

Burnout Levels and Stress Levels among Teachers: Basis for Faculty Development Program

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ABSTRACT

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Teaching is said to be a demanding profession. It is important to discuss how instructors manage their burnout levels and stress levels and how these impact their productivity. Burnout levels are said to be the results of the stress levels. For this reason, the researcher initiated on this study to know the burnout levels and stress levels of teachers. Furthermore, the researcher is motivated to pursue this study for this will be a basis for the faculty development program in the university.

This study aimed to determine the burnout levels and stress levels among the teachers. Specifically, it sought to determine the burnout level of teachers in terms of emotional exhaustion, personal dissatisfaction and depersonalization; and determine the stress level of teachers in terms of work environment and work overload, use of new technologies, organizational aspect and relationship and role of teachers; and find out if there is significant relationship between burnout levels and stress levels among the teachers.

The result revealed that in terms of burnout levels, the indicators emotional exhaustion, personal dissatisfaction and depersonalization is exhibited low extent, very low extent and very low extent in burnout levels respectively. For the stress level, the indicators: work environment and work overload, use of new technologies, organizational aspect and relationships and role of instructors have results of average extent, low extent, low extent and low extent in stress levels respectively. Further, the results revealed a significant relationship between burnout levels and stress levels. Hence, the study is highly recommended to be used as a basis to conduct a faculty development program in the institution.

Keywords: Burnout Levels, Stress Levels, Teachers, Faculty, Development Program.

INTRODUCTION

Burnout is the result of working too much and feeling too exhausted or sick, psychologically or physically. Burnout is a condition of extreme mental, emotional, and physical tiredness brought on by prolonged or severe stress. It manifests when you feel helpless, overburdened, and unable of handling life's responsibilities. (McDonald, 2022)

Stress is a pressure or worry brought on by one's workload or personal issues. Stress is the body's reaction to any demand—whether it be mental, emotional, or physical. When the body senses a threat, hormones like cortisol and adrenaline are released. Stress can be caused by a wide range of factors. It could be the result of outside variables like a rigorous work schedule or a challenging home life. In addition, personal issues like anxieties or phobias may contribute to it. Burnout can occur, though, if stress becomes overwhelming and persistent. (McDonald, 2022)

For this reason, the researcher wants to conduct this study to know the different factors that affects the burnout levels and stress levels among teachers. Furthermore, the researcher is motivated to pursue this study for this will be a basis for the faculty development program in the university.

Statement of the Problem

The primary purpose of this study is to determine the burnout levels and stress levels among teachers as a basis for faculty development program. Specifically, it aimed to answer the following questions:

1. What is the burnout level of teachers in terms of emotional exhaustion, personal dissatisfaction and depersonalization?
2. What is the stress level of teachers in terms of work environment and work overload, use of new technologies, organizational aspect and relationship and role of teachers?
3. Is there a significant relationship between burnout and stress level among the teachers?

METHODOLOGY

This chapter describes the methods, descriptive research design, correlational research design, quantitative research design, locale of the study, participants of the study, research instrument, data gathering procedure, statistical tools, and data analysis.

Research Design

This study entitled “Burnout Levels and Stress Levels Among Teachers: Basis for Faculty Development Program” adopts the descriptive research design. Sirisilla (2023) defines descriptive research design as a topic is observed and data is gathered without an attempt to infer cause-and- effect correlations. Descriptive research design includes surveys, case studies and observational studies.

In this study, correlational research design is used. According to Fleetwood (2024), correlational research is a type of non-experimental research method in which two variables are measured, and the statistical relationship between them is understood and evaluated without the impact of any other variable.

Employed in this study is the quantitative research design. Jain (2023) defines quantitative research design as a research methodology that is applied in multiple fields, such as market research, economics, psychology, and social sciences. To find answers to research problems and validate ideas, it seeks to gather and evaluate numerical data.

Data Gathering Procedure

In the quest to understand what makes teachers tick, the researcher started this study. The objective is to gather data that would unveil the factors shrouded in burnout levels and stress levels. This data would then be the

cornerstone for building a faculty development program, a beacon of support for the university's dedicated teachers. The journey began with reaching out to the campus administrator and followed by giving letters to every department head. A number of representative group of faculty across various departments to participated in the answering of the survey. Participation, of course, would be completely voluntary. There would be no names on surveys, but rather codes to ensure complete confidentiality. However, some background information would be helpful, like the instructors' years of experience and their specific departments. This would give the researchers a broader context to understand the data. The core of the data collection process would be a specially designed survey. This survey would be like a compass, guiding the researcher towards understanding the teachers' emotional state. Standardized tools, validated by experts, would be used to measure burnout levels and stress levels.

Data Analysis Procedure

Once the surveys were collected, the meticulous work of analysis would begin. The researcher weaved a narrative from the data. The researcher analyzed the different indicators with burnout and stress levels, identifying patterns across departments. The open-ended responses would be carefully examined, looking for recurring themes that might reveal deeper issues. This data analysis wouldn't be just about statistics; it would be about understanding

the human experience of burnout and stress levels. Both the mean of burnout and stress levels are tested for correlation. By combining the data, the researcher gained a comprehensive picture of what ailed the teachers. This newfound knowledge would be the golden key, unlocking the door to designing a faculty development program that addressed the specific stressors identified in the study.

Presentation, Analysis and Interpretation of Data

Burnout Levels in terms of Emotional Exhaustion

The burnout levels in terms of emotional exhaustion among the teachers is shown in Table 1a. The result indicates the average mean of 2.20 with the description of “rarely” and with the verbal interpretation “Low Extent”. The statement, “I feel emotionally drained from my work”, got the highest mean of 3.04 with the description of “sometimes” with the verbal interpretation “Average Extent”. Followed by the statement, “Working with people all day long requires a great deal of effort”, which got a mean of 2.98 with the description of “sometimes” and with the verbal interpretation “Average Extent”. The statement, “I feel I work too hard at my job” got a mean of 2.31 with the description of “rarely” and with the verbal interpretation “Low Extent”; while the statement, “I feel like my work is breaking me down” got a mean of 2.16 with the description of “rarely” and with the verbal interpretation “Low Extent”. The statement, “It stresses me too much to work in direct contact with people” got a mean of 1.90 with the description of “rarely” and with the verbal interpretation “Low Extent”; while the statement, “I feel frustrated by my work” got a mean of 1.67 with the description of “never” and with the verbal interpretation “Very Low Extent”. Lastly, the statement, “I feel like I’m at the end of my rope” got a mean of 1.34 with the description of “never” and with the verbal interpretation “Very Low Extent”.

Thus, the result implies that the statement, “I feel emotionally drained from my work” may affect the instructors’ burnout, which subsequently entails that having a feeling of uncontrolled emotion at work is an emotional exhaustion which may result to burnout. The result of this study affirms the findings of Klusman, Aldrup, Schmidt and Ludtke (2020), which state that work-related uplifts were negatively and work-related hassles were positively related to emotional exhaustion.

Table 1a Burnout levels among teachers in terms of Emotional Exhaustion.

Indicator	Mean	Description	Verbal Interpretation
I feel emotionally drained from my work.	3.04	Sometimes	Average Extent
Working with people all day long requires a great deal of effort.	2.98	Sometimes	Average Extent
I feel I work too hard at my job.	2.31	Rarely	Low Extent
I feel like my work is breaking me down.	2.16	Rarely	Low Extent
It stresses me too much to work in direct contact with people.	1.90	Rarely	Low Extent
I feel frustrated by my work.	1.67	Never	Very Low Extent
I feel like I’m at the end of my rope.	1.34	Never	Very Low Extent
Total:	2.20	Rarely	Low Extent

Burnout Levels in terms of Personal Dissatisfaction

The burnout levels in terms of personal dissatisfaction among the teachers is shown in Table 1b. The result

indicates the average mean of 1.28 with the description of “never” and with the verbal interpretation “Very Low Extent”. The statement, “I unaccomplished many worthwhile things in this job”, got the highest mean of 1.47 with the description of “never” with the verbal interpretation “Very Low Extent”. Followed by the statement, “In my work, I handle emotional problems frantically”, which got a mean of 1.32 with the description of “never” and with the verbal interpretation “Very Low Extent”. The statement, “I feel drained when I am close to my recipients/students at work” got a mean of 1.30 with the description of “never” and with the verbal interpretation “Very Low Extent”; while the statement, “I easily create an uneasy atmosphere with my recipients/students” got a mean of 1.28 with the description of “never” and with the verbal interpretation “Very Low Extent”. The statement, “I feel I lack energy in my job” got a mean of 1.28 with the description of “never” and with the verbal interpretation “Very Low Extent”; while the statement, “I lookafter my recipients/students problems negatively” got a mean of 1.27 with the description of “never” and with the verbal interpretation “Very Low Extent”. The statement, “I easily misunderstand what my recipients/students feel” got a mean of 1.34 with the description of “never” and with the verbal interpretation “Very Low Extent”; lastly, the statement, “Through my work, I feel that I have a negative influence on people” got a mean of 1.16 with the description of “never” and with the verbal interpretation “Very Low Extent”.

Table 1b Burnout levels among teachers in terms of Personal Dissatisfaction

Indicator	Mean	Description	Verbal Interpretation
I unaccomplished many worthwhile things in this job.	1.47	Never	Very Low Extent
In my work, I handle emotional problems frantically.	1.32	Never	Very Low Extent
I feel drained when I am close to my recipients/students at work.	1.30	Never	Very Low Extent
I easily create an uneasy atmosphere with my recipients/students.	1.28	Never	Very Low Extent
I feel I lack energy in my job.	1.28	Never	Very Low Extent
I look after my recipients/students problems negatively.	1.27	Never	Very Low Extent
I easily misunderstand what my recipients/students feel.	1.23	Never	Very Low Extent
Through my work, I feel that I have a negative influence on people.	1.16	Never	Very Low Extent
Total:	1.28	Never	Very Low Extent

Thus, the result implies that the statement, “I unaccomplished many worthwhile things in this job” may affect the instructors’ burnout, which subsequently entails that satisfaction or dissatisfaction is an affective response to past actions; self-confidence expectations are judgments about one's future capabilities to attain one's goal. The result of this study affirms the findings of Khamisa, Peltzer, Ilic and Odernburg (2017), which state that personal stress is a better predictor of burnout and general health than personal dissatisfaction, which is better predicted by work stress.

Burnout Levels in terms of Depersonalization

The burnout levels in terms of depersonalization among the teachers is shown in Table 1c. The result indicates the average mean of 1.79 with the description of “never” and with the verbal interpretation “Very Low Extent”. The statement, “I feel tired when I get up in the morning and have to face another day at work”, got the highest mean of 2.34 with the description of “rarely” with the verbal interpretation “Low Extent”. Followed by the statement, “I have the impression that my recipients/students make me responsible to some of their problems”,

which got a mean of 2.11 with the description of “rarely” and with the verbal interpretation “Low Extent”. The statement, “I am at the end of my patience at the end of my work day” got a mean of 1.97 with the description of “rarely” and with the verbal interpretation “Low Extent”; while the statement, “I feel I treat some recipients/students as if they are objects” got a mean of 1.83 with the description of “rarely” and with the verbal interpretation “Low Extent”. The statement, “I have become more insensitive to people since I’ve been working” got a mean of 1.52 with the description of “never” and with the verbal interpretation “Very Low Extent”; while the statement, “I really don’t care about what happens to some of my recipients/students” got a mean of 1.40 with the description of “never” and with the verbal interpretation “Very Low Extent”. Lastly, the statement, “I’m afraid that this job is making me uncaring” got a mean of 1.37 with the description of “never” and with the verbal interpretation “Very Low Extent”.

Thus, the result implies that the statement, “I feel tired when I get up in the morning and have to face another day at work” may affect the instructors’ burnout, which subsequently entails that instructors, at times, may feel tired to face another work day. The result of this study negates the findings of Abuaddous, Bataineh and Alabood (2018), which state that no significant relation was captured at any level between depersonalization and control risk assessment indicating that this factor does not affect auditors’ judgement decision making.

Table 1c Burnout levels among teachers in terms of Depersonalization

Indicator	Mean	Description	Verbal Interpretation
I feel tired when I get up in the morning and have to face another day at work.	2.34	Rarely	Low Extent
I have the impression that my recipients/students make me responsible to some of their problems.	2.11	Rarely	Low Extent
I am at the end of my patience at the end of my work day.	1.97	Rarely	Low Extent
I feel I treat some recipients/students as if they are objects.	1.83	Rarely	Low Extent
I have become more insensitive to people since I’ve been working.	1.52	Never	Very Low Extent
I really don’t care about what happens to some of my recipients/students.	1.40	Never	Very Low Extent
I’m afraid that this job is making me uncaring.	1.37	Never	Very Low Extent
Total:	1.79	Never	Very Low Extent

Stress Levels in terms of Work Environment and Work Overload

The stress levels in terms of work environment and work overload among teachers is shown in Table 2a. The result indicates the average mean of 2.79 with the description of “sometimes” and with the verbal interpretation “Average Extent”. The statement, “I have to take work home to complete it”, got the highest mean of 3.07 with the description of “sometimes” with the verbal interpretation “Average Extent”. Followed by the statement, “I do my work overtime or on weekends”, which got a mean of 3.00 with the description of “sometimes” and with the verbal interpretation “Average Extent”. The statement, “I have too much to do and do not have enough time to do it” got a mean of 2.81 with the description of “sometimes” and with the verbal interpretation “Average Extent”; while the statement, “I have difficulty organizing my time to complete tasks” got a mean of 2.61 with the description of “sometimes” and with the verbal interpretation “Average Extent”. Lastly, the statement, “I am unable to keep up with correcting papers and other school works” got a mean of 2.48 with the description of “rarely” and with the verbal interpretation “Low Extent”.

Thus, the result implies that the statement, “I have to take work home to complete it” may sometimes affect the instructors’ stress levels, which subsequently entails that instructors unfinished work at school are sometimes taken home which can give additional stress to them. The result of this study affirms the findings of Jain (2021), which state that the participant teachers’ perceived stress ranged from moderate to high levels due to high workload, multiple sources of stress, the emotional demands of the role and the frustration and constraints they face in role performance.

Table 2a Stress levels among teachers in terms of Work Environment and Work Overload

Indicator	Mean	Description	Verbal Interpretation
I have to take work home to complete it.	3.07	Sometimes	Average Extent
I do my work overtime or on weekends.	3.00	Sometimes	Average Extent
I have too much to do and do not have enough time to do it.	2.81	Sometimes	Average Extent
I have difficulty organizing my time to complete tasks.	2.61	Sometimes	Average Extent
I am unable to keep up with correcting papers and other school works.	2.48	Rarely	Low Extent
Total:	2.7	Sometimes	Average Extent

Stress Levels in terms of Use of New Technologies

The stress levels in terms of use of new technologies among teachers is shown in Table 2b. The result indicates the average mean of 2.42 with the description of “rarely” and with the verbal interpretation “Low Extent”. The statement, “New technologies make it too easy for other individuals to send me additional work”, got the highest mean of 3.05 with the description of “sometimes” with the verbal interpretation “Average Extent”. Followed by the statement, “I feel overwhelmed by the amount of new technologies that I need to learn and use”, which got a mean of 2.54 with the description of “rarely” and with the verbal interpretation “Low Extent”. The statement, “There is a constant surge of work-related information coming in through new technologies that I just cannot keep up with” got a mean of 2.37 with the description of “rarely” and with the verbal interpretation “Low Extent”; while the statement, “It would take me too long to completely figure out how to use new technologies that are available for me at work” got a mean of 2.29 with the description of “rarely” and with the verbal interpretation “Low Extent”. Lastly, the statement, “I feel that new technologies have disrupted my workflow or made it more difficult to complete tasks” got a mean of 1.89 with the description of “rarely” and with the verbal interpretation “Low Extent”.

Thus, the result implies that the statement, “New technologies make it too easy for other individuals to send me additional work” may affect the instructors’ stress levels, which subsequently entails that new technologies are being used to easily send more work to instructors which in turn gives them stress. The result of this study affirms the findings of Batanero, Gravan, Rebollo and Rueda (2021), which state that teachers present high levels of anxiety or stress due to their use of educational technology in the classroom.

Table 2b Stress levels among teachers in terms of Use of New Technologies

Indicator	Mean	Description	Verbal Interpretation
New technologies make it too easy for other individuals to send me additional work.	3.05	Sometimes	Average Extent
I feel overwhelmed by the amount of new technologies that I need to learn and use.	2.54	Rarely	Low Extent
There is a constant surge of work-related information coming in through new technologies that I just cannot keep up with.	2.37	Rarely	Low Extent
It would take me too long to completely figure out how to use new technologies that are available for me at work.	2.29	Rarely	Low Extent
I feel that new technologies have disrupted my workflow or made it more difficult to complete tasks.	1.89	Rarely	Low Extent
Total:	2.42	Rarely	Low Extent

Stress Levels in terms of Organizational Aspect

The stress levels in terms of organizational aspect among teachers is shown in Table 2c. The result indicates the average mean of 2.04 with the description of “rarely” and with the verbal interpretation “Low Extent”. The statement, “I feel that I don’t have enough support and resources available to manage my work”, got the highest mean of 2.19 with the description of “rarely” with the verbal interpretation “Low Extent”. Followed by the statement, “My administrator/supervisor makes demands that I cannot meet”, which got a mean of 2.14 with the description of “rarely” and with the verbal interpretation “Low Extent”. The statement, “I feel that I cannot be myself when I am interacting with my administrator/supervisor” got a mean of 2.04 with the description of “rarely” and with the verbal interpretation “Low Extent”; while the statement, “I feel my administrator/supervisor does not approve of the job I do” got a mean of 1.95 with the description of “rarely” and with the verbal interpretation “Low Extent”. Lastly, the statement, “I have difficulty in my working relationship with my administrator/supervisor” got a mean of 1.88 with the description of “rarely” and with the verbal interpretation “Low Extent”.

Thus, the result implies that the statement, “I feel that I don’t have enough support and resources available to manage my work” may affect the instructors’ stress, which subsequently entails that having little support from the people around, co-worker and administration can give stress to the instructors. The result of this study affirms the findings of Beusaert, Froehlich, Devos, and Riley (2016), which state that social support predicts decreased stress and in turn burnout in school principals, however differences were found according to the type of social support.

Table 2c Stress levels among teachers in terms of Organizational Aspect

Indicator	Mean	Description	Verbal Interpretation
I feel that I don’t have enough support and resources available to manage my work.	2.19	Rarely	Low Extent
My administrator/supervisor makes demands that I cannot meet.	2.14	Rarely	Low Extent
I feel that I cannot be myself when I am interacting with my administrator/supervisor.	2.04	Rarely	Low Extent
I feel my administrator/supervisor does not approve of the job I do.	1.95	Rarely	Low Extent
I have difficulty in my working relationship with my administrator/supervisor.	1.88	Rarely	Low Extent
Total:	2.04	Rarely	Low Extent

Stress Levels in terms of Relationships and Role of Teachers

The stress levels of teachers in terms of relationships and role of teachers is shown in Table 2d. The result indicates the average mean of 1.89 with the description of “rarely” and with the verbal interpretation “Low Extent”. The statement, “I become impatient/angry when my students do not do what I ask them to do”, got the highest mean of 2.30 with the description of “rarely” with the verbal interpretation “Low Extent”. Followed by the statement, “My students make my job stressful”, which got a mean of 2.00 with the description of “rarely” and with the

verbal interpretation “Low Extent”. The statement, “I get too little support from the instructors I work with. (e.i. peers, supervisors, division chairman, program coordinators and deans)” got a mean of 1.81 with the description of “rarely” and with the verbal interpretation “Low Extent”; while the statement, “I feel my fellow instructors think I am not doing a good job” got a mean of 1.69 with the description of “never” and with the verbal interpretation “Very Low Extent”. Lastly, the statement, “Disagreements with my fellow instructors are a problem to me” got a mean of 1.67 with the description of “never” and with the verbal interpretation “Very Low Extent”.

Thus, the result implies that the statement, “I become impatient/angry when my students do not do what I ask them to do” may affect the instructors’ stress level, which subsequently entails that students behavior towards

their work and instructor can give stress to their instructor. The result of this study affirms the findings of Ramberg, Låftman, Åkerstedt, and Modin, (2020), which state that negative associations between school- level teacher stress, fatigue, and depressed mood and students' school satisfaction and perceived teacher caring, even when controlling for student- and school-level sociodemographic characteristics.

Table 2d Stress levels among teachers in terms of Relationships and Role of Instructor

Indicator	Mean	Description	Verbal Interpretation
I become impatient/angry when my students do not do what I ask them to do.	2.30	Rarely	Low Extent
My students make my job stressful.	2.00	Rarely	Low Extent
I get too little support from the instructors I work with. (e.i. peers, supervisors, division chairman, program coordinators and deans)	1.81	Rarely	Low Extent
I feel my fellow instructors think I am not doing a good job.	1.69	Never	Very Low Extent
Disagreements with my fellow instructors are a problem to me.	1.67	Never	Very Low Extent
Total:	1.89	Rarely	Low Extent

Relationship between Burnout and Job Demands

Table 4 displayed the correlation between burnout and stress levels. The results showed a significant relationship between burnout and stress levels since the obtained p-value (0.000) is less than 0.05 level of significance.

The result of this study conforms the findings of Gauthier, Ginoux, Gerber and Sarrazin (2019) which states that stress was associated with higher levels of job burnout; (b) that under a high stress condition, PA was negatively linked to cognitive weariness; and (c) that intrinsic motivation for PA reinforced the positive moderating effect of PA on the stress–burnout relationship, especially when stress is high.

Table 4 Relationship between burnout and stress levels among teachers

Variable	n	P-value	Remarks
Burnout to Stress Levels	107	.000	Significant

CONCLUSIONS

Based on the findings of the study, the following conclusions were drawn:

1. For burnout level in terms of emotional exhaustion exhibits a low result. Hence, the statement, “I feel emotionally drained from my work” has an average extent in burnout.
2. For burnout level in terms of personal dissatisfaction exhibits a very low result. Hence, the statement, “I unaccomplished many worthwhile things in this job” has a very low extent in burnout.
3. For burnout level in terms of depersonalization exhibits a very low result. Hence, the statement, “I feel tired when I get up in the morning and have to face another day at work” has a low extent in burnout.
4. For stress levels in terms of work environment and work overload, exhibits an average result. Hence, the statement, “I have to take work home to complete it” has an average extent in stress levels.
5. For stress levels in terms of the use of new technologies, exhibits a low result. Hence, the statement, “New technologies make it too easy for other individuals to send me additional work” has an average extent in stress levels.
6. For stress levels in terms of the organizational aspect exhibits a low result. Hence, the statement, “I feel that I don’t have enough support and resources available to manage my work” has a low extent in stress levels.
7. For stress levels in terms of relationships and role of instructors exhibits a low result. Hence, the statement, “I become impatient/angry when my students do not do what I ask them to do” has a low extent in stress levels.

The null hypothesis stating that there is no significant relationship between burnout and stress levels among

teachers is therefore rejected.

RECOMMENDATIONS

Based on the findings and conclusions drawn, the following are the recommendations:

As to the study's results, the burnout level and stress levels may be used as basis to conduct a faculty development program in the institution. This may not be limited to the faculty but also to the staff.

For further development of the study on burnout level and stress levels, other school may be subject for this study, such as schools in Iloilo not included in this study.

Studies and observation are recommended to discover more approaches suited to advanced studies conducted in quantitative and qualitative research.

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APPENDIX A

Letter To Conduct Study



Republic of the Philippines
CAPIZ STATE UNIVERSITY
ROXAS CITY MAIN CAMPUS
Fuentes Drive, Roxas City, Capiz
website: www.capsu.edu.ph email address: roxas@capsu.edu.ph

February 20, 2024

RAMON N. EMMANUEL JR., Ph.D.
Campus Administrator
Iloilo Science and Technology University
Miagao Campus
Miagao, Iloilo

Dear Dr. Emmanuel,

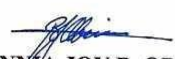
Greetings!

The undersigned, a student of Capiz State University, Roxas City Main Campus, is presently undertaking a research study entitled **"Factors Influencing Instructors' Burnout and Stress Levels in Iloilo Science and Technology University, Miagao Campus: Basis for Faculty Development Program"** as a requirement for the course in EDUC 304 – Quantitative Methods of Research.

In view with this, I would like to ask permission for your kind approval to allow me to conduct my research and administer the questionnaire to the different faculty in Iloilo Science and Technology University, Miagao Campus. Rest assured that the data gathered will be kept confidential.

Hoping for your kind consideration and approval. Thank you and God bless.

Respectfully,


RENMA JOY B. OBSIANA
EdD Student/Researcher

Approved:


RAMON N. EMMANUEL JR., Ph.D.
Campus Administrator

Accredited:
Member: Accrediting Agency of Chartered Colleges and Universities of the Philippines (AACUP)
Philippine Association of State Universities and Colleges (PASUC)
Agricultural Colleges Association of the Philippines (ACAP)



APPENDIX B

Letter To Request List Of Faculty



Republic of the Philippines
CAPIZ STATE UNIVERSITY
ROXAS CITY MAIN CAMPUS
Fuentes Drive, Roxas City, Capiz
website: www.capsu.edu.ph email address: roxas@capsu.edu.ph

February 21, 2024

LORIEDEE D. BENTULA, Ph.D.

Head of Instruction
Iloilo Science and Technology University
Miagao Campus
Miagao, Iloilo

Dear Ma'am,

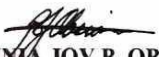
Greetings!

The undersigned, a student of Capiz State University, Roxas City Main Campus, is presently undertaking a research study entitled **"Factors Influencing Instructors' Burnout and Stress Levels in Iloilo Science and Technology University, Miagao Campus: Basis for Faculty Development Program"** as a requirement for the course in EDUC 304 – Quantitative Methods of Research.


In view with this, I would like to request from your good office a copy of the list of faculty in Iloilo Science and Technology University, Miagao Campus as a basis for my research study. Rest assured that the data gathered will be kept confidential.

Hoping for your kind consideration and approval. Thank you and God bless.

Respectfully,


RENNIA JOY B. OBSIANA
EdD Student/Researcher

Approved:


LORIEDEE D. BENTULA, Ph.D.
Dean/Head of Instruction

Accredited: Accrediting Agency of Chartered Colleges and Universities of the Philippines (AACUP)
Member: Philippine Association of State Universities and Colleges (PASUC)
Agricultural Colleges Association of the Philippines (ACAP)



APPENDIX C

Certificate Of Validation

This is to certify that I have checked and advised necessary changes to the questionnaire to be used by the researcher namely, Rennia Joy B. Obsiana for her research entitled “Factors Influencing Instructors’ Burnout and Stress Levels in Iloilo Science and Technology University, Miagao Campus: Basis for Faculty Development Program.”

I fully certify that I am an authority in the subject presented before me in this study. As an expert in this subject/topic, I have reviewed and validated the contents of the questionnaire. I made sure that the elements are appropriate and accurate to answer the research query based on the statement of the problem.

Certification Issued By:



LANCE JAY T. MONTALBAN, D.I.T.

APPENDIX D

Statistical Analysis Result

Descriptives Variables=Q1 Q2 Q3 Q4 Q5 Q6 Q7 /Statistics=Mean.

Descriptives

[DataSet1] C:\Users\Client\Documents\QUANTITATIVE RESEARCH.sav

Descriptive Statistics

	N	Mean
Q1	107	3.0467
Q2	107	2.9813
Q3	107	2.1682
Q4	107	1.6729
Q5	107	2.3178
Q6	107	1.9065
Q7	107	1.3458
Valid N (listwise)	107	

Descriptives Variables=Q8 Q9 Q10 Q11 Q12 Q13 Q14 Q15/Statistics=Mean.

Descriptives

[DataSet1] C:\Users\Client\Documents\QUANTITATIVE RESEARCH.sav

Descriptive Statistics

	N	Mean
Q8	107	1.4766
Q9	107	1.2897
Q10	107	1.2336

Q11	107	1.2710
Q12	107	1.3271
Q13	107	1.1682
Q14	107	1.2804
Q15	107	1.3084
Valid N (listwise)	107	

DESCRIPTIVES VARIABLES=Q16 Q17 Q18 Q19 Q20 Q21 Q22/STATISTICS=MEAN.Descriptives

[DataSet1] C:\Users\Client\Documents\QUANTITATIVE RESEARCH.sav

Descriptive Statistics

	N	Mean
Q16	107	1.8318
Q17	107	2.3458
Q18	107	2.1121
Q19	107	1.9720
Q20	107	1.4019
Q21	107	1.5234
Q22	107	1.3738
Valid N (listwise)	107	

Descriptives Variables=Q23 Q24 Q25 Q26 Q27/Statistics=Mean.

Work Environment And Work Overload

Descriptives

[Dataset1] C:\Users\Client\Documents\Quantitative Research.Sav

Descriptive Statistics

	N	Mean
Q23	107	2.4860
Q24	107	3.0748
Q25	107	2.8131
Q26	107	2.6168
Q27	107	3.0093
Work Environment And Work Overload	107	2.8000
Valid N (listwise)	107	

Descriptives Variables=Q28 Q29 Q30 Q31 Q32 Use Of New Technologies/Statistics=Mean.

Descriptives

[Dataset1] C:\Users\Client\Documents\Quantitative Research.Sav

Descriptive Statistics

	N	Mean
Q28	107	1.8972
Q29	107	2.5421
Q30	107	2.3738
Q31	107	3.0561
Q32	107	2.2991
Use Of New Technologies	107	2.4336
Valid N (listwise)	107	

Descriptives Variables=Q33 Q34 Q35 Q36 Q37 Organizationalaspect /Statistics=Mean.

Descriptives

[Dataset1] C:\Users\Client\Documents\QUANTITATIVE RESEARCH.Sav

Descriptive Statistics

	N	Mean
Q33	107	2.1402
Q34	107	1.9533
Q35	107	2.0467
Q36	107	1.8879
Q37	107	2.1963
Organizational Aspect	107	2.0449
Valid N (listwise)	107	

Descriptives Variables=Q38 Q39 Q40 Q41 Q42 Relationship And Role Of Instructors/Statistics=Mean.

Descriptives

[DataSet1] C:\Users\Client\Documents\QUANTITATIVE RESEARCH.sav

Descriptive Statistics

	N	Mean
Q38	107	2.0000
Q39	107	2.3084
Q40	107	1.6916
Q41	107	1.6729
Q42	107	1.8131
Relationship And Role Of Instructors	107	1.8972
Valid N (listwise)	107	

Descriptives Variables=Q43 Q44 Q45 Q46 Q47institutional Demands And Resources/Statistics=Mean.

Descriptives

[Dataset1] C:\Users\Client\Documents\Quantitative Research.Sav

Descriptive Statistics

	N	Mean
Q43	107	2.0280
Q44	107	2.2150
Q45	107	1.9346
Q46	107	2.0654
Q47	107	2.2523
Institutional Demands And Resources	107	2.0991
Valid N (listwise)	107	

Descriptives Variables=Q48 Q49 Q50 Q51 Q52 Classroom Demands And Resources/Statistics=Mean.

Descriptives

[DataSet1] C:\Users\Client\Documents\QUANTITATIVE RESEARCH.sav

Descriptive Statistics

	N	Mean
Q48	107	2.4019
Q49	107	2.0467
Q50	107	2.0841
Q51	107	2.0187
Q52	107	2.8692
Classroom Demands And Resources	107	2.2841
Valid N (listwise)	107	

DESCRIPTIVES VARIABLES=Q53 Q54 Q55 Q56 Q57 Personal Demands And Resources/STATISTICS=MEAN.

Descriptives

[DataSet1] C:\Users\Client\Documents\QUANTITATIVE RESEARCH.sav

Descriptive Statistics

	N	Mean
Q53	107	2.1308
Q54	107	2.4299
Q55	107	2.1682
Q56	107	2.0000
Q57	107	2.0935
Personal Demands And Resources	107	2.1645
Valid N (listwise)	107	

Correlation

Correlations/Variables=Burnout Job Demands/Print=Twotail Nosig /Missing=Pairwise.

[Dataset1] C:\Users\Client\Documents\Quantitative Research.Sav

Correlations

		Burnout	Job Demands
	Pearson Correlation	1	.547**
Burnout	Sig. (2-tailed)		.000
	N	107	107
	Pearson Correlation	.547**	1
Job Demands	Sig. (2-tailed)	.000	
	N	107	107

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

GET FILE='C:\Users\Client\Documents\QUANTITATIVE RESEARCH.Sav'.DATASET NAME Dataset1
WINDOW=FRONT. CORRELATIONS/VARIABLES=Stresslevels Jobdemands/PRINT=TWOTAIL NOSIG
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[Dataset1] C:\Users\Client\Documents\Quantitative Research.Sav

Correlations

		Stress Levels	Job Demands
	Pearson Correlation	1	.581**
Stress Levels	Sig. (2-tailed)		.000
	N	107	107
	Pearson Correlation	.581**	1
Job Demands	Sig. (2-tailed)	.000	
	N	107	107

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

Appendix E

Survey Questionnaire

Research Questionnaire

Factors Influencing Instructors' Burnout and Stress Levels in Iloilo Science and Technology University, Miagao Campus: Basis for Faculty Development Program

Part I: Respondent's Profile

Kindly fill in the information on the blanks provided. Please do not leave any items unanswered.

Name:

Age:

Academic Rank:

Gender:

Department/Council:

Number of years in teaching:

Direction: For each statement, indicate the score that corresponds to your response by putting a check in the box. Your answers and identity will be strictly confidential.

Part II: Questionnaire for Burnout

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

Statement	Never	A few times per year	Once a month	Once a week	Every day
Factor 2: Personal Dissatisfaction	1	2	3	4	5
1. I unaccomplished many worthwhile things in this job.					
2. I feel I lack energy in my job.					
3. I easily understand what my recipients/students feel.					
4. I look after my recipients/students problems negatively.					
5. In my work, I handle emotional problems frantically.					
6. Through my work, I feel that I have a negative influence on people.					
7. I easily create an uneasy atmosphere with my recipients/students.					
8. I feel drained when I am close to my recipients/students at work.					
Total Score:					

Statement	Never	A few times per year	Once a month	Once a week	Every day
Factor 3: Depersonalization	1	2	3	4	5
1. I feel I treat some recipients/students as if they are objects.					

2. I feel tired when I get up in the morning and have to face another day at work.					
3. I have the impression that my recipients/students make me responsible to some of their problems.					
4. I am at the end of my patience at the end of my work day.					
5. I really don't care about what happens to some of my recipients/students.					
6. I have become more insensitive to people since I've been working.					
7. I'm afraid that this job is making me uncaring.					
Total Score:					

Part III: Questionnaire for Stress Levels

Direction: For each statement, indicate the score that corresponds to your response by putting a check in the box. Your answers and identity will be strictly confidential.

Statement	Never	Rarely	Sometimes	Often	Very often
Factor 1: Work Environment and Work Overload	1	2	3	4	5
1. I am unable to keep up with correcting papers and other school works.					
2. I have to take work home to complete it.					
3. I have too much to do and do not have enough time to do it.					
4. I have difficulty organizing my time to complete tasks.					
5. I do my work overtime or on weekends.					
Total Score:					

Statement	Never	Rarely	Sometimes	Often	Very often
Factor 2: Use of New Technologies	1	2	3	4	5
1. I feel that new technologies have disrupted my workflow or made it more difficult to complete tasks.					
2. I feel overwhelmed by the amount of new technologies that I need to learn and use.					
3. There is a constant surge of work-related information coming in through new technologies that I just					

cannot keep up with.					
4. New technologies make it too easy for other individuals to send me additional work.					
5. It would take me too long to completely figure out how to use new technologies that are available for me at work.					
Total Score:					

Statement	Never	Rarely	Sometimes	Often	Very often
Factor 3: Organizational Aspect	1	2	3	4	5
1. My administrator/supervisor makes demands that I cannot meet.					
2. I feel my administrator/supervisor does not approve of the job I do.					
3. I feel that I cannot be myself when I am interacting with my administrator/supervisor.					
4. I have difficulty in my working relationship with my administrator/supervisor.					
5. I feel that I don't have enough support and resources available to manage my work.					
Total Score:					

Statement	Never	Rarely	Sometimes	Often	Very often
Factor 4: Relationships and Role of Instructors	1	2	3	4	5
1. My students make my job stressful.					
2. I become impatient/angry when my students do not do what I ask them to do.					
3. I feel my fellow instructors think I am not doing a good job.					

4. Disagreements with my fellow instructors are a problem to me.					
5. I get too little support from the instructors I work with. (e.i. peers, supervisors, division chairman, program coordinators and deans)					
Total Score:					

Part IV. Questionnaire for Job Demands

Direction: For each statement, indicate the score that corresponds to your response by putting a check in the box. Your answers and identity will be strictly confidential.

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Factor 1: Institutional demands and resources	1	2	3	4	5
1. I feel that the institution's expectations and demands of me are unrealistic or unreasonable.					
2. I feel that the institution's decision-making and communication procedures are exclusive and unapparent.					
3. I feel that my work as an instructor is not valued or supported by the school administration.					
4. The institution does not provide enough possibilities for peer assistance and collaboration with other instructors to help enhance instruction and deal with institutional expectations.					
5. I feel that my schedule and workload are too much for me to handle and don't allow for a good work-life balance.					
Total Score:					

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Factor 2: Classroom demands and resources	1	2	3	4	5
1. I feel that I don't have adequate materials, technology, and instructional materials to teach students effectively.					
2. I find it difficult to manage students' behaviors and engagement in my classroom.					
3. I feel that the responsibilities in my classroom, like lesson planning, grading, and student management, are interfering with my well-being.					
4. I am worried that I cannot use technology like the internet, multimedia and artificial intelligence tools efficiently in teaching.					

5. I feel that my classroom does not have proper ventilation, lightings, multimedia projectors and other teaching resources.					
Total Score:					

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Factor 3: Personal demands and resources	1	2	3	4	5
I feel that my interests, talents, and qualities are not acknowledged and put to use.					
I feel that my personal well-being and health are affected by my work.					
I experience conflicts about my employment as an instructor with my friends, partners, family, peers, supervisor, division chairman, program coordinator and dean.					
I feel that my obligations and personal life are interfering with my teaching duties.					
I feel that the expectations and culture of the institution do not correspond with my personal views, values, or ambitions.					
Total Score:					

Respondent's Signature

Thank you for your responses to this survey. The information that we've gathered through this survey is a big help in my research study. Rest assured that all your responses will be treated with the utmost discretion. Thank you and God bless you!

Appendix F

Pictures During Survey

