

Regression of Self-care Practices on Reducing Burnout among Public High School Teachers of Laguna, Philippines

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Abstract

Most teachers experience a fair share of job stress and pressure at their workplace. Being burnt out has always influenced a teacher's self-efficacy and productivity at work. This study investigated the level of self-care and burnout among high school teachers and the predictive nature of self-care on burnout. A stratified clustered sample of secondary public school teachers across five City Schools Divisions of Laguna, Philippines, voluntarily participated. The study employed a descriptive correlational research design to address the research questions. A sociodemographic questionnaire, the Self-care Assessment Worksheet (SCAW), and the Maslach Burnout Inventory-Educator Survey (MBI-ES) were used to collect information through an online platform. The results showed that the teachers expressed high levels of physical, emotional, spiritual, and workplace self-care practices and a moderate level of psychological self-care. Across burnout dimensions, the teachers are experiencing moderate levels of emotional exhaustion, depersonalization, and personal accomplishment. Correlation analysis established significant relationships between all dimensions of self-care and personal accomplishment. Regression analysis revealed the predictive ability of workplace self-care practices on personal accomplishment. Further research is recommended that will establish the psychometric properties of the MBI-ES and SCAW for use in a Philippine setting and the possible moderating or mediating role of teacher characteristics on the relationship between self-care and burnout.

Keywords: *Self-care, Burnout, Emotional Exhaustion, Depersonalization, Personal Accomplishment*



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INTRODUCTION

Teaching is an emotionally grueling and physically consuming profession, and remote learning during the pandemic ushered in new stressors for teachers. Teachers appeared not adequately equipped with the essential materials, technologies, and capabilities crucial to their success in the new normal of teaching. This challenge has been aggravated further by the atmosphere of ambiguity. They shifted into the new normal in the educational landscape and embarked on sustainable education (Guillasper, Soriano, & Oducado, 2020). Teachers pondered how they will be able to avoid burning out, especially without face-to-face exchanges with students that allow them to be passionate about the job (Fleming, 2020). Burnout among teachers is a foundation for teacher attrition (Lavian, 2012). Teachers who fail to address burnout successfully are prone to experience inferior quality student interaction, less productive teaching, and increased absenteeism, which may eventually lead to teacher attrition.

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Wellness interventions may have been employed in schools to help address burnout. However, a holistic approach to self-care may not have been considered. The holism theory maintains that teachers who take care of all the dimensions of the self—physical, essential, creative, coping, and social—are the more engaged and productive teachers (Fitzpatrick, 2019). Teachers run the genuine risk of losing their efficacy with students if they are not conscious of their personal, emotional, and spiritual wellness (Matthias, 2015; Tan & Castillo, 2014). Additionally, if they "burn the candle at both ends," as the saying goes, they fail to set an example for others in terms of the practice and discipline required for teachers to be effective in their service to others (Addleman, 2012; Smith, 2015). Engaging in self-care activities is a great approach for teachers to overcome feelings of stress and burnout. By caring well for themselves, teachers can care for others, most especially their students (Souers & Hall, 2015).

This study primarily investigated the predictive role of self-care practices in reducing burnout among secondary public-school teachers. Additionally, it identifies burnt-out or at-risk teachers and may enable school administrators to provide burnout intervention strategies to encourage modifications in teachers' present self-care routines.

LITERATURE REVIEW

Burnout

Burnout is described by Christine Maslach, a psychologist who specializes in social views, as "a psychological combination of symptoms of emotional tiredness, depersonalization, and decreased personal accomplishment that can develop among those who work with other people in some capacity (Maslach, 1976). This three-part description offers an approach to understanding burnout, including the mechanisms by which it happens, the causes of it, and the effects it has on professionals, the clients they serve, as well as the organizations and sectors in which they operate. What all definitions had in common was that burnout is a human experience that involves feelings, attitudes, intentions, and expectations. It is also a bad experience for the individual that involves issues, distress, discomfort, dysfunction, and unfavorable outcomes (Maslach & Leiter, 2008).

Emotional exhaustion leads individuals to feel emotionally drained and, in general, weary or fatigued. A person may feel sluggish when manifesting physical fatigue and emotionally depleted when manifesting emotional fatigue (Brenner, 2020). The individual feels overexerted by the demands or tasks related to the job. When teachers feel they are no longer able to extend themselves to pupils as they previously did, they display indicators of emotional weariness (Rumschlag, 2017). Teachers who are emotionally and physically exhausted may express their feelings as being exhausted or drained when asked (Goldhaber & Cowan, 2014; Ingersoll, 2012).

Depersonalization is characterized as a cold, cynical attitude toward one's work that dominates one's entire perspective (Iancu et al., 2017). These are not emotions that suddenly and unexpectedly appear when teaching. Usually, cynical individuals lack sympathy toward their coworkers and stakeholders. Blazer (2010) indicated that teachers who undergo depersonalization frequently put themselves physically and emotionally apart from their pupils, act coldly toward them, lack enthusiasm and creativity when teaching in the classroom, and rely heavily on repetitive performance duties. They tend to be impatient with disturbances in the classroom and shy away from interacting with students and colleagues.

Maslach described the reduced personal accomplishment as "an intense feeling of professional inefficacy". It is the likelihood to negatively appraise the worth of one's work, feeling inadequate regarding the power to perform one's job, and generally inadequate professional self-esteem (American Thoracic Society Public Health Information Series, 2016). Rumschlag (2017) further added that the perception of powerlessness and a negative self-perception accompany the idea that exerting effort to affect favorable results is futile and unachievable. Some teachers have claimed that their efforts have little bearing on the lives of their students (Martinetz, 2012).

Self-care

According to Orem's (1991) notion of self-care, self-care entails actions that are completely planned out and carried out by people to maintain their well-being. This theory includes (a) the practice of activities that people initiate and carry out on their behalf to maintain life, health, and well-being; (b) the flexibility for engaging in self-care; and (c) the entirety of self-care actions to be performed for a brief period to fulfill self-care requirements by using legitimate methods and related sets of operations and actions. Orem highlighted practicing self-care successfully helps to preserve the framework of human functioning and promotes human growth.

Internal and exterior self-care techniques are the two categories that Orem offers. Internally focused self-care techniques include "activity sequences to control oneself (thoughts, feelings, and orientation) and consequently govern internal variables or one's external orientations (Gonzalez, 2019). Self-care that is externally focused entails conscious activity on the part of the individual and involves interactions with others or the environment. Utilizing constructive forms of self-expression, such as creating art, cooking, sculpting, or engaging in outdoor activities, can be considered an example of external self-care (Weekes, 2014).

From the perspectives of Skovholt and Trotter-Mathison (2011), they encouraged self-care practitioners to tend to the many components of the "self," such as emotional, financial, physical, playful, recreational, relaxation/stress-reduction, solitary, and spiritual or religious. They emphasized that the result of self-care is more important than the kinds of self-care practices employed. Several studies show how important it is for helping professionals—and teachers are considered to be in the helping professions—to take care of their well-being to avoid burnout and ensure higher-than-average work performance (Kwong, 2016). According to the "oxygen mask concept," if you don't take care of your physical, mental, and emotional needs, you won't be able to take care of others (Grant, Kinman, & Baker, 2014).

Teacher Burnout and Self-care

The Caring Cycle is one of the factors that might generate stress and burnout in teachers, which calls for self-care. A theoretical framework called the "Caring Cycle" raises awareness of the need for and dangers associated with providing care. Skovholt & Trotter-Mathison described that this model was developed in response to a survey in which participants were asked to reflect on prior teachers from their own lives and describe the pinnacle of teacher competency. More often than not, the best teachers are characterized by the word "caring". The authors concurred that caring is "the essential quality maintained in high-level careers and that inability to care is the most dangerous signal of burnout, ineffectiveness, and incompetence".

Some researchers adopted a more redemptive strategy, using self-care as a prescription for preventing burnout, which they saw as inevitable (Sneyers, Jacobs, & Struyf, 2016). Before burnout sets in, they advised teachers to explore self-care techniques. Having a social network at work helps teachers feel like they belong and can help them feel more energized, enthusiastic, and confident—three aspects of self-care that, when lacking, characterize burnout (Kinman, Wray, & Strange, 2011).

Practicing self-care together with students can allow both the teacher and students a specified time for self-care practices. This will also demonstrate to students the importance of practicing self-care (Mindpeace Self-Care Guide, 2018). One webinar suggests many possible solutions and a variety of self-care practices for teachers. Long-term teacher self-care solutions may often be harder to implement but pay off greatly (Harris, 2019). Exercise can be an effective burnout solution that people can sustain freely in their daily lives, according to important findings from a ten-week exercise intervention for college faculty at risk of burnout (Dreyer, Dreyer, & Rankin, 2012). Reduced levels of self-care practices correlated to elevated levels of stress, and the participants were inclined to under-prioritize self-care behaviors (Mayorga, Devries, & Wardle, 2015). The Coordinated Anxiety Learning and Management (CALM) intervention promoted teacher well-being by teaching and encouraging stress reduction techniques, as findings showed significant reductions in the effects of time pressure on teachers and fewer incidents of depersonalization and daily physical symptoms (Harris et al., 2014). This study investigated the predictive ability of self-care practices to reduce burnout among public high school teachers. The hypotheses tested are as follows:

1. There is no significant relationship between self-care practices and burnout.
2. There is no significant influence of self-care practices in reducing burnout.

RESEARCH METHOD

Study Design and Participant Recruitment

This study utilized a descriptive-correlational research design to provide a quantitative description and stipulate trends among research variables. The descriptive approach specifically addressed research questions describing the profile and levels of self-care practices and burnout of the respondents. The correlational approach provided answers specifically to research questions that established the relationships between the level of self-care practices to the level of burnout.

The population is composed of the teachers at public secondary schools in the city schools divisions of Laguna. A total of 548 teachers from 15 randomly selected schools voluntarily participated in this study. Study participants were drawn from the population in two phases using multi-stage cluster sampling (Phase 1) and stratified random sampling (Phase 2). Multi-stage cluster sampling involved four stages wherein clusters were identified as the five city schools divisions in the province of Laguna (Stage 1), only public secondary schools were selected from each cluster (Stage 2), only integrated secondary public schools were included from each city schools division (Stage 3), and three candidate schools from each cluster were selected (Stage 4). The sample size for each cluster was calculated using Cochran's formula using the actual population and gender proportions of teachers from the candidate schools. During Phase 2 of the sampling procedure, each cluster was stratified across gender distributions since the majority of the teachers from the population were female. This will ensure equal gender proportions of teacher respondents in each cluster.

Data Collection

Data collection occurred from February 17, 2022, to March 14, 2022. The gathering of data through an appropriate online platform made use of two questionnaires: the Self-care Assessment Worksheet and the Maslach Burnout Inventory-Educators Survey. The Self-care Assessment Worksheet (SCAW) is a 62-item self-report questionnaire that quantifies how often one engages in a range of self-care activities (Saakvitne & Pearlman, 1996). It adopts a holistic view of self-care, quite like Myers and Sweetney's Indivisible Self Model, which maintains that wellness is composed primarily of various components (Jarnagin & Woodside 2012). The SCAW is divided into six dimensions, namely physical self-care (14 items; $\alpha=.803$), psychological self-care (11 items; $\alpha=.881$), emotional self-care (10 items; $\alpha=.771$), spiritual self-care (16 items; $\alpha=.838$), and workplace self-care (11 items; $\alpha=.765$) (Smith, 2015). Responses to each item in the questionnaire correspond to a 5-point Likert scale ranging from "1 - It never occurred to me" to "5 - Frequently".

Four experts in the field of research and one psychometrician provided their expertise using a 4-point Likert response validation sheet. The validation sheet provided the experts' review of the instrument's face and content validity according to (a) clarity and direction of items, (b) presentation and organization of items, (c) suitability of items, (d) adequateness of content, (e) attainment of purpose, (f) objective, and (g) scale and evaluation rating. Incorporating the suggestions of each expert resulted in several modifications, such as the reduction of six to five dimensions and 62 total items to 57. The sixth dimension, called balance self-care, consisted of items that summarized the other five dimensions of the SCAW, and the experts deemed it redundant to be included in the questionnaire. Several items were removed from the physical self-care dimension (two items), psychological self-care (two items), and spiritual self-care (one item). The team of experts suggested that the context of removed items is somewhat vague and conflicted with Filipino culture. Other items retained from the SCAW underwent rephrasing for the purpose of clarity.

Reliability testing of the SCAW established a Cronbach alpha coefficient of .796 for physical self-care, .823 for psychological self-care, .815 for emotional self-care, .885 for spiritual self-care, and .825 for workplace self-care. Despite limited literature on the psychometric properties of the SCAW, the study used this questionnaire based on the internal consistency of the reliability test and psychometric properties provided by other researchers (Santana, 2017; Parsons, 2014).

The Maslach Burnout Inventory-Educators Survey (MBI-ES) was created in 1996 by Maslach, Jackson, and Schwab (Galanakis et al., 2020). A self-report questionnaire as well, it is a version of the original MBI for use specifically with individuals in any educational setting (Teles et al., 2020). It evaluates burnout symptoms and gives teachers the option to score how often they experience such symptoms. It is composed of 22 items across three subscales that address emotional exhaustion (9 items, $\alpha=.90$), depersonalization (5 items, $\alpha=.79$), and personal accomplishment (9 items, $\alpha=.71$) (Koenig, 2014). Responses to each item in the questionnaire correspond to a 7-point Likert scale (ranging from "0 - never" to "7 - every day").

Reliability testing of the MBI-ES provided Cronbach alpha coefficients of .879 for emotional exhaustion, .750 for depersonalization, and .818 for personal accomplishment. The MBI-ES was no longer modified in this study upon the suggestion of the experts' review to use the questionnaire as is. Furthermore, this study used the original version of the MBI-ES based on the internal consistency provided by the reliability test and the psychometric properties established by Maslach and previous studies that translated the questionnaire into several Asian languages (Amri et al., 2021; De Silva, Hewage, & Fonseka, 2013; Okumura et al. 2015).

Statistical Analysis

SPSS Version 26 provided the means to analyze the data. Descriptive statistics included frequency, mean, and standard deviation. Inferential statistics initially made use of the Pearson correlation to describe the relationship between self-care and burnout. Only significantly correlated variables were included in the multiple regression analysis to establish the predictive nature of self-care on burnout. The significance level for all inferential tests was 5%.

Ethical Considerations

Appropriate letters, with attached study proposal capsules and research instruments, were personally delivered to the five City Schools Division Superintendents to request permission to conduct the study. Upon approval, respective school heads of the randomly selected sample of participating schools received the endorsement letters.

Before answering the online questionnaire, an informed consent form was attached to the questionnaires for the respondents to read and understand their rights as voluntary participants of the study. Should they decide not to participate, the online questionnaire allowed the participant not to proceed. Anonymity was maintained throughout the conduct of the study. For the participant's privacy and confidentiality, along with safeguarding them from being singled out and subjected to a probe into their responses, the results were not made public. Should there be a request from respective school officials for a copy of the results, appropriate measures are in place to protect the rights and identity of the respondents.

FINDINGS AND DISCUSSION

Teacher Characteristics

Table 1 presents the demographic characteristics of the teachers. Most participants were in the age bracket of 31 – 40 years old, female, married, baccalaureate degree graduates, in service for 6 – 10 years and 21 years or more each, ranked Teacher 1, and specializes in Mathematics. This distribution depicts that the teachers can contribute to society, that the teaching profession in public high schools is still predominantly female, capable of establishing intimacy and relationships with others, needs to further their education for professional growth, and more participative in surveys connected to research among the less experienced and lower-ranked.

Table 1. Sociodemographic Profile of High School Teachers (N=548)

Characteristic	Frequency	Percentage
Age		
21 - 30 years	155	28%
31 - 40 years	192	35%
41 - 50 years	137	25%
51 - 60 years	57	10%
61 years & above	7	1%
Sex		
Female	424	77%
Male	124	23%
Civil Status		
Married	319	58%

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Separated	12	2%
Single	205	37%
Widowed	12	2%
Educational Attainment		
Baccalaureate Degree	368	67%
Master's Degree	168	31%
Doctoral Degree	12	2%
Length of Service		
Five years or less	197	36%
6- 10 years	197	36%
11 - 15 years	61	11%
16- 20 years	33	6%
21 years or more	60	11%
Rank		
Head Teacher	9	2%
Master Teacher	25	5%
Teacher I	287	52%
Teacher II	97	18%
Teacher III	130	24%
Specialization		
English	97	18%
Filipino	65	12%
Math	108	20%
Other (PE; ICT; Arts)	62	11%
Science	76	14%
Social Science	62	11%
TLE	78	14%

Level of Self-care of Teachers

Table 2 shows the level of self-care practices of the teachers. Across dimensions of self-care practices, the teachers indicated high levels of physical self-care practices, which suggests that physical well-being issues or problems are addressed often. With several lockdowns undergone, per safety protocols, the teachers in this study have indicated lesser priority on taking breaks from work. The same is true about physical activities, which were also less prioritized.

Table 2. Level of Self-care of Teachers

Self-Care Dimensions	Mean	SD	Scaled Response	Level
Physical Self-care	3.44	1.11	Often	High
Psychological Self-care	3.09	1.05	Sometimes	Moderate
Emotional Self-care	3.91	0.96	Often	High
Spiritual Self-care	3.96	0.96	Often	High
Workplace Self-care	3.75	0.98	Often	High
<i>Composite Mean</i>	<i>3.63</i>	<i>1.01</i>	<i>Often</i>	<i>High</i>

**Very High: 4.20 – 5.00; High: 3.40 – 4.19; Moderate: 2.60 – 3.39; Low: 1.80 – 2.59; Very Low: 1.00 – 1.79*

Taking short breaks from work and prioritizing could reorganize one’s thought processes. In a recent study of teachers’ distress levels during the pandemic, teachers were not engaged much in physical activities (Aperribai et al., 2020). Journal writing is a way of releasing emotions, which is known to be beneficial for one’s health. It enables individuals to organize their experiences into a sequence, giving them a chance to examine cause and effect and form a coherent thought process (Newman, 2012). Staying in contact with significant people and doing enjoyable activities come highly recommended for teachers during the pandemic period, according to an article from UNICEF (nd). The Teacher Self-care Manual emphasizes this same set of emotional self-care practices (Palmer, 2019). The main essence of the spiritual dimension of the SCAW is getting in touch with one’s spirituality, and the results do indicate that the teachers do get in touch with their spirituality to maintain their spiritual well-being, and it recommends that teachers get in touch with their spirituality by connecting with God and with nature and to meditate regularly (Page, 2021).

Burnout among Teachers

Table 3 presents the level of burnout of the teachers in each dimension. In terms of emotional exhaustion, there are more teachers with a high level of burnout (40.9%) compared to those experiencing moderate (27.4%) and low (31.8%) levels. Those with high and moderate levels described feelings of being emotionally overextended and exhausted by their work.

Concerning depersonalization, there are more teachers with a low level of burnout (37%) compared to those experiencing moderate (28.8%) and high (34.1%) levels. Those with high and moderate levels describe feelings of impersonal response towards others at work.

As for personal accomplishment (higher scores mean lower burnout), there are more teachers with a low level of burnout (37.6%) compared to those experiencing moderate (28.5%) and high (33.9%) levels. Those with high and moderate levels described feelings of incompetence and unsuccessful achievement in their work with people. On average, the teachers are experiencing moderate levels for each dimension of burnout.

Table 3. Burnout Level of Teachers

	High	Moderate	Low	Mean (SD)	Level
EE	224 (40.9%)	150 (34.1%)	174 (33.9%)	23.99 (12.7)	Moderate
DP	187 (27.4%)	158 (28.8%)	203 (28.5%)	10.23 (7.4)	Moderate
PA	186 (31.8%)	156 (37.1%)	206 (37.6%)	32.4 (8.9)	Moderate

EE-Emotional Exhaustion; DP-Depersonalization; PA-Personal Accomplishment
 High EE: >26; Moderate EE: 17-26; Low EE: 0-16
 High DP: >12; Moderate DP: 7-12; Low DP: 0-6
 High PA: 0-30; Moderate PA: 31-36; Low PA: >36

In the 11th revision of the International Classification of Diseases (ICD-11), the World Health Organization classified burnout as an occupational phenomenon, not as a medical condition (World Health Organization, 2019). Specifically, burnout refers primarily to phenomena in the work environment. It should not be applied to refer to experiences in other areas of life. It is the consequence of the unsuccessful handling of constant workplace stress. In the study of Carreon et

al. (2021), a sample of Philippine teachers experienced a moderate level of burnout brought about by teaching remotely. As per Tan and Elarco (2019), emotional weariness, a decrease in the sense of personal success, and depersonalization are all symptoms of burnout among teachers and school administrators in the Philippines. Their findings show a substantial correlation between burnout and school roles (role overload, role inadequacy, role ambiguity, role boundary, and sole responsibility). Similarly, Bravo et al. (2021) revealed that public high school teachers manifested average levels of emotional exhaustion and depersonalization.

Correlation of Self-care to Burnout

Table 4 presents the correlation matrix between dimensions of self-care practices and dimensions of burnout. Results of the correlation analysis reveal that emotional exhaustion significantly correlates to physical self-care ($r = -.110, p < .05$). Depersonalization is not significantly correlated to any self-care dimensions ($p > .05$). Personal accomplishment, which yielded the strongest correlations with all dimensions of self-care practices indicated significant correlations with physical self-care ($r = .225, p < .01$), psychological self-care ($r = .275, p < .01$), emotional self-care ($r = .298, p < .01$), spiritual self-care ($r = .287, p < .01$), and workplace self-care ($r = .380, p < .01$). The significant results of the correlation analysis suggest that there is a linear relationship between dimensions of self-care practices to dimensions of burnout.

The findings agree and disagree with Farmer's (2020) study as he found out that more frequent practices of self-care among teachers correlated to low emotional exhaustion compared to the strongest positive correlation of personal accomplishment to self-care in this study. Fitzpatrick (2019) provided similar findings, as there was a statistically significant negative correlation between measures of self-care and burnout among full-time middle school teachers.

Table 4. Correlation Matrix of Self-care and Burnout

Burnout Dimension	Self-care Dimension				
	Physical Self-care	Psychological Self-care	Emotional Self-care	Spiritual Self-care	Workplace Self-care
Emotional Exhaustion	-0.110*	0.017	-0.063	-0.075	-0.004
Depersonalization	-0.028	0.026	-0.070	-0.076	0.021
Personal Accomplishment	0.225**	0.275**	0.298**	0.287**	0.320**

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

**. Correlation is significant at the 0.05 level (2-tailed).*

Regression of Self-care to Burnout

Table 5 summarizes the multiple linear regression of self-care practices to burnout of teachers. Since emotional exhaustion and depersonalization did not indicate substantial significant correlations with dimensions of self-care, personal accomplishment becomes the only factor in the regression analysis. The regression model yielded workplace self-care as the lone significant predictor, and the model was a significantly better fit than the null model [$F(5,542) = 15.12; p < .01$]. Workplace self-care practices contributed significantly to the model and explained 12.2% of the variation in personal accomplishment. Based on the regression model, a unit increase in workplace

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self-care practices increases satisfaction with personal accomplishment by 2.51 units. The finding suggests that dissatisfaction with personal accomplishment is reduced with more frequent workplace self-care practices. Thus, the hypothesis pertaining to the significant influence of self-care practices on reducing burnout is partially accepted.

Table 5. Summary of Multiple Linear Regression Analysis for Self-care predicting Burnout in terms of Personal Accomplishment

Model	R	R²	ΔR²		B	SE	t
PA Model	0.350	0.122	0.122**	intercept	11.81	2.49	4.74**
				Physical self-care	-0.28	0.79	-0.35
				Psychological self-care	1.50	0.81	1.85
				Emotional self-care	0.96	0.91	1.06
				Spiritual self-care	0.94	0.80	1.18
				Workplace self-care	2.51	0.90	2.78**

***. Significant at the 0.01 level.*

The findings indicate the importance of self-care practices in reducing burnout levels among teachers. While not all self-care dimensions significantly predict lower burnout levels, the results still offer much consideration as to the deterrent effect of some self-care dimensions on burnout. Based on personal experience, Stumne (2021) suggests using self-care strategies to address the difficulties associated with issues concerning teacher burnout. Penning (2018) recommends promoting the necessity of self-care practices to teachers as possible interventions for burnout, citing that self-care is a complex but dynamic process. What this entails is that there are several ways teachers can take care of themselves at work and from work and that these self-care ways should be adaptive to work-related stress to avoid being burnt out. Self-care among teachers should not be viewed just as an excellent personal habit. However, there should also be a realization of how it serves the best interests of students and colleagues (Waterford.org., 2021). Chirico et al. (2020), in their experimental study on using prayer interventions on teachers, found that the levels of emotional exhaustion, depersonalization, and reduced personal accomplishment in the intervention group were significantly lower compared to the control group after four months.

The main findings of this study provide additional knowledge in the context of burnout among Filipino public high school teachers. While several foreign authors alluded to the effects of burnout and coping strategies to reduce such, such scholarly articles focused on any profession. Even as some local literature specifically directs its attention to teacher burnout and its effects, the focus on the influence of self-care practices on reducing burnout is limited. The findings of this study add to the growing international burnout literature, most especially for local studies. Furthermore, it provides an opportunity for education administrators in the Philippines to use the findings of this study as the basis for the reform of public school teachers' working conditions.

Trustworthiness of Findings

Appropriate randomized sampling techniques to generalize from the study sample to the large population of this study provided external validity. Confidence limits ensured reasonably accurate statements. Sound statistical analyses performed provided the internal validity of the findings. Changes in the dependent variable took place only from the changes in the independent variable,

not from other confounding variables. Experts' reviews and reliability tests provided the internal consistency of the instrument used in this study. Thus, the randomization, validity, and reliability processes conducted established the objectivity of this study.

CONCLUSION

The findings of this study fulfilled the study objectives. Self-care is significantly related to and significantly influences burnout levels among teachers; however, the effect of each self-care dimension as a deterrent to burnout varies across each dimension of burnout. While some dimensions of self-care contribute to lower depersonalization and emotional exhaustion, psychological self-care contributes to higher depersonalization and emotional exhaustion. In the same manner, workplace self-care leads to higher depersonalization but reduces dissatisfaction with personal accomplishment. Employing self-care practices towards maintaining overall well-being may be beneficial in reducing burnout to some point. However, the efforts exerted to sustain some of these practices may have eventually contributed to more burnout among the teachers. A question arising from the findings would be: how often and what self-care practices should be employed to maximize their effect in reducing high levels of each dimension of burnout?

There is a cause for concern regarding the level of burnout of the teachers in this study. Evidence of being emotionally drained, cynical attitude, and professional inefficacy are reflected in the high levels of emotional exhaustion, depersonalization, and reduced personal accomplishment from about one-third of the teachers and the moderate levels of the same dimensions of burnout from about an exact proportion of teachers.

School administrators are highly encouraged to use the key findings as a basis for a review of policy on the working conditions of the teachers. The study recommends that teachers may consider taking a break sometimes from the daily grind of the profession. The new normal of education has induced and demanded more engagement at work despite the lack of contact with administrators, colleagues, and students.

It is possible to generalize the findings to public high school teachers in the whole province of Laguna, Philippines. The scope of the study encompasses all five city school divisions in the province. However, the findings cannot be generalized to all public high school teachers in the country. Differences in geography, demography and local cultures of other provinces may possibly contribute to different results.

LIMITATIONS & FURTHER RESEARCH

Limitations

The study was limited in its ability to generalize beyond the public schools in this study due to the challenges brought about by the pandemic. The prevalent health climate of various public high schools was a concern especially given the demographic challenges inherent to involving respondents from any school. The extent to which the participants responded openly and honestly is an important factor that influenced the accuracy of the data. A possible downside of self-assessments is that they may give rise to misrepresentations, socially accepted responses, contradiction, or justification.

Further Research

Further research may try to establish the psychometric properties of the MBI-ES and SCAW for use in the Philippine setting. Reliabilities of these adopted questionnaires used in this study have indicated moderate to high internal consistencies among Filipino respondents. Future researchers may also explore the moderating or mediating role of teacher characteristics on the relationship between self-care and burnout.

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