positive relationship between *work overload* and *role conflict*; and
- H12 There is a positive relationship between *time pressure* and *role conflict*

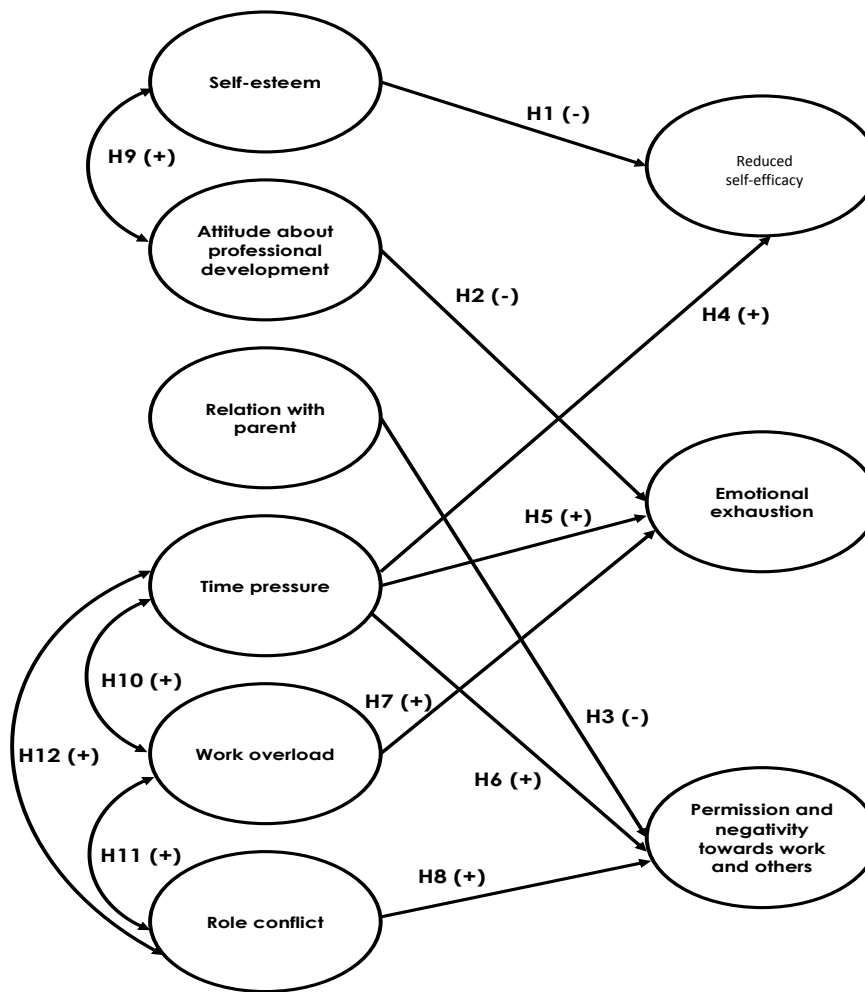


Figure 2. Hypothesized model of the factors of Filipino teacher burnout.

METHOD

Research Design

The authors tested the theoretical model (Figure 2) by means of Structural Equation Modelling (SEM) analysis that explores causal relationships between the variables as a theoretical model and statistically tests the extent to which it is consistent with the data or how



well it fits the data, referred to as goodness of fit. If the goodness of fit is adequate, it supports the plausibility of the relations between the variables ([Hair, Black, Babin, and Anderson, 2010](#)). It allows the use of two or more observed variables (e.g. items) as indicators of an underlying construct termed latent variable.

To assess model fit, well-established indices, namely, chi-square/ degrees of freedom ratio ($CMIN/df$), Incremental Fit Index (IFI), Comparative Fit Index (CFI), and Root Mean Square Error of Approximation (RMSEA) are used. For IFI and CFI indices, values greater than .90 are typically considered acceptable fit to the data ([E. M. Skaalvik, and S. Skaalvik, 2011](#)). For well-specified models, an RMSEA (index of absolute fit that specifies “how well the proposed interrelationships between the variables match the interrelationships between the actual or observed interrelationships”) value lower than 0.8 is assumed to be an adequate fit to the data, with values lower than .05 being a very good fit to the data ([Steiger, 1990](#), cited in [Crockett, 2012](#)).

Participants

Using purposive sampling, 403 respondents of this study came from two groups, namely:

- a*) elementary, secondary, and tertiary level teachers from public and private schools, who, at the time of the study were currently enrolled as graduate students under the College of Education of the National Center for Teacher Education, the Philippine Normal University, AY 2012-2013;
- and *b*) public elementary and secondary school teachers from the different regions of the country



who participated in a national seminar-workshop on the drafting of instructional materials for K to 12 Program.

Research Instrumentation, Data Collection, and Analysis

Teacher burnout was measured through the use of a researcher-made 46-item *Teacher Burnout Instrument (TBI)*, a scale developed and validated by Batulan (2003). The instrument has three subscales namely *reduced self-efficacy*, *negativity and pessimism toward others and work*, and *emotional exhaustion*, ($\alpha = .92$, $\alpha = .89$, and $\alpha = .75$ respectively). *Reduced self-efficacy* refers to the lowered perception or evaluation of one's self, particularly one's competence and one's ability to cope with challenging or threatening demands. *Exhaustion* refers to physical, emotional, and mental exhaustion experience as a result of too much pressures and demands from work and home. *Pessimism and negativity toward others and work* refers to pessimistic views and negative perceptions of teachers towards others and assigned tasks.

The scales for *time pressure* and *relation with parents* were adapted from the *Perceived School Context Scale*, Norwegian instrument by E. M. Skaalvik, and S. Skaalvik (2009), which measures teachers' perception on five school context variables including student discipline, time pressure, autonomy, parents, autonomy, and supervisory support, with three items measuring each school context variables ($\alpha = .65$ and $\alpha = .86$ respectively). Sample item for *time pressure* is "Life at school is hectic and there is no time for rest and relaxation" while sample item for *relation with parents* is "I feel that the parents have full trust in my teaching."



Teachers' attitude about professional development was measured using the *Teachers' Attitude about Professional (TAP) Development Scale*, developed by [Torff, Sessions, and Byrnes \(2005\)](#), which assesses the extent to which teachers are amenable to professional development initiatives ($\alpha = .63$). Sample item is "*Professional development workshops often help teachers develop new teaching techniques.*"

Self-esteem was measured by *Rosenberg Self-esteem Scale*, developed by [Rosenberg \(1965\)](#), published in the paper of [Lonnqvist, Verkasalo, Helkama, Andreyeva, Bezmenova, Rattazzi, Niit, & Stetsenko \(2009\)](#) on self-esteem and values ($\alpha = .70$). It measures self-esteem among adults. Sample item is "*I feel that I am a person of worth, at least on an equal plane with others.*"

Work overload and *role conflict* were measured using the subscales of *Teacher Stress Scale* by [Pettegrew and Wolf \(1982\)](#). *Work overload* ($\alpha = .74$) denotes the absence of sufficient resources to perform one's work role adequately. Sample item is, "*I feel that my job interferes with my family life.*" *Role conflict* ($\alpha = .81$) involves the presence of two or more work demands that are incompatible. Sample item is, "*I receive conflicting demands from two or more people or groups in the school setting.*"

The researchers sought permission from the authors to adapt the different research instruments, formed a two-part questionnaire consisting of the respondent's *robotfoto* and *School*



Environment Assessment Tool, and subjected the instrument to expert's validation prior to the conduct of the study.

The participants were not compensated for their participation in this study. With the permission of the graduate school professors, the first group of participants agreed to take part in the study prior to the start of their scheduled graduate classes, whereas in the second group, the researchers were allowed to gather data on the last day of the seminar-workshop, during the rest time prior to the closing ceremonies. Verbal instructions emphasized that there are no correct responses and that their responses would be treated with utmost confidentiality. Data gathering among the first group lasted for two semesters.

SPSS 17.0 was used to descriptively analyze the variables included in the *robotfoto* while SEM procedures were employed to estimate the measurement model (Table 6) and structural model (Figure 3). In SEM, the measurement model specifies the indicators for each construct and enables the assessment of construct validity through confirmatory factor analysis (Hair et al., 2010) while the structural model compares the theoretical model to a model that fits the data perfectly (absolute fit) and compare the model to a baseline model that is said to fit the data poorly (comparative fit) (Crocket, 2012).



RESULTS AND DISCUSSION

The succeeding tables and figures show the demographic profile, relationship between the demographic characteristics and the dimensions of teacher burnout, and the emerging model of the factors of Filipino teacher burnout.

Demographic Characteristics of the Respondents

Table 1. Demographic Profile of the Respondents

	Profile	N=403	%		Profile	N= 403	%
Age	20-29	170	42.2	Year Level Taught	Pre-school	17	4.2
	30-39	111	27.5		Grade school	134	33.3
	40-49	52	12.9		High school	161	40.0
	50-59	14	3.5	Rank	college	48	12.0
	60-65	6	1.5		Teacher 1	110	27.3
Gender	Female	284	70.5		Teacher 2	18	4.5
	Male	101	25.1		Teacher 3	25	6.2
Marital Status	Single	204	50.6		Master Teacher	8	2.0
	Married	146	36.2		Head Teacher	2	0.5
	Separated	21	5.2		Coordinator	1	0.2
	widowed	14	3.5		Principal	2	0.5
	Divorced/ remarried	1	0.2		Guidance Counselor	3	0.7
Highest educational attainment	Bachelor's degree	237	58.8		Special Education Teacher	1	0.2
	Masteral degree	133	33.0		Instructor	20	5.0
	Doctorate degree	6	1.5		Assistant Professor	6	1.5
Region	Region 1	13	3.2		Associate Professor	4	1.0
	Region 3	34	8.4		Professor	2	0.5
	Region 4	88	21.8		Lecturer	2	0.5
	Region 5	2	0.5	Adminis- trative Position	Club Adviser	40	9.9
	NCR	237	58.8		Coordinator	49	12.2
	ARMM	7	1.7		Committee	15	3.7
					Chair/Member		
	Region 12	1	0.2		Year level Chair/ Head Teacher	10	2.5
					Trainer / Coach	6	1.5
No. of Years Teaching	0-5	144	35.7		School Official/ College Dean	22	5.5
	6-10	95	23.6		Admin Staff	9	2.2
	11-15	42	10.4		Support staff	7	1.7
	16-20	38	9.4	Role in School	Regular Teacher	337	83.6
	21-25	15	3.7		SPED Teacher	17	4.2
	26-30	11	2.7		others	22	5.5
	31-35	4	0.1				
	36-40	3	0.1				
Employment Status	Full-time	373	92.6				
	Part-time	15	3.7				



Among the 403 respondents, majority are within the age range of 20 to 29 years old (170, 42.2%), more are female (284, 70.5%), more than half are single (204, 50.6%) and 237 (58.8%) have finished their bachelor's degree. Respondents represented the two largest islands of the Philippines, Luzon and Mindanao, but majority came from the National Capital Region (58.8%) located in Luzon. They have at most five years of teaching experience (35.7%), employed full-time (92.6 %) for regular students (83.6) in the basic education department, teaching elementary (33.3%) and secondary (40.0%) levels. Majority of the respondents' rank fall in the beginning rank (27.3%) and they occupy administrative posts as Coordinator (12.2%). A discrepancy in the total number of respondents in each profile is due to the missing data that the respondents failed to answer in the survey questionnaire.

Teacher burnout and demographic characteristics

Table 2. Correlations between demographic variables and latent variables

	Pessimism	Exhaustion	Reduced Self-efficacy	Time pressure	Relation with parents	Teacher's Attitude about Professional Development	Self-Esteem	Work Overload	Role Conflict
Age	-.101	-.114*	-.097	-.043	.085	-.059	.031	-.107*	-.043
Highest Educational Attainment	-.049	-.057	-.049	-.067	.062	.073	.092	-.013	.000
Years of Teaching	-.090	-.114*	-.073	-.028	.064	-.061	-.015	-.119*	-.064
Current Rank	.019	.031	.055	.009	.012	.045	-.066	.70	-.028

*p < .05 (correlation is significant at the .05 level, 2-tailed)

Table 2 shows the relationships between the demographic profile of the respondents and the latent variables. Pearson correlation coefficients show that age and years of teaching are



negatively related to both exhaustion and work overload. This denotes that the younger the participants and the shorter they have stayed in school, the higher is their work overload and exhaustion experience. This finding is in general agreement with the study of [Brewer and Shapard \(2004\)](#), which found that there is a small but significant negative correlation between age or years of experience and emotional exhaustion for educators in the United States.

Table 3. Significant differences among teacher respondents' views when grouped according to gender

Scale	Gender	N	Mean	SD	t	p
Pessimism	Female	283	2.43	.65	-1.133	.258
	Male	101	2.53	.81		
Exhaustion	Female	283	2.79	.93	1.164	.245
	Male	101	2.67	.87		
Reduced Self-efficacy	Female	283	1.98	.56	-.613	.540
	Male	101	2.02	.66		
Time pressure	Female	283	3.31	1.16	1.163	.245
	Male	101	3.15	1.21		
Relation with parents	Female	283	4.48	1.07	-.012	.991
	Male	101	4.48	1.29		
Attitude about professional development	Female	283	3.96	.70	-.709	.479
	Male	101	4.02	.85		
Self-esteem	Female	283	3.50	.54	-.565	.573
	Male	101	3.54	.60		
Work overload	Female	283	3.13	.96	.362	.717
	Male	101	3.09	.95		
Role conflict	Female	283	2.89	1.01	-.539	.591
	Male	101	2.95	1.15		

*p < .05 (correlation is significant at the .05 level, 2-tailed)

Table 3 shows the significant differences among teacher respondents' views when grouped according to gender. Computed *t*-values indicate that there is not enough evidence in the



views of the teacher respondents about burnout and its personal and organizational factors. Thus, male and female teachers may have similar views on teacher burnout including the factors that could affect the burnout experience.

Table 4. Significant differences among teacher respondents' views when grouped according to employment status

Scale	Employment Status	N	Mean	SD	t	p
Pessimism	Full-time	372	2.45	0.67	-1.735	.083
	Part-time	15	2.76	1.13		
Exhaustion	Full-time	372	2.75	0.90	-.799	.425
	Part-time	15	2.94	1.30		
Reduced Self-efficacy	Full-time	372	1.98	0.57	-2.045	.042*
	Part-time	15	2.30	0.85		
Time pressure	Full-time	372	3.27	1.15	.082	.935
	Part-time	15	3.24	1.51		
Relation with parents	Full-time	372	4.48	1.13	.481	.631
	Part-time	15	4.33	1.33		
Attitude about professional development	Full-time	372	3.97	.74	-.361	.718
	Part-time	15	4.04	.83		
Self-esteem	Full-time	372	3.52	.55	.869	.385
	Part-time	15	3.39	.78		
Work overload	Full-time	372	3.12	.95	.159	.874
	Part-time	15	3.08	1.11		
Role conflict	Full-time	372	2.91	1.04	-.088	.930
	Part-time	15	2.93	1.20		

*p < .05 (correlation is significant at the .05 level, 2-tailed)

Table 4 shows differences among teacher respondents' views when grouped according to employment status. Independent samples *t*-test surfaced that there exist different views on reduced self-efficacy (*t*-value = .042, *p* < .05) between full-time and part-time teachers. This denotes that employment status contributes to the development of teacher's perception of reduced self-efficacy among the part-time faculty. Teacher's temporariness of employment status may hinder them from effecting and possibly sustaining any planned initiative.



Table 5. Significant differences among teacher respondents' views when grouped according to civil status

Scale	Civil Status	N	Mean	SD	F	p
Pessimism	Single	204	2.49	.72	1.709	.165
	Married	146	2.38	.66		
	Separated	21	2.69	.71		
	Widowed	13	2.32	.51		
Exhaustion	Single	204	2.85	.96	2.26	.081
	Married	146	2.63	.84		
	Separated	21	2.92	1.06		
	Widowed	13	2.44	.68		
Reduced Self-efficacy	Single	204	2.04	0.60	.780	.505
	Married	146	1.94	0.61		
	Separated	21	2.03	0.44		
	Widowed	13	1.93	0.40		
Time pressure	Single	204	3.30	1.19	.491	0.689
	Married	146	3.28	1.14		
	Separated	21	3.22	0.97		
	Widowed	13	2.90	1.25		
Relation with parents	Single	204	4.44	1.10	2.051	0.106
	Married	146	4.53	1.13		
	Separated	21	4.17	1.23		
	Widowed	13	5.10	0.91		
Attitude about professional development	Single	204	4.01	0.75	1.017	.385
	Married	146	3.92	0.73		
	Separated	21	3.97	0.57		
	Widowed	13	4.25	0.46		
Self-esteem	Single	204	3.49	0.55	.819	.484
	Married	146	3.53	0.58		
	Separated	21	3.50	0.35		
	Widowed	13	3.73	0.50		
Work overload	Single	204	3.14	0.92	.487	.691
	Married	146	3.12	1.03		
	Separated	21	2.91	0.89		
	Widowed	13	2.95	0.77		
Role conflict	Single	204	2.90	1.02	.189	.904
	Married	146	2.91	1.07		
	Separated	21	2.93	1.17		
	Widowed	13	3.12	1.05		

*p < .05 (correlation is significant at the .05 level, 2-tailed)



Significant differences in perceptions of the participants when grouped according to their civil status are shown in Table 5. ANNOVA values indicated that though there is not enough evidence in the significant difference of teachers' view on burnout and the latent factors affecting them, *distinct groups showed high mean scores in terms of burnout and other factors affecting them*. The *widowed teachers* showed the highest mean score in terms of *role conflict, self-esteem, attitude about professional development, and relation with parents* while the *separated teachers* manifested high scores in *exhaustion and pessimism and negativity toward others and work*. *Single teachers* exhibited high mean scores in *reduced self-efficacy, time pressure, and work overload*. These results partly confirm the study of [Yang, Wang, Ge, Hu, and Chi \(2011\)](#) who found that “divorced, separated, or widowed teachers suffered more job strain than married teachers. These teachers who lack family care tended to exhibit a serious sense of inferiority, isolation, and physical illness (pp.111)”

Table 6. Correlations among the latent variables and estimates of reliability of the constructs

Study Variables	1	2	3	4	5	6	7	8	9
1 Pessimism	(.70)	.511**	.700**	.440**	-.069	.069	.244**	.350**	.392**
2 Exhaustion		(.87)	.487**	.652**	.001	.083	.252**	.553**	.461**
3 Reduced self-efficacy			(.89)	.365**	-.162**	.002	.257**	.417**	.506**
4 Time pressure				(.65)	.195**	.216**	.352**	.548**	.486**
5 Relation with parents					(.86)	.503**	.385**	.106*	.101*
6 Attitude about professional development						(.63)	.417**	.152**	.143**
7 Self-esteem							(.70)	.395**	.338**
8 Work overload								(.74)	.639**
9 Role conflict									(0.81)

correlation is significant at the .01 level (2-tailed), *correlation is significant at the .05 level (2-tailed). **Reliabilities (coefficient alphas) are reported on the diagonal.

The table shows the correlations between pairs in the study variables. With the exception of the weak negative correlation between *reduced self-efficacy* and *relation with parents* (-.162), all other correlations are positive. *Pessimism* is strongly related to *reduced self-efficacy* (.700),



exhaustion is moderately related to *time pressure* (.652) and *work overload* (.553), and *reduced self-efficacy* is moderately related to *role conflict* (.506). There is a positive moderate correlation between *relations with parents* and *attitude towards professional development* (.503), *work overload* and *time pressure* (.548), and *role conflict* and *work overload* (.639).

As reflected in Table 6, estimates of construct validity of the three distinct dimensions of the contextualized Teacher Burnout Instrument were confirmed: $\alpha = .87$ (*exhaustion*), $\alpha = .70$ (*pessimism and negativity toward others and work*), and $\alpha = .89$ (*reduced self-efficacy*).

SEM: Relation of endogenous variables (dimensions of teacher burnout) with exogenous variables (personality and organizational factors)

In SEM, latent variables are not measured directly. Their values are indicated by observed variables (Doorman, 2003). In this study, the latent variables were categorized as personality factors (*self-esteem, attitude about professional development, and relation with parents*), organizational factors (*time pressure, work overload, role conflict*), and teacher burnout dimensions (*exhaustion, pessimism and negativity toward others and work, and reduced self-efficacy*). Each latent variable was indicated by an observed composite variable computed from at least three items.

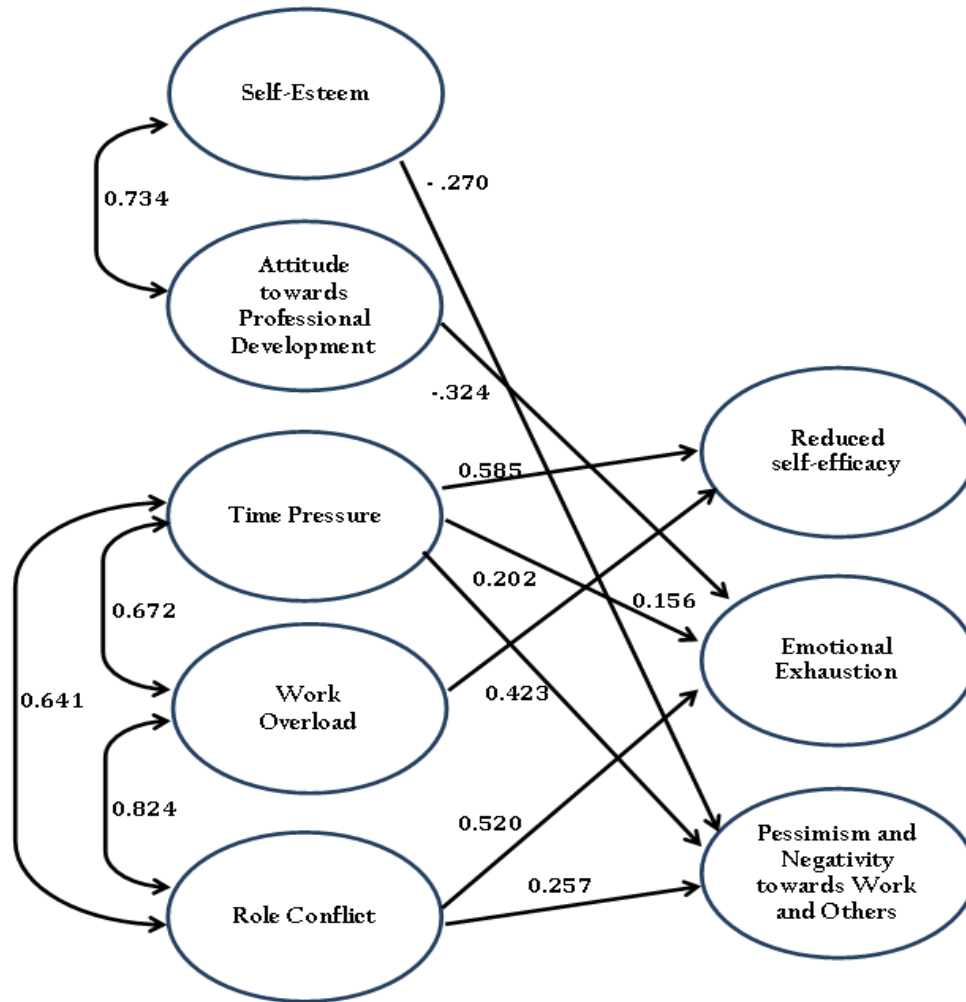


Figure 3. Emerging model of the factors of Filipino teacher burnout

Notes: Diagrams in oval shape indicate latent variables. Numbers next to straight arrows indicate standardized regression weights; and numbers next to curved arrows indicate correlations

The researchers tested a structural model with six exogenous variables (*self-esteem, attitude about professional development, time pressure, work overload, role conflict, and relation with parents*) and three endogenous variables (*reduced self-efficacy, exhaustion, and*



pessimism and negativity toward others and work). The final empirical model, showing standard regression weights, is displayed in [Figure 3](#).

As shown, of the eight hypotheses, only five were confirmed, one was not supported by the data, but three new relationships emerged in the final model.

After conducting 48 iterations, the final model had an acceptable fit to the data. CMIN/*df* (1.899), IFI (0.903), CFI (0.899), and RMSEA (0.047) represent the goodness-of-fit of the emerged model among the select group of Filipino teachers. Regression weights revealed positive impact of school context variables on three burnout dimensions and negative impact of personality variables on two of the burnout dimensions, with *time pressure* ($\beta = .585$) and *role conflict* ($\beta = .520$) having the most impact on *reduced self-efficacy* and *exhaustion* respectively. One pair of personal variables ($SE \leftrightarrow APD = .734$) and three pairs of contextual variables ($TP \leftrightarrow RC = 0.641$, $TP \leftrightarrow WO = 0.672$, and $WO \leftrightarrow RC = 0.824$) proved to be covariates indicating a stronger effect on teachers' burnout experiences when both personality and contextual variables are present.

Interestingly, *relation with parents* of students by teachers in general, and parents' trust on the teachers in particular, did not emerge as a significant predictor of any of the three burnout dimensions. This implies that teachers' relation with parents has nothing to do with the development of their burnout experiences. This may be explained by the general psyche of *pakikipagkapwa* among the Filipinos ([Jocano, 1997](#)). Sikolohiyang Pilipino movement, a



framework within which to understand in non-Western context the Filipino's mind, personality, and behavior, which was initiated by Virgilio Enriquez, explains that the Filipino self is not an independent unity, but an interconnected unity with the selves of others or with *kapwa* (Guss and Tuason, 2008). Hence, being considered as good person, Filipinos are expected to relate well with other people (Viernes and de Guzman, 2005), considering them of equal status or being part of any social activity, giving importance to interdependent relationship (Jocano, 1997).

Self-esteem, initially hypothesized to negatively impact on teachers' reduced self-efficacy, was not supported by the data. *Self-esteem* turned out to negatively predict *pessimism and negativity towards others and work*. This may be explained by the teachers' perception of competence in the workplace, thus exhibit less negativity towards work and others. According to Bandura (1977), cited in Hong (2010), people who are not confident about a particular activity tend to consider it as a threat and, thus try to avoid it and force themselves to comply with it, thus harbouring emotions of negativity.

This study did not support the hypothesis that *work overload* has positive impact on *emotional exhaustion* burnout. Instead, *work overload* had a positive impact on *reduced self-efficacy*. Though more teacher involvement builds a sense of accomplishment and personal investment in the organization, it also adds to teacher workload. Plausibly, this may increase the demands of the job and the possibility of juggling work in school and at home, hence, reducing teacher effectiveness and accomplishment.



Role conflict, hypothesized to have positive impact on *pessimism and negativity toward work and others*, was confirmed, together with a new finding, supporting the positive impact of *role conflict* on *emotional exhaustion*. Teachers, apart from their primary role of teaching, play extra roles in school that are extended to leading and supervising students' in-campus and off-campus activities. Multiple role-taking by teachers, on oftentimes incompatible roles, and expectations from students and school officials, constrain them to exhibit adaptive mechanism. These manifest in extreme emotional exhaustion, such as, leaving the school at the end of the day feeling empty as if nothing worthwhile happened, or sometimes talking about students' foolishness and superior's incompetence with colleagues.

In the emerged model, the researchers found out that, teachers' *attitude about professional development* negatively predicted *emotional exhaustion*. As explained by [Torff and Sessions \(2008\)](#), professional development initiatives, aim to enhance teachers' professional knowledge. Arguably, teachers who manifest high emotional exhaustion seem not to find professional development initiatives as enhancing. This implies that these initiatives must be carefully planned to be relevant, meaningful, and value-driven capacity-building exercises that promote teachers' efficacy in carrying out their day-to-day responsibilities.

Consistent with both theory and empirical research suggesting that job demands, such as work overload and excessive time pressure, have a direct positive relationship with all three burnout dimensions ([Cole, Walter, Bedeian, and O'Boyle, 2012](#)), this study has strong support to the *positive impact of time pressure (0.585) on reduced self-efficacy*. This may be explained by



the fact that expectation among teachers to deliver more than the usual tasks at a given time frame reduces their belief to competently and successfully perform the given tasks.

Moreover, it is also worth noting that *role conflict* strongly positively predicted *pessimism and negativity toward others and work* (0.257). With the expanded nature of work roles, teachers may view their students as additional persons to serve and work demands as additional tasks. They gradually lose their energy and enthusiasm in talking to the people they serve, and resent doing the work by their pragmatic attitude (Ballet and Kelchtermans, 2009), not genuinely interacting with the students and simply abiding by the demands without enthusiasm as a survival strategy.

Interestingly, *time pressure* strongly positively predicted all three dimensions of burnout, *reduced self-efficacy* (0.585), *pessimism and negativity toward work and others* (.423), and *emotional exhaustion* (0.156). This is partly confirmed by E. M. Skaalvik, and S. Skaalvik (2010), who found out that emotional exhaustion was most strongly related to time pressure. Ballet and Kelchtermans (2009) explains that teachers keep their own work system, however, to accommodate externally-imposed system successfully boosts their self-esteem on the one hand, but adds to the workload on the other hand. Thus, hectic life due to numerous meetings, administrative work, and documentation, and preparation for teaching after work hours, leaving teachers no time for rest lead teachers to feel exhausted, behave negatively toward others and pessimistic about work, thereby reducing their self-competence in doing their professional tasks.



In this study, *time pressure* had the greatest positive impact on reduced self-efficacy and it implies that among Filipino teachers, the capability to undertake and execute successfully a specific task should not be determined by time pressure especially brought about by external control system. [Pierce et al., \(1989\)](#), cited in [Pierce and Gardner \(2004\)](#) theorizes that any form of system-imposed behaviour carries with it greater opportunities for teachers to self-regulate and express themselves in their organizational roles.

CONCLUSION, LIMITATIONS, AND RECOMMENDATIONS

Through structural equation modelling analysis, a model that describes the impact of personality variables and school context variables as significant predictors of burnout was confirmed among a select group of Filipino teachers.

The results of this study generate some useful implications for practice and policy. *First*, knowing the negative impact of self-esteem and other personality variables on burnout dimensions, it suggests that teachers must be guided on the enhancement of a positive self-assessment as part of every school's professional development initiative. Further, teachers must be made aware and conscious about the rationale behind professional development initiatives highlighting the personal and professional benefits they get from it, and be consulted on new school directions so that they could feel their contribution in the implementation.



Second, since the study suggest that school context variables have impact on the burnout dimensions, particularly *time pressure* having impact on all burnout dimensions and considering that it had the most impact on *reduced self-efficacy*, it strongly suggests that educational leaders may be careful in planning the tasks of teachers against time as a school resource. Teachers may be given enough time to try innovations, and gradually undergo the process of adaptation to changes, prior to the actual implementation and evaluation of their performances, especially on highly specialized tasks such as curricular changes and the corresponding skills to implement the changes.

Work assignments may be distributed according to teachers' capabilities to do the task to avoid overload. Increased teacher involvement in making decisions on school matters may also be observed to lessen role conflicts as they collaborate with school officials in harmonizing personal value system and work value system through involvement in the drafting school plans, quality policies, and procedures as well as in implementing guidelines of projects and activities.

The findings of this study may be used in careful consideration of some of its limitations. The data were gathered through self-report surveys. Further, participants' self-esteem was assessed on a global, context-free measure, not based on teacher's work activity specific to a particular level in the K to 12 program. Future research may look into the professional self-efficacy and collective self-efficacy of teachers as concrete measures of their self-competence on school-related challenges, preferably on a longitudinal scale. Additionally, this study could



prompt further investigations on the consequences of teachers' burnout experiences on their students' engagement and achievement. Future research undertakings could be done through qualitative research approach to gain understanding on the dynamics of burnout and its associated developmental processes.



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Chapter 3

***SHAPED BY THE SPACES WE OCCUPY?* PHENOMENOLOGIZING FILIPINO BASIC EDUCATION TEACHERS' BURNOUT EXPERIENCES**

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Shaped by the spaces we occupy? Phenomenologizing Filipino basic education teachers' burnout experiences

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ABSTRACT

In the context of school reforms in the Philippine educational system, basic education teachers find themselves caught in a highly stressful, dynamic and complex environment. Guided by a phenomenological inquiry, this paper aims to characterize the burnout experiences of elementary and secondary level teachers. Field texts were subjected to cool and warm analysis using a dendogram as a data analytic tool. Interestingly, this paper emerged a Steering Wheel of Teacher Burnout, which shows that teacher burnout occupies distinct spaces of intersection, interaction, and introspection. Dynamic aspects of the school system, namely, tasks, people, and self, steer teachers to burnout driven experiences of exhaustion, detachment, and lowered self-efficacy respectively. The findings of this study can guide educational managers in creating interventions that address personal, relational, and organizational concerns of teachers.

Keywords: *teacher burnout, intersection space, interaction space, introspection space, Filipino*



INTRODUCTION

The quality of teacher-student relationship is characterized as continuum, from rewarding aspects of teaching to emotionally draining and discouraging experiences (Maslach & Leiter, 1999). The teachers' herculean task of educating the young learners has become more complex with the evolving changes in students' learning histories, needs, and behavior '*en masse*'. This overwhelming condition described by Woods (1999) as "intensification" press teachers to do more work with fewer resources while at the same time receive fewer rewards and less recognition of their efforts.

Previous studies on teacher burnout prompted the development of a working model of teacher burnout by Maslach and Leiter (1999). The model has two assumptions. First, burnout is considered to be a factor contributing to both teachers' and students' behavior and experience. Second, burnout is depicted as influenced by multiple factors, ranging from qualities inherent in the social environment and the school setting, to the nature of work itself, to the personal characteristics of teachers and students.

To achieve a more precise conceptualization, Vandenberghe & Huberman (1999) recommended that contextual variables need to be incorporated while self-reports, large survey methods, and the administration of validated scales need to be complemented by



qualitative research that calls for intensive observations over time in school settings, for extensive interviewing, among others.

In view of the existence of multiple factors that confront teachers' well-being, this paper inquired into the lived experiences of elementary and secondary school teachers, in the context of their day-to-day school work and actual involvement in a government-initiated education reform in the Philippines. At the time of the study, the K to 12 Program as an educational reform was on its third year of gradual implementation.

Using the qualitative approach, the *eidetic* descriptions of teachers' burnout experiences offer an interesting model that contributes to the educational management literature through 1) provision of insights into the burnout spaces that teachers find themselves trapped in, in the course of their day-to-day school work; 2) identification of dynamic aspects of the school environment that drive Filipino basic education teachers to burnout experiences; and 3) provision of insights on the development of concrete school-based intervention guideposts to complement existing professional development programs and school management plans.



METHOD

Design

Descriptive phenomenology was used to describe the essence or *lebenswelt* (Creswell, Hanson, Clark Plano, and Morales, 2007) of the burnout experiences among a select group of basic education teachers. Phenomenology, in Husserlian terms is concerned to get “back to the things themselves” and to reveal the object or phenomenon to which meaning is being attached (Winpenny and Gass, 2000). It calls for exploration of phenomena through direct interaction between the researchers and the object of study (Wojnar and Swanson, 2007). It aims to achieve transcendental subjectivity, a Husserlian concept, which means that the impact of the researcher on the inquiry is constantly assessed and biases and preconceptions neutralized, so that they do not influence the object of the study (Lopez and Willis, 2004).

As described by Lopez and Willis (2004), “descriptive phenomenology follows two basic assumptions: *First*, it is essential to the researcher to shed all prior personal knowledge to grasp the essential lived experiences of those being studied, actively strip his or her consciousness of all prior knowledge as well as personal biases. Citing Streubert and Carpenter (1999), Lopez and Willis (2004) emphasized that “some researchers advocate that the descriptive phenomenologists need not to conduct a detailed literature review prior to initiating the study and not have the specific research questions other than the desire to describe the lived experience of the participants in relation to the topic of study”. *Second*, the lived experiences common to all persons who have the experience, called universal essences or eidetic structures, can be



abstracted without consideration of the context. In this view, reality is objective and independent of history and context, through the use of bracketing, thus reflective of the values of traditional science.”

The procedures, illustrated by [Creswell, et.al \(2007\)](#), consist of the researcher’s role of “identifying a phenomenon to study, bracketing out his/her experiences, collecting data from several persons who have experienced the phenomenon, analyzing the data by reducing the information to significant statements or quotes, combining the statements into themes, and writing textural description of the experiences of the persons (a structural description of their experiences with the conditions, situations, or context in which they experienced the phenomenon), and combining statement of textural and structural descriptions to convey the essence of the experience.”

Study site and selection

The locus of this study is in two big cities of the National Capital Region (NCR) of Manila, Philippines: Quezon City and Manila. At the time of the study, the Philippine government, through the Department of Education, is on its third year of gradual implementation of the new educational reform, the K to 12 Program, which aimed at adding two more years to the previous 10-year basic education curriculum. It started with its simultaneous implementation of grades 1 & 7 on its first year, grades 1, 2, 7 & 8 on its second year, grades 1, 2, 3, 7, 8 & 9 on its third year. Henceforth, the existing 10-year cycle of the basic education level shall soon be composed of kindergarten, six-year elementary grade levels, four-year junior high school, and two-year senior high school.



In qualitative approach, sample size depends on what should be known, the purpose of the research, what is at stake, what will be useful, what will have credibility and what can be done with available resources within the available time (Patton, 2002). Hence, around 10 basic education teachers from the public and private schools representing two key cities in the NCR of the Philippines participated for an in-depth individual interview. Selection criteria for the participants include: a) elementary or secondary level teacher with at least one year experience of classroom teaching, b) currently holding at least one teaching-related assignment, and c) open admittance of having experienced episodes of burnout. As shown in the demographic profile of the respondents in Table 1, majority of the participants are female ($n=7$), married ($n = 7$), and mid-career teachers ($n = 3$).

Data collection and ethical considerations

Using a purposive sampling design, letters of requests containing the specific purpose of the paper and data collection procedure were sent to the individual teachers who have openly admitted experiencing episodes of burnout among their peers. Those interested participants were scheduled for an interview in their respective schools based on their available time. After a careful explanation of the purpose and procedure of gathering data, the researcher obtained an informed consent for the audio-recording of the actual interview with the participants, in order to focus attention to the responses of the interviewee. The interview was guided by Seidman's (2006) three - step interview process, with phases namely, rapport-building phase, exploratory phase, and clarificatory phase. These phases were all done at the same time during the interview with the consent of the interviewees.



The researcher used a three-layered approach to surface the collective views on teacher burnout among the selection. The first part made use of a *robotfoto* (Kelchtermans & Ballet, 2002), to establish the baseline characteristics such as age, gender, civil status, highest educational attainment, type of school, number of years teaching, employment status, and other-teaching related tasks.

A sun-like structure (Figure 1) was used in the second part to facilitate the opening part of the interview and to stimulate them emotionally as they gradually reconstruct their experiences. The participants were given a piece of paper with several sun-like structures filled with different words at the center such as students, parents, colleagues, administrators, personal goals, and professional goals. The participants were given time to write either positive or negative descriptors about the word or phrase written as prompts.

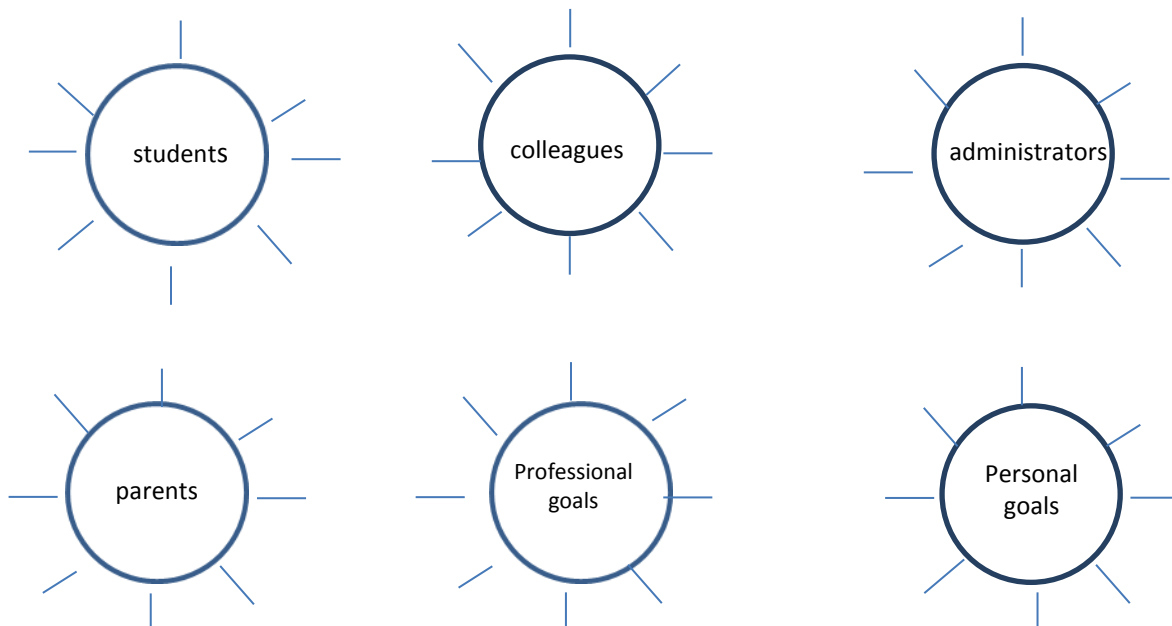


Figure 1. Sun-like structures



The last part was the actual conduct of a semi-structured interview that specifically clarified the participants' meaning of their school experiences, their feelings and emotions regarding specific concerns. An *aide memoir* consisted of 47-item open ended questions, which are based on certain *a priori codes*, was used as an interview guide. Follow-up questions were also raised to further probe into the participants' responses during the interview. Each interview lasted for one to one-and-a-half hours. The participants were assured of the confidentiality of any information disclosed to the researchers and were also informed about their right not to answer any compromising questions and may stop the interview at any time. Some of the key questions raised include: *How do you find your typical day in school? How do you describe your week-long work and your relationship with your students and parents, colleagues, and administrators? What are the usual problems and challenges that you encounter in a) relating with the stakeholders? b) the teaching-learning process? How successful are you in addressing these problems?*



Table 1. Demographic profile of the participants (n=10)

	<i>Profile</i>	<i>Frequency</i>	<i>%</i>
Age	20-25	1	10%
	26-30	1	10%
	31-35	1	10%
	36-40	2	20%
	41-45	1	10%
	46-50	2	20%
	>50	2	20%
Gender	Male	3	30%
	Female	7	70%
Civil Status	Single	3	30%
	Married	7	70%
	Widowed		
Highest Educational Attainment	Bachelor's degree	4	40%
	with Masteral units	3	30%
	Master's degree	3	30%
Type of School	Public	3	30%
	Private	7	70%
No of years teaching	< 5	1	10%
	5-9	1	10%
	10-14	2	20%
	15-19	1	10%
	20-24	1	10%
	25-29	2	20%
	>29	2	20%
Employment Status	Part-time	2	20%
	Full-time	8	80%
Ave no. of weekly teaching hours			
Ave no. of weekly supervisory hours			
Other teaching-related tasks			
	Club Adviser	4	40%
	Coordinator	4	40%
	Librarian	1	10%
	Research Adviser	1	10%



Mode of analysis

The audio-recordings of the interviews were transcribed to come up with an extended text. These were read and re-read to facilitate naïve understanding and identification of significant statements. Phenomenological reduction was facilitated using a *dendogram* to observe cool and warm analysis (De Guzman and Tan, 2007). During cool analysis, anchors and phenomenal referents were highlighted to facilitate identification of themes within the text (Ryan and Bernard, 2003). For the warm analysis, highlighted words or phrases were proof-read and analyzed to formulate categories and themes. Scrutiny techniques using similarities and differences to make systematic comparisons across units of data were used. Finally, member checking procedure was used to establish the truthfulness and trustworthiness of the emerged system of the participants' burnout experiences.

Reflexivity or the degree of influence that the researchers exert either intentionally or unintentionally on the findings (Jootun, et.al., 2009) was utilized by the researchers as it provides a more accurate account of the phenomenon under study through the researchers' effort to situate themselves in the hybrid position in which they are neither insiders nor outsiders in the realm of teacher burnout (Jootun & McGhee, 2006 cited in Jootun, et.al., 2009). This was done through the researchers' analytical notes that were prepared immediately after each interview. The researchers looked into the *emic* perspective of the selection, their experiences and the language they used in the school environment. The explanation of these experiences was done in the *etic* perspectives of the researchers.

FINDINGS

The analysis of the data focused on the collective views and experiences of a select group of Filipino basic education teachers based on their day-to-day school experiences, usual teaching-learning problems and challenges encountered as they professionally dealt with students, parents, colleagues, and administrators, including personal assessment of their teaching performances relative to these challenges. Interestingly, a *Steering Wheel of Teacher Burnout* (SWTB) (Figure 2) was emerged.

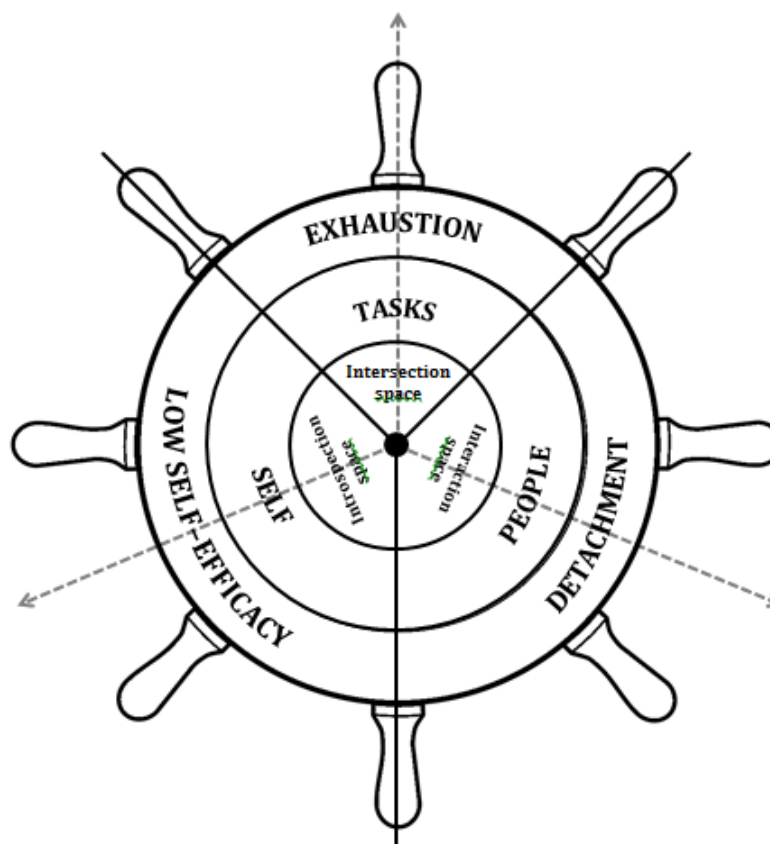


Figure 2. The Steering Wheel of Teacher Burnout: Spaces, Sources, and Consequences



From the individual and collective articulations given by the selection, teacher burnout experiences occupy a certain space in their professional lives that emanate from their day-to-day performance of tasks, relationship with stakeholders, and assessment of one's performance. The model represents the teachers' steering control on the spaces occupied by the various sources of stress, which when left uncontrolled further manifest in more serious consequences on the teachers' engagement in school work – *exhaustion, detachment, and lowered self-efficacy*.

Intersection space: from conflicting tasks to exhaustion

Teachers' array of day-to-day work is complex and dynamic, replete with various **tasks** and responsibilities. The basic responsibilities of teaching such as preparation of learning plans and activities, actual teaching, and checking of students' outputs do not necessarily provide an easy flow of work pattern. When confronted with other equally important tasks and responsibilities, teachers enter a dimension of intersection, experiencing an atmosphere of entanglement with *work overload, time pressure, and multiple roles* that drive them to experience exhaustion.

A teacher's commitment and passion to take on other responsibilities are strong enablers in their experience of entanglement with work overload. These compel them to deliver the expected output in spite of seemingly burdensome tasks at hand. This is articulated by respondents saying,



I find my responsibility a bit overwhelming because there are others who do not want to take on the responsibility. It has expanded since there were new positions created for some work load but eventually returned to me during the previous years (R2)

When I am faced with work, I do not stop until I am done with it- even though paperwork seems to overlap with one another. (R9)

Actually, I have already expressed my intention to leave but there wasn't anyone to fill my position. (R8)

A change in school's reporting hours caused a respondent to feel the lack of time to do the usual routine, thus compelled to complete the tasks at home. As verbalized,

This school year, we observe four days a week, frankly speaking I do not like it. Once you get home, it's already dark (late). All you want to do is to eat and sleep. The next day, you have to wake up early as we are expected to be in school as early as 6:50am. (R4)

Others feel the opportunity to do other tasks as avenues for training and improvement. However, these tasks push them to do multiple roles that challenge their ability to strike a balance in satisfactorily fulfilling them. Respondents expressed them as follows,

I like the expansion of my roles as a teacher, but it is difficult to juggle the activities, and then giving your best, sometimes one would suffer. Where there is an opportunity for growth... It gives you training on the different things, but it gives you a very hectic tight schedule (R6)

I consider it as a challenge to balance the work load of being a teacher, a coordinator and at the same time being the head of the committee for the PAASCU accreditation (R2)

I have an English class for an hour, check lesson plan of teachers during break, check papers, record, attend to my journalism class from 10 – 11:30, eat lunch, at 12:30 another class. Official time is 7-2pm, i extend, and stay for almost the whole day to prepare my lesson plan. at 1:30 pm, if there are reports to do, I do. In the morning i stay in the office, answer phone calls, serve as secretary of the Principal. I stay as late as 5 or 6 pm. There are times that I have to forgo seeing/attending my class, I also work on Faculty development of teachers for the new teachers who are not dedicated- those who do not follow, those whom you can consider as hard headed. (R9)



The force of such burnout drivers, when activated, is translated in various manifestations such as *physical exhaustion*. A former academic coordinator, who, after her term, was recently assigned back to full-time teaching described her daily teaching tasks as:

Heavy and hectic. Because in my last few years as academic coordinator, it was not heavy as taking care of the work of the teachers as the academic coordinator. Now, typical day is more on paper works, preparation of lesson plans, preparation of activities, actual teaching, evaluation of papers of student, (R6)

In the performance of the primary role of teaching, other teaching-related assignments come into play, increasing a sense of complexity, described by respondents as

Very toxic, and very tasking, but I really help myself away from burning out, as much as possible. We cannot really get away from that, especially with the PAASCU accreditation, we have to stay until the wee hours so we could submit the requirements (R3)

At times it can be tiring and draining...topic-wise, you provide the topic. I am also in charge for the science research committee. I also handle both hands-on and lecture classes. There is physical exhaustion-eye bags (are evident). (R8)

New school policies result in others feeling tired due to less time for doing the usual teaching thus, compelling the teachers to accomplish these tasks at home as expressed by respondents:

We end up at 5:50 pm, Since I have a three hour overload, I have lesser hours for breaks for writing, checking papers, so I bring them home and I do it during weekend (R4)

....It (the weeklong teaching) is tiring, and exhausting, but with the new set-up, we now have longer weekend for relaxation, preparation of lesson plan (R5)

With the given pressure of attending to all the multifarious tasks of teaching, advising, supervising, among others, teachers become *emotionally exhausted* especially when the feedback



are unfavorable. They become irritated and frustrated, and openly expressive of their complaints, as stated:

After the competitions, I feel tired, not compensated. Once you get to school there will still be a lot of issues raised. (R8)

My official regular classes from Monday to Thursday start at 1pm but I supervise the teachers under me at 11-12 nn, I observe working lunch at 12-1, Friday, is a research day, either go out, or stay in the lab. I rush outside of the school, do follow up students doing laboratory work in XXX., others go to XXX, supervised by parents and guardian. I observe lecture from 3 to 6 pm, and laboratory class at 6 – 9. Annoying. (R8)

It affects me as a supervisor, because these are things that I have to reprimand them, they will not be giving it back to me, it is a frustration on me, whenever I can't get what I'm supposed to get from them, (and so it starts), as a supervisor, you these big plans, and you are very idealistic, you have this big dreams for the department, your teachers cannot give it back to you, source of frustration on the part of the supervisor. (R3)

Like today, we are celebrating Teachers' Day. Before, it was a tribute for teachers, but today here we are, teaching. In fact, before, on a day like this we do not have to report to school, since we are also a XXX school and we celebrate the feast of St. XXX. Again, we are here-we have regular classes. (R4)

The expanded workload, multiple roles of teachers, and the seemingly lack of time to accomplish such tasks and roles enmesh teachers to a state of *mental exhaustion*, having to experience difficulty in providing the right solutions to problematic situations as well as overwhelmed by expectations. As claimed by respondents,

As a academic supervisor, There are, there are problems, especially relationships, I had an experience last year, one of my teachers fell in love with one of her students, that was one of the most challenging problem I encountered, but sad to say the teacher did not admit anything, she just left, then after that, we got the news that they got a son, then after graduation of the child, they went out in the open, it was very hard for me to handle because again, the teacher did not admit anything. There are, there are a lot. (R3)

At times it can be tiring and draining...topic-wise, you provide the topic. I am also in charge for the science research committee (R8)



Interaction space: from demanding people to detachment

Teaching is person- and service-oriented profession. As such, social relationships are founded on professional **interaction** with the students, parents, colleagues, and administrators or immediate supervisors. As the teachers professionally relate with these **people**, they single-handedly deal with them simultaneously. Inside the classroom, teachers who are armed with the right instructional pedagogies engage students with different learning histories and behaviors in various explorative activities. Varied teaching-learning strategies are employed to address classroom management concerns and learning behaviors.

In the course of this teaching-learning relationship, inevitably, disruptive student behaviors and student apathy slowly situate the teacher to distance himself socially. As elucidated, teachers find students' noise, lack of interest in school work as opposed to interest in online games, disrespect to teachers by answering back and by threatening to report teachers in *Bantay Bata* (institution charged of ensuring welfare of minors) as student-related drivers,

They are very noisy, very talkative (R6)

I usually meet my students mostly during class hours only. Problems encountered with them are their noise and lack of interest in doing certain things. (R2)

Students nowadays are noisy, they are not focused in their studies in the sense that they have a different interest because of the influence of technology, the games like DOTA, COC...even the teachers invite their students to play, (games wherein you need to build fences)..clash of the class (COC). (R5)



There are some who are generous, but there are still those who will make faces when they are reprimanded, those that have attitude problems like being disrespectful. Some parents are separated, that is perhaps the reason why they tend to be loners but when it comes to

school they act differently. They also tend to cover up for each other's mistakes. Like when you have a quiz they will say that, "Sir you did not mention that we will have a quiz." When they form groups, they group themselves according to their own interest (but not by academic interest). (R5)

Even the pupils threaten, "Ma'am, I'll file a Bantay Bata complaint against you." Parents support their children on this aspect (R7)

Grades 1-2, do not listen, always playing. In the intermediate, they answer back. Their attitude is disruptive (R10)

Tracing its origin, the journey to teachers' detachment from students begins with the acceptance of additional workload as consequence of promotion. This gradually divides the attention and then eventually decreases their patience in listening to and interacting with their students. This is captured in:

It started ok. But as I got up the ladder, workload has multiplied, I start having divided attention, I started being careless about my health, my family...Sometimes I do not have the patience to communicate with other people, I am not the keen on listening to others, so I just distanced myself. (R9)

I want to let go of journalism already but it has not yet been approved. I am burned out. (R9)

To address social interaction problems encountered with students, the teachers persistently share these problems with colleagues and discuss possible strategies to cope with it but seemingly this starts a growing feeling of frustration, as one participant shared,

Yes, we experiment on different strategies, but students are still the same, indifferent...I discuss problems with colleagues, share problems (R7)



Should the situation remain, the respondents find for a way to cope with the situation. Interestingly, they enter a space called **detachment**, where they isolate themselves from the usual warm interaction with the students to cold, impersonal dealings with them. Interestingly, they use this space to heal already activated feelings of frustrations from their social relationships with students and parents.

Nothing...I just talk to them (students). If parents don't come, I tell them (students), it's your own lookout, if they (students) can't read, I have to fail them....(R7)

"I leave the students, I want to be alone, to reflect on what is best for them, I feel frustrated in teaching" (R7)

Teachers' detachment from people is also triggered by parents' aggression and lack of support. Parents' aggressive behaviors include blaming teachers, giving too personal comments, and bullying younger teachers. Other parents do not support the school's policies. They meddle with its decision-making, and even support their children in threatening teachers, as described below:

There are some parents that point a finger to the teacher. Before, I even told the parents council president that if they have issues about the grades of their children, they should avoid giving comments like, "Who is that teacher, is that teacher rich?" I find it too personal. Then, if the teacher is quite young there is a tendency for them to get bullied by the parents. During the second quarter, it was really possible for the students' grades to go down because no performance tasks were given and now the grading system is new. That's why personally, I never became close to parents. I saw to it that I only had a civil interaction with them. If they think that I will be persuaded by their gifts (cake), then they are wrong. I can buy my own cake.. (R4)

The parents, here in XXX, you can find parents who are not....what do you call this.....very indifferent, gone were those days in the past, we had a good relationship with the parents, but now, hardly do you find good parents, some of them are not really helping anyway, before we have a very sound relationship, but now, it does not exist anymore. They have monthly meetings but they are still very indifferent (R3)



Usual problem encountered is dealing with parents: even the pupils threaten, “Ma’am, I’ll file a Bantay Bata complaint against you.” Parents support their children on this aspect. (R7)

Administrators also play a role in the activation of teachers’ social distance through their lack of interest on teachers’ academic endeavors manifested by misinterpretation of government policy through the Department of Education (DepEd) at the school level. This was described by a research-oriented respondent:

Government is ok when it comes to policy, the problem lies in the regional level. There are different interpretations. It is the same with the division level-they have different interpretations per level. If it comes from DepEd it does not materialize. They have a problem with the interpretation of the DepEd curriculum. I already discussed this with the administration, they just give back the task to you. You will notice detraction (hesitation) from them-they will look for a memorandum stating what you are trying to tell them. They only support it if there are available funds. (R8)

Introspection space: from high to low self-efficacy

As the teachers begin to reflect on their individual performances, they begin to focus on themselves through careful introspection. They notice that they had been persistently performing various tasks associated with their responsibilities and appointment, but soon realized that some spaces for improvement are left unfulfilled, conveyed as:

When I am faced with work, I do not stop until I am done with it- even though paperwork seems to overlap with one another. My perception as a teacher...students will perform better if I give my full attention to them. They will learn more if this is the case. If I’m not present, no one will look after them. (R9)

The teachers acknowledged that their current teaching performance is a bit lower than in the past. They hardly could feel their presence in the classroom interactions, and feel annoyed by not coping well with changes that were initiated at the macro level, summarized as



My evaluation I think was stagnant or a bit lower than in the past years. (R2)

As of now I do not feel like a classroom teacher, I feel like an outsider. The nature of my subject is outputs-based. There should be student-teacher consultation. (R8)

My performance is (is not that good anymore). I feel frustrated and annoyed at the same time. There a seminars, there are some that come here, but the point is, DepEd can be too rash. They keep on changing names and terminologies. I do not find the seminar enough for me to be prepared. (R4)

The high expectations on successful teaching performance, which they hardly could achieve due to their exhaustion and self-detachment, drive them to perceive lowered *self-evaluation* as well as low *others-evaluation* of their teaching performance. These two aspects of personal assessments center on the teacher's self, and elucidated as:

It affected my performance as a classroom teacher because sometimes I really have to sacrifice not attending my classes, because I have to meet deadlines, especially if you are in the school paper, you have to meet at least four publications, so I have to meet my staffers, I sacrificed my classes, so I just give them seatwork , even now, it is just the same thing, if we have meetings, I just call my students, you do this and that, il get back to you tomorrow, and then tomorrow will be another promise because I can't attend to them because of an emergency meeting again.(R3)

I find my evaluation a little bit lower than that of others. But I think it is reliable enough with the performance I am giving. It is actually going down especially during the time when I was assigned to be a coordinator of the XXX area. (R2)

The fact that there are certain teachers that the students really love, I try my best not to think about it and tell myself that I cannot please everyone. (R2)

Yes I think I am fit for work but I should have more confidence that I can do it and not dwell on what others might think of my teaching style. (R2)



DISCUSSION

The power of qualitative approach in research is indeed similar to valuable lens that help in surfacing the multiple layers of meaning embedded in human phenomena (de Guzman & Tan, 2007). As such, the findings of this study among a select group of Filipino basic education teachers characterize their burnout experiences through a steering wheel serving as a control system of the spaces occupied by dynamic aspects of the school system, leading to serious burnout experiences.

The *intersection space* reflects the overall view of the teachers' extent of entanglement on multifarious **tasks** that are incumbent with their duties and responsibilities as classroom teachers and in other teaching-related assignments either as academic coordinator or member of a working committee or executive assistant of the school principal. Yang, Wang, Ge, Hu, and Chi (2011) argued that the high workload, namely, academic research, time spent in the evenings and at weekends preparing lessons, marking work and organizing extracurricular events, participating in conferences, and undertaking administrative duties, coupled with the professional nature of their work may elevate the risk of strain.

Considering that the teacher's responsibility for children is inherently stressful (Smylie, 1999), teachers are expected to assume multiple and oftentimes conflicting roles, including, among others, providing academic instruction; maintaining order in the classroom; attending to the social and emotional well-being of students; and meeting sometimes conflicting expectations



of students, administrators, parents, and the community (Heck and Williams, 1984, cited in Smylie, 1999).

This *intersection space* confirms the literature reviewed by Smylie (1999), whereby multiple and conflicting expectations in teacher's job such as teaching academic subject matter and attending to students' emotional and social needs intersect with *emotional exhaustion* among full-time classroom teachers on the one hand and teaching academic subject matter and taking care of the work of teachers among academic coordinators as teacher-leaders on the other hand.

Chang (2009) in her study about teacher's appraisal of their emotional exhaustion, argued that the habitual pattern in teachers' judgment about student behaviour and other teaching tasks may contribute significantly to teachers' repeated experience of unpleasant emotions and those emotions may eventually lead to burnout.

In the context of the Philippine educational system, where educational reform has recently focused on the implementation of the new K to 12 curriculum, work overload presented itself in teachers' adjustments to the implementation guidelines at the school level. This pushed them to complain about the shift in new assessment guidelines, increased paper works on the much needed feedback of students' formative assessment tasks, and meeting schedules. The expansion of their roles from plain classroom teaching to advising, supervising, participating in committee works for school accreditation among others makes them feel the difficulty of



juggling the various activities within the usual “school” time, thus, compels them to complete these tasks using “home” time. As explained by [Brown and Roloff \(2011\)](#), teachers who invest in more extra-role time are also more likely to experience burnout and decreased commitment to teaching than those who invest less.

[Lloyd \(2012\)](#), in her investigation on the context behind one quality teacher’s professional burnout, asserted that good teachers are burning out even with some support, competitive pay, feeling of camaraderie, good classroom management, and feeling well-prepared both in their knowledge of the content and pedagogy. The in-service context set impossible expectations for those who do not want to compromise their standards of quality teaching such as not having enough time to attend to teacher responsibilities (i.e. instructional, non-instructional) and other school responsibilities.

Given the compelling reason to look for the best solutions to problems encountered in the course of performing competing tasks and the limited time to execute the tasks at their best performance, teachers are forced to experience serious mental, physical, and emotional exhaustion. This is supported by [E. M. Skaalvik, and S. Skaalvik \(2009\)](#) who claimed that emotional exhaustion was mostly strongly related to time pressure.

Further, **work overload** is enhanced among respondents who actively play supervisory roles as there is not enough time to fulfill their new roles that are oftentimes considered as *add on* responsibilities on top of their regular classroom responsibilities. [Smylie \(1999\)](#) argued that



the **lack of time**, compounded by **conflicting leadership role** of taking care of other teachers and making decisions on their behalf, administrative, and classroom responsibilities place pressure on teacher-leaders to perform their roles according to the expectations of others, to make the best decision possible, and to avoid criticism and alienation from colleagues. All these pressures thrust teachers to become ***emotionally, mentally, and physically exhausted***.

The stakeholders of the school, primarily the students and their parents, including the school administrators are the ***people*** considered contributory in the development of ***interaction space*** that eventually compel teachers to experience ***detachment*** from their usual warm interaction and professional relationships with the students, parents, and even administrators.

Viewed from the teaching philosophy of a select group of Filipino teacher educators, within the spheres of engagement and excellence, teaching is considered a partnership between the teacher and the learner where vital players share a working yet caring relationship that should bring out nothing but the best from one another in the educative process (Hao and de Guzman, 2008). Contrary to this notion, the respondents of this study noted a general observation that students manifest disruptive behaviors such as being playful, making too much noise, threatening teachers, disrespecting by answering back, and making faces when attention is called. Their apathy is manifested by lack of interest in school work, absences and lack of motivation due to interest on online games. These students' disruptive and apathetic behaviors prompt the teachers to discuss, strategize and think about ways to address these student-related problems with colleagues. However, with its increasing prevalence and seemingly ineffective strategies



employed by the teachers, students' disruptive and apathetic behaviors drive the teachers to feel frustrated and eventually *detach themselves from the major stakeholders* as a manifestation of their frustration. This, in concurrence with previous findings cited in [Smylie \(1999\)](#), namely, a) unpredictable and poor student behaviour are associated with exhaustion and depersonalization of students in particular ([Bacharach et.al., 1986](#); [Byrne, 1994](#); [Dworkin, 1987](#)), b) disrespect predicted emotional exhaustion and depersonalization of British primary school teachers ([Hastings and Bham, 2003](#)), and c) disciplinary problems in the classroom predicted higher emotional exhaustion ([Klusman, Kunter, Trautwein, Ludtke, and Baumert, 2008](#))

Notably, participants' action of distancing from students may be seen in two ways, as coping mechanism to safeguard themselves from negative feelings such as frustration and as a strategy for reflection on the situation.

Additionally, teachers' detachment from the other stakeholders is aggravated by parents' aggression and lack of support. Parents' aggressive behavior includes blaming teachers, giving too personal comments, and by bullying younger teachers. Others do not support the school's policies, but instead meddle with its decisions, and even support their children to threaten teachers. This finding confirms the claim of [E. M. Skaalvik, and S. Skaalvik \(2011\)](#) that depersonalization of Norwegian elementary and middle school teachers was mostly strongly related to teacher's relations to parents. Depersonalization was defined as negative and cynical attitudes and feelings towards others while relation to parents was characterized by positive working relations.



School administrators also play a role in the activation of teachers' social distance through their lack of interest in teacher's endeavor as manifested by their misinterpretation of government policy at the school level. This finding is consistent with the study of Cherniss (1980) which found that lack of communication and lack of social-emotional support from co-workers and supervisors have been found to intensify stress from other sources, particularly job overload. Additionally, Borman and Dowling, 2008; Darlinghammond, 2003 cited in Struyven, K. & Vanthournout, G. (2014) argued that with respect to workload, teachers fare well with proper administrative support.

The intra-personal aspect is another collective perspective of the participants' burnout experiences described as self-introspection space where high expectations on successful teaching performance is seen as driver for both low self-evaluation and low perception of others' evaluation. These lowered assessments focus on the teacher's self-domain.

Through *self-introspection*, the participants accept the reality that their current teaching performance is a bit lower than in the past which they attributed to their divided attention as they attend to the expanded roles of teaching and teacher-leadership, changes and reforms in the educational system that they were once accustomed to, among others. With ongoing curricular changes, the respondents' confidence on the appropriateness of their knowledge, skills, and response repertoire is challenged (Nicholson, 1984, cited in Smylie, 1999). This situation is evident among teachers who are part of the government initiative of transitioning to the K to 12



program, an experience that further maneuver a feeling of incompetence leading to low self-evaluation.

The high expectations on successful teaching performance, which they hardly could achieve due to their experience of exhaustion and self-detachment, drive them further to perceive ***lowered self-evaluation as well as low others-evaluation of their teaching performance***. The intersection of these assessments centers on the teacher's ***self***.

CONCLUSION

This study attempted to describe the context through which a select group of Filipino basic education teachers experienced burnout. It successfully surfaced teachers' complex work conditions occupying spaces, namely *intersection, interaction, and introspection*, triggered by responses to *multiple tasks, demands from people, and self-assessment* respectively. Through their continued exposure to these situations in varying degrees, they consequently experience *exhaustion* from work, *detachment* from the people they serve, and *evaluate their performance poorly*.

This study advances the current literature by illuminating areas of teacher burnout previously not cited as well as concurring with previous investigations. Findings of this study have shown the specific burnout *spaces, sources, and consequences* that must be considered by



school administrators in designing school management reforms and professional development programs at the school level.

Concerning educational management practice, the results of the study point out that teacher burnout experiences are organizational, social, and psychological issues that may be addressed with organizational, social, and psychological solutions. At the micro level, school heads must ensure that additional roles to be assigned to teachers must be carefully matched with specific teachers' drive, motivation, and skills to successfully carry out the said roles. Sufficient training, re-training, and evaluation of teacher's responses on the said trainings are highly encouraged to be practiced prior to institutional implementation of new changes and reforms. Ongoing professional development activities are highly encouraged to be focused on classroom management and people management among classroom teachers while academic coordinators or supervisors must be well grounded on people management and teacher-leadership. Norms on parent involvement in school affairs and parent-teacher responsibilities may also be established by school boards to reduce parent-teacher conflict.

To educational management research, this study serves as a basis for the further exploration of burnout experiences of teachers towards theorizing on the stages of its development and identification of specific and concrete measures to address it, if not to eliminate its existence.



This paper's *collective description*, though may only be generalized *moderately* (Payne and Williams, 2005) to represent the collective characterization of Filipino basic education teachers' burnout experiences, attempt to provide a better understanding of the lived experiences of the burnout professional teachers and their plight at the micro level of the educational system.



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Chapter 4

GENERAL DISCUSSION

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General Discussion

Burnout, in its pioneer phase, emerged as a pragmatic issue in the mid-1970s among people-oriented occupations that led to research literature whose frameworks were anchored on various theoretical perspectives rather than in a single perspective (Maslach, 1999). In its empirical phase during the 1980s, the development of Maslach Burnout Inventory (MBI) as a measurement tool made its conceptualizations more focused. With a growing interest of this phenomenon among teachers, the MBI-Educators Survey was developed that looked into relationships and impact between and among various constructs, lending itself to development of working models for teacher burnout. In a research agenda for teacher burnout, Maslach & Leiter (1999) averred that in line with the multiple sources of information about burnout, greater efforts are needed to develop multiple measures that are not only self-report on large-scale survey methods, but also more on qualitative research methods need to be integrated with these quantitative approaches.

The experience of teacher stress is intensely psychological. Not only are the stressors appraised by individuals but the experience (phenomenology) of stress varies considerably from individual to individual, even those encountering similar stressors (Farber, 1999, p. 164). Hence, to further understand this phenomenon among Filipino academics, the researchers employed the *mixed methods perspective*, combining the positivist (quantitative) and naturalist or constructivist (qualitative) paradigms. Doyle, Brady, and Byrne (2009) cited two authorities on these two



approaches: [Firestone \(1987\)](#) arguing that positivism contends that there is a single reality and therefore seeks to identify causal relationships through objective measurement and quantitative analysis and [Appleton and King \(2002\)](#) arguing that constructivism proposes that there are multiple realities and different interpretations may result from research endeavour through the process of detailed descriptions of participants' experiences. The convergence model of triangulation mixed methods, which integrates the quantitative and qualitative approaches ([Doyle, et al., 2009](#)), wherein quantitative data set is collected and analysed prior to the qualitative data, towards better understanding of teacher burnout phenomenon, made useful efforts toward the development of principles that may alleviate burnout experiences of teachers.

What is teacher burnout and its meaning among Filipino teachers?

The quality of the relationship between the teacher and student is the basis for the most rewarding aspects of teaching, but it is also the point at which teachers are vulnerable to emotionally draining and discouraging experiences ([Maslach, 1999](#)). Among other human service professionals who work in close relationship with the recipients of their care and service, teaching is unique due to its working relationship replete of *group processing* and *individual-focused advising*. Hence, providing affective, instructional, and moral services to pupils of necessity makes emotional demands among teachers as service providers ([Vandenberghe and Hubermann, 1999](#)).



In the Philippines, especially in the basic education level, teachers spend at least six (6) hours a day (R.A. 4670) in a room full of students, with at least 45 students but sometimes exploding to as many as 75 (de Leon, 2007). These students are dependent from a single adult for knowledge, nurturance, advice, support, structure, group cohesion, and equitable distribution of attention (Farber, 1999, p. 165) and are likely to be diverse in their abilities and backgrounds. Attending to the needs of the students, with a great expectation of students' mastery and learning is a formidable task and a precursor to teacher's overwhelming stress of daily classroom work.

Many scholars on teacher burnout have conceptualized this phenomenon in various perspectives. Farber (1999) described this phenomenon as teacher's ultimate psychological sense of feeling inconsequential, when they feel that their efforts are disproportionate to the anticipated rewards and that further efforts cannot be justified or tolerated (p.161), and this facilitated by failure of others to judge his or her efforts in the context of how difficult the task may actually be (p 163). Shirom (1989), cited in Friedman (1993), based on his extensive review of research literature which dealt with the common features of the conceptualization of burnout, narrowly defined burnout as depletion of individual's energetic resources. Specifically, burnout refers to a combination of physical fatigue, emotional exhaustion, and cognitive weariness. Friedman (1993), explained that teacher burnout is a complex construct, composed of several components, each expressing feelings in different degrees of burnout severity, namely a) sense of frustration and a desire to sever all contact with one's job or profession; b) negative feelings towards the recipients of one's services (depersonalization); c) sense of emotional exhaustion; d) sense of professional non-accomplishment; e) sense of overload; and f) sense of intellectual non-



accomplishment. Woods (1999) viewed burnout as a condition of “intensification in the classroom, where teachers have more to do but less time to do it in, less time for re-skilling and for leisure and sociability, and few opportunities for creative work. Maslach and Jackson (1984), cited in Maslach (1999) define burnout as psychological syndrome of emotional exhaustion (stress component), depersonalization (other-evaluation component), and reduced personal accomplishment (self-evaluation component).

Among Filipino academics, Batulan, et al. (2003), in their attempt to develop an instrument to measure teacher burnout, operationally defined it as a tripartite syndrome of reduced self-efficacy, exhaustion, and pessimism and negativity towards others and work. *Reduced self-efficacy* refers to the lowered perception or evaluation of one’s self, particularly one’s competence and one’s ability to cope with challenging or threatening demands. *Pessimism and negativity towards others and work* refers to the pessimistic views and negative perceptions of teachers towards assigned tasks and others. *Emotional exhaustion* refers to the emotional drain experienced by teachers, whenever working closely with the same people (students, colleagues, superiors, parents) under the same circumstances becomes too demanding, frustrating, and uncomfortable.

What personality and organizational variables predispose Filipino teachers to experience burnout?

By and large, teacher burnout is viewed from the extant literature as personal distress in terms of enduring conflicts between organizational factors and personal needs and aspirations (Vandenberghe and Huberman, 1999). The international literature that organizational variables



of role conflict, work overload, classroom climate, and decision making, as well as personality variable of self-esteem ([Byrne, 1999](#); [Skaalvik, 2010](#)) are critical determinants of particular aspects of burnout for teachers regardless of grade level taught.

Interestingly, in the quantitative part of this paper, the structural equation modelling analysis emerged a model that reveals personality variables of *self-esteem* and *attitude about professional development* having significant negative impact on specific teacher burnout components. Specifically, self-esteem negatively predicts *pessimism and negativity toward work and others* while *attitude about professional development* negatively predicts *emotional exhaustion*. In the context of giving service and care for students, teachers are generally looked upon as a source and provider of positive emotions, knowledge, advice, among others. Concomitant with this high regard and respect, [Farber \(1999\)](#) posited that teachers are asked to do more and more but getting less and less or no relief from the keenest stress of all- the intensive daily work with students (p. 160). Thus, the moment that they feel pushed to the wall and could no longer provide for the recipients of their services, they begin to feel less of themselves. Consequently, they nurture feelings of pessimism and negativity toward work and others. This pessimism signals the spiraling negative attitude about school-related tasks and may be extended to a gradual disinterest in professional development, predicting emotional exhaustion in the long run.

Findings of the first paper showed that among the school context variables, *time pressure* significantly positively predicted all three burnout dimensions. *Time pressure* had the most



impact to *reduced self-efficacy*, then to *pessimism and negativity toward work and others*, and with the least impact to *emotional exhaustion*. This implies that the Filipino teachers value the appropriate and reasonable use of school *time* as a major resource in school and an integral element in the school system. In the school context, *time* is a major resource in the completion and successful delivery of instructional and administrative services usually measured by the quality of output and not by quantity of accomplishment. Corollary, if pressed for time to do more tasks, described as intensification by Woods (1999), teachers' sense of competence to accomplish the given tasks is compromised (*reduced self-efficacy*), they begin to think negatively about work and others (*pessimism and negativity towards work and others*), and eventually lead them to series of negative emotions (*emotional exhaustion*).

This pattern of thinking and behavior among Filipino teachers has its roots on cultural perspective. As opposed to management by objectives that clearly sets specific targets within a period of time, Filipinos adhere to the cultural context of management or management by culture, where their values, feelings, ways of thinking are used to increase success. As articulated by Jocano (199), "management by culture gives due recognition to, and respect for, the influence of culture on behavior and tells the manager how to use the people's patterned ways of thinking, believing, feeling and doing things to enhance corporate success (p.82)."

Other contingent feature of the structural model of the factors of Filipino teacher burnout is the impact of *role conflict* on two burnout components: *pessimism and negativity towards work and others* and *emotional exhaustion*. This is explained by teachers' experience of



intensification (Woods, 1999), which, when teachers receive conflicting demands and are expected to take multiple roles to meet these demands, they manifest emotional distance from those who puts in the demand. Further, when teachers perceive these demands to be counterproductive to what they have set as valuable learning activities for students, they soon gradually develop pessimism and negativity towards their work and to the people around them. Similarly, “*emotional exhaustion* comes from striving to maintain personal relationships with an expanding number of students while engaging in tasks that teachers see as inconsistent with productive learning” (p. 206, Leiter, 1999).

Contrary to the findings of Byrne (1999), that *work overload* arose from perceptions of *role conflict* among secondary school teachers, this paper found that work overload predicts *reduced self-efficacy*. In the context of increasing complex responsibilities that warrant working beyond school time, Leiter (1999) affirms that “increasing teachers’ involvement in prescribed work activity of little educational value diminishes teachers’ sense of personal accomplishment” (p. 206). This situation confronts teachers with the difficulty of juggling tasks that compel them to work in a tight schedule, thereby compromising other aspects of work to suffer. Expectedly, this expansion of work traps teachers to accomplish less and less with unsatisfactory performances.



What characterizes the various spaces occupied by the select group of Filipino basic education teachers that lead them to burnout experiences?

Using in-depth semi-structured interview, the essence of the lived experiences of the basic education teachers on burnout was captured in a mechanism similar to a *steering wheel*. Aspects of the dynamic school system occupy spaces that serve as burnout drivers causing teachers to experience burnout driven experiences. *Intersection space* is a fertile ground of *conflicting tasks characterized by work overload, time pressure, and role conflict* that gradually leads teachers to experience exhaustion burnout. When teachers work closely on concerns and sometimes demands of students, parents, and administrators, they handle the *interaction space* of dealing with the people, which when left unmanaged, leads them to detach personally from the people whom they serve and work with. With their inability to meet high expectations of quality teaching performance due to increasing demands of tasks and people to attend to, teachers tend to *look into within their inner selves*, confine themselves into *introspection space*, and eventually accept low self-assessment for one's performance, and perceive others' evaluation as similar to their self-assessment.

What could be derived from the emerged structural model of teacher burnout and burnout experiences of a select group of Filipino teachers?

Converging the significant findings of the first paper and the *collective description* of the second paper using mixed methods perspective, *PRO-active Guideposts on Teacher Burnout Mitigation* (PROGTBM) (see Figure 1 on the next page) was proposed, targeting the burnout

spaces that emerged in the qualitative study and burnout sources identified in quantitative study, some of which were either confirmed or further clarified in the qualitative study.



Figure 1. PRO-active Guideposts on Teacher Burnout Mitigation

Derived from the quantitative study, *time pressure*, *role*, *conflict*, and *work overload* were identified as significant predictors of the teacher burnout dimensions. In the qualitative study, these factors were identified as specific sources of burnout experiences of teachers emanating from *tasks* as a general source of burnout. The often conflicting and demanding tasks define the *intersection space* of burnout experiences among teachers. Considering the existence



of these factors in the work context of teaching, the indicators of each of these factors were taken into account as assumptions that cause the experiences of teacher burnout at the organizational level. Thus, specific mitigation guidelines corresponding to these assumptions were advanced, from which mitigation foci, moves, and guideposts were emerged. Additionally, the interaction space of people, characterized by parents' aggression, students' disruptive behaviour, and lack of administrative support, which emerged from the qualitative study, became the basis for the assumptions for the existence of people-based sources of burnout at the interpersonal level.

Similarly, the introspection space for one's self-competence and performance, characterized by lowered self- and other- evaluation due to high expectations on successful delivery of administrative tasks given other teaching assignments *vis-a-vis* high expectations on successful teaching performance given other administrative tasks served as bases for the assumptions of the presence of self-based sources of burnout. These were emerged from the qualitative study and suggested strong support for self-based sources of burnout at the intra-personal level.

For each burnout space and source, identified burnout indicators were matched with corresponding assumptions that served as bases for the formulation of specific mitigating guidelines, surfacing possible mitigation foci and moves by educational leaders and managers (see Table 1).



Focus for each mitigating guidelines was identified to form the mitigating move that concretizes the emerged mitigating guideposts, a humble contribution of this paper that may guide development of future intervention programs. The guideposts (see Table 2) are explained as follows:

Personal Guideposts: *promoting the introspection space of one's self*

These guideposts cover teachers' appropriateness of evaluation, of being a teacher-leader or instructional leader, and teachers' professional self. School managers are expected to clarify the delineation of specific roles of teachers, either as teacher leaders or instructional leaders. This addresses the assumption that lowered self-evaluation of teachers and low perception of other-evaluation is attributed to high expectations on successful teaching performance, which is hardly achieved due to competing instructional and administrative assignments. The dual role clarification as a mitigating move by educational leaders and managers is an integral input for the refinement and reformulation of teachers' evaluation, which is to be cooperatively done by both the administrators and teachers, thereby promoting teachers' professional self-efficacy.

Relational Guideposts: *nurturing the interaction space of people*

These principles focus on parents as partners, students as active learners, and administrators as collaborators. School managers must have a clear-cut policy that defines the extent of parent-teacher partnership, student-teacher professional relationship, and teachers-administrator supportive relationship to address parents' aggression, students' disruptive behaviour and apathy, and lack of administrative support as people-based sources of burnout



among teachers respectively. Parent-teacher partnership program that clarifies the complementing roles of parents and teachers in the educative process of the students and an avenue for promoting dialogue geared toward values clarification and formation may be a concrete buffer against interaction-induced burnout experiences. Students-teachers professional relationship may consider the nature of students as active learners that need dynamic model of teaching that harness students' interest in interactive multimedia, to address lack of interest in schoolwork, playfulness, and sometimes disrespectful behaviour.

Organizational Guideposts: organizing the intersection space of tasks

The organization guideposts encompass the need to put in proper perspective organizational elements of time, role, and workload planning and distribution. These mitigation guidelines require managerial skills of ensuring time management, work role harmony, and workload balance respectively. Time management may be realized by observance of time for rest and relaxation within the wide range of responsibilities of teachers, reasonably scheduling meetings, administrative work, or documentation work outside teachers' instructional preparation time, giving way to teachers' reflection, careful and relaxed planning of quality outputs. Work role harmony aims to address conflicting demands and responsibilities through provision of clear rules and policies that address collectively or separately needs and concerns from students and parents, colleagues, and administrators. Training, orientation, and mentoring or coaching are to be synergistically and collaboratively provided by both administrators and teachers prior to the carrying out of school-related duties.



These proactive guideposts are advanced to begin a gradual shift of transforming teachers' day-to-day work experiences into active engagement in the workplace, contributing to teachers' successful functioning in both personal and pedagogical well-being.



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Where do I go from here?

PRO-active Guideposts on Teacher Burnout Mitigation

Teaching is a *burning bright* journey of helping others to grow, learn, and flourish, but the drive to *burning out* may be collaboratively mitigated through keen and sustained observance of guideposts as well as PROactive stance of maintaining the guideposts by both the teachers and school managers and leaders.

(Batulan, Villena, and Ibañez, 2015)

Teachers and school managers and leaders jointly hold the control system of teachers' well-being and are charged to steer its wheel to the right direction, taking heed of the visible guideposts along the way. These guideposts, when carefully reflected upon, and performed accordingly, serve as proactive measures against experiences of a long, arduous, and bumpy ride that may hinder what is supposed to be a transformative educational journey.

From the emerged structural model of the factors affecting teachers to experience varying degrees of burnout that was confirmed and clarified by a collective description of a select group of teachers' burnout experiences, the following guideposts are advanced to provide the necessary direction and anchor of a school-based mitigation plan against teacher burnout:

Personal Guideposts

on teachers as teacher-leaders or instructional leaders

- Teachers who have the capacity to take care of the potentials of other colleagues may be given leadership roles as middle-level academic supervisors with minimal, or if possible without teaching load. This will allow them to *focus on administrative tasks without necessarily sacrificing quality instructional time for their students*
- Teachers who have the mastery of their discipline may be guided by those with teacher leadership qualities and *be given enough reasonable number of classes to handle*. This provides them more *focus on their instructional tasks*.

on appropriateness of evaluation

- Teachers' performance evaluation tool may be *distinctively prepared to assess performance for teachers as instructional leaders and teachers as teacher-leaders*.

on professional efficacy promotion

- Teachers' *professional self-competence is developed congenially* among colleagues.



Relational Guideposts

for parents as partners

- Parents' stake on educational of their children begins with the *clarification of their role as partners of teachers*. This may be done through orientation and consultation geared toward clarification of existing and additional school policies and procedures, discussing the rationale, benefits, and expected outcomes on students' learning.
- The school's *parent-teacher partnership program* through the assistance of the parents-teachers association or parents association is an active avenue for *promoting dialogue geared toward values clarification and formation*.

for students as active learners

- The active type of learners today may need a dynamic model of teaching, such as *clear orientation* on collaboratively agreed upon classroom rules, *structuring* of activity tasks that activate their prior learning and interest, *questioning* for classroom interaction, *teaching, modelling* to check on their idea conceptualization, *applications* for transfer of learning, *management of time*, and *classroom assessment*.
- Instructional activities may be re-focused to harness students' interest in the multimedia to facilitate teaching-learning process.

for administrators as collaborators

- *administrators' leadership qualities* may model the way goals for the school be pursued by *fostering collaboration and building spirited teams*.

Organizational Guideposts

on time management:

- *Time for rest and relaxation* is an integral part of human resource well-being.
- Meetings and administrative work, and documentation are reasonably scheduled *outside teacher's instructional preparation time*
- *Preparation time for teaching is enough* to ensure reflection, careful and relaxed planning, and well thought-out quality output.

on workload balance

- School work and family affairs are *carefully planned to ensure complementary quality time*.
- Quality of work performance is improved through *openness to others' assistance*.
- Work tasks are prioritized and assigned according to one's own capability
- *Performance criteria of teachers are realistically set*
- *Work responsibilities are clearly defined* within an organizational structure

on role harmony

- Related works *demands from two or more people or groups* in the school setting are collectively addressed, otherwise, they are addressed separately or one after the other.



- Rules or policies clearly stipulate smooth guidelines and procedures.
- *Teachers' professional services for different sectors* (students, parents, administrators, and colleagues) *are distinctively clear and specific* as proactive measure against conflicting demands.
- *Training, orientation, and mentoring, or coaching* are provided prior to carrying out of school-related duties
- School managers and faculty members *synergistically and collaboratively work together* toward achieving school goals.



Table 1.

Derivation of mitigation guidelines, foci, and moves from the “mixed” results of the quantitative study and findings of the qualitative study

TASKS-BASED predictors of teacher burnout Experiences (derived from the quantitative study)	ASSUMPTIONS	SPECIFIC MITIGATION GUIDELINES	Mitigation Foci	Mitigation Moves (organizational level)
time pressure	Life at school is hectic and there is no time for rest and relaxation.	<i>Time for rest and relaxation is integral part of human resource staff well-being.</i>	time	time management
	Meetings, administrative work, and documentation take much of the time that should be used for preparing the lessons.	<i>Meetings, administrative work, and documentation are reasonably scheduled outside teacher’s instructional preparation time.</i>		
	Preparation for teaching must be done after working hours.	<i>Preparation time for teaching is enough to ensure reflection, careful and relaxed planning, and well thought-out quality output.</i>		
role conflict	I receive conflicting demands from two or more people or groups in the school setting.	Related works <i>demands from two or more people or groups</i> in the school setting are collectively addressed, otherwise, they are addressed separately or one after the other.	role	work role harmony
	I have to challenge a rule or policy in order to carry out an assignment.	Rules or policies <i>clearly stipulate smooth guidelines and procedures.</i>		
	I have a hard time satisfying the conflicting demands of students, parents, administrators, and teachers.	<i>Teachers’ professional services for different sectors</i> (students, parents, administrators, and colleagues) <i>are distinctively clear and specific</i> as proactive measure against conflicting demands.		
	I am given school-related duties without adequate resources and materials to carry out.	<i>Training, orientation, and mentoring, or coaching</i> are provided prior to carrying out of school-related duties.		
	There is a difference between the way my administrative head thinks things should be done and the way I think they should be done.	School managers and faculty members <i>synergistically and collaboratively work together</i> toward achieving school goals.		
work overload	I feel that my job interferes with my family life.	School work and family affairs are <i>carefully planned to ensure complementary quality time.</i>	Workload planning and distribution	workload balance



	I feel constant pressure from others to improve the quality of my work.	Quality of <i>work performance</i> is <i>improved</i> through openness to others' assistance.		
	I find that I have extra work beyond what should normally be expected of me.	Work tasks are <i>prioritized and assigned</i> according to one's own capability.		
	The criteria of performance for my job are too high.	Performance criteria are <i>realistically</i> set.		
	I am given too much responsibility without adequate authority to carry it out.	Work responsibilities are <i>clearly defined within an organizational structure</i> .		

PEOPLE-BASED predictors of teacher burnout experiences (derived from the qualitative study)	ASSUMPTIONS	SPECIFIC MITIGATION GUIDELINES	Mitigation Foci	Mitigation Moves (interpersonal level)
parents' aggression	parents' aggressive behaviour towards teachers (<i>parents blaming teachers, giving too personal comments to teachers, bullying younger teachers</i>)	Parents' stake on education of their children begins with the clarification of their role as partners of teachers. This may be done through orientation and consultation geared toward clarification of existing and additional school policies and procedures, discussing the rationale, benefits, and expected outcomes on students' learning.	parents as partners	parents-teachers partnership
	parents unsupportive behaviour (<i>parents supporting their children to threaten teachers</i>)	The school's parent-teacher partnership program through the assistance of the parents-teachers association or parents association is an active avenue for promoting dialogue geared toward values clarification and formation.		
students' disruptive behaviour and student apathy	disrespectful students playful students	The active type of learners today may need a dynamic model of teaching, such as <i>clear orientation</i> on collaboratively agreed upon classroom rules, <i>structuring</i> of activity tasks that activate their prior learning and interest, <i>questioning</i> for classroom interaction, <i>teaching, modelling</i> to check on their idea	students as active learners	students-teachers professional relationship
	lacks interest in school work			



		conceptualization, <i>applications</i> for transfer of learning, <i>management of time</i> , and <i>classroom assessment</i> (Kyriakides, Christoforou, and Charalambous, 2013)		
	students focus on technology	Instructional activities may be re-focused to harness students' interest in the multimedia to facilitate teaching-learning process.		
lack of administrative support	teachers' passion to pursue their instructional expertise sometimes do not match the administrator's priority agenda for the school	administrators' leadership qualities may model the way goals for the school be pursued by fostering collaboration and building spirited teams.	administrators as collaborators	administrators-teachers supportive relationship

SELF-BASED predictors of teacher burnout experiences (derived from the qualitative paper)	ASSUMPTIONS	SPECIFIC GUIDEPOSTS FOR POSSIBLE MITIGATION	Mitigation Focus	Mitigation Moves (intra-personal level)
lowered self- and other-evaluation due to high expectations on successful delivery of administrative tasks given other teaching assignments	lowered self-evaluation of teachers and perception of other's evaluation is attributed to high expectations on successful teaching performance but hardly could be accomplished due to competing instructional and administrative assignments	Teachers who have the capacity to take care of the potentials of other colleagues may be given leadership roles as middle level academic supervisors with minimal, or if possible without teaching load. This will allow them to focus on administrative tasks without necessarily sacrificing quality instructional time for their students	teacher as <i>teacher leaders</i>	dual role clarification
vs high expectations on successful teaching performance given other administrative tasks	Teachers' performance is evaluated against existing teacher evaluation tools focused solely on teaching performance, possibly missing other factors like administrative roles and values	Teachers who have the mastery of their discipline may be guided by those with teacher leadership qualities and be given enough reasonable number of classes to handle. This provides them more focus on their instructional tasks.	teachers as <i>instructional leaders</i>	
		Teachers' performance evaluation tool may be distinctively prepared to assess performance for teachers as instructional leaders and teachers as teacher-leaders.	aptness of evaluation	cooperative evaluation



	Perception of lowered other' evaluation may be a consequence of seemingly lowered self-evaluation	Teachers' professional self competence is developed congenially among colleagues.	Professional self-efficacy	Professional self-efficacy promotion
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Table 2

Guideposts on teacher burnout mitigation derived from burnout spaces and sources

Burnout Spaces	Burnout Sources		Mitigation Foci	Mitigation Moves	Mitigation Roles	Mitigation Guideposts
	general	specific				
intersection	tasks	time pressure	time	time management	organizing tasks	Organizational
		role conflict	role	work role harmony		
		work overload	workload planning and distribution	workload balance		
interaction	people	parents' aggression	parents as partners	parents-teachers partnership	nurturing relationships	Relational
		students' disruptive behaviour	students as active learners	student-teacher professional relationship		
		Lack of administrative support	administrators as collaborators	administrator-teachers supportive relationship		



introspection	self	high expectations on successful delivery of administrative tasks given other teaching assignments	teachers as teacher-leaders	dual role clarification	promoting efficacy	Personal
		vs	vs			
		high expectations on successful teaching performance given other administrative tasks	teachers as instructional leaders			
		lowered self- and other-evaluation	aptness of evaluation	cooperative evaluation		
		Lowered other-evaluation	Professional self	professional efficacy promotion		



GENERAL SUMMARY



GENERAL SUMMARY

The study employed *mixed methods* perspective in understanding teacher burnout in the Philippines, in the context of teachers' day-to-day school work. The first article identified structural pattern of personality and organizational factors that predispose teachers to experience distinct burnout components not identified in previous research. It explained the role of Filipino cultural background in the unique set of interrelationship among the investigated variables. Specifically, teachers' *relation with students' parents* appeared to be independent from the development of their burnout experiences. The second article surfaced three distinct spaces where aspects of the school system entrap teachers into driven burnout experiences.

Interesting findings include: 1) teachers' *relation with students' parents* as a negative predictor of *pessimism and negativity toward others and work* was not supported in this study, 2) personality variables of *self-esteem* and *attitude about professional development* have negative impact on *pessimism and negativity toward others and work* and *emotional exhaustion* respectively; 3) *time pressure* positively predicted all three distinct burnout components, and had the most impact to *reduced self-efficacy*, followed by *pessimism and negativity toward others and work*, and with the least impact to *emotional exhaustion*; 4) *role conflict* has a positive impact on two burnout components: *pessimism and negativity toward others and work* and *emotional exhaustion*; 5) *work overload* predicts *reduced self-efficacy*; 6) *intersection space of tasks, interaction space of people, and introspection space of one's self* are characteristics of the



essence of burnout experiences of Filipino teachers that lead them to burnout experiences of *exhaustion, detachment, and lowered professional self-efficacy* respectively.

This study has several limitations. Firstly, in this study, selections for the qualitative phase were not recruited from the quantitative phase. Secondly, due to its restricted sample size, particularly on the unequal number of respondents on some demographic variables, it is suggested that the study be further tested and findings enhanced by expanding the sample group to more varied respondents.

Nevertheless, the findings highlight the potential of identifying guideposts on mitigating teacher burnout, upon which may be used by school heads as anchors for the development of school-based intervention programs. The **PRO-active Guideposts on Teacher Burnout Mitigation** is a humble contribution of this paper.

In view of the foregoing, the nurturance of teachers' well-being may be sustained through an *increased awareness* of the structural model of the factors affecting teacher burnout and a *proactive* effort among school managers and leaders to implement sound and balanced pedagogical practices that promote teachers' well-being. This study concludes with a view of facilitating teachers' awareness of their personality attributes that they must develop as a buffer against the impending threat of burnout in their day-to-day functioning in their respective school



environment. Further, it provides a platform for organization-based intervention program to promote teachers' well-being at least in the school level.



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APPENDIX A
REQUEST TO USE/ADAPT RESEARCH INSTRUMENTS

November 30, 2011

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Dear **Prof. Ozer**:

Greetings from the Philippines!

I am pleased to introduce myself. I am the school secretary of the High School Department of the University of Santo Tomas, Manila, Philippines. Currently, I am preparing my dissertation proposal that delves on understanding teacher burnout in the Philippines through a mixed methods perspective.

Since the start of my graduate studies at the Philippine Normal University, I have always been fascinated with the topic on teacher burnout. In my masteral studies, I was able to develop an instrument to measure teacher burnout among Filipino educators which resulted to the identification of three (3) distinct components... reduced self-efficacy (RSE), pessimism and negativity towards others and work (P&N), and exhaustion (E). The components almost resemble the tri-partite components of Maslach Burnout Inventory.

For the quantitative part of my study, I am planning to determine the individual and contextual factors that predispose teachers to experience the three components of burnout and to empirically establish a database for the Filipino teachers' process of burnout. For the qualitative part of my study, I am planning to characterize the behaviour of Filipino teachers in their teaching engagement, in the light of their teaching philosophies.

Almost similar to your study, my investigation will be focused on the contextual factors that predict each distinct components of teacher burnout. In relation to this investigation, may I be allowed have a copy of your instrument entitled Teachers' Attitude about Professional Development?

I am very much confident that your study will definitely guide my investigations among the Filipino teachers, which hopefully could be used for further intercultural investigations on teacher burnout. Rest assured that I will properly acknowledge whatever help you could extend to me for the realization of my study.

Thank you very much.

Sincerely,

Emmanuel M. Batulan
(+639151299444)
embatulan@mn1.ust.edu.ph



- Re: request for permission to adapt research instrument

People



Dear Dr. Skaalvik:

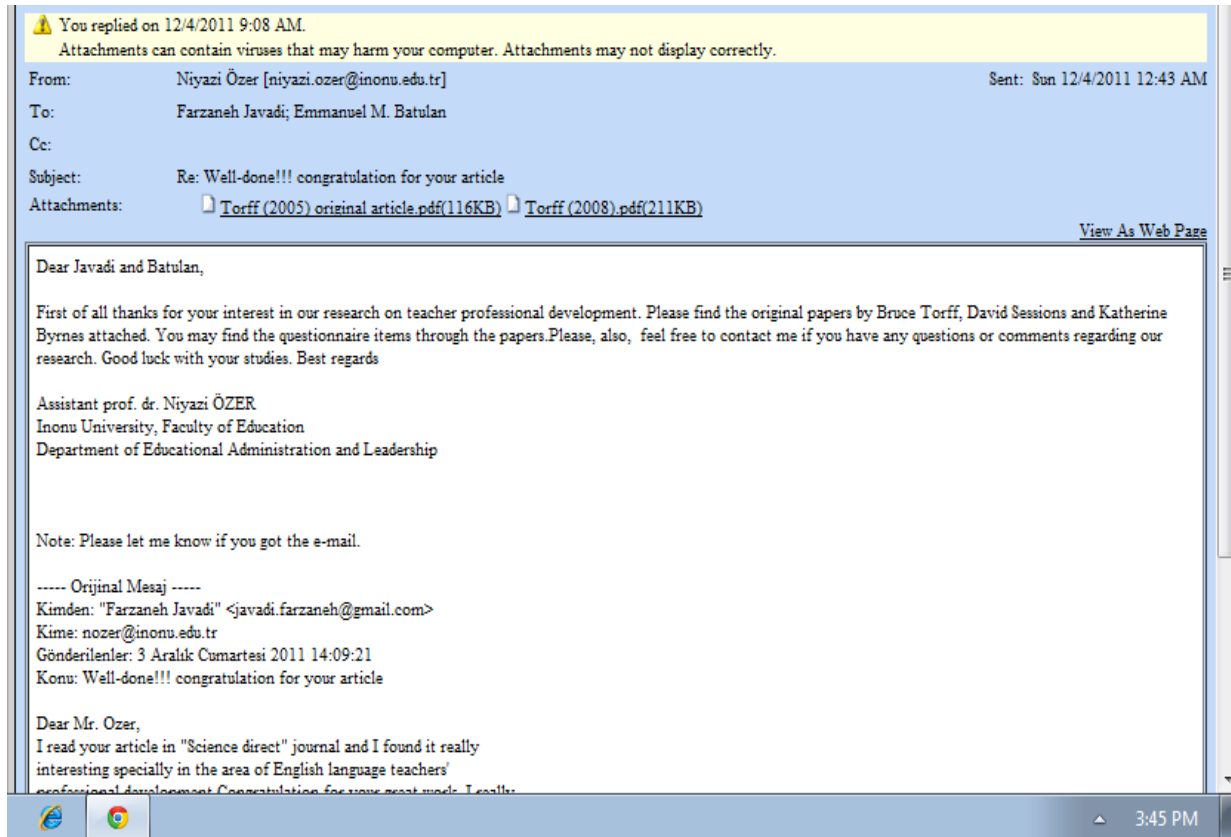
I am a graduate student of the Philippine Normal University, Manila, Philippines. I am presently doing my dissertation on Filipino teacher burnout. One of my research problems is to establish an empirically grounded database on the factor structure of teacher burnout in the Philippine context. Your journal articles provided me with valuable insights on the topic.

In view of the above, may I humbly ask permission to adapt two components of your Perceived School Context Scale: relation to parents and time pressure in my study and use a 6-point Likert-type response format?

I fervently hope for your kind consideration. Your consent will greatly help me to complete my study.
Thank you.



APPENDIX B PERMISSION TO USE RESEARCH INSTRUMENTS



• Re: request for permission to adapt research instrument

People

Einar M. Skaalvik

Jun 7

To Emmanuel Batulan

All recipients

Dear Emmanuel,
Please feel free to adapter the response scale in the two measures with reference to the original measures. Best of luck with ,your research.
Einar Skaalvik



APPENDIX C
LETTER OF REQUEST TO PNU PROFESSORS

July 21, 2012

The Graduate School Professors
Philippine Normal University
Manila

Dear **All**,

We are pleased to introduce to you the bearer of this note, Mr. Emmanuel M. Batulan. He is a student of the Philippine Normal University Graduate School, taking up Ph.D. in Education with specialization in Educational Management. As part of his requirements for the degree, he is currently working on a dissertation-by-article research paper entitled: ***“From burning bright to burning out: understanding teacher burnout in the Philippines through a mixed method perspective.”***

In this regard, we are respectfully endorsing his humble request for the assistance and active participation of your graduate students by answering the attached survey questionnaire. Rest assured that the study is strictly private and will be shared with his dissertation committee and other appropriate members of the Philippine Normal University, and the final result of this research study will be for publication and be certainly available in the University library.

Thank you very much in advance in anticipation of your kind assistance. For any questions or clarification relative to the research, please feel free to call or text him at 639063644014 or email him at embatulan@mn1.ust.edu.ph

Sincerely yours,

Emmanuel M. Batulan
Student, Ph.D. in Educational Management

Noted by:

Alejandro G. Ibañez, Ph.D.
Adviser

Danilo K. Villena, Ph.D.
Adviser



APPENDIX D
LETTER OF REQUEST TO CONDUCT SURVEY (BASIC EDUCATION TEACHERS)
AND SURVEY QUESTIONNAIRE

_____, 2012

Dear **Colleagues**,

The undersigned is a student of the Philippine Normal University Graduate School, taking up Ph.D. in Education with specialization in Educational Management. He is currently working on a research paper entitled: ***“From burning bright to burning out: understanding teacher burnout in the Philippines through a mixed method perspective.”***

In this regard, the undersigned would like to humbly request for your participation in the study by answering the attached survey questionnaire. He likewise earnestly hopes for your active participation. Rest assured that the study is strictly private and will be shared with his dissertation committee and other appropriate members of the Philippine Normal University, and the final result of this research study will be for publication and be certainly available in the University library.

Thank you very much in advance for your time and effort for the success of this study. If you have questions or clarification relative to the research, please feel free to call or text him at 639063644014 or email him at embatulan@mn1.ust.edu.ph

Sincerely yours,

Emmanuel M. Batulan

Ph.D. in Educational Management Student
PNU, Manila

Noted by:

Alejandro G. Ibañez, Ph.D.
Adviser

Danilo K. Villena, Ph.D.
Adviser



APPENDIX E RESPONDENT'S ROBOTFOTO

Directions: Kindly place a check mark on the items that apply to you.

A. Personal Profile

Name: (optional) _____

Contact Number: (optional) _____

Age: _____ Gender: Male _____ Female _____

Marital Status: Single _____ Separated _____ Married _____ Widowed _____ Divorced/Remarried _____

Highest Educational Attainment: Bachelor's Degree _____ Masteral _____ Doctoral _____ Post-Graduate _____

B. Occupational Information

Name of School: _____

Division: _____ Region: _____

Total Number of Years Teaching (lifetime): _____

Grade/Year Level Currently Teaching:

G1 _____ G2 _____ G3 _____ G4 _____ G5 _____ G6 _____ G7 _____ 2nd _____ 3rd _____ 4th _____
College: 1st Year _____ 2nd Year _____ 3rd Year _____ 4th Year _____

Current Rank: _____

Administrative Position/s, Committee Appointments or Other Assignments:

Role/s in School: _____ Regular Classroom Teacher _____ Special Education Teacher
Others, please specify _____

Employment Status: _____ Full-time _____ Part-time



APPENDIX F

SURVEY QUESTIONNAIRE ON CURRENT SITUATION IN SCHOOL ENVIRONMENT

Below are situations that are commonly encountered or experienced by teachers in the course of their teaching career. Relative to your **own experience**, check the number that best indicates “how often” do you experience or find yourself into these situations by using the scale below as your guide:

Never true of me

Always true of me



		1	2	3	4	5	6
1	I easily flare-up when hearing students' foul language or impolite responses.						
2	With so many assigned roles in school, there are countless things going through my mind that I can hardly sleep.						
3	I do not care about the school's prestige.						
4	I find myself preparing less for my students.						
5	I become indifferent to my students' inattentiveness and lack of interest in schoolwork.						
6	I have difficulty going to sleep because of too much pressure from day-to-day workload.						
7	I blame others (superiors, colleagues, students) for my failures (low evaluations, conflicts in school, inability to finish studies etc.)						
8	I find myself competing with my colleagues rather than cooperating with them.						
9	I do not feel motivated to explore new teaching strategies.						
10	I feel I should not be responsible for looking for funds or on improving school standing.						
11	I have been eating meals at irregular intervals lately.						
12	I have felt that I am better than my superior.						
13	I have become overly critical of others lately.						
14	My mood easily changes.						
15	I find myself continually having no time (or little time) for food breaks (coffee or tea breaks).						
16	I rigidly enforce rules among my students without room for any considerations.						
17	I do not bother to inform my colleagues whenever there are policies that might affect them.						
18	I find it difficult to control my anger whenever I am notified of an unsatisfactory performance.						
19	My recurrent colds and flu may be brought about by too much work in school.						
20	I do not care if parents rally against school administrators.						



21	I fear greatly attending to parent-teacher conferences for being blamed at students' low academic performance.						
22	I cannot wait to leave the school at the end of the day.						
23	It had been quite some time since I experienced much enthusiasm in teaching.						
24	Due to my pre-occupation with schoolwork, I tend to forget personal concerns (i.e. birthdays, anniversaries, payment of bills etc.) or professional appointments.						
25	I hate to interact with colleagues because they often disagree with me.						
26	I have been putting off work, thus I cannot meet deadlines.						
27	Attending in-service seminars does not make me feel more competent.						
28	I feel helpless in the midst of unruly students.						
29	I use lunch breaks to catch up with paper work in school.						
30	I feel underqualified for my teaching assignments despite my academic preparations.						
31	I find myself talking about superior's incompetence or students' foolishness with my colleagues.						
32	Any form of classroom disruption (i.e. announcements, urgent meetings, student tardiness, fire drills etc.) is intolerable to me.						
33	I feel indispensable in school that I hardly say no to work that is set even during scheduled vacations and/or weekends.						
34	At the end of the working day, I feel empty as if I have done nothing worthwhile.						
35	I catch myself fiddling, twitching, and drumming my fingers or pacing to and fro whenever the supervisor/principal/dean calls for a dialogue or assigns task.						
36	I cannot stand long conversations.						
37	The many committee works, class preparations and meetings I have to attend to has cost my health problems.						
38	My students suffer from the consequences of my anger caused by my disillusionment over my career.						
39	I have been declining assignments offered to me for fear that I might not be able to live up to others' expectations.						
40	I do not want to take the responsibility for the failures of my students.						
41	I miss out eating meals due to urgent meetings or unexpected demands.						
42	I feel that I am not consulted in policy-making though I am duty-bound to implement them.						
43	After working the whole day, I tend to oversleep.						
44	I do not actively participate in school decisions.						
45	I have "manana habit".						



46	Too much school responsibilities keep me from having quality time for my family.						
47	Preparation for teaching must be done after working hours.						
48	Life at school is hectic and there is no time for rest and relaxation.						
49	Meetings, administrative work, and documentation take much of the time that should be used for preparing the lessons.						
50	I feel that the parents have full trust in my teaching.						
51	Parents are easy to work with.						
52	Parents trust and accept my decision.						
53	Professional development workshops often help teachers to develop new teaching techniques.						
54	If I am not obliged to attend in-service workshops, I would not.						
55	Professional development events are worth the time they take.						
56	I have been enriched by the teacher training events I have attended.						
57	Staff development initiatives have not had much impact on my teaching.						
58	I feel that I am a person of worth, at least on an equal plane with others.						
59	I feel that I have a number of good qualities.						
60	All in all, I am inclined to feel that I am a failure.						
61	I am able to do things as well as most people.						
62	I feel that I do not have much to be proud of.						
63	I take positive attitude toward myself.						
64	On the whole, I am satisfied with my self.						
65	I wish I could have more respect for myself.						
66	I certainly feel useless at times.						
67	At times, I feel that I am no good at all.						
68	I feel that my job interferes with my family life.						
69	I feel constant pressure from others to improve the quality of my work.						
70	I find that I have extra work beyond what should normally be expected of me.						
71	The criteria of performance for my job are too high.						
72	I am given too much responsibility without adequate authority to carry it out.						
73	I receive conflicting demands from two or more people or groups in the school setting.						
74	I have to challenge a rule or policy in order to carry out an assignment.						
75	I have a hard time satisfying the conflicting demands of students, parents, administration, and teachers.						
76	I am given school-related duties without adequate resources and materials to carry them out.						



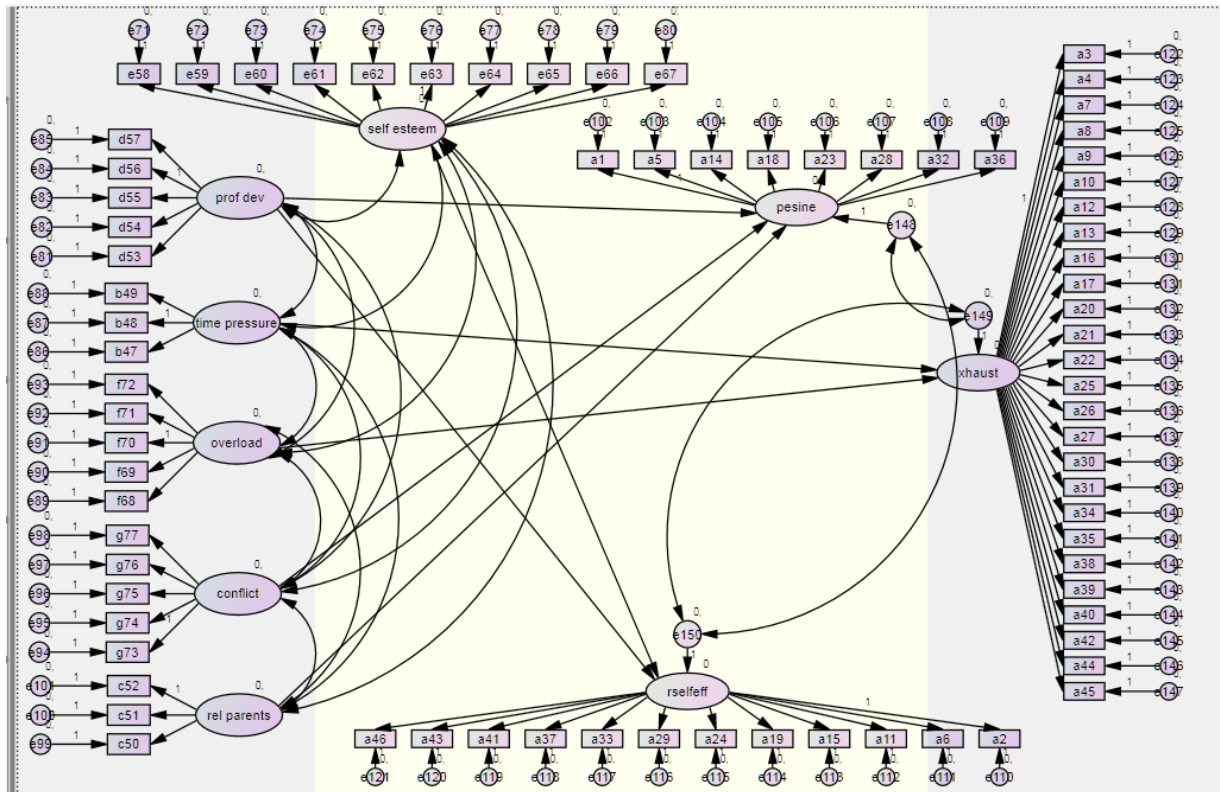
77	There is a difference between the way my administrative head thinks things should be done and the way I think they should be done.						
78	I do not feel "well" because our school has not properly met the expectations of our society.						
79	My current teaching assignment is not related to my specialization.						
80	I feel "overburdened" with the overwhelming number of students in our school.						

Thank you very much for your cooperation.

APPENDIX G

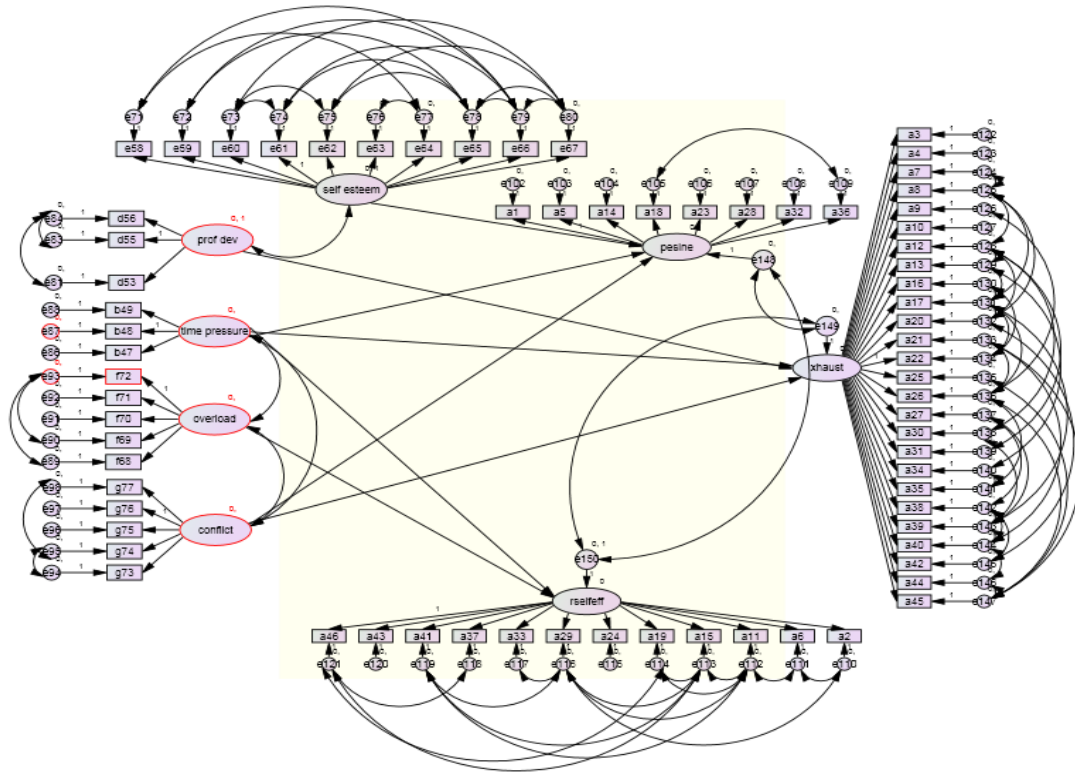
MODELS AND STATISTICAL TREATMENT

HYPOTHEZIZED MODEL





EMERGING MODEL





Estimates (Group number 1 - Default model)

Scalar Estimates (Group number 1 - Default model)

Maximum Likelihood Estimates

Regression Weights: (Group number 1 - Default model)

	Estimate	S.E.	C.R.	P	Label
xhaust <--- time pressure	.105	.050	2.107	.035	
pesine <--- conflict	.093	.035	2.692	.007	
rselfeff <--- time pressure	.690	.101	6.865	***	
rselfeff <--- overload	.295	.104	2.825	.005	
pesine <--- time pressure	.122	.034	3.626	***	
xhaust <--- conflict	.442	.072	6.167	***	
pesine <--- self esteem	-.098	.025	-4.001	***	
xhaust <--- prof dev	-.274	.041	-6.694	***	
e58 <--- self esteem	.954	.052	18.191	***	
e59 <--- self esteem	.967	.048	20.271	***	
e60 <--- self esteem	-.488	.057	-8.533	***	
e61 <--- self esteem	1.000				
e62 <--- self esteem	-.484	.069	-6.972	***	
e63 <--- self esteem	.888	.054	16.431	***	
e64 <--- self esteem	.789	.060	13.107	***	
e65 <--- self esteem	-.240	.095	-2.541	.011	



		Estimate	S.E.	C.R.	P	Label
e66	<--- self esteem	-.548	.066	-8.319	***	
e67	<--- self esteem	-.364	.063	-5.818	***	
d53	<--- prof dev	.872	.064	13.591	***	
d55	<--- prof dev	1.000				

d56	<--- prof dev	.855	.066	12.996	***	
b47	<--- time pressure	.529	.067	7.935	***	
b48	<--- time pressure	1.000				
b49	<--- time pressure	.811	.065	12.438	***	
f68	<--- overload	.891	.092	9.706	***	
f69	<--- overload	.846	.081	10.480	***	
f70	<--- overload	.807	.078	10.359	***	
f71	<--- overload	.738	.075	9.882	***	
f72	<--- overload	1.000				
g73	<--- conflict	.981	.085	11.497	***	
g74	<--- conflict	.878	.082	10.653	***	
g75	<--- conflict	.887	.075	11.792	***	
g76	<--- conflict	1.000				
g77	<--- conflict	.867	.083	10.494	***	
a1	<--- pesine	1.000				
a5	<--- pesine	1.470	.316	4.659	***	
a14	<--- pesine	1.620	.338	4.793	***	



a18 <--- pesine	1.602 .330 4.857 ***
a23 <--- pesine	1.776 .366 4.846 ***
a28 <--- pesine	1.620 .332 4.886 ***
a32 <--- pesine	1.673 .348 4.804 ***
a36 <--- pesine	2.057 .408 5.041 ***
a2 <--- rselfeff	.492 .043 11.359 ***
a6 <--- rselfeff	.552 .043 12.733 ***
a11 <--- rselfeff	.540 .053 10.140 ***
a15 <--- rselfeff	.531 .051 10.501 ***
a19 <--- rselfeff	.624 .049 12.729 ***
a24 <--- rselfeff	.669 .045 14.798 ***
a29 <--- rselfeff	.612 .051 11.993 ***
a33 <--- rselfeff	.388 .042 9.233 ***
a37 <--- rselfeff	.658 .043 15.433 ***
a41 <--- rselfeff	.734 .047 15.733 ***
a43 <--- rselfeff	.428 .051 8.438 ***
a46 <--- rselfeff	1.000
a3 <--- xhaust	.415 .071 5.884 ***
a4 <--- xhaust	.512 .072 7.154 ***
a7 <--- xhaust	.544 .062 8.763 ***
a8 <--- xhaust	.458 .055 8.375 ***
a9 <--- xhaust	.586 .068 8.665 ***
a10 <--- xhaust	.500 .085 5.884 ***



a12 <--- xhaust	.636 .078 8.115 ***
a13 <--- xhaust	.617 .075 8.268 ***
a16 <--- xhaust	.584 .076 7.684 ***
a17 <--- xhaust	.556 .069 8.103 ***
a20 <--- xhaust	.628 .071 8.886 ***
a21 <--- xhaust	.646 .074 8.691 ***
a22 <--- xhaust	1.000
a25 <--- xhaust	.507 .060 8.403 ***
a26 <--- xhaust	.673 .076 8.847 ***
a27 <--- xhaust	.703 .079 8.959 ***
a30 <--- xhaust	.672 .080 8.435 ***
a31 <--- xhaust	.821 .087 9.452 ***
a34 <--- xhaust	.784 .081 9.640 ***
a35 <--- xhaust	.810 .077 10.457 ***
a38 <--- xhaust	.679 .068 10.055 ***
a39 <--- xhaust	.687 .079 8.683 ***
a40 <--- xhaust	.651 .077 8.470 ***
a42 <--- xhaust	.743 .090 8.223 ***
a44 <--- xhaust	.747 .085 8.751 ***
a45 <--- xhaust	.743 .092 8.054 ***



Standardized Regression Weights: (Group number 1 - Default model)

	Estimate
xhaust <--- time pressure	.156
pesine <--- conflict	.257
rselfeff <--- time pressure	.585
rselfeff <--- overload	.202
pesine <--- time pressure	.423
xhaust <--- conflict	.520
pesine <--- self esteem	-.270
xhaust <--- prof dev	-.324
e58 <--- self esteem	.762
e59 <--- self esteem	.814
e60 <--- self esteem	-.412
e61 <--- self esteem	.750
e62 <--- self esteem	-.351
e63 <--- self esteem	.706
e64 <--- self esteem	.610
e65 <--- self esteem	-.142
e66 <--- self esteem	-.459
e67 <--- self esteem	-.301
d53 <--- prof dev	.687
d55 <--- prof dev	.735



			Estimate
d56	<---	prof dev	.654
b47	<---	time pressure	.432
b48	<---	time pressure	.824
b49	<---	time pressure	.677
f68	<---	overload	.619
f69	<---	overload	.634
f70	<---	overload	.577
f71	<---	overload	.549
f72	<---	overload	.758
g73	<---	conflict	.698
g74	<---	conflict	.645
g75	<---	conflict	.717
g76	<---	conflict	.651
g77	<---	conflict	.623
a1	<---	pesine	.278
a5	<---	pesine	.441
a14	<---	pesine	.484
a18	<---	pesine	.513
a23	<---	pesine	.505
a28	<---	pesine	.522
a32	<---	pesine	.489
a36	<---	pesine	.603



		Estimate
a2	<--- rselfeff	.540
a6	<--- rselfeff	.593
a11	<--- rselfeff	.497
a15	<--- rselfeff	.543
a19	<--- rselfeff	.633
a24	<--- rselfeff	.665
a29	<--- rselfeff	.568
a33	<--- rselfeff	.452
a37	<--- rselfeff	.737
a41	<--- rselfeff	.698
a43	<--- rselfeff	.418
a46	<--- rselfeff	.807
a3	<--- xhaust	.319
a4	<--- xhaust	.394
a7	<--- xhaust	.496
a8	<--- xhaust	.473
a9	<--- xhaust	.491
a10	<--- xhaust	.318
a12	<--- xhaust	.455
a13	<--- xhaust	.465
a16	<--- xhaust	.460
a17	<--- xhaust	.493



		Estimate
a20	<--- xhaust	.506
a21	<--- xhaust	.494
a22	<--- xhaust	.612
a25	<--- xhaust	.473
a26	<--- xhaust	.505
a27	<--- xhaust	.513
a30	<--- xhaust	.476
a31	<--- xhaust	.544
a34	<--- xhaust	.558
a35	<--- xhaust	.618
a38	<--- xhaust	.590
a39	<--- xhaust	.495
a40	<--- xhaust	.480
a42	<--- xhaust	.463
a44	<--- xhaust	.496
a45	<--- xhaust	.453



Intercepts: (Group number 1 - Default model)

	Estimate	S.E.	C.R.	P	Label
e58	4.709	.063	75.273	***	
e59	4.866	.059	81.985	***	
e60	1.841	.059	31.154	***	
e61	4.644	.067	69.728	***	
e62	2.311	.069	33.490	***	
e63	4.953	.063	78.847	***	
e64	4.791	.065	74.139	***	
e65	2.963	.085	35.051	***	
e66	2.017	.060	33.834	***	
e67	2.035	.060	33.699	***	
d53	4.965	.063	78.275	***	
d55	4.535	.068	66.754	***	
d56	4.714	.065	72.150	***	
b47	3.409	.077	44.427	***	
b48	3.020	.076	39.680	***	
b49	3.374	.075	44.949	***	
f68	2.673	.073	36.766	***	
f69	2.779	.067	41.310	***	
f70	3.590	.071	50.898	***	



	Estimate	S.E.	C.R.	P	Label
f71	3.551	.068	52.209	***	
f72	3.012	.067	45.291	***	
g73	2.751	.070	39.372	***	
g74	2.842	.068	41.919	***	
g75	2.505	.062	40.705	***	
g76	3.241	.076	42.455	***	
g77	3.244	.069	46.870	***	
a1	3.548	.065	54.308	***	
a5	2.460	.060	40.706	***	
a14	2.704	.061	44.659	***	
a18	2.092	.057	37.021	***	
a23	2.490	.064	39.097	***	
a28	2.009	.056	35.700	***	
a32	2.289	.062	36.907	***	
a36	2.117	.062	34.261	***	
a2	3.201	.067	47.706	***	
a6	2.594	.069	37.771	***	
a11	2.740	.080	34.237	***	
a15	2.776	.072	38.508	***	
a19	2.726	.073	37.463	***	
a24	2.443	.074	32.886	***	
a29	3.005	.079	37.830	***	



	Estimate	S.E.	C.R.	P	Label
a33	2.558	.063	40.466	***	
a37	2.453	.066	37.237	***	
a41	2.817	.078	36.274	***	
a43	2.698	.076	35.671	***	
a46	3.097	.091	33.889	***	
a3	1.787	.055	32.458	***	
a4	2.045	.055	37.257	***	
a7	1.731	.046	37.403	***	
a8	1.583	.041	38.678	***	
a9	1.760	.050	34.892	***	
a10	2.430	.066	36.597	***	
a12	2.027	.059	34.390	***	
a13	2.216	.056	39.598	***	
a16	2.040	.054	38.109	***	
a17	1.751	.048	36.718	***	
a20	1.744	.052	33.323	***	
a21	1.822	.055	32.954	***	
a22	2.264	.069	32.807	***	
a25	1.674	.045	36.963	***	
a26	2.117	.056	37.647	***	
a27	1.828	.058	31.481	***	
a30	1.932	.060	32.350	***	



	Estimate	S.E.	C.R.	P	Label
a31	2.388	.064	37.471	***	
a34	1.925	.059	32.461	***	
a35	1.960	.055	35.439	***	
a38	1.711	.049	35.190	***	
a39	2.041	.059	34.807	***	
a40	2.052	.057	35.839	***	
a42	2.444	.068	36.044	***	
a44	2.241	.064	35.237	***	
a45	2.433	.069	35.063	***	

Covariances: (Group number 1 - Default model)

			Estimate	S.E.	C.R.	P	Label
conflict	<-->	overload	.828	.095	8.696	***	
time pressure	<-->	overload	.849	.099	8.593	***	
self esteem	<-->	prof dev	.734	.038	19.234	***	
conflict	<-->	time pressure	.798	.103	7.772	***	
e149	<-->	e148	.149	.033	4.580	***	
e149	<-->	e150	.172	.043	3.975	***	
e150	<-->	e148	.089	.027	3.335	***	
e81	<-->	e84	.273	.065	4.195	***	
e83	<-->	e84	.284	.069	4.091	***	



			Estimate	S.E.	C.R.	P	Label
e89	<-->	e93	-.386	.072	-5.392	***	
e90	<-->	e93	-.229	.067	-3.437	***	
e94	<-->	e95	.203	.064	3.151	.002	
e95	<-->	e98	.136	.064	2.126	.034	
e71	<-->	e79	.241	.049	4.862	***	
e71	<-->	e77	-.112	.043	-2.612	.009	
e72	<-->	e79	.206	.046	4.472	***	
e72	<-->	e78	.198	.069	2.867	.004	
e73	<-->	e74	-.157	.047	-3.331	***	
e73	<-->	e75	.681	.077	8.848	***	
e73	<-->	e80	.211	.052	4.050	***	
e74	<-->	e78	.192	.080	2.393	.017	
e74	<-->	e79	.187	.052	3.621	***	
e75	<-->	e78	.303	.091	3.348	***	
e75	<-->	e80	.239	.063	3.783	***	
e110	<-->	e111	.512	.071	7.190	***	
e110	<-->	e116	-.128	.066	-1.927	.054	
e76	<-->	e77	.426	.059	7.178	***	
e78	<-->	e79	.556	.098	5.663	***	
e78	<-->	e80	.506	.099	5.130	***	
e79	<-->	e80	.672	.074	9.067	***	
e111	<-->	e112	.186	.063	2.974	.003	



			Estimate	S.E.	C.R.	P	Label
e112	<-->	e113	.757	.099	7.652	***	
e112	<-->	e114	.180	.080	2.248	.025	
e112	<-->	e116	.249	.093	2.681	.007	
e112	<-->	e119	.488	.086	5.656	***	
e113	<-->	e114	.239	.071	3.348	***	
e113	<-->	e116	.307	.085	3.609	***	
e113	<-->	e119	.405	.079	5.101	***	
e113	<-->	e121	-.304	.073	-4.155	***	
e105	<-->	e109	-.209	.053	-3.950	***	
e116	<-->	e117	.215	.075	2.872	.004	
e116	<-->	e119	.211	.080	2.659	.008	
e118	<-->	e121	-.292	.065	-4.504	***	
e114	<-->	e121	-.327	.078	-4.188	***	
e124	<-->	e125	.094	.029	3.280	.001	
e125	<-->	e131	.123	.030	4.142	***	
e125	<-->	e132	.108	.034	3.230	.001	
e125	<-->	e128	.128	.035	3.648	***	
e126	<-->	e136	.100	.042	2.356	.018	
e128	<-->	e129	.263	.051	5.117	***	
e128	<-->	e132	.144	.045	3.180	.001	
e128	<-->	e138	-.217	.051	-4.233	***	
e128	<-->	e139	.197	.054	3.627	***	



			Estimate	S.E.	C.R.	P	Label
e129	<-->	e131	.082	.039	2.110	.035	
e129	<-->	e140	-.122	.046	-2.635	.008	
e130	<-->	e131	.088	.039	2.272	.023	
e130	<-->	e134	-.157	.055	-2.873	.004	
e131	<-->	e132	.096	.038	2.547	.011	
e131	<-->	e134	-.136	.045	-3.012	.003	
e131	<-->	e136	-.113	.037	-3.043	.002	
e131	<-->	e143	-.112	.039	-2.873	.004	
e146	<-->	e147	.336	.069	4.879	***	
e135	<-->	e147	-.163	.048	-3.418	***	
e132	<-->	e145	-.137	.054	-2.535	.011	
e133	<-->	e136	-.112	.047	-2.378	.017	
e133	<-->	e144	.134	.049	2.750	.006	
e133	<-->	e147	-.131	.058	-2.259	.024	
e136	<-->	e141	-.129	.040	-3.192	.001	
e136	<-->	e147	.294	.060	4.885	***	
e137	<-->	e142	-.139	.041	-3.400	***	
e137	<-->	e143	-.108	.050	-2.140	.032	
e140	<-->	e141	.224	.047	4.772	***	
e138	<-->	e143	.238	.054	4.403	***	
e142	<-->	e143	.132	.041	3.196	.001	
e142	<-->	e144	.119	.041	2.914	.004	



			Estimate	S.E.	C.R.	P	Label
e142	<-->	e145	-.113	.047	-2.391	.017	
e143	<-->	e144	.147	.051	2.914	.004	
e144	<-->	e146	.116	.053	2.184	.029	

Correlations: (Group number 1 - Default model)

			Estimate
conflict	<-->	overload	.824
time pressure	<-->	overload	.672
self esteem	<-->	prof dev	.734
conflict	<-->	time pressure	.641
e149	<-->	e148	.935
e149	<-->	e150	.289
e150	<-->	e148	.331
e81	<-->	e84	.298
e83	<-->	e84	.311
e89	<-->	e93	-.389
e90	<-->	e93	-.253
e94	<-->	e95	.195
e95	<-->	e98	.121
e71	<-->	e79	.279
e71	<-->	e77	-.135
e72	<-->	e79	.281



		Estimate
e72	<--> e78	.171
e73	<--> e74	-.165
e73	<--> e75	.488
e73	<--> e80	.169
e74	<--> e78	.130
e74	<--> e79	.200
e75	<--> e78	.140
e75	<--> e80	.160
e110	<--> e111	.409
e110	<--> e116	-.086
e76	<--> e77	.467
e78	<--> e79	.313
e78	<--> e80	.262
e79	<--> e80	.550
e111	<--> e112	.121
e112	<--> e113	.449
e112	<--> e114	.115
e112	<--> e116	.137
e112	<--> e119	.316
e113	<--> e114	.175
e113	<--> e116	.194
e113	<--> e119	.300



			Estimate
e113	<-->	e121	-.232
e105	<-->	e109	-.218
e116	<-->	e117	.145
e116	<-->	e119	.145
e118	<-->	e121	-.302
e114	<-->	e121	-.268
e124	<-->	e125	.162
e125	<-->	e131	.206
e125	<-->	e132	.166
e125	<-->	e128	.169
e126	<-->	e136	.117
e128	<-->	e129	.252
e128	<-->	e132	.151
e128	<-->	e138	-.196
e128	<-->	e139	.175
e129	<-->	e131	.099
e129	<-->	e140	-.124
e130	<-->	e131	.112
e130	<-->	e134	-.151
e131	<-->	e132	.127
e131	<-->	e134	-.150
e131	<-->	e136	-.141



			Estimate
e131	<-->	e143	-.132
e146	<-->	e147	.246
e135	<-->	e147	-.165
e132	<-->	e145	-.126
e133	<-->	e136	-.119
e133	<-->	e144	.138
e133	<-->	e147	-.111
e136	<-->	e141	-.152
e136	<-->	e147	.245
e137	<-->	e142	-.177
e137	<-->	e143	-.106
e140	<-->	e141	.261
e138	<-->	e143	.222
e142	<-->	e143	.165
e142	<-->	e144	.151
e142	<-->	e145	-.120
e143	<-->	e144	.144
e144	<-->	e146	.105

Variances: (Group number 1 - Default model)

	Estimate	S.E.	C.R.	P	Label
self esteem	1.000				



	Estimate	S.E.	C.R.	P	Label
prof dev	1.000				
time pressure	1.567	.179	8.766	***	
overload	1.018	.132	7.740	***	
conflict	.991	.145	6.817	***	
e150	1.000				
e149	.355	.059	6.024	***	
e148	.071	.028	2.593	.010	
e71	.659	.059	11.121	***	
e72	.477	.048	9.903	***	
e73	1.162	.083	13.939	***	
e74	.779	.067	11.633	***	
e75	1.672	.119	14.005	***	
e76	.794	.064	12.382	***	
e77	1.052	.083	12.726	***	
e78	2.807	.199	14.136	***	
e79	1.125	.090	12.475	***	
e80	1.330	.094	14.137	***	
e81	.851	.085	10.069	***	
e83	.851	.088	9.677	***	
e84	.981	.101	9.743	***	
e86	1.917	.143	13.433	***	
e87	.740	.103	7.163	***	



	Estimate	S.E.	C.R.	P	Label
e88	1.219	.107	11.363	***	
e89	1.304	.111	11.796	***	
e90	1.085	.093	11.614	***	
e91	1.329	.101	13.090	***	
e92	1.290	.098	13.215	***	
e93	.756	.085	8.866	***	
e94	1.004	.087	11.595	***	
e95	1.076	.090	11.953	***	
e96	.739	.064	11.466	***	
e97	1.346	.109	12.299	***	
e98	1.176	.094	12.468	***	
e102	1.572	.113	13.960	***	
e103	1.181	.086	13.671	***	
e104	1.125	.083	13.529	***	
e105	.943	.071	13.296	***	
e106	1.212	.090	13.452	***	
e107	.923	.069	13.365	***	
e108	1.172	.087	13.497	***	
e109	.975	.076	12.767	***	
e110	1.278	.094	13.582	***	
e111	1.225	.091	13.429	***	
e112	1.931	.141	13.670	***	



	Estimate	S.E.	C.R.	P	Label
e113	1.469	.113	13.034	***	
e114	1.270	.101	12.572	***	
e115	1.235	.095	13.054	***	
e116	1.714	.128	13.439	***	
e117	1.272	.092	13.795	***	
e118	.795	.070	11.359	***	
e119	1.240	.098	12.708	***	
e120	1.886	.136	13.846	***	
e121	1.168	.116	10.106	***	
e122	1.087	.078	13.977	***	
e123	1.021	.073	13.919	***	
e124	.647	.047	13.729	***	
e125	.521	.038	13.807	***	
e126	.773	.056	13.707	***	
e127	1.589	.113	14.012	***	
e128	1.105	.079	13.986	***	
e129	.985	.071	13.806	***	
e130	.905	.066	13.766	***	
e131	.689	.050	13.702	***	
e132	.816	.060	13.680	***	
e133	.924	.068	13.671	***	
e134	1.195	.090	13.311	***	



	Estimate	S.E.	C.R.	P	Label
e135	.639	.046	13.777	***	
e136	.944	.069	13.694	***	
e137	.991	.073	13.595	***	
e138	1.105	.080	13.785	***	
e139	1.144	.084	13.587	***	
e140	.971	.072	13.534	***	
e141	.759	.057	13.301	***	
e142	.618	.046	13.358	***	
e143	1.038	.076	13.692	***	
e144	1.012	.074	13.745	***	
e145	1.442	.105	13.736	***	
e146	1.220	.089	13.722	***	
e147	1.529	.110	13.862	***	

Squared Multiple Correlations: (Group number 1 - Default model)

	Estimate
xhaust	.504
rselfeff	.541
pesine	.457
a45	.205
a44	.246
a42	.215



	Estimate
a40	.230
a39	.245
a38	.348
a35	.382
a34	.311
a31	.296
a30	.226
a27	.263
a26	.255
a25	.224
a22	.374
a21	.244
a20	.256
a17	.243
a16	.212
a13	.216
a12	.207
a10	.101
a9	.241
a8	.223
a7	.246
a4	.155



	Estimate
a3	.102
a46	.651
a43	.175
a41	.487
a37	.543
a33	.205
a29	.323
a24	.442
a19	.401
a15	.295
a11	.247
a6	.351
a2	.292
a36	.363
a32	.239
a28	.272
a23	.255
a18	.264
a14	.235
a5	.194
a1	.077
g77	.388



	Estimate
g76	.424
g75	.514
g74	.416
g73	.487
f72	.574
f71	.301
f70	.333
f69	.402
f68	.383
b49	.458
b48	.679
b47	.186
d56	.427
d55	.540
d53	.472
e67	.091
e66	.211
e65	.020
e64	.372
e63	.498
e62	.123
e61	.562



	Estimate
e60	.170
e59	.662
e58	.580

Model Fit Summary

CMIN

Model	NPAR	CMIN	DF	P	CMIN/DF
Default model	299	4558.472	2401	.000	1.899
Saturated model	2700	.000	0		
Independence model	72	13370.261	2628	.000	5.088

Baseline Comparisons

Model	NFI Delta1	RFI rho1	IFI Delta2	TLI rho2	CFI
Default model	.859	.827	.903	.880	.899
Saturated model	1.000		1.000		1.000
Independence model	.000	.000	.000	.000	.000

Parsimony-Adjusted Measures

Model	PRATIO	PNFI	PCFI
Default model	.914	.602	.730
Saturated model	.000	.000	.000
Independence model	1.000	.000	.000



NCP

Model	NCP	LO 90	HI 90
Default model	2157.472	1970.645	2352.017
Saturated model	.000	.000	.000
Independence model	10742.261	10384.416	11106.827

FMIN

Model	FMIN	F0	LO 90	HI 90
Default model	11.368	5.380	4.914	5.865
Saturated model	.000	.000	.000	.000
Independence model	33.342	26.789	25.896	27.698

RMSEA

Model	RMSEA	LO 90	HI 90	PCLOSE
Default model	.047	.045	.049	.982
Independence model	.101	.099	.103	.000

AIC

Model	AIC	BCC	BIC	CAIC
Default model	5156.472	5289.563		
Saturated model	5400.000	6601.829		
Independence model	13514.261	13546.310		



ECVI

Model	ECVI	LO 90	HI 90	MECVI
Default model	12.859	12.393	13.344	13.191
Saturated model	13.466	13.466	13.466	16.463
Independence model	33.701	32.809	34.611	33.781

HOELTER

Model	HOELTER .05	HOELTER .01
Default model	222	226
Independence model	83	84



Reliability pessimism

Reliability Statistics

Cronbach's Alpha	N of Items
.705	8

Reliability EXHAUSTION

Reliability Statistics

Cronbach's Alpha	N of Items
.865	12

Reliability SELF EFFICACY

Reliability Statistics

Cronbach's Alpha	N of Items
.889	26

Reliability TIME PRESSURE

Reliability Statistics

Cronbach's Alpha	N of Items
.648	3

Reliability RELATION TO PARENTS

Reliability Statistics

Cronbach's Alpha	N of Items
.860	3



Reliability WORK OVERLOAD

Reliability Statistics

Cronbach's Alpha	N of Items
.742	5

Reliability ROLE CONFLICT

Reliability Statistics

Cronbach's Alpha	N of Items
.808	5

Reliability TAP

Reliability Statistics

Cronbach's Alpha	N of Items
.631	5

Reliability SELF ESTEEM

Reliability Statistics

Cronbach's Alpha	N of Items
.696	10

Frequencies

Statistics

		AGE	GENDER	MARITAL STATUS	HIGHEST Educational ATTAINMENT	REGION	TOTAL # OF Years TEACHING	YEAR LEVEL TAUGHT	current rank	ADMIN POSITION	ROLE IN SCHOOL	EMPLOYMENT STATUS
N	Valid	353	385	386	376	403	352	403	403	403	403	388
	Missing	50	18	17	27	0	51	0	0	0	0	15



Frequency Table

		AGE			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20	2	.5	.6	.6
	21	6	1.5	1.7	2.3
	22	13	3.2	3.7	5.9
	23	25	6.2	7.1	13.0
	24	28	6.9	7.9	21.0
	25	28	6.9	7.9	28.9
	26	17	4.2	4.8	33.7
	27	21	5.2	5.9	39.7
	28	15	3.7	4.2	43.9
	29	15	3.7	4.2	48.2
	30	16	4.0	4.5	52.7
	31	16	4.0	4.5	57.2
	32	16	4.0	4.5	61.8
	33	10	2.5	2.8	64.6
	34	7	1.7	2.0	66.6
	35	10	2.5	2.8	69.4
	36	7	1.7	2.0	71.4
	37	10	2.5	2.8	74.2
	38	10	2.5	2.8	77.1
	39	9	2.2	2.5	79.6
	40	9	2.2	2.5	82.2
	41	10	2.5	2.8	85.0
	42	4	1.0	1.1	86.1
	43	5	1.2	1.4	87.5
	44	3	.7	.8	88.4
	45	3	.7	.8	89.2
	46	3	.7	.8	90.1
	47	3	.7	.8	90.9
	48	9	2.2	2.5	93.5
	49	3	.7	.8	94.3
	50	3	.7	.8	95.2
	52	2	.5	.6	95.8
	53	1	.2	.3	96.0
	54	2	.5	.6	96.6
	55	1	.2	.3	96.9
	56	2	.5	.6	97.5
	57	1	.2	.3	97.7
	58	2	.5	.6	98.3
	60	2	.5	.6	98.9
	64	3	.7	.8	99.7
	65	1	.2	.3	100.0
	Total	353	87.6	100.0	
Missing	System	50	12.4		
Total		403	100.0		



GENDER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	284	70.5	73.8	73.8
	1	101	25.1	26.2	100.0
	Total	385	95.5	100.0	
Missing	System	18	4.5		
Total		403	100.0		

MARITAL STATUS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	204	50.6	52.8	52.8
	2	146	36.2	37.8	90.7
	3	21	5.2	5.4	96.1
	4	14	3.5	3.6	99.7
	5	1	.2	.3	100.0
	Total	386	95.8	100.0	
Missing	System	17	4.2		
Total		403	100.0		

HIGHEST Educational ATTAINMENT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	237	58.8	63.0	63.0
	2	133	33.0	35.4	98.4
	3	6	1.5	1.6	100.0
	Total	376	93.3	100.0	
Missing	System	27	6.7		
Total		403	100.0		

REGION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	21	5.2	5.2	5.2
	1	1	.2	.2	5.5
	12	13	3.2	3.2	8.7
	3	1	.2	.2	8.9
	4	33	8.2	8.2	17.1
	5	88	21.8	21.8	39.0
	6	2	.5	.5	39.5
	7	236	58.6	58.6	98.0
	iii	7	1.7	1.7	99.8
	Total	1	.2	.2	100.0
		403	100.0	100.0	



TOTAL # OF Years TEACHING

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.0	1	.2	.3	.3
	.5	1	.2	.3	.6
	1.0	11	2.7	3.1	3.7
	1.5	2	.5	.6	4.3
	2.0	20	5.0	5.7	9.9
	2.5	2	.5	.6	10.5
	3.0	46	11.4	13.1	23.6
	4.0	34	8.4	9.7	33.2
	4.5	2	.5	.6	33.8
	5.0	25	6.2	7.1	40.9
	6.0	25	6.2	7.1	48.0
	7.0	22	5.5	6.3	54.3
	8.0	16	4.0	4.5	58.8
	9.0	16	4.0	4.5	63.4
	10.0	16	4.0	4.5	67.9
	11.0	9	2.2	2.6	70.5
	12.0	11	2.7	3.1	73.6
	13.0	5	1.2	1.4	75.0
	14.0	1	.2	.3	75.3
	15.0	16	4.0	4.5	79.8
	16.0	7	1.7	2.0	81.8
	17.0	7	1.7	2.0	83.8
	18.0	8	2.0	2.3	86.1
	19.0	9	2.2	2.6	88.6
	20.0	7	1.7	2.0	90.6
	22.0	4	1.0	1.1	91.8
	23.0	1	.2	.3	92.0
	24.0	4	1.0	1.1	93.2
	25.0	6	1.5	1.7	94.9
	26.0	1	.2	.3	95.2
	27.0	4	1.0	1.1	96.3
	28.0	3	.7	.9	97.2
	29.0	1	.2	.3	97.4
	30.0	2	.5	.6	98.0
	32.0	2	.5	.6	98.6
	34.0	2	.5	.6	99.1
	36.0	2	.5	.6	99.7
	40.0	1	.2	.3	100.0
Total		352	87.3	100.0	
Missing	System	51	12.7		
Total		403	100.0		



YEAR LEVEL TAUGHT

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	43	10.7	10.7	10.7
0	17	4.2	4.2	14.9
1	125	31.0	31.0	45.9
1,2	8	2.0	2.0	47.9
1,3	1	.2	.2	48.1
2	160	39.7	39.7	87.8
2,3	1	.2	.2	88.1
3	43	10.7	10.7	98.8
4	4	1.0	1.0	99.8
9	1	.2	.2	100.0
Total	403	100.0	100.0	

current rank

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	199	49.4	49.4	49.4
1	110	27.3	27.3	76.7
10	2	.5	.5	77.2
11	2	.5	.5	77.7
13	1	.2	.2	77.9
2	18	4.5	4.5	82.4
3	22	5.5	5.5	87.8
4	8	2.0	2.0	89.8
5	3	.7	.7	90.6
6	19	4.7	4.7	95.3
7	6	1.5	1.5	96.8
8	4	1.0	1.0	97.8
9	2	.5	.5	98.3
AFFILIATE LECTURE III	1	.2	.2	98.5
JUNIOR TEACHER 1	1	.2	.2	98.8
LECTURE 6	1	.2	.2	99.0
PERMANENT FULL TIME	1	.2	.2	99.3
RANK 12	1	.2	.2	99.5
RANK 14	1	.2	.2	99.8
SPED 1	1	.2	.2	100.0
Total	403	100.0	100.0	



ADMIN POSITION

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	245	60.8	60.8	60.8
1	40	9.9	9.9	70.7
2	49	12.2	12.2	82.9
3	15	3.7	3.7	86.6
4	10	2.5	2.5	89.1
5	6	1.5	1.5	90.6
6	22	5.5	5.5	96.0
7	8	2.0	2.0	98.0
8	7	1.7	1.7	99.8
ADMIN OFFICER OF ALS	1	.2	.2	100.0
Total	403	100.0	100.0	

ROLE IN SCHOOL

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	27	6.7	6.7	6.7
1	337	83.6	83.6	90.3
1,2	1	.2	.2	90.6
2	14	3.5	3.5	94.0
3	9	2.2	2.2	96.3
3 (coordinator)	2	.5	.5	96.8
3 (department head)	1	.2	.2	97.0
3 (guidance)	1	.2	.2	97.3
3 (head teacher)	1	.2	.2	97.5
3 (librarian)	1	.2	.2	97.8
3 (OPEN HIGH SCHOOL INSTRUCTOR)	1	.2	.2	98.0
3 (pincipal)	1	.2	.2	98.3
3 (PRINCIPAL)	1	.2	.2	98.5
3 (sch head)	1	.2	.2	98.8
3 (SUPERVISOR (MIDDLE MANAGER AND HS ADMIN)	1	.2	.2	99.0
3 (SUPERVISOR)	1	.2	.2	99.3
3 (VOLUNTEER KINDER TEACHER)	1	.2	.2	99.5
3 admin	1	.2	.2	99.8
I	1	.2	.2	100.0
Total	403	100.0	100.0	



EMPLOYMENT STATUS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	373	92.6	96.1	96.1
	2	15	3.7	3.9	100.0
	Total	388	96.3	100.0	
Missing	System	15	3.7		
Total		403	100.0		













Correlations burnout to age

Notes

Output Created	25-Feb-2014 21:45:09
Comments	
Input	Active Dataset DataSet5
	Filter <none>
	Weight <none>
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	N of Rows in Working Data File 403
Missing Value Handling	Definition of Missing
	Cases Used
Syntax	User-defined missing values are treated as missing. Statistics for each pair of variables are based on all the cases with valid data for that pair. CORRELATIONS /VARIABLES=AGE pessimism exhaustion redse timepre parents tapd se wo rc /PRINT=TWOTAIL NOSIG /STATISTICS DESCRIPTIVES /MISSING=PAIRWISE.
Resources	Processor Time 00 00:00:00.078
	Elapsed Time 00 00:00:00.339

Descriptive Statistics

	Mean	Std. Deviation	N
AGE	32.39	9.334	353
pessimism	2.463308	.6951953	402
exhaustion	2.759328	.9165479	402
redse	1.997951	.5865894	402
timepre	3.268657	1.1692900	402
parents	4.450249	1.1416138	402
tapd	3.958831	.7471661	402
se	3.512852	.5656885	402
wo	3.120647	.9663589	402
rc	2.916915	1.0443351	402



Correlations HEA

Output Created		25-Feb-2014 21:45:58	
Comments			
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Missing Value Handling	N of Rows in Working Data File		403
	Definition of Missing	User-defined missing values are treated as missing.	
	Cases Used	Statistics for each pair of variables are based on all the cases with valid data for that pair.	
Syntax		<pre>CORRELATIONS /VARIABLES=HIGHESTEducationalATTAINMENT pessimism exhaustion redse timepre parents tapd se wo rc /PRINT=TWOTAIL NOSIG /STATISTICS DESCRIPTIVES /MISSING=PAIRWISE.</pre>	
Resources	Processor Time	00 00:00:00.047	
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Correlations years teaching

Notes

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Comments			
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	N of Rows in Working Data File		403
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.	
	Cases Used	Statistics for each pair of variables are based on all the cases with valid data for that pair.	
Syntax		CORRELATIONS /VARIABLES=TOTAL#OFYearsTEACHING pessimism exhaustion redse timepre parents tapd se wo rc /PRINT=TWOTAIL NOSIG /STATISTICS DESCRIPTIVES /MISSING=PAIRWISE.	
Resources	Processor Time	00 00:00:00.047	
	Elapsed Time	00 00:00:00.052	



T-Test employment status

		Notes
Output Created		25-Feb-2014 22:00:12
Comments		
Input	Active Dataset	DataSet5
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	403
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
Syntax		T-TEST GROUPS=EMPLOYMENTSTATUS(1 2) /MISSING=ANALYSIS /VARIABLES=pessimism exhaustion redse timepre parents tapd se wo rc /CRITERIA=CI(.95).
Resources	Processor Time	00 00:00:00.016
	Elapsed Time	00 00:00:00.040



One-way marital status

Notes

Output Created		25-Feb-2014 22:01:07
Comments		
Input	Active Dataset	DataSet5
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	403
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on cases with no missing data for any variable in the analysis.
Syntax		ONEWAY pessimism exhaustion redse timepre parents tapd se wo rc BY MARITALSTATUS /STATISTICS DESCRIPTIVES /MISSING ANALYSIS.
Resources	Processor Time	00 00:00:00.031
	Elapsed Time	00 00:00:00.049



Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
pessimism	1	204	2.493873	.7222637	.0505686	2.394166	2.593580	1.0000	5.3750
	2	146	2.381849	.6620535	.0547919	2.273555	2.490143	1.0000	4.6250
	3	21	2.690476	.7143824	.1558910	2.365293	3.015659	1.6250	4.2500
	4	13	2.326923	.5091314	.1412076	2.019258	2.634588	1.6250	3.0000
	Total	384	2.456380	.6954486	.0354895	2.386602	2.526159	1.0000	5.3750
exhaustion	1	204	2.846145	.9566785	.0669809	2.714078	2.978213	1.0833	5.3333
	2	146	2.634132	.8429403	.0697622	2.496250	2.772015	1.1667	4.8333
	3	21	2.920635	1.0634314	.2320597	2.436567	3.404703	1.5000	5.3333
	4	13	2.444056	.6785312	.1881907	2.034024	2.854088	1.5833	3.5833
	Total	384	2.755997	.9178031	.0468364	2.663909	2.848086	1.0833	5.3333
redse	1	204	2.035189	.5961553	.0417392	1.952891	2.117487	1.0000	4.6923
	2	146	1.942440	.6135441	.0507773	1.842081	2.042800	1.0385	4.2692
	3	21	2.029304	.4410358	.0962419	1.828547	2.230061	1.1538	2.8462
	4	13	1.927337	.4025428	.1116453	1.684083	2.170591	1.3846	2.5769
	Total	384	1.995952	.5901302	.0301150	1.936741	2.055164	1.0000	4.6923
timepre	1	204	3.296569	1.1917359	.0834382	3.132052	3.461085	1.0000	6.0000
	2	146	3.275114	1.1446347	.0947306	3.087883	3.462345	1.0000	6.0000
	3	21	3.222222	.9680067	.2112364	2.781591	3.662854	1.3333	5.0000
	4	13	2.897436	1.2500712	.3467074	2.142025	3.652846	1.6667	5.0000
	Total	384	3.270833	1.1627124	.0593344	3.154171	3.387495	1.0000	6.0000
parents	1	204	4.444444	1.1016565	.0771314	4.292363	4.596526	1.0000	6.0000
	2	146	4.531963	1.1309500	.0935981	4.346971	4.716956	1.0000	6.0000
	3	21	4.174603	1.2275497	.2678733	3.615829	4.733377	2.3333	6.0000
	4	13	5.102564	.9066076	.2514477	4.554707	5.650422	3.0000	6.0000
	Total	384	4.485243	1.1188766	.0570974	4.372979	4.597507	1.0000	6.0000
tapd	1	204	4.008333	.7475274	.0523374	3.905139	4.111528	1.4000	6.0000
	2	146	3.920205	.7321338	.0605918	3.800448	4.039963	1.6000	5.4000
	3	21	3.971429	.5737097	.1251937	3.710279	4.232578	3.0000	5.0000
	4	13	4.246154	.4557327	.1263975	3.970757	4.521550	3.6000	4.8000
	Total	384	3.980859	.7259491	.0370459	3.908021	4.053698	1.4000	6.0000
se	1	204	3.493627	.5533673	.0387435	3.417236	3.570019	1.2000	5.3000
	2	146	3.532648	.5756684	.0476427	3.438485	3.626812	1.6000	5.2000
	3	21	3.500000	.3478505	.0759072	3.341660	3.658340	2.6000	4.0000
	4	13	3.730769	.5006406	.1388527	3.428235	4.033303	2.7000	4.4000
	Total	384	3.516840	.5512598	.0281314	3.461529	3.572152	1.2000	5.3000
wo	1	204	3.142647	.9191289	.0643519	3.015763	3.269531	1.2000	5.6000
	2	146	3.121918	1.0349408	.0856523	2.952629	3.291206	1.0000	6.0000
	3	21	2.914286	.8889802	.1939914	2.509627	3.318945	1.0000	5.0000
	4	13	2.953846	.7752584	.2150180	2.485362	3.422330	1.6000	4.2000
	Total	384	3.115885	.9575427	.0488644	3.019809	3.211961	1.0000	6.0000
rc	1	204	2.900000	1.0191274	.0713532	2.759312	3.040688	1.0000	6.0000
	2	146	2.906849	1.0661343	.0882339	2.732459	3.081240	1.0000	6.0000
	3	21	2.933333	1.1650465	.2542340	2.403011	3.463656	1.2000	6.0000
	4	13	3.123077	1.0505188	.2913615	2.488255	3.757899	1.4000	5.6000
	Total	384	2.911979	1.0430234	.0532266	2.807326	3.016632	1.0000	6.0000



ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
pessimism	Between Groups	2.466	3	.822	1.709	.165
	Within Groups	182.771	380	.481		
	Total	185.237	383			
exhaustion	Between Groups	5.660	3	1.887	2.262	.081
	Within Groups	316.965	380	.834		
	Total	322.625	383			
redse	Between Groups	.817	3	.272	.780	.505
	Within Groups	132.564	380	.349		
	Total	133.381	383			
timepre	Between Groups	2.000	3	.667	.491	.689
	Within Groups	515.778	380	1.357		
	Total	517.778	383			
parents	Between Groups	7.639	3	2.546	2.051	.106
	Within Groups	471.833	380	1.242		
	Total	479.472	383			
tapd	Between Groups	1.608	3	.536	1.017	.385
	Within Groups	200.234	380	.527		
	Total	201.842	383			
se	Between Groups	.747	3	.249	.819	.484
	Within Groups	115.642	380	.304		
	Total	116.389	383			
wo	Between Groups	1.346	3	.449	.487	.691
	Within Groups	349.822	380	.921		
	Total	351.168	383			
rc	Between Groups	.622	3	.207	.189	.904
	Within Groups	416.043	380	1.095		
	Total	416.665	383			



APPENDIX H
INFORMED CONSENT FOR DISSERTATION RESEARCH PARTICIPATION:
SELECTED BASIC EDUCATION TEACHERS

Date

Dear **Participant**,

I am Emmanuel M. Batulan, faculty member of the University of Santo Tomas High School. Currently, I am enrolled at the Philippine Normal University, Manila, taking up Ph.D. in Educational Management. I would like to humbly invite you to participate in my research project entitled ***“From burning bright to burning out: understanding teacher burnout in the Philippines through a mixed methods perspective.”*** Respondents are basic education teachers from public and private schools. This study is essentially private and serves as a partial requirement for the Ph.D. program.

Your participation includes your willingness to share your stress-related experiences in school for about an hour or two. Realizing my limitations to take note all of your sharing, your interview will be recorded for purposes of data transcription and categorization. Your sharing will be kept with utmost confidentiality, hence, as much as possible, I will be using pseudonyms for your name and the school you are currently reporting to.

This study will be shared with my dissertation committee and other appropriate members of the Philippine Normal University Graduate School, Manila and the final result will be for publication and be certainly available at the University library.

Thank you very much for your time and effort for the success of this study. With gratitude, I humbly value your unique contribution and sharing in this study. If you have question or clarification relative to the research, please feel free to call to text me at +639328641616.

Sincerely yours,

Emmanuel M. Batulan

Candidate, Ph.D. in Educational Management
PNU, Manila

Please sign below if you are willing to participate in this dissertation research project.

Signature: _____

Printed Name: _____

Date: _____

Noted by:

Danilo K. Villena, Ph.D.
Adviser

Alejandro G. Ibañez, Ph.D.
Adviser



APPENDIX I AIDE MEMOIRE

Date: _____

Preamble

Good day to you Sir/Ma'am! I am Emmanuel M. Batulan. I am a doctoral student of the Philippine Normal University. Presently, I am working on my first qualitative publishable paper about the essence of teacher burnout among a select group of teachers using phenomenology design.

As a vital part of this academic endeavor, I am inviting you for a one-to-one session that will capture your own school-related stressful teaching experiences. This activity will be audio-recorded and it will be conducted in English.

Your participation in this study shall be helpful in describing the process of teacher burnout among Filipino teachers.

Before we start, I would like to ask your permission if you are willing to take part in this study.

The interview session will take about an hour. Do you have any question or concern? Are you now ready to answer some questions?

RESEARCH INSTRUMENT

Data Aspect	Accounts
Respondents' Robotfoto (At this point, I will preliminary ask you of certain demographic information that would somehow complement my research data for analysis. Please	Your name: _____ Your age: _____ Your civil status: single _____ widowed _____ married _____ separated _____ Your highest educational attainment: college degree _____ master's degree _____ doctoral degree _____ Your field of specialization: _____ Your rank: _____ Years of service in the academe: _____ Your work status: full time _____; part-time _____



fill in the
required
information and
tick boxes as
appropriate)

Your average monthly family income:

20,000 & below ____

20,001-40,000 ____

40,001- 60,000 ____

60,001 & above ____

no. of actual daily work hours in school:

a) teaching: ____hours ; b) non-teaching/administrative (i.e. advising, office work etc.): ____ hours

no. of actual weekly work hours in school:

a) teaching: ____hours ; b) non-teaching/administrative (i.e. advising, office work etc.): ____ hours

Preliminary questions drafted:

1. How long have you been teaching? What learning area and grade level do you handle?
2. Apart from your teaching assignments, do you have other teaching-related tasks? What are these?

**Concept**

This segment of the interview will account for an in-depth reconstruction of the process of your stressful experiences in school. The questions shall focus on the positive and negative emotions you have experienced in the course of your teaching career including the strategies you have employed in coping with the said situation.

Interview Questions



burnout
experiences
among teachers

- How do you describe your typical day in school?
- How do you find your week-long work?
- Do you have enough free time for rest or relaxation at work?
- How often do you meet your students? What are the usual problems you encounter with them?
- How often do you interact with your colleagues? What sort of topics or ideas do you oftentimes share or discuss with them? Where do you usually interact with them? Are these interactions formal or informal?
- How often do you deal with your supervisors/coordinators/administrators? why? What topic/s do you discuss with him/her/them?
- Do you have consultation time for parents? How is the consultation done?
- What type of parents do you deal with most of the time?
- What is the nature of feedback do you receive from them during or after consultation
- Which aspect of the educational system (milieu, motivation, matter, method, media, measurement, materials, mastery) cause you undue stress?
- What challenges have you faced recently? at the moment?
- How well have you responded to the challenges?
- Did you have enough resources to face the challenges?
- Were you prepared to respond to the challenges?
- How did you feel afterwards?
- What questions still linger in your mind?
- How do you take all these challenges?
- How do they affect your a) overall teaching performance? b) overall health condition? c) general well-being?
- Do you find your current work exciting? In what way?



- If not, why? What factors could have contributed to it?
- Generally as a teacher, how do you find your responsibilities?
- Have these roles, through the years, been expanded? In what way?
- How do find them?
- How do you feel when doing these roles?
- What are their impacts in your performance as a classroom teacher?
- How do you describe your relationship with your students?
- Your colleagues?
- Your supervisors?
- The parents of your students?
- How do you see them?
- How do they influence your daily disposition towards work?
- How do they affect your teaching performance?
- What are your personal or professional goals?
- Are they in line with your school's goals and objectives? In what way?
- If not, how do you see yourself in achieving your personal or professional goals?
- What strategies do you plan to employ to achieve those goals?
- If you were to evaluate the trend of your performance in school, how would you rate yourself?
- How is your teaching performance evaluated? Who evaluates your performance?
- How do you find others' evaluation of your performance? Do you agree with the results?
- How do you describe the pattern of your evaluation during the past five years?



Philippine Normal University

National Center for Teacher Education

- At this point in your teaching career, how successful are you in achieving those previously set professional goals?
- In reference to your current work status, as a teacher, do you consider yourself fit for your work?
- Are there any aspects of your work that you find yourself uncomfortable with? What is it?
- How do you cope with it?
- Have you discussed it with your organizational head or immediate supervisor? How did they react?
- What was their proposed solution or suggestion? What support have they provided? Did you agree with it?



Closing

Finally, before we end this session, is there anything you would like to add?

I already have the accounts I needed for my study. Thank you very much for your time and for sharing your experiences with me.



APPENDIX J DENDOGRAM OF BASIC EDUCATION TEACHERS' BURNOUT EXPERIENCES

SIGNIFICANT STATEMENTS	SUB-CATEGORIES	CATEGORIES	THEMES
<i>I like the expansion of my roles as a teacher, but it is difficult to juggle the activities, and then giving your best, sometimes one would suffer. Where there is an opportunity for growth... It gives you training on the different things, but it gives you a very hectic tight schedule (R6)</i>	time pressure		
<i>I consider it as a challenge to balance the workload of being a teacher, a coordinator and at the same time being the head of the committee for the PAASCU accreditation (T2)</i>			
<i>I have an English class for an hour, check lp of teachers during break, check papers, record, journalism class from 10 – 11:30, eat lunch 12:30 another class. Official time is 7-2pm, i extend, and stay for almost the whole day prepare my lesson plan at 1:30 pm, If there are report, i do. In the morning i stay in the Office, answer phone calls, serve as secretary of the principal, I stay as late as 5 or 6 pm (R9)</i>	Multiple roles		
<i>I find my responsibility a bit overwhelming because there are others who do not want to take on the responsibility. It has expanded since there were new positions created for some work load but eventually returned to me during the previous years (R2)</i>		sources	
<i>Heavy and hectic. Because in my last few years as academic coordinator, it was not heavy as taking care of the work of the teachers as the academic coordinator. Now, typical day is more on paper works, preparation of lesson plans, preparation of activities, actual teaching, evaluation of papers of student, (R6)</i>	Overwhelming tasks		Intersection space
<i>Very toxic, and very tasking, but I really help myself away from burning out, as much as possible. We cannot really get away from</i>			



that, especially with the PAASCU accreditation, we have to stay until the wee hours so we could submit the requirements (R3)

We end up at 5:50 pm, Since I have a three hour overload, I have lesser hours for breaks for writing, checking papers, so I bring them home and I do it during weekend (R4)

This school year, we observe 4 days a week, frankly speaking I do not like it, Once you get home, it's already dark (late). All you want to do is to eat and sleep. The next day, you have to wake up early as we are expected to be in school as early as 6:50am (R4)

....It (the weeklong teaching) is tiring, and exhausting, but with the new set-up, we now have longer weekend for relaxation, preparation of lesson plan (R5)

After the competitions, I feel tired, not compensated. Once you get to school there will still be a lot of issues raised. (R8).

My official regular classes from Monday to Thursday start at 1pm but I supervise the teachers under me at 11-12 nn, I observe working lunch at 12-1, Friday, is a research day, either go out, or stay in the lab. I rush outside of the school, do follow up students doing laboratory work in XXX., others go to XXX, supervised by parents and guardian. I observe lecture from 3 to 6 pm, and laboratory class at 6 – 9. Annoying. (R8)

It affects me as a supervisor, because these are things that I have to reprimand them, they will not be giving it back to me, it is a frustration on me, whenever I cant get what I'm supposed to get from them, (and so it starts), as a supervisor, you these big plans, and you are very idealistic, you have this big dreams for the department, your teachers cannot give it back to you, source of frustration on the part of the supervisor (R3)
Like today, we are celebrating Teachers' Day. Before, it was a tribute for teachers, but

**Physical
exhaustion**

Consequences

**Emotional
exhaustion**



today here we are, teaching. In fact, before, on a day like this we do not have to report to school, since we are also a XXX school and we celebrate the feast of St. XXX. Again, we are here-we have regular classes. (R4)

As a academic supervisor, There are, there are problems, especially relationships, I had an experience last year, one of my teachers fell in love with one of her students, that was one of the most challenging problem I encountered, but sad to say the teacher did not admit anything, she just left, then after that, we got the news that they got a son, then after graduation of the child, they went out in the open, it was very hard for me to handle because again, the teacher did not admit anything. There are, there are a lot..(R3)

At times it can be tiring and draining...topic-wise, you provide the topic. I am also in charge for the science research committee (R8)

**Mental
exhaustion**

SIGNIFICANT STATEMENTS

They are very noisy, very talkative (R6)
I usually meet my students mostly during class hours only. Problems encountered with them are their noise and lack of interest in doing certain things. (R2)

Students nowadays are noisy, they are not focused in their studies in the sense that they have a different interest because of the influence of technology, the games like dota, coc...even the teachers invite their students to play, (games wherein you need to build fences)..clash of the class (COC) (R5)

There are some who are generous, but there are still those who will make faces when they are reprimanded, those that have attitude problems like being

SUB- CATEGORIES

CATEGORIES

THEMES

**students'
disruptive
behavior**

sources

**interaction
space**



disrespectful. Some parents are separated, that is perhaps the reason why they tend to be loners but when it comes to school they act differently. They also tend to cover up for each other's mistakes. Like when you have a quiz they will say that, "Sir you did not mention that we will have a quiz." When they form groups, they group themselves according to their own interest (but not by academic interest). (R5)

Yes, we experiment on different strategies, but students are still the same, indifferent...I discuss problems with colleagues, share problems (R7)

Even the pupils threaten, "Ma'am, I'll file a Bantay Bata complaint against you."

Parents support their children on this aspect (R7)

Grades 1 -2, do not listen, always playing In the intermediate, they answer back.

Their attitude is disruptive (R10)

There are some parents that point a finger to the teacher. Before, I even told the parents council president that if they have issues about the grades of their children, they should avoid giving comments like, "Who is that teacher, is that teacher rich?" I find it too personal. Then, if the teacher is quite young there is a tendency for them to get bullied by the parents. During the second quarter, it was really possible for the students' grades to go down because no performance tasks were given and now the grading system is new. That's why personally, I never became close to parents. I saw to it that I only had a civil interaction with them. If they think that I will be persuaded by their gifts (cake), then they are wrong. I can buy my own cake.. (R4)

Nothing...I just talk to them (students). If parents don't come, I tell them (students),

**indifferent
students**

**threatening
students**

**playful and
disrespectful
students**

**parents'
aggression**

**parents'
indifference**



it's your own lookout, if they (students) can't read, I have to fail them....(R7)

The parents, here in XXX, you can find parents who are not....what do you call this.....very indifferent, gone were those days in the past kasi, we had a good relationship with the parents, but now, hardly do you find good parents, some of them are not really helping anyway, before we have a very sound relationship, but now, it does not exist anymore. They have monthly meetings but they are still very indifferent (R3)

Usual problem encountered is dealing with parents: even the pupils threaten, "Ma'am, I'll file a Bantay Bata complaint against you." Parents support their children on this aspect (R7)

**unsupportive
parents**

Government is ok when it comes to policy, the problem lies in the regional level. There are different interpretations. It is the same with the division level-they have different interpretations per level. If it comes from DepEd it does not materialize. They have a problem with the interpretation of the DepEd curriculum. I already discussed this with the administration, they just give back the task to you. You will notice detraction (hesitation) from them-they will look for a memorandum stating what you are trying to tell them. They only support it if there are available funds. (R8)

**administrator's
lack of support**

It started ok. But as I got up the ladder, workload has multiplied, I start having divided attention, I started being careless about my health, my family...Sometimes I do not have the patience to communicate with other people, I am not keen on listening to others, so I just distanced myself. (R9)

detachment

consequences

I want to let go of journalism already but it has not yet been approved. I am burned



out...(R9)

"I leave the students, I want to be alone, to reflect on what is best for them, I feel frustrated in teaching" (R7)

SIGNIFICANT STATEMENTS	SUB-CATEGORIES	CATEGORIES	THEMES
<i>When I am faced with work, I do not stop until I am done with it- even though paperwork seems to overlap with one another. My perception as a teacher...students will perform better if I give my full attention to them. They will learn more if this is the case. If I'm not present, no one will look after them. (R9)</i>	Self-imposed responsibilities	sources	
<i>My evaluation I think was stagnant or a bit lower than in the past years. (R2)</i>			
<i>As of now I do not feel like a classroom teacher, I feel like an outsider. The nature of my subject is outputs-based. There should be student-teacher consultation. (R8)</i>	Low self-evaluation	consequences	Introspection space
<i>My performance is (is not that good anymore). I feel frustrated and annoyed at the same time. There a seminars, there are some that come here, but the point is, DepEd can be too rash. They keep on changing names and terminologies. I do not find the seminar enough for me to be prepared. (R4)</i>			
<i>It affected my performance as a classroom teacher because sometimes I really have to sacrifice not attending my classes, because I have to meet deadlines, especially if you are in the school paper, you have to meet at least four publications, so I have to meet my staffers, I sacrificed my classes, so I just give them seatwork, even now, it is just the same thing, if we have meetings, I just call my students, you do this and that, il get back to you tomorrow, and then tomorrow will be another promise because I can't attend to</i>			



them because of an emergency meeting again.(R3)

I find my evaluation a little bit lower than that of others. But I think it is reliable enough with the performance I am giving. It is actually going down especially during the time when I was assigned to be a coordinator of the XXX area.(R2)

The fact that there are certain teachers that the students really love, I try my best not to think about it and tell myself that I cannot please everyone (R2)

Yes I think I am fit for work but I should have more confidence that I can do it and not dwell on what others might think of my teaching style. (R2)

**Low other-
evaluation**



FILIPINO TEACHER BURNOUT INSTRUMENT

Below are situations that are commonly encountered or experienced by teachers in the course of their teaching career. Relative to your **own experience**, check the number that best indicates “how often” do you experience or find yourself into these situations by using the scale below as your guide:

Never true of me

Always true of me



		1	2	3	4	5	6
1	I easily flare-up when hearing students' foul language or impolite responses.						
2	With so many assigned roles in school, there are countless things going through my mind that I can hardly sleep.						
3	I do not care about the school's prestige.						
4	I find myself preparing less for my students.						
5	I become indifferent to my students' inattentiveness and lack of interest in schoolwork.						
6	I have difficulty going to sleep because of too much pressure from day-to-day workload.						
7	I blame others (superiors, colleagues, students) for my failures (low evaluations, conflicts in school, inability to finish studies etc.)						
8	I find myself competing with my colleagues rather than cooperating with them.						
9	I do not feel motivated to explore new teaching strategies.						
10	I feel I should not be responsible for looking for funds or on improving school standing.						
11	I have been eating meals at irregular intervals lately.						
12	I have felt that I am better than my superior.						
13	I have become overly critical of others lately.						
14	My mood easily changes.						
15	I find myself continually having no time (or little time) for food breaks (coffee or tea breaks).						
16	I rigidly enforce rules among my students without room for any considerations.						



Never true of me

Always true of me



		1	2	3	4	5	6
17	I do not bother to inform my colleagues whenever there are policies that might affect them.						
18	I find it difficult to control my anger whenever I am notified of an unsatisfactory performance.						
19	My recurrent colds and flu may be brought about by too much work in school.						
20	I do not care if parents rally against school administrators.						
21	I fear greatly attending to parent-teacher conferences for being blamed at students' low academic performance.						
22	I cannot wait to leave the school at the end of the day.						
23	It had been quite some time since I experienced much enthusiasm in teaching.						
24	Due to my pre-occupation with schoolwork, I tend to forget personal concerns (i.e. birthdays, anniversaries, payment of bills etc.) or professional appointments.						
25	I hate to interact with colleagues because they often disagree with me.						
26	I have been putting off work, thus I cannot meet deadlines.						
27	Attending in-service seminars does not make me feel more competent.						
28	I feel helpless in the midst of unruly students.						
29	I use lunch breaks to catch up with paper work in school.						
30	I feel underqualified for my teaching assignments despite my academic preparations.						
31	I find myself talking about superior's incompetence or students' foolishness with my colleagues.						
32	Any form of classroom disruption (i.e. announcements, urgent meetings, student tardiness, fire drills etc.) is intolerable to me.						
33	I feel indispensable in school that I hardly say no to work that is set even during scheduled vacations and/or weekends.						
34	At the end of the working day, I feel empty as if I have done nothing worthwhile.						
35	I catch myself fiddling, twitching, and drumming my fingers or pacing to and fro whenever the supervisor/principal/dean calls for a dialogue or assigns task.						



Never true of me Always true of me



		1	2	3	4	5	6
36	I cannot stand long conversations.						
37	The many committee works, class preparations and meetings I have to attend to has cost my health problems.						
38	My students suffer from the consequences of my anger caused by my disillusionment over my career.						
39	I have been declining assignments offered to me for fear that I might not be able to live up to others' expectations.						
40	I do not want to take the responsibility for the failures of my students.						
41	I miss out eating meals due to urgent meetings or unexpected demands.						
42	I feel that I am not consulted in policy-making though I am duty-bound to implement them.						
43	After working the whole day, I tend to oversleep.						
44	I do not actively participate in school decisions.						
45	I have "manana habit".						
46	Too much school responsibilities keep me from having quality time for my family.						

Thank you very much for your cooperation.



EXPERTS' VALIDATION ON THE DERIVATION OF TEACHER BURNOUT MITIGATION GUIDEPOSTS

Derivation of mitigation guidelines, foci, and moves from the "mixed" results of quantitative paper and findings of qualitative paper

Teacher-based predictors of teacher burnout Experiences (derived from the quantitative paper)	ASSUMPTIONS	CORRESPONDING SPECIFIC MITIGATION GUIDELINES	Mitigation Foci	Mitigation move (organizational level)	Comments on the alignment of the specific areas for mitigation, mitigation focus and mitigation move with the given predictors and assumptions of teacher burnout (1 – not aligned, 2 – aligned, 3 – needs revision)
time pressure	Life at school is hectic and there is no time for rest and relaxation.	Time for rest and relaxation is integral part of human resource staff well-being.	time	time management	
	Meetings, administrative work, and documentation take much of the time that should be used for preparing the lessons.	Meetings, administrative work and documentation are reasonably scheduled outside teacher's instructional preparation time.			
	Preparation for teaching must be done after working hours.	Preparation time for teaching is enough to ensure reflection, careful and relaxed planning, and well thought-out quality output.			
role conflict	I receive conflicting demands from two or more people or groups in the school setting.	Related work demands from two or more people or groups in the school setting are collectively addressed, otherwise, they are addressed separately or one after the other.	role	work role harmony	
	I have to challenge a rule or policy in order to carry out an	Rules or policies clearly stipulate smooth guidelines and procedures.			

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work overload	assignment.		Workload planning distribution	workload balance	
	I have a hard time satisfying the conflicting demands of students, parents, administrators, and teachers.	Teachers' professional services for different sectors (students, parents, administrators, and colleagues) are distinctively clear and specific as proactive measure against conflicting demands.			
	I am given school-related duties without adequate resources and materials to carry out.	Training, orientation, and mentoring, or coaching are provided prior to carrying out of school-related duties.			
	There is a difference between the way my administrative head thinks things should be done and the way I think they should be done.	School managers and faculty members synergistically and collaboratively work together toward achieving school goals.			
	I feel that my job interferes with my family life.	School work and family affairs are carefully planned to ensure complementary quality time.			
	I feel constant pressure from others to improve the quality of my work.	Quality of work performance is improved through openness to others' assistance.			
	I find that I have extra work beyond what should normally be expected of me.	Work tasks are prioritized and assigned according to one's own capability.			
	The criteria of performance for my job are too high.	Performance criteria are realistically set.			
	I am given too much responsibility without adequate authority to carry it out.	Work responsibilities are clearly defined within an organizational structure.			



Teacher-based SOURCES OF TEACHER BURNOUT Experiences (derived from the qualitative paper)	ASSUMPTIONS	CORRESPONDING SPECIFIC MITIGATION GUIDELINES	Mitigation Foci	Mitigation Focus Maxxa (interpersonal level)	Comments on the alignment of the specific area for mitigation, mitigation focus and mitigation move with the given sources and assumptions of teacher burnout (1 – not aligned, 2 – aligned, 3- needs revision)
parents' aggression	parents' aggressive behaviour towards teachers (i.e. parents blaming teachers, giving too personal comments to teachers, bullying younger teachers)	Parents' stance on education of their children begins with the clarification of their role as partners of teachers. This may be done through orientation and consultation geared toward clarification of existing and additional school policies and procedures, discussing the rationale, benefits, and expected outcomes on students' learning.	parents as partners	parents-teacher partnership	
	parents unsupportive behaviour (parents supporting their children to threaten teachers)	The school's parent-teacher partnership program through the assistance of the parents-teacher association or parents association is an active avenue for promoting dialogue geared toward values clarification and formation.			
students' disruptive behaviour and student apathy	disrespectful students playful students	The active type of learners today need a dynamic model of teaching, such as clear orientation on collaboratively agreed upon classroom rules, structuring of activities that activate their prior learning and interest, questioning for classroom interaction, marking, modelling to check on their idea congruency, application for transfer of learning, management of time, and classroom atmosphere.	students as active learners	students-teacher professional relationship	
	lack of interest in school work				



People-based SOURCES OF TEACHER BURNOUT Experiences (derived from the qualitative paper)	ASSUMPTIONS	CORRESPONDING SPECIFIC MITIGATION GUIDELINES	Mitigation Foci	Mitigation Focus Maxxa (interpersonal level)	Comments on the alignment of the specific area for mitigation, mitigation focus and mitigation move with the given sources and assumptions of teacher burnout (1 – not aligned, 2 – aligned, 3- needs revision)
	students focus on use of technology (i.e. online games)	Instructional activities may be re-focused to harness students' interest in the multimedia to facilitate teaching-learning process.			
lack of administrative support	teachers' passion to pursue their instructional expertise sometimes do not match the administrator's priority agenda for the school	Administrators' leadership qualities may model the way goals for the school are pursued by fostering collaboration and building spirited teams.	administrators as collaborators	administrators-teacher supportive relationship	



Self-rated SOURCES OF TEACHER BURNOUT Experiences (derived from the qualitative pages)	ASSUMPTIONS	CORRESPONDING SPECIFIC MITIGATION GUIDELINES	Mitigation Focus	Mitigation Moves (interpersonal level)	Comments on the alignment of the specific area for mitigation, mitigation focus and mitigation move with the given sources and assumptions of teacher burnout (1 – not aligned, 2 – aligned, 3 – needs revision)
lowered self- and other- evaluation due to	lowered self- evaluation of teachers and perception of other's evaluation is attributed to high expectations on successful teaching performance but hardly could be accomplished due to competing instructional and administrative assignments	Teachers who have the capacity to take care of the potentials of other colleagues may be given leadership roles as middle level academic supervisors with minimal, or if possible without teaching load. This will allow them to focus on administrative tasks without necessarily sacrificing quality instructional time for their students	teacher as teacher leaders	dual role clarification	
high expectations on successful delivery of administrative tasks given other teaching assignments		Teachers who have the mastery of their discipline may be guided by those with teacher leadership qualities and be given enough reasonable number of classes to handle. This provides them more focus on their instructional tasks.	teachers as instructional leaders		
high expectations on successful teaching	Teachers' performance is evaluated against existing teacher evaluation tools focused solely on teaching performance, possibly missing	Teachers' performance evaluation tool may be distinctively prepared to assess performance for teachers as instructional leaders and teachers as teacher-leaders.	aptness of evaluation	cooperative evaluation	

performance given other administrative tasks	other factors like administrative roles and values				
	Perception of lowered other's evaluation may be a consequence of seemingly lowered self-evaluation	Teachers' professional self competence is developed congenially among colleagues.	Professional self- efficacy	Professional self-efficacy promotion	



Evaluator:

Signature over Printed Name	Date	Position / Institution Affiliated with





+ *Mitigation: Guideposts of Teacher Burnout derived from burnout spaces and sources*

burnout spaces	burnout sources		mitigation foci	mitigation moves	mitigation roles	mitigation guideposts	Comments
	general	specific					
intersection	tasks	time pressure	time	time management	organizing tasks	Organizational	
		Role conflict	role	work role harmony			
		work overload	workload planning and distribution	workload balance			
interaction	people	parents' aggression	parents as partners	parents-teachers partnership	nurturing relationships	Relational	
		students' disruptive behaviour	students as active learners	student-teacher professional relationship			
		Lack of administrative support	administrators as collaborators	administrator-teachers supportive relationship			
introspection	self	high expectations on successful delivery of administrative	teachers as teacher-leaders 3%	dual role clarification	promoting efficiency	Personal	

□

1

		tasks given other teaching assignments 3% high expectations on successful teaching performance given other administrative tasks	teachers as instructional leaders				
		lowered self and other evaluation	aptness of evaluation	cooperative evaluation			
		Lowered other-evaluation	Professional self	professional efficacy promotion			

Evaluator:

Signature over Printed Name	Date	Position / Institution Affiliated with



TIMETABLE FOR RESEARCH

Activity	Time Frame		Gantt Chart				
	Start	Completion	2011	2012	2013	2014	2015
Literature Review	June 2011	October 2011					
Research Proposal Preparation	November 2011	December 2011					
Proposal Defense	December 2011						
Data Gathering	January 2012	October 2013					
Data Analysis/ Transcriptions	November 2013	May 2014					
Research Writing	June 2014	March 2015					
Dissertation Defense	May 2015						



REQUEST TO USE DISSERTATION-BY-ARTICLE FORMAT

Philippine Normal University
College of Graduate Studies and Teacher Education Research
Taft Avenue, Manila

28 May 2015

Dr. Zenaida Q. Reyes

Dean

College of Graduate Studies and Teacher Education Research
Philippine Normal University

Dear **Dr. Reyes**:

Warm greetings!

I am an Educational Management student under the **Doctor of Philosophy in Education with specialization in Educational Management** program, and is currently completing my dissertation paper focused on understanding Filipino teacher burnout.

In support of the University's thrust "to do innovative-oriented type of research (PNU Research Agenda 2013-2015)", I prepared a dissertation-by-article format for the paper entitled "*From burning bright to burning out: Understanding Filipino teacher burnout through a mixed method perspective*" with the concurrence of the esteemed members of the panel during my colloquium.

In this regard, may I humbly request that I be allowed to use the said format in the preparation of the final manuscript of my dissertation paper, of which copies will be submitted to you and the members of the oral defense panel? Your most favorable response and scholarly contribution to the finalization of my paper is sincerely and highly appreciated.

Thank you.

Emmanuel M. Batulan

Candidate, Ph.D. in Educational Management

Endorsed by:

Danilo K. Villena, Ph.D.

Adviser

Alejandro G. Ibañez, Ph.D.

Adviser

Dr. Adonis P. David

Director, Graduate Research Office

Approved / Disapproved:

Dr. Zenaida Q. Reyes

Dean, College of Graduate Studies and Teacher



GLOSSARY OF TERMS

<i>aide-memoire</i>	Note-taking which serves as aid in remembering experiences shared by the respondents of the interview
<i>a priori codes</i>	Codes that are developed before examining the current data.
bracketing	In phenomenology and grounded theory, researchers engage in the self-reflective process of “bracketing” whereby they recognize and set aside their a priori knowledge and assumptions, with the analytic goal of attending to the participants’ accounts with an open mind (Cresswell, Hanson, Clark Plano & Morales, 2007)
dendogram	A qualitative tool used to categorize significant statements in preparation for data analysis (Thelwell, Weston & Greenless, 2007)
<i>emic</i>	A perspective that focuses on the insider’s view, the intrinsic cultural distinctions that are meaningful to the members of a given society (Fielding & Ellis, 2006)
<i>etic</i>	A perspective that focuses on the outsider’s view, a description of a behavior or belief by a social analyst or scientific observer (Fielding & Ellis, 2006).
exhaustion	This refers to physical, emotional, and mental exhaustion experience as a result of too much pressures and demands from work and home. <i>Physical exhaustion</i> refers to somatised anxieties and guilt as a result of perceived failure or incompetence or inefficiency. <i>Emotional exhaustion</i> refers to the emotional drain experienced whenever working closely with the same people (students, parents, superiors etc.) under the same circumstances becomes too demanding, frustrating and uncomfortable. <i>Mental exhaustion</i> refers to the failure of the individual to think effectively and to understand the situation clearly.
intersection space	This refers to an organization’s high demands and <i>conflicting tasks characterized by work overload, time pressure, and role conflict</i> that gradually guide teachers to experience <i>exhaustion</i> burnout.
interaction space	This refers to the inevitable and close working relationship of teachers with the concerns and sometimes demands of students, parents, and administrators that gradually guide them to <i>detach</i> personally from these people whom they serve and work with.



introspection space	This refers to teachers' consequent inability to meet high expectations of quality teaching performance due to increasing demands of tasks and people to attend to, and eventual acceptance of <i>lowered self-assessment for one's performance</i> , and perceive others' evaluation as similar to one's own low self-assessment.
member checking procedure	Correspondences made by the researcher with another person involved in the data analysis regarding the truthfulness and trustworthiness of data being researched
pessimism and negativity toward others and work	This refers to the pessimistic views and negative perceptions of teachers toward others and assigned tasks
phenomenology	Qualitative design which refers to "the science of essence of consciousness" focused on defining the concept of intentionality and meaning of lived experience from the first person point of view (Husserl, 1970, cited by Wojnar & Swanson, 2007)
reflexivity	The process of critical self-reflection on one's biases that entails willingness of the researcher to acknowledge one's own influence, which offers transparency to methods.
reduced self-efficacy	This refers to the lowered perception or evaluation of one's self, particularly one's competence and one's ability to cope with challenging or threatening demands
robotfoto	A Dutch term which refers to the photo-like picture drawn by police from a witness' description of a suspect in a criminal investigation (Kelchtermans & Ballet, 2002)
teacher burnout	It is operationally defined as a tripartite syndrome of <i>reduced self-efficacy</i> , <i>exhaustion</i> , and <i>negativity and pessimism toward others and work</i>

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Words of Gratitude

My journey towards this academic research has just unfolded and more works are simply awaiting more people to build upon, and probably introduce a progressive shift in its course, as *“research is always incomplete.”* (Mark Pattison (1813-1884), in Peterson, 2004). In my research journey, I have come to personally meet and humbly worked with various people who have immensely and generously contributed their heart, head, and hand, and have seen me through its completion - some gave the *“push”*, others have shown the *road signs* for the much needed rest, reflection, and retooling, and still others have showed the right *direction* toward the passage of learning, relearning, and unlearning. These people certainly have put their invaluable share in this paper:

To **Assoc. Prof. Marishirl P. Tropicales** - UST High School Principal, **Prof. Clarita D. Carillo, Ph.D.** - Vice-Rector for Academic Affairs, and the **UNIVERSITY OF SANTO TOMAS**, for their invaluable support and understanding, in spite of the extended time table for the completion of this study;

To my research advisors, **Dr. Danilo K. Villena** and **Dr. Alejandro G. Ibañez**, for their trust and confidence, patience and kind understanding, and for providing me with a strong support system in this research venture;

To **Fr. Dexter Austria, O.P., Fr. Jay Miranda, O.P., Fr. Louie Coronel, O.P. and Fr. Jannel Abogado, O.P.**, for their prayers, support and inspiration;

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To the **expert evaluators** for sharing their thoughts in the adaptation of the instruments used in this paper;

To the different **school heads, Department of Education officials**, and esteemed **faculty members** of the College of Education under the College of Graduate Studies of the Philippine Normal University, for allowing me float survey questionnaires in their respective schools, in-service seminar sessions, and classes respectively;

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To my **UST High School co-administrators, colleagues, and support staff** for their invaluable support: gathering of data, critiquing and translating verbalizations of respondents, substituting for my classes during my field work, data organization and presentation - especially to **Ma’am Ida, Ma’am Mavic, Charles, Tony, Leah, Patrice, John, Jenny, Ana, and Dan**;



To my newly-found family members in the Office of the Registrar and Office of the Secretary General, for their unwavering support and guidance, especially to **Mr. Cesar M. Velasco and supervisors of Team Registrar; Fr. Cabading, O.P., Dra. Imelda Dakis, Atty. G. and Dr. Aleth;**

To my former classmates at the College of Graduate Studies: **Dr. Ibanez, Dr. Suemith, and Ms. Carmen,** my source of strength in my academic journey;

To endless *people, friends and peers, who have been constantly offering their prayers* for the success of this academic journey;

To my family - *Nanang, Janet, Ate Beth, and most specially Bong,* for their all-out moral and emotional support, and unconditional love and understanding;

To our God Almighty, for the continuous outpouring of Your immense blessings and guidance in my daily tasks as a teacher, colleague, administrator, neophyte researcher, family member, and a friend, I give you back all glory and honor my Lord! .



Curriculum Vitae

Emmanuel M. Batulan is a Mathematics Teacher of the University of Santo Tomas High School. He has been assigned to various tasks: as a Mathematics Club adviser, class adviser, Mathematics coordinator, *ad hoc* committee member, accreditation committee member, and member of the Principal's Council. In June 2005, he was appointed as the School Secretary, an administrative post he holds until December 2014. This January 2015, he was appointed as the Assistant Registrar of the Royal and Pontifical University of Santo Tomas.



He holds a Master of Arts Degree with specialization in Educational Measurement and Evaluation (2003) and a Bachelor of Science in Mathematics for Teachers (1997) from the Philippine Normal University.

Words of Gratitude

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APPENDIX A

REQUEST TO USE/ADAPT RESEARCH INSTRUMENTS

November 30, 2011

Prof. Niyazi Ozer
Inonu University
Faculty of Education
Department of Educational Sciences
PK 44280 Malatya, Turkey

Dear **Prof. Ozer**:

Greetings from the Philippines!

I am pleased to introduce myself. I am the school secretary of the High School Department of the University of Santo Tomas, Manila, Philippines. Currently, I am preparing my dissertation proposal that delves on understanding teacher burnout in the Philippines through a mixed methods perspective.

Since the start of my graduate studies at the Philippine Normal University, I have always been fascinated with the topic on teacher burnout. In my masteral studies, I was able to develop an instrument to measure teacher burnout among Filipino educators which resulted to the identification of three (3) distinct components... reduced self-efficacy (RSE), pessimism and negativity towards others and work (P&N), and exhaustion (E). The components almost resemble the tri-partite components of Maslach Burnout Inventory.

For the quantitative part of my study, I am planning to determine the individual and contextual factors that predispose teachers to experience the three components of burnout and to empirically establish a database for the Filipino teachers' process of burnout. For the qualitative part of my study, I am planning to characterize the behaviour of Filipino teachers in their teaching engagement, in the light of their teaching philosophies.

Almost similar to your study, my investigation will be focused on the contextual factors that predict each distinct components of teacher burnout. In relation to this investigation, may I be allowed have a copy of your instrument entitled Teachers' Attitude about Professional Development?

I am very much confident that your study will definitely guide my investigations among the Filipino teachers, which hopefully could be used for further intercultural investigations on teacher burnout. Rest assured that I will properly acknowledge whatever help you could extend to me for the realization of my study.

Thank you very much.

Sincerely,

Emmanuel M. Batulan
(+639151299444)
embatulan@mn1.ust.edu.ph

● Re: request for permission to adapt research instrument

People



Dear Dr. Skaalvik:

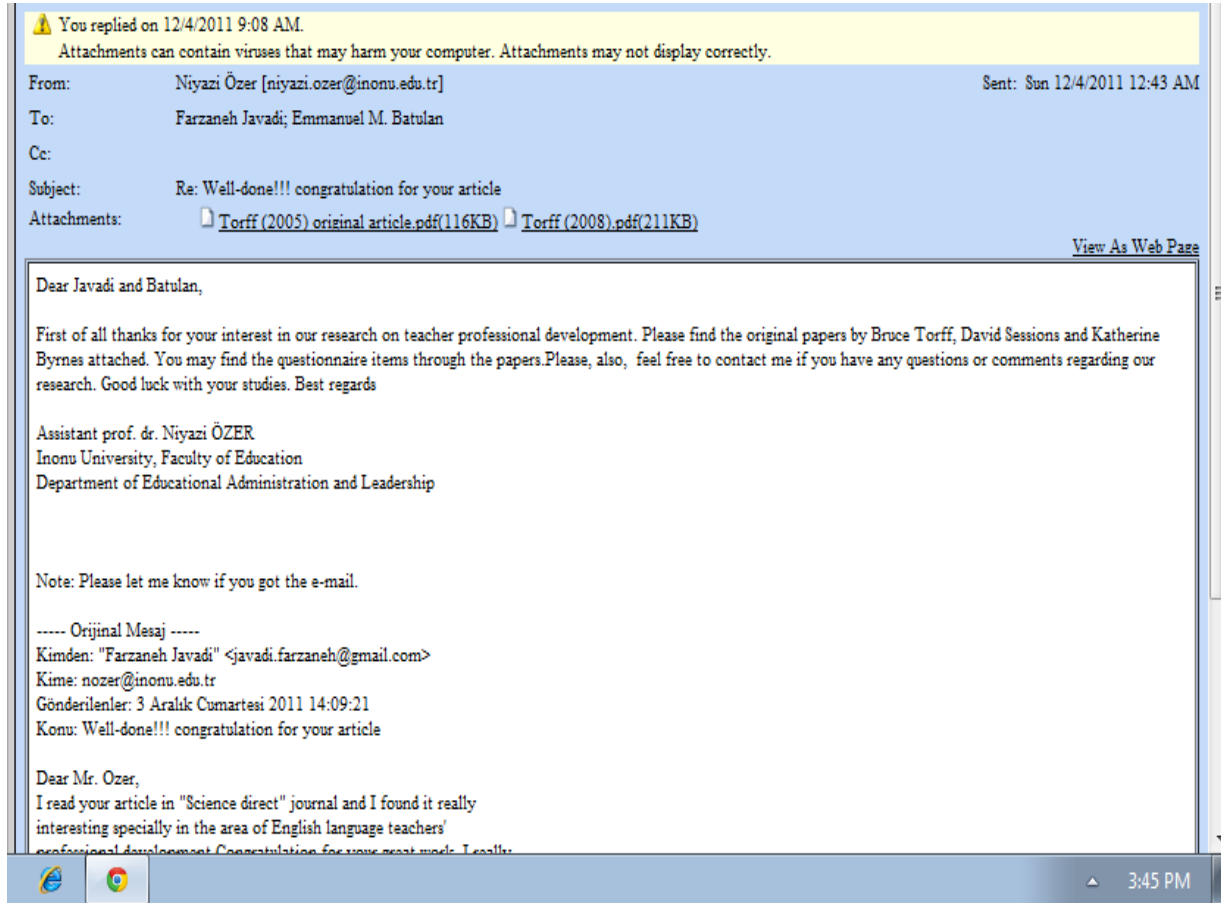
I am a graduate student of the Philippine Normal University, Manila, Philippines. I am presently doing my dissertation on Filipino teacher burnout. One of my research problems is to establish an empirically grounded database on the factor structure of teacher burnout in the Philippine context. Your journal articles provided me with valuable insights on the topic.

In view of the above, may I humbly ask permission to adapt two components of your Perceived School Context Scale: relation to parents and time pressure in my study and use a 6-point Likert-type response format?

I fervently hope for your kind consideration. Your consent will greatly help me to complete my study.
Thank you.

APPENDIX B

PERMISSION TO USE RESEARCH INSTRUMENTS



● Re: request for permission to adapt research instrument

People

Einar M. Skaalvik

Jun 7

To Emmanuel Batulan

All recipients

Dear Emmanuel,

Please feel free to adapter the response scale in the two measures with reference to the original measures. Best of luck with ,your research.

Einar Skaalvik

APPENDIX C

LETTER OF REQUEST TO PNU PROFESSORS

July 21, 2012

The Graduate School Professors
Philippine Normal University
Manila

Dear **All**,

We are pleased to introduce to you the bearer of this note, Mr. Emmanuel M. Batulan. He is a student of the Philippine Normal University Graduate School, taking up Ph.D. in Education with specialization in Educational Management. As part of his requirements for the degree, he is currently working on a dissertation-by-article research paper entitled: ***“From burning bright to burning out: understanding teacher burnout in the Philippines through a mixed method perspective.”***

In this regard, we are respectfully endorsing his humble request for the assistance and active participation of your graduate students by answering the attached survey questionnaire. Rest assured that the study is strictly private and will be shared with his dissertation committee and other appropriate members of the Philippine Normal University, and the final result of this research study will be for publication and be certainly available in the University library.

Thank you very much in advance in anticipation of your kind assistance. For any questions or clarification relative to the research, please feel free to call or text him at 639063644014 or email him at embatulan@mnl.ust.edu.ph

Sincerely yours,

Emmanuel M. Batulan
Student, Ph.D. in Educational Management

Noted by:

Alejandro G. Ibañez, Ph.D.
Adviser

Danilo K. Villena, Ph.D.
Adviser

APPENDIX D
LETTER OF REQUEST TO CONDUCT SURVEY (BASIC EDUCATION TEACHERS)
AND SURVEY QUESTIONNAIRE

_____, 2012

Dear **Colleagues**,

The undersigned is a student of the Philippine Normal University Graduate School, taking up Ph.D. in Education with specialization in Educational Management. He is currently working on a research paper entitled: ***“From burning bright to burning out: understanding teacher burnout in the Philippines through a mixed method perspective.”***

In this regard, the undersigned would like to humbly request for your participation in the study by answering the attached survey questionnaire. He likewise earnestly hopes for your active participation. Rest assured that the study is strictly private and will be shared with his dissertation committee and other appropriate members of the Philippine Normal University, and the final result of this research study will be for publication and be certainly available in the University library.

Thank you very much in advance for your time and effort for the success of this study. If you have questions or clarification relative to the research, please feel free to call or text him at 639063644014 or email him at embatulan@mnl.ust.edu.ph

Sincerely yours,

Emmanuel M. Batulan
Ph.D. in Educational Management Student
PNU, Manila

Noted by:

Alejandro G. Ibañez, Ph.D.
Adviser

Danilo K. Villena, Ph.D.
Adviser

APPENDIX E

RESPONDENT'S ROBOTFOTO

Directions: Kindly place a check mark on the items that apply to you.

A. Personal Profile

Name: (optional) _____

Contact Number: (optional) _____

Age: _____

Gender: ☐ Male ☐ Female

Marital Status: ___ Single ___ Separated ___ Married ___ Widowed ___ Divorced/Remarried

Highest Educational Attainment: ___ Bachelor's Degree ___ Masteral ___ Doctoral ___ Post-Graduate

B. Occupational Information

Name of School: _____

Division: _____ Region: _____

Total Number of Years Teaching (lifetime): _____

Grade/Year Level Currently Teaching:

☐ G1 ☐ G2 ☐ G3 ☐ G4 ☐ G5 ☐ G6 ☐ G7 ☐ 2nd ☐ 3rd ☐ 4th

College: ___ 1st Year ___ 2nd Year ___ 3rd Year ___ 4th Year

Current Rank: _____

Administrative Position/s, Committee Appointments or Other Assignments:

Role/s in School: ___ Regular Classroom Teacher ___ Special Education Teacher

Others, please specify _____

Employment Status: ___ Full-time ___ Part-time

APPENDIX F

SURVEY QUESTIONNAIRE ON CURRENT SITUATION IN SCHOOL ENVIRONMENT

Below are situations that are commonly encountered or experienced by teachers in the course of their teaching career. Relative to your **own experience**, check the number that best indicates “how often” do you experience or find yourself into these situations by using the scale below as your guide:

Never true of me

Always true of me



		1	2	3	4	5	6
1	I easily flare-up when hearing students' foul language or impolite responses.						
2	With so many assigned roles in school, there are countless things going through my mind that I can hardly sleep.						
3	I do not care about the school's prestige.						
4	I find myself preparing less for my students.						
5	I become indifferent to my students' inattentiveness and lack of interest in schoolwork.						
6	I have difficulty going to sleep because of too much pressure from day-to-day workload.						
7	I blame others (superiors, colleagues, students) for my failures (low evaluations, conflicts in school, inability to finish studies etc.)						
8	I find myself competing with my colleagues rather than cooperating with them.						
9	I do not feel motivated to explore new teaching strategies.						
10	I feel I should not be responsible for looking for funds or on improving school standing.						
11	I have been eating meals at irregular intervals lately.						
12	I have felt that I am better than my superior.						
13	I have become overly critical of others lately.						
14	My mood easily changes.						
15	I find myself continually having no time (or little time) for food breaks (coffee or tea breaks).						
16	I rigidly enforce rules among my students without room for any considerations.						
17	I do not bother to inform my colleagues whenever there are policies that might affect them.						
18	I find it difficult to control my anger whenever I am notified of an unsatisfactory performance.						
19	My recurrent colds and flu may be brought about by too much work in school.						
20	I do not care if parents rally against school administrators.						
21	I fear greatly attending to parent-teacher conferences for being blamed at students' low academic performance.						
22	I cannot wait to leave the school at the end of the day.						

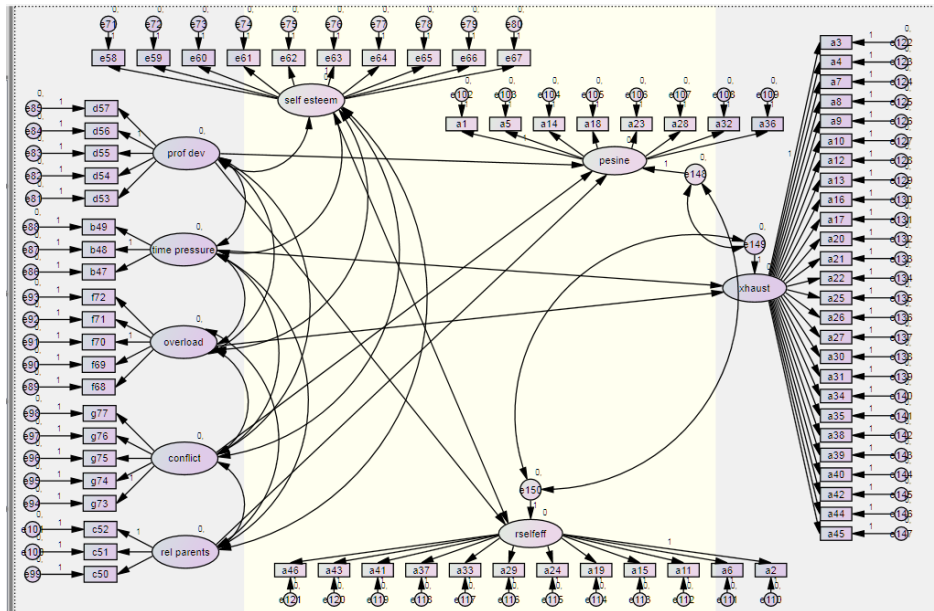
23	It had been quite some time since I experienced much enthusiasm in teaching.						
24	Due to my pre-occupation with schoolwork, I tend to forget personal concerns (i.e. birthdays, anniversaries, payment of bills etc.) or professional appointments.						
25	I hate to interact with colleagues because they often disagree with me.						
26	I have been putting off work, thus I cannot meet deadlines.						
27	Attending in-service seminars does not make me feel more competent.						
28	I feel helpless in the midst of unruly students.						
29	I use lunch breaks to catch up with paper work in school.						
30	I feel underqualified for my teaching assignments despite my academic preparations.						
31	I find myself talking about superior's incompetence or students' foolishness with my colleagues.						
32	Any form of classroom disruption (i.e. announcements, urgent meetings, student tardiness, fire drills etc.) is intolerable to me.						
33	I feel indispensable in school that I hardly say no to work that is set even during scheduled vacations and/or weekends.						
34	At the end of the working day, I feel empty as if I have done nothing worthwhile.						
35	I catch myself fiddling, twitching, and drumming my fingers or pacing to and fro whenever the supervisor/principal/dean calls for a dialogue or assigns task.						
36	I cannot stand long conversations.						
37	The many committee works, class preparations and meetings I have to attend to has cost my health problems.						
38	My students suffer from the consequences of my anger caused by my disillusionment over my career.						
39	I have been declining assignments offered to me for fear that I might not be able to live up to others' expectations.						
40	I do not want to take the responsibility for the failures of my students.						
41	I miss out eating meals due to urgent meetings or unexpected demands.						
42	I feel that I am not consulted in policy-making though I am duty-bound to implement them.						
43	After working the whole day, I tend to oversleep.						
44	I do not actively participate in school decisions.						
45	I have "manana habit".						
46	Too much school responsibilities keep me from having quality time for my family.						
47	Preparation for teaching must be done after working hours.						
48	Life at school is hectic and there is no time for rest and relaxation.						
49	Meetings, administrative work, and documentation take much of the time that should be used for preparing the lessons.						
50	I feel that the parents have full trust in my teaching.						
51	Parents are easy to work with.						
52	Parents trust and accept my decision.						

53	Professional development workshops often help teachers to develop new teaching techniques.						
54	If I am not obliged to attend in-service workshops, I would not.						
55	Professional development events are worth the time they take.						
56	I have been enriched by the teacher training events I have attended.						
57	Staff development initiatives have not had much impact on my teaching.						
58	I feel that I am a person of worth, at least on an equal plane with others.						
59	I feel that I have a number of good qualities.						
60	All in all, I am inclined to feel that I am a failure.						
61	I am able to do things as well as most people.						
62	I feel that I do not have much to be proud of.						
63	I take positive attitude toward myself.						
64	On the whole, I am satisfied with my self.						
65	I wish I could have more respect for myself.						
66	I certainly feel useless at times.						
67	At times, I feel that I am no good at all.						
68	I feel that my job interferes with my family life.						
69	I feel constant pressure from others to improve the quality of my work.						
70	I find that I have extra work beyond what should normally be expected of me.						
71	The criteria of performance for my job are too high.						
72	I am given too much responsibility without adequate authority to carry it out.						
73	I receive conflicting demands from two or more people or groups in the school setting.						
74	I have to challenge a rule or policy in order to carry out an assignment.						
75	I have a hard time satisfying the conflicting demands of students, parents, administration, and teachers.						
76	I am given school-related duties without adequate resources and materials to carry them out.						
77	There is a difference between the way my administrative head thinks things should be done and the way I think they should be done.						
78	I do not feel “well” because our school has not properly met the expectations of our society.						
79	My current teaching assignment is not related to my specialization.						
80	I feel “overburdened” with the overwhelming number of students in our school.						

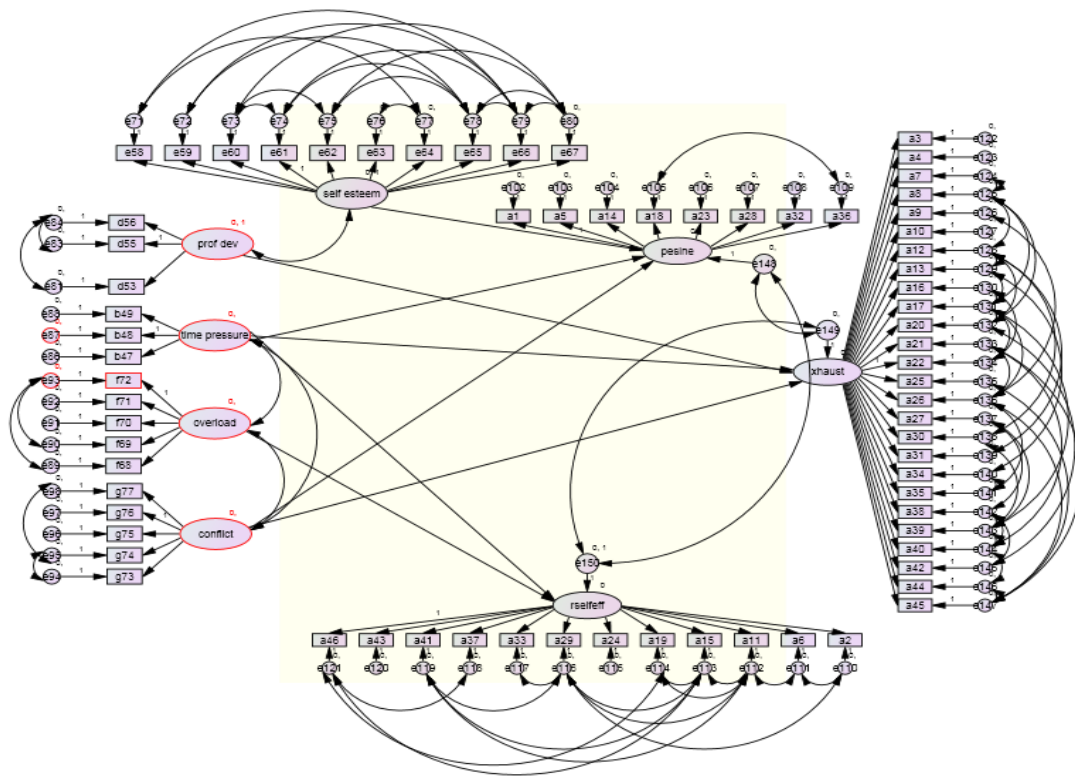
Thank you very much for your cooperation.

APPENDIX G MODELS AND STATISTICAL TREATMENT

HYPOTHEZED MODEL



EMERGING MODEL



Estimates (Group number 1 - Default model)

Scalar Estimates (Group number 1 - Default model)

[Maximum Likelihood Estimates](#)

Regression Weights: (Group number 1 - Default model)

		Estimate	S.E.	C.R.	P	Label
xhaust	<--- time pressure	.105	.050	2.107	.035	
pesine	<--- conflict	.093	.035	2.692	.007	
rselfeff	<--- time pressure	.690	.101	6.865	***	
rselfeff	<--- overload	.295	.104	2.825	.005	
pesine	<--- time pressure	.122	.034	3.626	***	
xhaust	<--- conflict	.442	.072	6.167	***	
pesine	<--- self esteem	-.098	.025	-4.001	***	
xhaust	<--- prof dev	-.274	.041	-6.694	***	
e58	<--- self esteem	.954	.052	18.191	***	
e59	<--- self esteem	.967	.048	20.271	***	
e60	<--- self esteem	-.488	.057	-8.533	***	

			Estimate	S.E.	C.R.	P	Label
e61	<---	self esteem	1.000				
e62	<---	self esteem	-.484	.069	-6.972	***	
e63	<---	self esteem	.888	.054	16.431	***	
e64	<---	self esteem	.789	.060	13.107	***	
e65	<---	self esteem	-.240	.095	-2.541	.011	
e66	<---	self esteem	-.548	.066	-8.319	***	
e67	<---	self esteem	-.364	.063	-5.818	***	
d53	<---	prof dev	.872	.064	13.591	***	
d55	<---	prof dev	1.000				
d56	<---	prof dev	.855	.066	12.996	***	
b47	<---	time pressure	.529	.067	7.935	***	
b48	<---	time pressure	1.000				
b49	<---	time pressure	.811	.065	12.438	***	
f68	<---	overload	.891	.092	9.706	***	
f69	<---	overload	.846	.081	10.480	***	
f70	<---	overload	.807	.078	10.359	***	
f71	<---	overload	.738	.075	9.882	***	
f72	<---	overload	1.000				
g73	<---	conflict	.981	.085	11.497	***	
g74	<---	conflict	.878	.082	10.653	***	
g75	<---	conflict	.887	.075	11.792	***	
g76	<---	conflict	1.000				
g77	<---	conflict	.867	.083	10.494	***	
a1	<---	pesine	1.000				
a5	<---	pesine	1.470	.316	4.659	***	
a14	<---	pesine	1.620	.338	4.793	***	
a18	<---	pesine	1.602	.330	4.857	***	
a23	<---	pesine	1.776	.366	4.846	***	
a28	<---	pesine	1.620	.332	4.886	***	
a32	<---	pesine	1.673	.348	4.804	***	
a36	<---	pesine	2.057	.408	5.041	***	
a2	<---	rselfeff	.492	.043	11.359	***	
a6	<---	rselfeff	.552	.043	12.733	***	
a11	<---	rselfeff	.540	.053	10.140	***	
a15	<---	rselfeff	.531	.051	10.501	***	
a19	<---	rselfeff	.624	.049	12.729	***	
a24	<---	rselfeff	.669	.045	14.798	***	
a29	<---	rselfeff	.612	.051	11.993	***	
a33	<---	rselfeff	.388	.042	9.233	***	
a37	<---	rselfeff	.658	.043	15.433	***	
a41	<---	rselfeff	.734	.047	15.733	***	

			Estimate	S.E.	C.R.	P	Label
a43	<---	rselfeff	.428	.051	8.438	***	
a46	<---	rselfeff	1.000				
a3	<---	xhaust	.415	.071	5.884	***	
a4	<---	xhaust	.512	.072	7.154	***	
a7	<---	xhaust	.544	.062	8.763	***	
a8	<---	xhaust	.458	.055	8.375	***	
a9	<---	xhaust	.586	.068	8.665	***	
a10	<---	xhaust	.500	.085	5.884	***	
a12	<---	xhaust	.636	.078	8.115	***	
a13	<---	xhaust	.617	.075	8.268	***	
a16	<---	xhaust	.584	.076	7.684	***	
a17	<---	xhaust	.556	.069	8.103	***	
a20	<---	xhaust	.628	.071	8.886	***	
a21	<---	xhaust	.646	.074	8.691	***	
a22	<---	xhaust	1.000				
a25	<---	xhaust	.507	.060	8.403	***	
a26	<---	xhaust	.673	.076	8.847	***	
a27	<---	xhaust	.703	.079	8.959	***	
a30	<---	xhaust	.672	.080	8.435	***	
a31	<---	xhaust	.821	.087	9.452	***	
a34	<---	xhaust	.784	.081	9.640	***	
a35	<---	xhaust	.810	.077	10.457	***	
a38	<---	xhaust	.679	.068	10.055	***	
a39	<---	xhaust	.687	.079	8.683	***	
a40	<---	xhaust	.651	.077	8.470	***	
a42	<---	xhaust	.743	.090	8.223	***	
a44	<---	xhaust	.747	.085	8.751	***	
a45	<---	xhaust	.743	.092	8.054	***	

Standardized Regression Weights: (Group number 1 - Default model)

			Estimate
xhaust	<---	time pressure	.156
pesine	<---	conflict	.257
rselfeff	<---	time pressure	.585
rselfeff	<---	overload	.202
pesine	<---	time pressure	.423
xhaust	<---	conflict	.520
pesine	<---	self esteem	-.270
xhaust	<---	prof dev	-.324
e58	<---	self esteem	.762

		Estimate
e59	<--- self esteem	.814
e60	<--- self esteem	-.412
e61	<--- self esteem	.750
e62	<--- self esteem	-.351
e63	<--- self esteem	.706
e64	<--- self esteem	.610
e65	<--- self esteem	-.142
e66	<--- self esteem	-.459
e67	<--- self esteem	-.301
d53	<--- prof dev	.687
d55	<--- prof dev	.735
d56	<--- prof dev	.654
b47	<--- time pressure	.432
b48	<--- time pressure	.824
b49	<--- time pressure	.677
f68	<--- overload	.619
f69	<--- overload	.634
f70	<--- overload	.577
f71	<--- overload	.549
f72	<--- overload	.758
g73	<--- conflict	.698
g74	<--- conflict	.645
g75	<--- conflict	.717
g76	<--- conflict	.651
g77	<--- conflict	.623
a1	<--- pesine	.278
a5	<--- pesine	.441
a14	<--- pesine	.484
a18	<--- pesine	.513
a23	<--- pesine	.505
a28	<--- pesine	.522
a32	<--- pesine	.489
a36	<--- pesine	.603
a2	<--- rselfeff	.540
a6	<--- rselfeff	.593
a11	<--- rselfeff	.497
a15	<--- rselfeff	.543
a19	<--- rselfeff	.633
a24	<--- rselfeff	.665
a29	<--- rselfeff	.568
a33	<--- rselfeff	.452

		Estimate
a37	<--- rselfeff	.737
a41	<--- rselfeff	.698
a43	<--- rselfeff	.418
a46	<--- rselfeff	.807
a3	<--- xhaust	.319
a4	<--- xhaust	.394
a7	<--- xhaust	.496
a8	<--- xhaust	.473
a9	<--- xhaust	.491
a10	<--- xhaust	.318
a12	<--- xhaust	.455
a13	<--- xhaust	.465
a16	<--- xhaust	.460
a17	<--- xhaust	.493
a20	<--- xhaust	.506
a21	<--- xhaust	.494
a22	<--- xhaust	.612
a25	<--- xhaust	.473
a26	<--- xhaust	.505
a27	<--- xhaust	.513
a30	<--- xhaust	.476
a31	<--- xhaust	.544
a34	<--- xhaust	.558
a35	<--- xhaust	.618
a38	<--- xhaust	.590
a39	<--- xhaust	.495
a40	<--- xhaust	.480
a42	<--- xhaust	.463
a44	<--- xhaust	.496
a45	<--- xhaust	.453

Intercepts: (Group number 1 - Default model)

	Estimate	S.E.	C.R.	P	Label
e58	4.709	.063	75.273	***	
e59	4.866	.059	81.985	***	
e60	1.841	.059	31.154	***	
e61	4.644	.067	69.728	***	
e62	2.311	.069	33.490	***	
e63	4.953	.063	78.847	***	
e64	4.791	.065	74.139	***	

	Estimate	S.E.	C.R.	P	Label
e65	2.963	.085	35.051	***	
e66	2.017	.060	33.834	***	
e67	2.035	.060	33.699	***	
d53	4.965	.063	78.275	***	
d55	4.535	.068	66.754	***	
d56	4.714	.065	72.150	***	
b47	3.409	.077	44.427	***	
b48	3.020	.076	39.680	***	
b49	3.374	.075	44.949	***	
f68	2.673	.073	36.766	***	
f69	2.779	.067	41.310	***	
f70	3.590	.071	50.898	***	
f71	3.551	.068	52.209	***	
f72	3.012	.067	45.291	***	
g73	2.751	.070	39.372	***	
g74	2.842	.068	41.919	***	
g75	2.505	.062	40.705	***	
g76	3.241	.076	42.455	***	
g77	3.244	.069	46.870	***	
a1	3.548	.065	54.308	***	
a5	2.460	.060	40.706	***	
a14	2.704	.061	44.659	***	
a18	2.092	.057	37.021	***	
a23	2.490	.064	39.097	***	
a28	2.009	.056	35.700	***	
a32	2.289	.062	36.907	***	
a36	2.117	.062	34.261	***	
a2	3.201	.067	47.706	***	
a6	2.594	.069	37.771	***	
a11	2.740	.080	34.237	***	
a15	2.776	.072	38.508	***	
a19	2.726	.073	37.463	***	
a24	2.443	.074	32.886	***	
a29	3.005	.079	37.830	***	
a33	2.558	.063	40.466	***	
a37	2.453	.066	37.237	***	
a41	2.817	.078	36.274	***	
a43	2.698	.076	35.671	***	
a46	3.097	.091	33.889	***	
a3	1.787	.055	32.458	***	
a4	2.045	.055	37.257	***	

	Estimate	S.E.	C.R.	P	Label
a7	1.731	.046	37.403	***	
a8	1.583	.041	38.678	***	
a9	1.760	.050	34.892	***	
a10	2.430	.066	36.597	***	
a12	2.027	.059	34.390	***	
a13	2.216	.056	39.598	***	
a16	2.040	.054	38.109	***	
a17	1.751	.048	36.718	***	
a20	1.744	.052	33.323	***	
a21	1.822	.055	32.954	***	
a22	2.264	.069	32.807	***	
a25	1.674	.045	36.963	***	
a26	2.117	.056	37.647	***	
a27	1.828	.058	31.481	***	
a30	1.932	.060	32.350	***	
a31	2.388	.064	37.471	***	
a34	1.925	.059	32.461	***	
a35	1.960	.055	35.439	***	
a38	1.711	.049	35.190	***	
a39	2.041	.059	34.807	***	
a40	2.052	.057	35.839	***	
a42	2.444	.068	36.044	***	
a44	2.241	.064	35.237	***	
a45	2.433	.069	35.063	***	

Covariances: (Group number 1 - Default model)

			Estimate	S.E.	C.R.	P	Label
conflict	<-->	overload	.828	.095	8.696	***	
time pressure	<-->	overload	.849	.099	8.593	***	
self esteem	<-->	prof dev	.734	.038	19.234	***	
conflict	<-->	time pressure	.798	.103	7.772	***	
e149	<-->	e148	.149	.033	4.580	***	
e149	<-->	e150	.172	.043	3.975	***	
e150	<-->	e148	.089	.027	3.335	***	
e81	<-->	e84	.273	.065	4.195	***	
e83	<-->	e84	.284	.069	4.091	***	
e89	<-->	e93	-.386	.072	-5.392	***	
e90	<-->	e93	-.229	.067	-3.437	***	
e94	<-->	e95	.203	.064	3.151	.002	
e95	<-->	e98	.136	.064	2.126	.034	

			Estimate	S.E.	C.R.	P	Label
e71	<-->	e79	.241	.049	4.862	***	
e71	<-->	e77	-.112	.043	-2.612	.009	
e72	<-->	e79	.206	.046	4.472	***	
e72	<-->	e78	.198	.069	2.867	.004	
e73	<-->	e74	-.157	.047	-3.331	***	
e73	<-->	e75	.681	.077	8.848	***	
e73	<-->	e80	.211	.052	4.050	***	
e74	<-->	e78	.192	.080	2.393	.017	
e74	<-->	e79	.187	.052	3.621	***	
e75	<-->	e78	.303	.091	3.348	***	
e75	<-->	e80	.239	.063	3.783	***	
e110	<-->	e111	.512	.071	7.190	***	
e110	<-->	e116	-.128	.066	-1.927	.054	
e76	<-->	e77	.426	.059	7.178	***	
e78	<-->	e79	.556	.098	5.663	***	
e78	<-->	e80	.506	.099	5.130	***	
e79	<-->	e80	.672	.074	9.067	***	
e111	<-->	e112	.186	.063	2.974	.003	
e112	<-->	e113	.757	.099	7.652	***	
e112	<-->	e114	.180	.080	2.248	.025	
e112	<-->	e116	.249	.093	2.681	.007	
e112	<-->	e119	.488	.086	5.656	***	
e113	<-->	e114	.239	.071	3.348	***	
e113	<-->	e116	.307	.085	3.609	***	
e113	<-->	e119	.405	.079	5.101	***	
e113	<-->	e121	-.304	.073	-4.155	***	
e105	<-->	e109	-.209	.053	-3.950	***	
e116	<-->	e117	.215	.075	2.872	.004	
e116	<-->	e119	.211	.080	2.659	.008	
e118	<-->	e121	-.292	.065	-4.504	***	
e114	<-->	e121	-.327	.078	-4.188	***	
e124	<-->	e125	.094	.029	3.280	.001	
e125	<-->	e131	.123	.030	4.142	***	
e125	<-->	e132	.108	.034	3.230	.001	
e125	<-->	e128	.128	.035	3.648	***	
e126	<-->	e136	.100	.042	2.356	.018	
e128	<-->	e129	.263	.051	5.117	***	
e128	<-->	e132	.144	.045	3.180	.001	
e128	<-->	e138	-.217	.051	-4.233	***	
e128	<-->	e139	.197	.054	3.627	***	
e129	<-->	e131	.082	.039	2.110	.035	

			Estimate	S.E.	C.R.	P	Label
e129	<-->	e140	-.122	.046	-2.635	.008	
e130	<-->	e131	.088	.039	2.272	.023	
e130	<-->	e134	-.157	.055	-2.873	.004	
e131	<-->	e132	.096	.038	2.547	.011	
e131	<-->	e134	-.136	.045	-3.012	.003	
e131	<-->	e136	-.113	.037	-3.043	.002	
e131	<-->	e143	-.112	.039	-2.873	.004	
e146	<-->	e147	.336	.069	4.879	***	
e135	<-->	e147	-.163	.048	-3.418	***	
e132	<-->	e145	-.137	.054	-2.535	.011	
e133	<-->	e136	-.112	.047	-2.378	.017	
e133	<-->	e144	.134	.049	2.750	.006	
e133	<-->	e147	-.131	.058	-2.259	.024	
e136	<-->	e141	-.129	.040	-3.192	.001	
e136	<-->	e147	.294	.060	4.885	***	
e137	<-->	e142	-.139	.041	-3.400	***	
e137	<-->	e143	-.108	.050	-2.140	.032	
e140	<-->	e141	.224	.047	4.772	***	
e138	<-->	e143	.238	.054	4.403	***	
e142	<-->	e143	.132	.041	3.196	.001	
e142	<-->	e144	.119	.041	2.914	.004	
e142	<-->	e145	-.113	.047	-2.391	.017	
e143	<-->	e144	.147	.051	2.914	.004	
e144	<-->	e146	.116	.053	2.184	.029	

Correlations: (Group number 1 - Default model)

			Estimate
conflict	<-->	overload	.824
time pressure	<-->	overload	.672
self esteem	<-->	prof dev	.734
conflict	<-->	time pressure	.641
e149	<-->	e148	.935
e149	<-->	e150	.289
e150	<-->	e148	.331
e81	<-->	e84	.298
e83	<-->	e84	.311
e89	<-->	e93	-.389
e90	<-->	e93	-.253
e94	<-->	e95	.195
e95	<-->	e98	.121

			Estimate
e71	<-->	e79	.279
e71	<-->	e77	-.135
e72	<-->	e79	.281
e72	<-->	e78	.171
e73	<-->	e74	-.165
e73	<-->	e75	.488
e73	<-->	e80	.169
e74	<-->	e78	.130
e74	<-->	e79	.200
e75	<-->	e78	.140
e75	<-->	e80	.160
e110	<-->	e111	.409
e110	<-->	e116	-.086
e76	<-->	e77	.467
e78	<-->	e79	.313
e78	<-->	e80	.262
e79	<-->	e80	.550
e111	<-->	e112	.121
e112	<-->	e113	.449
e112	<-->	e114	.115
e112	<-->	e116	.137
e112	<-->	e119	.316
e113	<-->	e114	.175
e113	<-->	e116	.194
e113	<-->	e119	.300
e113	<-->	e121	-.232
e105	<-->	e109	-.218
e116	<-->	e117	.145
e116	<-->	e119	.145
e118	<-->	e121	-.302
e114	<-->	e121	-.268
e124	<-->	e125	.162
e125	<-->	e131	.206
e125	<-->	e132	.166
e125	<-->	e128	.169
e126	<-->	e136	.117
e128	<-->	e129	.252
e128	<-->	e132	.151
e128	<-->	e138	-.196
e128	<-->	e139	.175
e129	<-->	e131	.099

			Estimate
e129	<-->	e140	-.124
e130	<-->	e131	.112
e130	<-->	e134	-.151
e131	<-->	e132	.127
e131	<-->	e134	-.150
e131	<-->	e136	-.141
e131	<-->	e143	-.132
e146	<-->	e147	.246
e135	<-->	e147	-.165
e132	<-->	e145	-.126
e133	<-->	e136	-.119
e133	<-->	e144	.138
e133	<-->	e147	-.111
e136	<-->	e141	-.152
e136	<-->	e147	.245
e137	<-->	e142	-.177
e137	<-->	e143	-.106
e140	<-->	e141	.261
e138	<-->	e143	.222
e142	<-->	e143	.165
e142	<-->	e144	.151
e142	<-->	e145	-.120
e143	<-->	e144	.144
e144	<-->	e146	.105

Variances: (Group number 1 - Default model)

	Estimate	S.E.	C.R.	P	Label
self esteem	1.000				
prof dev	1.000				
time pressure	1.567	.179	8.766	***	
overload	1.018	.132	7.740	***	
conflict	.991	.145	6.817	***	
e150	1.000				
e149	.355	.059	6.024	***	
e148	.071	.028	2.593	.010	
e71	.659	.059	11.121	***	
e72	.477	.048	9.903	***	
e73	1.162	.083	13.939	***	
e74	.779	.067	11.633	***	
e75	1.672	.119	14.005	***	

	Estimate	S.E.	C.R.	P	Label
e76	.794	.064	12.382	***	
e77	1.052	.083	12.726	***	
e78	2.807	.199	14.136	***	
e79	1.125	.090	12.475	***	
e80	1.330	.094	14.137	***	
e81	.851	.085	10.069	***	
e83	.851	.088	9.677	***	
e84	.981	.101	9.743	***	
e86	1.917	.143	13.433	***	
e87	.740	.103	7.163	***	
e88	1.219	.107	11.363	***	
e89	1.304	.111	11.796	***	
e90	1.085	.093	11.614	***	
e91	1.329	.101	13.090	***	
e92	1.290	.098	13.215	***	
e93	.756	.085	8.866	***	
e94	1.004	.087	11.595	***	
e95	1.076	.090	11.953	***	
e96	.739	.064	11.466	***	
e97	1.346	.109	12.299	***	
e98	1.176	.094	12.468	***	
e102	1.572	.113	13.960	***	
e103	1.181	.086	13.671	***	
e104	1.125	.083	13.529	***	
e105	.943	.071	13.296	***	
e106	1.212	.090	13.452	***	
e107	.923	.069	13.365	***	
e108	1.172	.087	13.497	***	
e109	.975	.076	12.767	***	
e110	1.278	.094	13.582	***	
e111	1.225	.091	13.429	***	
e112	1.931	.141	13.670	***	
e113	1.469	.113	13.034	***	
e114	1.270	.101	12.572	***	
e115	1.235	.095	13.054	***	
e116	1.714	.128	13.439	***	
e117	1.272	.092	13.795	***	
e118	.795	.070	11.359	***	
e119	1.240	.098	12.708	***	
e120	1.886	.136	13.846	***	
e121	1.168	.116	10.106	***	

	Estimate	S.E.	C.R.	P	Label
e122	1.087	.078	13.977	***	
e123	1.021	.073	13.919	***	
e124	.647	.047	13.729	***	
e125	.521	.038	13.807	***	
e126	.773	.056	13.707	***	
e127	1.589	.113	14.012	***	
e128	1.105	.079	13.986	***	
e129	.985	.071	13.806	***	
e130	.905	.066	13.766	***	
e131	.689	.050	13.702	***	
e132	.816	.060	13.680	***	
e133	.924	.068	13.671	***	
e134	1.195	.090	13.311	***	
e135	.639	.046	13.777	***	
e136	.944	.069	13.694	***	
e137	.991	.073	13.595	***	
e138	1.105	.080	13.785	***	
e139	1.144	.084	13.587	***	
e140	.971	.072	13.534	***	
e141	.759	.057	13.301	***	
e142	.618	.046	13.358	***	
e143	1.038	.076	13.692	***	
e144	1.012	.074	13.745	***	
e145	1.442	.105	13.736	***	
e146	1.220	.089	13.722	***	
e147	1.529	.110	13.862	***	

Squared Multiple Correlations: (Group number 1 - Default model)

	Estimate
xhaust	.504
rselfeff	.541
pesine	.457
a45	.205
a44	.246
a42	.215
a40	.230
a39	.245
a38	.348
a35	.382
a34	.311

	Estimate
a31	.296
a30	.226
a27	.263
a26	.255
a25	.224
a22	.374
a21	.244
a20	.256
a17	.243
a16	.212
a13	.216
a12	.207
a10	.101
a9	.241
a8	.223
a7	.246
a4	.155
a3	.102
a46	.651
a43	.175
a41	.487
a37	.543
a33	.205
a29	.323
a24	.442
a19	.401
a15	.295
a11	.247
a6	.351
a2	.292
a36	.363
a32	.239
a28	.272
a23	.255
a18	.264
a14	.235
a5	.194
a1	.077
g77	.388
g76	.424
g75	.514

	Estimate
g74	.416
g73	.487
f72	.574
f71	.301
f70	.333
f69	.402
f68	.383
b49	.458
b48	.679
b47	.186
d56	.427
d55	.540
d53	.472
e67	.091
e66	.211
e65	.020
e64	.372
e63	.498
e62	.123
e61	.562
e60	.170
e59	.662
e58	.580

Model Fit Summary

CMIN

Model	NPAR	CMIN	DF	P	CMIN/DF
Default model	299	4558.472	2401	.000	1.899
Saturated model	2700	.000	0		
Independence model	72	13370.261	2628	.000	5.088

Baseline Comparisons

Model	NFI Delta1	RFI rho1	IFI Delta2	TLI rho2	CFI
Default model	.859	.827	.903	.880	.899
Saturated model	1.000		1.000		1.000
Independence model	.000	.000	.000	.000	.000

Parsimony-Adjusted Measures

Model	PRATIO	PNFI	PCFI
Default model	.914	.602	.730
Saturated model	.000	.000	.000
Independence model	1.000	.000	.000

NCP

Model	NCP	LO 90	HI 90
Default model	2157.472	1970.645	2352.017
Saturated model	.000	.000	.000
Independence model	10742.261	10384.416	11106.827

FMIN

Model	FMIN	F0	LO 90	HI 90
Default model	11.368	5.380	4.914	5.865
Saturated model	.000	.000	.000	.000
Independence model	33.342	26.789	25.896	27.698

RMSEA

Model	RMSEA	LO 90	HI 90	PCLOSE
Default model	.047	.045	.049	.982
Independence model	.101	.099	.103	.000

AIC

Model	AIC	BCC	BIC	CAIC
Default model	5156.472	5289.563		
Saturated model	5400.000	6601.829		
Independence model	13514.261	13546.310		

ECVI

Model	ECVI	LO 90	HI 90	MECVI
Default model	12.859	12.393	13.344	13.191
Saturated model	13.466	13.466	13.466	16.463
Independence model	33.701	32.809	34.611	33.781

HOELTER

Model	HOELTER .05	HOELTER .01
Default model	222	226

Model	HOELTER .05	HOELTER .01
Independence model	83	84

Reliability pessimism

Reliability Statistics

Cronbach's Alpha	N of Items
.705	8

Reliability EXHAUSTION

Reliability Statistics

Cronbach's Alpha	N of Items
.865	12

Reliability SELF EFFICACY

Reliability Statistics

Cronbach's Alpha	N of Items
.889	26

Reliability TIME PRESSURE

Reliability Statistics

Cronbach's Alpha	N of Items
.648	3

Reliability RELATION TO PARENTS

Reliability Statistics

Cronbach's Alpha	N of Items
.860	3

Reliability WORK OVERLOAD

Reliability Statistics

Cronbach's Alpha	N of Items
.742	5

Reliability ROLE CONFLICT

Reliability Statistics

Cronbach's Alpha	N of Items
.808	5

Reliability TAP

Reliability Statistics

Cronbach's Alpha	N of Items
.631	5

Reliability SELF ESTEEM

Reliability Statistics

Cronbach's Alpha	N of Items
.696	10

Frequencies

Statistics											
	AGE	GENDER	MARITAL STATUS	HIGHEST Educational ATTAINMENT	REGION	TOTAL # OF Years TEACHING	YEAR LEVEL TAUGHT	current rank	ADMIN POSITION	ROLE IN SCHOOL	EMPLOYMENT STATUS
N	Valid 353	385	386	376	403	352	403	403	403	403	388
	Missing 50	18	17	27	0	51	0	0	0	0	15

Frequency Table

AGE		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20	2	.5	.6	.6
	21	6	1.5	1.7	2.3
	22	13	3.2	3.7	5.9
	23	25	6.2	7.1	13.0
	24	28	6.9	7.9	21.0
	25	28	6.9	7.9	28.9
	26	17	4.2	4.8	33.7
	27	21	5.2	5.9	39.7
	28	15	3.7	4.2	43.9
	29	15	3.7	4.2	48.2
	30	16	4.0	4.5	52.7
	31	16	4.0	4.5	57.2
	32	16	4.0	4.5	61.8
	33	10	2.5	2.8	64.6
	34	7	1.7	2.0	66.6
	35	10	2.5	2.8	69.4
	36	7	1.7	2.0	71.4
	37	10	2.5	2.8	74.2
	38	10	2.5	2.8	77.1
	39	9	2.2	2.5	79.6
	40	9	2.2	2.5	82.2
	41	10	2.5	2.8	85.0
	42	4	1.0	1.1	86.1
	43	5	1.2	1.4	87.5
	44	3	.7	.8	88.4
	45	3	.7	.8	89.2
	46	3	.7	.8	90.1
	47	3	.7	.8	90.9
	48	9	2.2	2.5	93.5
	49	3	.7	.8	94.3
	50	3	.7	.8	95.2
	52	2	.5	.6	95.8
	53	1	.2	.3	96.0
	54	2	.5	.6	96.6
	55	1	.2	.3	96.9
	56	2	.5	.6	97.5
	57	1	.2	.3	97.7
	58	2	.5	.6	98.3
	60	2	.5	.6	98.9
	64	3	.7	.8	99.7
	65	1	.2	.3	100.0
	Total	353	87.6	100.0	
Missing	System	50	12.4		
Total		403	100.0		

GENDER

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	284	70.5	73.8	73.8
	1	101	25.1	26.2	100.0
	Total	385	95.5	100.0	
Missing	System	18	4.5		
Total		403	100.0		

MARITAL STATUS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	204	50.6	52.8	52.8
	2	146	36.2	37.8	90.7
	3	21	5.2	5.4	96.1
	4	14	3.5	3.6	99.7
	5	1	.2	.3	100.0
	Total	386	95.8	100.0	
Missing	System	17	4.2		
Total		403	100.0		

HIGHEST Educational ATTAINMENT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	237	58.8	63.0	63.0
	2	133	33.0	35.4	98.4
	3	6	1.5	1.6	100.0
	Total	376	93.3	100.0	
Missing	System	27	6.7		
Total		403	100.0		

REGION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0	21	5.2	5.2	5.2
	1	1	.2	.2	5.5
	12	13	3.2	3.2	8.7
	3	1	.2	.2	8.9
	4	33	8.2	8.2	17.1
	5	88	21.8	21.8	39.0
	6	2	.5	.5	39.5
	7	236	58.6	58.6	98.0
	iii	7	1.7	1.7	99.8
	Total	1	.2	.2	100.0
		403	100.0	100.0	

TOTAL # OF Years TEACHING

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	.0	1	.2	.3	.3
	.5	1	.2	.3	.6
	1.0	11	2.7	3.1	3.7
	1.5	2	.5	.6	4.3
	2.0	20	5.0	5.7	9.9
	2.5	2	.5	.6	10.5
	3.0	46	11.4	13.1	23.6
	4.0	34	8.4	9.7	33.2
	4.5	2	.5	.6	33.8
	5.0	25	6.2	7.1	40.9
	6.0	25	6.2	7.1	48.0
	7.0	22	5.5	6.3	54.3
	8.0	16	4.0	4.5	58.8
	9.0	16	4.0	4.5	63.4
	10.0	16	4.0	4.5	67.9
	11.0	9	2.2	2.6	70.5
	12.0	11	2.7	3.1	73.6
	13.0	5	1.2	1.4	75.0
	14.0	1	.2	.3	75.3
	15.0	16	4.0	4.5	79.8
	16.0	7	1.7	2.0	81.8
	17.0	7	1.7	2.0	83.8
	18.0	8	2.0	2.3	86.1
	19.0	9	2.2	2.6	88.6
	20.0	7	1.7	2.0	90.6
	22.0	4	1.0	1.1	91.8
	23.0	1	.2	.3	92.0
	24.0	4	1.0	1.1	93.2
	25.0	6	1.5	1.7	94.9
	26.0	1	.2	.3	95.2
	27.0	4	1.0	1.1	96.3
	28.0	3	.7	.9	97.2
	29.0	1	.2	.3	97.4
	30.0	2	.5	.6	98.0
	32.0	2	.5	.6	98.6
	34.0	2	.5	.6	99.1
	36.0	2	.5	.6	99.7
	40.0	1	.2	.3	100.0
Total		352	87.3	100.0	
Missing	System	51	12.7		
Total		403	100.0		

YEAR LEVEL TAUGHT

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	43	10.7	10.7	10.7
0	17	4.2	4.2	14.9
1	125	31.0	31.0	45.9
1,2	8	2.0	2.0	47.9
1,3	1	.2	.2	48.1
2	160	39.7	39.7	87.8
2, 3	1	.2	.2	88.1
3	43	10.7	10.7	98.8
4	4	1.0	1.0	99.8
9	1	.2	.2	100.0
Total	403	100.0	100.0	

current rank

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	199	49.4	49.4	49.4
1	110	27.3	27.3	76.7
10	2	.5	.5	77.2
11	2	.5	.5	77.7
13	1	.2	.2	77.9
2	18	4.5	4.5	82.4
3	22	5.5	5.5	87.8
4	8	2.0	2.0	89.8
5	3	.7	.7	90.6
6	19	4.7	4.7	95.3
7	6	1.5	1.5	96.8
8	4	1.0	1.0	97.8
9	2	.5	.5	98.3
AFFILIATE LECTURE III	1	.2	.2	98.5
JUNIOR TEACHER 1	1	.2	.2	98.8
LECTURE 6	1	.2	.2	99.0
PERMANENT FULL TIME	1	.2	.2	99.3
RANK 12	1	.2	.2	99.5
RANK 14	1	.2	.2	99.8
SPED 1	1	.2	.2	100.0
Total	403	100.0	100.0	

ADMIN POSITION

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		245	60.8	60.8	60.8
	1	40	9.9	9.9	70.7
	2	49	12.2	12.2	82.9
	3	15	3.7	3.7	86.6
	4	10	2.5	2.5	89.1
	5	6	1.5	1.5	90.6
	6	22	5.5	5.5	96.0
	7	8	2.0	2.0	98.0
	8	7	1.7	1.7	99.8
	ADMIN OFFICER OF ALS	1	.2	.2	100.0
	Total	403	100.0	100.0	

ROLE IN SCHOOL

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		27	6.7	6.7	6.7
	1	337	83.6	83.6	90.3
	1,2	1	.2	.2	90.6
	2	14	3.5	3.5	94.0
	3	9	2.2	2.2	96.3
	3 (coordinator)	2	.5	.5	96.8
	3 (department head)	1	.2	.2	97.0
	3 (guidance)	1	.2	.2	97.3
	3 (head teacher)	1	.2	.2	97.5
	3 (librarian)	1	.2	.2	97.8
	3 (OPEN HIGH SCHOOL INSTRUCTOR)	1	.2	.2	98.0
	3 (pincipal)	1	.2	.2	98.3
	3 (PRINCIPAL)	1	.2	.2	98.5
	3 (sch head)	1	.2	.2	98.8
	3 (SUPERVISOR (MIDDLE MANAGER AND HS ADMIN)	1	.2	.2	99.0
	3 (SUPERVISOR)	1	.2	.2	99.3
	3 (VOLUNTEER KINDER TEACHER)	1	.2	.2	99.5
	3 admin	1	.2	.2	99.8
	1	1	.2	.2	100.0
	Total	403	100.0	100.0	

EMPLOYMENT STATUS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	373	92.6	96.1	96.1
	2	15	3.7	3.9	100.0
	Total	388	96.3	100.0	
Missing	System	15	3.7		
Total		403	100.0		

Correlations

		AGE	pessimism	exhaustion	redse	timepre	parents	tapd	se	wo	rc
AGE	Pearson Correlation	1	-.101	-.114*	-.097	-.043	.085	-.059	.031	-.107*	-.043
	Sig. (2-tailed)		.059	.032	.070	.425	.111	.269	.561	.046	.422
	N	353	352	352	352	352	352	352	352	352	352
pessimism	Pearson Correlation	-.101	1	.511**	.700**	.440**	-.069	.069	.244**	.350**	.392**
	Sig. (2-tailed)	.059		.000	.000	.000	.168	.167	.000	.000	.000
	N	352	402	402	402	402	402	402	402	402	402
exhaustion	Pearson Correlation	-.114*	.511**	1	.487**	.652**	.001	.083	.252**	.553**	.461**
	Sig. (2-tailed)	.032	.000		.000	.000	.986	.098	.000	.000	.000
	N	352	402	402	402	402	402	402	402	402	402
redse	Pearson Correlation	-.097	.700**	.487**	1	.365**	-.162**	.002	.257**	.417**	.506**
	Sig. (2-tailed)	.070	.000	.000		.000	.001	.969	.000	.000	.000
	N	352	402	402	402	402	402	402	402	402	402
timepre	Pearson Correlation	-.043	.440**	.652**	.365**	1	.195**	.216**	.352**	.548**	.486**
	Sig. (2-tailed)	.425	.000	.000	.000		.000	.000	.000	.000	.000
	N	352	402	402	402	402	402	402	402	402	402
parents	Pearson Correlation	.085	-.069	.001	-.162**	.195**	1	.503**	.385**	.106*	.101*
	Sig. (2-tailed)	.111	.168	.986	.001	.000		.000	.000	.033	.043
	N	352	402	402	402	402	402	402	402	402	402
tapd	Pearson Correlation	-.059	.069	.083	.002	.216**	.503**	1	.417**	.152**	.143**
	Sig. (2-tailed)	.269	.167	.098	.969	.000	.000		.000	.002	.004
	N	352	402	402	402	402	402	402	402	402	402
se	Pearson Correlation	.031	.244**	.252**	.257**	.352**	.385**	.417**	1	.395**	.338**
	Sig. (2-tailed)	.561	.000	.000	.000	.000	.000	.000		.000	.000
	N	352	402	402	402	402	402	402	402	402	402
wo	Pearson Correlation	-.107*	.350**	.553**	.417**	.548**	.106*	.152**	.395**	1	.639**
	Sig. (2-tailed)	.046	.000	.000	.000	.000	.033	.002	.000		.000
	N	352	402	402	402	402	402	402	402	402	402
rc	Pearson Correlation	-.043	.392**	.461**	.506**	.486**	.101*	.143**	.338**	.639**	1
	Sig. (2-tailed)	.422	.000	.000	.000	.000	.043	.004	.000	.000	
	N	352	402	402	402	402	402	402	402	402	402

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

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

Correlations

		HIGHEST Educational ATTAINMENT	pessimism	exhaustion	redse	timepre	parents	tapd	se	w o	rc
HIGHEST Educational ATTAINMENT	Pearson Correlation	1	-.049	-.057	-.049	-.067	.062	.073	.092	-.013	.000
	Sig. (2-tailed)		.340	.271	.342	.192	.230	.156	.075	.800	.999
	N	376	375	375	375	375	375	375	375	375	375
pessimism	Pearson Correlation	-.049	1	.511**	.700**	.440**	-.069	.069	.244**	.350**	.392**
	Sig. (2-tailed)	.340		.000	.000	.000	.168	.167	.000	.000	.000
	N	375	402	402	402	402	402	402	402	402	402
exhaustion	Pearson Correlation	-.057	.511**	1	.487**	.652**	.001	.083	.252**	.553**	.461**
	Sig. (2-tailed)	.271	.000		.000	.000	.986	.098	.000	.000	.000
	N	375	402	402	402	402	402	402	402	402	402
redse	Pearson Correlation	-.049	.700**	.487**	1	.365**	-.162**	.002	.257**	.417**	.506**
	Sig. (2-tailed)	.342	.000	.000		.000	.001	.969	.000	.000	.000
	N	375	402	402	402	402	402	402	402	402	402
timepre	Pearson Correlation	-.067	.440**	.652**	.365**	1	.195**	.216**	.352**	.548**	.486**
	Sig. (2-tailed)	.192	.000	.000	.000		.000	.000	.000	.000	.000
	N	375	402	402	402	402	402	402	402	402	402
parents	Pearson Correlation	.062	-.069	.001	-.162**	.195**	1	.503**	.385**	.106	.101
	Sig. (2-tailed)	.230	.168	.986	.001	.000		.000	.000	.033	.043
	N	375	402	402	402	402	402	402	402	402	402
tapd	Pearson Correlation	.073	.069	.083	.002	.216**	.503**	1	.417**	.152**	.143**
	Sig. (2-tailed)	.156	.167	.098	.969	.000	.000		.000	.002	.004
	N	375	402	402	402	402	402	402	402	402	402
se	Pearson Correlation	.092	.244**	.252**	.257**	.352**	.385**	.417**	1	.395**	.338**
	Sig. (2-tailed)	.075	.000	.000	.000	.000	.000	.000		.000	.000
	N	375	402	402	402	402	402	402	402	402	402
w o	Pearson Correlation	-.013	.350**	.553**	.417**	.548**	.106	.152**	.395**	1	.639**
	Sig. (2-tailed)	.800	.000	.000	.000	.000	.033	.002	.000		.000
	N	375	402	402	402	402	402	402	402	402	402
rc	Pearson Correlation	.000	.392**	.461**	.506**	.486**	.101	.143**	.338**	.639**	1
	Sig. (2-tailed)	.999	.000	.000	.000	.000	.043	.004	.000	.000	
	N	375	402	402	402	402	402	402	402	402	402

** . Correlation is significant at the 0.01 level (2-tailed).* . Correlation is significant at the 0.05 level (2-tailed).

Correlations

		TOTAL # OF Years TEACHING	pessimism	exhaustion	redse	timepre	parents	tapd	se	wo	rc
TOTAL # OF Years TEACHING	Pearson Correlation	1	-.090	-.114*	-.073	-.028	.064	-.061	-.015	-.119*	-.064
	Sig. (2-tailed)		.094	.033	.172	.597	.229	.251	.773	.026	.234
	N	352	351	351	351	351	351	351	351	351	351
pessimism	Pearson Correlation	-.090	1	.511**	.700**	.440**	-.069	.069	.244**	.350**	.392**
	Sig. (2-tailed)	.094		.000	.000	.000	.168	.167	.000	.000	.000
	N	351	402	402	402	402	402	402	402	402	402
exhaustion	Pearson Correlation	-.114*	.511**	1	.487**	.652**	.001	.083	.252**	.553**	.461**
	Sig. (2-tailed)	.033	.000		.000	.000	.986	.098	.000	.000	.000
	N	351	402	402	402	402	402	402	402	402	402
redse	Pearson Correlation	-.073	.700**	.487**	1	.365**	-.162**	.002	.257**	.417**	.506**
	Sig. (2-tailed)	.172	.000	.000		.000	.001	.969	.000	.000	.000
	N	351	402	402	402	402	402	402	402	402	402
timepre	Pearson Correlation	-.028	.440**	.652**	.365**	1	.195**	.216**	.352**	.548**	.486**
	Sig. (2-tailed)	.597	.000	.000	.000		.000	.000	.000	.000	.000
	N	351	402	402	402	402	402	402	402	402	402
parents	Pearson Correlation	.064	-.069	.001	-.162**	.195**	1	.503**	.385**	.106	.101*
	Sig. (2-tailed)	.229	.168	.986	.001	.000		.000	.000	.033	.043
	N	351	402	402	402	402	402	402	402	402	402
tapd	Pearson Correlation	-.061	.069	.083	.002	.216**	.503**	1	.417**	.152**	.143**
	Sig. (2-tailed)	.251	.167	.098	.969	.000	.000		.000	.002	.004
	N	351	402	402	402	402	402	402	402	402	402
se	Pearson Correlation	-.015	.244**	.252**	.257**	.352**	.385**	.417**	1	.395**	.338**
	Sig. (2-tailed)	.773	.000	.000	.000	.000	.000	.000		.000	.000
	N	351	402	402	402	402	402	402	402	402	402
wo	Pearson Correlation	-.119*	.350**	.553**	.417**	.548**	.106*	.152**	.395**	1	.639**
	Sig. (2-tailed)	.026	.000	.000	.000	.000	.033	.002	.000		.000
	N	351	402	402	402	402	402	402	402	402	402
rc	Pearson Correlation	-.064	.392**	.461**	.506**	.486**	.101*	.143**	.338**	.639**	1
	Sig. (2-tailed)	.234	.000	.000	.000	.000	.043	.004	.000	.000	
	N	351	402	402	402	402	402	402	402	402	402

*. Correlation is significant at the 0.05 level (2-tailed).**. Correlation is significant at the 0.01 level (2-tailed).

Group Statistics

	EMPLOYMENT STATUS	N	Mean	Std. Deviation	Std. Error Mean
pessimism	1	372	2.446717	.6703838	.0347578
	2	15	2.763095	1.1269918	.2909880
exhaustion	1	372	2.751935	.8970557	.0465102
	2	15	2.944444	1.2985289	.3352787
redse	1	372	1.981682	.5728562	.0297012
	2	15	2.296821	.8489521	.2191985
timepre	1	372	3.269713	1.1543048	.0598479
	2	15	3.244444	1.5090556	.3896365
parents	1	372	4.477599	1.1302320	.0585998
	2	15	4.333333	1.3273676	.3427248
tapd	1	372	3.969489	.7383894	.0382837
	2	15	4.040000	.8322088	.2148754
se	1	372	3.521416	.5500237	.0285174
	2	15	3.393333	.7750269	.2001111
wo	1	372	3.120161	.9512565	.0493204
	2	15	3.080000	1.1130396	.2873856
rc	1	372	2.909140	1.0385675	.0538472
	2	15	2.933333	1.2039617	.3108616

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
pessimism	Equal variances assumed	9.982	.002	-1.735	385	.083	-.3163786	.1823153	-.6748369	.0420796
	Equal variances not assumed			-1.080	14.402	.298	-.3163786	.2930565	-.9432795	.3105222
exhaustion	Equal variances assumed	5.423	.020	-.799	385	.425	-.1925098	.2409015	-.6661569	.2811374
	Equal variances not assumed			-.569	14.544	.578	-.1925098	.3384893	-.9159587	.5309392
redse	Equal variances assumed	4.620	.032	-2.045	385	.042	-.3151387	.1541097	-.6181407	-.0121367
	Equal variances not assumed			-1.425	14.519	.175	-.3151387	.2212016	-.7879839	.1577065
timepre	Equal variances assumed	1.638	.201	.082	385	.935	.0252688	.3078841	-.5800758	.6306135
	Equal variances not assumed			.064	14.668	.950	.0252688	.3942060	-.8166204	.8671580
parents	Equal variances assumed	1.394	.238	.481	385	.631	.1442652	.2996955	-.4449796	.7335101
	Equal variances not assumed			.415	14.830	.684	.1442652	.3476985	-.5975769	.8861074
tapd	Equal variances assumed	.970	.325	-.361	385	.718	-.0705108	.1954103	-.4547157	.3136942
	Equal variances not assumed			-.323	14.902	.751	-.0705108	.2182592	-.5359848	.3949633
se	Equal variances assumed	1.289	.257	.869	385	.385	.1280824	.1474230	-.1617726	.4179375
	Equal variances not assumed			.634	14.574	.536	.1280824	.2021328	-.3038525	.5600173
wo	Equal variances assumed	.251	.616	.159	385	.874	.0401613	.2521918	-.4556843	.5360068
	Equal variances not assumed			.138	14.836	.892	.0401613	.2915870	-.5819394	.6622619
rc	Equal variances assumed	.385	.535	-.088	385	.930	-.0241935	.2752146	-.5653054	.5169183
	Equal variances not assumed			-.077	14.852	.940	-.0241935	.3154908	-.6972294	.6488423

Correlations

		AGE	pessimism	exhaustion	redse	timepre	parents	tapd	se	wo	rc
AGE	Pearson Correlation	1	-.101	-.114*	-.097	-.043	.085	-.059	.031	-.107*	-.043
	Sig. (2-tailed)		.059	.032	.070	.425	.111	.269	.561	.046	.422
	N	353	352	352	352	352	352	352	352	352	352
pessimism	Pearson Correlation	-.101	1	.511**	.700**	.440**	-.069	.069	.244**	.350**	.392**
	Sig. (2-tailed)	.059		.000	.000	.000	.168	.167	.000	.000	.000
	N	352	402	402	402	402	402	402	402	402	402
exhaustion	Pearson Correlation	-.114*	.511**	1	.487**	.652**	.001	.083	.252**	.553**	.461**
	Sig. (2-tailed)	.032	.000		.000	.000	.986	.098	.000	.000	.000
	N	352	402	402	402	402	402	402	402	402	402
redse	Pearson Correlation	-.097	.700**	.487**	1	.365**	-.162**	.002	.257**	.417**	.506**
	Sig. (2-tailed)	.070	.000	.000		.000	.001	.969	.000	.000	.000
	N	352	402	402	402	402	402	402	402	402	402
timepre	Pearson Correlation	-.043	.440**	.652**	.365**	1	.195**	.216**	.352**	.548**	.486**
	Sig. (2-tailed)	.425	.000	.000	.000		.000	.000	.000	.000	.000
	N	352	402	402	402	402	402	402	402	402	402
parents	Pearson Correlation	.085	-.069	.001	-.162**	.195**	1	.503**	.385**	.106*	.101*
	Sig. (2-tailed)	.111	.168	.986	.001	.000		.000	.000	.033	.043
	N	352	402	402	402	402	402	402	402	402	402
tapd	Pearson Correlation	-.059	.069	.083	.002	.216**	.503**	1	.417**	.152**	.143**
	Sig. (2-tailed)	.269	.167	.098	.969	.000	.000		.000	.002	.004
	N	352	402	402	402	402	402	402	402	402	402
se	Pearson Correlation	.031	.244**	.252**	.257**	.352**	.385**	.417**	1	.395**	.338**
	Sig. (2-tailed)	.561	.000	.000	.000	.000	.000	.000		.000	.000
	N	352	402	402	402	402	402	402	402	402	402
wo	Pearson Correlation	-.107*	.350**	.553**	.417**	.548**	.106*	.152**	.395**	1	.639**
	Sig. (2-tailed)	.046	.000	.000	.000	.000	.033	.002	.000		.000
	N	352	402	402	402	402	402	402	402	402	402
rc	Pearson Correlation	-.043	.392**	.461**	.506**	.486**	.101*	.143**	.338**	.639**	1
	Sig. (2-tailed)	.422	.000	.000	.000	.000	.043	.004	.000	.000	
	N	352	402	402	402	402	402	402	402	402	402

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

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

Correlations

		HIGHEST Educational ATTAINMENT	pessimism	exhaustion	redse	timepre	parents	tapd	se	w o	rc
HIGHEST Educational ATTAINMENT	Pearson Correlation	1	-.049	-.057	-.049	-.067	.062	.073	.092	-.013	.000
	Sig. (2-tailed)		.340	.271	.342	.192	.230	.156	.075	.800	.999
	N	376	375	375	375	375	375	375	375	375	375
pessimism	Pearson Correlation	-.049	1	.511**	.700**	.440**	-.069	.069	.244**	.350**	.392**
	Sig. (2-tailed)	.340		.000	.000	.000	.168	.167	.000	.000	.000
	N	375	402	402	402	402	402	402	402	402	402
exhaustion	Pearson Correlation	-.057	.511**	1	.487**	.652**	.001	.083	.252**	.553**	.461**
	Sig. (2-tailed)	.271	.000		.000	.000	.986	.098	.000	.000	.000
	N	375	402	402	402	402	402	402	402	402	402
redse	Pearson Correlation	-.049	.700**	.487**	1	.365**	-.162**	.002	.257**	.417**	.506**
	Sig. (2-tailed)	.342	.000	.000		.000	.001	.969	.000	.000	.000
	N	375	402	402	402	402	402	402	402	402	402
timepre	Pearson Correlation	-.067	.440**	.652**	.365**	1	.195**	.216**	.352**	.548**	.486**
	Sig. (2-tailed)	.192	.000	.000	.000		.000	.000	.000	.000	.000
	N	375	402	402	402	402	402	402	402	402	402
parents	Pearson Correlation	.062	-.069	.001	-.162**	.195**	1	.503**	.385**	.106*	.101*
	Sig. (2-tailed)	.230	.168	.986	.001	.000		.000	.000	.033	.043
	N	375	402	402	402	402	402	402	402	402	402
tapd	Pearson Correlation	.073	.069	.083	.002	.216**	.503**	1	.417**	.152**	.143**
	Sig. (2-tailed)	.156	.167	.098	.969	.000	.000		.000	.002	.004
	N	375	402	402	402	402	402	402	402	402	402
se	Pearson Correlation	.092	.244**	.252**	.257**	.352**	.385**	.417**	1	.395**	.338**
	Sig. (2-tailed)	.075	.000	.000	.000	.000	.000	.000		.000	.000
	N	375	402	402	402	402	402	402	402	402	402
w o	Pearson Correlation	-.013	.350**	.553**	.417**	.548**	.106*	.152**	.395**	1	.639**
	Sig. (2-tailed)	.800	.000	.000	.000	.000	.033	.002	.000		.000
	N	375	402	402	402	402	402	402	402	402	402
rc	Pearson Correlation	.000	.392**	.461**	.506**	.486**	.101*	.143**	.338**	.639**	1
	Sig. (2-tailed)	.999	.000	.000	.000	.000	.043	.004	.000	.000	
	N	375	402	402	402	402	402	402	402	402	402

** . Correlation is significant at the 0.01 level (2-tailed).* . Correlation is significant at the 0.05 level (2-tailed).

Correlations

		TOTAL # OF Years TEACHING	pessimism	exhaustion	redse	timepre	parents	tapd	se	wo	rc
TOTAL # OF Years TEACHING	Pearson Correlation	1	-.090	-.114*	-.073	-.028	.064	-.061	-.015	-.119*	-.064
	Sig. (2-tailed)		.094	.033	.172	.597	.229	.251	.773	.026	.234
	N	352	351	351	351	351	351	351	351	351	351
pessimism	Pearson Correlation	-.090	1	.511**	.700**	.440**	-.069	.069	.244**	.350**	.392**
	Sig. (2-tailed)	.094		.000	.000	.000	.168	.167	.000	.000	.000
	N	351	402	402	402	402	402	402	402	402	402
exhaustion	Pearson Correlation	-.114*	.511**	1	.487**	.652**	.001	.083	.252**	.553**	.461**
	Sig. (2-tailed)	.033	.000		.000	.000	.986	.098	.000	.000	.000
	N	351	402	402	402	402	402	402	402	402	402
redse	Pearson Correlation	-.073	.700**	.487**	1	.365**	-.162**	.002	.257**	.417**	.506**
	Sig. (2-tailed)	.172	.000	.000		.000	.001	.969	.000	.000	.000
	N	351	402	402	402	402	402	402	402	402	402
timepre	Pearson Correlation	-.028	.440**	.652**	.365**	1	.195**	.216**	.352**	.548**	.486**
	Sig. (2-tailed)	.597	.000	.000	.000		.000	.000	.000	.000	.000
	N	351	402	402	402	402	402	402	402	402	402
parents	Pearson Correlation	.064	-.069	.001	-.162**	.195**	1	.503**	.385**	.106*	.101*
	Sig. (2-tailed)	.229	.168	.986	.001	.000		.000	.000	.033	.043
	N	351	402	402	402	402	402	402	402	402	402
tapd	Pearson Correlation	-.061	.069	.083	.002	.216**	.503**	1	.417**	.152**	.143**
	Sig. (2-tailed)	.251	.167	.098	.969	.000	.000		.000	.002	.004
	N	351	402	402	402	402	402	402	402	402	402
se	Pearson Correlation	-.015	.244**	.252**	.257**	.352**	.385**	.417**	1	.395**	.338**
	Sig. (2-tailed)	.773	.000	.000	.000	.000	.000	.000		.000	.000
	N	351	402	402	402	402	402	402	402	402	402
wo	Pearson Correlation	-.119*	.350**	.553**	.417**	.548**	.106*	.152**	.395**	1	.639**
	Sig. (2-tailed)	.026	.000	.000	.000	.000	.033	.002	.000		.000
	N	351	402	402	402	402	402	402	402	402	402
rc	Pearson Correlation	-.064	.392**	.461**	.506**	.486**	.101*	.143**	.338**	.639**	1
	Sig. (2-tailed)	.234	.000	.000	.000	.000	.043	.004	.000	.000	
	N	351	402	402	402	402	402	402	402	402	402

*. Correlation is significant at the 0.05 level (2-tailed).**. Correlation is significant at the 0.01 level (2-tailed).

Group Statistics

	EMPLOYMENT STATUS	N	Mean	Std. Deviation	Std. Error Mean
pessimism	1	372	2.446717	.6703838	.0347578
	2	15	2.763095	1.1269918	.2909880
exhaustion	1	372	2.751935	.8970557	.0465102
	2	15	2.944444	1.2985289	.3352787
redse	1	372	1.981682	.5728562	.0297012
	2	15	2.296821	.8489521	.2191985
timepre	1	372	3.269713	1.1543048	.0598479
	2	15	3.244444	1.5090556	.3896365
parents	1	372	4.477599	1.1302320	.0585998
	2	15	4.333333	1.3273676	.3427248
tapd	1	372	3.969489	.7383894	.0382837
	2	15	4.040000	.8322088	.2148754
se	1	372	3.521416	.5500237	.0285174
	2	15	3.393333	.7750269	.2001111
wo	1	372	3.120161	.9512565	.0493204
	2	15	3.080000	1.1130396	.2873856
rc	1	372	2.909140	1.0385675	.0538472
	2	15	2.933333	1.2039617	.3108616

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
pessimism	Equal variances assumed	9.982	.002	-1.735	385	.083	-.3163786	.1823153	-.6748369	.0420796
	Equal variances not assumed			-1.080	14.402	.298	-.3163786	.2930565	-.9432795	.3105222
exhaustion	Equal variances assumed	5.423	.020	-.799	385	.425	-.1925098	.2409015	-.6661569	.2811374
	Equal variances not assumed			-.569	14.544	.578	-.1925098	.3384893	-.9159587	.5309392
redse	Equal variances assumed	4.620	.032	-2.045	385	.042	-.3151387	.1541097	-.6181407	-.0121367
	Equal variances not assumed			-1.425	14.519	.175	-.3151387	.2212016	-.7879839	.1577065
timepre	Equal variances assumed	1.638	.201	.082	385	.935	.0252688	.3078841	-.5800758	.6306135
	Equal variances not assumed			.064	14.668	.950	.0252688	.3942060	-.8166204	.8671580
parents	Equal variances assumed	1.394	.238	.481	385	.631	.1442652	.2996955	-.4449796	.7335101
	Equal variances not assumed			.415	14.830	.684	.1442652	.3476985	-.5975769	.8861074
tapd	Equal variances assumed	.970	.325	-.361	385	.718	-.0705108	.1954103	-.4547157	.3136942
	Equal variances not assumed			-.323	14.902	.751	-.0705108	.2182592	-.5359848	.3949633
se	Equal variances assumed	1.289	.257	.869	385	.385	.1280824	.1474230	-.1617726	.4179375
	Equal variances not assumed			.634	14.574	.536	.1280824	.2021328	-.3038525	.5600173
wo	Equal variances assumed	.251	.616	.159	385	.874	.0401613	.2521918	-.4556843	.5360068
	Equal variances not assumed			.138	14.836	.892	.0401613	.2915870	-.5819394	.6622619
rc	Equal variances assumed	.385	.535	-.088	385	.930	-.0241935	.2752146	-.5653054	.5169183
	Equal variances not assumed			-.077	14.852	.940	-.0241935	.3154908	-.6972294	.6488423

Correlations burnout to age

Notes

Output Created		25-Feb-2014 21:45:09
Comments		
Input	Active Dataset	DataSet5
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	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	403
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each pair of variables are based on all the cases with valid data for that pair.
Syntax		CORRELATIONS /VARIABLES=AGE pessimism exhaustion redse timepre parents tapd se wo rc /PRINT=TWOTAIL NOSIG /STATISTICS DESCRIPTIVES /MISSING=PAIRWISE.
Resources	Processor Time	00 00:00:00.078
	Elapsed Time	00 00:00:00.339

Descriptive Statistics

	Mean	Std. Deviation	N
AGE	32.39	9.334	353
pessimism	2.463308	.6951953	402
exhaustion	2.759328	.9165479	402
redse	1.997951	.5865894	402
timepre	3.268657	1.1692900	402
parents	4.450249	1.1416138	402
tapd	3.958831	.7471661	402
se	3.512852	.5656885	402
wo	3.120647	.9663589	402
rc	2.916915	1.0443351	402

Correlations HEA

Output Created		25-Feb-2014 21:45:58	
Comments			
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	Filter	<none>	
	Weight	<none>	
	Split File	<none>	
Missing Value Handling	N of Rows in Working Data File	403	
	Definition of Missing	User-defined missing values are treated as missing.	
	Cases Used	Statistics for each pair of variables are based on all the cases with valid data for that pair.	
Syntax		CORRELATIONS /VARIABLES=HIGHESTEducationalATTAINMENT pessimism exhaustion redse timepre parents tapd se wo rc /PRINT=TWOTAIL NOSIG /STATISTICS DESCRIPTIVES /MISSING=PAIRWISE.	
Resources	Processor Time	00 00:00:00.047	
	Elapsed Time	00 00:00:00.048	

Correlations years teaching

Notes

Output Created		25-Feb-2014 21:46:49	
Comments			
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	Weight	<none>	
	Split File	<none>	
	N of Rows in Working Data File	403	
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.	
	Cases Used	Statistics for each pair of variables are based on all the cases with valid data for that pair.	
Syntax		CORRELATIONS /VARIABLES=TOTAL#OFYearsTEACHING pessimism exhaustion redse timepre parents tapd se wo rc /PRINT=TWOTAIL NOSIG /STATISTICS DESCRIPTIVES /MISSING=PAIRWISE.	
Resources	Processor Time	00 00:00:00.047	
	Elapsed Time	00 00:00:00.052	

T-Test employment status

Notes

Output Created		25-Feb-2014 22:00:12
Comments		
Input	Active Dataset	DataSet5
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	403
Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on the cases with no missing or out-of-range data for any variable in the analysis.
Syntax		T-TEST GROUPS=EMPLOYMENTSTATUS(1 2) /MISSING=ANALYSIS /VARIABLES=pessimism exhaustion redse timepre parents tapd se wo rc /CRITERIA=CI(.95).
Resources	Processor Time	00 00:00:00.016
	Elapsed Time	00 00:00:00.040

Oneway marital status

Notes

Output Created		25-Feb-2014 22:01:07
Comments		
Input	Active Dataset	DataSet5
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	403
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each analysis are based on cases with no missing data for any variable in the analysis.
Syntax		ONEWAY pessimism exhaustion redse timepre parents tapd se wo rc BY MARITALSTATUS /STATISTICS DESCRIPTIVES /MISSING ANALYSIS.
Resources	Processor Time	00 00:00:00.031
	Elapsed Time	00 00:00:00.049

Descriptives

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
pessimism	1	204	2.493873	.7222637	.0505686	2.394166	2.593580	1.0000	5.3750
	2	146	2.381849	.6620535	.0547919	2.273555	2.490143	1.0000	4.6250
	3	21	2.690476	.7143824	.1558910	2.365293	3.015659	1.6250	4.2500
	4	13	2.326923	.5091314	.1412076	2.019258	2.634588	1.6250	3.0000
	Total	384	2.456380	.6954486	.0354895	2.386602	2.526159	1.0000	5.3750
exhaustion	1	204	2.846145	.9566785	.0669809	2.714078	2.978213	1.0833	5.3333
	2	146	2.634132	.8429403	.0697622	2.496250	2.772015	1.1667	4.8333
	3	21	2.920635	1.0634314	.2320597	2.436567	3.404703	1.5000	5.3333
	4	13	2.444056	.6785312	.1881907	2.034024	2.854088	1.5833	3.5833
	Total	384	2.755997	.9178031	.0468364	2.663909	2.848086	1.0833	5.3333
redse	1	204	2.035189	.5961553	.0417392	1.952891	2.117487	1.0000	4.6923
	2	146	1.942440	.6135441	.0507773	1.842081	2.042800	1.0385	4.2692
	3	21	2.029304	.4410358	.0962419	1.828547	2.230061	1.1538	2.8462
	4	13	1.927337	.4025428	.1116453	1.684083	2.170591	1.3846	2.5769
	Total	384	1.995952	.5901302	.0301150	1.936741	2.055164	1.0000	4.6923
timepre	1	204	3.296569	1.1917359	.0834382	3.132052	3.461085	1.0000	6.0000
	2	146	3.275114	1.1446347	.0947306	3.087883	3.462345	1.0000	6.0000
	3	21	3.222222	.9680067	.2112364	2.781591	3.662854	1.3333	5.0000
	4	13	2.897436	1.2500712	.3467074	2.142025	3.652846	1.6667	5.0000
	Total	384	3.270833	1.1627124	.0593344	3.154171	3.387495	1.0000	6.0000
parents	1	204	4.444444	1.1016565	.0771314	4.292363	4.596526	1.0000	6.0000
	2	146	4.531963	1.1309500	.0935981	4.346971	4.716956	1.0000	6.0000
	3	21	4.174603	1.2275497	.2678733	3.615829	4.733377	2.3333	6.0000
	4	13	5.102564	.9066076	.2514477	4.554707	5.650422	3.0000	6.0000
	Total	384	4.485243	1.1188766	.0570974	4.372979	4.597507	1.0000	6.0000
tapd	1	204	4.008333	.7475274	.0523374	3.905139	4.111528	1.4000	6.0000
	2	146	3.920205	.7321338	.0605918	3.800448	4.039963	1.6000	5.4000
	3	21	3.971429	.5737097	.1251937	3.710279	4.232578	3.0000	5.0000
	4	13	4.246154	.4557327	.1263975	3.970757	4.521550	3.6000	4.8000
	Total	384	3.980859	.7259491	.0370459	3.908021	4.053698	1.4000	6.0000
se	1	204	3.493627	.5533673	.0387435	3.417236	3.570019	1.2000	5.3000
	2	146	3.532648	.5756684	.0476427	3.438485	3.626812	1.6000	5.2000
	3	21	3.500000	.3478505	.0759072	3.341660	3.658340	2.6000	4.0000
	4	13	3.730769	.5006406	.1388527	3.428235	4.033303	2.7000	4.4000
	Total	384	3.516840	.5512598	.0281314	3.461529	3.572152	1.2000	5.3000
wo	1	204	3.142647	.9191289	.0643519	3.015763	3.269531	1.2000	5.6000
	2	146	3.121918	1.0349408	.0856523	2.952629	3.291206	1.0000	6.0000
	3	21	2.914286	.8889802	.1939914	2.509627	3.318945	1.0000	5.0000
	4	13	2.953846	.7752584	.2150180	2.485362	3.422330	1.6000	4.2000
	Total	384	3.115885	.9575427	.0488644	3.019809	3.211961	1.0000	6.0000
rc	1	204	2.900000	1.0191274	.0713532	2.759312	3.040688	1.0000	6.0000
	2	146	2.906849	1.0661343	.0882339	2.732459	3.081240	1.0000	6.0000
	3	21	2.933333	1.1650465	.2542340	2.403011	3.463656	1.2000	6.0000
	4	13	3.123077	1.0505188	.2913615	2.488255	3.757899	1.4000	5.6000
	Total	384	2.911979	1.0430234	.0532266	2.807326	3.016632	1.0000	6.0000

ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
pessimism	Between Groups	2.466	3	.822	1.709	.165
	Within Groups	182.771	380	.481		
	Total	185.237	383			
exhaustion	Between Groups	5.660	3	1.887	2.262	.081
	Within Groups	316.965	380	.834		
	Total	322.625	383			
redse	Between Groups	.817	3	.272	.780	.505
	Within Groups	132.564	380	.349		
	Total	133.381	383			
timepre	Between Groups	2.000	3	.667	.491	.689
	Within Groups	515.778	380	1.357		
	Total	517.778	383			
parents	Between Groups	7.639	3	2.546	2.051	.106
	Within Groups	471.833	380	1.242		
	Total	479.472	383			
tapd	Between Groups	1.608	3	.536	1.017	.385
	Within Groups	200.234	380	.527		
	Total	201.842	383			
se	Between Groups	.747	3	.249	.819	.484
	Within Groups	115.642	380	.304		
	Total	116.389	383			
wo	Between Groups	1.346	3	.449	.487	.691
	Within Groups	349.822	380	.921		
	Total	351.168	383			
rc	Between Groups	.622	3	.207	.189	.904
	Within Groups	416.043	380	1.095		
	Total	416.665	383			

APPENDIX H
INFORMED CONSENT FOR DISSERTATION RESEARCH PARTICIPATION:
SELECTED BASIC EDUCATION TEACHERS

Date

Dear **Participant**,

I am Emmanuel M. Batulan, faculty member of the University of Santo Tomas High School. Currently, I am enrolled at the Philippine Normal University, Manila, taking up Ph.D. in Educational Management. I would like to humbly invite you to participate in my research project entitled ***“From burning bright to burning out: understanding teacher burnout in the Philippines through a mixed method perspective.”*** Respondents are basic education teachers from public and private schools. This study is essentially private and serves as a partial requirement for the Ph.D. program.

Your participation includes your willingness to share your stress-related experiences in school for about an hour or two. Realizing my limitations to take note all of your sharing, your interview will be recorded for purposes of data transcription and categorization. Your sharing will be kept with utmost confidentiality, hence, as much as possible, I will be using pseudonyms for your name and the school you are currently reporting to.

This study will be shared with my dissertation committee and other appropriate members of the Philippine Normal University Graduate School, Manila and the final result will be for publication and be certainly available at the University library.

Thank you very much for your time and effort for the success of this study. With gratitude, I humbly value your unique contribution and sharing in this study. If you have question or clarification relative to the research, please feel free to call to text me at +639328641616.

Sincerely yours,

Emmanuel M. Batulan
Candidate, Ph.D. in Educational Management
PNU, Manila

Please sign below if you are willing to participate in this dissertation research project.

Signature: _____

Printed Name: _____

Date: _____

Noted by:

Danilo. K. Villena, Ph.D.
Adviser

Alejandro G. Ibañez, Ph.D.
Adviser

**APPENDIX I
AIDE MEMOIRE**

**Philippine Normal University
College of Graduate Studies**

QUALITATIVE RESEARCH

Date: _____

Preamble

Good day to you Sir/Ma'am! I am Emmanuel M. Batulan. I am a doctoral student of the Philippine Normal University. Presently, I am working on my first qualitative publishable paper about the essence of teacher burnout among a select group of teachers using phenomenology design.

As a vital part of this academic endeavor, I am inviting you for a one-to-one session that will capture your own school-related stressful teaching experiences. This activity will be audio-recorded and it will be conducted in English.

Your participation in this study shall be helpful in describing the process of teacher burnout among Filipino teachers.

Before we start, I would like to ask your permission if you are willing to take part in this study.

The interview session will take about an hour. Do you have any question or concern? Are you now ready to answer some questions?

RESEARCH INSTRUMENT

Data Aspect	Accounts
Respondents’ Robotfoto (At this point, I will preliminary ask you of certain demographic information that would somehow complement my research data for analysis. Please fill in the required information and tick boxes as appropriate)	Your name: _____ Your civil status: ☐ single ☐ widowed ☐ married ☐ separated Your highest educational attainment: college degree master’s degree doctoral degree Your field of specialization: _____ Your rank: _____ Years of service in the academe: _____ Your work status: ____ full time; ____ part-time Your average monthly family income: 20,000 & below 20,001-40,000 40,001 – 60,000 60,001 & above no. of actual daily work hours in school: a) teaching: __hours ; b) non-teaching/administrative (i.e. advising, office work etc.): __ hours no. of actual weekly work hours in school: a) teaching: __hours ; b) non-teaching/administrative (i.e. advising, office work etc.): __ hours Preliminary questions drafted: 1. How long have you been teaching? What learning area and grade level do you handle? 2. Apart from your teaching assignments, do you have other teaching-related tasks? What are these?
Concept	Interview Questions
This segment of the interview will account for an in-depth reconstruction of the process of your stressful experiences in school. The questions shall focus on the positive and negative emotions you have experienced in the course of your teaching career including the strategies you have employed in coping with the said situation.	

burnout process among teachers	• How do you describe your typical day in school? • How do you find your week-long work? • Do you have enough free time for rest or relaxation at work? • How often do you meet your students? What are the usual problems you encounter with them? • How often do you interact with your colleagues? What sort of topics or ideas do you oftentimes share or discuss with them? Where do you usually interact with them? Are these interactions formal or informal? • How often do you deal with your supervisors/coordinators/ administrators? why? What topic/s do you discuss with him/her/them? • Do you have consultation time for parents? How is the consultation done? • What type of parents do you deal with most of the time? • What is the nature of feedback do you receive from them during or after consultation • Which aspect of the educational system (milieu, motivation, matter, method, media, measurement, materials, mastery) cause you undue stress? • What challenges have you faced recently? at the moment? • How well have you responded to the challenges? • Did you have enough resources to face the challenges? • Were you prepared to respond to the challenges? • How did you feel afterwards?
---------------------------------------	---

- What questions still linger in your mind?
- How do you take all these challenges?
- How do they affect your a) overall teaching performance? b) overall health condition? c) general well-being?
- Do you find your current work exciting? In what way?
- If not, why? What factors could have contributed to it?
- Generally as a teacher, how do you find your responsibilities?
- Have these roles, through the years, been expanded? In what way?
- How do find them?
- How do you feel when doing these roles?
- What are their impacts in your performance as a classroom teacher?
- How do you describe your relationship with your students?
- Your colleagues?
- Your supervisors?
- The parents of your students?
- How do you see them?
- How do they influence your daily disposition towards work?
- How do they affect your teaching performance?

- | | |
|--|---|
| | <ul style="list-style-type: none"> • What are your personal or professional goals? • Are they in line with your school's goals and objectives? In what way? • If not, how do you see yourself in achieving your personal or professional goals? • What strategies do you plan to employ to achieve those goals? • If you were to evaluate the trend of your performance in school, how would you rate yourself? • How is your teaching performance evaluated? Who evaluates your performance? • How do you find others' evaluation of your performance? Do you agree with the results? • How do you describe the pattern of your evaluation during the past five years? • At this point in your teaching career, how successful are you in achieving those previously set professional goals? • In reference to your current work status, as a teacher, do you consider yourself fit for your work? • Are there any aspects of your work that you find yourself uncomfortable with? What is it? • How do you cope with it? • Have you discussed it with your organizational head or immediate supervisor? How did they react? • What was their proposed solution or suggestion? What support have they provided? Did you agree with it? |
|--|---|

Closing

Finally, before we end this session, is there anything you would like to add?

I already have the accounts I needed for my study. Thank you very much for your time and for sharing your experiences with me.

APPENDIX J
DENDOGRAM OF BASIC EDUCATION TEACHERS' BURNOUT EXPERIENCES

SIGNIFICANT STATEMENTS	SUB-CATEGORIES	CATEGORIES	THEMES
<i>I like the expansion of my roles as a teacher, but it is difficult to juggle the activities, and then giving your best, sometimes one would suffer. Where there is an opportunity for growth... It gives you training on the different things, but it gives you a very hectic tight schedule (R6)</i>	time pressure	sources	Intersection space
<i>I consider it as a challenge to balance the workload of being a teacher, a coordinator and at the same time being the head of the committee for the PAASCU accreditation (T2)</i>	Multiple roles		
<i>I have an English class for an hour, check lp of teachers during break, check papers, record, journalism class from 10 – 11:30, eat lunch 12:30 another class. Official time is 7-2pm, i extend, and stay for almost the whole day prepare my lesson plan at 1:30 pm, If there are report, i do. In the morning i stay in the Office, answer phone calls, serve as secretary of the principal, I stay as late as 5 or 6 pm (R9)</i>			
<i>I find my responsibility a bit overwhelming because there are others who do not want to take on the responsibility. It has expanded since there were new positions created for some work load but eventually returned to me during the previous years (R2)</i>	Overwhelming tasks		
<i>Heavy and hectic. Because in my last few years as academic coordinator, it was not heavy as taking care of the work of the teachers as the academic coordinator. Now, typical day is more on paper works, preparation of lesson plans, preparation of activities, actual teaching, evaluation of papers of student, (R6)</i>			
<i>Very toxic, and very tasking, but I really help myself away from burning out, as much as possible. We cannot really get away from that, especially with the PAASCU accreditation, we have to stay until the wee</i>			

<i>hours so we could submit the requirements (R3)</i>			
<i>We end up at 5:50 pm, Since I have a three hour overload, I have lesser hours for breaks for writing, checking papers, so I bring them home and I do it during weekend (R4)</i>			
<i>This school year, we observe 4 days a week, frankly speaking I do not like it, Once you get home, it's already dark (late). All you want to do is to eat and sleep. The next day, you have to wake up early as we are expected to be in school as early as 6:50am (R4)</i>	Physical exhaustion		
<i>....It (the weeklong teaching) is tiring, and exhausting, but with the new set-up, we now have longer weekend for relaxation, preparation of lesson plan (R5)</i>			
<i>After the competitions, I feel tired, not compensated. Once you get to school there will still be a lot of issues raised. (R8).</i>			
<i>My official regular classes from Monday to Thursday start at 1pm but I supervise the teachers under me at 11-12 nn, I observe working lunch at 12-1, Friday, is a research day, either go out, or stay in the lab. I rush outside of the school, do follow up students doing laboratory work in XXX., others go to XXX, supervised by parents and guardian. I observe lecture from 3 to 6 pm, and laboratory class at 6 – 9. Annoying. (R8)</i>	Emotional exhaustion	Consequences	
<i>It affects me as a supervisor, because these are things that I have to reprimand them, they will not be giving it back to me, it is a frustration on me, whenever I cant get what I'm supposed to get from them, (and so it starts), as a supervisor, you these big plans, and you are very idealistic, you have this big dreams for the department, your teachers cannot give it back to you, source of frustration on the part of the supervisor (R3)</i>			
<i>Like today, we are celebrating Teachers' Day. Before, it was a tribute for teachers, but today here we are, teaching. In fact, before, on a day like this we do not have to report to</i>			

<i>school, since we are also a XXX school and we celebrate the feast of St. XXX. Again, we are here-we have regular classes. (R4)</i>			
<i>As a academic supervisor, There are, there are problems, especially relationships, I had an experience last year, one of my teachers fell in love with one of her students, that was one of the most challenging problem I encountered, but sad to say the teacher did not admit anything, she just left, then after that, we got the news that they got a son, then after graduation of the child, they went out in the open, it was very hard for me to handle because again, the teacher did not admit anything. There are, there are a lot..(R3)</i>	Mental exhaustion		
<i>At times it can be tiring and draining...topic-wise, you provide the topic. I am also in charge for the science research committee (R8)</i>			

SIGNIFICANT STATEMENTS	SUB-CATEGORIES	CATEGORIES	THEMES
<i>They are very noisy, very talkative (R6)</i>	students' disruptive behavior	sources	interaction space
<i>I usually meet my students mostly during class hours only. Problems encountered with them are their noise and lack of interest in doing certain things. (R2)</i>			
<i>Students nowadays are noisy, they are not focused in their studies in the sense that they have a different interest because of the influence of technology, the games like dota, coc...even the teachers invite their students to play, (games wherein you need to build fences)..clash of the class (COC) (R5)</i>			
<i>There are some who are generous, but there are still those who will make faces when they are reprimanded, those that have attitude problems like being disrespectful. Some parents are separated, that is perhaps the reason why they tend to be loners but when it comes to school</i>			

<i>they act differently. They also tend to cover up for each other's mistakes. Like when you have a quiz they will say that, "Sir you did not mention that we will have a quiz." When they form groups, they group themselves according to their own interest (but not by academic interest). (R5)</i>			
<i>Yes, we experiment on different strategies, but students are still the same, indifferent...I discuss problems with colleagues, share problems (R7)</i>	indifferent students		
<i>Even the pupils threaten, "Ma'am, I'll file a Bantay Bata complaint against you." Parents support their children on this aspect (R7)</i>	threatening students		
<i>Grades 1 -2, do not listen, always playing In the intermediate, they answer back. Their attitude is disruptive (R10)</i>	playful and disrespectful students		
<i>There are some parents that point a finger to the teacher. Before, I even told the parents council president that if they have issues about the grades of their children, they should avoid giving comments like, "Who is that teacher, is that teacher rich?" I find it too personal. Then, if the teacher is quite young there is a tendency for them to get bullied by the parents. During the second quarter, it was really possible for the students' grades to go down because no performance tasks were given and now the grading system is new. That's why personally, I never became close to parents. I saw to it that I only had a civil interaction with them. If they think that I will be persuaded by their gifts (cake), then they are wrong. I can buy my own cake.. (R4)</i>	parents' aggression		
<i>Nothing...I just talk to them (students). If parents don't come, I tell them (students), it's your own lookout, if they (students) can't read, I have to fail them....(R7)</i>	parents' indifference		
<i>The parents, here in XXX, you can find</i>			

<i>parents who are not....what do you call this.....very indifferent, gone were those days in the past kasi, we had a good relationship with the parents, but now, hardly do you find good parents, some of them are not really helping anyway, before we have a very sound relationship, but now, it does not exist anymore. They have monthly meetings but they are still very indifferent (R3)</i>			
<i>Usual problem encountered is dealing with parents: even the pupils threaten, “Ma’am, I’ll file a Bantay Bata complaint against you.” Parents support their children on this aspect (R7)</i>	unsupportive parents		
<i>Government is ok when it comes to policy, the problem lies in the regional level. There are different interpretations. It is the same with the division level-they have different interpretations per level. If it comes from DepEd it does not materialize. They have a problem with the interpretation of the DepEd curriculum. I already discussed this with the administration, they just give back the task to you. You will notice detraction (hesitation) from them-they will look for a memorandum stating what you are trying to tell them. They only support it if there are available funds. (R8)</i>	administrator’s lack of support		
<i>It started ok. But as I got up the ladder, workload has multiplied, I start having divided attention, I started being careless about my health, my family...Sometimes I do not have the patience to communicate with other people, I am not the keen on listening to others, so I just distanced myself. (R9)</i>	detachment	consequences	
<i>I want to let go of journalism already but it has not yet been approved. I am burned out...(R9)</i>			
<i>“I leave the students, I want to be alone, to reflect on what is best for them, I feel</i>			

<i>frustrated in teaching” (R7)</i>			
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SIGNIFICANT STATEMENTS	SUB-CATEGORIES	CATEGORIES	THEMES
When I am faced with work, I do not stop until I am done with it- even though paperwork seems to overlap with one another. My perception as a teacher...students will perform better if I give my full attention to them. They will learn more if this is the case. If I'm not present, no one will look after them. (R9)	Self-imposed responsibilities	sources	Introspection space
My evaluation I think was stagnant or a bit lower than in the past years. (R2)	Low self-evaluation	consequences	
As of now I do not feel like a classroom teacher, I feel like an outsider. The nature of my subject is outputs-based. There should be student-teacher consultation. (R8)			
My performance is (is not that good anymore). I feel frustrated and annoyed at the same time. There a seminars, there are some that come here, but the point is, DepEd can be too rash. They keep on changing names and terminologies. I do not find the seminar enough for me to be prepared. (R4)			
It affected my performance as a classroom teacher because sometimes I really have to sacrifice not attending my classes, because I have to meet deadlines, especially if you are in the school paper, you have to meet at least four publications, so I have to meet my staffers, I sacrificed my classes, so I just give them seatwork , even now, it is just the same thing, if we have meetings, I just call my students, you do this and that, il get back to you tomorrow, and then tomorrow will be another promise because I can't attend to them because of an emergency meeting again.(R3)			
I find my evaluation a little bit lower than that of others. But I think it is reliable	Low other-evaluation		

<i>enough with the performance I am giving. It is actually going down especially during the time when I was assigned to be a coordinator of the XXX area.(R2)</i>			
<i>The fact that there are certain teachers that the students really love, I try my best not to think about it and tell myself that I cannot please everyone (R2)</i>			
<i>Yes I think I am fit for work but I should have more confidence that I can do it and not dwell on what others might think of my teaching style. (R2)</i>			

Appendix K GLOSSARY OF TERMS

<i>aide-memoire</i>	Note-taking which serves as aid in remembering experiences shared by the respondents of the interview
<i>a priori codes</i>	Codes that are developed before examining the current data.
bracketing	In phenomenology and grounded theory, researchers engage in the self-reflective process of “bracketing” whereby they recognize and set aside their a priori knowledge and assumptions, with the analytic goal of attending to the participants’ accounts with an open mind (Cresswell, Hanson, Clark Plano & Morales, 2007)
dendogram	A qualitative tool used to categorize significant statements in preparation for data analysis (Thelwell, Weston & Greenless, 2007)
<i>emic</i>	A perspective that focuses on the insider’s view, the intrinsic cultural distinctions that are meaningful to the members of a given society (Fielding & Ellis, 2006)
<i>etic</i>	A perspective that focuses on the outsider’s view, a description of a behavior or belief by a social analyst or scientific observer (Fielding & Ellis, 2006).
<i>exhaustion</i>	This refers to physical, emotional, and mental exhaustion experience as a result of too much pressures and demands from work and home. <i>Physical exhaustion</i> refers to somatised anxieties and guilt as a result of perceived failure or incompetence or inefficiency. <i>Emotional exhaustion</i> refers to the emotional drain experienced whenever working closely with the same people (students, parents, superiors etc.) under the same circumstances become too demanding, frustrating and uncomfortable. <i>Mental exhaustion</i> refers to the failure of the individual to think effectively and to understand the situation clearly.
intersection space	This refers to an organization’s high demands and <i>conflicting tasks characterized by work overload, time pressure, and role conflict</i> that gradually guide teachers to experience <i>exhaustion</i> burnout.
interaction space	This refers to the inevitable and close working relationship of teachers with the concerns and sometimes demands of students, parents, and administrators that gradually guide them to <i>detach</i> personally from these people whom they serve and work with.
introspection space	This refers to teachers’ consequent inability to meet high expectations of quality teaching performance due to increasing demands of tasks and people to attend to, and eventual acceptance of <i>lowered self-assessment for one’s performance</i> , and perceive others’ evaluation as similar to one’s own low

self-assessment.

member checking procedure	Correspondences made by the researcher with another person involved in the data analysis regarding the truthfulness and trustworthiness of data being researched
pessimism and negativity toward others and work	This refers to the pessimistic views and negative perceptions of teachers toward others and assigned tasks
phenomenology	Qualitative design which refers to “the science of essence of consciousness” focused on defining the concept of intentionality and meaning of lived experience from the first person point of view (Husserl, 1970, cited by Wojnar & Swanson, 2007)
reflexivity	The process of critical self-reflection on one’s bias-es that entails willingness of the researcher to acknowledge one’s own influence, which offers transparency to methods.
reduced self-efficacy	This refers to the lowered perception or evaluation of one’s self, particularly one’s competence and one’s ability to cope with challenging or threatening demands
<i>robotfoto</i>	A Dutch term which refers to the photo-like picture drawn by police from a witness’ description of a suspect in a criminal investigation (Kelchtermans & Ballet, 2002)
<i>teacher burnout</i>	It is operationally defined as a tripartite syndrome of <i>reduced self-efficacy</i> , <i>exhaustion</i> , and <i>negativity and pessimism toward others and work</i>

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APPENDIX L

Timetable for Research

Activity	Time Frame		Gantt Chart				
	Start	Completion	2011	2012	2013	2014	2015
Literature Review	June 2011	October 2011					
Research Proposal Preparation	November 2011	December 2011					
Proposal Defense	December 2011						
Data Gathering	January 2012	October 2013					
Data Analysis/ Transcriptions	November 2013	May 2014					
Research Writing	June 2014	March 2015					
Dissertation Defense	May 2015						

APPENDIX M
REQUEST TO USE DISSERTATION-BY-ARTICLE FORMAT

Philippine Normal University
College of Graduate Studies and Teacher Education Research
Taft Avenue, Manila

28 May 2015

Dr. Zenaida Q. Reyes

Dean

College of Graduate Studies and Teacher Education Research
Philippine Normal University

Dear **Dr. Reyes**:

Warm greetings!

I am an Educational Management student under the **Doctor of Philosophy in Education with specialization in Educational Management** program, and is currently completing my dissertation paper focused on understanding Filipino teacher burnout.

In support of the University's thrust "to do innovative-oriented type of research (PNU Research Agenda 2013-2015)", I prepared a dissertation-by-article format for the paper entitled "*From burning bright to burning out: Understanding Filipino teacher burnout through a mixed method perspective*" with the concurrence of the esteemed members of the panel during my colloquium.

In this regard, may I humbly request that I be allowed to use the said format in the preparation of the final manuscript of my dissertation paper, of which copies will be submitted to you and the members of the oral defense panel? Your most favorable response and scholarly contribution to the finalization of my paper is sincerely and highly appreciated.

Thank you.

Emmanuel M. Batulan

Candidate, Ph.D. in Educational Management

Endorsed by:

Danilo K. Villena, Ph.D.

Adviser

Alejandro G. Ibañez, Ph.D.

Adviser

Dr. Adonis P. David

Director, Graduate Research Office

Approved / Disapproved:

Dr. Zenaida Q. Reyes

Dean, College of Graduate Studies and Teacher Education Research

APPENDIX N

FILIPINO TEACHER BURNOUT INSTRUMENT

Below are situations that are commonly encountered or experienced by teachers in the course of their teaching career. Relative to your **own experience**, check the number that best indicates “how often” do you experience or find yourself into these situations by using the scale below as your guide:

Never true of me

Always true of me



		1	2	3	4	5	6
1	I easily flare-up when hearing students' foul language or impolite responses.						
2	With so many assigned roles in school, there are countless things going through my mind that I can hardly sleep.						
3	I do not care about the school's prestige.						
4	I find myself preparing less for my students.						
5	I become indifferent to my students' inattentiveness and lack of interest in schoolwork.						
6	I have difficulty going to sleep because of too much pressure from day-to-day workload.						
7	I blame others (superiors, colleagues, students) for my failures (low evaluations, conflicts in school, inability to finish studies etc.)						
8	I find myself competing with my colleagues rather than cooperating with them.						
9	I do not feel motivated to explore new teaching strategies.						
10	I feel I should not be responsible for looking for funds or on improving school standing.						
11	I have been eating meals at irregular intervals lately.						
12	I have felt that I am better than my superior.						
13	I have become overly critical of others lately.						
14	My mood easily changes.						
15	I find myself continually having no time (or little time) for food breaks (coffee or tea breaks).						
16	I rigidly enforce rules among my students without room for any considerations.						
17	I do not bother to inform my colleagues whenever there are policies that might affect them.						
18	I find it difficult to control my anger whenever I am notified of an unsatisfactory performance.						
19	My recurrent colds and flu may be brought about by too much work in school.						
20	I do not care if parents rally against school administrators.						
21	I fear greatly attending to parent-teacher conferences for being blamed at students' low academic performance.						
22	I cannot wait to leave the school at the end of the day.						
23	It had been quite some time since I experienced much enthusiasm in teaching.						

Never true of me

Always true of me



		1	2	3	4	5	6
24	Due to my pre-occupation with schoolwork, I tend to forget personal concerns (i.e. birthdays, anniversaries, payment of bills etc.) or professional appointments.						
25	I hate to interact with colleagues because they often disagree with me.						
26	I have been putting off work, thus I cannot meet deadlines.						
27	Attending in-service seminars does not make me feel more competent.						
28	I feel helpless in the midst of unruly students.						
29	I use lunch breaks to catch up with paper work in school.						
30	I feel underqualified for my teaching assignments despite my academic preparations.						
31	I find myself talking about superior's incompetence or students' foolishness with my colleagues.						
32	Any form of classroom disruption (i.e. announcements, urgent meetings, student tardiness, fire drills etc.) is intolerable to me.						
33	I feel indispensable in school that I hardly say no to work that is set even during scheduled vacations and/or weekends.						
34	At the end of the working day, I feel empty as if I have done nothing worthwhile.						
35	I catch myself fiddling, twitching, and drumming my fingers or pacing to and fro whenever the supervisor/principal/dean calls for a dialogue or assigns task.						
36	I cannot stand long conversations.						
37	The many committee works, class preparations and meetings I have to attend to has cost my health problems.						
38	My students suffer from the consequences of my anger caused by my disillusionment over my career.						
39	I have been declining assignments offered to me for fear that I might not be able to live up to others' expectations.						
40	I do not want to take the responsibility for the failures of my students.						
41	I miss out eating meals due to urgent meetings or unexpected demands.						
42	I feel that I am not consulted in policy-making though I am duty-bound to implement them.						
43	After working the whole day, I tend to oversleep.						
44	I do not actively participate in school decisions.						
45	I have "manana habit".						
46	Too much school responsibilities keep me from having quality time for my family.						

Thank you very much for your cooperation.

APPENDIX O
EXPERTS' VALIDATION ON THE DERIVATION OF TEACHER BURNOUT MITIGATION GUIDEPOSTS

Derivation of mitigation guidelines, foci, and moves from the “mixed” results of quantitative paper and findings of qualitative paper

Tasks-based PREDICTORS OF TEACHER BURNOUT Experiences (derived from the quantitative paper)	ASSUMPTIONS	CORRESPONDING SPECIFIC MITIGATION GUIDELINES	Mitigation Foci	Mitigation move (organizational level)	Comments on the alignment of the specific area for mitigation, mitigation focus and mitigation move with the given predictors and assumptions of teacher burnout (1 –not aligned, 2 – aligned, 3- needs revision)
time pressure	Life at school is hectic and there is no time for rest and relaxation.	<i>Time for rest and relaxation is integral part of human resource staff well-being.</i>	time	time management	
	Meetings, administrative work, and documentation take much of the time that should be used for preparing the lessons.	<i>Meetings, administrative work, and documentation are reasonably scheduled outside teacher's instructional preparation time.</i>			
	Preparation for teaching must be done after working hours.	<i>Preparation time for teaching is enough to ensure reflection, careful and relaxed planning, and well thought-out quality output.</i>			
role conflict	I receive conflicting demands from two or more people or groups in the school setting.	Related works <i>demands from two or more people or groups</i> in the school setting are collectively addressed, otherwise, they are addressed separately or one after the other.	role	work role harmony	
	I have to challenge a rule or policy in order to carry out an	Rules or policies <i>clearly stipulate smooth guidelines and procedures.</i>			

	assignment.				
	I have a hard time satisfying the conflicting demands of students, parents, administrators, and teachers.	<i>Teachers' professional services for different sectors (students, parents, administrators, and colleagues) are distinctively clear and specific as proactive measure against conflicting demands.</i>			
	I am given school-related duties without adequate resources and materials to carry out.	<i>Training, orientation, and mentoring, or coaching are provided prior to carrying out of school-related duties.</i>			
	There is a difference between the way my administrative head thinks things should be done and the way I think they should be done.	<i>School managers and faculty members synergistically and collaboratively work together toward achieving school goals.</i>			
work overload	I feel that my job interferes with my family life.	<i>School work and family affairs are carefully planned to ensure complementary quality time.</i>	Workload planning distribution	workload balance	
	I feel constant pressure from others to improve the quality of my work.	<i>Quality of work performance is improved through openness to others' assistance.</i>			
	I find that I have extra work beyond what should normally be expected of me.	<i>Work tasks are prioritized and assigned according to one's own capability.</i>			
	The criteria of performance for my job are too high.	<i>Performance criteria are realistically set.</i>			
	I am given too much responsibility without adequate authority to carry it out.	<i>Work responsibilities are clearly defined within an organizational structure.</i>			

People-based SOURCES OF TEACHER BURNOUT Experiences (derived from the qualitative paper)	ASSUMPTIONS	CORRESPONDING SPECIFIC MITIGATION GUIDELINES	Mitigation Foci	Mitigation Moves (interpersonal level)	Comments on the alignment of the specific area for mitigation, mitigation focus and mitigation move with the given sources and assumptions of teacher burnout (1 –not aligned, 2 – aligned, 3- needs revision)
parents' aggression	parents' aggressive behaviour towards teachers (i.e. <i>parents blaming teachers, giving too personal comments to teachers, bullying younger teachers</i>)	Parents' stake on education of their children begins with the clarification of their role as partners of teachers. This may be done through orientation and consultation geared toward clarification of existing and additional school policies and procedures, discussing the rationale, benefits, and expected outcomes on students' learning.	parents as partners	parents-teachers partnership	
	parents unsupportive behaviour (<i>parents supporting their children to threaten teachers</i>)	The school's parent-teacher partnership program through the assistance of the parents-teachers association or parents association is an active avenue for promoting dialogue geared toward values clarification and formation.			
students' disruptive behaviour and student apathy	disrespectful students	The active type of learners today need a dynamic model of teaching, such as <i>clear orientation</i> on collaboratively agreed upon classroom rules, <i>structuring</i> of activity tasks that activate their prior learning and interest, <i>questioning</i> for classroom interaction, <i>teaching, modelling</i> to check on their idea conceptualization, <i>applications</i> for transfer of learning, <i>management of time</i> , and <i>classroom assessment</i> .	students as active learners	students-teachers professional relationship	
	playful students				
	lacks interest in school work				

People-based SOURCES OF TEACHER BURNOUT Experiences (derived from the qualitative paper)	ASSUMPTIONS	CORRESPONDING SPECIFIC MITIGATION GUIDELINES	Mitigation Foci	Mitigation Moves (interpersonal level)	Comments on the alignment of the specific area for mitigation, mitigation focus and mitigation move with the given sources and assumptions of teacher burnout (1 –not aligned, 2 – aligned, 3- needs revision)
	students focus on use of technology (i.e. online games)	Instructional activities may be re-focused to harness students' interest in the multimedia to facilitate teaching-learning process.			
lack of administrative support	teachers' passion to pursue their instructional expertise sometimes do not match the administrator's priority agenda for the school	administrators' leadership qualities may model the way goals for the school are pursued by fostering collaboration and building spirited teams.	administrators as collaborators	administrators-teachers supportive relationship	

Self-based SOURCES OF TEACHER BURNOUT Experiences (derived from the qualitative paper)	ASSUMPTIONS	CORRESPONDING SPECIFIC MITIGATION GUIDELINES	Mitigation Foci	Mitigation Moves (intra-personal level)	Comments on the alignment of the specific area for mitigation, mitigation focus and mitigation move with the given sources and assumptions of teacher burnout (1 –not aligned, 2 – aligned, 3- needs revision)
lowered self- and other-evaluation due to high expectations on successful delivery of administrative tasks given other teaching assignments vs high expectations on successful teaching	lowered self-evaluation of teachers and perception of other's evaluation is attributed to high expectations on successful teaching performance but hardly could be accomplished due to competing instructional and administrative assignments	Teachers who have the capacity to take care of the potentials of other colleagues may be given leadership roles as middle level academic supervisors with minimal, or if possible without teaching load. This will allow them to focus on administrative tasks without necessarily sacrificing quality instructional time for their students	teacher as <i>teacher leaders</i>	dual role clarification	
		Teachers who have the mastery of their discipline may be guided by those with teacher leadership qualities and be given enough reasonable number of classes to handle. This provides them more focus on their instructional tasks.	teachers as <i>instructional leaders</i>		
	Teachers' performance is evaluated against existing teacher evaluation tools focused solely on teaching performance, possibly missing	Teachers' performance evaluation tool may be distinctively prepared to assess performance for teachers as instructional leaders and teachers as teacher-leaders.	aptness of evaluation	cooperative evaluation	

performance given other administrative tasks	other factors like administrative roles and values				
	Perception of lowered other' evaluation may be a consequence of seemingly lowered self-evaluation	Teachers' professional self competence is developed congenially among colleagues.	Professional self-efficacy	Professional self-efficacy promotion	

Evaluator:

Signature over Printed Name	Date	Position / Institution Affiliated with

Mitigation Guideposts of Teacher Burnout derived from burnout spaces and sources

burnout spaces	burnout sources		mitigation foci	mitigation moves	mitigation roles	mitigation guideposts	Comments
	general	specific					
intersection	tasks	time pressure	time	time management	organizing tasks	Organizational	
		Role conflict	role	work role harmony			
		work overload	workload planning and distribution	workload balance			
interaction	people	parents' aggression	parents as partners	parents-teachers partnership	nurturing relationships	Relational	
		students' disruptive behaviour	students as active learners	student-teacher professional relationship			
		Lack of administrative support	administrators as collaborators	administrator-teachers supportive relationship			
introspection	self	high expectations on successful delivery of administrative	teachers as teacher-leaders vs	dual role clarification	promoting efficacy	Personal	

		tasks given other teaching assignments vs high expectations on successful teaching performance given other administrative tasks	teachers as instructional leaders				
		lowered self- and other- evaluation	aptness of evaluation	cooperative evaluation			
		Lowered other- evaluation	Professional self	professional efficacy promotion			

Evaluator:

Signature over Printed Name	Date	Position / Institution Affiliated with

Curriculum Vitae

Emmanuel M. Batulan is a Mathematics Teacher of the University of Santo Tomas High School. He has been assigned to various tasks: as a Mathematics Club adviser, class adviser, Mathematics coordinator, *ad hoc* committee member, accreditation committee member, and member of the Principal's Council. In June 2005, he was appointed as the School Secretary, an administrative post he holds until December 2014. This January 2015, he was appointed as the Assistant Registrar of the Royal and Pontifical University of Santo Tomas.



He holds a Master of Arts Degree with specialization in Educational Measurement and Evaluation (2003) and a Bachelor of Science in Mathematics for Teachers (1997), “cum laude”, from the Philippine Normal University.