

## OCCUPATIONAL BURNOUT AND WORK ENGAGEMENT-BASED MANAGEMENT AMONG TEACHERS IN SCHOOLS

Jocelyn G. Amorio<sup>1</sup>, Leandro C. Torreon<sup>2</sup>

<sup>1</sup>Villa Teresita Elementary School, Villa Teresita Ubay, Bohol, Philippines

<sup>2</sup>Bohol Island State University, Cogtong, Candijay, Bohol, Philippines

**ABSTRACT:** *The main thrust of the study was to determine the relationship between the occupational burnout and work engagement-based management among teachers in public elementary schools in Ubay 3 District, Bohol, Philippines. This study employed descriptive survey method and correlational research design as its main research designs using modified questionnaires from (Wilmar B. Schaufeli, Marissa Salanova, Vicente Gonzalez-Roma and Arnold B. Bakker, 2002 and Batulan, E. M. (2003). The gathered data were then subjected to a series of statistical treatments. It was found out that there is no significant relationship between the teacher-respondents work engagement-based management and occupational burnout to their age, highest educational attainment and length of service. Meanwhile, there is a significant relationship between the teacher-respondents level of occupational burnout and their work engagement-based management as to vigor dimension, dedication dimension, and absorption dimension. Therefore, it was concluded that teachers' high regard to their work engagement-based management resulted to a high level of occupational burnout. It could be due to the teachers' motivation, passion, dedication and engagement to their profession that makes them feel proud and inspired and free from occupational stress.*

**Keywords:** Occupational Burnout, Work engagement, Teachers, Burnout

### I. INTRODUCTION

People have a deep regard for education. It is viewed as one of the pillars of society, influencing the nation's culture, economics, and policies. In fact, the Department of Education (DepEd) has the highest allocation from the previous year's national budget from General Appropriations Act of 2017 and the second highest allocation in the current fiscal year General Appropriations Act in 2018. This is to ensure that every Filipino, including children with special needs, has access to free and appropriate education, as is their basic human right. While the Philippine educational system offers several programs to reach out to different learners, successful implementation of these programs are influenced by several factors, one of those is the teacher.

As the one responsible for carrying out the programs and facilitating learning in the classroom, the teacher plays a crucial role in ensuring that quality education is brought forth. The provision of this quality education, therefore, is dependent upon the retention of quality teachers in the classroom. Teaching is one of the most stressful professions, being one that requires a substantial amount of human interaction, along with other factors. Burnout that occurs due to job-related stress and the physiological and psychological problems that come out with burnout decreases the quality of the profession of teaching [1] as cited by [2].

In addition, teaching is stressful; for example, it has been estimated that between 5% and 20% of all U.S teachers are burned out any given time [3] In comparison with other professions, teacher shows high levels of exhaustion and cynicism, the core dimensions of burn-out [4].

A decrease in the quality of teaching would eventually lead to a decrease in the quality of education. Regular and special education is geared towards achieving a common goal: to facilitate the optimal development of the skills in order for learners to achieve their highest potential as an individual and a member of society [5]. The reality of job and proposed profiting benefits has diminished among workers, over a long-run, with an absent mindedness of the presence of burnout, disappointment sets in, dissatisfaction manifest, creating room for increase growth of burnout which has incubated. The adverse effect known here as impacts reproduce undesirable outcome like lower emotional exhaustion, lower cynicism, limiting the potentials of efficiency [6] not just on the individual but also reflect on the organization.

Work engagement research had just recently begun to determine if it will be affected by the teachers burnout and it is still not known wherein people with the same profession differ when it comes to developing either burnout or work engagement. The variables considered in work engagement were the vigor, dedication and absorption dimension of teachers. Known differences between teachers suffering from burnout and teachers who are work engaged could help to improve the situation of teachers [7].

To achieve the above- mentioned scenarios the researcher undertakes this study to determine the relationship of the occupational burnout and work engagement among public school teachers. The findings of the study may serve as the bases for coping the occupational burnout and work engagement among public school teachers.

## **II. METHODOLOGY**

This study used the descriptive correlational survey method. This design used to depict the participants in an accurate way, with the aid of questionnaire as the main gathering tool in determining the demographic profile of the teacher in terms of age, highest educational attainment, and years of teaching experience as an instrument in gathering the data needed. The researcher used three sets of questionnaire specifically for the purpose of this study. The content of the instrument composed of the profile of the respondents; a survey on the level of burnout comprised with twelve (12) items; another is the teachers' occupational burnout with a total of forty-four (44) items and it has three parts: the efficacy, pessimism and work negativity, and exhaustion. The said instrument was developed and validated by [8].

Another set of questionnaire composed of seventeen (17) items of work engagement of the teachers containing the vigor, dedication and absorption dimension of teachers. The said questionnaire was modified and adopted [9] in the study entitled "The Measurement of Engagement and Burnout: A Two Sample Confirmatory Factor Analytic Approach".

The locale of the study is the third district of Ubay in the 2<sup>nd</sup> Congressional district in the province of Bohol. It is located in the southwest part of Ubay. The town of Ubay is considered a first class municipality in the province of Bohol. It is about 124 kilometers northeast from the lone and capital city of the province, Tagbilaran City. With its total land area of approximately 292.05 hectares, it is considered as the largest municipality in the province of Bohol.

To determine the precise results as perceived by the respondents, descriptive statistics were used the Percentage, Weighted Mean, T- test for dependent samples and person r correlation were used.

## **III. RESULTS AND DISCUSSION**

This section embodies the presentation, analysis and interpretation of data gathered from the occupational burnout and work engagement-based management among public school teachers in Ubay third district in the province of Bohol, the researcher used the descriptive correlational survey method. This design used to depict the participants in an accurate way.

The researcher collected data through observational and survey based with the aid of questionnaire about a specific topic. The data gathered were tallied and presented in a tabulated and textual form, analyzed through the use of statistical formula and interpreted in the light of the problems posted in this study.

The profile of the respondents was determined by the following variables namely: age, highest educational attainment and years of teaching experience

**TABLE 1 PROFILE OF TEACHER-RESPONDENTS**  
N = 200

<b>1.1 Age</b>	<b>Frequency</b>	<b>Percentage (%)</b>	<b>Rank</b>
21-25	26	13	4
26-30	52	26	1
31-35	39	19.5	2
36-40	33	16.5	3
41-45	10	5	6.5
46-50	21	10.5	5
51-55	10	5	6.5
56-60	9	4.5	8
<b>Total</b>	<b>200</b>	<b>100%</b>	

<b>1.2 Highest Educational Attainment</b>			
Bachelor Degree Holder	65	32.5	2
With Units in Masters' Degree	103	51.5	1
With Masters' Degree	25	12.5	3
With Ph.D. / Ed. D. units	5	2.5	4
With Ph.D. / Ed. D. Degree	2	1	5
<b>Total</b>	<b>200</b>	<b>100%</b>	
<b>1.3 Teaching Experience</b>			
	<b>Frequency</b>	<b>Percentage</b>	<b>Rank</b>
below 1 year	21	10.5	4.5
1-5 years	60	30	1
6-10 years	54	27	2
11-15 years	27	13.5	3
16-20 years	21	10.5	4.5
21-25 years	5	2.5	7.5
26-30 years	7	3.5	6
31 years and above	5	2.5	7.5
<b>Total</b>	<b>200</b>	<b>100%</b>	

The findings above illustrates that there were fifty- two (52) or 26% of the teachers whose age was 26-30 bracket as the highest rank. The second highest was age was at 31-35 with 19.50% or thirty-nine (39) of the respondents. Moreover, there were nine (9) or 4.5% was at the age of 56-60 while there was none for below 20 and above 60 years old. The respondents in the public elementary schools were already at adulthood period of lifespan, from early adulthood, middle adulthood and late adulthood [10]. This denotes that they can manage their self and perform their profession accordingly.

It was evident from the table that the highest educational attainment among the public elementary school teachers of Ubay III District was with M.A. units/CAR which was represented by 51.50% or one hundred- three (103) of the respondents. The second highest educational attainment attained by the respondents was Bachelor's degree holder with sixty-five (65) or 32.50% of the respondents, while there were only 12.50% or twenty-five (25) with Master's Degree, 2.50% or five (5) with Ph. D/ Ed. D Units and there were two (2) or 1% with Ph.D. /Ed. D. degree as the lowest rank.

According to the findings of the study, 30.00 percent of the teachers had 1-5 years of experience with sixty (60) respondents. The second highest length of service was 6-10 years with 27 percent or fifty-four (54) respondents. The lowest rank with 2.5% or five (5) respondents had teaching experience of 21-25 years and 31 years and above respectively.

The study reveals that the majority of the teachers in public elementary schools possessed long teaching experience. Hence, they are able to understand their pupils' needs, and know how to manage their class and avoid occupational burnout. Furthermore, this could mean that these teachers are more willing to find more varied strategies to apply to their pupils to enable them to be more engage in the field of teaching.

TABLE 2 LEVEL OF TEACHERS' OCCUPATIONAL BURNOUT  
N = 200

Statement	WM	VI	Rank
1. Helping students reach "proficient" in grade level standards.	3.38	Very High	1
2. I have too much work to complete.	3.19	High	4
3. Too much preparation of work for school to do outside of the classroom.	3.12	High	5
4. High demands on meeting and teaching grade level standards.	3.07	High	6
5. Not enough time in the workday to complete non-class work.	2.94	High	7
6. The student ability range is too wide in my classroom.	2.82	High	9
7. Lack of time spent with individual students.	2.79	High	10
8. Support from the administration.	1.56	Very Low	12
9. My relationship with colleagues.	3.24	High	3
10. My relationship with students.	3.26	Very High	2
11. I have insufficient resources.	2.67	High	11

12. Government testing mandates (NAT).	2.87	High	8
<b>Average Weighted Mean</b>	<b>2.91</b>	<b>High</b>	

**Legend:**

<b>Rating Scale</b>	<b>Verbal Interpretation (VI)</b>	<b>Weighted Mean (WM)</b>
3.25 – 4.00	Very High (VH)	
2.50 – 3.24	High (H)	
1.75 – 2.49	Low (L)	
1.00 – 1.74	Very Low (VL)	

Table 2 illustrates the level of teachers’ occupational burnout. It can be observed that item number 1 “Helping students reach “proficient” in grade level standards” with a weighted mean of 3.38 got the highest rank and followed by item number 10 “My relationship with students” with 3.26 weighted mean and interpreted as Very High. Meanwhile, the lowest weighted mean was item number 8 “Support from the administration” with a weighted mean of 1.56 or Very Low interpretation.

This means that the teachers were professionals and equipped with knowledge and skills to perform the job well. However, it is necessary for them to have the support from the school administrator in order to achieve a very satisfactory performance.

**TABLE 3.1 RESPONDENTS’ ASSESSMENT ON THE CONTRIBUTORY FACTORS OF TEACHERS’ OCCUPATIONAL BURNOUT AS TO SELF EFFICACYN=200**

Statement	WM	VI	Rank
1. I do not care about the school’s prestige.	1.54	SD	13.5
2. I find myself preparing less for my students.	1.65	SD	3
3. I blame others (superiors, colleagues, students) for my failures (low evaluations, conflicts in school, inability to finish studies).	1.41	SD	23.5
4. I find myself competing with my colleagues rather than cooperating with them.	1.41	SD	23.5
5. I do not feel motivated to explore new approaches in my teaching.	1.57	SD	9
6. I feel I should not be responsible for looking for funds or on improving school standing.	1.71	SD	2
7. I have felt that I am even better than my superior.	1.36	SD	25
8. I have become overly critical of others lately.	1.50	SD	19.5
9. I rigidly enforce rules without room for any considerations.	1.53	SD	15
10. I do not bother to inform my colleagues whenever there are policy changes that might affect them	1.52	SD	16.5
11. I do not care if parents rally against school administrators.	1.44	SD	22
12. I fear greatly parent-teacher conferences for fear of being blamed for students’ low academic performance.	1.56	SD	10.5
13. I cannot wait to leave the school at the end of the day.	1.52	SD	16.5
14. I hate to interact with colleagues because they often disagree with me.	1.49	SD	21
15. I have been putting off work, thus I cannot meet deadlines.	1.63	SD	4
16. Attending in-service seminars does not make me feel more competent.	1.55	SD	12
17. I feel under qualified for my teaching assignments despite my academic preparations	1.58	SD	8
18. I find myself talking about superior’s incompetence or students’ foolishness to colleagues.	1.59	SD	6.5
19. At the end of the working day, I feel empty as if I have done nothing worthwhile.	1.54	SD	13.5
20. I catch myself fiddling, twitching, and drumming fingers or pacing to and fro whenever a supervisor / principal / dean calls for a dialogue or assigns task.	1.51	SD	18
21. My students suffer from consequences of my anger caused by my disillusioned over my career	1.50	SD	19.5
22. I have been declining assignments, offered to me for fear that I might not be able to live up to others’ expectations.	1.59	SD	6.5

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23. I do not want to take the responsibility for the failures of my students.	1.56	SD	10.5
24. I am not consulted in policy-making though I am duty bound to implement them.	1.60	SD	5
25. I have “mañana” habit.	1.83	SD	1
<b>Average Weighted Mean</b>	<b>1.55</b>	<b>Strongly Disagree</b>	

**Legend:**

<b>Rating Scale</b>	<b>Verbal Interpretation (VI)Weighted Mean (WM)</b>
3.25 – 4.00	Strongly Agree (SA)
1.75 – 2.49	Disagree (D)
2.50 – 3.24	Agree (A)
1.00 – 1.74	Strongly Disagree (SD)

Table 3.1 enumerated the contributory factors on teachers’ occupational burnout in terms of self-efficacy; the average weighted mean was 1.55 which has the verbal interpretation of strongly disagree. According to the data above, the first factor that contributed to teachers’ occupational burnout was item no.25 “ I have mañana habit”, got the highest in rank with weighted mean of 1.83 and the verbal interpretation of disagree. However, the statement “I have felt that I am even better than my superior” was the last factor with the weighted mean of 1.36 and interpreted strongly disagree.

It can be denoted that the teachers’ problem has something to do with their behavior and outlook towards self, their habit and way of thinking caused them to experience stress in work. Burnout defined as a syndrome of exhaustion, cynicism, and reduced professional efficacy [4].

Table 3.2 below represents the contributory factors on teachers’ occupational burnout as to pessimism and negativity towards others and work. The results revealed that the item number 1 “I easily flare-up when hearing students foul language or impolite responses” got the highest in rank with a weighted mean of 2.26 and interpreted as Disagree. In contrast, the lowest rank was item number 4 “I find it difficult to control my anger whenever I am notified of an unsatisfactory performance” with a weighted mean of 1.84 or Disagree.

The respondents were very sensitive upon hearing from their pupils’ unwholesome language since learners nowadays did not give much importance on values and good manners. This behavior of students may possibly result to low performance.

**TABLE 3.2 RESPONDENTS’ ASSESSMENT ON THE CONTRIBUTORY FACTORS OF TEACHERS’ OCCUPATIONAL BURNOUT AS TO PESSIMISM AND NEGATIVITY TOWARDS OTHERS AND WORKN=200**

Statement	WM	VI	Rank
1. I easily flare-up when hearing students foul language or impolite responses.	2.26	Disagree	1
2. I become indifferent to my student’s inattentiveness and lack of interest in schoolwork.	2.10	Disagree	4
3. My mood easily changes from time to time.	2.12	Disagree	3
4. I find it difficult to control my anger whenever I am notified of an unsatisfactory performance.	1.84	Disagree	8
5. I have been quite some time since I experienced much enthusiasm in teaching.	2.22	Disagree	2
6. I feel helpless in the midst of unruly students.	1.90	Disagree	5
7. Any form of classroom disruptions (i.e. announcements, urgent meetings, and student tardiness) is intolerable to me.	1.89	Disagree	6
8. I cannot stand long conversations.	1.86	Disagree	7
<b>Average Weighted Mean</b>	<b>2.02</b>	<b>Disagree</b>	

**Legend:**

<b>Rating Scale</b>	<b>Verbal Interpretation (VI)Weighted Mean (WM)</b>
3.25 – 4.00	Strongly Agree (SA)
1.75 – 2.49	Disagree (D)
2.50 – 3.24	Agree (A)
1.00 – 1.74	Strongly Disagree (SD)

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Table 3.3 illustrates the contributory factors on teachers’ occupational burnout as to exhaustion. It shows that the item number 7 “I miss out eating meals due to urgent meetings or unexpected demands” got the highest rank with a weighted mean of 2.40 and interpreted as Disagree, while the lowest rank was item number 4 “Due to over work preoccupation in school, I tend to forget personal concerns (i.e. birthdays, anniversaries, payment of bills) or professional appointments” with a weighted mean of 1.79 which interprets Disagree.

**TABLE 3.3 RESPONDENTS’ ASSESSMENT ON THE CONTRIBUTORY FACTORS OF TEACHERS’ OCCUPATIONAL BURNOUT AS TO EXHAUSTIONN=200**

Statement	WM	VI	Rank
1. With so many assigned roles in school, there are countless things going through my mind that I can hardly sleep	2.12	D	5
2. I find myself continually having no time (or little time) for food breaks (i.e. coffee or tea breaks).	2.04	D	6.5
3. My recurrent colds and flu maybe brought about by too much work in school.	1.89	D	10
4. Due to over work preoccupation in school, I tend to forget personal concerns (i.e. birthdays, anniversaries, payment of bills) or professional appointments.	1.79	D	11
5. I use lunch breaks to catch up with paper work in school.	2.01	D	8
6. I feel totally indispensable to school that I hardly say no to working on scheduled vacations and/or weekends.	2.04	D	6.5
7. I miss out eating meals due to urgent meetings or unexpected demands.	2.40	D	1
8. After working for the whole day, I tend to oversleep.	2.22	D	4
9. Too much school responsibilities in school keep me from having quality time for my family.	1.99	D	9
10. My relationship with students.	2.26	D	3
11. I have insufficient resources.	2.29	D	2
<b>Average Weighted Mean</b>	<b>2.10</b>	<b>Disagree</b>	

**Legend:**

Rating Scale	Verbal Interpretation (VI)Weighted Mean (WM)
3.25 – 4.00	Strongly Agree (SA)
1.75 – 2.49	Disagree (D)
2.50 – 3.24	Agree (A)
1.00 – 1.74	Strongly Disagree (SD)

The results of the table connotes that the respondents were diligent in performing their teaching job especially on work related errands wherein they quickly response on urgent demands in work and even find ways to comply the lack of school resources. With this, they are prone to stress since they felt the pressures, challenges and amount of workload inside and outside the school.

**TABLE 4 RESPONDENTS’ ASSESSMENT ON THE TEACHERS’ WORK ENGAGEMENT- BASED MANAGEMENTN=200**

Statement	Teachers		
	WM	VI	Rank
<b>4.1 Vigor Dimension</b>			
1. At my work, I feel bursting with energy.	2.86	A	5
2. I find the work that I do full of meaning and purpose.	3.10	A	4
3. Time flies when I am working.	3.17	A	2
4. At my job, I feel strong and vigorous.	3.11	A	3
5. I am enthusiastic about my job.	3.25	SA	1
6. When I am working, I forget everything else around me.	2.69	A	6
<b>Average Weighted Mean</b>	<b>3.03</b>	<b>A</b>	
<b>4.2 Dedication Dimension</b>			
1. My job inspires me.	3.29	SA	2
2. When I get up in the morning, I feel like going to work.	3.13	A	5
3. I feel happy when I am working intensely.	3.15	A	4

4. I am proud of with my job that I do.	3.32	SA	1
5. I am immersed in my work.	3.17	A	3
<b>Average Weighted Mean</b>	<b>3.21</b>	<b>A</b>	
<b>4.3 Absorption Dimension</b>			
1. I can continue working for very long periods at a time.	2.92	A	6
2. To me, my job is challenging.	3.29	SA	1
3. I get carried away when I am working.	3.03	A	4
4. At my job, I am very resilient, mentally.	3.04	A	3
5. It is difficult to detach myself from my job.	2.96	A	5
6. At my work, I always persevere, even when things do not go well.	3.10	A	2
<b>AVERAGE WEIGHTED MEAN</b>	<b>3.06</b>	<b>Agree</b>	

**Legend:**

<b>Rating Scale</b>	<b>Verbal Interpretation (VI) Weighted Mean (WM)</b>
3.25 – 4.00	Strongly Agree (SA)
1.75 – 2.49	Disagree (D)
2.50 – 3.24	Agree (A)
1.00 – 1.74	Strongly Disagree (SD)

Furthermore, teachers pictured with high levels of energy and mental resilience while working, willingness to invest effort in one’s work, and persistence also in the face of difficulties. Engaged workers are characterized by high levels of energy, enthusiasm for their job and they are also highly immersed in their work which leads to a positive difference for the individual worker and also the work organization [7].

In terms of dedication, the result denotes that item number 4 “I am proud of with my job that I do” got the highest weighted mean of 3.32 or Strongly Agree followed by item number 1 “My job inspires me” with 3.29 or Strongly Agree while the lowest weighted mean of 3.13 or Agree was item number 2 “When I get up in the morning, I feel like going to work”. The result indicates that the teachers were devoted to their teaching job and unquestionably love their teaching profession.

**TABLE 5 RELATIONSHIP BETWEEN THE TEACHER-RESPONDENTS’ PROFILE AND THEIR LEVEL OF OCCUPATIONAL BURNOUT N = 200**

<b>Profile</b>	<b>X<sup>2</sup></b>	<b>Sig.</b>	<b>Interpretation</b>	<b>Decision</b>
Age	20.505	0.489	Not Significant	Do Not Reject Ho
Highest Educational Attainment	11.604	0.478	Not Significant	Do Not Reject Ho
Length of Service	18.995	0.585	Not Significant	Do Not Reject Ho

Table 6 shows that there is no significant relationship between the teacher-respondents work engagement-based management and their profile in terms of age, highest educational attainment and length of service since the corresponding significant value of 0.138, 0.718, and 0.094 respectively which is greater than 0.05 level of significance thus, the researcher failed to reject the null hypothesis. This implies that teachers’ engagement to their profession has always been an inspiration. However, teachers’ age, highest educational attainment and length of service were not the basis of work-related state of mind and fulfilment.

**TABLE 6 RELATIONSHIP BETWEEN THE TEACHER-RESPONDENTS’ PROFILE AND THEIR WORK ENGAGEMENT-BASED MANAGEMENT N = 200**

<b>Profile</b>	<b>X<sup>2</sup></b>	<b>Sig.</b>	<b>Interpretation</b>	<b>Decision</b>
Age	28.046	0.138	Not Significant	Do Not Reject Ho
Highest Educational Attainment	8.820	0.718	Not Significant	Do Not Reject Ho
Length of Service	29.898	0.094	Not Significant	Do Not Reject Ho

According to the study[11], the higher the workers' scores are on existential fulfilment the more energy they have towards their work and the higher their scores on work engagement dimensions are, i.e. dedication and absorption. This shows that existential fulfilment which helps workers derive positive meaning from their job experiences fosters work engagement. Therefore it can be envisaged that as existential fulfilment increases, engagement is predicted to increase and burnout symptoms decrease. Existential fulfilment and work engagement may therefore be considered as a resource for workers and may insulate them against job burnout.

**TABLE 7 RELATIONSHIP BETWEEN THE TEACHER-RESPONDENTS' LEVEL OF OCCUPATIONAL BURNOUT AND THEIR WORK ENGAGEMENT-BASED MANAGEMENTN = 200**

<b>Occupational Burnout and..</b>	<b>R</b>	<b>Sig.</b>	<b>Interpretation</b>	<b>Decision</b>
Work Engagement-Based Management				
Vigor Dimension	0.252	<0.001	Significant	Reject Ho
Dedication Dimension	0.250	<0.001	Significant	Reject Ho
Absorption Dimension	0.287	<0.001	Significant	Reject Ho
Overall Work Engagement-Based Management	0.300	<0.001	Significant	Reject Ho

Table 7 presents the test of relationship between the teacher-respondents' level of occupational burnout and their work engagement-based management. The result revealed that there is a significant relationship between the teacher-respondents level of occupational burnout and their work engagement-based management as to vigor dimension, dedication dimension, absorption dimension since the computed correlation values of 0.252, 0.250, and 0.287 with a corresponding significant value of <0.001 is lesser than 0.05 level of significance hence, the null hypothesis is rejected. This denotes that teachers' high level of occupational burnout may result to poor performance in work. In contrast, with high work engagement and effectiveness may result to a low level of occupational burnout.

#### IV. CONCLUSIONS

Teachers were exposed to high level of occupational burnout. However, they were not influenced by their age, highest educational attainment and length of service. Nevertheless, the teacher's work engagement- based management were found to be connected to the level of occupational burnout. Further, the teachers' high regard to their work engagement-based resulted to a high level of occupational burnout.

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