



De La Salle University – Dasmariñas

GRADUATE PROGRAM

**WORK ENVIRONMENT, LEVEL OF BURNOUT AND TEACHING  
PERFORMANCE OF THE TEACHERS IN SELECTED  
PUBLIC NATIONAL HIGH SCHOOLS IN  
DASMARIÑAS, CAVITE  
S.Y. 2008-2009:  
AN ASSESSMENT**

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Major in Educational Management

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**ABSTRACT**

**Title of the Research: Work Environment, Level of Burnout and Teaching Performance of the Teachers in selected Public National High Schools in Dasmariñas, Cavite, SY 2008-2009: An Assessment**

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This study sought to assess the work environment, level of burnout and teaching performance of the teachers in some selected public national high schools in Dasmariñas, Division of Cavite for School Year 2008-2009. The variates of the study was the work environment that consists of leadership; workload; compensation; teacher relationship and; facilities and resources; the relationship to the burnout level and teaching performance which were the criterion variables of the study were investigated. Likewise, the relationship of burnout level to the teaching performance was also investigated.

The descriptive correlation research design was employed in this study wherein 208 or 50 percent of the teachers from the three selected public national high schools in Dasmariñas, Cavite for school year 2008-2009 were involved - 31 or 50 percent from Dasmariñas North National





High School (DNNHS), 57 or 50 percent from Paliparan National High School (DNHS) and 120 or 50 percent of the teachers in Dasmariñas National High School. Teacher-respondents were selected through simple random sampling.

This study utilized a survey questionnaire patterned from School-Level Environment Questionnaire or SLEQ to describe the work environment of the teachers; a burnout questionnaire patterned on the Burnout test (service fields) by Queendom to determine teachers' burnout level; and the Performance Appraisal Systems for Teachers (PAST) to determine the level of teaching performance. The statistical tools used were weighted mean, mean, ranking percentage and chi-square.

The findings disclosed that among the variates of Work Environment which includes a) Leadership, with an overall mean of 3.51 (Very Satisfactory); b) Workload, with an overall mean of 1.75 (Poor); c) Compensation, with an overall mean of 1.97 (Fair); d) Teacher Relationship, with an overall mean of 2.67 (Satisfactory); and e) Facilities and Resources with an overall mean of 2.37 (Fair), Leadership ranked no.1, Teacher Relationship ranked 2; Facilities and Resources ranked 3. The least ranked were Compensation (ranked 4); and Workload which ranked 5. The overall mean for work environment is 2.45 and interpreted as Fair (F).

In relation to the Burnout Level of the 208 teacher-respondents, only 15 or 7 percent had Very High Level of Burnout; 39 or 19 percent had High





Level of Burnout; 51 or 24 percent had Moderate Level of Burnout; and 103 or 50 percent had Low Level of Burnout.

With regard to Teaching Performance, 93 or 45 percent of the teachers had Very Satisfactory performance; 84 or 40 percent had Satisfactory performance; 19 or 9 percent had Outstanding performance; and only 12 or 6 percent of the teacher-respondents had Unsatisfactory performance.

In terms of relationship between Work Environment and Burnout Level, the computed chi-square values of 87.582 for leadership; 24.008 for Workload; 25.308 for Compensation; 19.257 for Teacher Relationship; and 93.114 for Facilities and Resources are predominantly higher than the critical values of 7.815; 12.592; 12.592; 16.919; and 12.592 respectively at .05 level of significance with 3; 6; 6; 9; and 6 degrees of freedom. This implies that a significant relationship exists between the two variables.

In terms of Work environment and Teaching Performance, the computed chi-square values of 75.49 (Leadership); 148.399 (Workload); 25.24 (Compensation); 77.951 (Teacher Relationship); and 24.782 (Facilities and Resources) are all greater than the critical value of 7.815; 12.592; 7.815; 16.919; and 7.815 at .05 level of significance with 3; 6; 6; 9; and 6 degrees of freedom. Therefore, these variates of work environment have high influence on the teaching performance of the teacher-respondents.





As to Level of Burnout and Teaching Performance, the computed chi-square value of 157.603 is greater than the critical value of 16.919 at .05 level of significance with 9 degrees of freedom. Therefore, a highly significant relationship exists between teaching performance and level of burnout of the teacher-respondents.

The aforesaid findings concluded that the respondents' work environment is quite satisfying. Generally, teachers are very satisfied with the leadership practices of their school heads although there are some leadership concerns in terms of faculty assessment of knowledge, skills and performance. Moreover, they still aspire to be rewarded and compensated at a level that is commensurate with their skills, abilities and contributions to the school. The findings revealed that teachers with low burnout level had outstanding performance and those with high burnout level had satisfactory performance rating. It is quite evident that burnout affects teacher effectiveness and efficiency.

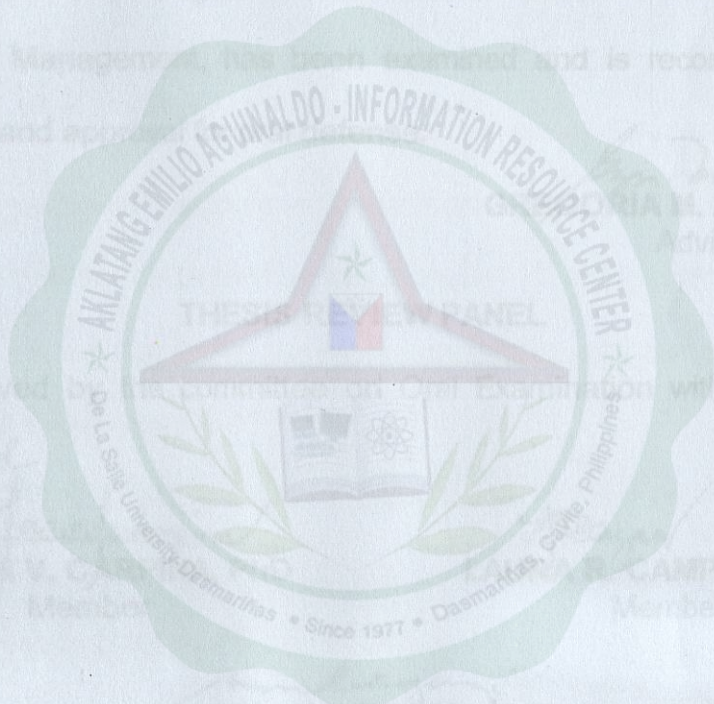
This study thereby recommends that teachers experiencing burnout be given proper attention to prevent it. Preventive measures that focus on work environment improvement can be taken to reduce its occurrence. With the continuous bulk of enrolment that affects student-teacher ratio; heavy workloads; low salary; and the scarcity of facilities and resources, teachers are vulnerable to stress which could result to burnout and influence teacher efficacy. It is vital for teachers to perform their tasks in a conducive environment to attain improved educational outcomes. A supportive





workplace promotes satisfaction and enjoyment, and enhances job performance. Preventive measure to address teachers' burnout in work environment is highly recommended.

Teachers in Selected Public National High Schools in Dasmariñas, Cavite S.Y. 2008-2009: An Assessment prepared and submitted by Olivia M. Diana, in partial fulfillment of the requirements for the degree of Master of Arts in Education, major in Educational Management, has been examined and is recommended for acceptance and approval.



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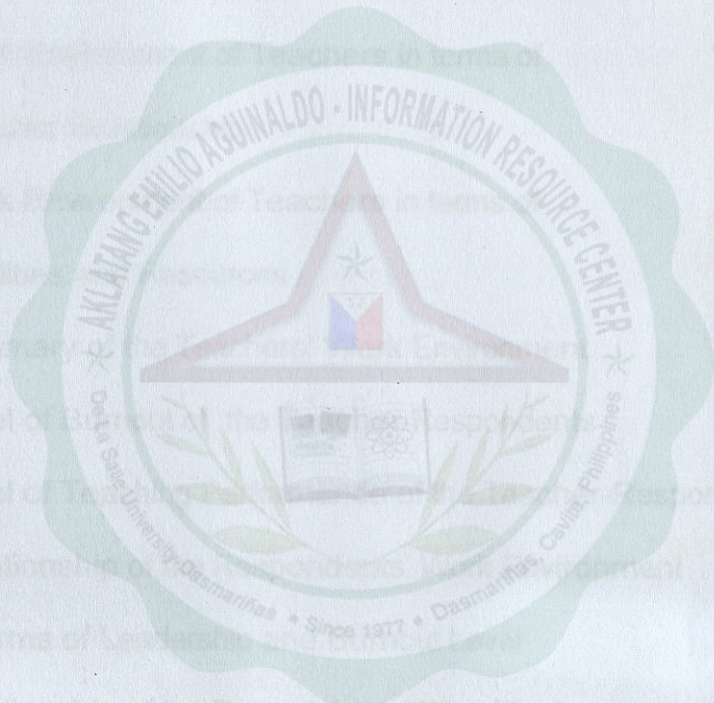
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