

Burnout and Teaching Performance of Faculty Members in the University of Eastern Philippines, University Town, Northern Samar

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Abstract: *This study is generally aimed at determining burnout and teaching performance of faculty members in the University of Eastern Philippines from school year 2014-2015. The description-correlational method was used in this study. On extent of teachers' burnout in terms of emotional exhaustion, majority of the faculty were experiencing moderate burnout. As to depersonalization, majority were "low burnout" and in terms of reduced personal accomplishment more than 50 percent were "moderate burnout" and 30 percent were "low burnout" while 10 percent were "high burnout". As to the performance of the faculty respondents per student' evaluation, 26.81 percent were "outstanding", 47.10 percent very satisfactory, 24.64 percent "satisfactory" and 1.45 percent "fair". On the test of relationship between the performance and burnout construct, it was found out that the extent of teachers' burnout has no significant effect to teaching performance. It could be because teachers are committed to their profession. However, the table of beta coefficient shows a beta coefficient value of 0.146 which means that if teachers' burnout affect teaching performance, the effect is inversely proportional. This is if the teachers' burnout increase the teaching performance decreases.*

1. Introduction

Burnout result from the chronic perception that one is unable to cope up with daily life demands. It starts from stress which may be part of human experiences especially in this modern time. Various events in life cause stress and could result to burnout. People can experience burnout to the point that they no longer have complete control over what happen in their lives while some individuals will not perform well unless they experience a level of stress which activates and energizes them to put forth their best result.

Stress and burnout in educational organizations have become topics of considerable interest in recent years. A number of researchers after studying members of various organizations have concluded that organizational life experience may carry a burden that can be debilitating to both the individual and the organization. For a large bureaucratic organization like state universities and colleges (SUC's), stress and burnout exert in its own set of unique forces on the teachers (Pinca 2014:40). Through these forces, the organization is able to channel the individual's behavior toward certain goals and to direct his interactions toward certain people and away from others. This conformity to organizational norms is acquired at a price most often thought of in terms of salary or wages. But there are often things which the organizations incurs; they are cost in the form of job-related burnout of the people who make the organization run.

Thus, both mental and physical health may be affected by the continual pressure of the job over a period of years.

There are numbers of explanations of burnout as well as a number of events that can lead to the experience of teacher burnout. It is viewed as harmful, threatening, or as challenging depending on the person experiencing burnout (Morales 2005:87).

Many teachers nowadays, find the demands of being professional educators difficult and at time stressful. This

stress may escalate into burnout and can have serious consequences in one's health, happiness and work.

Teacher burnout is most often an organization problem and it is insidious because it can remove dedicated teachers from the field of education, sometimes even more they retire. Its solution is found most often in creating a positive, supportive culture and climate where teachers are treated as professionals and given opportunity to collaborate, problem solve, and get needed reasonable support in timely ways. When the conditions of teaching are bad, the conditions of learning tend to be worse, and students suffer in lasting ways (Magno 2006:123).

The researcher, being a professor in the University decided to delve in this issue. Expectation of the clientele will be assured and in cases of negative findings immediate interventions may be done.

2. Objectives

This study aimed at determining burnout and teaching performance of faculty members in the University of Eastern Philippines.

Specifically, it aimed to:

- 1) Find out the extent of teacher's burnout in terms of:
 - a) Emotional exhaustion
 - b) Depersonalization, and
 - c) Reduced personal accomplishment.
- 2) Find out the performance of the faculty member respondents as evaluated by their students; and
- 3) Determine if teacher's burnout affect the teaching performance of the teacher.

3. Methodology

The descriptive-correlational method was used in this study. Standardized questionnaire formulated by Maslach and Schaufeli, both psychologists to measure the burnout construct was used. These are composed of three domain,

emotional exhaustion, depersonalization, and reduced personal accomplishment.

All regular faculty members of the main campus were the respondents. The complete enumeration technique ensured accuracy and reliability of the data. However, one hundred percent retrieved was not realized.

4. Results and Discussion

Table 1.1 shows that extent of teacher's burnout in terms of Emotional Exhaustion. Among the 138 respondents/faculty in the University of Eastern Philippines, 52 which is 37.7 percent were "low burnout", 71 or 51.4 percent were "moderate burnout" and 15 or 10.9 percent were "high burnout". This implies that majority of the faculty are not experiencing high level of stress.

Table 1.1: Emotional Exhaustion

Extent of Teacher's Burnout	Frequency	Percentage
Low Burnout	52	37.7
Moderate Burnout	71	51.4
High Burnout	15	10.9
Total	138	100

Table 1.2 shows the extent of teachers' burnout in terms of Depersonalization. It was revealed that 95 which is 68.8 percent of the total respondents were "low burnout", 36 or 26.1 percent were "moderately burnout", and 7 which is 5.1 percent were "very low burnout".

It could be implied based on Bennet and LeCompt's that the respondents are not on risk from depersonalization and student will not suffer from "burn-up".

Table 1.2: Depersonalization

Extent of Teacher's Burnout	Frequency	Percentage
Low Burnout	7	5.1
Moderate Burnout	95	68.8
High Burnout	36	26.1
Total	138	100

Table 1.3 shows the extent of teachers' burnout in terms of reduce or personal accomplishment. Findings shows that 65 teachers which is 47.1 percent were "moderate burnout" 72 or 52.2 percent were "low burnout", and 1 which is 0.7 percent was "very low burnout".

The data would mean that majority of the respondents are still enthusiastic and motivated with their worth as teachers. They are not at risk of reduced personal accomplishment in which one devalues one's work with others (Maslach and Jackson).

Table 1.3 Reduced Personal Accomplishment

Extent of Teacher's Burnout	Frequency	Percentage
Low Burnout	1	0.7
Moderate Burnout	72	52.2
High Burnout	65	47.1
Total	138	100

Table 2 presents the performance of the faculty as evaluated by the students. (S.Y. 2014-2015). From the data taken from the office of the Director of Instruction, It was found out that

37 or 26.81 percent, were rated "outstanding", 65 or 47.10 percent "very satisfactory", 34 or 24.64 percent "satisfaction" and 2 which is 1.45 percent were rated "fair".

It could be implied that majority of the respondents are performing their task as teachers in accordance to expectation of the clientele.

Table 2: Performance of the Faculty as Evaluated by the students

Extent of Teacher's Burnout	Frequency	Percentage
Outstanding	37	26.81
Very Satisfactory	65	47.10
Satisfactory	34	24.64
Fair	2	1.45
Total	138	100

To determine the effect of teachers' burnout to the teaching performance of the teacher, the simple linear regression analysis in SPSS software was used. Table 3, the ANOVA table, reveals in F value of 1.734 and a significance value of 0.05, which is greater than the alpha value of 0.05, which means that there is no significant relationship between the input/independent variable which is the extent of teachers' burnout and the output/dependent variable which is the teaching performance of the teacher. This implies that the extent of teachers' burnout has no significant effect to the teaching performance of the teacher. This is maybe the commitment of teachers to perform their duty is strong enough that even he/she is highly burnout he/she can still perform best inside the classroom. However, table 3.2, the table of beta coefficient shows a beta coefficient value of -0.146, which means that is teachers' burnout affect teaching performance, the effect is inversely proportional that is if the teachers' burnout increases the teaching performance decreases.

5. Conclusion

Base from the findings, the following are arrived at:

- 1) Majority of the faculty members had not experienced burnout construct, thus, they are in the position to inspire future professionals.
- 2) Only very few faculty had a symptom of emotional exhaustion which had no affected their personal accomplishment.
- 3) Teaching performance of the faculty may be affected by their motivation on burnout construct.

6. Recommendation

Based on the findings, the following are forwarded"

- 1) The University may look into the possibility of conducting team building sessions where faculty and students interact.
- 2) Give incentives to high performing faculty members.
- 3) Further study is recommended correlating student behavior and performance and teachers' burnout.

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