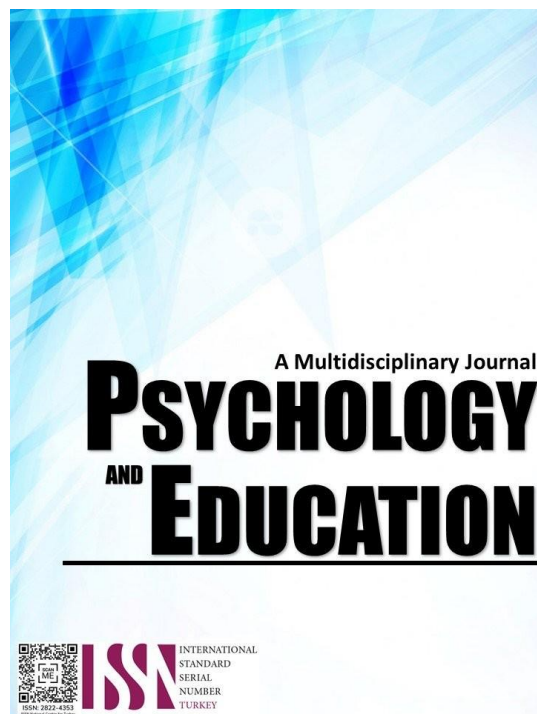


ORGANIZATIONAL COMMITMENT AND TEACHER BURNOUT ASSESSMENT: INPUTS TO SELF-LEADERSHIP ENHANCEMENT PROGRAM DEVELOPMENT



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Organizational Commitment and Teacher Burnout Assessment: Inputs to Self-Leadership Enhancement Program Development

Ma. Concepcion M. De Rueda*

For affiliations and correspondence, see the last page.

Abstract

Employees frequently confront significant challenges in today's fast-paced, demanding work situations, which can result in burnout and decreased commitment. Organizations are becoming more interested in creating efficient interventions to lessen the impact of burnout as they become aware of its negative consequences on employee performance and well-being. With the ultimate goal of guiding the design of a self-leadership program to improve employee well-being and generate more significant levels of commitment, this research seeks to explore the relationship between burnout and commitment. This study employed correlational research to assess the burnout and level of commitment of the teachers of Gapan South Central School. The findings revealed that the Normative Commitment of the respondents was identified as High, with a mean of $\bar{X} = 33.06$. The Affective Commitment with a mean of $\bar{X} = 32.08$ was interpreted as High, and lastly, the Continuance Commitment was interpreted as High with a mean of $\bar{X} = 28.18$. In terms of the Burnout level of the respondents, it has been shown that most of the respondents have a moderate level of emotional exhaustion with a mean of $\bar{X} = 24.53$ and a low level of Depersonalization with a mean of $\bar{X} = 7.34$ furthermore, in the Personal Accomplishment Subscale which is scored inversely has a mean of $\bar{X} = 34.64$ which can be interpreted as having high burnout. The findings indicate a significant and moderate positive correlation between Emotional Exhaustion and Depersonalization ($r = .550, p < 0.01$). It also showed a low correlation with burnout related to Personal Accomplishment ($r = .231, p = 0.005$). Emotional Exhaustion demonstrates a significant moderate negative relationship with Affective Commitment ($r = -.409, p < 0.01$) and a low negative relationship with Normative Commitment ($r = -.377, p < 0.01$). This implies that increased emotional exhaustion corresponds to a decrease in the respondents' affective and normative commitment. Depersonalization shows a low significant positive relationship between Personal Accomplishment ($r = .267, p = 0.05$). This implies that as depersonalization decreases, the stress associated with personal accomplishment also decreases. A moderately negative relationship was identified between depersonalization and Affective Commitment ($r = -.430, p < 0.01$), together with Normative Commitment ($r = -.391, p < 0.01$). This suggests that an increase in depersonalization corresponds to a decrease in affective and normative commitment. The findings from this research contributed to developing a tailored self-leadership program aimed at preventing and managing burnout while simultaneously enhancing employees' commitment to their organizations. Equipping individuals with self-leadership strategies will empower teachers to take proactive measures to mitigate burnout and strengthen their commitment to their work and organization. Ultimately, this research aims to inform organizational leaders, human resource professionals, and practitioners that burnout and commitment are related to each other. By designing an evidence-based self-leadership program, organizations can proactively address burnout-related issues, cultivate a healthier work environment, and promote the well-being and commitment of their employees.

Keywords: *organization, commitment, leadership, enhancement, program, development*

Introduction

A paradigm shift in education is being felt globally as we embrace the unpredictability of the 21st century. Teachers have to adapt to the changes to ensure that learning continues. Jean-Paul Sartre stated that "man is nothing else but what he makes of himself" to explain that man has no "nature" as such but rather must create his essence. The uniqueness of a man comes from his emotions, feelings, perception, and thinking. Man is the one who imposes meaning on his universe, though that universe may well exist (Jones, 2019).

Teaching is a rewarding but challenging profession. It is easy to get teachers burned out when working long hours and carrying a heavy burden. Without enough assistance, teachers run the risk of being overworked and neglecting their own requirements for physical and emotional health (Tapp, 2021). Most of the employees express resentment and dissatisfaction with their jobs, and scientists contend that there is compelling evidence of increased strain that may result in burnout syndrome. The syndrome does not manifest as an acute illness or stroke that strikes unexpectedly. Instead, if the underlying issues continue and cause the person pain, they become a problem over time. Every job role entails specific behaviors that an employee in each industry must "display." When an individual's needs and expectations collide with the needs and expectations of the organization, the "exercise" of a role within an organization may be associated with stress (Benetrio & Varsanis, 2014).

Burnout is a topic that has been discussed everywhere since the pandemic shifted from 2020 to 2021. In the last 60 years, the term "burnout" has emerged as a common method to describe this specific problem that accurately represents what many people are going through right now (Maslach & Leiter, 2021). The rate of teacher burnout is increasing because school leaders are failing to modify their expectations of teachers. Teachers are adapting to meet COVID-19 protocols but are paying the price of drained resiliency reserves

due to a decrease in self-efficacy and the quality of professional relationships, and an increase in the pace of technological integration. School administrators can increase teacher resiliency by providing resources like continued professional development, frequent consultations, more time, and hiring IT specialists (Phillips, 2020).

The effects of teacher burnout can change over time. According to the World Health Organization, burnout is an occupational problem with three key characteristics: exhaustion, which can be characterized as the feeling that a teacher is too exhausted to continue working due to a lack of energy; and cynicism, which occurs when burnout-stricken teachers become emotionally detached from their work. They might adopt pessimistic viewpoints regarding the sector and exhibit inefficiency when performing their duties. The effects of teacher burnout might also include feelings of incompetence or ineffectiveness. Students are likely to feel the repercussions when teachers lose their sense of purpose, become overworked, and withdraw from their jobs, as demonstrated by how burnout affects teachers' general well-being. It should be no surprise that studies show teacher burnout affects students. At both events, a significant number of teachers displayed signs of exhaustion. (Addressing teacher burnout: causes, symptoms, and strategies, 2021).

Furthermore, in a survey conducted in 2022 of more than 4,000 teachers, 81% reported that their overall workload had increased. Furthermore, over half (55%) of the instructors stated that other problems and a staffing shortage have reduced their planning time. More work and fewer resources have led to unprecedented levels of teacher stress, which has increased the prevalence of teacher burnout. Because of occupational stress, the education sector has lost teachers to burnout, which has led to a teacher shortage (Chapple, 2022).

Teachers adapted and adjusted to the new modality as the education sector adhered to the challenge of learning continuity. Upskilling and reskilling are necessary to deliver quality service to the learners and, thus, to carry on with the task with volatility and uncertainties. Their allegiance to the Department was tested, as what they had experienced was all new to everyone. From a management perspective, it's critical to understand a worker's level of commitment to his or her work to gauge their engagement and dedication to the daily duties that are delegated to them (Organizational commitment: Definition, benefits, and how to improve it, 2022). An employee's relationship with their employer represents the dedication they have established. Employees that are loyal to their company typically feel a sense of belonging, a sense of understanding of the company's aims, and a connection with their company. These workers create value by being more committed to their tasks, exhibiting a high level of productivity, and being more proactive in providing assistance (Wainwright, 2023).

The ongoing conflict that the educational system has faced during the pandemic has been shown to have an impact on how dedicated teachers are. In order to maintain a stable organization and prevent labor strikes, disengagement, indifference, and declining output. It is essential to provide employees with satisfaction as commitment, motivation, and job satisfaction are interconnected (Hairapetan, 2020). Additionally, following the implementation of the COVID-19 pandemic measures in schools, teachers' commitment levels decreased (Akartuna & Serin, 2022)

In navigating the challenges faced by teachers in fulfilling their roles optimally, self-leadership emerges as a crucial practice. Self-leadership involves a deep understanding of oneself and the ability to identify ideal experiences, guiding one's actions purposefully. This proactive approach not only aids in decision-making but also in understanding the underlying reasons behind actions. Importantly, self-leadership serves as a foundational element for effective team leadership, emphasizing the significance of personal accountability and direction-setting. Neuhaus (2020) highlights that fostering independent, self-leading individual within an organization leads to heightened productivity across all levels, underscoring its relevance irrespective of hierarchical positions. Teachers had a difficult time committing to perform their numerous tasks in the Department of Education because of the stress brought by the demands of workload. According to Stewart et al. (2019), an implication related to the necessity to engage in self-leadership to further improve it pertains to the importance of prioritizing physical health. External support, such as wellness programs, is likely to provide a means for helping employees develop good health habits that in turn increase their self-leadership capacity.

This research endeavor will commit itself to describing the level of organizational commitment and the burnout being experienced by teachers and also to reveal its existing relationship among variables. The results that will be revealed may be a platform to awaken and strengthen the self-leadership within the frontliners of the Department of Education to join hand in hand in championing the learning losses brought by the pandemic. The capacity to guide oneself toward achieving one's own personal and professional goals and objectives while simultaneously contributing to the success of the business or organization one works for will be redirected to the department's mission and vision.

Being able to manage one's emotions and actions in a way that directs someone toward success, as well as having a solid grasp of one's identity, where one wants to go, and what one can achieve and accomplish, can clearly visualize the direction of the teaching and learning process, which is essential as the education sector tries to rise above and move forward. Moreover, developing self-leadership may lead to achieving one's professional objectives and leading people effectively. (What is self-leadership? 9 steps to develop your potential, 2020).

Research Questions

The study explored the relationship between organizational commitment and teacher burnout among the teachers of Gapan South Central School. Specifically, this study sought to answer the following questions:

1. How may the level of commitment be described by the respondents according to the following dimensions?
 - 1.1 affective commitment scale;
 - 1.2 continuance commitment scale; and
 - 1.3 normative commitment scale?
2. How may the level of burnout be described according to the following subscales?
 - 2.1 emotional exhaustion;
 - 2.2 depersonalization; and
 - 2.3 personal accomplishment?
3. Is there a significant relationship between the level of commitment and the level of burnout among the respondents?
4. Based on the data gathered, what programs may be initiated to enhance self-leadership among teachers at Gapan South Central School?

Methodology

Research Design

This study employed a descriptive-correlational design, with the researcher attempting to describe quantitatively and correlate variables. A correlational design is a research approach that investigates the connections between two or more variables within a single group, and these connections can manifest at various levels. It represents a non-experimental design method focused on exploring the relationships between multiple variables (Devi et al., 2023). The level of burnout in the following aspects: emotional exhaustion, depersonalization, and personal achievement and the type of organizational commitment based on the following dimensions: Affective Commitment, Continuance Commitment, and Normative Commitment were determined and correlated. Descriptive statistics of a non-parametric method, such as frequency, mean, and standard deviation, were used to describe the variables to be measured. Pearson Moment Correlation was used to quantify the strength and direction of the linear relationship between two continuous variables. The study's conclusions were the foundation for developing a self-leadership enhancement development program.

Procedure

The data collection procedures began with the preliminary stage, where the researcher sought authorization to conduct a study by sending a letter of research proposal to the Schools Division Research and Evaluation Committee. Once the researcher receives the approved letter, an orientation for the teachers is organized to discuss the procedures for gathering data as the basis for developing a self-leadership enhancement program in support of the upskilling recovery plan for teachers. Included in the program agenda is the arrangement of schedules for the actual data gathering, such as the administration of questionnaires and the analysis and interpretation of the data. To measure the job burnout of the participants, the researcher made use of the 22-item Maslach Burnout Inventory, which is defined by three subscales: emotional exhaustion (EE) (9 items), depersonalization (DP) (5 items), and professional accomplishment (PA) (8 items), each with a 7-point Likert-type frequency response scale (0 = never, 1 = a few times a year or less, 2 = once a month or less, 3 = a few times a month, 4 = once a week, 5 = a few times a week, 6 = every day. Scales are scored such that higher scores indicate more of each construct. Higher scores on the EE and DP subscales indicate a higher burnout symptom burden; lower scores on the PA subscale indicate a higher burnout symptom burden (Brady et al., 2020).

To calculate the level of burnout in each subscale, the following score serves as an indicator in interpreting the individual and overall level of the respondents. Respondents who scored <17 in emotional subscale is interpreted as with low level of burnout, 18-29 has moderate level and >30 has high level of burnout. In the Depersonalization subscale, those who scored <5 is interpreted as having low level of burnout, 6-11 has moderate level and those who scored >12 has high level of burnout. For the Personal Accomplishment subscale, it is scored opposite to Emotional Exhaustion and Depersonalization. Respondents who scored >40 indicates a low level of burnout, scores between 34-39 is described as moderate and those who scored <33 has high burnout level. (TES_AdmIn, 2022)

In assessing the type of organizational commitment, the researcher used the Organizational Commitment Scale revised version (Looti, 2022). The scale consists of 18 items. Cronbach Alpha coefficients in the validity and reliability study performed by Wasti (2000) were 0.79 for Affective Commitment, 0.75 for Normative commitment and 0.58 for Continuance commitment. Meyer and Allen's organizational commitment scale was designed as a 7-point Likert scale; "1: strongly disagree", 2: disagree, 3: slightly disagree, 4: undecided, 5: slightly agree, 6: agree, and 7: strongly agree ". Four items are negative. These negative items are scored in reverse. Based on the study of Yilmaz and Kilic (2017), the total score of organizational commitment, three arbitrary categories were created and given three generic levels, namely low, moderate, and high, based on the suggestions of Cheng, (2002) and Gaban (1982). The midpoint response point was assigned a value of '3'. Therefore, all scores below 3 (< 3.00) were considered low, all scores between 3 and 4 (3.00 - 3.99) were considered moderate, and 4 or greater (> 3.99) were placed at the high category level.

Results and Discussion

Problem 1. How may the level of commitment be described by the respondents according to the following dimensions?

1.1 Affective Commitment Scale

1.2 Continuance Commitment Scale

1.3 Normative Commitment Scale

Table 1.1 *Descriptive Statistics of Affective Commitment Scale*

<i>Statements/ Questions</i>	<i>Mean</i>	<i>Sd</i>	<i>Verbal Interpretation</i>
I would be very happy to spend the rest of my career with this organization.	5.80	1.007	Agree
I really feel as if this organization's problems are my own.	3.65	1.809	Undecided
I do not feel a strong sense of "belonging" to my organization.	5.85	1.201	Agree
I do not feel "emotionally attached" to this organization.	5.89	1.154	Agree
I do not feel like "part of the family" at my organization.	5.88	1.292	Agree
This organization has a great deal of personal meaning for me.	5.74	.994	Agree
Overall Average Mean	5.47	1.241	Slightly Agree

(***)Items 2,3,5 were reversely scored item)

Table 1.1 shows the descriptive statistics of Affective Commitment Scale. Affective commitment is specifically related to an employee's emotional attachment, identification, and participation in his or her organization. Employees with a high degree of emotional commitment show a genuine interest in the organization, believe in its goals and values, and have a strong desire to be part of it. Their commitment is based on a positive emotional connection and a sense of belonging. It shows that based on their responses on each item, the respondents mostly responded that they Agree on the statements. Statement 2 which is "I really feel as this organization's problem are my own" gained mostly an "Undecided" response from the respondents with a mean of 3.65. This connotes that the respondents perceived that the tasks assigned to be performed is somehow a shared responsibility of all the members of the organization and not as a personal burden to be carried by a single individual.

Looking into the following questions in this subscale, despite of the challenges on their workload, the respondents feel the happiness in their career overtime in the organization, as stated in item 1, "I would be very happy to spend the rest of my career with this organization" with a mean score of 5.80 and with a descriptive interpretation of "Agree". Respondents expressed their agreement on the statement that they feel a strong sense of belongingness and have built a strong emotional attachment overtime. It was stated in item 3 which is a negative statement but reversely scored, "I do not feel a strong sense of "belonging" to my organization" with a mean score of 5.85 and interpreted as "Agree". It is affirmed by item 4, "I do not feel "emotionally attached" to this organization" which is also reversely scored gained a 5.89 mean score and interpreted as "Agree". A reversely scored item 5 with a statement "I do not feel like "part of the family" at my organization" got a mean of 5.88 score and interpreted as "Agree" clearly shows that the respondents feel their sense of affection through the other members of the organization.

Furthermore, their profession has given a great deal of personal meaning on their lives that made them more committed to the tasks given to them which can be depicted in the statement of item 6, "This organization has a great deal of personal meaning for me" with a mean score of 5.74 with descriptive interpretation of "Agree".

Overall, the Affective Commitment dimension of the respondents is somehow high as it gained a 5.47 mean score and interpreted as "Slightly Agree". Respondents have possessed a strong emotional commitment evident in their display of sincere enthusiasm for the organization. They hold a firm belief in its objectives and principles and possess a deep longing to be an integral member of it. Their commitment stems from a favorable emotional bond and a feeling of inclusion.

Table 1.2 *Descriptive Statistics of Continuance Commitment Scale*

<i>Statements/Questions</i>	<i>Mean</i>	<i>Sd</i>	<i>Verbal Interpretation</i>
Right now, staying with my organization is a matter of necessity as much as desire.	5	1.433	Slightly Agree
It would be very hard for me to leave my organization right now, even if i wanted to.	5.35	1.187	Slightly Agree
Too much of my life would be disrupted if i decided i wanted to leave my organization now.	4.08	1.134	Undecided
I feel i have too few options to consider leaving this organization.	4.50	1.426	Undecided
If i had not already put so much of myself into this organization, i might consider working elsewhere.	4.70	1.516	Slightly Agree
One of the few negative consequences of leaving this organization would be the scarcity of available alternatives.	4.50	1.306	Undecided
Overall Average Mean	4.69	1.333	Undecided

Table 1.2 shows the descriptive statistics of Continuance Commitment Scale. Continuance commitment refers to an employee's commitment to the organization based on the perceived costs or investments associated with leaving. In other words, employees with a high degree of continuance commitment are employed because they believe they have invested so much time, effort, and personal sacrifice that leaving the organization will lead to significant losses. In the table presented, respondents stay in the organization because of their necessity as this is their source of income to sustain their family's needs as stated in item 7 as "Right now, staying with my "Too much of my life would be disrupted if I decided I wanted to leave my organization now" with a mean score of 4.08 and on item 12 "Organization is a matter of necessity as much as desire" with a mean of 5 and interpreted as "Slightly Agree".

Their responses are interpreted as “Slightly Agree” on item 8 that even they wanted to leave the organization, they are still hesitant to leave the organization. The statement “It would be very hard for me to leave my organization right now, even if I wanted to” gained a mean score of 5.35. Moreover, they responded also that they could have worked elsewhere if they haven’t put so much of themselves or rather have been employed in this organization for a long period of time as stated in item 11, “If I had not already put so much of myself into this organization, I might consider working elsewhere” had a mean score 4.70 and interpreted as “Slightly Agree”. Respondents have expressed their inability to leave the organization even they have the desire to depart from the service.

However, the respondents had expressed an “Undecided” response on item 9, “I feel I have too few options to consider leaving this organization” with a mean score of 4.08 and on Item 10 statement which is “One of the few negative consequences of leaving this organization would be the scarcity of available alternatives” with a mean score 4.50. Based on their responses, the respondents conveyed their uncertainties if they will leave the organization. The repercussion of moving to another employment aside in the public school had given the respondents inhibitions to move to another job or nature of work. They also feel that there are lesser options offered outside the organization and the opportunities for a better employment aside from their service in the public schools. All in all, it shows that the overall mean on this dimension is 4.69 which described the respondents’ responses on the statements in this subscale as Undecided.

Table 1.3. *Descriptive Statistics of Normative Commitment Scale*

<i>Statements/Questions</i>	<i>Mean</i>	<i>Sd</i>	<i>Verbal Interpretation</i>
I do not feel any obligation to remain with my current employer	4.58	1.848	Slightly Agree
Even if it were to my advantage, I do not feel it would be right to leave my organization now.	5.43	1.195	Agree
I would feel guilty if I left my organization now	5.30	1.155	Agree
This organization deserves my loyalty.	5.95	.792	Agree
I would not leave my organization right now because I have a sense of obligation to the people in it.	5.99	.749	Agree
I owe a great deal to my organization.	5.88	.859	Agree
Overall Average Mean	5.52	1.099	Agree

***Item 13 is reversely scored

Table 1.3 showed the descriptive statistics of Normative Commitment Scale. An employee's commitment to the organization is based on a sense of duty or ethical obligation called Normative Commitment. Employees with high standards of commitment feel a strong responsibility to stay in the organization because they believe it is the right thing to do. This commitment is often associated with feelings of loyalty, shared values, and a desire to respect ethical standards. Based on the responses of the respondents, they slightly agree that they do not feel any obligation to remain with their current employer as stated in item 13, I do not feel any obligation to remain with my current employer with a mean of 4.58.

On item 14 in the statement Even if it were to my advantage, I do not feel it would be right to leave my organization now received a mean of 5.43 can be perceived that even the respondents feel the advantage of leaving the organization, they still do not feel it would be right to leave the organization. Moreover, respondents agree too that they feel sorry if they leave their organization owing the fact that they have the obligation to stay as stated in item 15, I would feel guilty if I left my organization now with a mean of 5.30. They perceive that the organization deserves their loyalty as stated in item 16 statement, This organization deserves my loyalty gained a mean of 5.95. In item 17, I would not leave my organization right now because I have a sense of obligation to the people in it had a mean of 5.99 and can be interpreted that respondents’ response is mostly Agree on this statement because they value the school community and learners. In addition to that, respondents behold gratitude to the organization for the opportunity given to them to serve in the public school is reflected in item 18 statement, I owe a great deal to my organization with a mean 5.88 and can be interpreted as Agree. Moreover, it shows that the overall mean of the respondents in this subscale is 5.52 which described the responses that they Agree on all the statement pertaining to their Continuance Commitment to the organization.

Table 1.4 *Overall Level of Respondents’ Affective Commitment Dimension*

<i>Score</i>	<i>Frequency (N-74)</i>	<i>Percentage</i>	<i>Descriptive Analysis</i>
<3.00	0	0	Low
3:00 – 3.99	2	2.78	Moderate
>3.99	72	97.22	High

Table 1.4 shows the overall Affective Commitment level of the respondents based on their personal assessment on this dimension. With a total of 74 respondents, the majority of the respondents have high Affective Commitment with the frequency of 72 (97.22%). These numbers are far from the remaining population whose level of Affective Commitment is moderate with a frequency of 2 (2.78%).

After the scores were examined, it showed that the respondents were mostly emotionally attached to the organization and were likely to volunteer to work extra apart from the responsibilities given. (Ardiansyah & Afandi, 2019) Moreover, Sharma and Dhar (2016) agreed by that affective commitment had a strong impact on job performance.

Table 1.5 shows the overall Continuance Commitment Level of the respondents based on their responses. Out of 74 respondents, there

is 66 (89.2%) respondents who possess a high level of Continuance Commitment. Somehow, there are 6 (8.1%) respondents who have fall on the moderate level and 2 (2.7%) respondents who perceive that their continuance commitment is low.

Table 1.5 Overall Level of Respondents' Continuance Commitment Dimension

Score	Frequency (N-74)	Percentage	Descriptive Analysis
<3.00	2	2.7	Low
3:00 – 3.99	6	8.1	Moderate
>3.99	66	89.2	High

Table 1.5 shows the overall Continuance Commitment Level of the respondents based on their responses. Out of 74 respondents, there is 66 (89.2%) respondents who possess a high level of Continuance Commitment. Somehow, there are 6 (8.1%) respondents who have fall on the moderate level and 2 (2.7%) respondents who perceive that their continuance commitment is low.

Interpreting the results, majority still exhibit significant level of continuance commitment and are still dedicated due to their perception that they have devoted their productive years, energy, and personal compromises to the organization. Consequently, they believe that leaving the organization would result in substantial losses. Employee's commitment to staying on the job and job performance are inextricably linked, thus, continuance commitment is influenced by personal intrinsic motivation (Kasogela, 2019).

Table 1.6 Overall Level of Respondents' Normative Commitment Dimension

Score	Frequency (N-74)	Percentage	Descriptive Analysis
<3.00	0	0	Low
3:00 – 3.99	0	0	Moderate
>3.99	74	100	High

Table 1.6 shows the level of commitment of the respondents according to Normative Commitment dimension. The table shows that the 74 (100%) of the respondents have high level of Normative Commitment. Respondents feel obligated to stay in their organization due to the feeling of loyalty, possibilities, and benefits that the organization has so far offered them. (Yilmaz & Kilic, 2017). The result implied that teachers at Gapan South Central School diligently committed themselves at work because of their ardent passion and love for their craft as public-school teachers. As Meyer and Allen (1997, p. 287) defined committed workers as "Stays with an organization, attends work regularly, puts in a full day or more, protects corporate assets, and believes in the organizational goals", the respondents possess high normative commitment because they believe that there is a need to continue as they were chosen to continue the mission and goals of the organization (Faloye, 2014).

Problem 2. How may the level of burnout be described according to the following subscales?

2.1 Emotional Exhaustion

2.2 Depersonalization

2.3 Personal Accomplishment

Table 2.1 Descriptive Statistics of Emotional Exhaustion Subscale

Statements/Questions	Mean	Sd	Descriptive Analysis
1. I feel emotionally exhausted because of my work.	3.29	1.571	Several times a month
2. I feel worn out at the end of the day	3.95	1.561	Once a week
3. I feel tired as soon as I get up in the morning and see a new working day stretch out in front of me.	2.89	1.540	Several times a month
6 Working with people the whole day is stressful for me.	1.73	1.776	At least once a month
8. I feel burned out because of my work.	2.68	1.966	Several times a month
13. I feel frustrated by my work	1.95	1.544	At least once a month
14. I get the feeling that I work too hard	3.76	1.677	Once a week
16. Being in direct contact with people at work us too stressful	2.13	1.790	At least once a month
20. I feel as if I'm at my wits' end	2.68	1.828	Several times a month
Overall Average Mean	2.78	1.694	Several times a month

Table 2.1 shows the Descriptive Statistics on Emotional Exhaustion Subscale. Based on the responses tabulated from the respondents, it shows that they mostly feel worn out at the end of the day as shown in question 2 "I feel worn out at the end of the day" with a mean score of 3.95 and can be interpreted as "Once a Week". Another statement that supports why they feel worn out of the day is because of their feeling of being loaded of tasks every day is from question 14 "I get the feeling that I work too hard" with a mean score of 3.76 and with a verbal interpretation of "Once a Week".

Respondents feel emotionally exhausted because of my work atleast several times a month. This was proven in question 1, "I feel emotionally exhausted because of my work" which got a mean score 3.29 and verbally interpreted as "Several times a month". Exhaustion of respondents are felt based on their responses in question 3, "I feel tired as soon as I get up in the morning and see a new working day stretch out in front of me" which gained a mean score of 2.89 and interpreted as "Several times a month". They have

experienced running out of options as the rating same as the abovementioned statements in question 20, “I feel as if I’m at my wits’ end” with an interpretation of “Several times a month” with a mean score of 2.68.

Question 6 “Working with people the whole day is stressful for me” with a mean score of 1.73 is the same with question 13, “I feel frustrated by my work” with a mean score of 2.13 are items with verbal interpretation as “Atleast once a month”.

With an overall mean of 2.78 in this subscale, it can be interpreted that stress occurs several times a month. It may be an indication that teachers experience emotional exhaustion several times a month, which indicates that they are consistently grappling with high levels of stress and burnout.

Table 2.2 Descriptive Statistics of Depersonalization Subscale

Statement/Questions	Mean	Sd	Descriptive Analysis
5. I get the feeling that I treat some clients/colleagues impersonally, as if they were objects	1.5	1.777	At least a few times in a year
10. I have become more callous to people since I have started doing this job.	1.64	1.772	At least once a month
11. I’m afraid that my work makes me emotionally harder	1.8	1.696	At least once a month
15. I’m not really interested in what is going on with many of my colleagues	5.03	1.678	Several times a week
22. I have the feeling that my colleagues blame me for some of their problems	3.64	1.547	Once a week
Overall Average Mean	2.72	1.694	Several times a month

Table 2.2 shows the descriptive statistics of Depersonalization Subscale. Based on the table, the overall mean on this subscale is 2.72 which can be interpreted that they have encountered the following statements several times a month.

The statement that scored high is question 15, “I’m not really interested in what is going on with many of my colleagues” with a mean score of 5.03 and interpreted its occurrence several times a week. Question 22 described that respondents get the feeling that they were blamed by their colleagues some of their problems once a week having a mean score of 3.64. Furthermore, states “I have become more callous to people since I have started doing this job” who has a mean score of 1.64 of I’m afraid that my work makes me emotionally harder with a mean score of 1.80 can be interpreted both as “at least once a month”. The question that scored low in this subscale is item 5, “I get the feeling that I treat some clients/colleagues impersonally, as if they were objects” had occurred at least a few times in a year.

Interpreting the overall score obtained in this subscale, suggests that on multiple occasions within a single month, teachers go through episodes of depersonalization. Depersonalization is a psychological phenomenon characterized by feeling disconnected from one’s own thoughts, feelings, or even one’s own body. It can lead to a sense of detachment from oneself and sometimes from the world around them.

Table 2.3 Descriptive Statistics of Personal Accomplishment Subscale

Questions/Statements	Mean	Sd	Verbal Analysis
4. I can easily understand the actions of my colleagues/supervisors	5.08	1.094	Several times a week
7. I deal with other people’s problems successfully.	3.68	1.622	Once a week
9. I feel that I influence other people positively through my work.	4.30	1.382	Once a week
12. I feel full of energy	4.80	1.122	Several times a week
17. I find it easy to build a relaxed atmosphere in my working environment	4.84	1.205	Several times a week
18. I feel stimulated when I been working closely with my colleagues	4.56	1.453	Several times a week
19. I have achieved many rewarding objectives in my work	4.2	1.570	Once a week
21. In my work I am very relaxed when dealing with emotional problems	3.57	1.791	Once a week
Overall Average Mean	4.38	1.349	Once a week

Table 2.3 shows the descriptive statistics of the questions pertaining to Personal Accomplishment subscale. Overall, the mean score of all the statements in this subscale is 4.21 which can be interpreted that the statements are mostly experienced “Once a week” by the respondents.

Noting the responses of the respondents in question 7, “I deal with other people’s problems successfully”, the mean score is 3.68 and is experienced “once a week”. Same with question 9, “I feel that I influence other people positively through my work” with 4.3 mean score and interpreted being experienced “atleast once a week”. Same with question 19, “I have achieved many rewarding objectives in my work with a mean score 4.2 which is also experienced “once a week”.

Question 4, “I can easily understand the actions of my colleagues/supervisors” gained a mean score of 5.80. In question 17, “I find it easy to build a relaxed atmosphere in my working environment” has a mean score of 4.84. Followed by question 12, “I feel full of energy” with a mean score of 4.80. In question 18, “I feel stimulated when I been working closely with my colleagues” it got a mean score of 4.56. The following statements indicated that they exhibit certain characteristics and behaviors that reflect their satisfaction and fulfillment in their profession. They are not only skilled educators but also individuals who find personal fulfillment, purpose, and satisfaction in their role as mentors, guides, and facilitators of learning. They also can work harmoniously with their colleagues and

can complete their tasks with great positivity and energy.

Table 2.4 Overall Level of the Respondents in Emotional Exhaustion Subscale

Score	Frequency (N-74)	Percentage	Descriptive Analysis
<17	18	24.30	Low
18-29	39	52.70	Moderate
>30	17	23	High

Table 2.4 shows the overall level of burnout in terms of emotional exhaustion. Out of 74 respondents, there are 39 (52.70%) who have moderate level of emotional exhaustion, followed by 17 (23%) respondents who fall on the high level and 18 (24.30%) has low level of emotional exhaustion. In the study of Choi et., al (2018), his findings affirmed that higher emotional exhaustion scores were associated with greater depression, anxiety, traumatic experience, and perceived stress. The regression analysis showed that gender, marriage, resilience, depression, perceived stress, and secondary traumatic stress were significantly associated with emotional exhaustion (Choi et al., 2018). Therefore, the researcher recommends programs that can help the respondents to that enhance their self-leadership despite the stress demanded by their occupation as teachers.

Table 2.5 Overall Level of Depersonalization Subscale

Score	Frequency (N-74)	Percentage	Descriptive Analysis
<5	31	41.90	Low
6-11	20	27	Moderate
>12	23	31.10	High

Table 2.5 shows the overall depersonalization level of the respondents. Out of 74 respondents, there are 31 (41.90%) who has low level, followed by 23 (31.10%) who fall on the high level and 20 (27%) respondents are in the moderate level. With the data obtained in this table, it shows that most of the teachers are experiencing depersonalization between moderate to high level. Respondents may develop a negative and cynical attitude toward their work and the education system as a whole. They might become more critical and less empathetic toward students, which can impact the learning environment. Teachers may become emotionally detached from their students and colleagues. They may start viewing their students as mere numbers or objects rather than individuals with unique needs and feelings. As the study of Choi et al. (2018b) explored the relationships between their job demands and resources, it was found out that occupational burnout, and turnover intentions using a two-level mediated model. According to study results, a lack of job control, a lack of interpersonal connections within the program, and children's behaviors that the teachers perceived as challenging are all causes of the teachers' emotional exhaustion and depersonalization from their work. With these results, the researchers suggests that it is best to design activities that will help the teachers to improve connection and positive outlook towards work.

Table 2.6 Overall Level of Personal Accomplishment Subscale

Score	Frequency (N-74)	Percentage	Descriptive Analysis
<40	30	40.50	Low
34-39	22	29.70	Moderate
>33	22	29.70	High

Table 2.6 shows the overall level of personal accomplishment subscale of the respondents. In interpreting the scores, those who scored low in this subscale have higher level of burnout. Out of 74 respondents, there are 30 (40.50%) respondents who scored low. Somehow, 22 (29.70%) scored moderate and the same with 22 (29.70%) who scored high.

Respondents who scored low in this subscale is somewhat experiencing high level of burnout. They may doubt their competence, feel disconnected from their achievements, and experience a lack of satisfaction in their teaching efforts. This can lead to a sense of inadequacy, where teachers perceive themselves as unable to meet the demands of their job effectively. As a result, they may become demotivated, disengaged, and even contemplate leaving the teaching profession. In the survey results conducted by Byron & Curtis (2002), a sizable portion of respondents reported that feeling highly burned out due to a lack of personal accomplishment, and it was possible that this level of burnout would rise.

Personal accomplishment is closely intertwined with teachers' perceptions of their impact and the value they bring to their students and the education system. When teachers experience a positive sense of personal accomplishment, they are more likely to be resilient in the face of challenges, maintain healthy levels of motivation, and continue to strive for professional growth and excellence. Conversely, when personal accomplishment is diminished, it can contribute to emotional exhaustion and depersonalization, leading to burnout. Addressing personal accomplishment in the context of teacher burnout involves strategies that enhance self-efficacy, support professional development, foster a positive work environment, and emphasize the importance of recognizing and celebrating teachers' achievements. Providing teachers with the resources, recognition, and support they need to feel effective and fulfilled can contribute to their overall well-being and mitigate the risk of burnout.

Problem 3. Is there a significant relationship between teacher burnout and the level of commitment among the respondents?

The outcomes depicted in Table 3 illustrate the association between Organizational Commitment Dimensions and Burnout Subscales. The findings indicate a significant and strong positive correlation between Emotional Exhaustion and Depersonalization ($r = .550$, $p <$

0.01) and also with burnout related to Personal Accomplishment ($r = .231$, $p = 0.047$). Afzal and Fardous (2022) corroborate these results, affirming that emotional exhaustion substantially contributes to depersonalization among both male and female teachers. This suggests that an escalation in emotional exhaustion intensifies depersonalization, while a reduction in emotional exhaustion mitigates depersonalization. Additionally, Pabatang et al. (2022) reported a significant difference in personal achievement ($p < 0.05$), revealing that female teachers exhibit higher levels of personal achievement, indicative of lower burnout levels compared to male teachers.

Table 3. *Organizational Commitment Dimensions and Burnout Subscales***CORRELATION OF ORGANIZATIONAL COMMITMENT DIMENSIONS AND BURNOUT SUBSCALES**

		EMOTIONAL EXHAUSTION	DEPERSONALIZATION	PERSONAL ACCOMPLISHMENT	AFFECTIVE COMMITMENT	CONTINUANCE COMMITMENT	NORMATIVE COMMITMENT
EMOTIONAL EXHAUSTION	Pearson Correlation	1	.550**	.231*	-.409**	.176	-.377**
	Sig. (2-tailed)		<.001	.047	<.001	.133	<.001
	N	74	74	74	74	74	74
DEPERSONALIZATION	Pearson Correlation	.550**	1	.267*	-.430**	-.047	-.391**
	Sig. (2-tailed)	<.001		.021	<.001	.690	<.001
	N	74	74	74	74	74	74
PERSONAL ACCOMPLISHMENT	Pearson Correlation	.231*	.267*	1	-.036	-.070	-.005
	Sig. (2-tailed)	.047	.021		.761	.554	.965
	N	74	74	74	74	74	74
AFFECTIVE ACCOMPLISHMENT	Pearson Correlation	-.409**	-.430**	-.036	1	-.038	.422**
	Sig. (2-tailed)	<.001	<.001	.761		.748	<.001
	N	74	74	74	74	74	74
CONTINUANCE COMMITMENT	Pearson Correlation	.176	-.047	-.070	-.038	1	.068
	Sig. (2-tailed)	.133	.690	.554	.748		.568
	N	74	74	74	74	74	74
NORMATIVE COMMITMENT	Pearson Correlation	-.377**	-.391**	-.005	.422**	.068	1
	Sig. (2-tailed)	<.001	<.001	.965	<.001	.568	
	N	74	74	74	74	74	74

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

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

Exploring its relationship with the organizational commitment dimensions, Emotional Exhaustion demonstrates a significant negative relationship with Affective Commitment ($r = -.409$, $p < 0.01$) and Normative Commitment ($r = -.377$, $p < 0.01$). This implies that an increase in Emotional Exhaustion corresponds to a decrease in the Affective and Normative Commitment of the respondents. Consistent findings were observed in the study by Sarisik et al. (2019), indicating that emotional exhaustion negatively impacts affective ($\beta = -.420$, $t = 11.609$, $p = .001$), continuance ($\beta = -.278$, $t = 5.771$, $p = .001$), and normative ($\beta = .155$, $t = 3.188$, $p = .001$) commitment. Similar results were affirmed in the study by Kalliath et al. (1998), where emotional exhaustion led to greater depersonalization, subsequently resulting in diminished personal accomplishment.

Depersonalization reveals a significant low positive relationship with burnout related to Personal Accomplishment ($r = .267$, $p = 0.05$). This implies that as burnout increases, the stress associated with personal accomplishment also rises. Moreover, a moderately negative relationship was identified with Affective Commitment ($r = -.430$, $p < 0.01$) and Normative Commitment ($r = -.391$, $p < 0.01$). This suggests that an increase in depersonalization corresponds to a decrease in affective and normative commitment. Consistent with these findings, Basami et al. (2013) reported a negative relationship between emotional exhaustion, depersonalization, and affective commitment among extension workers in Kurdistan Province, Iran.

Problem 4. Based on the data gathered, what programs may be initiated to enhance self-leadership among teachers at Gapan South Central School?

Based on the findings of the study, the respondents manifest moderate to high level of emotional exhaustion, depersonalization and low level of personal accomplishment that leads to high burnout level of the respondents. In terms of organizational commitment, respondents have high level of affective, continuance and normative commitment. However, there are some aspects needed to be addressed especially those who possess moderate and high level of emotional exhaustion, depersonalization and low level of personal accomplishment. With respect to the overall level of burnout and organizational commitment, the majority indicates moderate to high levels of emotional exhaustion and depersonalization and low personal accomplishment due to burnout. Considering all the facts gathered, those respondents who belong in this group may be assisted. A proposed Self-Leadership Program for teachers was proposed and its description are as follows:

Title of Self-Leadership Enhancement Program. The Self-Leadership Enhancement Program is entitled SIPAG (Sustaining Integrity

and Professionalism in Achieving Goals) Self-Leadership Enhancement Program. It is a proposed program for the administration to address the needs of the teachers in adapting to changes brought about by the high workload and other pressing individual concerns. Hence, the design also recognized the importance of the School Principal, HRMO, and the Guidance Coordinator which will be regarded as the collaborative team responsible for the implementation. The SLEP elaborated the activities and programs necessary for enhancing the commitment while helping the teachers to manage the possible occupational stress which will lead to burnout. The action plan will serve as a guide for the activities that will be important for SLEP implementation.

The SIPAG Self-Leadership Enhancement Program for GSCS Teachers will be implemented to be able to:

- Acquire skills and strategies in developing one's self-leadership while alleviating the constructs of Burnout and Organizational Commitment Dimensions through the suggested programs and activities;
- Provide motivation in improving one's dedication and commitment, particularly in dealing with job-related stress, which has an impact on one's loyalty and longevity in service; and
- Improve self-leadership among participants to create more motivation and passion for actions taken toward personal achievement.

Key Result Area based on Significant Findings. The Self-Leadership Enhancement Program prioritizes improvement in six key areas. It places particular emphasis on fostering continuity in the dimensions of organizational commitment, namely Affective Commitment, Continuance Commitment, and Normative Commitment. Additionally, the program offers targeted management strategies to address work-induced burnout, specifically focusing on the subscale of emotional exhaustion. This, in turn, facilitates the development of self-leadership skills among teachers.

Strategic Actions and Programs: The SIPAG Self-Leadership Enhancement Program consists of six sub-programs specifically designed to address the issues identified in this study among teachers. Each sub-program has a clearly defined rationale and alignment with relevant standards, ensuring the activities implemented directly target the aspects of teacher development identified as needing improvement.

Rationale/Standard. The objectives are aligned to the activities which reflect the aspect/s of the teachers that are needed to be developed or addressed.

Person-in-Charge. This provides guidelines on specific key persons' roles and responsibilities in cascading the program especially for those who will serve as facilitator/s on the specific activities proposed.

Budget and Material Requirements: This specifies the financial resources necessary to implement the program, ensuring its feasibility and executability. Additionally, it outlines the physical resources needed for each sub-program, including raw materials, supplies, tools, equipment, technology, and any other tangible items required for successful execution.

Success Indicators: To assess the program's effectiveness, measurable success indicators are defined for each sub-program. These indicators serve as a benchmark for the implementing school or school organization, enabling them to evaluate the program's impact and determine whether desired outcomes have been achieved.

The proposed Self-Leadership Enhancement Program for Gapan South Central School Teachers is detailed in Table 4.

Table 4. Proposed SIPAG (Sustaining Integrity and Professionalism in Achieving Goals) Self-Leadership Enhancement Program

Key Result Area/S Based On Significant Finding/S	Strategic Actions/ Programs	Rationale/ Standard	Person -In- Charge	Budget/ Material Requirement	Success Indicators
High Level Of Affective Commitment	Continuity Initiative For Affective Commitment Of Teachers	It Aims To Adopt A Growth Mindset To Retain Their Commitment Even In The Face Of Adversity And Challenges Demanded By The Tasks And Responsibilities In The Organization	School Principal	Refreshment	Employees May See Setbacks And Challenges As Opportunity For Learning New Skills Without Changing His Or Her Commitment To The Organization.
	Proposed Activity/Ies:		Administrative Officer - Human Resource Management Officer	Certificate Of Recognition And Token For The Speaker	
	Seminar/ Training		Guidance Coordinator	Certificate Of Participation To Participants	
	Title: Rebranding My Commitment		Resource Speaker		
	Defining Commitment				
	Types Of Commitment				
	Importance Of				

	Organizational Commitment				
	Factors Affecting One's Commitment				
	What Influences One's Organizational Commitment?				
	How To Boost One's Commitment In The Organization?				
High Level Of Affective Commitment	Proposed Activity/ies: Socialization And Team Building	Conducting Team-Building Activities And Social Gatherings Boosts Employee Morale And Emotional Relationships. Employees Who Have Positive Relationships With Their Coworkers Are More Likely To Feel Loyal And Belong, Which Leads To Increased Affective Commitment.	School Principal Administrative Officer - Human Resource Management Officer GAD Coordinator Guidance Coordinator Teambuilding Facilitator/S	Refreshment Materials Needed For The Activities Token And Certificate Of Recognition For Teambuilding Facilitator	Employees May Feel The Sense Of Belongingness Which May Improve Employees' Emotional Attachment To The Organization
	Continuity Initiative For Continuance Commitment Of Teachers		School Principal		Teachers May Be Motivated And Satisfied And Tend To Be Productive, Leading To Improved Overall Organizational Performance.
	Proposed Activity/ies: Employee Recognition And Retention Incentives	To Recognize Employees For Their Duration And Devotion To The Company.	Administrative Officer - Human Resource Management Officer	None	
	CAREER GROWTH AND ADVANCEMENT POSSIBILITIES	To Define Several Career Paths Inside The Organization And Provides Employees With Opportunities For Growth And Advancement.	School Principal Administrative Officer - Human Resource Management Officer	None	Employees May See A Clear Path To Progress That May Make Them Feel More Committed To Remain With The Organization.
High Level Of Normative Commitment	Continuity Initiative For Normative Commitment Of Teachers		School Principal		These Connections Can Promote A Sense Of Camaraderie And Loyalty, Which Contributes To Higher Levels Of Performance
	Proposed Activity/ies:	To Mentor And Coach Programs In Which Senior Employees' Will Be Assisted Especially In Highly Demanding Digital Tasks Required By The Organization.	Administrative Officer -Human Resource Management Officer	None	
	Mentorship And Coaching Programs				

Moderate To High Level Of Emotional Exhaustion	SOCIAL RESPONSIBILITY AND COMMUNITY PARTICIPATION PROGRAMS	To Embody The Core Values Of The Organization And Be Able To Be In Unison Of The Community	School Principal	None	Participating In Social Responsibility Initiatives And Community Service Programs Make Employees More Likely To Feel Proud And Committed To Work For An Organization That Has A Positive Impact On Society.
	Team Training		Administrative Officer -Human Resource Management Officer		
	Proposed Activity/Ies:		Grade Level Chairman		
	<i>Improving Teacher's Well-Being</i>	To Provide A Deeper Understanding Of How Job Burnout Affects One's Mental Health And, At The Same Time, One's Performance In The Workplace	School Principal		
	Defining Occupational Stress		Administrative Officer Ii Human Resource Management Officer	Token For Speaker/S	Participants Will Be Able To Gain A Deeper Understanding Of How To Improve Their Well-Being And Self - Leadership Through Proper Management Of Concerns Leading To Job Burnout And Decreased Commitment To Work.
	Identifying Stressors		Guidance Coordinator Iii	Refreshment	
	Effects Of Stress In The Workplace		Gad Coordinator	Certificates	
	Stress Management Techniques		Resource Speaker/S		
			School Principal		
			Administrative Officer - Human Resource Management Officer		
Moderate To High Level Of Depersonalization	Proposed Activity/Ies	To Instill The Spirit Of Altruism And Solidarity In The Workplace Among Colleagues	Guidance Coordinator	Refreshment	This Will Make The Teachers More Connected To Others And More Engaged In Performing Their Tasks.
	Damayon Program		Grade Level Chairman		
Low Personal Accomplishment			School Principal		
	Personal Development And Success Pathways Program	To Build A Culture That Acknowledges And Encourages Individual Growth And Achievement That Allow Employees To Match Their Personal And Professional Goals, Resulting In Increased Personal Involvement With The Organization.	Administrative Officer - Human Resource Management Officer	None	Employees May Feel The Support They Need In Sharpening Their Skills And Abilities Leading Towards Excellent Performance.
			Grade Level Chairman		

Significant And Moderate Positive Correlation Between Emotional Exhaustion And Depersonalization (R = .550, P < 0.01).	Guided Mindfulness Meditation	It Aims To Effectively Promote Self-Awareness, Emotional Regulation, And Stress Management Which Involves Focus On Their Breathing, Bodily Sensations, Or A Particular Object While Maintaining An Attitude Of Openness And Acceptance.	School Principal Administrative Officer-Human Resource Management Officer Guidance Counselor Teachers	Audio-Visual Materials For Mindful Meditation Exercises	Participants Will Be Helped In Managing Their Stress Levels And Promote Emotional Well-Being.
Significant And Moderate Negative Relationship Between Emotional Exhaustion And Affective Commitment (R = -.409, P < 0.01)	Leadership Development Programs	It Aims To Give Opportunities For Leadership Development To Minimize Impartiality By Fostering A Supportive And Courteous Work Environment.	School Principal Administrative Officer - Human Resource Management Officer Guidance Coordinator Leadership Training Facilitator	Refreshment Token And Certificate Of Recognition For The Resource Speaker Certificate Of Participation	Investing In Leadership Development Displays The Organization's Commitment To The Growth And Development Of Its Employees. It Improves Employee Happiness And Engagement, Resulting In Greater Job Satisfaction And Engagement.
Low Negative Relationship Between Emotional Exhaustion And Normative Commitment (R = -.377, P < 0.01)	Employee Counseling Program	To Assist And Refer Teachers For Professional Help If Needed In Dealing With Personal Problems That Negatively Impact Their Work Performance, Health, And Well-Being.	School Principal Administrative Officer - Human Resource Management Officer Guidance Coordinator		This Will Help Teachers Improve Their Mental Health And Develop Self-Confidence, Understanding, Self-Control And The Ability To Work Effectively.
Low Significant Positive Relationship Between Depersonalization And Personal Accomplishment (R = .267, P = 0.05).	Reward And Appreciation Program For Teachers	This Aims To Give Recognition To Hardworking Teachers Who Diligently Perform Their Tasks Par Excellence Among The Others	School Principal Administrative Officer-Human Resource Management Officer Grade Level Chairman	Certificate Of Appreciation Rubrics For The Awards To Be Given	Participants Will Be Engaged, Which May Improve Efficiency And Increase Engagement And Dedication, Which Help Build Loyalty In The Organization.
Moderately Negative Relationship Between Depersonalization And Affective Commitment (R = -.430, P < 0.01) And Normative Commitment (R = -.391, P < 0.01).	Workshops On Communication Improvement And Emotional Intelligence	It Aims To Provide Participants With The Necessary Skills And Information To Improve Their Communication Effectiveness And Emotional Intelligence. It Will Also Foster A Deeper Understanding Of Effective Communication Strategies And Emotional Intelligence Principles Through	School Principal Administrative Officer - Human Resource Management Officer Guidance Coordinator Resource Speaker	Refreshment Token And Certificate Of Recognition For The Resource Speaker Certificate Of Participation	By Developing Communication Skills And Increasing Empathy, Courses On Effective Communication And Emotional Intelligence Can Help Employees Better Understand One Another's Points Of View, Resulting In Fewer

Interactive And
Practical Sessions,
Empowering
Participants To Build
Strong Relationships,
Resolve Conflicts, And
Cultivate A Positive
And Supportive Work
Environment.

Misunderstand-
ings And
Decreased
Dissociation.

Conclusion

Based on the research results, the following conclusions have been made: (1) The participants indicate high affective, continuance and normative commitment. However, there were some statements in each dimension that need to be addressed. (2) The majority of the participants experience moderate to high levels of emotional exhaustion and depersonalization, coupled with low to moderate levels of burnout stemming from low personal accomplishment. (3) The findings indicate a significant and moderate positive correlation between Emotional Exhaustion and Depersonalization. It also showed a low correlation with burnout related to Personal Accomplishment. Emotional Exhaustion demonstrates a significant moderate negative relationship with Affective Commitment and a low negative relationship with Normative Commitment. Depersonalization shows a low significant positive relationship between Personal Accomplishment. A moderately negative relationship was identified between depersonalization and Affective Commitment, together with Normative Commitment. (4) Based on the data gathered, a self-leadership enhancement program entitled (SIPAG) Sustaining Integrity, Professionalism in Achieving Goals: Self-Leadership Enhancement Program was proposed based on the findings of the study. The program consists of 6 elements such as Key Result Area based on Significant Findings, Standard/Rationale, Person-In-Charge, Budget/Material Requirement and Success Indicators. Activities and Programs are mostly for uplifting the level of commitment and preventing burnout induced by their occupation as teachers.

Having these inferences at hand, the researcher recommends the following actions: (1) The proposed program for enhancing the self-leadership of the respondents may be cascaded to be able to measure its effectiveness in increasing their commitment and preventing burnout caused by their occupation. (2) Concerned departments such as the Human Resource Department should pay attention to the results of the study in order to come up with activities related to addressing the needs of employees experiencing occupational stress, which leads to high emotional exhaustion and depersonalization. (3) Replications of this study using the same tools in a different research setting is suggested to further validate or strengthen the findings.

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Affiliations and Corresponding Information

Ma. Concepcion M. De Rueda

Gapan South Central School

Department of Education – Philippines