

BURNOUT LEVEL OF ELEMENTARY TEACHERS IN THE NEW NORMAL

**College of Teacher Education
BOHOL ISLAND STATE UNIVERSITY
Zamora, Bilar, Bohol**

**RIZA S. BAJA
IVY O BUDIONGAN
LUCIA R. PAULICAN
MECA G TORRES**

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**In Partial Fulfillment
Of the Requirements for the Degree
In Bachelor in Elementary Education**

**Riza S. Baja
Ivy O. Budiongan
Lucia R. Paulican
Meca G. Torres**

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APPROVAL SHEET

This thesis entitled **BURNOUT LEVEL OF ELEMENTARY TEACHERS IN THE NEW NORMAL**, was prepared and submitted by Riza S. Baja, Ivy O. Budiongan, Lucia R. Paulican, and Meca G. Torres in partial fulfillment of the requirements for the degree Bachelor in Elementary Education Major in General Education has been examined and recommended for acceptance and approval for oral defense.


THESIS COMMITTEE


MA. QUIMAR Q. GAHIT, EdD
Chair


CHLEA MARIE T. ABUCEJO, MAEd
Editor


REAL A. BAGUIN, MAEd
Statistician


ADORACION P. QUITORAS, EdD
Member


DIANNE G. BALONGA, MAT
Adviser

Approved by the Examining Panel during the Oral Examination conducted on April 29, 2022 with a rating of 1.5. *1.5*


EXAMINING PANEL


MARIETTA C. MACALOLOT, PhD
Chair


LIMWEL A. NALDOZA, MAEd
Member


DONNA RUTH P. TALO, MSc
Member


MA. QUIMAR Q. GAHIT, EdD
Member


ADORACION P. QUITORAS, EdD
Member

Accepted and approved as partial fulfillment of the requirements for the degree Bachelor in Elementary Education Major in General Education.

April 29, 2022
Date of Oral Defense


MARIETTA C. MACALOLOT, PhD
Campus Director, BISU-Bilar

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Riza S. Baja

Ivy O. Budiongan

Lucia R. Paulican

Meca G. Torres

ABSTRACT

The main objective of the study was to determine the level of burnout of the elementary teachers in the new normal. Specifically, it sought to determine the profile of the respondents in terms of age, sex, civil status, educational attainment, and position; the ways of dealing burnout; the level of burnout of elementary teachers in the new normal in terms of emotional, physical and mental; and the profile is not a predictor of their burnout. The study was conducted at Sierra Bullones School District and the respondents were the 79 elementary teachers. The adapted questionnaire was prepared for the respondents; this instrument was pretested to determine its clarity and validity. Furthermore, an enhanced survey questionnaire was used to gather the needed data for the burnout level. The gathered data were tallied, tabulated and computed using the simple percentage formula, weighted mean score, one way analysis of variance (ANOVA), and multiple regression. It was revealed that the most of the respondents were between the ages of 36 to 40 years old, female and married, bachelor's degree holder and teacher 3. The level of burnout of the three aspects whereas emotional, physical, mental was low level. Anchored on the findings the following recommendation were forwarded: School Heads should strengthen on how to optimize physical health and aiming at reducing teachers' discomfort that enhance the recovery and protection of their health and well-being. Teachers should apply what they learned at the seminar to associated mental health concerns so they can maintain a good wellness lifestyle (e.g yoga, Zumba, etc.) with a focus on getting 7 to 9 hours of sleep to improve their mental, physical, and emotional attitudes towards work and manage burnout. School heads and educational leaders should have concrete programs or wellness, fitness and lifestyle well-being of teachers to maintain a healthy lifestyle and positive mind set at work. The future researchers may replicates this study for further verification of findings.

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Chapter 1

THE PROBLEM AND ITS SCOPE

Rationale

Teaching is a rewarding yet demanding career. With long hours and a heavy workload, it's easy to fall prey to teacher burnout. Without proper support, teachers are endanger of being overworked and not taking care of their own emotional, mental and physical health needs. Due to a multitude of factors ranging from statutory demands to classroom management issues. Teachers are now facing a whole new list of issues to add to their plates because of the pandemic, and not all are directly related to the classroom. Most teachers have had to adjust their academic strategies to accommodate virtual and modular schooling.

Teachers' burnout is increasing because of many changes in the field of education. Teachers provide learning material need to teach their students from home or modular learning. It is difficult to the teacher to ensure the continuation of instruction, but still sacrifice their selves to distribute printed learning materials to the students. And make them more stressful because they think that they cannot meet the expectation for their students. Teacher's experiences put them into much pressure and made them anxious. Burnout is a state of emotional, physiological, and mental exhaustion caused by prolonged and excessive stress. Burnout is a condition that develops when you are pressured, emotionally exhausted, and unable to satisfy ongoing demands (Melinda Smith M.A, Jeanne Segal Ph.D. et, al.).

The outbreak of the COVID-19 has brought about tiring tasks and unending demands in the Philippine educational system. With a bulk of work left undone (e.g. last quarter exam, computation of grades, issuance of cards, reading of forms etc.) in the outgoing school year, teachers are awaiting the directive to process under the new normal of the education agency. This "new normal" prepares the teachers to be equipped with adaptive leadership and increase technological competence, which are primary and valuable skills to master. Teachers need to have a clear mindset and psychological understanding to be prepared and ready for the new normal.

This research study is based on teachers' burnout in the new normal, with the goal of determining their level of burnout, particularly in light of the new shift in teaching. Teachers are overworked and face significant burnout in their profession. Although teachers are generally pretty happy in this profession, not all teachers have proper ways of dealing when they undergo high amounts of burnout from their job. Such realities cause some to burn out and possibly leave the profession.

As much as these initiatives are found to be appropriate to address the need of the time, it has also given a tough routine to parents who are working from home simultaneously taking the responsibility that their children's learning process continues seamlessly during the times of COVID-19. With this, the researchers will find out the level of burnout among elementary school teachers in the new normal.

Literature Background

Teachers need to manage the entanglements and battle Coronavirus has caused inside the training framework. The pinnacle of the infection presently can't seem to come, and the teachers are experiencing the pressure that causes—they are experiencing a worldwide pandemic as well. The teacher, who considers the second mother of a student, was having a tough time addressing the new normal founded. Simultaneously, the shortage of apparatus and material support at the start of the category, whether or not we Filipinos can handle this new test in our lives. With this, plenty of scholars and even teachers experience stress and burnout while sailing amid the pandemic.

This study found out its support section 2 of the Republic Act No. 11036 known as the "Mental Health Act" states that the state shall commit in promoting the well-being of people by ensuring that mental health conditions are treated and prevented and mental health services are free of compulsion and responsible to service users, and people with mental illnesses and are able to exercise their entire range of human rights and fully engage in society and at work without stigma or discrimination. In accordance to section 25 chapter V of the Republic Act No. 11036 known as "Mental Health Promotion in Educational Institutions" mandates that education institutions will raise awareness about mental health issues, identify and give assistance and services for individuals at risk, as well as ease access to treatment and psychosocial support, including referral procedures for those with mental health conditions.

Moreover, pursuant to Republic Act 11036 section 34, Duties and Responsibilities of the Department of Education (DepEd) shall: At all levels of education, including public and private schools, include age-appropriate mental health information in the curriculum. Develop guidelines and standards for age-appropriate and evidence-based mental health in both public and private institutions; in educational institutions, pursue techniques that enhance the realization of mental health and well-being.; and ensure that the mental health promotions in public and private educational institutions shall be adequately complemented with qualified mental health professionals.

It further recognizes the role of mental health professionals, protecting their right to participate in mental health planning and development services, and ensuring that they have a safe working environment, access to continuing education and autonomy in their own practice. Additionally, and with some foresight, the Act seeks to integrate mental health into the educational system by promoting mental health programs in schools and other organizations.

In section 22 of the Republic Act No. 4670 known as the "Magna Carta for Public School Teachers" states that all teachers must get a free medical examination before beginning their careers as teachers, and this test must be repeated at least once a year throughout their careers. Medical treatment and hospitalization shall be provided free of charge by the government body paying the teachers' salaries if medical examinations reveal that they are required.

As embodied in DM 058, s. 2020 "The Mental Health and Psychosocial Support Services (MHPSS)" to promote the well-being of learners and personnel

throughout this time of crisis by providing daily prayers, breathing, meditation, and grounding techniques, as well as art-based activities that enhance coping that maybe done at home. It implies that our mental health has a direct impact on our ability to take in new information, understand new concepts and master new skills. Mental health includes our emotional, psychological and social well-being. It affects how we think, feel and act. It also helps determine how we handle stress, relate to others, and make choices. In the new normal teachers are encourage to do meditation, daily prayers and breathing so they can deal with their burnout.

Moreover, as embodied in Article II of the 1987 Constitution of the Republic of the Philippines known as "State Policies" in section 15 the state shall protect and promote the right to health of the people and in still health consciousness among them. It means that the teachers should be the emblem in promoting good health to the people so they can protect their well-being as an individual. Health education promotes a healthy lifestyle and raises awareness about the importance of health. This can be done when teachers take part in educating people on what they can do to have a healthier life.

The theoretical base for this study is burnout theory which has its roots in human service professions (Farber, 1984; Maslach, 1976; Maslach & Jackson, 1981). Burnout is must commonly preferred to in the literature as a psychological condition connected to a working relationship, resulting from long-term occupational stress. It has also been defined as "a syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that can

occur among individuals who work with people in some capacity" (Maslach et al., 1996).

Burnout may be defined as a state of physical, emotional and mental exhaustion that results from long-term involvement in work situations that are emotionally demanding. Teachers' burnout is not a new problem, but it is getting more widespread, leading to increased teacher turnover. It is a problem that impacts school districts around the country because of the financial and intellectual tools it gives in education. Misbehaviour by students, a lack of autonomy, a sense of isolation, and additional obstacles such as the stress of managing home and work place a considerable burden on educators, which can lead to burnout (Avalos, 2011, Fernet, et al. 2012; Skaalvik et al. 2011).

Professional burnout has been defined differently from multiple perspectives. However, the definitions share the notion of burnout being an enduring state which induced by chronic stress leading to negative sentiments toward one's professional self-efficacy (Maslach 1982); Schaufeli, Leiter, & Maslach 2009 et.al). Teachers are usually high achievers who like to work hard and are always looking for ways to improve. These traits are commendable but can mean that educators fall prey to perfectionism and don't leave enough time for rest and recuperation.

It means that some indications of teacher burnout consist of sleeping and fatigue issues, constantly neglecting or having difficulties with focusing and depression. Among these signs, emotional exhaustion, depersonalization and personal accomplishment play into the burnout of teachers in the new normal.

When a teacher is emotionally, physically and mentally exhausted and are not working to better themselves, it will rub off on students and create a negative environment for all. The more work a teacher has, the more emotionally exhausted they are. Teachers are highlighting that they feel like leaving or are planning to leave the education world.

Another theory anchored in this study is Multidimensional Theory of Burnout, which conceptualizes burnout in terms of three basic components: This study also includes emotional depletion, depersonalization, and a decline in personal accomplishment (Maslach, 1993). According to this perspective, burnout is an individual's stress experience immersed in a context of complex social interactions that impacts the person's ability to cope with stress (Maslach and Jackson, 1981, 1986).

Additionally, Stanley and Jerome's "Schachter-Singer Theory" argues that the appropriate identification of the emotion requires both cognitive activity and emotional arousal in order to experience an emotion. Attribution, or the process wherein the brain can identify the stress stimulus producing an emotion is also propose by Schachter and Singer. The theory explains that we become aware of the reason behind the emotional response, and when we the reason is not obvious, we start to look for environmental clues for the proper interpretation of the emotion to occur.

Teacher burnout is a major factor in the current teacher shortage (Ingersoll, 2002). Thousands of teachers will retire each year from jobs where they began with great aspirations and expectations, only to become disillusioned and

frustrated as a result of burnout (Ingersoll, 2012). Thus, the stress causes manifestation to public schools' teachers at the secondary education level. This study proved that one of the primary reasons for teachers' stress is time and concern for students. Many educators feel morally responsible for their students' well-being (Nyambongi, 2014).

Teachers who experience burnout are often exhausted, pessimistic, and feel ineffective in their ability to work with students (Hakanen, Bakker, & Schaufeli, 2006). Numerous factors are related to increasing teacher burnout including: increasing class sizes, non-teaching tasks and paperwork, low salaries, insufficient administrative support, challenging student behaviors, inadequate preparation for the position, along with increased pressure and accountability (Billingsley, 2004; Eggers & Calegary, 2011; Pines 2002; Skaalvik & Skaalvik, 2007).

Bas (2012) said that a teacher's professional qualification which includes his personal and educational qualification; eligibilities, years of teaching experience, frequency of attendance in seminar/trainings and involvement in school/professional organizations serve as his essential credentials in the field of teaching. Moreover, the variables can be of great substance to the academe for forecasting purposes regarding future plans and program that will lead to the improvement in education.

Before COVID-19, teachers were experiencing a low quality of life that was altered by emotional, mental and physical health due to several factors correlated with work overload. In the last year, teachers have been struggling to make sure that their students are getting the best education possible through many different

formats (Lizana et al., 2021). Working through a pandemic has altered our way of life regarding social distance and mask wearing when in public to lower the catch of the virus. This created a rise in both mental and physical health issues, especially in the teaching world (Lizana et al., 2021). This pandemic caused schools all over the world to shut down and required schools to learn/teach virtually.

Teachers' stress and burnout have been studied and examined for many years. When looking at persons in public service occupations who were mentally and physically weary owing to long hours, large workloads, and extreme intensity at work, as cited by (Yong & Yue, 2007). A long work journey, lack of time to perform additional tasks related to the teaching function (correct exams, prepare lessons), which increase the workload (Bauer et al. 2007).

According to Bubb & Earley, (2004) teachers carry tremendously heavy workloads under strenuous conditions and do so while receiving inadequate support from administration and society at large. In addition, teachers usually have extensive workloads (Decor et al., 2004). Teacher's workload has continuously increased since the implementation of the No Child Left behind Act in 2001, although the time available to fulfil assigned activities outside of educating children has remained consistent. Many new teachers are unprepared for the obstacles they will confront (Bain, Lancaster, Zundans, & Parkes, 2009).

In the United Kingdom, teaching was one of the most stressful among 26 occupations (Johnson et. al, 2005). In Finland, teachers experienced stress and burnout more frequently (12%) than other professions (8%) (Kauppinen et al.,

2010). Teachers also suffered the highest level of burnout compared to other workers in the human services and white-collar jobs (Kalimo and Hakanen, 2000).

A study conducted by the University of Pennsylvania (2016) showed that stress levels might negatively affect teachers' efficacy and ability to educate students properly. Mental and emotional distractions were found to cause improper anger management and procrastinations amongst teachers. The effects of stress at workplace: work-related stress has many implications, such as low levels of quality and productivity, low morale, lack of job satisfaction, poor employee interrelations, absenteeism, and long-term illness (Shbeir, 2009).

Basic reasons that lead to anxiety in individuals can be listed as uneasiness, restlessness, despair, and uncertainty. We define generally, anxiety is a mood in which thought that something bad is going to happen cause, concern and discomfort in the individual (Anthony & Swinson, (2000). A work from home analysis done in India showed that teachers must commit to most new educational processes, which renders them incapable of prioritizing their mental health (Pajarianto et.al., 2020). Abundant evidence shows that teacher's emotions greatly influence their well-being (Yin et al., 2016), job satisfaction (Yin, 2015), and professional development.

A case study on the stress state of teachers and students in Stockholm, Sweden, revealed that any sudden change in the learning environment causes disparity and even depression across teachers. A stressful work environment contributes to teacher's stress, which has an impact on education. As a result, stress sources must be identified and recognized, and preventative measures can

then be taken. Employers can assist minimize employee stress by giving support and direction (Muller, Gorrow, and Goals, 2011). Teachers are regularly placed in vulnerable states as a result of the settings in which they work, such as overcrowded classrooms, dealing with troublesome student behaviour, increased workplace, and time pressures. Based on his studies, he described a burnout victim as enraged and alienated (Dorman 2003). Alienation manifested in feelings of negativity towards those people and conditions that limit their social agency (peers, administrators, organizational structures) and dash their hopes for full participation (Holland (2004).

Burnout has been seen to be a rising problem not just amongst the mental health service sector but this issue has also raised some flags in the public service systems (Awa, Plaumann, & Walter, 2010). It is stressful lifestyle can put people under extreme pressure, for the point that they feel exhausted, empty, burnout, and unable to cope. Stress at work can also cause physical and mental symptoms.

Teacher burnout is not new in and of itself; what is new is the rising rate of burnout among teachers. It is frequently accompanied with pessimistic and cynical views about coworkers and the workplace in general (Gruenert & Whitaker, 2015; Larrivee, 2012). He highlighted tiredness and fatigue as one symptom of burnout. Overachievers who put pressure on themselves, find fault with everyone, whine about everything, stay late at work, and carry work home, according to the Fruedengerger.

Additionally, Freudengerger (1974) described burnout as a state of physical and emotional exhaustion caused by working conditions. His study yielded a

description and understanding of the characteristics and aspects of burned-out people's feelings, such as emotional exhaustion and a low sense of personal accomplishment. He described burnout syndrome sufferers as having distant, disconnected, critical, and furious feelings, as well as a decreased focus on success, performance, and fulfilment at work.

Teacher burnout has an impact on job performance and, as a result, on student achievement (Sari, 2004). Moreover, Waugh & Judd, (2003) teachers, as well as other human care professionals, are not immune to burnout. People who work with and serve others are more likely to experience feelings of failure and exhaustion. Moreover, Ryan & Deci (2000) stated that self-motivation and mental health, lead to diminished motivation and well-being. Furthermore, teachers' enjoyment of teaching and emotional exhaustion have been shown to vary depending on teacher team support and schools organizational cultures (Banerjee et al., 2017, Keller-Schneider, 2018).

Teacher burnout causes thousands of instructors to abandon the field of education each year, anxious and disillusioned (Ingersoll, 2012; Morales, 2011). A younger instructors had a higher level of satisfaction "burned out" exclusively on the Emotional Exhaustion subscale's intensity component (Schwab 1980). Another study conducted by Taylor et al. (2005) that many experienced teachers leave the profession since they feel unable to deal with the myriad challenges of modern teaching. Teachers' burnout has a negative impact on student progress and costs school districts a large amount of money.

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Also study of (Chang, 2009; Keller, Chang, Becker, Goetz, & Frenzel, 2014) states that negative emotions have been found to have a profound impact on teachers and to be related to lower competence perceptions, job dissatisfaction, emotional exhaustion and stress. Burn-out teachers believe they can no longer teach effectively or contribute to their students' academic progress. When it comes to dealing with students, instructors have low morale and a sense of insignificance, as burned-out teachers appear to have little delight in working with students assigned to them or contributing to a healthy school climate (Friedman, 2000).

Teachers in the New Normal: A Grounded Theory by Mel Gelligan-Alivio, Mark N. Abadiano, (2020) Cebu Normal University. The Covid-19 pandemic is piloting educational systems to a "new normal". The crisis is becoming a turning point that directs educational institutions to new modalities of instructional implementation. This challenge calls for extensive preparation for changes in the educational landscape to ensure that the learning of children continues in this new period of human history.

Countries all over the world scrambled to prepare for the health, economic, and educational difficulties that the highly contagious virus would bring. Despite the Philippines government's concerted efforts to stop the disease from spreading further, the number of COVID-19 cases in the country continues to climb. Stress and mental state were shown to be one of the elements influencing students and faculty's overall preparedness to integrate with online learning for the new normal in a thorough study conducted here in the Philippines (Calao & Yazon, 2020).

According to Dela Cruz (2020) in his study entitled "Direct and Indirect Factors Affecting Teachers' Burnout in the New Normal" states that despite the challenges experienced in this time of pandemic, teachers have control over themselves and with the people around them. The teachers' level of control does not influence their burnout is a personal choice which is triggered by one's emotion. A person with high perceived control may still be burned out if they does not have control over his emotions. According to Maslach et al. (2001) gender, age, total years spent in employment, motivations of teaching, educational system, willingness to work, being appreciated and supported in job, being able to reach a deserved rank at job, quality of educational institution, marital status, personal qualities of the teacher etc. have effects on burnout level of educators.

Burnout is an unavoidable part of life. Everyone must learn to deal with it in order to survive. The key to unlocking a healthy relationship with work is to invest in daily acts of self-care. A first step to "cure" burnout, as recommended by Dr. Daniel Rockers, a Sacramento psychologist, is to identify areas in which pleasure is given. Understanding that better applications of conflict management principles are also recommended in order to lessen the chances of burning out (Rockers, 2017). A first step recommended by Harvard Business Review is prioritizing self-care. By practicing self-care, you replenish your physical and emotional energy and allow rejuvenation. Gains noticed are the ability to focus, sleep, exercise, have social connections, eat well and promote well-being. Self-reflection is also important for maintaining wellness and overcoming burnout.

Accordance with the study of (Emerson et al. 2017) teachers lack self-care strategies to help them cope with an emotionally demanding career. Research showed that self-care builds resilience, which many touching professionals tend to lack. Mindfulness interventions enhances a teacher's emotional work by helping them build regulation strategies. Furthermore, Cardinal & Thomas (2016) discuss self-care strategies to help each person fulfill their potential and note signs of those who do not practice self-care versus the signs of those that do. They outline benefits that practicing self-care has on not only the person practicing self-care, but also others.

Teachers spend the most of their days alone with pupils, with little time left to collaborate with colleagues, therefore the field of teaching lends itself to isolation and a sense of disconnectedness (Bennett & LeCompte, 1990; et. al 2002). Among the health problems, sleep problems are frequently reported by teachers. In a previous study, an average of 6.7 hours of time in bed was observed in Brazilian teachers during the weekdays, besides an extension of almost 42 minutes of this on the weekend (Souza, Sousa, Belisio & Azevedo, 2012). The pattern of posture control while maintaining the long hours of standing suggested that prolonged standing aggravates the pain in those individuals who already have low back pain as the pattern of low back muscles activation is altered in them because of pain-spasm-pain-cycle activation(Lafond 2009).

In relevance with the study conducted by Dangle & Sumaoang (2020) showed that the main challenges that emerged were lack of school funding in the production and delivery of modules. Students struggle while self-studying and

parents lack of knowledge to academically guide their child/children. A study of Bundy-clock (2020) as a module-ator, they are the ones to get and submit the printed Self-Learning Modules (SLMs) from and to schools or barangay halls at the beginning and end of the week, depending on the agreement between the parents and the school, they must check their child's schedule or workweek plan. Teachers and principals tend to attribute lower levels of parent involvement among ethnic minority parents to a lack of motivation to cooperate, a lack concern for their children's education, and a lower value placed on education (Lopez, 2001).

In the study of Scott, (2018) hobbies are often thought of as activities for people who lead quite, relaxed lives. However, people with full, busy, even stressful lives may need hobbies more than the average person, and benefit greatly from having hobbies in their lives. Hobbies bring many benefits that usually make them more than worth the time they require. Considering the recommendation made by literacy experts, reading a chapter of my favorite book is a little attention has been paid off to how teachers selecting books to read aloud (Galda et al., 2014; Lennox, 2013; Moschovaki & Meadows, 2005; Sipe, 2008).

Additionally, different interventions to try, include; yoga, taking time for hobbies, and to work with a counselor (Game, 2020). This is not an overnight cure, but instead it is a long going process that we need to address as soon as you start to see signs of burnout. When you teach, you are working with multiple people within your district. Talking with colleagues is a great way to relieve stress as no one else knows what are going through as much as colleagues that you see every day and often, may feel the same way or have a some point in their teaching

careers. Some other ways to deal with this burnout is indulge in personal time, recognize what you do well, leaves school work at school, and make yourself a priority, health comes first (Game, 2020). Another intervention may include; take a personal day when you need to focus on yourself, make time to grade, plan, and more when you are at school (Tapp, 2021). This will help you leave school problems at school and keep home life, separate. Sleep is also an important factor as a teacher we are constantly thinking about what students are going through or what we will be going to teach for the rest of the week but setting a sleeping schedule and doing a mindful activity (yoga, meditate, word search) before bed, may help you sleep more sound.

Further, emotions evoked by music are biologically similar to regularly occurring emotions. The music supports the individuals as their mood changes from agitated or depressed to relaxed or content. Music alone is powerful, but music paired with human connection is extraordinary. Music listening can be individually customized, ensuring it is safe, effective, and adaptable for every person experiencing burnout. Stanford University states that listening to music seems to be able to change brain functioning to the same extent as medication. They noted that music is something that almost anybody can access and make it an easy stress reduction tool. According to the study from Finland (One, 2015) found out that music can bolster negative emotions, like anger, aggression or sadness much the same way it can counteract these feelings.

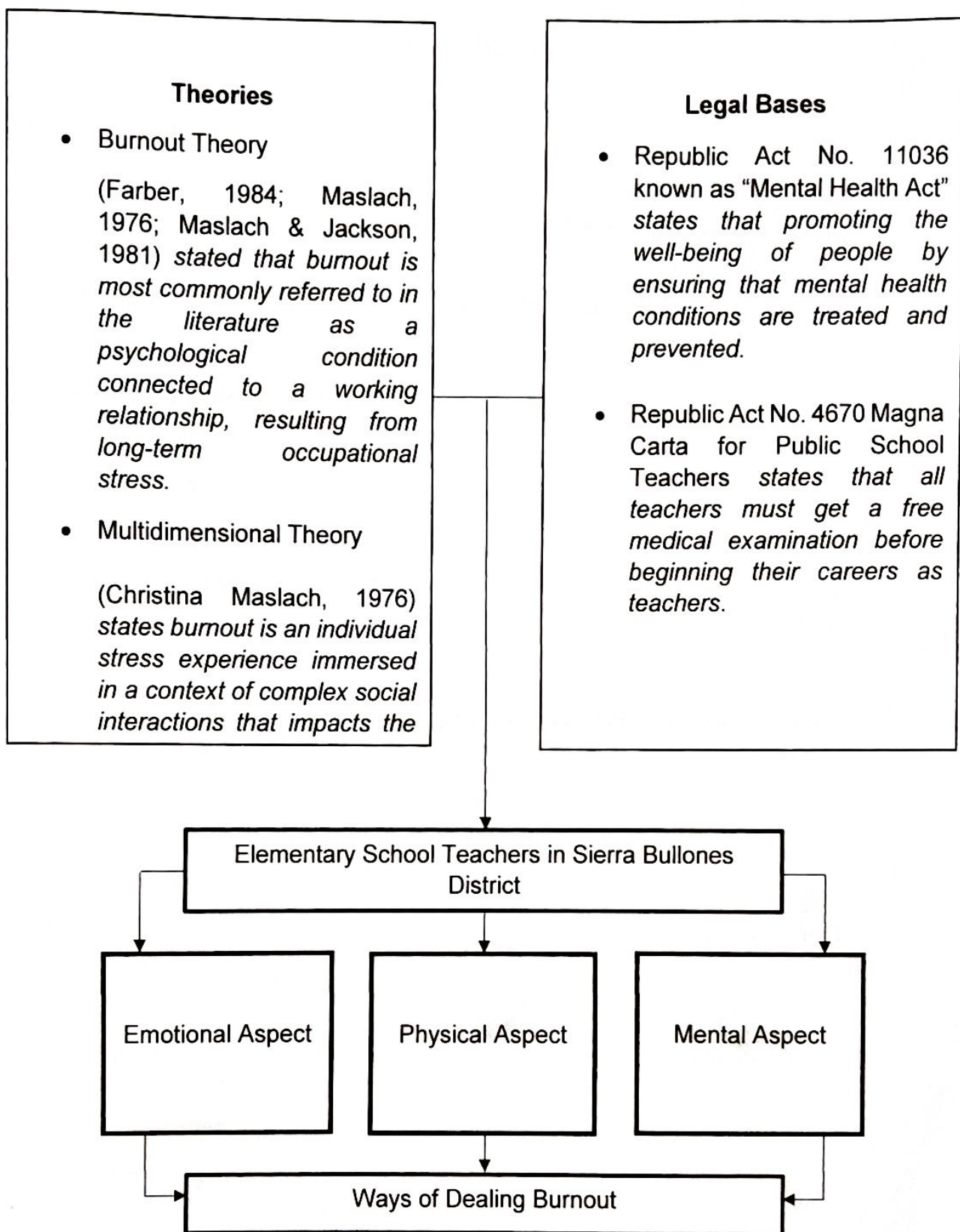


Figure 1. Theoretical and Conceptual Framework

THE PROBLEM

Statement of the Problem

This study aims to determine the burnout level of elementary teachers in the new normal.

Specifically, the study seeks to answer the following questions:

1. What is the profile of the respondents in terms of:
 - 1.1 age;
 - 1.2 sex;
 - 1.3 civil status;
 - 1.4 educational attainment; and
 - 1.5 position?

2. What is the level of burnout among elementary school teachers in the new normal in terms of:
 - 2.1 emotional;
 - 2.2 physical; and
 - 2.3 mental?

3. What are the ways of dealing burnout among elementary school teachers in the new normal?

4. Is there a significant difference in burnout level among elementary school teachers in the new normal in terms of:
 - 4.1 emotional;
 - 4.2 physical; and
 - 4.3 mental?

5. Is profile of the teachers a predictor of their Burnout Level?

Hypotheses

1. There is no significant difference in the burnout level among the elementary school teachers in Sierra Bullones District.
2. The profile of the teachers in terms of age, gender, civil status, educational attainment and position is not a predictor of their burnout level.

Significance of the study

The outcomes of the study would be beneficial to the following:

Teachers. The results would serve as a guide to the teachers relative to the information on the level of their burnout in the new normal. They could then look at ways to manage their burnout levels based on the findings.

School Administrators. The study's findings would assist the administration in designing a teacher-designed wellness program that includes a collaborative learning environment to help minimize teacher burnout.

School District. The findings would use to do a review and take a proactive approach to look more carefully at their employees and identify strategies to prevent teacher burnout before it becomes a problem.

Community. The study's findings would help to foster a positive social shift in which administrators value teachers as professionals and offer them with respect, support, positive feedback, and opportunities to grow.

Future Researchers. This study would serve as their reference in conducting their research about burnout level of teachers and also this can give them additional information in their own research endeavor.

RESEACH METHODOLOGY

Design

The researchers utilized a descriptive survey method to conduct the study. It is the method of research that simply looks with intense accuracy at the phenomena of the moment and describes precisely what the research sees to gather information about the burnout level of elementary teachers in the new normal.

Environment and Participants

The study was conducted in elementary schools of Sierra Bullones, Bohol. There were 11 selected elementary schools namely; Anibongan, Bugsoc, Cahayag, Canlangit, La Union, Lataban, Nan-od, Salvador, San Isidro, San Juan, and Santa. Cruz elementary schools. The respondents were the elementary teachers of those 11 schools with the total number of 79 respondents in which stratified sampling was used to represent the population of the study.

The researchers choose elementary teachers in Sierra Bullones since it provides enough number of respondents and the researchers wanted to know the level of their burnout in this new normal and how they deal with it.

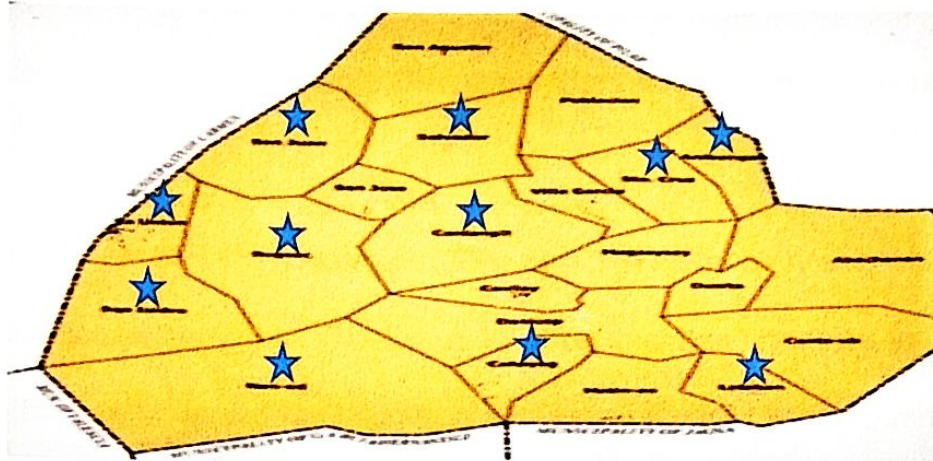


Figure 2: Map of Sierra Bullones

Instrument

The researchers utilized a modified questionnaire adapted from the Teacher Burnout Questionnaire (TBQ) Jason Wrench & James McCroskey, (2001) to identify the burnout level of the elementary teachers in the new normal. The questionnaire have five parts. The first part is the teachers socio-demographic profile, second part is about emotional aspect, third part was physical aspect, fourth part is mental aspect of burnout level, and the last part is the ways of dealing burnout. The data gathering instrument was pilot tested in Loay public elementary schools to validate the effectiveness and to check its limitation prior to the full-scale of the study.

Data Gathering Procedures

The researchers asked permission to the Campus Director, Dean of College of Education of Bohol Island state University-Bilar Campus, to allow the researchers to conduct the study outside the campus. Also, a letter was given to the Division Office of Bohol and Principal of aforesaid school asking permission to distribute the questionnaires to target respondents who were the elementary

teachers. After securing permission, the researchers set time for the conduct of the study.

Then, the researchers proceeded to the selected elementary schools where the respondents can be found. The Covid-19 pandemic has impacted the entire world. With that, we observed the Inter-Agency Task Force for the management of Emerging Infectious Diseases Resolutions (IATF) Covid-19 guidelines like social distancing and wearing of facemask in order to minimize the transmission of virus. To secure evidence of the data gathered, the researchers give the respondents survey questionnaires for a more elaborate or detailed information useful in the study.

The questionnaire was pilot tested and checked before it was administered to the respondents. The data were gathered and collected for statistical treatment, analysis and interpretation.

Statistical Treatment

The data gathered in this study was subjected to the following statistical treatment:

The Demographic Profile of the respondents and the ways of dealing burnout among elementary teachers in the new normal would be determined by using the formula of simple percentage.

$$P = \frac{f}{n} \times 100\%$$

where: P- percentage

f- frequency

n- total number of respondents

Weighted Mean Score was applied to determine the level of burnout among elementary school teachers in the new normal. The weighted mean score would be computed using the formula:

$$WMS = \frac{1(NF) + 2(RF) + 3(SF) + 4(OF) + 5(AF)}{N}$$

Where:

WMS= stands for weighted mean score

NF= stands for frequency of responses (Never)

RF= stands for frequency of responses (Rarely)

SF= stands for frequency of responses (Sometimes)

OF= stands for frequency of responses (Often)

AF= stands for frequency of responses (Always)

N= stands for total number of respondents

To interpret the weighted mean score, the following indicators were used:

Range	Descriptive Interpretation
4.20-5.00	Very High
3.40-4.19	High
2.60-3.39	Moderate
1.80-2.59	Low
1.00-1.79	Very Low

To determine the level of burnout and the significant difference in burnout level among the elementary teachers in the new normal. The One Way ANOVA would be computed using the formula:

$$F = \frac{MST}{MSE}$$

$$MST = \frac{\sum_{i=1}^k (T_i^2/n_i) - G^2/n}{k-1}$$

$$MSE = \frac{\sum_{i=1}^k \sum_{j=1}^{n_i} Y_{ij}^2 - \sum_{i=1}^k (T_i^2/n_i)}{n-k}$$

Where:

F= is the variance ratio for the overall test

MST= is the mean square due to the treatments/groups (between groups)

MSE= is the mean square due to error (within groups, residual mean square)

Y_{ij} = is an observation

T_i = is a group total

G= is a ground total of all observation

n_i = is the number in group i and n is the total number of observation.

Multiple regression was used to determine if the demographic profile of the respondents is a predictor of their burnout level.

$$y = a + b_1 x_1 + b_2 x_2 + b_3 x_3 + b_4 x_4 + b_5 x_5 + e$$

DEFINITION OF TERMS

To facilitate understanding on the content of the study, the following terms are defined operationally:

Burnout. Is categorized into three aspects: Emotional, Physical, and Mental exhaustion which is caused by excessive and prolonged stress.

Elementary Teachers. It is the primary teachers in Sierra Bullones District.

Emotional Aspect. The burnout aspect related to feeling emotionally worn-out and drained as a result of work-related stress in this new normal.

Mental Aspect. It is a state of mind in which you believe your responsibilities and problems seems impossible to overcome particularly in this new normal.

New Normal. It is a concept of learning and where everything changes during pandemic.

Physical Aspect. The burnout aspect connected with a constant feeling of exhaustion that leaves you physically drained.

Chapter 2

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter encloses the presentation, analysis, and interpretation of the gathered data on the burnout level of elementary teachers in the new normal. This presents and includes the demographic profile of the Elementary Teachers of Sierra Bullones District in terms of age, sex, civil status, educational attainment, position, their level of burnout among elementary school teachers in the new normal in terms of emotional, physical, mental, the ways of dealing burnout, difference in burnout level in terms of emotional, physical, mental, and profile of the teachers a predictor of their Burnout Level.

Table 1 shows the demographic profile of the elementary teachers in Sierra Bullones District:

Sex. There were 3 (3.8%) male and 76 (96.2) female respondents. It showed that female teachers were in great number than male.

Age. Ages of the teachers range from 26-65 years. Seventeen (21.5%) of the teachers age ranged from 36-40 years while only 3 (3.8%) were 61-65 years old.

Civil Status. Sixty-four teachers were married (81.0%) while three widowed (3.8%). It showed that married teachers were in a great number than single and widowed.

Table 1.1
Demographic Profile of the Elementary Teachers in Sierra Bullones District
N=79

Category	Frequency	Percentage
Sex		
Male	3	3.8
Female	76	96.2
Total	79	100%
Age		
26-30	8	10.1
31-35	14	17.7
36-40	17	21.5
41-45	5	6.3
46-50	15	19.0
51-55	8	10.1
56-60	9	11.4
61-65	3	3.8
Total	79	100%
Civil Status		
Single	12	15.2
Married	64	81.0
Widowed	3	3.8
Total	79	100%

Educational Attainment. Most of the teachers were Bachelors' Degree holders with 73 (92.4%) which got the highest frequency while 6 (7.6%) of them were Masters' Degree which has the least number of frequency.

Position. Most of the teachers position were Teacher 3, 54 (68.4%) which got the highest frequency and bracket Teacher 2, Head Teacher and others got only 2 frequency (2.5%).

Bas (2012) said that a teacher's professional qualification which includes his personal and educational qualification; eligibilities, years of teaching experience, frequency of attendance in seminar/trainings and involvement in school/professional organizations serve as his essential credentials in the field of teaching. Moreover, the variables can be of great substance to the academe for

forecasting purposes regarding future plans and program that will lead to the improvement in education.

Table 1.2
Demographic Profile of the Elementary Teachers in Sierra Bullones District
N=79

Educational Attainment	Frequency	Percentage
Bachelor's Degree	73	92.4
Master's Degree	6	7.6
Total	79	100%
Position		
Teacher 1	15	19.0
Teacher 2	2	2.5
Teacher 3	54	68.4
Master Teacher 1	4	5.1
Head Teacher	2	2.5
Substitute Teacher	2	2.5
Total	79	100%

Table 2.1 shows the burnout level of emotional aspect of elementary teachers in the new normal. There were 12 indicators of burnout listed. Among the indicators, "I am sad when my body feels weak" got the highest weighted mean of 3.14 which interpreted as moderate. It means that the teachers has moderate level of their burnout. It implies that a teachers feelings have an effect on their capacity to develop educational materials for the teaching and learning process. They also lack the necessary energy to do school work such as making reports, lesson planning, checking of the module, printing, distribution and retrieval. The results agree with the study of Yin et al., (2016) shows that teacher's emotions greatly influence their well-being.

With the weighted mean of 1.73 "I have no motivation in making my learning materials" interpreted as very low. This signifies that the teachers has very low

level of burnout. This indicates that teachers are having an adequate support system, sufficient resources, social recognition, and an unlimited curriculum, all of which contribute to self-motivation in making learning materials. Teachers also have abundant inspiration when creating instructional materials. In line with this study of Ryan & Deci (2000) stated that self-motivation and mental health, lead to diminished motivation and well-being. Furthermore, teachers' enjoyment of teaching and emotional exhaustion have been shown to vary depending on teacher team support and schools organizational cultures (Banerjee et al., 2017, Keller-Schneider, 2018).

"I feel alienated" gained the lowest weighted mean of 1.58 which is interpreted as very low. It means that the teachers has very low level of burnout. This implies that the teachers don't keep their loneliness to themselves; instead, they're willing to engage in dialogues with coworkers, family, and friends that develop a culture of trust and empathy. In this way, they feel safer and more secure, allowing them to share their vulnerabilities. Some teachers must also reconnect with nature, meaningfully connect with their friends and community, and find fulfilling job that is connected with their ideals, as well as reconnect with themselves. The result is in congruence with the study of Holland (2004), alienation manifested in feelings of negativity towards those people and conditions that limit their social agency (peers, administrators, organizational structures) and dash their hopes for full participation.

The emotional burnout level of elementary teachers is assessed as low, with a general average of 2.14. This indicates that in the new normal, teachers are

able to deal with their emotional concerns, such as good and negative feelings, that they have encountered in the classroom.

Table 2.1
Burnout Level of Elementary Teachers in Emotional Aspect
N=79

INDICATORS	WM	QUALITATIVE INTERPRETATION	DESCRIPTIVE INTERPRETATION
1. I feel disillusioned about my job.	1.95	Rarely	Low
2. I am sad when my body feels weak.	3.14	Sometimes	Moderate
3. I feel frustrated at work.	1.89	Rarely	Low
4. At work, I'm feeling tense.	2.04	Rarely	Low
5. I have no motivation in making my learning materials.	1.73	Never	Very low
6. I feel alienated.	1.58	Never	Very low
7. In the new normal my job doesn't excite me anymore.	2.13	Rarely	Low
8. I am weary with all my job responsibilities in this new normal.	2.32	Rarely	Low
9. In these new normal, I am apathetic about my job.	1.91	Rarely	Low
10. I feel anxious when I think about school work.	2.03	Rarely	Low
11. I am aware of false emotions.	2.81	Sometimes	Moderate
12. I find it hard to talk to anyone about how I feel.	2.16	Rarely	Low
AVERAGE WEIGHTED MEAN	2.14	Rarely	Low

Legend:

Range	Qualitative Interpretation	Descriptive Interpretation
4.20-5.00	Always	Very High
3.40-4.19	Often	High
2.60-3.39	Sometimes	Moderate
1.80-2.59	Rarely	Low
1.00-1.79	Never	Very Low

Table 2.2 presents the burnout level of physical aspect of elementary teachers in the new normal. The highest weighted mean score of 2.51 "I am overloaded with work and frequent illness (headaches, stomach, back/neck aches, colds)". This means that teachers get headaches, stomachaches, and backaches while undertaking tasks connected to teaching. They are preoccupied with school-related tasks such as writing reports, filling out form 137, lesson planning, module checking and submitting instructional materials which made them sick. In

relevance with the study of Bauer et al. (2007) long work journey, lack of time to perform additional tasks related to the teaching function (correct exams, prepare lessons), which increase the workload.

On the other hand, "I avoid communication with my colleagues" has the lowest mean of 1.42 interpreted as very low. It entails that the teachers are open in communicating with their colleagues to have a good relationship towards their co-workers and they find time in socializing or making bonds with their colleagues. The result is in contrast with the study of (Bennett & LeCompte, 1990; et. al 2002) teachers spend the most of their days alone with pupils, with little time left to collaborate with colleagues, therefore the field of teaching lends itself to isolation and a sense of disconnectedness.

In addition, "I feel ill at work" also got lowest weighted mean of 1.40 which is interpreted as very low. This indicates that the teachers has very low level of burnout. This means that teachers have a strong sense of obligation to their students and are committed to their work. They also adore teaching and care so much about their students that they want the best individual to educate them. Based on the result, it is in accordance with the study of (Ubom & Joshua, 2004) teachers are expected to render a very high job performance, and the Ministry of Education is always a curious regarding the job performance of its teachers. Also, the Ministry of Education demands a very high measure of loyalty, patriotism, dedication, hard work, and commitment from its teachers.

The teachers scored the average weighted mean of all physical aspect factors as 1.92, which they interpreted as "low". This means that teachers can deal

with bodily issues like headaches, back discomfort, and colds, among other things that they've come across in the new normal.

Table 2.2
Burnout Level of Elementary Teachers in Physical Aspect
N=79

INDICATORS	WM	QUALITATIVE INTERPRETATION	DESCRIPTIVE INTERPRETATION
1. I am tired in preparing learning materials.	2.24	Rarely	Low
2. I am bored with my job.	1.61	Never	Very low
3. I change my sleep habits.	2.33	Rarely	Low
4. I avoid communication with my colleagues.	1.42	Never	Very low
5. I feel ill at work.	1.40	Never	Very low
6. I communicate in a hostile manner at work.	2.14	Rarely	Low
7. I feel sick to my stomach when I think about to work.	1.47	Never	Very low
8. I feel anxious when I think about work.	1.78	Never	Very low
9. I suffer from physical complaints or frequent illness (headaches, stomach, back/neck aches, colds).	2.03	Rarely	Low
10. I am overloaded with work and frequent overtime in printing learning materials.	2.51	Rarely	Low
11. I feel tense all over my body.	1.84	Rarely	Low
12. I endure significant or persistent lower back discomfort because of my work.	2.25	Rarely	Low
AVERAGE WEIGHTED MEAN	1.92	Rarely	Low

Legend:

Range	Qualitative Interpretation	Descriptive Interpretation
4.20-5.00	Always	Very High
3.40-4.19	Often	High
2.60-3.39	Sometimes	Moderate
1.80-2.59	Rarely	Low
1.00-1.79	Never	Very Low

Table 2.3 illustrates the level of burnout in the mental aspect of teachers in the new normal. Among the 12 indicators of physical aspect, "My mental capacity allows me to handle any topic that is presented to me" got the highest mean of 2.80. It shows that the teachers have some expertise or understanding of the subject. They are also prepared to deliver the lesson by reaching it beforehand.

They may quickly catch up on the subject. They have more information, ideas, and opinions about the subject they were given. They do their best to present their topic well so that their students can learn more. In accordance with the study Jimenez (2020) teachers are the best developers of learning resources since they can develop a set of well-fit instructional materials for the learners to attain the mastery of learning competencies.

While the lowest weighted mean "I have negative thoughts about my job" interpreted as low. This indicates that the teachers has very low level of burnout. It means that the teachers have an optimistic outlook and can do attitude. Also they are happy and passionate to do their job. The teachers are unbothered in some family and financial problem. It showed that stress levels might negatively affect teachers' efficacy and ability to educate students properly. Mental and emotional distractions were found to cause improper anger management and procrastinations amongst teachers, University of Pennsylvania (2016). The Mental Capacity Act (MCA), which came into force 2007 provides for supporting people to make decisions for themselves wherever possible as well as processes and for decision- making involving people who lack capacity to make their own decisions.

The burnout level of the elementary teachers in mental aspect is low with the general average of 2.05. This means that the teachers can effectively manage their mental health difficulties like depression, anxiety disorders, schizophrenia, Seating disorders and addictive behavior especially in situations that the teachers are adjusting in the new mode of learning which make them where they are vulnerable to mental breakdown in the new normal.

Table 2.3
Burnout Level of Elementary Teachers in Mental Aspect
N=79

INDICATORS	WM	QUALITATIVE INTERPRETATION	DESCRIPTIVE INTERPRETATION
1. I have problems concentrating at work.	1.89	Rarely	Low
2. I find myself thinking more negatively about my job and students in this new normal.	1.95	Rarely	Low
3. I have problems in distributing the modules to the parents.	1.76	Never	Very low
4. I have negative thoughts about my job.	1.35	Never	Very low
5. I have difficulty thinking about complex things.	1.95	Rarely	Low
6. My mental capacity allows me to handle any topic that is presented to me.	2.80	Sometimes	Moderate
7. I easily get stressed in checking my student's unanswered modules.	2.24	Rarely	Low
8. I experienced difficulty in concentrating my work and school.	2.00	Rarely	Low
9. I suffer headaches in preparing/ completing my reports.	1.94	Rarely	Low
10. I feel stressed when my students did not pass their activities/modules.	2.43	Rarely	Low
11. New situations make me anxious.	2.14	Rarely	Low
12. I feel stressed when my students fail to meet my deadlines.	2.22	Rarely	Low
AVERAGE WEIGHTED MEAN	2.05	Rarely	Low

Legend:

Range	Qualitative Interpretation	Descriptive Interpretation
4.20-5.00	Always	Very High
3.40-4.19	Often	High
2.60-3.39	Sometimes	Moderate
1.80-2.59	Rarely	Low
1.00-1.79	Never	Very Low

Table 3 presents the ways in dealing burnout of elementary teachers in the new normal. There were 20 ways that was presented that were identified as mediums of teachers in dealing burnout. Among the 20 ways, "Take care of myself" ranked 1 which got highest frequency of 77. This means that taking caring of myself is the most common ways in dealing burnout. It signifies that self-care is crucial since it allows teachers to be more productive and to demonstrate a healthy balance and boundaries for students and co-workers. Teachers who take care of themselves proved that everything they do in school runs smoothly and inspires

them to work harder, even if they have problems that they can easily handle and overlook. Furthermore, the teachers who takes good care of themselves, they will be able to take greater care of their students. Self-care strategies help each person fulfilled their potential and note signs of those who do not practice self-care versus the signs of those do (Cardinal & Thomas 2016).

Another ways of dealing burnout “Listen to music” gained the frequency of 72. It suggest that teachers listen to music to cope with their burnout and music can have a profound effect on both the emotions and the body. Also music can help the teacher to feel more alert, concentrate better, optimistic, and positive about life. The music can make the teacher to feel soothed while releasing stress of the day and music is effective for relaxation and burnout management. According to the researchers at Stanford University listening to music seems to be able to change brain functioning to the same extent as medication. They noted that music is something that almost anybody can access and make it an easy stress reduction tool

“Read a chapter of my favorite book” got the lowest frequency of 22. In this case, reading a chapter book is the least ways of dealing burnout among the respondents. It means that the teacher had no time to read a book, they had no hobbies, they would suffer from eye strain, and their lives would be too hectic. They also don’t have time to read their favorite books since they are too busy preparing, checking of modules, writing reports, and calculating grades. Some literature offers suggestions to teachers on the kinds of texts they should choose to read (Galda et al., 2014; Lennox, 2013; Moschovaki & Meadows, 2005; Sipe, 2008), however

very little attention has been paid to how teachers are selecting books to read aloud and if they are indeed considering the recommendations made by literacy experts.

Table 3
Ways of Dealing Burnout among Elementary Teachers in the New Normal
N=79

	F	P	Rank
1. Listen to music.	72	91.1%	2
2. Make time for fun.	69	87.3%	4
3. Recognize when I need to take a break.	70	88.6%	3
4. Do exercise and meditation, reducing muscle tension.	59	74.7%	9
5. Leave schoolwork at school.	40	50.6%	12
6. Take a trip and engage in some outdoor activities.	60	75.9%	8
7. Buy something for myself.	65	82.3%	5
8. Relaxing with my favorite beverage and reality television.	52	65.8%	9
9. Read a chapter of my favourite book.	22	27.8%	15
10. Take a walk and enjoy the beauty of nature.	62	78.5%	7
11. I figured out how to come my mind.	51	64.6%	10
12. Make use of affirmations and positive thinking.	64	81.0%	6
13. Take breaks from watching or listening to news stories on social media.	65	82.3%	5
14. Connect with my community- or faith- based organization.	50	63.3%	11
15. Recognize when I require further assistance.	40	50.6%	12
16. Take care of myself.	77	97.5%	1
17. Bond with my pet.	26	32.9%	14
18. Make time for my hobbies.	38	48.1%	13
19. Re-establish a healthy work-life balance.	60	75.9%	8
20. Get plenty of rest.	69	87.3%	4

Table 4 presents the analysis on the difference in the burnout level of elementary teachers in the new normal in terms of emotional, physical and mental aspect. One way- Analysis of Variance (ANOVA) was used to test the differences among respondents' level of burnout. As revealed, the p-value of 0.097 which is greater than 0.05 discloses that the respondents' level of burnout was statistically not significant. This means that there is no difference in the level of burnout of the respondents in terms of emotional, physical and mental aspect. Therefore, the null hypothesis was accepted. Teachers can deal with their burnout emotionally, physically and mentally in the new normal. This indicates that the responsibilities of the teacher are being fulfilled and they are able to manage their burnout in the new normal. This results is in contrast with the study of Pretsch et al., (2012) shows that teachers suffer from high rates of burnout, psychological distress, and mental illness.

Table 4
Analysis on the difference in the burnout level of the respondents in terms of
Emotional, Physical and Mental
N=79

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	2.012	2	1.006	2.357	.097
Within Groups	99.867	234	0.427		
Total	101.879	236			

Table 5 shows the results of the regression analysis of the burnout level of the elementary teachers in the new normal with the demographic profile as a

predictor comprising sex, age, educational attainment, civil status and position. The p-values of 0.481, 0.365, 0.784, 0.485, and 0.778 for sex, age, educational attainment, civil status, position respectively, were greater than the significance level at 0.05 which states that the demographic profile mentioned was not a predictor of burnout level. Thus, the null hypothesis was accepted. This means that regardless of their sex, age, educational attainment, civil status and position they can manage their burnout well that they experience in this new normal.

This result is in contrast with the study of Maslach et al. (2001) that gender, age, total years spent in employment, motivations of teaching, educational system, willingness to work, being appreciated and support in job, being able to reach to a deserved rank at job, the university of graduation, number of children, quality of educational institution, marital status, personal qualities of the teacher etc. have effects on burnout level of educators.

Table 5
Profile as Predictors of the Burnout Level of Elementary Teachers in the New Normal
N=79

Coefficients*

Model	Understandardized Coefficients		Standardized Coefficients	T	Sig
	B	Std. Error	Beta		
(Constant)	2.175	.738		2.946	.004
Sex	-.279	.394	-.091	-.709	.481
Educational Attainment	-.078	.282	-.035	-.276	.784
Civil Status	.141	.201	.101	.702	.485
Position	.018	.063	.036	.282	.778
Age	.035	.039	.122	.912	.365

Chapter 3

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of findings from the analyzed and interpreted data. The findings were enumerated in succession based on the objective of the study. This also presents the conclusions as well as the recommendations that were drawn from the given findings.

Summary of Findings

The primary goal of this study was to assess the burnout level of the elementary teachers in the new normal. Specifically, the study sought to answer the following questions: What is the profile of the respondents in terms of: age, gender, civil status, educational attainment, and position; What is the level of burnout among elementary school teachers in the new normal in terms of: emotional, physical, and mental; What are the ways of dealing burnout among elementary school teachers in the new normal; Is there a significant difference in burnout level among elementary school teachers in the new normal in terms of: emotional, physical, and mental; and is profile of the teachers a predictor of their Burnout Level?

The researchers secured the official list of the elementary teachers from the District Office and gathered the data through paying visits. And out of 157 respondents there were only 79 responded.

The researchers administered the questionnaire by giving it personally to the respondents in their respective schools. To secure evidence to the data gathered, the researchers give the respondents survey questionnaire for a more elaborate or detailed information that useful in the study.

After a thorough analysis of the study, the researchers came up with following findings:

1. Socio-Demographic Profile of the Respondents

According to the findings of the study, most of the respondents were between the ages of 36 to 40 years old, female and married, bachelor's degree holder and teacher 3.

2. Burnout Level of Emotional Aspect

Study found out that the emotional burnout level of elementary teachers is assessed as low, with a general average of 2.14. This reveals that, in this new normal, teachers are capable of dealing with their emotional concerns in the classroom, such as positive and negative feelings.

3. Burnout Level of Physical Aspect

It was found out that the teachers scored the average weighted mean of all physical aspect 1.92, which interpreted as "low". This means that teachers can deal with physical ailments such as headaches, back pain, and colds as well as other challenges that they've encountered in this new normal.

4. Burnout Level of Mental Aspect

The burnout level of the elementary teachers in mental aspect is low with the general average of 2.05. This means that the teachers are able to properly manage their mental health issues, particularly in instances where they are at risk of mental breakdown in the new normal.

5. Ways of Dealing Burnout

It was found out that take care of myself got the highest frequency which ranked 1. This means that one of the most prevalent strategies of dealing with burnout is to take care of oneself. It denotes the importance of self-care for teachers, as it allows them to be more productive and to model a healthy balance and boundaries for students and colleagues. On the other hand read a chapter of my favorite book gain the lowest frequency which ranked 15. It suggest that the teacher was too preoccupied with planning, checking modules, writing reports, and calculating grades to read their favorite book.

Conclusion

After careful consideration of the findings, the following conclusions were acquired:

It can be concluded that the burnout level of emotional aspect of elementary teachers in the new normal was low. This indicates that in the new normal, teachers are able to deal with their emotional concerns, such as good and negative feelings, that they have encounter in the classroom.

It can be determine that the burnout level of physical aspect interpreted as low. This means that teachers can deal with bodily issues like headaches, back discomfort, and colds, among other things that they've come across in the new normal.

It can also be concluded that the burnout level of elementary teachers in mental aspect is low. This means that the teachers can effectively manage their mental health difficulties, especially in situations where they are vulnerable to mental breakdown in the new normal.

It can also be determine that take care of my self is the most common ways of teachers' in dealing their burnout that they have encountered in the new normal. This means that self-care is important to teacher's to be more productive and to demonstrate a healthy balance and boundaries for teachers and co-workers.

Recommendations

Based on the findings and conclusions drawn from the study, the researchers offer the following recommendations:

1. School Heads should strengthen on how to optimize physical health and aiming at reducing teachers discomfort that enhance the recovery and protection of their health and well-being.
2. Teachers should apply what they learned at the seminar to associated mental health concerns so they can maintain a good wellness lifestyle (e.g yoga, Zumba, etc.) with a focus on getting 7 to 9 hours of sleep to improve

- their mental, physical, and emotional attitudes towards work and manage burnout.
3. School heads and educational leaders should have concrete programs or wellness, fitness and lifestyle well-being of teachers to maintain a healthy lifestyle and positive mind set at work.
 4. The future researchers may replicates this study for further verification of findings.

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APPENDICES

APPENDIX A

Letters



Republic of the Philippines
BOHOL ISLAND STATE UNIVERSITY
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COLLEGE OF TEACHER EDUCATION

November 10, 2021

MARIETTA C. MACALOLOT, PhD

Campus Director

Bohol Island State University – Bilar

Dear Ma'am:

Good day!

We, the Bachelor of Elementary Education—IV students of Bohol Island State University Bilar Campus are currently conducting a thesis entitled **“BURNOUT LEVEL OF ELEMENTARY TEACHERS IN THE NEW NORMAL”** as a partial requirement for the subject Research 2.

With this, We humbly ask your approval to conduct a pilot test of our questionnaire outside the campus in the selected Elementary Schools of Loay through distributing the questionnaires personally to the teachers. Rest assured that IATF COVID health protocols will be followed and their answers and identities will be kept confidential.

Thank you very much and God bless!

Very truly yours,

(Sgd) RIZA S. BAJA

(Sgd) IVY O. BUDIONGAN

Student Researchers

(Sgd) LUCIA R. PAULICAN

(Sgd) MECA G. TORRES

Noted:

(Sgd) **DIANNE G. BALONGA, MAT-SocSci**

Thesis Adviser

Recommending Approval:

(Sgd) **ADORACION P. QUITORAS, EdD**

DGED-Chairperson

APPROVED:

(Sgd) **MA. QUIMAR Q. GAHIT, EdD**

Dean, CTE

(Sgd) **MARIETTA C. MACALOLOT, PhD**

Campus Director



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Dean, CTE

Bohol Island State University – Bilar

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Thank you very much and God bless!

Very truly yours,

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 (Sgd) IVY O. BUDIONGAN
 Student Researchers

(Sgd) LUCIA R. PAULICAN
 (Sgd) MECA G. TORRES

Noted:

(Sgd) **DIANNE G. BALONGA, MAT**
 Thesis Adviser

Recommending Approval:

(Sgd) **ADORACION P. QUITORAS, EdD**
 DGED-Chairperson

APPROVED:

(Sgd) **MA. QUIMAR Q. GAHIT, EdD**
 Dean, CTE



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COLLEGE OF TEACHER EDUCATION

November 10, 2021

CLIMENTE INTONG, PhD
 Public School District Supervisor
 Loay, Bohol

Dear Sir:

Good day!

We, the Bachelor of Elementary Education—IV students of Bohol Island State University Bilar Campus are currently conducting a thesis entitled **“BURNOUT LEVEL OF ELEMENTARY TEACHERS IN THE NEW NORMAL”** as a partial requirement for the subject Research 2.

With this, We humbly ask your approval to conduct a pilot test in your district through distributing the questionnaires to the teachers.

Rest assured that IATF COVID health protocols will be followed and their answers and identities will be kept confidential.

Thank you very much and God bless!

Very truly yours,

(Sgd) RIZA S. BAJA
 (Sgd) IVY O. BUDIONGAN
 Student Researchers

(Sgd) LUCIA R. PAULICAN
 (Sgd) MECA G. TORRES

Noted:

(Sgd) **DIANNE G. BALONGA, MAT**
 Thesis Adviser

Recommending Approval:

(Sgd) **MA. QUIMAR Q. GAHIT, EdD**
 Dean, CTE

APPROVED:

(Sgd) **CLIMENTE INTONG, PhD**
 Public School District Supervisor

(Sgd) **MARIETTA C. MACALOLOT, PhD**
 Campus Director



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COLLEGE OF TEACHER EDUCATION

November 10, 2021

BIANITO A. DAGATAN, EdD, CESO V

Schools Division Superintendent

Department of Education

Division of Bohol

Tagbilaran City

Sir:

Greetings!

We the fourth year students taking up Bachelor of Elementary Education of Bohol Island State University Bilar Campus are presently conducting a research entitled, "BURNOUT LEVEL OF ELEMENTARY TEACHERS IN THE NEW NORMAL". The aim of the study is to determine the burnout level of elementary teachers in the new normal.

In this regard, we humbly request permission from your good office to conduct the said research to the elementary schools in your division where our teachers are presently employed. Moreover, the teachers of these elementary schools will be the respondents and we will gather the data through distributing the questionnaire personally. Rest assured that IATF health protocols will be followed strictly and respondents' identities and answers will be kept confidential.

Hoping for your favourable response. Thank you very much and God bless!

Very respectfully yours,

(Sgd) RIZA S. BAJA
 (Sgd) IVY O. BUDIONGAN
 Student Researchers

(Sgd) LUCIA R. PAULICAN
 (Sgd) MECA G. TORRES

Noted:

Recommending Approval:

(Sgd) **MA. QUIMAR Q. GAHIT, EdD**
 Dean, CTE

(Sgd) **MARIETTA C. MACALOLOT, PhD**
 Campus Director

APPROVED:

(Sgd) **BIANITO A. DAGATAN, EdD, CESO V**
 Schools Division Superintendent



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COLLEGE OF TEACHER EDUCATION

December 7, 2021

MARIETTA C. MACALOT, PhD
 Campus Director
 Bohol Island State University – Bilar

Dear Ma'am:

Good day!

We, the Bachelor of Elementary Education—IV students of Bohol Island State University Bilar Campus, are currently undertaking a research entitled, "**BURNOUT LEVEL OF ELEMENTARY TEACHERS IN THE NEW NORMAL**" as a partial requirements of our subject Research 2.

With this, we humbly ask permission in your good office to allow us to conduct our study in your school district. This study will be conducted in the elementary schools in Sierra Bullones through distributing personally to the teachers.

Rest assured that IATF COVID health protocols will be followed and observed, the respondents' responses and identities will be kept confidential.

May this request merit your approval. Thank you very much and God bless!

Very truly yours,

(Sgd) RIZA S. BAJA
 (Sgd) IVY O. BUDIONGAN
 Student Researchers

(Sgd) LUCIA R. PAULICAN
 (Sgd) MECA G. TORRES

Noted:

(Sgd) **DIANNE G. BALONGA, MAT**
 Thesis Adviser

Recommending Approval:

(Sgd) **ADORACION P. QUITORAS, EdD**
 DGED-Chairperson

(Sgd) **MA. QUIMAR Q. GAHIT, EdD**
 Dean, CTE

APPROVED:

(Sgd) **MARIETTA C. MACALOT, PhD**
 Campus Director



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COLLEGE OF TEACHER EDUCATION

December 7, 2021

MA. QUIMAR Q. GAHIT, EdD

Dean, CTE

Bohol Island State University – Bilar

Dear Ma'am:

Good day!

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May this request merit your approval. Thank you very much and God bless!

Very truly yours,

(Sgd) RIZA S. BAJA
 (Sgd) IVY O. BUDIONGAN
 Student Researchers

(Sgd) LUCIA R. PAULICAN
 (Sgd) MECA G. TORRES

Noted:

(Sgd) **DIANNE G. BALONGA, MAT**
 Thesis Adviser

Recommending Approval:

(Sgd) **ADORACION P. QUITORAS, EdD**
 DGED-Chairperson

APPROVED:

(Sgd) **MA. QUIMAR Q. GAHIT, EdD**
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COLLEGE OF TEACHER EDUCATION

December 10, 2021

JUANA T. ORACION, PhD

OIC-Public School District Supervisor
 Sierra Bullones, Bohol

Dear Ma'am:

Good day!

We, the Bachelor of Elementary Education—IV students of Bohol Island State University Bilar Campus, are currently undertaking a research entitled, **“BURNOUT LEVEL OF ELEMENTARY TEACHERS IN THE NEW NORMAL”** as a partial requirements of our subject Research 2.

With this, we humbly ask permission in your good office to allow us to conduct our study in your school district. This study will be conducted in the elementary schools in Sierra Bullones through distributing personally to the teachers.

Rest assured that IATF COVID health protocols will be followed and observed, the respondents' responses and identities will be kept confidential.

May this request merit your approval. Thank you very much and God bless!

Very truly yours,

(Sgd) RIZA S. BAJA
 (Sgd) IVY O. BUDIONGAN
 Student Researchers

(Sgd) LUCIA R. PAULICAN
 (Sgd) MECA G. TORRES

Noted:

(Sgd) **DIANNE G. BALONGA, MAT**
 Thesis Adviser

Recommending Approval:

(Sgd) **MA. QUIMAR Q. GAHIT, EdD**
 Dean, CTE

APPROVED:

(Sgd) **JUANA T. ORACION, PhD**
 OIC-Public School District Supervisor

(Sgd) **MARIETTA C. MACALOLOT, PhD**
 Campus Director



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COLLEGE OF TEACHER EDUCATION

APPROVAL SHEET

This thesis entitled "**BURNOUT LEVEL OF ELEMENTARY TEACHERS IN THE NEW NORMAL**", prepared and submitted by Riza s. Baja, Ivy O. Budiongan, Lucia R. Paulican, Meca G. Torres in partial fulfillment of the requirements for the degree Bachelor in Elementary Education has been examined and recommended for acceptance and approval for proposal hearing.

THE THESIS COMMITTEE

(Sgd) **MA. QUIMAR Q. GAHIT, EdD**
 Chair

(Sgd) **REAL A. BAGUIN, MAEd**
 Statistician

(Sgd) **CHLEA MARIE T. ABUCEJO, MAEd**
 Editor

(Sgd) **DIANNE G. BALONGA, MAT**
 Adviser

(Sgd) **ADORACION P. QUITORAS, EdD**
 Member



LETTER REQUEST FOR PROPOSAL

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COLLEGE OF TEACHER EDUCATION

MA. QUIMAR Q. GAHIT, EdD
 Dean, College of Teacher Education
 BISU-Bilar Campus
 Zamora, Bilar, Bohol

Madam:

The undersigned would like to request to your good office to set a **PROPOSAL** presentation of our research entitled "BURNOUT LEVEL OF ELEMENTARY TEACHERS IN THE NEW NORMAL" with the research committee on at COED viewing room.

Anticipating for your favorable action and approval on this request. Thank you and more power!

Respectfully yours,
 (Sgd) RIZA S. BAJA
 (Sgd) IVY O. BUDIONGAN
 (Sgd) LUCIA R. PAULICAN
 (Sgd) MECA G. TORRES
 Researchers

Recommending Approval:

(Sgd) **DIANNE G. BALONGA, MAT**
 Adviser

(Sgd) **REAL A. BAGUIN, MAEd**
 Statistician

(Sgd) **CHLEA MARIE T. ABUCEJO, MAEd**
 Editor

Approved:
 (Sgd) **MA. QUIMAR Q. GAHIT, EdD**
 Dean, CTE



LETTER REQUEST FOR PRE-ORAL

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COLLEGE OF TEACHER EDUCATION

MA. QUIMAR Q. GAHIT, EdD
 Dean, College of Teacher Education
 BISU-Bilar Campus
 Zamora, Bilar, Bohol

Madam:

The undersigned would like to request to your good office to set a **PRE-ORAL** presentation of our research entitled "BURNOUT LEVEL OF ELEMENTARY TEACHERS IN THE NEW NORMAL" with the research committee on at COED viewing room.

Anticipating for your favorable action and approval on this request. Thank you and more power!

Respectfully yours,
 (Sgd.) RIZA S. BAJA
 (Sgd.) IVY O. BUDIONGAN
 (Sgd.) LUCIA R. PAULICAN
 (Sgd.) MECA G. TORRES
 Researchers

Recommending Approval:

(Sgd) DIANNE G. BALONGA, MAT
 Adviser

(Sgd) REAL A. BAGUIN, MAEd
 Statistician

(Sgd) CHLEA MARIE T. ABUCEJO, MAEd
 Editor

Approved:
 (Sgd) **MA. QUIMAR Q. GAHIT, EdD**
 Dean, CTE



LETTER REQUEST FOR ORAL DEFENSE



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COLLEGE OF TEACHER EDUCATION

MA. QUIMAR Q. GAHIT, EdD
 Dean, College of Teacher Education
 BISU-Bilar Campus
 Zamora, Bilar, Bohol

Madam:

The undersigned would like to request to your good office to set an **ORAL DEFENSE** presentation of our research entitled "BURNOUT LEVEL OF ELEMENTARY TEACHERS IN THE NEW NORMAL" with the research committee on at COED viewing room.

Anticipating for your favorable action and approval on this request. Thank you and more power!

Respectfully yours,
 (Sgd.) RIZA S. BAJA
 (Sgd.) IVY O. BUDIONGAN
 (Sgd.) LUCIA R. PAULICAN
 (Sgd.) MECA G. TORRES
 Researchers

Recommending Approval:

(Sgd) **DIANNE G. BALONGA, MAT**
 Adviser

(Sgd) **REAL A. BAGUIN, MAEd**
 Statistician

(Sgd) **CHLEA MARIE T. ABUCEJO, MAEd**
 Editor

Approved:
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 Dean, CTE



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COLLEGE OF TEACHER EDUCATION

TEACHER BURNOUT QUESTIONNAIRE

Good Day Respondents,

The undersigned is currently conducting a study on **“BURNOUT LEVEL OF ELEMENTARY TEACHERS IN THE NEW NORMAL”** as a partial fulfilment for the degree of Bachelor of Elementary Education at Bohol Island State University—Bilar Campus.

This study aims to determine the burnout level of elementary teachers in the new normal. In line with this, we would like to ask you about your personal and professional information. This will be used solely on its purpose. Rest assured that all data will be treated to its outmost confidentiality in compliance with R.A 10793 also known as “Data Privacy Act” of 2012. Your participation towards the completion of the study is highly appreciated.

Thank you for your cooperation and assistance.

Researchers,

(Sgd) Riza S. Baja

(Sgd) Ivy O. Budiongan

(Sgd) Lucia R. Paulican

(Sgd) Meca G. Torres

APPENDIX B

Instruments

RESPONDENT'S PROFILE

Directions: Kindly fill in the necessary information needed. Rest assured that your profile will be kept confidential.

Name: (Optional) _____

Sex:

1. Male

2. Female

Age: _____

Educational Attainment:

1. Bachelor's Degree

2. Master's Degree

3. Doctoral Degree

Civil Status:

1. Single

2. Married

3. Widowed

Position:

1. T1

4. Master Teacher 1

2. T2

5. Master Teacher 2

3. T3

6. Head Teacher

7. Others: (Please Specify)

Directions: This test will use to determine how you feel about your job. There are no right or wrong answers. Put a check (/) on the column that corresponds your answer.

LEGEND:

- 5 Always _____ Very High
 4 Often _____ High
 3 Sometimes _____ Moderate
 2 Rarely _____ Low
 1 Never _____ Very Low

Emotional	Always	Often	Sometimes	Rarely	Never
	5	4	3	2	1
1. I feel disillusioned about my job.					
2. I am sad when my body feels weak.					
3. I feel frustrated at work.					
4. At work, I'm feeling tense.					
5. I have no motivation in making my learning materials.					
6. I feel alienated.					
7. In the new normal my job doesn't excite me anymore.					
8. I am weary with all my job responsibilities in this new normal.					
9. In these new normal, I am apathetic about my job.					
10. I feel anxious when I think about school work.					

11. I am aware of false emotions.					
12. I find it hard to talk to anyone about how I feel.					
Physical	Always 5	Often 4	Sometimes 3	Rarely 2	Never 1
13. I am tired in preparing learning materials.					
14. I am bored with my job.					
15. I change my sleep habits.					
16. I avoid communication with my colleagues.					
17. I feel ill at work.					
18. I communicate in a hostile manner at work.					
19. I feel sick to my stomach when I think about to work.					
20. I feel anxious when I think about work.					
21. I suffer from physical complaints or frequent illness (headaches, stomach, back/neck aches, colds).					
22. I am overloaded with work and frequent overtime in printing learning materials.					
23. I feel tense all over my body.					
24. I endure significant or persistent lower back					

discomfort because of my work.					
Mental	Always 5	Often 4	Sometimes 3	Rarely 2	Never 1
25. I have problems concentrating at work.					
26. I find myself thinking more negatively about my job and students in this new normal.					
27. I have problems in distributing the modules to the parents.					
28. I have negative thoughts about my job.					
29. I have difficulty thinking about complex things.					
30. My mental capacity allows me to handle any topic that is presented to me.					
31. I easily get stressed in checking my student's unanswered modules.					
32. I experienced difficulty in concentrating my work and school.					
33. I suffer headaches in preparing/ completing my reports.					
34. I feel stressed when my students did not pass their activities/modules.					
35. New situations make me anxious.					
36. I feel stressed when my students fail to meet my deadlines.					

MULTIPLE RESPONSE

Directions: This test will be a multiple response. It will be used to determine how you deal the burnout about your job. Put a check (/) on the column that applies to you.

In dealing burnout, which of the following ways you applied? (select all that apply)

1. Listen to music.	
2. Make time for fun.	
3. Recognize when I need to take a break.	
4. Do exercise and meditation, reducing muscle tension.	
5. Leave schoolwork at school.	
6. Take a trip and engage in some outdoor activities.	
7. Buy something for myself.	
8. Relaxing with my favourite beverage and reality television.	
9. Read a chapter of my favourite book.	
10. Take a walk and enjoy the beauty of nature.	
11. I figured out how to calm my mind.	
12. Make use of affirmations and positive thinking.	
13. Take breaks from watching or listening to news stories on social media.	
14. Connect with my community- or faith- based organization.	
15. Recognize when I require further assistance.	
16. Take care of myself.	
17. Bond with my pet.	
18. Make time for my hobbies.	
19. Re-establish a healthy work-life balance.	
20. Get plenty of rest.	
Others (Please Specify)	

APPENDIX C

Raw Data

Respondents No.	Age	Sex	Educational Attainment	Civil Status	Position
1	48	2	1	2	3
2	49	2	1	2	3
3	38	2	1	2	3
4	33	2	1	2	3
5	35	2	1	2	3
6	31	2	1	2	1
7	31	2	2	2	3
8	36	2	1	2	3
9	46	2	1	1	3
10	46	2	1	2	3
11	36	2	1	2	3
12	50	2	1	2	3
13	49	2	1	2	3
14	56	2	1	2	3
15	57	2	1	2	3
16	27	2	1	1	1
17	46	2	1	2	3
18	60	2	2	3	6
19	61	2	1	2	3
20	34	2	1	2	3
21	31	2	1	2	1
22	55	2	2	2	4
23	56	2	1	2	3
24	49	2	1	2	3
25	59	2	1	2	3
26	43	2	1	2	3
27	33	2	1	2	1
28	35	2	1	2	3
29	61	2	1	2	4
30	40	1	1	1	3
31	38	2	2	2	3
32	39	2	1	2	1
33	28	2	1	1	7
34	39	2	1	2	3
35	30	2	1	2	1
36	49	2	1	2	2
37	38	2	1	2	3
38	37	2	1	2	3
39	51	2	1	2	1
40	38	2	1	2	3
41	56	2	1	2	3
42	49	2	1	1	3

43	27	2	1	1	1
44	53	2	1	3	3
45	27	2	1	1	1
46	28	1	1	1	1
47	60	2	1	2	3
48	39	2	1	2	3
49	48	2	1	2	3
50	30	1	1	1	1
51	46	2	1	2	3
52	45	2	1	2	3
53	38	2	1	2	3
54	54	2	1	2	3
55	54	2	1	2	4
56	57	2	1	2	3
57	33	2	1	1	7
58	33	2	1	2	3
59	42	2	1	2	1
60	43	2	1	2	3
61	55	2	1	2	4
62	28	2	1	1	1
63	46	2	1	2	3
64	61	2	2	3	6
65	49	2	1	2	2
66	38	2	1	2	3
67	37	2	1	2	3
68	52	2	1	2	1
69	40	2	1	2	3
70	56	2	1	2	3
71	51	2	1	1	3
72	45	2	1	2	3
73	49	2	1	2	3
74	39	2	1	2	3
75	31	2	1	2	3
76	35	2	1	2	3
77	31	2	1	2	1
78	32	2	2	2	3
79	38	2	1	2	3

Sex

- 1- Male
- 2- Female

Educational Attainment

- 1- Bachelor's Degree
- 2- Master's Degree
- 3- Doctoral's Degree

Civil Status

- 1- Single
- 2- Married
- 3- Widowed

Position

- 1- T1
- 2- T2
- 3- T3
- 4- Master Teacher 1
- 5- Master Teacher 2
- 6- Head Teacher
- 7- Others

**Level of Burnout of the Elementary Teachers in the New Normal
Emotional Aspect**

RN	RN	EQ1	EQ2	EQ3	EQ4	EQ5	EQ6	EQ7	EQ8	EQ9	EQ10	EQ11	EQ12
1	1	3	5	3	4	3	3	4	4	4	4	3	3
2	2	3	5	1	3	2	3	3	3	3	3	3	2
3	3	4	5	3	2	1	2	1	2	3	3	4	3
4	4	1	1	1	1	1	2	1	1	1	1	2	2
5	5	3	4	2	3	1	3	3	3	3	3	4	3
6	6	1	3	1	3	2	2	2	3	2	2	2	1
7	7	1	2	1	1	2	1	1	1	1	2	2	1
8	8	3	3	2	2	1	1	1	1	1	1	3	2
9	9	3	2	2	2	1	1	1	1	1	1	3	2
10	10	3	2	2	2	1	1	1	1	1	1	3	2
11	11	3	2	2	2	1	1	1	1	1	1	3	2
12	12	3	3	2	2	1	1	1	1	1	1	3	2
13	13	1	3	1	1	1	1	3	1	1	1	3	1
14	14	1	3	1	1	1	1	3	1	1	1	3	1
15	15	3	4	4	3	2	3	3	3	3	4	3	4
16	16	2	4	2	2	3	1	2	2	2	2	3	3
17	17	1	3	1	3	3	3	3	4	4	3	3	4
18	18	3	2	2	2	3	2	3	3	2	2	2	3
19	19	1	3	1	3	3	3	3	4	4	3	3	4
20	20	3	3	2	2	1	2	1	3	2	1	2	3
21	21	1	3	2	3	1	1	3	3	4	3	4	3
22	22	4	3	3	2	2	3	2	2	3	2	3	2
23	23	3	4	2	2	1	2	1	4	3	3	3	2
24	24	4	3	2	3	4	2	5	4	3	3	3	3
25	25	1	3	2	2	3	1	1	2	2	1	2	2
26	26	4	3	2	2	3	3	2	3	3	3	3	3
27	27	1	3	1	2	1	1	1	2	2	1	2	2
28	28	2	3	3	3	2	1	2	3	2	2	4	3
29	29	1	5	2	1	1	1	3	1	1	1	3	2
30	30	5	5	1	1	1	3	3	3	1	1	5	3
31	31	3	5	1	1	1	1	2	1	1	1	3	2
32	32	1	1	2	1	1	1	1	2	1	2	2	1
33	33	1	2	1	2	1	1	1	1	2	2	1	1
34	34	3	3	1	2	1	1	3	3	2	1	2	1
35	35	1	3	2	1	1	1	2	3	1	1	3	2
36	36	2	1	2	1	1	1	2	3	1	2	2	1
37	37	1	2	2	1	1	1	1	3	1	2	2	1
38	38	1	3	3	2	3	1	3	3	1	2	4	3

Legend:

5	Always
4	Often
3	Sometimes
2	Rarely
1	Never

**Level of Burnout of the Elementary Teachers in the New Normal
Physical Aspect**

RN	PQ13	PQ14	PQ15	PQ16	PQ17	PQ18	PQ19	PQ20	PQ21	PQ22	PQ23	PQ24
1	4	3	4	3	3	3	2	3	4	5	4	5
2	3	3	4	2	2	3	1	1	2	2	3	2
3	3	1	2	1	1	1	1	1	1	1	1	2
4	2	1	1	1	1	2	2	2	1	1	1	1
5	3	3	3	3	3	3	3	3	4	3	3	4
6	2	3	2	1	1	1	1	3	3	4	3	3
7	2	1	3	1	1	1	1	1	3	2	1	2
8	1	1	1	1	1	1	1	1	1	1	1	2
9	1	1	1	1	1	1	1	1	1	1	1	1
10	1	1	1	1	1	1	1	1	1	1	1	1
11	1	1	1	1	1	1	1	1	1	1	1	1
12	1	1	1	1	1	1	1	1	1	1	1	1
13	1	1	1	1	1	1	1	1	3	2	2	2
14	1	1	1	1	1	1	1	1	3	2	2	2
15	2	2	3	3	3	3	2	2	3	4	3	3
16	4	3	5	1	2	1	2	2	3	5	2	3
17	3	1	1	1	1	4	1	3	2	3	2	1
18	2	2	2	2	2	3	2	2	3	3	3	3
19	3	1	1	1	1	4	1	3	2	4	3	1
20	2	1	2	1	1	2	1	1	2	5	2	3
21	3	1	3	1	1	1	1	3	3	3	3	3
22	2	1	4	3	3	3	3	3	4	3	3	3
23	2	2	2	1	1	3	1	2	1	2	2	2
24	3	3	3	3	3	3	3	3	3	3	3	3
25	1	1	3	3	1	1	1	1	1	1	1	2
26	3	3	3	1	1	1	1	1	1	1	1	3
27	1	1	3	2	1	2	1	1	1	1	1	2
28	2	2	2	2	2	1	2	2	3	3	1	3
29	1	1	3	1	1	1	1	1	2	3	1	2
30	3	3	5	1	3	3	3	3	3	4	3	3
31	3	1	3	3	2	2	1	1	1	2	2	2
32	2	1	2	1	1	1	1	2	2	1	1	1
33	2	1	2	1	1	1	1	2	2	1	1	1

34	2	1	1	1	1	1	1	1	1	2	1	1	1
35	1	1	3	1	2	2	1	3	2	3	2	2	2
36	3	1	2	1	2	2	1	1	2	4	3	3	3
37	1	1	2	1	1	5	1	2	2	2	1	1	1
38	3	2	3	1	1	4	1	2	1	3	1	4	4
39	3	2	3	1	1	4	1	2	1	3	1	3	3
40	3	2	3	1	1	4	1	2	1	3	1	3	3
41	3	2	3	1	1	4	1	2	1	3	1	3	3
42	1	1	1	1	1	1	1	1	1	1	1	1	1
43	1	1	2	1	3	2	4	3	3	3	2	2	2
44	3	2	2	1	2	1	2	2	3	3	3	3	3
45	4	1	3	1	2	2	1	1	4	3	1	1	1
46	1	1	2	1	1	1	1	1	1	1	1	1	1
47	1	1	2	1	1	1	1	1	1	1	1	1	1
48	1	1	2	1	1	1	1	1	1	1	1	1	1
49	1	1	2	1	1	1	1	1	1	1	1	1	1
50	3	3	2	2	2	1	2	2	3	3	2	3	3
51	3	1	2	3	1	1	1	1	1	3	2	2	2
52	1	1	1	1	1	4	2	1	1	2	1	2	2
53	1	1	1	1	1	3	3	1	3	3	2	2	2
54	3	1	1	1	1	2	1	2	3	3	3	3	3
55	3	3	2	1	2	2	2	2	2	4	3	3	3
56	4	2	2	1	1	1	1	2	1	2	3	2	2
57	3	2	2	2	2	2	2	2	3	4	3	4	4
58	2	1	2	1	1	1	1	2	3	3	2	1	1
59	2	1	3	1	1	4	1	3	2	2	2	2	2
60	2	1	3	3	2	1	1	1	2	3	2	2	2
61	2	2	2	2	2	2	2	2	2	2	2	2	2
62	5	3	5	1	2	1	2	2	3	5	2	3	3
63	3	1	2	2	1	4	1	3	2	3	2	1	1
64	2	2	2	2	2	3	2	2	3	3	3	3	3
65	3	1	2	1	2	2	1	1	2	4	3	3	3
66	1	1	2	1	1	5	1	2	2	2	1	1	1
67	3	2	3	1	1	4	1	2	1	3	1	4	4
68	3	2	3	1	1	4	1	2	1	3	1	3	3
69	2	2	3	1	1	4	1	2	1	3	1	3	3
70	3	3	3	1	1	4	1	2	1	3	1	3	3
71	1	1	1	2	1	2	1	2	1	1	1	1	1
72	4	3	4	3	3	3	2	3	4	5	4	5	5
73	3	3	4	2	2	3	1	1	2	2	3	2	2
74	3	1	2	1	1	1	1	1	1	1	1	1	2
75	2	1	1	1	1	2	2	2	1	1	1	1	1

76	3	3	3	3	3	3	3	3	4	3	3	4
77	2	3	2	1	1	1	1	3	3	4	3	3
78	2	1	3	1	1	1	1	1	3	2	1	2
79	1	1	2	1	2	1	1	1	1	1	1	2

Legend:

5	Always
4	Often
3	Sometimes
2	Rarely
1	Never

Level of Burnout of the Elementary Teachers in the New Normal Mental Aspect

RN	MQ25	MQ26	MQ27	MQ28	MQ29	MQ30	MQ31	MQ32	MQ33	MQ34	MQ35	MQ36
1	4	3	3	2	3	3	4	4	3	4	5	4
2	4	3	1	1	2	3	3	3	3	3	3	4
3	1	1	1	1	1	4	2	2	2	2	2	2
4	1	1	1	1	1	1	1	1	1	1	1	1
5	3	3	3	3	3	3	3	3	2	3	3	3
6	2	3	2	1	1	3	3	2	1	2	2	2
7	1	2	1	1	1	2	1	1	1	2	2	1
8	1	1	1	1	1	1	1	1	1	1	1	1
9	1	1	1	1	1	1	1	1	1	1	1	1
10	1	1	1	1	1	1	1	1	1	1	1	1
11	1	1	1	1	1	1	1	1	1	1	1	1
12	1	1	1	1	1	1	1	1	1	1	1	1
13	1	1	1	1	1	1	1	1	1	2	2	2
14	1	1	1	1	1	1	1	1	1	2	2	2
15	2	3	3	3	3	3	3	3	4	3	3	4
16	3	2	3	2	3	3	3	4	3	3	2	2
17	3	3	1	1	3	4	3	3	3	3	3	3
18	3	3	3	2	3	4	2	3	2	3	3	3
19	3	3	1	1	3	4	3	3	3	3	3	3
20	3	2	3	2	3	3	5	3	2	4	3	5
21	1	2	3	2	2	2	1	1	2	1	2	1
22	2	2	3	2	2	4	3	3	3	3	3	3
23	2	2	2	1	2	2	3	2	3	3	2	3
24	3	3	3	3	3	3	3	3	3	3	3	3
25	1	1	2	1	1	4	2	1	1	3	2	2
26	1	1	1	1	1	1	1	1	1	1	1	1
27	1	1	2	1	1	4	2	1	2	2	1	2
28	2	2	2	2	2	4	2	2	2	3	2	2

29	1	1	1	1	1	2	3	1	2	3	2	3
30	1	1	1	1	1	1	5	1	3	3	3	3
31	2	2	3	1	1	1	1	1	1	1	1	1
32	2	1	1	1	1	1	2	2	1	1	1	2
33	1	1	1	1	2	1	2	2	2	2	1	2
34	1	3	3	1	2	1	1	1	1	2	2	1
35	3	3	2	1	2	4	3	2	1	3	4	3
36	3	2	3	2	4	4	3	4	3	4	3	3
37	1	1	1	1	1	1	1	1	1	2	3	3
38	2	3	1	1	3	3	3	2	2	1	1	1
39	2	3	1	1	3	3	3	2	2	3	1	1
40	2	2	1	1	3	3	3	2	2	3	1	1
41	2	3	1	1	3	3	3	2	2	3	1	1
42	1	1	1	1	1	4	1	1	1	1	2	2
43	2	3	2	1	2	4	3	2	3	2	1	3
44	3	2	2	1	1	4	3	2	3	3	2	3
45	1	1	1	1	1	1	2	2	2	3	2	2
46	1	1	1	1	1	4	1	1	1	2	2	1
47	1	1	1	1	1	4	1	1	1	2	2	1
48	1	1	1	1	1	4	1	1	1	2	2	1
49	1	1	1	1	1	4	1	1	1	1	1	1
50	3	3	2	1	3	4	3	3	3	4	3	4
51	1	2	3	2	3	3	3	3	2	3	3	3
52	1	1	1	1	1	3	1	1	2	2	2	2
53	1	2	3	2	2	3	1	2	3	3	1	3
54	2	3	3	1	3	3	3	3	3	3	3	3
55	3	1	3	2	3	3	2	2	3	4	3	4
56	3	3	2	2	2	4	3	2	2	3	3	2
57	2	1	3	1	2	2	3	2	2	5	4	5
58	1	1	2	2	1	5	1	2	2	2	2	1
59	1	2	2	2	2	3	2	2	1	3	3	2
60	2	2	2	1	2	5	3	2	2	2	2	3
61	3	3	3	3	3	3	3	3	3	3	3	3
62	3	2	3	2	3	3	3	4	3	3	2	2
63	3	3	1	1	3	4	3	3	3	3	3	3
64	3	3	3	2	3	4	2	3	2	3	3	3
65	3	2	3	2	4	4	3	4	3	4	3	3
66	1	1	1	1	1	1	1	1	1	2	3	3
67	2	3	1	1	3	3	3	2	2	1	1	1
68	2	3	1	1	3	3	3	2	2	3	1	1
69	2	2	1	1	3	3	3	2	2	3	1	1

70	2	3	1	1	3	3	3	2	2	3	1	1
71	1	1	1	1	1	4	1	1	1	1	2	2
72	4	3	3	2	3	3	4	4	3	4	5	4
73	4	3	1	1	2	3	3	3	3	3	3	4
74	1	1	1	1	1	4	2	2	2	2	2	2
75	1	1	1	1	1	1	1	1	1	1	1	1
76	3	3	3	3	3	3	3	3	2	3	3	3
77	2	3	2	1	1	3	3	2	1	2	2	2
78	1	2	1	1	1	2	1	1	1	2	2	1
79	1	1	1	1	1	1	1	1	1	1	1	1

Legend:

- 5 Always
4 Often
3 Sometimes
2 Rarely
1 Never

Ways of dealing Burnout in the New Normal
Multiple Response

RN	I1	I2	I3	I4	I5	I6	I7	I8	I9	I10	I11	I12	I13	I14	I15	I16	I17	I18	I19	I20
1	1	1	1	1	0	1	0	0	0	1	1	1	1	1	0	1	0	1	1	1
2	1	0	1	1	1	1	1	0	0	1	1	0	0	1	0	1	0	0	1	1
3	1	1	1	0	1	1	1	0	0	0	0	0	0	1	0	1	0	0	0	1
4	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
5	1	1	1	1	0	0	1	0	0	1	1	1	1	1	1	1	0	0	0	1
6	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	0	1	1	1
7	0	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	0	1	1	1
8	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1
9	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
10	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1
11	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
12	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1
13	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
14	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
15	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	0	1	0
16	1	1	1	0	0	1	0	1	0	0	1	1	1	1	0	1	0	1	0	1
17	1	1	1	0	0	0	1	1	0	1	0	0	1	0	0	1	0	1	1	1
18	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1
19	1	1	1	0	0	0	1	1	0	1	0	0	1	0	0	1	0	1	1	1
20	1	1	0	1	0	0	0	0	0	1	1	0	1	1	0	1	0	0	1	0
21	1	1	1	1	0	0	0	1	0	1	0	0	0	0	0	0	1	0	0	0
22	1	1	0	1	0	1	0	0	0	1	0	1	1	0	0	1	0	0	0	0
23	1	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0
24	0	1	1	0	1	0	1	1	0	0	1	1	1	0	0	1	0	0	0	0
25	0	1	1	0	1	0	1	1	0	0	1	1	1	0	0	1	0	0	0	0
26	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1
27	1	1	0	1	1	1	1	1	0	1	1	1	1	1	0	1	0	0	1	1
28	0	0	1	0	0	0	0	0	0	1	1	1	1	0	0	1	0	1	0	1
29	1	1	0	1	0	1	0	1	0	1	0	1	1	1	1	1	1	0	1	0
30	1	1	1	1	1	1	1	0	0	1	1	1	1	0	0	1	1	0	0	1

31	1	1	1	1	0	0	1	1	0	1	0	1	0	1	0	1	0	0	1	1
32	1	0	1	0	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1
33	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1
34	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1
35	1	1	0	0	1	1	0	0	0	1	1	1	1	0	0	1	0	1	1	1
36	1	0	0	1	1	0	1	0	1	0	1	1	1	1	1	1	1	0	1	1
37	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	0	0	1	1
38	1	1	1	1	0	1	1	1	0	0	0	1	1	0	0	1	1	0	1	1
39	1	1	1	1	0	1	1	1	0	0	0	1	1	0	0	1	1	0	1	1
40	1	1	1	1	0	1	1	1	0	0	0	1	1	0	0	1	1	0	1	1
41	1	1	1	1	0	1	1	1	0	0	0	1	1	0	0	1	1	0	1	1
42	1	0	1	1	0	1	1	0	0	1	0	0	0	1	1	1	0	0	1	1
43	0	1	1	0	1	1	1	0	0	1	1	1	1	1	0	1	0	1	1	1
44	0	0	1	1	1	0	1	0	0	1	1	1	1	0	0	1	1	0	1	1
45	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1
46	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
47	1	1	1	1	0	1	1	1	0	1	1	1	0	0	1	1	1	0	1	1
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49	1	1	1	1	1	1	1	0	0	1	1	1	0	1	1	1	0	1	1	1
50	1	1	1	0	1	0	1	0	0	0	1	0	1	0	0	1	0	0	1	1
51	1	1	1	0	0	1	1	0	1	1	0	1	1	1	0	1	0	0	1	1
52	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
53	1	1	0	1	0	1	1	1	0	1	0	1	1	0	0	1	0	0	0	1
54	1	1	1	1	0	0	0	1	0	1	0	0	0	1	0	1	0	0	0	1
55	1	1	0	1	0	1	1	1	0	1	1	1	1	1	0	1	0	0	1	1
56	1	1	1	1	0	0	0	1	0	1	1	1	0	1	1	1	0	1	0	0
57	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
58	1	1	1	1	1	0	1	0	0	0	0	1	1	1	1	1	0	0	1	1
59	1	1	1	1	0	1	1	0	0	1	0	1	1	1	1	1	0	1	1	0
60	1	1	1	1	0	1	0	0	0	1	1	1	1	1	1	1	0	0	0	1
61	1	1	1	0	1	1	1	0	0	1	0	0	0	0	1	1	1	0	0	1
62	1	1	1	0	0	1	0	1	0	0	1	1	1	1	0	1	0	1	0	1
63	1	1	1	0	0	0	1	1	0	1	0	0	1	0	0	1	0	1	1	1
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65	1	0	0	1	1	0	1	0	1	0	1	1	1	0	0	1	0	0	1	1
66	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1
67	1	1	1	1	0	1	1	1	0	0	0	1	1	0	0	1	1	0	1	1
68	1	1	1	1	0	1	1	1	0	0	0	1	1	0	0	1	1	0	1	1
69	1	1	1	1	0	1	1	1	0	1	0	1	1	0	1	1	0	0	1	1
70	1	1	1	1	0	1	1	1	0	0	0	1	1	0	0	1	1	0	1	1
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75	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
76	1	1	1	1	0	0	1	0	0	1	1	1	1	1	1	1	0	0	0	1
77	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	0	1	1	1
78	0	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	0	1	1	1
79	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1

Legend: 1- Yes

0- No