

Factors Affecting Social Science Teachers' Burnout in Selected State Universities in the Philippines

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ABSTRACT

This study aimed to find out the factors affecting Social Science teachers' burnout in selected State Universities in the Philippines in terms of job assignment, organizational, human relations, physical environment and out-of-school related factors. This study was also conducted to know the three distinct dimensions of burnout as experienced by the Social Science teachers with regard to reduced self-efficacy, exhaustion and pessimism and negativity towards others and work. There were 54 full-time Social Science teachers in selected State Universities in the Philippines who participated in this descriptive research. The Teacher Burnout Instrument (TBI) and the survey questionnaire determined the factors affecting Social Science teachers' burnout. Result revealed that the level of Social Science teacher burnout on the three components: Component 1-Reduced Self-Efficacy (M=45.25), Component 2-Exhaustion (M=26.39) and Component 3-Pessimism and Negativity Towards Others and Work (M=17.12) is within the average. Findings also show that while average burnout level appears to be tolerable, it may indicate a tendency for burnout to escalate to a more serious level and therefore need to addressed by the institutions (SUCs). And based on the identified factors affecting Social Science teachers, the Teacher Burnout Intervention Program (TBIP) is designed individual directed and organizational directed.

Introduction

The quality of teachers directly and indirectly shapes the future direction of an education system in a given country. For this reason, every society needs competent,

dedicated and innovative teachers who can develop and challenge students to make a difference in their lives and in the larger society in which they are parts of. However, teachers often find themselves dealing with a number of challenges inside and outside

the four walls of classrooms. Additionally, teachers also have their fair share of job stress and pressure in their workplace. For instance, teaching demands more time and energy but with fewer resources available brought about by social, political and economic constraints. As a result, teachers, in most cases encounter reality shock when gap between expectations and life in the classroom is realized, leading to “a syndrome of emotional exhaustion, depersonalization and reduced personal accomplishment” which Brouwers and Tomic, (2000), Friedman (2000) and Hastings et.al. (2004) defined as burnout.

Burnout is a stage of stress that many of the teachers potentially go through at different stages in their lives. But what causes burnout? In a recent study, Ghanizadeh and Jahedizadeh (2015) reviewed 30 studies regarding teacher burnout to find the most salient sources and ramifications of this syndrome. Age, work pressure, lack of parental interest, reduced self-esteem, unpleasant classroom environment, student disrespect, role overload, teacher misjudgment, student misbehavior, lack of shared decision-making, pedagogical barriers, demonization, pupil’s lack of motivation, personality types, role conflict, lack of sociability, lack of received mindfulness intervention, lack of time to prepare lessons, number of students, and poor aspirations were among the most detrimental sources of burnout. Several studies also indicated that teacher burnout is under the influence of a host of individual and organizational factors such as student misbehavior, demonization, lack of shared decision-making, workload, pedagogical barriers (Domenech & Gomez, 2010), self-efficacy (Evers, Brouwers, & Tomic, 2002; Skaalvik & Skaalvik, 2010), unpleasant emotions from judgments teachers make regarding student behaviors (Chang, 2009), role overload, work pressure, classroom environment, and self-esteem (Dorman, 2003), personality types and emotional intelligence (Unaldi, Bardakci, Dolas, & Arpaci, 2013), changes in teachers’ perceptions of classroom overload, students’

disruptive behavior and autonomous motivation (Fernet, Guay, Senecal, & Austin, 2012), and disrespect (Hastings & Bham, 2003).

To Dworkin (2001), it is imperative to explain burnout from both the psychological and sociological perspectives so that appropriate intervention program may be made at the personal and structural level. The observation set by Dworkin (2001) backed by dearth of studies explaining burnout as stress indicator helped shape this study. From psychological vantage point, burnout is a failure to cope with job stress (Dworkin, Saha & Hill, 2003) and thus manifests itself in emotional exhaustion which can then lead to loss of a sense of personal accomplishment and a tendency to depersonalize relations (Maslach & Jackson 1981). Due to the nature of a teachers’ role, (dealing with students), they tend to look at their students as indicators to measure their lost sense of accomplishment. Consequently, strategies to address burnout are individualistic, which intend to help teachers be more resilient and to better cope with stress.

In the sociological perspective, it is conceptualized as a form of alienation involving the dimensions described by Seeman (1959; 1975 in Signe, Rayce & Holstein, 2009) including “powerlessness” or the relative lack of control over the events on one’s life of work; “meaninglessness” or a sense that one’s actions and the social world in which one operates are either absurd or incomprehensible; “normlessness” or a “Durkheimian view” in which the rule will not provide one with socially desired ends, “isolation” or the sense that one is alone, perhaps unwelcome and but at least estranged from others, and “estrangement” reflecting two dimensions “cultural estrangement” and “self-estrangement.”

For the purpose of this study, the researcher utilized the psychological definition which views burnout as a failure to cope with stress and sociological definition which views burnout as the result

of the conjoined effects of powerlessness, meaninglessness, normlessness, isolation and estrangement. This research also focused on teachers, particularly the Social Science teachers as one of those who suffer from stress. When work stress results in teacher burnout, it can have serious consequences for the health, happiness, to the students, co-teachers and families they interact with everyday. To highlights teacher burnout which is sensitive to the present organizational milieu and to the culture of Filipino learners, this research made use of the instrument developed and validated by Batulan in 2003. The Teacher Burnout Intervention Program (TBIP) is develop based on the identified factors affecting Social Science teachers in the selected State Universities in the Philippines which may either individual or organization directed intervention program.

Purposes of the Research

This study aimed to determine the factors affecting Social Science teachers' burnout in selected State Universities in the Philippines as input to the development of an intervention program to address burnout among the teacher-respondents. Particularly, it sought to answer the following questions:

1. What is the level of burnout as experienced by the Social Science teachers in selected State Universities in the Philippines in terms of:
 - a. Reduced Self-Efficacy
 - b. Exhaustion
 - c. Pessimism and Negativity Towards Others and Work
2. What are factors affecting the level of burnout as experienced by the Social Science teachers in selected State Universities in the Philippines?
 - a. Job Assignment factors
 - b. Organizational factors

- c. Human Relation factors
 - d. Physical Environment factors
 - e. Out-of-School Related factors
3. What intervention program can be proposed for the Social Science teachers in the selected State Universities in the Philippines based on the results of the study?

Framework of the Study

There a numbers of factors associated with teacher burnout. These maybe categorized as job assignment factors, organizational factors (in a form of alienation including powerlessness, meaninglessness, normlessness, isolation and estrangement (Seeman, 1959, 1975 in Signe et al., 2009), human relation factors, physical environment factors and out-of-school related factors experienced by Social Science teachers, which are considered possible reasons of teacher burnout. Burnout may begin with exhaustion followed by reduced self-efficacy and then pessimistic views and negativity perceptions of teachers toward an assigned tasks. Eventually this may lead to a number of serious consequences.

Given the factors associated with the level of burnout, a burnout intervention program will be developed at the following levels: a) individual and b) organizational.

Methodology

Research Design

This study employed descriptive research design using quantitative method. This design was used to determine the factors affecting Social Science teachers burnout in the selected State Universities in the Philippines. Based on the results, the researcher proposed a teacher burnout intervention program for the Social Science teachers.

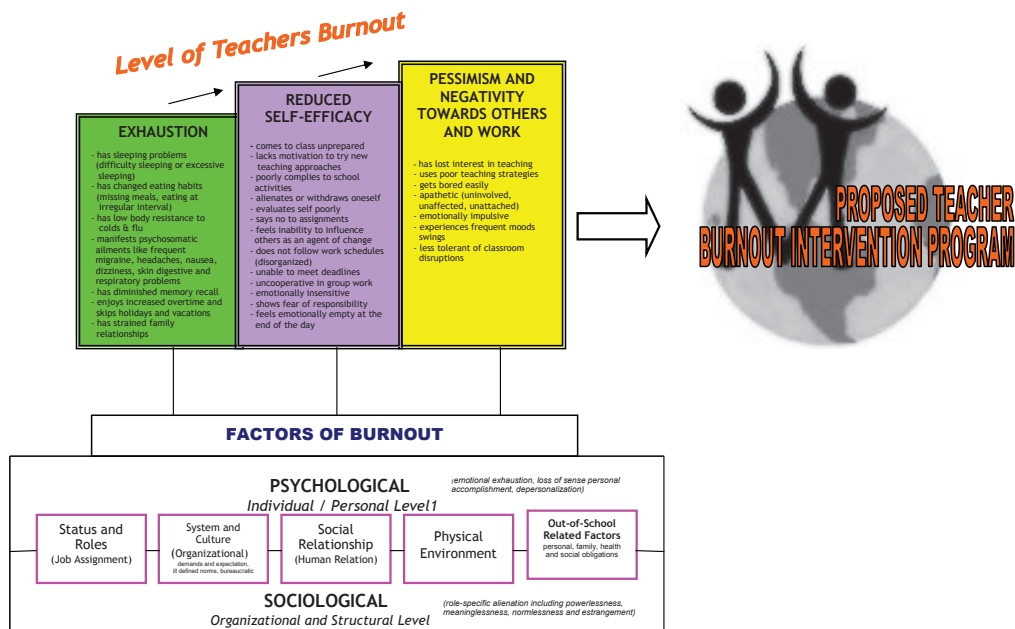


Figure 1. Factors Associated with the Level of Burnout among the Social Science Teachers

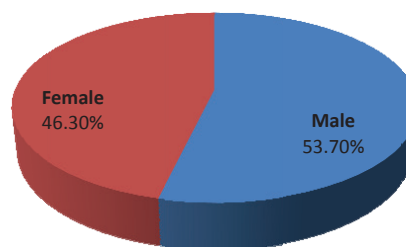
Social Science Teachers in Selected State Universities in the Philippines	Gender		Frequency	Percentage (%)
	Male	Female		
SUC 1 (PNU)	9	4	13	24.07
SUC 2 (RTU)	6	4	10	18.52
SUC 3 (EARIST)	8	4	12	22.22
SUC 4 (PUP)	3	5	8	14.81
SUC 5 (TUP)	3	8	11	20.37
Total	29	25	54	
	53.70%	46.30%	100%	

Participants

Purposive sampling, otherwise called the deliberate sampling, was utilized in the selection of the respondents. An individual is chosen as part of the sample because of good evidence that he is a representative of the total population (Calmorin and Calmorin, 1995).

The participants of the study is composed of fifty four full-time (54) Social Science teachers in selected State Universities in the Philippines who served as respondents, assuring them of the confidentiality of their responses, through a cover letter of the questionnaire to elicit honest answers.

Gender



Instruments

Two validated instrument were used to measure the factors affecting Social Science teachers' burnout in selected State Universities in the Philippines.

First, the level of burnout among the Social Science teachers in selected State Universities in the Philippines were assessed using the adapted questionnaire developed and validated by Batulan (2003) because its highlights teacher burnout sensitive to the present organizational set up of educational milieu and to the culture of Filipino teachers as well.

The Teacher Burnout Instrument (TBI) was composed of 46 items measured in 5 point rating scale. The items pertain to three distinct components namely: Component 1-Reduced Self-Efficacy which refers to the lowered perception or evaluation of one's self has 26 items; Component 2-Exhaustion which refers to physical, emotional and mental exhaustion has 12 items; and Component 3-Pessimism and Negativity Towards Others which refers to pessimistic views and negative perceptions of teachers towards others and assigned tasks, consists of 8 items. The items describe specific school situations or conditions as experienced by teachers that ask how frequent (always, oftentimes, sometimes, seldom or never) a respondent experienced or have felt the given situations in the past year or still experiencing at present.

The Teacher Burnout Instrument (TBI) was correlated with the adapted Maslach Burnout Inventory-Human Services Survey (MBI-HSS) to ascertain its convergent validity. It was also patterned after the three burnout subscales namely: emotional exhaustion, depersonalization, and reduced personal accomplishment. Each subscale of the three distinct components of burnout has reliability coefficients ranging from 0.75 to 0.92 which imply that the teacher burnout instrument has a high level of reliability (Batulan, 2003).

The second instrument was the survey questionnaire on the factors of burnout. This instrument explores both the personal and structural/organizational factors associated with burnout which composed

of sixty-three (63) statements that are often experienced in teaching profession. The statements are grouped into sets of five (5): a) job assignment factors with 17 statements; b) organizational factors with 27 statements; c) human relation factors with 10 statements and d) physical environment factors with 5 statements, on the other hand, out-of-school related factors were composed of 4 statements. Survey about the factors affecting Social Science teachers were used as basis in the development of the proposed teacher burnout intervention program.

Data Collection and Analysis

Upon the approval of the research proposal, permits were secured from the deans and heads of the selected State Universities to conduct the study. The actual survey was conducted using the validated questionnaire and observation to gather information on the factors affecting Social Science teachers' burnout in selected State Universities in the Philippines. The research instruments were retrieved just after the completion of the Social Science teacher respondents. The data analysis and interpretation were based on the responses of the Social Science teacher-respondents. The Statistical Package for Social Sciences (SPSS) Program was utilized in the treatment of data and the following descriptive statistics were used: frequency counts, percentages, ranking, mean and Pearson r (r). Then, preparing the proposed Teacher Burnout Intervention Program (TBIP) based on the findings of the study.

Results and Discussion

Through the greater demands on their time and energy, many teachers feel the pressure to do more work with fewer resources, while receiving fewer rewards and less recognition of their efforts. Psychologically, they may run the risk of experiencing more emotional exhaustion

Table 1*Level of the Social Science Teachers Burnout on Component 1-Reduced Self-Efficacy (N=54)*

	Items	Mean	Interpretation
3	I do not care about the school's prestige.	1.72	Seldom true of me
4	I find myself preparing less for my students.	1.83	Seldom true of me
7	I blame others (superiors, colleagues, students) for my failures (low evaluations, conflicts in school, inability to finish studies).	1.57	Seldom true of me
8	I find myself competing with my colleagues rather than cooperating with them.	1.65	Seldom true of me
9	I do not feel motivated to explore new approaches in my teaching.	1.70	Seldom true of me
10	I feel I should not be responsible for looking for funds or on improving school standing.	2.13	Seldom true of me
12	I have felt that I am even better than my superior.	1.98	Seldom true of me
13	I have become overly critical of others lately.	1.83	Seldom true of me
16	I rigidly enforce rules without room for any considerations.	1.83	Seldom true of me
17	I do not bother to inform my colleagues whenever there are policy changes that might affect them.	1.72	Seldom true of me
20	I do not care if parents rally against school administrators.	1.74	Seldom true of me
21	I fear greatly parent-teacher conferences for fear of being blamed for students' low academic performance.	1.43**	Never true of me
22	I cannot wait to leave the school at the end of the day.	1.80	Seldom true of me
25	I hate to interact with colleagues because they often disagree with me.	1.67	Seldom true of me
26	I have been putting off work, thus I cannot meet deadlines.	1.83	Seldom true of me
27	Attending in-service seminars does not make me feel more competent.	1.85	Seldom true of me
30	I feel under qualified for my teaching assignments despite my academic preparations.	1.67	Seldom true of me
31	I find myself talking about superior's incompetence or students' foolishness to colleagues.	1.61	Seldom true of me
34	At the end of the working day, I feel empty as if I have done nothing worthwhile.	1.72	Seldom true of me
35	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.	1.44	Never true of me
38	My students suffer from consequences of my anger caused by my disillusioned over my career.	1.44	Never true of me
39	I have been declining assignments, offered to me for fear that I might not be able to live up to others' expectations.	1.56	Seldom true of me
40	I do not want to take the responsibility for the failures of my students.	1.59	Seldom true of me
42	I am not consulted in policy-making though I am duty bound to implement them.	2.17*	Seldom true of me
44	I do not participate in school decisions.	1.83	Seldom true of me
45	I have "mañana" habit.	1.94	Seldom true of me
	<i>Total</i>	<i>45.25</i>	<i>AVERAGE BURNOUT</i>

Legend: 4.50-5.00 Always true of me; 3.50-4.49 Oftentimes true of me; 2.50-3.49 Sometimes true of me; 1.50-2.49 Seldom true of me; 1:00- 1.49 Never true of me

* - item with the highest mean

** - item with the lowest mean

and sociologically, a sense of alienation from their work lives and in the end may result in burnout.

It is along this premise that the main purpose of this study was to determine the factors affecting Social Science teachers'

burnout in selected State Universities in the Philippines and to develop an intervention program to address burnout among the teacher-respondents.

1. The level of burnout as experienced by the Social Science teachers in selected

State Universities in the Philippines in terms of:

A. *Reduced Self-Efficacy*

An examination of Table 1 reveals that the general level of burnout as experienced by Social Science teachers in the selected State Universities in the Philippines with regard to Component 1-Reduced Self-Efficacy were found to be having an **average** level of burnout as indicated by a mean score of 45.25. The findings also show that there were 23 items in Component 1-Reduced Self-Efficacy that were rated Seldom true of me and 3 items were rated Never true of me. A person with reduced self-efficacy has lower evaluation of one's self, confidence to perform specific tasks and ability to cope with the challenging or threatening demands of teaching. Since the interpretation for Reduced Self-Efficacy among teachers is average (range is from very high burn out to high, average and very low) this means that Social Science teachers may still feel the sense of achievement and satisfaction in their work and in other things that they do. It is possible that they still have moderate feeling of self-efficacy.

The item with the highest mean (2.17, seldom true of me) is Item 42, I am not consulted in policy-making though I am duty bound to implement them. The score means that not being consulted in the policy-making is one contributory factor of Social Science teachers' burnout in Component 1-Reduced Self-Efficacy.

According to Chiou & Wan (2007) it appears that self-efficacy appears highly related to task experience. This relation could be evaluated by testing individuals to see if they gain more confidence after successfully performing specific tasks (Bandura 1997, in Chiou & Wan (2007). Thus,

task experience may provide a crucial source of information for individuals to judge their self-efficacy in relation to a specific task. More specifically, positive task experience may enhance an individual's self-efficacy, whereas negative task experience may lessen it (Bandura, 1997; Bandura & Locke, 2003 in Chiou & Wan, 2007).

It can be inferred that the Social Science teachers in the selected State Universities in the Philippines still have a high perception or evaluation of one's self, particularly one's competence and one's ability to cope with challenging or threatening demands of teaching profession. They do not feel alienated in their work. In addition, they are willing to be involved in the policy-making so that their voices can be heard, shared their ideas for the achievement of the mission and vision of the selected State Universities. This result shows that since the interpretation for Reduced Self-Efficacy among teachers is average (range is from very high burn out to high, average and very low) this means that Social Science teachers may still feel the sense of achievement and satisfaction in their work and in other things that they do.

B. *Exhaustion*

It can be gleaned from Table 2, that the general level of teacher burnout on Component 2-Exhaustion as experienced by the Social Science teachers in the selected State Universities is average with a grand mean of 26.39. A closer look at the table shows that out of the twelve items under Component 2, 1 item was rated Sometimes true of me and 11 items were rated Seldom true of me.

Table 2*Level of the Social Science Teachers Burnout on Component 2-Exhaustion (N=54)*

	<i>Items</i>	<i>Mean</i>	<i>Interpretation</i>
2	With so many assigned roles in school, there are countless things going through my mind that I can hardly sleep.	2.67*	Sometimes true of me
6	I have difficulty going to sleep because of too much pressure from day-to-day workload.	2.15	Seldom true of me
11	I have been eating meals at irregular intervals lately.	2.41	Seldom true of me
15	I find myself continually having no time (or little time) for food breaks (i.e. coffee or tea breaks).	2.11	Seldom true of me
19	My recurrent colds and flu maybe brought about by too much work in school.	2.13	Seldom true of me
24	Due to over work preoccupation in school, I tend to forget personal concerns (i.e. birthdays, anniversaries, payment of bills) or professional appointments.	2.26	Seldom true of me
29	I use lunch breaks to catch up with paper work in school.	2.43	Seldom true of me
33	I feel totally indispensable to school that I hardly say no to working on scheduled vacations and/or weekends.	2.06	Seldom true of me
37	The many committee work, class preparations and meetings I have to attend cost my health.	1.78**	Seldom true of me
41	I miss out eating meals due to urgent meetings or unexpected demands.	2.20	Seldom true of me
43	After working for the whole day, I tend to oversleep.	2.17	Seldom true of me
46	Too much school responsibilities in school keep me from having quality time for my family.	2.02	Seldom true of me
	<i>Total</i>	26.39	<i>AVERAGE BURNOUT</i>

Legend: 4.50-5.00 Always true of me; 3.50-4.49 Oftentimes true of me; 2.50-3.49 Sometimes true of me; 1.50-2.49 Seldom true of me; 1.00-1.49 Never true of me

* - item with the highest mean

** - item with the lowest mean

Teachers exhibit emotional exhaustion when they feel they can no longer extend themselves to students as they as they once did (Evers, Brouwers, & Tomic, 2002; Maslach & Jackson, 1986; Schwab & Iwaniki, 1982 in Gaitan, 2009). Since the interpretation is only average within the range of high-low burnout, this means that the Social Science teachers still possess sufficient physical, emotional and mental stability needed to cope with the demands of teaching. They can still think of alternatives to resolve the challenges and problems in their present situation. They can still function despite the daily and necessary demands of their jobs and did not get easily irritated nor show impatience. This also mean that the Social Science teachers were not too emotionally exhausted.

In this study, Item 2, With so many assigned roles in school, there are countless things going through my mind that I can hardly sleep, got the highest mean of 2.67, interpreted as sometimes true of me. This means that the many assigned and varied roles in school is the dominant manifestation of Exhaustion.

This finding was in line with the result of the study of Limos (2009) in Component 2-Exhaustion where her study was also found out that the various roles that the teachers have in school is the most prevalent cause of their exhaustion with a mean of 3.45 interpreted as sometimes true of me. Similarly, the study of Ocampo (2008) showed that the psychological labor involved in emotional regulation can sometimes lead to burnout, especially in the service profession. There are time when the pressure to put your best face

forward for students, while enduring other source of stress, is enough to enable the most dedicated educator's resolve. That's when it's time to take a new look at managing the psychological trials of school life.

C. Pessimism and Negativity Towards Others and Work

The level of burnout under Component 3-Pessimism and Negativity Towards Others and Work of all Social Science teachers in selected State Universities also fall under the average level of burnout with a grand mean of 17.12. As indicated the Social Science teacher respondents perceived 7 items as Seldom true of me and 1 item was rated as Sometimes true of me.

The result means that the Social Science teachers have an average level of burnout as to the pessimistic views and negative perceptions of Social Science teachers toward assigned tasks. Since their level is merely average, teachers did not develop negative, cynical attitudes

towards students and other people and did not develop feeling of insecurity towards their position. They still develop confidence and positive attitude to cope with the teaching profession.

The item with the highest mean (3.15, sometimes true of me) is **Item 1, I easily flare-up when hearing students foul language or impolite responses.** This means that hearing students' foul language or impolite responses is the highest manifestation of teacher burnout in Component 3-Pessimism and Negativity towards Others and Work among the Social Science teachers in the selected State Universities in the Philippines.

It was also emphasized in Obias' (2005) study that even though employees have been constantly cautioned to separate personal life from professional, such problems are unconsciously manifested. This situation is very important in the case of teachers who are expected to be role models at all times. Students may assimilate the

Table 3

Level of the Social Science Teachers Burnout on Component 3-Pessimism and Negativity Towards Others and Work (N=54)

	Items	Mean	Interpretation
1	I easily flare-up when hearing students foul language or impolite responses	3.15*	Sometimes true of me
5	I become indifferent to my student's inattentiveness and lack of interest in schoolwork.	2.28	Seldom true of me
14	My mood easily changes from time to time.	2.06	Seldom true of me
18	I find it difficult to control my anger whenever I am notified of an unsatisfactory performance.	1.85	Seldom true of me
23	I have been quite some time since I experienced much enthusiasm in teaching.	2.39	Seldom true of me
28	I feel helpless in the midst of unruly students.	1.59**	Seldom true of me
32	Any form of classroom disruptions (i.e. announcements, urgent meetings, student tardiness, fire drills) is intolerable to me.	1.76	Seldom true of me
36	I cannot stand long conversations.	2.04	Seldom true of me
	<i>Total</i>	<i>17.12</i>	<i>AVERAGE BURNOUT</i>

Legend: 4.50-5.00 Always true of me; 3.50-4.49 Oftentimes true of me; 2.50-3.49 Sometimes true of me; 1.50-2.49 Seldom true of me; 1.00-1.49 Never true of me

* - item with the highest mean

** - item with the lowest mean

Table 4

Summary of the General Level of Burnout as Experienced by the Social Science Teachers in Selected State Universities in the Philippines

Respondents	LEVEL OF BURNOUT					
	Component 1		Component 2		Component 3	
	Reduced Self-Efficacy		Exhaustion		Pessimism and Negativity towards Others and Works	
	Mean Score in the TBI	Interpretation	Mean Score in the TBI	Interpretation	Mean Score in the TBI	Interpretation
Social Science Teachers	45.25	Average Level of Burnout	26.39	Average Level of Burnout	17.12	Average Level of Burnout

negative behavior of the teacher, which is the indirect effect of poor management and supervision.

This study shows that the Social Science teachers in the selected State Universities still impose and maintain the discipline inside the classroom. They still possess the specific skills to successfully manage the classroom. It could also be inferred from the findings that under Component 3-Pessimism and Negativity towards Others and Work, Social Science teachers with an average burnout, still did not develop negative, cynical attitudes towards students and other people and did not develop feeling of insecurity towards their position. They still show effectiveness and capability to face and perform their assigned work with great energy and courage with positive mind and optimism.

Table 4 shows that the level of Social Science teacher burnout on the three components: Component 1-Reduced Self-Efficacy (45.25), Component 2-Exhaustion (26.39) and Component 3-Pessimism and Negativity Towards Others and Work (17.12) were all average.

Even the general level of burnout as experienced by all Social Science teachers in selected State Universities in the Philippines with regard to the three distinct components of burnout were

found to be having an average level, the findings also tend to indicate that burnout is already present among the Social Science teachers and this may also escalate to a more serious level of burnout if not given proper attention and preventive measures must have to be taken.

2. Factors affecting the level of burnout as experienced by the Social Science teachers in selected State Universities in the Philippines (*Job Assignment, Organizational, Human Relation, Physical Environment and Out-of-School Related factors*)

Teacher burnout is frequently attributed to an individual's experience, educational background, gender and some other inherent personality characteristics. However, there exists a big potential that certain working conditions have a significant role to influence the Social Science teachers to both the personal and structural/organizational factors associated with burnout.

Table 5 shows the summary of the responses on the different factors that may affect to Social Science teacher burnout in the selected State Universities in the Philippines.

With an overall mean (\bar{x}) of **2.99** implies that the different factors

Table 5*Summary of Responses of the Social Science Teachers on the Different Factors of Burnout (N = 54)*

Different Factors of Burnout	\bar{x}	Interpretation	Rank
A. Job Assignment Factors	2.61	Moderately Stressful (MS)	5
B. Organizational Factors	3.00	Moderately Stressful (MS)	3
C. Human Relation Factors	3.09	Moderately Stressful (MS)	2
D. Physical Environment Factors	3.59	Very Stressful (VS)	1
E. Out-of-School Related Factors	2.67	Moderately Stressful (MS)	4
Grand Mean	2.99	Moderately Stressful (MS)	

Legend: 4.50-5.00 Extremely Stressful (ES); 3.50-4.49 Very Stressful (VS); 2.50-3.49 Moderately Stressful (MS); 1.50-2.49 Fairly Stressful (FS); 1:00-1.49 Not Stressful (NS)

Table 6*Correlation of Component 1-Reduced Self-Efficacy and the Factors of Social Science Teachers Burnout*

Level of Burnout	Factors of Burnout	<i>r</i>	Sig.	Interpretation
Component 1 REDUCED SELF-EFFICACY	Job Assignment Factors	.127	.360	Not Significant
	Organizational Factors	-.011	.938	Not Significant
	Human Relation Factors	-.064	.646	Not Significant
	Physical Environment Factors	-.190	.168	Not Significant
	Out-of-School Related Factors	.130	.349	Not Significant

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

of burnout, in general, makes the Social Science teacher-respondents Moderately Stressful (MS). Physical environment factors with the highest mean of 3.59 (VS) ranked first, human relation factors, with a grand mean of 3.09 (MS) ranked second, organizational factors, with a grand mean of 3.00 (MS) ranked third, out-of-school related factors with a grand mean of 2.67 (MS) ranked fourth and job assignment factors with a grand mean of 2.61 (MS) ranked fifth. This implies that the Social Science teachers as they acquire years in the teaching profession they become more confident to perform their job. They also become more confident and understand better their duties and responsibilities as teachers.

Table 6 shows that the data signifies that all the computed *r* values were not sufficient enough to categorically state that the factors of burnout such as job assignment, organizational, human relation, physical environment and out-of-school related factors have relation to Social Science teacher burnout under Component 1-Reduced Self-Efficacy. This means that no factors of burnout are significantly related to the level of Social Science teachers' burnout on Component 1-Reduced Self-Efficacy. In other words, factors of burnout do not affect Social Science teachers' burnout in certain aspects.

Table 7*Correlation of Component 2 Exhaustion and the Factors of Social Science Teachers Burnout*

Level of Burnout	Factors of Burnout	<i>r</i>	Sig.	Interpretation
Component 2 EXHAUSTION	Job Assignment Factors	.589**	.000	Significant
	Organizational Factors	.497**	.000	Significant
	Human Relation Factors	.498**	.000	Significant
	Physical Environment Factors	.480**	.000	Significant
	Out-of-School Related Factors	.454**	.001	Significant

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

Table 8*Correlation of Component 3-Pessimism and Negativity Towards Others and Work and the Factors of Social Science Teachers Burnout*

Level of Burnout	Factors of Burnout	<i>r</i>	Sig	Interpretation
Component 3 PESSIMISM AND NEGATIVITY TO- WARDS OTHERS AND WORK	Job Assignment Factors	.491**	.000	Significant
	Organizational Factors	.408**	.002	Significant
	Human Relation Factors	.396**	.003	Significant
	Physical Environment Factors	.227	.099	Significant
	Out-of-School Related Factors	.362**	.007	Significant

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

Table 7 shows that the factors of burnout such as job assignment, organizational, human relation, physical environment and out-of-school related factors have significant relationship with the Social Science teachers' burnout under Component 2-Exhaustion. In other words, factors of burnout affect Social Science teachers' burnout in certain aspects. The result of this study is related to the study of Munsayac (2009) where she found out in her study that the relationship between level of burnout and job-related stressors, job conditions ($r = -.486$) is significantly related to burnout in terms of emotional exhaustion.

Table 8 shows that the findings reflect that job assignment, organizational, human relation and out-of-school related factors have significant relationship with teacher burnout under Component 3-Pessimism and Negativity towards Others and Works.

This implies that the factors of burnout may affect the pessimistic views and negative perceptions of the Social Science teachers towards others and assigned tasks. The result of this study is related in the study of Munsayac (2009) where she found out that in relationship between level of burnout and job-related stressors, job conditions ($r = -.391$) is significantly related to burnout in terms of depersonalization equivalent to pessimism and negativity towards others and work, in this study.

3. A Proposed Teacher Burnout Intervention Program for the Social Science Teachers in the Selected State Universities in the Philippines

I. Program Description

The Teacher Burnout Intervention Program (TBIP) is being proposed to address the phenomenon of burnout among Social science teachers both at the

personal level and at the organizational/ structural levels. This Teacher Burnout Intervention Program (TBIP) for the Social Science teachers considered the three distinct dimensions of burnout namely: Component 1- Reduced Self-Efficacy, Component 2-Exhaustion and Component 3-Pessimism and Negativity Towards Others and Work. The program also takes into consideration the findings of the study particularly the significant association of Job assignment factors, organizational factors, human relation factors, physical environment factors and out-of-school related factors to Component 2-Exhaustion and Component 3-Pessimism and Negativity Towards Others and Work.

II. Program Rationale

Social Science teachers in the tertiary level are expected not only to deliver the content knowledge of their disciplines and areas but are likewise expected to develop the necessary values and dispositions of the students who can influence significant change in society. In this light, teachers are expected to meet the political, socio-cultural demands of the disciplines. Students need to be “agent of change”, a tall order for teachers who are “exhausted”, “pessimistic” and “does not have the opportunity to participate in decision making”. If their social situation and condition will not allow them to become otherwise, how will the Social Science teacher promote critical mind, empowerment and personal and national pride - all these values which are critical domains of the social sciences. It is important therefore that an intervention program be developed which will address these burning issues of burn out among teachers.

The proposed burnout intervention program is also necessary because most of the State Universities

have limited time and resources to provide comprehensive individual support for teachers especially for the Social Science teachers who are suffering or might suffer from varying level of burnout. It is therefore important to address the phenomenon of burnout both at the individual and at the institutional levels.

III. Working Assumptions of the Program

This proposed intervention program rests on the following assumptions:

1. Burnout, whether it is considered a syndrome or a phenomenon should be given proper attention because it affects the performance level of the individuals.
2. Burnout has both psychological (individualistic) and social structural (organization/ structural) roots.
3. While average burn out level appears to be tolerable, it may indicate a tendency for the burn out escalate to a more serious level and therefore needs to be addressed.
4. Intervention programs may either be individual directed or organization directed. Most intervention programs are individual directed because of the belief that it is not only easier to change people than organizations or systems but less costly as well. This intervention program attempts to address both.
5. There are a number of strategies and activities that may be used in individual directed intervention program. With the organization directed program, intervention may come in the form of policy and programs.

IV. Goal of the Program

Based on the identified factors affecting Social Science teachers burnout in the selected State Universities in the Philippines, this teacher burnout intervention program (TBIP) is hereby designed. Specifically, it aims to:

1. reduce and minimize experiences of burn out among Social Science teachers

2. develop strategies on managing teacher burnout at the personal and organizational levels

3. recommend appropriate programs and policies to address burnout among Social Science teachers

V. The Teacher Burnout Intervention Program (TBIP): Content and Framework

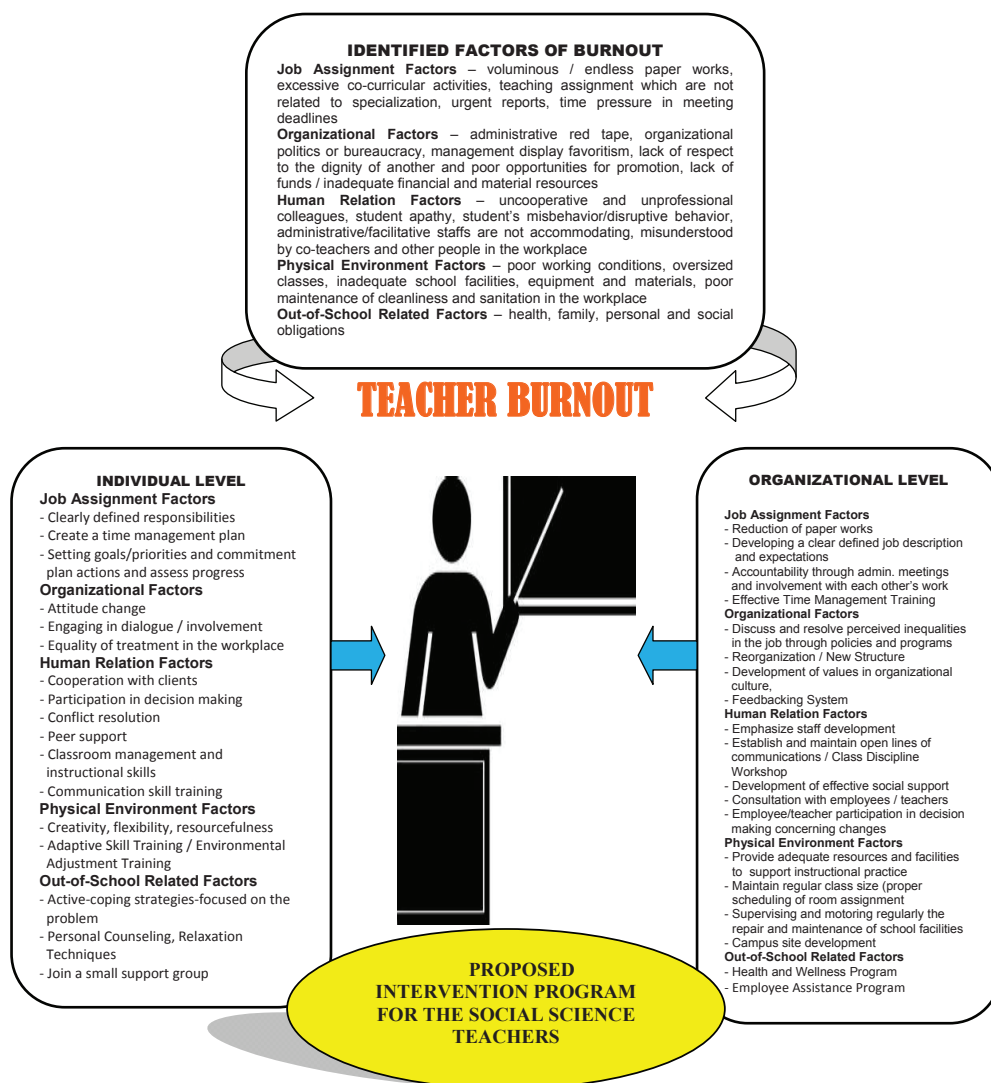


Figure 2. TBIP: Individual/ Personal and Organizational Level

*Note: The Teacher Burnout Intervention Program (TBIP) only shows the content and framework of the program. Please see the Appendix for details

Conclusion and Recommendations

This study aimed to determine the factors affecting Social Science Teachers' Burnout in Selected State Universities in the Philippines as inputs to the development of an intervention program to address burnout among teacher-respondents.

In summary, the Social Science teachers' perception on the general level of burnout in the selected State Universities in the National Capital Region (NCR) in the three distinct components: Component 1-Reduced Self-Efficacy, Component 2-Exhaustion and Component 3-Pessimism and Negativity Towards Others and Work as measured by the Teacher Burnout Instrument (TBI) was found to be average. With an overall mean () of 2.99 implies that the different factors of burnout, in general, makes the Social Science teacher-respondents Moderately Stressful (MS). The identified factors of burnout are job assignment, organizational, human relation, physical environment and out-of-school related factors have individual/personal and organizational dimension. Factor such as job assignment may appear to be at the personal level, which means that "inability to perform a job assignment" can be attributed to the individual. But it is also possible that assignment of job that causes burn out maybe attributed to poor the organization's poor system of job assignment such as "teaching assignment not related to specialization", a product of mismatch. The factors such as job assignment, organizational, human relation, physical environment and out-of-school related factors are not significantly associated with the level of Social Science teachers' burnout on Component 1-Reduced Self-Efficacy. However, job assignment, organizational, human relation, physical environment and out-of-school related factors are significantly associated with the level of Social Science teachers' burnout on Component 2-Exhaustion and on Component 3-Pessimism and Negativity Towards Others and Work.

The over-all research concluded that the while Social Science teachers in the selected State Universities in the Philippines may have experienced burnout only on the average, it is important that burnout among teachers be addressed by the Institutions (SCUs) through a comprehensive intervention program to avoid further escalation of the level of burnout to either "high burnout" or "very high burnout". It is also important to address burnout at an earlier stage of manifestation. Both personal and situational factors are significant in the study of burnout. Burnout behavior and or phenomenon be analyzed and understood from both the individual (psychological) and organizational/structural (sociological) point of view. This means that burnout should not only be understood in terms of individual's inability to cope with the pressures but also in terms of its organizational and structural roots. Similarly, proposed intervention program to be implemented should have multidimensional (both personal and organizational) dimensions. It means that the program should incorporate activities which will capacitate individual to effect change.

It is also recommended that the state universities should adapt the proposed Teacher Burnout Intervention Program (TBIP) taking into considerations the factors affecting Social Science teachers' burnout and look into suitable strategies or activities both for individual and for the organization in their institutions (SUC 1-SUC 5). The proposed burnout intervention program is also necessary because most of the State Universities have limited time and resources to provide comprehensive individual support for teachers especially for the Social Science teachers who are suffering or might suffer from varying level of burnout. Moreover, the researcher recommended the following: 1) individual/personal - setting goals/priorities and commitment, engaging in dialogue/involvement or participation in decision-making, equal treatment, conflict

resolution, environmental adjustment, active coping strategies; 2) organizational - developing a clear defined job description and expectation, accountability, discuss and resolve perceived inequalities in the job through policies and programs, establish open lines of communications, feedbacking system, emphasize staff development, provide adequate resources and facilities to support instructional practice, health programs; 3) the teacher burnout intervention program formulated should be sent to the selected state universities in the National Capital Region (NCR) for consideration and possible implementation. 4) a similar study may be replicated with larger Social Science teachers' population to determine whether the correlation will hold strong for large sample size including teachers who teach in other subjects to see whether the factors of burnout affect the result or not; 5) it is also recommended that qualitative research be conducted like interview to the topic therein in order to better verify and validate the finding of the present study; 6) further study on burnout research that will look into the relationship between intelligence and stress and burnout; 7) further study on burnout among teachers who have exited or left the profession may be done to ascertain whether or not burnout was a contributing factor on their decision to leave.

Whether burnout is considered a syndrome or a phenomenon, it should be given proper attention because it will affect the performance of the teachers. In tertiary level, they are not only expected to deliver the content knowledge but also the political, socio-cultural demands of the discipline. While Social Science teachers' burnout is in the average level, there is a tendency to escalate it to a more serious level to either high burnout or very high burnout. Intervention program may either be individual directed or organization directed. Most of the intervention program are individual directed because of the belief that it is not only easier to change people but less costly as well than organizations or

systems. However, this intervention program attempts to address both.

Finally, this research also envisions to study burnout among the administrators, deans, heads and even presidents of the different state universities in the Philippines and also in other Asian universities. Future researchers may also widen the scope of similar studies by doing comparative studies between private and public universities in the Philippines.



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APPENDICES

Appendix A

For the purpose of interpreting the level of burnout

Scale	Verbal Interpretation	Interval
5	ALWAYS true of me	(81-100% of the time)
4	OFTENTIMES true of me	(61-80% of the time)
3	SOMETIMES true of me	(41-60% of the time)
2	SELDOM true of me	(21-40% of the time)
1	NEVER true of me	(0-20% of the time)

Appendix B

For interpreting the factors of burnout

Scale	Verbal Interpretation	Interval
5	Extremely Stressful (ES)	4.50 – 5.00
4	Very Stressful (VS)	3.50 – 4.49
3	Moderately Stressful (MS)	2.50 – 3.49
2	Fairly Stressful (FS)	1.50 – 2.49
1	Not Stressful (NS)	1.00 – 1.49

The Proposed Teacher Burnout Intervention Program (TBIP)

General Level of Social Science Teachers Burnout in the Selected State Universities in the NCR		Factors of Burnout	THE PROPOSED TEACHER BURNOUT INTERVENTION PROGRAM				Characteristics of Highly Performing Social Science Teachers
Mean Score in the TBI	Interpretation		Objectives	Methods / Strategies / Activities / Training / Workshop / Program	Time Frame	Clientele	
Component 1 Reduced Self-Efficacy N=54	AVERAGE Level of Burnout	A. Job Assessment Factors - the task performed by the Social Science teachers in the selected State Universities which caused heating up, boiling and eventually exploding to burnout.					
Component 2 Exhaustion N=54	AVERAGE Level of Burnout	1. Voluminous / endless paper work / Urgent reports / time pressure in meeting deadlines (e.g. submission of grades, evaluation forms, etc.	System / Administration To help teachers especially the Social Science teachers to better utilize time	TRAININGS Effective Time Management Training Suggested topics to be discussed: <ul style="list-style-type: none"> Record and Analyze your Time Effective Use of Time Delegate Running an Effective Meeting Plan your Time <i>Record And Analyze What Did You Do Yesterday?</i> <ol style="list-style-type: none"> Take a piece of paper (diary, planner or spreadsheet). Divide your working day into half hour intervals (include travelling time & breaks). For each half hour interval indicate the activity you where involved in. Highlight in: <ul style="list-style-type: none"> Red activities not helpful in meeting your objectives. 	Beginning of the semester	Social Science teachers, Heads, Administrators Invited resource person/ facilitator	Spending time wisely Well-planned life style
Component 3 Pessimism and Negativity Towards Others and Work N=54	AVERAGE Level of Burnout						

- Orange marginal activities i.e. travelling, waiting, lunch etc.
- Yellow time spent in planning or thinking.
- Green activities helpful in meeting your objectives.

5. You can now see at a glance how you use your time.
6. From now on record what you do when you plan it or when it occurs.
7. Review weekly how you spend your time.

Effective Use of Time

1. Concentrate on being effective, not on being busy.
2. Avoid **red activities** (time spent which is not helpful in meeting your objectives). Analyze the root cause for each of these and avoid, eliminate or minimize this waste of your time.
3. Don't do the work of others, unless you chose to do so (e.g. to understand the problems or to show others etc.)
4. Delegate effectively
5. Effective Meetings
6. Be decisive.
Evaluate, assess the risks and decide the next course of action.
7. Do it now. Don't procrastinate; break up tasks so they are achievable.
8. Give realistic promises.
9. Learn to say 'No'.
Direct people to owner of a problem or explain why you are not dealing with it.
10. Avoid perfectionism. Seek a quality solution (fit for purpose) which is cost effective.
11. Avoid clutter. **Act - Bin - Refer - File**. Only file if you need the information and it is not readily available elsewhere.
12. Consolidate your time. Large size bites are excellent, hourly chunks are ideal.
13. Control interruptions / distractions. Find somewhere where you can think and plan.
14. Orange time (marginal time) should be used wisely. Remember relaxation and breaks are essential but this time could also be used for thinking and planning. The choice is yours.
15. Don't spend endless time reordering 'to do lists'.
When a task is complete just cross it out.
16. Look at your aims / responsibilities and identify your

				<p>key goals (10 max.).</p> <p><i>Plan Your Time.</i></p> <p>The principles being :</p> <ol style="list-style-type: none"> 1. To concentrate on being effective, not on being busy. 2. To minimize wasted time. 3. The priorities being your key goals and objectives. 4. Plan in bite sized chunks. 5. Break complicated or difficult tasks into achievable elements or steps. The first step could be to investigate. 6. Identify the right time for each activity, for you and others? 7. Leave time free for the unexpected! You can always use it! This may be as much as 50% of your time. 8. Establish routines and patterns of work to improve efficiency. <p><i>Using a diary, planner or spreadsheet allocate time to:</i></p> <ul style="list-style-type: none"> • Activities that you have committed to i.e. appointments, meetings and holidays. • The urgent or desperate tasks but ensure you delegate these where appropriate and look for the route cause. Rearrange committed activities if required. • Achievable tasks. • Thinking and planning. Take time to dream! <p><small>Source: http://www.training-management.info/time.htm</small></p>			
			<p><i>Individual</i></p> <p>To enable the Social Science teachers to plan schedule and to manage time effectively</p>	<p>ACTIVITIES</p> <p>The following are the time management activities that will help the teachers especially the Social Science teachers to control their time and their workload more efficiently:</p> <ol style="list-style-type: none"> 1. Plan - create a week-plan with all your scheduled activities, deadlines, resources and the time required to accomplish each. Mark 2-3 goals for the week together with your top three priority tasks that will help you meet those goals. 2. Categorize - organize your week-plan into categories. 3. Record your time - record all your activities for the whole week; all of them, planned ones, routine ones and the time spent on each of them. 	Whole year round	Social Science teachers, Co-teachers Invented resource person/facilitator	Social Science teachers learn how to manage time wisely Social Science teachers will also achieve more, have

				<p>4. Analyze Use of Time - at the end of the week analyze your records. Track your accomplishments as well as the unfinished tasks.</p> <p>5. Draw Conclusions and Implement - once you have identified the exact time spent for each task, its source and priority, try to decide where you could cut some time and where you would like to add more.</p> <p>6. Create a time management plan -build in time to delegate.</p> <p>7. Recognize obstacles - Assess your unfinished tasks and your unmet objectives and find out why you failed to complete them.</p> <p>Source: http://www.managementskillsadvisor.com/time-management-activities.html</p> <p>Other Helpful Suggestions:</p> <p><i>Ways to Protect your Time</i></p> <ul style="list-style-type: none"> • Remember your priorities • Keep planned visits short and on schedule • Discourage drop-in visits • Rearrange furniture to put yourself in a stronger physical position • Don't automatically be available for telephone calls that are not an urgent nature • Turn off your cell phone • Don't encourage interruptions • Resist reading junk mail • Set up a file system with your important everyday categories as labels for each file • Handle paper once and place important items in your file system • Schedule time for what you WANT to get done!!! <p><i>Ways to Change your Time Management</i></p> <ul style="list-style-type: none"> • Identify your bad habit • Identify a support group or individual to help keep you focused • Begin your new behavior • Practice the new behavior long enough until it becomes established 			<p>more free time, overcome procrastination, lead a balance life, meet deadlines and reduce stress</p>
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					Administrators/ Department Heads	Maintain discipline in accepting co- curricular activities	
2. Excessive co-curricular activities	System / Administration To be informed about accepting duties and responsibilities	<p>Strategies:</p> <p>1. Administration should have guidelines that every member of the faculty may be required to accept extra-curricular work or assignment as part of his /her regular duties as long as it does not prejudice his /her teaching work like:</p> <ol style="list-style-type: none"> a. advising student organizations b. academic advising c. thesis/dissertation advising, etc. <p>2. The administrator or the head can also hire a part-time faculty to handle extra-curricular activities.</p>	Beginning of the semester				
	Individual Know how to involve in setting goals/ priorities and to make commitment	<p>WORKSHOP</p> <p>Setting Goals / Priorities and Commitment</p> <p>Suggested topics to be discussed:</p> <ul style="list-style-type: none"> • Role of administrators and teachers especially the Social Science teachers in setting goals /priorities • How to establish a control system that will assure goal / priorities achievement • What is commitment? Is commitment possible? • Management styles that influenced commitment • Sample case study and what to do about it. <p><i>Other Helpful suggestions:</i></p> <p>Ways to say "No and mean it</p> <ul style="list-style-type: none"> • Use your schedule • Tell them why • Be honest but firm • Provide options • know why before saying "yes" • Don't feel obligated 	Beginning of the semester	Social Science teachers, Co- teachers Heads Invited resource person / facilitator	Set goals / priorities and become a committed teachers especially the Social Science teachers in the teaching profession		

3. Teaching assignment which are not related to specialization	System/ Administration and Individual	To enable the teachers especially the Social Science teachers to teach workloads effectively	STRATEGIES 1. Teaching assignments shall be given based on the faculty's major field of specialization or area of concentration. Furthermore, faculty members should be ingenious, innovative and resourceful so as to make his/her subject matter interesting and engaging. 2. Regularly engage in the process of professional growth / professional upgrading through attending or participating in other continuing education activities or provide options and support for career development or career advancement 3. Stay abreast of current trends and information through activities such as reading professional journals, observing co-teachers and collaborating with colleagues. 4. Consult with colleagues within the university to support their own development as lifelong learners. 5. Seek information, assistance and ideas about the practices from a variety of sources in an effort to improve classroom performance.	Whole Year Round	Administrators Department Heads / Deans Social Science Teachers Co- teachers	Teach workloads effectively to students	

		Factors of Burnout	Objectives	Methods / Strategies / Activities / Training / Workshop / Program	Time Frame	Clientele	Characteristics of Highly Performing Social Science Teachers
		<p>B. Organizational Factors - refer to the demands and to the system in the organization experienced by the Social Science teachers in the selected State Universities in the National Capital Region (NCR).</p>	<p><i>System / Administration</i></p> <p>To become more committed teachers in the teaching profession</p>	<p>STRATEGIES</p> <p>1. Having more defined guidelines for flow of communications</p> <ul style="list-style-type: none"> In line with the administrative structure Official letter should be answered by return endorsement where it should furnish information, comment or recommendation on the matter at hand To improve transparency in the operations of the State Universities and for the immediate respond of the concerned officials, monitoring form is of great help. If the issue has something to do with the committee, it is appropriate to communicate directly to with the committee members or to the committee chair Develop a communication plan and outline clear responsibilities and communication method for different messages <p>2. Providing organizational support</p>	<p>Whole Year Round</p>	<p>Administrators Department Heads Social Science teachers Co-teachers Invited resource person / facilitator From the Civil Service Commission (CSC)</p>	<p>Appreciates the teachers especially the Social Science teachers role as an educator and feels that that job s/he does has real value</p> <p>Satisfaction with career choice or profession</p>

			<ul style="list-style-type: none"> Teachers can access information, ideas, materials, tips, suggestions and resources to get the job done Encouragement Messages of appreciation Compliments to help individuals cope with stress and strain <p>3. Disseminate information about administrative red tape through the use of media technology such as internet, distribution of flyers or other forms of communication which gives information about administrative red tape.</p>			
			<p>STRATEGIES</p> <ol style="list-style-type: none"> Engaging in dialogue to address workplace concerns <ul style="list-style-type: none"> decision-making labor processes bureaucratization Set Realistic Expectation Make Distinction Between Your Job and Your Personal Life Exercise Professional Discretion and Increase Your Autonomy Don 't Expect Praise from the Boss Increase Your Efficacy Teachers especially the Social Science teachers can also do this: <ul style="list-style-type: none"> Listing three things that the teachers like about their department Listing three "concerns" that they want to change 	As often as possible	Administrators Social Science teachers, co-teachers Invited resource person / facilitator From the Civil Service Commission (CSC)	Enhanced leadership capabilities and improved teaching confidence and competence
	<i>Individual</i>	Help teachers cope in bureaucracies				

				<ul style="list-style-type: none"> Discussing the concerns with the department head or administrators <p>STRATEGIES</p> <ol style="list-style-type: none"> Meet regularly to discuss and attempt to resolve perceived inequalities in their jobs There should be clear organizational values to which the teachers especially the Social Science teachers can feel connected. Establishing clear guidelines for work responsibilities, promotional practices and scheduling issues toward creating harmonious environment Use objective criteria to measure teacher's performance Give promotions and development opportunities based on a teacher's strengths and accomplishments Develop and communicate a process where employees can report favoritism or unfair treatment If a teacher was chosen for a project /event / promotion, explain the reasoning Praise much more frequently than you criticize. <p>WORKSHOP</p> <p>Workshop on Respect and Responsibility Suggested topics to be discussed:</p>	As often as possible	Administrators Deans Department Heads Invited resource person / facilitator from the Department of Labor and Employment (DOLE)	Fair and just treatment to every teachers especially to Social Science teachers
2. Management displays favoritism	<i>System / Administration and Individual</i>	To be just and fair to every teachers					
3. Lack of respect for dignity of another	<i>System / Administration / Individual</i>	Understand how to demonstrate					Personally commit to respecting

			<p>respect for the dignity of another</p>	<p>1. Individual differences 2. How to foster respectful relationships in human relations 3. Recognize the presence and absence of respect for human dignity and conditions under which these exist. 4. Using case studies, scenarios, actual experience shared by the teachers especially the Social Science teachers</p> <p>Other Strategies</p> <ol style="list-style-type: none"> 1. Treat people with courtesy, politeness, and kindness. 2. Encourage co-teachers to express opinions and ideas. 3. Listen to what others have to say before expressing your viewpoint. Never speak over, butt in, or cut off another person. 4. Use people's ideas to change or improve work. Let other teachers know you used their idea, or, better yet, encourage the person with the idea to implement the idea. 5. Never insult people, name call, disparage or put down people or their ideas. 6. Do not nit-pick, constantly criticize over little things, belittle, judge, demean or patronize. A series of seemingly trivial actions, added up over time, constitutes bullying. 7. Treat people the same no matter their religion, gender, size, age, etc. 8. The golden rule does apply at work, or, as professional speaker Leslie Charles, says, "Implement the platinum rule: treat others as they wish to be treated." <p><small>Source: http://humanresources.about.com/od/workrelationships/a/demo_respect.htm</small></p>		<p>Heads Social Science teachers Co-teachers Invited resource person / facilitator Values Education experts</p>	<p>the dignity of human both of the administrators and teachers especially the Social Science teachers</p>
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	4. Poor opportunities for promotion	<i>System / Administration and Individual</i>	To have an equal opportunities for promotion	STRATEGIES	<ol style="list-style-type: none"> 1. Orientation on NBC 461 2. A faculty should be promoted on the basis of the extent to which s/he meets specific requirements or standards set by the State University like: <ul style="list-style-type: none"> • educational qualification • experience & length of service • professional development • achievement and honors • research and extension • instruction • productivity • etc. 3. Recruitment procedures should go beyond traditional job interviews to include an expanded tools and procedures to asses' candidate for promotion. 4. Intensifying the application of rewards and recognition as planned by the top management 	Whole Year Round	Administrators Deans Department Heads Social Science teachers Co-teachers	Valued as teachers especially the Social Science teachers *Productive work outcome, satisfied workforce

		Factors of Burnout	Objectives	Methods / Strategies / Activities / Training / Workshop / Program	Time Frame	Clientele	Characteristics of Highly Performing Social Science Teachers
		<p>C. <i>Human Relation Factors</i></p> <p>- refer to the relationship of the Social Science teachers with administrators, colleagues, students and other people in the workplace. It also includes the teachers' attitudes towards work and colleagues that may contribute to burning out.</p>	<p><i>System / Administration</i></p> <p>To become concern for the well-being of co-teachers and a desire to help</p>	<p>PROGRAM</p> <p>The Peer Collaboration Program</p> <p>The Peer Collaboration Program consisted of training pairs of teachers to use a four-step collegial dialogue. In this process, each member of the pair takes a turn as "initiator" (the one representing the problem) and a "facilitator" (the one providing assistance in problem-solving).</p> <p><i>The four steps were as follows:</i></p> <p>1. Clarifying - The initiating teacher brings a brief, written description of the problem and responds to clarifying questions asked by the facilitator. This step is the longest of the four designed to assist the initiating teacher to think of the problem in different or expanded ways. This step continues until the initiating teacher feels that all of the relevant issues have been covered and is ready to move to summarizing.</p>	<p>End of the Semester</p>	<p>Social Science teachers, Heads, Co-teaches Invited resource person/facilitator</p>	<p>Improved understanding and acceptance of others</p> <p>Value collaboration with colleagues to improve instructional practices</p>

			<p>2. Student apathy (poor interest in schoolwork, absenteeism, slow progress</p> <p>3. Student's misbehavior / disruptive behavior</p>	<p><i>System / Administration and Individual</i></p> <p>Help maintain proper behavior on the classroom</p>	<p>2. Summarizing - In this step, initiating teacher summarizes three facets of the problem being discussed: the specific patterns of behavior that are problematic, the teacher's typical response to them and the particular aspects of the problem that fall under the teacher's control</p> <p>3. Intervention and Prediction - The teachers together generate three possible action plans, and the initiator predicts possible positive and negative outcomes for each one. The initiator then chooses one of the solutions for implementation.</p> <p>4. Evaluation - The initiator develops two part plan to evaluate the solution's effectiveness. The first part consists of plan to answer the question "Did I do it?" (i.e. implementation of the solution), and the second part consist of ways to answer the question "Did it work?" (i.e. impact on targeted outcomes).</p> <table border="1" data-bbox="589 589 747 1046"> <tr> <td data-bbox="589 821 659 1046">Did I do it? (Implementation of Solutions)</td> <td data-bbox="589 589 659 821">Did it Work? (Impact on Targeted Outcomes)</td> </tr> <tr> <td data-bbox="659 821 747 1046"></td> <td data-bbox="659 589 747 821"></td> </tr> </table> <p><i>From: Supporting Professionals-at-Risk: Evaluating Interventions to Reduce Burnout and Improve Retention of Special Educators. E. Cooley& P. Yovanoff (1996): Exceptional Children, Vol. 62, No.4, pp.336-355</i></p>	Did I do it? (Implementation of Solutions)	Did it Work? (Impact on Targeted Outcomes)					
Did I do it? (Implementation of Solutions)	Did it Work? (Impact on Targeted Outcomes)											
<p>WORKSHOP</p> <p>Class Discipline Workshop</p> <p>Suggested topics to be discussed:</p> <ol style="list-style-type: none"> 1. Why and whom does student's behavior bother? 2. What are the consequences of such behavior? 3. What are the reasons or causes of such behavior or behaviors? 4. What are the optimal solutions for the 				<p>Beginning or End of the Semester</p>	<p>Department Heads Social Science teachers, Heads Invited resource</p>	<p>Gaining and maintaining student good behavior in the classroom</p>						

				<p>problem?</p> <p><i>Other Ways for Faculty Members to Handle Disruptive Students</i></p> <ol style="list-style-type: none"> 1. If the disruptive students consistently refuse to comply with classroom regulations, take the matter to the Dean of Student Affairs; if all else fails, consider petitioning the Dean of the Student Affairs to withdraw the student (s) from your class. 2. Be sure to document disruptions. 3. Know what the Student Handbook says about conduct and behavior 			
			<p>STAFF TRAINING DEVELOPMENT</p> <p>Team Building</p> <p>Suggested topics to be discussed:</p> <ol style="list-style-type: none"> 1. Key Elements of a Team that are represented by the five "C's": <ul style="list-style-type: none"> Commitment Competence Challenging Work Control over Work Cooperation 2. Team building concept applied to the State Universities 3. Team Building Behavioral Characteristics 4. What can team building do for the teachers especially for the Social Science teachers 5. etc. 	<p>End of the Semester or Summer</p>	<p>Administrative Staff Invited resource person/facilitator</p>	<p>More commitment and dedicated administrative staff of State Universities</p> <p>Better delivery of service</p>	
	<p>4. Administrative /facilitative staffs are not accommodating</p>	<p><i>System / Administration and Individual</i></p> <p>To motivate administrative staff for better delivery of services</p>	<p>STAFF TRAINING DEVELOPMENT</p> <p>Team Building</p> <p>Suggested topics to be discussed:</p> <ol style="list-style-type: none"> 1. Key Elements of a Team that are represented by the five "C's": <ul style="list-style-type: none"> Commitment Competence Challenging Work Control over Work Cooperation 2. Team building concept applied to the State Universities 3. Team Building Behavioral Characteristics 4. What can team building do for the teachers especially for the Social Science teachers 5. etc. 	<p>End of the Semester or Summer</p>	<p>Administrative Staff Invited resource person/facilitator</p>	<p>More commitment and dedicated administrative staff of State Universities</p> <p>Better delivery of service</p>	
	<p>5. Misunderstood by co-teachers and other people in the workplace</p>	<p><i>System / Administration</i></p> <p>Develop the attitude of good and healthy communication</p>	<p>STAFF TRAINING DEVELOPMENT</p> <p>Team Building</p> <p>Suggested topics to be discussed:</p> <ol style="list-style-type: none"> 1. Key Elements of a Team that are represented by the five "C's": <ul style="list-style-type: none"> Commitment Competence Challenging Work Control over Work Cooperation 2. Team building concept applied to the State Universities 3. Team Building Behavioral Characteristics 4. What can team building do for the teachers especially for the Social Science teachers 5. etc. 	<p>As often as possible</p>	<p>Administrators Department Heads</p>	<p>Eliminate miscommunication and misunderstanding in the workplace</p>	
			<p>STAFF TRAINING DEVELOPMENT</p> <p>Team Building</p> <p>Suggested topics to be discussed:</p> <ol style="list-style-type: none"> 1. Key Elements of a Team that are represented by the five "C's": <ul style="list-style-type: none"> Commitment Competence Challenging Work Control over Work Cooperation 2. Team building concept applied to the State Universities 3. Team Building Behavioral Characteristics 4. What can team building do for the teachers especially for the Social Science teachers 5. etc. 	<p>As often as possible</p>	<p>Administrators Department Heads</p>	<p>Eliminate miscommunication and misunderstanding in the workplace</p>	

				them. Provide mediation and counseling opportunities for teachers. Methods / Strategies / Activities / Training / Workshop / Program	Time Frame	Clientele	Characteristics of Highly Performing Social Science Teachers
	Factors of Burnout	Objectives					
	<p><i>D. Physical Environment Factors</i> refer to the teaching environment that make the Social Science teachers tired, irritated, frustrated and upset and eventually may lead to burning out.</p> <ol style="list-style-type: none"> 1. Poor working conditions (too much noise, crowded classrooms) / Oversized classes 2. Inadequate school facilities, equipment and materials 3. Poor maintenance of cleanliness and sanitation in the workplace 	<p><i>System / Administration and Individual</i></p> <p>To provide school facilities, equipment and materials and to regular maintenance of the workplace</p>	<p>STRATEGIES</p> <p>Improve Physical Working Conditions</p> <ol style="list-style-type: none"> 1. Build additional buildings and classrooms 2. Improving indoor air quality, heating and ventilation. 3. All lighting should be appropriate and adequate 4. Reducing levels of physical hazard like noise 5. Healthy use technology like healthy use of computers 6. Staff / teacher involvement in choosing new equipment. 7. Continuing maintenance of the workplace cleanliness and sanitation like stairs are clean and well lit, convenient and pleasant to use. 8. Supervising and monitoring regularly the 	<p>As the need arises</p>	<p>Department Heads / Administrator Physical Plants and Campus Development Office Maintenance In-Charge or the Janitorial Services</p>	<p>Improved educational quality for students</p>	

			repair and maintenance of university facilities	Methods / Strategies / Activities / Training / Workshop / Program	Time Frame	Clientele	Characteristics of Highly Performing Social Science Teachers
	Factors of Burnout	Objectives	repair and maintenance of university facilities	Methods / Strategies / Activities / Training / Workshop / Program	Time Frame	Clientele	Characteristics of Highly Performing Social Science Teachers
	<i>E. Out-of-School Related Factors</i> - refer to outside or beyond the school factors that the Social Science teacher respondents experienced like personal, family, health and social obligations.	System / Administration Reduce lifestyles-related diseases like hypertension, stroke, heart diseases, osteoporosis, asthma, depression, back pain and other disabilities					
	1. Health problems		PROGRAM Health and Wellness Program Suggested topics to be discussed: 1. Physical Activity and Fitness		Whole Year Round	Administrators Department Heads Social Science teachers, Co-teachers Invited resource person	Frequent and regular physical exercise boost the immune system and helps prevent diseases such as heart disease, cardiovascular disease, diabetes and obesity Improve or maintain positive self-esteem can even augment an individual's
			• Types of exercise like - flexibility exercise (stretching, improve the range of motion of muscles and joints) - aerobics exercise (cycling, swimming, jumping rope, running, hiking, playing tennis, focus on increasing cardiovascular endurance) - anaerobic exercise (such as weight training, functional training, sprinting, increase short-term muscle strength)				
			• Benefits of exercise on cardiovascular system, immune system brain function, sleep, etc. • Effects of excessive exercise				

<ul style="list-style-type: none"> Exercise trends Sample Routine Exercise 	<table border="1"> <tr> <td data-bbox="263 121 420 588"> <p>Monday: Cardio 20-30 minutes</p> <p>Stationary Bike - device with saddle, pedals, and some form of handlebars arranged as on a bicycle</p> </td> <td data-bbox="263 588 420 1754"> <p>Tuesday:</p> <p>Total Body Strength Equipment Needed - Light dumbbells, an exercise ball or chair and a mat.</p> </td> </tr> <tr> <td data-bbox="420 121 576 588"> <p>Wednesday:</p> <p>Rest or gentle yoga / stretching</p> <p>Sample of Stretching Joint Rotations Arm Swings Leg Swings Lunges etc.</p> </td> <td data-bbox="420 588 576 1754"> <p>Thursday:</p> <p>Walking Workout Walk at least 5 days a week, even if some days you must decrease your time, in order to build your new healthy habit. Increase the time you spend walking each week before working on speed.</p> </td> </tr> <tr> <td data-bbox="576 121 733 588"> <p>Friday:</p> <p>Total Body Strength</p> <p>Equipment Needed - Light dumbbells, an exercise ball or chair and a mat.</p> </td> <td data-bbox="576 588 733 1754"> <p>Saturday:</p> <p>Elliptical Workout -by the elliptical machine you can work your body in a variety of ways. By pedaling forward, you work your quads more; going backward targets the hamstrings and booty. Focus on pushing the handles to focus on your chest, and pulling will work your upper back. And letting go of the handles while keeping your pace steady is a great way to challenge your core stability.</p> </td> </tr> </table>	<p>Monday: Cardio 20-30 minutes</p> <p>Stationary Bike - device with saddle, pedals, and some form of handlebars arranged as on a bicycle</p>	<p>Tuesday:</p> <p>Total Body Strength Equipment Needed - Light dumbbells, an exercise ball or chair and a mat.</p>	<p>Wednesday:</p> <p>Rest or gentle yoga / stretching</p> <p>Sample of Stretching Joint Rotations Arm Swings Leg Swings Lunges etc.</p>	<p>Thursday:</p> <p>Walking Workout Walk at least 5 days a week, even if some days you must decrease your time, in order to build your new healthy habit. Increase the time you spend walking each week before working on speed.</p>	<p>Friday:</p> <p>Total Body Strength</p> <p>Equipment Needed - Light dumbbells, an exercise ball or chair and a mat.</p>	<p>Saturday:</p> <p>Elliptical Workout -by the elliptical machine you can work your body in a variety of ways. By pedaling forward, you work your quads more; going backward targets the hamstrings and booty. Focus on pushing the handles to focus on your chest, and pulling will work your upper back. And letting go of the handles while keeping your pace steady is a great way to challenge your core stability.</p>
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<p>sex appeal or body image</p>							

				<p>2. Proper Nutrition</p> <p>A. Health Eating Guide</p> <ul style="list-style-type: none"> • <i>Taste and Flavor</i> fats & oils 6-8tps, sweets 5-8tps • <i>Grow Foods</i> dairy 1 glass, seafoods, meat & poultry, dried beans, nuts & eggs 3-4 servings • <i>Glow Foods</i> vegetables 3 servings, fruits 2-3 servings • <i>Go Foods</i> rice, corn, root crops, bread, noodles 5-8 servings • <i>Drink Water</i> water & beverages, 8-10 servings • <i>Exercise</i> <p>B. Health Diet</p> <table border="1" data-bbox="963 589 1229 1046"> <tr> <td data-bbox="963 948 1229 1046">Day 1</td> <td data-bbox="963 589 1229 948">All Fruits: Except Banana Suggestion: Consume lots of Melon Watermelon & Loupe</td> </tr> <tr> <td data-bbox="1033 948 1229 1046">Day 2</td> <td data-bbox="1033 589 1229 948">All Vegetables All Raw or Cooked Vegetables of your choice. Start a day with a large baked potato for breakfast</td> </tr> <tr> <td data-bbox="1131 948 1229 1046">Day 3</td> <td data-bbox="1131 589 1229 948">A Mixture of Fruits and Vegetables of your choice. Any amount, any quantity. No bananas and potatoes</td> </tr> <tr> <td data-bbox="1201 948 1229 1046">Day 4</td> <td data-bbox="1201 589 1229 948">Banana and Milk</td> </tr> </table>	Day 1	All Fruits: Except Banana Suggestion: Consume lots of Melon Watermelon & Loupe	Day 2	All Vegetables All Raw or Cooked Vegetables of your choice. Start a day with a large baked potato for breakfast	Day 3	A Mixture of Fruits and Vegetables of your choice. Any amount, any quantity. No bananas and potatoes	Day 4	Banana and Milk			
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				<ul style="list-style-type: none"> Repeat the exercise in 8 sets with 3 repetitions or: Closing one's eyes; counting backwards from ten to one; inhaling while saying to oneself, "I am . . .," and exhaling while saying " . . . calm and relaxed." 																
			<p>ACTIVITIES</p> <p>"Who Decides" <i>Procedure</i></p> <ol style="list-style-type: none"> Fill in "Who Decides" column with the name of the person in your family who makes decision. Indicate in the second column the person in your family who you think should make the decision. Then, analyze and make a report <table border="1"> <thead> <tr> <th>Who Decides?</th> <th>The person in the family who do you think should make the decision</th> </tr> </thead> <tbody> <tr><td>1.</td><td>1.</td></tr> <tr><td>2.</td><td>2.</td></tr> <tr><td>3.</td><td>3.</td></tr> <tr><td>4.</td><td>4.</td></tr> <tr><td>5.</td><td>5.</td></tr> </tbody> </table>	Who Decides?	The person in the family who do you think should make the decision	1.	1.	2.	2.	3.	3.	4.	4.	5.	5.	As the need arises	Social Science teachers	Every member of the family has a role and task to be done to solve family problems		
Who Decides?	The person in the family who do you think should make the decision																			
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			<p>ACTIVITY</p> <p>"Pig in the Pen" <i>Procedure</i></p> <ol style="list-style-type: none"> The teachers will be group; one will act as the pig while the other teachers are the 	As the need arises	Social Science teachers Co-teachers	Confidence to handle personal problems														
			<p><i>System / Administration and Individual</i></p> <p>Understand that family has significant role in our life</p>																	
	2. Family problems (e.g. finances, roles as husbands, wife, etc.)																			
	3. Personal problems (e.g. relationships)		<p><i>System / Administration Individual</i></p> <p>Develop positive attitude in problem</p>																	

				<p>solving Learn to accept challenges as part of the daily living struggles</p>	<p>hunters. 2. The pen is formed by other teachers by joining hands 3. The pig tries to force his / her way out of the pen by stepping over, crawling under, or breaking through his / her hunters' arms 4. The hunters keep their hands joined and moved their bodies back and forth to prevent the pig to escape 5. The hunters must not directly hold their captive 6. When the pig finally escapes, the hunters pursue him. The first hunter to make the tag becomes the new pig and the game starts again</p> <ul style="list-style-type: none"> The facilitator will ask the teachers the following: <ol style="list-style-type: none"> How do you feel when you were the pig and you were pursued by the hunters? Is there a feeling of anxiety as you were being chased? What were the decisions that you thought about in order to be freed from the hunter's captivity? They will be asked also to write their responses on the chart or board and classify them into positive or negative. They will encourage openness in all aspects of the discussion. <table border="1" data-bbox="972 597 1079 1021"> <tr> <td data-bbox="972 807 1005 1021">Positive</td> <td data-bbox="972 597 1005 807">Negative</td> </tr> <tr> <td data-bbox="1005 807 1079 1021"></td> <td data-bbox="1005 597 1079 807"></td> </tr> </table> <ul style="list-style-type: none"> Then the facilitator will discuss to a group of teachers about a very effective way to solve 	Positive	Negative					
Positive	Negative											

				<p>personal problems.</p> <ul style="list-style-type: none"> The group of teachers will answer the following questions in a sheet of paper. <ol style="list-style-type: none"> What do I usually do each time I encounter personal problems which are sometime too difficult to handle? To whom do I confide my problems? <p>Other Strategies:</p> <ol style="list-style-type: none"> Admit you need help: there is no shame in seeking professional help Keep communicating. Look at the problem in different point of view to come up with possible solutions Adapt a more positive outlook in life Pray and ask the guidance from the Holy Spirit / reading the Bible, going to church and attending religious meetings or Bible studies Ask advice from others who have similar problems to know how they deal with it. <p>STRATEGY</p> <p>Connect with a cause or a community group</p> <ul style="list-style-type: none"> Joining a religious, social or support group can give you a place to talk to like-minded people about how to deal with burnout – and to make new friends. If your line of work has a professional association, you can attend meetings and interact with others copings the same workplace demands 	As often as possible	Social Science teachers	Acceptance and cooperation across the school community