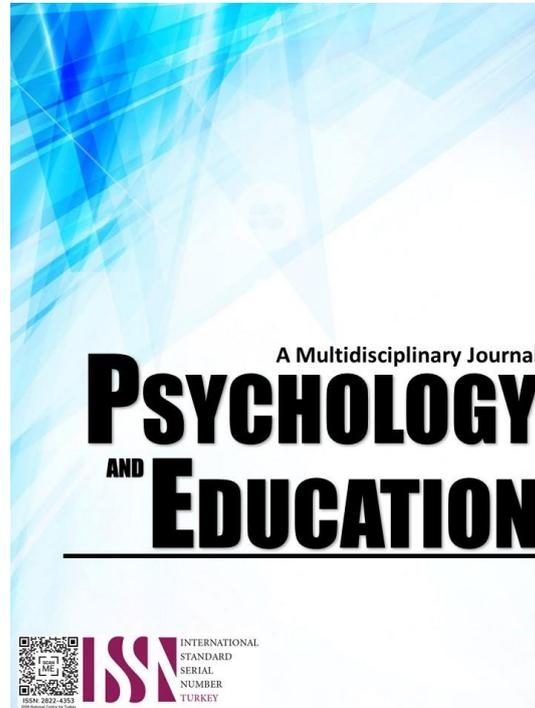


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The Extent of Work Burnout on Distance Learning Delivery Modality: Inputs to an Intervention Program

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Abstract

The sudden shift in the delivery mode of learning has tremendously affected the teachers. The multi-tasking role of teachers which includes the preparation for the learning materials, including printing self-learning modules that would be distributed to students, teachers are also attending webinars and completing courses on different learning modalities. These indefatigable tasks and assignments of teachers result to work burnout. Thus, countering the effects of work burnout in the workplace should be prioritized in order to maintain the salient role of teachers being the second parent of the learners. The results of the research revealed the following findings: (1) The teacher respondents perceived the four aspects of work burnout as Low Extent: (a) Physical Aspect, (b) Emotional Aspect, (c) Mental Aspect and (d) Social Aspect and (2) A physical fitness program was formulated out of the results of the study. The findings implied that the teacher respondents have low extent of work burnout on the physical, emotional, mental and social aspects and a proposed physical fitness program needs to be upheld to the teacher respondents to intensify their physical stamina against work-related burnout. It is recommended that teacher respondents should undergo to a physical fitness program, the proposed physical fitness program developed by the researchers should be endorsed for validation and approval of the school head of Burgos National High School- Sorrento Extension and parallel research should be conducted by future researchers in order to gain deeper understanding about the present research.

Keywords: *work burnout, distance learning delivery modality, intervention program*

Introduction

Education has been adversely affected in the onset of pandemic. The delivery of learning in the new normal has been greatly modified to adapt to the current situation which is in adherence to the strict implementation of minimum health and safety protocol to contain the spread of the contagion. Distance learning becomes the mode of learning in replacement to the traditional face to face learning. This scheme of learning which focuses on modular and online distance learning have been the new trends in the delivery mode of learning. However, the sudden shift to the new mode of learning in the new normal brings out the work burnout to teachers. This statement is categorically confirmed by Basilio (2020), the Secretary General of Alliance of Concerned Teachers (ACT) as reported by CNN Philippines wherein he pointed out that teachers face burnout with extra workload and hours adjusting to the new online learning scheme. Teachers are juggling between learning the ropes of distance learning and relaying them to students and parents. He likewise urged the Department of Education (DepEd) on Tuesday to issue work schedule guidelines and lessen the responsibilities of teachers amid pandemic. In the same breadth, Senator Gatchalian (2020) as reported by Torregosa of Manila Bulletin, urged the Department of Education (DepEd) to come up with a mechanism that would help public school teachers

cope with a congested workload as they prepare for the shift to distance learning. He likewise noted the importance of sparing the teachers from a heavy workload to prevent burnout. The senator pointed out that teachers and principals are “multi-tasking” ahead of the October 5 class opening. Aside from preparing for the learning materials, including printing self-learning modules that would be distributed to students, teachers and principals are also attending webinars and completing courses on different learning modalities. He warned that bombarding public school teachers with loads of tasks would increase their stress and anxiety levels and eventually hamper the effectiveness and quality of instruction for the more than 22 million students enrolled in public schools.

It can never be denied the threat of work burnout among teachers is dangerous, Orlanda- Ventayen and Ventayen (2021) in their study, “Stress and Depression in the Workplace of Educators in the Philippines” stressed out that workplace stress and depression should be treated properly in order to maintain productive teaching as the noblest profession. Unmanaged stress and depression could lead to a serious outcome that affects the happy environment in the classroom. Thus, managing stress and avoiding depression in the workplace is one of the important situations that a teacher should aim in order to succeed. Meanwhile, the Secretary of Education, Briones (2020) said that the welfare of our teachers and learners remains to be the department’s priority

and they will ensure that School Year 2020-2021 will be bearable for all while still promoting effective learning engagement. Further, the Department of Education through the Office of Undersecretary for Curriculum issued the Memorandum OUCI-2020-307 released on October 30, 2020 outlined ten highly-recommended measures to field units to ensure flexibility in teaching and learning. The policy was also in response to the request of teacher and student groups to ease the components of distance learning implementation.

As frontliner of the Department of Education, the researchers personally experienced and witnessed the burden and plight of teachers in the delivery of learning in the new normal. Therefore, it is imperative on the part of the researchers to find ways to ease and lighten the work burnout in the profession where the researchers belong. This action is in accordance with Usec. San Antonio pronouncement that we should enable the learners and learning facilitators to navigate through the challenges of the new normal in the teaching and learning process and make necessary adjustments throughout the school year. His statement coincides with the reason of the researcher; hence, this research was conceptualized.

Research Questions

This research attempted to evaluate the extent of work burnout on distance learning delivery modality of faculty members of Burgos National High School-Sorrento Extension during the school year 2020- 2021 which was used as inputs to an intervention program. Moreover, this basic research sought answers to the following questions:

1. What is the extent of work burnout on distance learning delivery modality on the following aspects?
 - 1.1. physical;
 - 1.2. emotional;
 - 1.3. mental; and
 - 1.4. social?
2. What intervention program could be developed out of the results of the research?

Literature Review

The researchers considered various sources that deepened their understanding of the present research. The research of Carreon, et al. (2021) entitled, "Fear of COVID-19 and Remote Teaching Burnout of Filipino K to 12 Teachers" noted that the COVID-19 crisis practically magnified the normal fear of people,

bringing other negative psychological outcomes such as job burnout. Building on this assumption, the paper aimed to compare fear of COVID-19 and remote teaching burnout across sample characteristics and relate fear of COVID-19 to the remote teaching burnout. Following comparative and correlational research designs, a sample of 1069 K to 12 Filipino teachers was selected to participate in the online survey. The data were analyzed using descriptive and inferential statistics. The results showed that the teachers have a high level of fear of COVID-19 and a moderate level of remote teaching burnout. Furthermore, COVID-19 fear of teachers did not significantly differ across all sample characteristics tested; however, remote teaching burnout significantly differed across age, monthly income, educational attainment, and teaching experience, except gender. It was further revealed that there is a positive and moderate significant relationship between fear of COVID-19 and remote teaching burnout. This linear association implies that as fear of COVID-19 of teachers increases, their remote teaching burnout also increases. Considering the current persistence of COVID-19 cases and the role of teachers in the anticipated recovery phase of education, the results of the study indicate the urgent attention of education authorities to develop measures to address the needs of teachers who may have psychological issues brought by fear of COVID-19 and remote teaching burnout.

Similarly, the research of Oducado et al. (2020) entitled, "Perceived Stress Due COVID-19 Pandemic Among Employed Professional Teachers" revealed that the unexpected occurrence of the COVID-19 outbreak has undeniably disrupted the normalcy of life. Stress has become an important concern in education since the COVID-19 outbreak. This descriptive-correlational online survey administered in August 2020 utilized the COVID- 19 Perceived Stress Scale (COVID-19 PSS-10) to assess the COVID-19 perceived stress among employed Filipino teachers. Whitney U and Kruskal-Wallis tested for differences while Spearman's rho was used to analyze correlation between variables. Results demonstrated that more than half of teachers experienced moderate COVID-19 stress. Females experienced significantly higher COVID-19 stress compared to males. A negative correlation was noted between self-rated health and COVID-19 stress while a positive correlation was found between perceive risk of getting COVID-19 infection and COVID-19 stress. The study highlights that steps must be undertaken to help teachers deal with the stress of the COVID-19 crisis as well as they must be provided or taught with stress management interventions during this pandemic. This study could



be used as a baseline for future research to assess the impact of COVID-19 stress among professional teachers.

Further, Diliberti, et al (2021) entitled, “Stress Topped the Reasons Why Public School Teachers Quit, Even Before COVID-19” pointed out the following findings, namely: Almost half of the public-school teachers who voluntarily stopped teaching in public schools after March 2020 and before their scheduled retirement left because of the COVID-19 pandemic. (2) At least for some teachers, the COVID-19 pandemic seems to have exacerbated what were high stress levels pre-pandemic by forcing teachers to, among other things, work more hours and navigate an unfamiliar remote environment, often with frequent technical problems. (3) Many early leavers could be lured back to public school teaching. Over half of the teachers who voluntarily left the profession early primarily because of the pandemic indicated that they would be somewhat or definitely willing to return to public school teaching once most staff and students are vaccinated. Slightly fewer of those would return if there was only regular testing of staff and students for COVID-19. (3) Stress was the most common reason for leaving public school teaching early—almost twice as common as insufficient pay. This is corroborated by the fact that a majority of early leavers went on to take jobs with either less or around equal pay, and three in ten went on to work at a job with no health insurance or retirement benefits. (4) Of the teacher leavers who are currently employed, about three in ten hold a noneducation-related job, another three in ten have a different type of teaching position, and the rest are in nonteaching education jobs. For those teacher leavers who are still in education, more flexibility was the most common attribute that attracted them to their new job.

Another research was that of Aperribai, et al (2020) entitled, “Teacher’s Physical Activity and Mental Health During Lockdown Due to the COVID-2019 Pandemic” noted that the COVID-19 pandemic has led teachers to an unpredictable scenario where the lockdown situation has accelerated the shift from traditional to online educational methods, and relationships have been altered by the avoidance of direct contact with the others, with implications for their mental health. Physical activity seemed to be a factor that could prevent mental disorders such as anxiety or depression in this peculiar situation. The study aimed to explore how teachers have been affected by the lockdown with respect to their mental health and their relationships in three main fields: work, family, and social relationships, and to know

which is the role of physical activity in the mentioned variables. An online survey was designed to collect quantitative and qualitative data. Results showed that indoor physical activity acts as preventive in lockdown situations, whereas the level of activity does not affect mental health. Also, teachers have experienced higher levels of distress due to the workload generated during the lockdown. In conclusion, to prevent health problems among teachers in future similar situations, it would be important to facilitate the practice of physical activity at home. Furthermore, teacher training in blended or online educational methods would be crucial for their favorable work development.

Similarly, Ozamiz-Etxebarria, et al. (2021) in their research entitled, “The Psychological State of Teachers During the COVID-19 Crisis: The Challenge of Returning to Face-to-Face Teaching” reported that schools in Spain were closed in March 2020 to prevent the spread of COVID-19. In September 2020 most schools and universities in Spain reopened and teachers felt great uncertainty due to this unprecedented situation. Teachers have accumulated psychological symptoms since the beginning of the pandemic. During the lockdown they had to introduce online teaching and in view of the reopening of schools they have shown great concern for the new unprecedented teaching situation. The study aimed to measure the symptomatology shown by teaching staff in the Basque Autonomous Community at the time when schools were reopened. A sample of 1,633 teachers were given an online questionnaire which, in addition to collecting socio-demographic data, measured stress, anxiety and depression using the DASS-21 scale. The results revealed that a high percentage of teachers showed anxiety, depression and stress symptoms. Furthermore, variables such as gender, age, job stability, the level of education at which they teach and parental status also influence this symptomatology. The need to safeguard the mental health of teachers in order to improve both the quality of teaching and the mental health of students must be given an emphasis.

Methodology

The descriptive-correlation method was employed in this study. This design was simply the way to describe individual variables' characteristics as they occur in the natural setting (Gravetter et al., 2009).



Participants

The sources of data in the basic research were the entire faculty members of Burgos National High School- Sorrento Extension comprising 16 male and 37 female teachers respectively. The researcher considered the total population sampling because the size of population is relatively small.

Instruments of the Study

The instruments used in the study were the various activities including the dynamic strategies in teaching reading such as: (1) Reading Buddy, (2) DEAR (Drop Everything and Read), (3) FWA (Five Words a Week), (4) MOBSW (Master of Basic Sight Words), (5) Read Aloud, and (6) teacher-reader tutorial. The objective of these activities was to engage the readers to different types of reading text in innovative and comprehensive manner.

Procedures

This basic research utilized the descriptive method of research of the survey type. The data gathering used utilized in this research was the survey questionnaire. The questionnaire was carefully crafted by the researchers and checked by the school head. Then, it was validated by two guidance counselors and a psychology graduate teacher. The comments, suggestions, and corrections provided by the validators formed the final design and contents of the questionnaire.

The data collection procedure was done by seeking the approval of the school head of Burgos National High School- Sorrento Extension to conduct the research to all teachers. The researchers assured the respondents that any information given will be treated with utmost confidentiality and anonymity. The respondents were likewise assured that the results of the basic research will not reflect on their work performance nor affect their future professional advancement in the future.

The administration of the survey questionnaire to the teacher respondents was done through online system to adhere to the basic safety protocols amid pandemic which require less physical contact. The responses were automatically sent to the researchers after the respondent answered the questionnaire via online link. The data gathered were treated using the weighted mean to determine the extent of work burnout.

Results and Discussion

The extent of academic burnout on distance learning

delivery modality in the aspects of physical, emotional, mental and social is presented on Table 1 to 5.

Physical Aspect. Table 1 presents the extent of academic burnout on physical aspect by the teacher respondents.

Table 1. *Extent of Work Burnout on Distance Learning Delivery Modality as Perceived by the Teacher Respondents in the Physical Aspect*

<i>Physical Aspect</i>	<i>Mean</i>	<i>Verbal Interpretation</i>
1. Feeling exhausted resulting to fatigue.	2.74	High Extent
2. Severe headaches, muscle tension, dry mouth and chest pain.	2.38	Low Extent
3. Feeling bored or uninterested.	2.19	Low Extent
4. No enough time for physical hygiene (eating healthy diet, exercise, enough sleep, etc.)	2.44	Low Extent
Average Weighted Mean	2.44	Low Extent

The data in the table show that the teacher respondents have Low Extent on Work Burnout on the Physical Aspect as evidenced by the weighted means ranging from 2.19 to 2.74 with an average weighted mean of 2.44. It was only Item 1 which was perceived High Extent with a weighted mean of 2.74. The findings imply that the teacher respondents have high physical energy on work.

Emotional Aspect. Table 2 presents the extent of academic burnout on emotional aspect by the teacher respondents.

Table 2. *Extent of Work Burnout on Distance Learning Delivery Modality as Perceived by the Teacher Respondents in the Emotional Aspect*

<i>Emotional Aspect</i>	<i>Mean</i>	<i>Verbal Interpretation</i>
1. Increased irritability towards work and co- workers.	2.10	Low Extent
2. Feeling nervous, tense, and wound up.	2.40	Low Extent
3. Feeling bored or uninterested.	2.31	Low Extent
4. Feeling hopeless, hapless and helpless	1.95	Low Extent
Average Weighted Mean	2.12	Low Extent

The data in the table show that the teacher respondents have Low Extent on Work Burnout on the Emotional



Aspect as evidenced by the weighted means ranging from 1.95 to 2.40 with an average weighted mean of 2.12. The findings imply that the teacher respondents have high emotional tolerance on work.

Mental Aspect. Table 3 presents the extent of academic burnout on mental aspect by the teacher respondents.

Table 3. *Extent of Work Burnout on Distance Learning Delivery Modality as Perceived by the Teacher Respondents in the Mental Aspect*

<i>Mental Aspect</i>	<i>Mean</i>	<i>Verbal Interpretation</i>
1. Lacking motivation to attend to classes and meetings.	2.06	Low Extent
2. Lacking inspiration and creativity to bring to projects and class discussions.	2.08	Low Extent
3. Incapable to meet important deadlines due to loss of focus and objectivity.	1.87	Low Extent
4. Poor concentration on school-related works.	1.91	Low Extent
Average Weighted Mean	1.98	Low Extent

The data in the table show that the teacher respondents have Low Extent on Work Burnout on the Mental Aspect as evidenced by the weighted means ranging from 1.87 to with an average weighted mean of 1.98. The findings imply that the teacher respondents have high mental strength on work.

Social Aspect. Table 4 presents the extent of academic burnout on social aspect by the teacher respondents.

Table 4. *Extent of Work Burnout on Distance Learning Delivery Modality as Perceived by the Teacher Respondents in the Social Aspect*

<i>Social Aspect</i>	<i>Mean</i>	<i>Verbal Interpretation</i>
1. Complains a lot.	1.91	Low Extent
2. Display undesirable attitudes towards others (co-workers, acquaintances and relatives)	1.44	Very Low Extent
3. Low commitment to the role.	1.57	Very Low Extent
4. Detachment or alienation from work.	1.65	Very Low Extent
Average Weighted Mean	1.64	Very Low Extent

The data in the table show that the teacher respondents have Very Low Extent on Work Burnout on the Social Aspect as evidenced by the weighted means ranging from 1.44 to 1.91 with an average weighted mean of

1.98. It was only Item 1 which was perceived Low Extent with a weighted mean of 1.91. The findings imply that the teacher respondents have very high interpersonal skills in dealing with the work.

Summary of the Extent of Work Burnout on Distance Learning Delivery Modality as Perceived by the Teacher Respondents in the Four Aspects Table 5 shows the summary of the extent of work burnout on distance learning delivery modality as perceived by the teacher respondents in the four aspects.

Table 5. *Summary of the Extent of Work Burnout on Distance Learning Delivery Modality as Perceived by the Teacher Respondents in the Four Aspects*

<i>Aspects</i>	<i>Mean</i>	<i>Verbal Interpretation</i>
A. Physical Aspect	2.44	Low Extent
B. Emotional Aspect	2.12	Low Extent
C. Mental Aspect	1.98	Low Extent
D. Social Aspect	1.64	Very Low Extent
Overall Weighted Mean	2.04	Low Extent

It could be gleaned from the table that the teacher respondents perceived the extent of work burnout on distance learning delivery modality under the four aspects Low Extent as evidenced by the weighted means ranging from 1.64 to 2.44 with an overall weighted mean of 2.04. It was only Aspect D which was perceived Very Low Extent with a weighted mean of 1.64. This finding implies that the teacher respondents have high tolerance against work burnout on the distance learning delivery modality. It categorically reveals that teachers can adjust in the immediate shift of learning delivery modality in the new normal.

Conclusion

Based on the foregoing findings, the following conclusions are deduced: The teacher respondents have low extent of work burnout on the physical, emotional, mental and social aspects. A proposed physical fitness program needs to be upheld to the teacher respondents to intensify their physical stamina against work-related burnout. Based on the foregoing findings and conclusions, the following recommendations are offered: The teacher respondents should undergo to a physical fitness program. The proposed physical fitness program developed by the



researchers should be endorsed for validation and approval of the school head of Burgos National High School- Sorrento Extension. Parallel research should be conducted by future researchers in order to gain deeper understanding about the present research.

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