

Impact of teacher's burnout on classroom climate in elementary grades

Rothcelean T. Alcantara

College of Teachers education
Trinidad Municipal College
Trinidad Bohol, Philippines
Email: galgo.jeson123@gmail.com

Ma. Leneth D. Enoc

College of Teachers education
Trinidad Municipal College
Trinidad Bohol, Philippines

Erica F. Gales

College of Teachers education
Trinidad Municipal College
Trinidad Bohol, Philippines

Regine C. Muring

College of Teachers education
Trinidad Municipal College
Trinidad Bohol, Philippines

Rica Jane B. Patricio

College of Teachers education
Trinidad Municipal College
Trinidad Bohol, Philippines

Abstract: The main thrust of this study is to assess the impact of teachers' burnout on classroom climate in elementary grades, for the School Year 2023-2024. Specifically, this study sought to describe the profile of the respondents in terms of sex, age, years of teaching experience, position, and seek for answers of what extent of teacher's burnout based on their experience, level of classroom climate in elementary grades as perceived by the teachers, significant correlation between teacher's burnout and classroom climate, enrichment program can be proposed on the findings of the study. The researcher employed a described-correlational design. Researchers concluded that there was no significant correlation between teacher's burnout on classroom climate, thus, the null hypothesis is accepted. While it is often believed that the teachers must learn to adjust to the day-to-day demands of the job as they arise. It is recommended that learners explore various learning styles and techniques in studying and enhance their understanding and retention of information. The administrators should be cognizant that it is necessary that teachers require the proper training and resources to handle stress in order to prevent burnout, so they do not become overloaded with the work that is being asked of them. To the future researchers we urged to look into relevant studies in the future in order to obtain important information for evaluating the effects of teacher burnout.

Keywords: Teacher's Burnout, Classroom Climate

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INTRODUCTION

The teaching profession carries immense responsibilities, as a teacher's work environment directly shapes a child's learning experience. Classroom settings not only influence students but can also significantly impact teachers' health and well-being (Mattke et al.,2020). Understanding the dynamics of teacher burnout is crucial, as it affects not only educators but also the entire school community and the broader educational system.

Understanding the nuances of teacher burnout in the context of Trinidad I is vital for improving the well-being of educators, enhancing the quality of education, and fostering a positive school environment. This insight is essential for tailoring targeted support systems for teachers, developing effective interventions, and creating a more conducive atmosphere for both teaching and learning.

Despite the well-documented effects of burnout on educators, the impact of having teachers with high burnout levels on student experiences and outcomes remains less clear. Teacher burnout is not only a personal challenge but a pressing issue with far-reaching consequences. It affects teachers' mental and physical health, job commitment, and turnover intentions. Additionally, it may influence student experiences and outcomes. Hence, the seriousness of the problem cannot be underestimated.

The researchers intend to comprehensively investigate the prevalence and underlying causes of teacher burnout among elementary school teachers in selected Elementary School. Furthermore, it aims to delve into the repercussions of burnout on student academic performance and the overall school climate. This research serves the broader purpose of identifying the causes of burnout suggesting potential interventions, and ultimately contributing to a more positive and productive educational environment for both teachers and students in selected elementary schools.

Research Objectives

To reach the pinning outcome of this proposed program, the researchers brace the following objective:

1. To equip teachers with effective strategies and support systems to manage their workload, responsibilities, and stress levels efficiently.
2. To address physical exhaustion and fatigue among teachers by promoting well-being and self-care practices.
3. To support teachers in achieving a healthy worklife balance to prevent burnout and enhance overall well-being.
4. To create a positive and inkusive environment that foster students engagement and academic success.
5. To equip teachers with tools and resources to manage stress, enhance emotional well-being and promote ,mental health.

METHODOLOGY

Research Design

This study will employ a Descriptive-Correlational design to comprehensively assess the relationship between the teachers' burnout and classroom climate in elementary grades, selected elementary schools in Dagohoy Central Elementary School in Poblacion, Dagohoy, Bohol; Buenos Aires Elementary School in Buenos Aires, Carmen, Bohol; Caluasan Elementary School in Caluasan, Dagohoy; Tuboran Elementary School in Tuboran Bien-Unido, Bohol and Burgos Elementary School in Burgos, Talibon, Bohol. By employing such a design, the study can provide a comprehensive assessment of both teacher burnout and classroom climate. This holistic approach allows for a more nuanced understanding of these complex constructs. It will capture the variability in teacher burnout levels and classroom climate across multiple schools, providing a broader perspective.

Respondents and Locale of the Study

The research was conducted in the following locales: at Dagohoy Central Elementary School in Poblacion, Dagohoy, Bohol; Buenos Aires Elementary School in Buenos Aires, Carmen, Bohol; Caluasan Elementary School in Caluasan, Dagohoy; Tuboran Elementary School in Tuboran Bien-Unido, Bohol and Burgos Elementary School in Burgos, Talibon, Bohol. These specific places were considered in the study since these are located near the researchers' location, making it convenient for them to travel and conduct the study. This allows for easy access to the site and minimizes logistical challenges. The selection of those elementary schools ensures a diverse and representative sample of students from different backgrounds, demographics, and educational settings. This enhances the generalizability of the research findings to a broader population.

Teacher, as the primary respondents of the study, were considered through the use of stratified random sampling. This sampling technique was used since it allows for the presentation of different groups or strata within the population. In this case, the population consists of teachers from the five identified elementary schools. By dividing the population into strata, which are the individual schools, the researchers can ensure that each school is appropriately represented in the sample. Within each school, 10 teachers were randomly selected to participate in the study. This random selection ensures that every teacher within a school has an equal chance of being included in the sample. By including teachers from different schools, the study can capture a range of perspectives and experiences related to the impact of teachers' burnout on classroom climate in elementary grades. In total, there were 50 teacher-respondents considered to participate in the study.

Research Instrument

This study used a researcher-made questionnaire designed to measure the impact of teachers' burnout on classroom climate in elementary grades, District of Trinidad I. The instrument used in this study was divided into three distinct sections. The First part was designed to collect demographic information from the respondents, including variables such as age, gender, years of teaching experience, highest level of education, subject area, and current teaching position. The second part is the extent of teachers' burnout based on their experience. The third part focuses on the level of classroom climate in elementary grades as perceived by the teachers.

Data Analysis

To obtain an effective analysis for the quantitative aspect of the study, the researchers subjected the data to a normality test to determine the most appropriate statistical tool.

The researchers used the frequency counts and simple percentages to produce a descriptive analysis of the profile of the teachers.

Weighted Mean Score was employed as a measurement tool to assess the perceived extent of teachers' burnout based on their experience. Additionally, this method will be used to gauge the level of impact of teachers' burnout on classroom climate in elementary grades as perceived by the teachers.

FINDINGS AND DISCUSSION

Profile of the respondents

Age

The majority of respondents are in the 27-36 age group, representing 36% of the sample with a frequency of 18 respondents. This indicates that the study primarily captures the perspectives of teachers in their late twenties to late thirties, who are likely to be in the early to mid-stages of their teaching careers. The 37-44 age group comprises 30% of the sample with a frequency of 15 respondents, ranking it second in terms of representation. This suggests that there is also a significant presence of teachers in their late thirties to mid-forties in the study, who may have different perspectives and experiences compared to the younger age group. The 45-52 age group represents 20% of the sample with a frequency of 10 respondents, indicating that there is a notable presence of teachers in their late forties to late fifties in the study. The 53-60 age group and the 61-65 age group are smaller, comprising 12% and 2% of respondents respectively, with frequencies of 6 and 1. This distribution suggests that the study captures the perspectives of teachers across different age groups, from younger to older teachers.

Sex

Females represent the majority of the sample, constituting 88% of the respondents with a frequency of 44. In contrast, males make up 12% of the sample with a frequency of 6. This gender difference suggests that the study may have a stronger representation of female teachers' perspectives compared to male teachers.

Years of teaching experience

The majority of respondents have less than 8 years of experience, accounting for 42% of the sample with a frequency of 21. This is followed by respondents with 18-25 years of experience, comprising 28% of the sample with a frequency of 14. Those with 8-17 years of experience, 26-34 years of experience, and 35-42 years of experience are the smallest groups, each representing 16%, 10%, and 4% of the sample respectively, with frequencies of 8, 5, and 2. This distribution suggests that the study captures the perspectives of teachers with varying lengths of teaching experience, from relatively new teachers to those with several decades of experience.

Position held

The majority of respondents are Teacher III, accounting for 60% of the sample with a frequency of 30. This is followed by Teacher I, comprising 30% of the sample with a frequency of 15. Master Teacher I respondents are the smallest group, representing 10% of the sample with a frequency of 5. This distribution suggests that the study captures the perspectives of teachers in different positions, from entry-level to more experienced teachers.

The extent of teachers' burnout based on their experience

Among the statements, statement 3 (I find it challenging to cope with the demands of teaching) received the highest rank with a weighted mean of 3.86. This indicates that teachers agree that they find it challenging to cope with the demands of teaching. The standard deviation of 0.88 suggests a relatively consistent perception among teachers regarding this aspect. On the other hand, statement 4 (I feel detached and distant from my students) obtained the lowest rank with a weighted mean of 2.26, indicating disagreement with feeling detached from students. The standard deviation of 1.08 suggests some variability in teachers' perceptions regarding their emotional connection with students. Generally, the composite mean for all statements is 2.94, with a standard deviation of 0.99, indicating a neutral stance among teachers regarding burnout. The standard deviation suggests some variability in responses, indicating differing perceptions among teachers regarding the extent of burnout experienced based on their teaching experience.

Level of classroom climate in elementary grades as perceived by teachers

Among the statements, statement 6, "Students are encouraged to collaborate and work together," received the highest rank with a weighted mean of 4.62. This indicates that teachers strongly agree that students in their classrooms are encouraged to collaborate and work together. The standard deviation of 0.49 suggests a high level of agreement among teachers regarding this aspect of classroom climate. On the other hand, statement 1, "Students in this classroom treat each other with respect," obtained the lowest rank with a weighted mean of 4.02, indicating agreement that students treat each other with respect, but with slightly lower intensity compared to other statements. The standard deviation of 0.65 suggests some variability in teachers' perceptions regarding this aspect of classroom climate. Overall, the composite mean for all statements is 4.30, with a standard deviation of 0.61, indicating a strongly agreeable stance among teachers regarding the positive classroom climate in elementary grades. The standard deviation suggests some variability in responses, particularly in statements where agreement was slightly lower, such as students treating each other with respect. However, overall, teachers perceive the classroom atmosphere as positive, supportive, conducive to learning, and promoting a sense of community and collaboration among students.

CONCLUSION

After the analysis of the significant correlation between teacher burnout and classroom climate. The null hypothesis (H₀) is accepted, indicating that there is no statistically significant correlation between these variables.

This result suggests that, based on the data analyzed, there is no significant relationship between teacher's burnout and classroom climate. While it is often theorized that teacher burnout can impact the classroom environment and student outcomes, this finding indicates that, in this particular study, there is no strong evidence to support such a relationship. Other factors not considered in this analysis may have a more substantial influence on classroom climate, such as school policies, student behavior, or administrative support. Additionally, the measure of teacher burnout and classroom climate used in this study may not fully capture the complexity of these constructs. Further research utilizing more comprehensive measures and considering additional variables could provide a better understanding of the relationship between teacher burnout and classroom climate.

RECOMMENDATION

Based on the foregoing conclusions, the researchers offer the following relevant recommendations:

1. Students should comprehend the potential effects of teacher burnout on both the classroom atmosphere and their educational journey to sympathize with their teachers by demonstrating gratitude for their instructors' efforts.
2. Teachers may ask help from administrators and other educators. They need to be aware of the warning signs of burnout and take preventive action to manage it.
3. School administrators may create an environment that is encouraging and helpful for teachers should be a top priority for administrators to create an environment that values open communication and support professional development opportunities that concentrate on stress management and mental health.
4. Future researchers may investigate the norms between teaching experience and teachers burnout. Its factors affecting teachers burnout including their mental and physical health, job commitment, and also it may influence student experiences and learning outcomes.

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