RELATIONSHIP BETWEEN THE PSYCHOLOGICAL CAPITAL LEVEL AND PSYCHOLOGICAL BURNOUT LEVEL OF THE TEACHERS IN SELECTED PUBLIC ELEMENTARY SCHOOLS IN MALASIQUI II DISTRICT

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Abstract

This study sought to determine the relationship between the psychological capital level and psychological burnout level of the teachers of selected public elementary schools in Malasiqui II District during the School Year 2026-2027 through a quantitative-descriptive-correlational research design. The data used in this study came from the 179 teachers and eight school heads which were subjected to frequency count, percentage, weighted mean, the chi-square test of independence, Pearson r, and regression analysis. Results showed that: majority of the teachers are bachelor's degree holders, have been teaching for more than ten years, and have attended not more than three trainings related with well-being; in general, the teachers have high psychological capital level as evidenced by the computed overall weighted mean of 3.80; there is a significant relationship between the highest educational attainment, the length of teaching experience, and the number of relevant trainings attended of the teachers and their psychological capital level; in general, the teachers have moderate psychological burnout level as evidenced by the computed overall weighted mean of 2.96; and, there is a significant strong positive relationship between the psychological capital level of the teachers and their psychological burnout level as evidenced by the computed r value of 0.79 and by the computed p value of 0.00. Based from the findings, the following conclusions were drawn: a typical teacher in the selected public elementary schools in Malasiqui II District has no post-graduate degree, has been teaching for more than 10 years already, and has attended not more than three trainings related with well-being; the teachers have high psychological capital level; the psychological capital level of the teachers is influenced by their highest educational attainment, length of teaching experience, and the number of relevant trainings attended; the teachers have moderate psychological burnout level; and, the psychological burnout level of the teachers is influenced by the psychological capital level. addressed.

Keywords: *Psychological capital, psychological burnout, teachers*

Introduction

Ineffective workplace structures and management practices, according to Edu-Valsania, Laguia, and Moriano (2022), can have adverse effects on employees by depleting their psychological resources instead of fostering their sense of worth and dignity. In modern workplaces, burnout has

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become a significant psychosocial hazard, resulting in considerable consequences for both employees and organizations. Although burnout was initially associated mainly with caregiving professions, later studies have shown that it can affect individuals across various occupations and professional fields.

According to Parker and Russo (2025), burnout is a syndrome that arises from chronic workplace stress that has not been successfully addressed. It is marked by three key manifestations: ongoing exhaustion and reduced energy, increased mental distance from work accompanied by negative or cynical feelings toward one's job, and a decline in professional performance. Burnout is specifically associated with occupational settings. Xie et al. (2022) described it as a form of psychological exhaustion that develops progressively, often without the individual recognizing its onset, and may increase the risk of depression. Thus, burnout may be viewed as a psychological condition, more specifically referred to as psychological burnout.

According to Avola et al. (2025), psychological burnout has attracted considerable scholarly attention due to its substantial impact on employees' work performance. They defined psychological burnout as a condition marked by mental pressure, emotional exhaustion, and feelings of detachment or dissatisfaction regarding one's accomplishments and job performance. Furthermore, they explained that burnout is characterized by psychological manifestations, including emotional and cognitive exhaustion, negative attitudes toward work, and decreased concern for colleagues, which collectively lead to fatigue and a reduced orientation toward achievement. They also highlighted that burnout may contribute to the development of unfavorable attitudes toward coworkers.

Arvidsson et al. (2019) described psychological burnout as a state that occurs when individuals feel that their needs and expectations have not been satisfied. Such experiences often give rise to frustration and are accompanied by physical and psychological symptoms that can eventually diminish self-esteem. In general, psychological burnout adversely affects job performance by causing fatigue, exhaustion, and feelings that one's work lacks purpose, value, or fulfillment.

Meanwhile, Jain et al. (2025) asserted that although work-related pressure is a major factor contributing to psychological burnout, it is not its only cause. Psychological burnout

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develops from psychological stress in the workplace, frequently stemming from role conflicts and escalating job demands. It is particularly common among individuals who set exceptionally high standards for their performance and among those who struggle to meet the responsibilities assigned to them. Furthermore, occupations characterized by excessive demands can generate persistent psychological burnout, which may gradually reduce employees' concentration and weaken their dedication to work.

According to Agyapong et al. (2022), professionals working in human service sectors, such as education, are especially susceptible to psychological burnout. Among these professionals, teachers often encounter substantial levels of work-related psychological burnout within the school setting. Teaching is commonly recognized as a highly demanding profession and has been associated with negative health consequences, including psychological distress and burnout. Moreover, research suggests that teachers experience higher levels of psychological burnout than individuals in the broader workforce.

Teacher psychological burnout is typically manifested through emotional exhaustion, depersonalization, and a reduced sense of personal accomplishment (Jain et al., 2025). It often arises from excessive workloads, inadequate resources, and the emotional challenges associated with meeting the diverse needs of students. Emotional exhaustion, considered the central component of psychological burnout, is characterized by feelings of fatigue, hopelessness, anxiety, and, in some cases, depression. Teachers may become physically and mentally depleted due to the numerous demands of their profession, including not only classroom instruction but also lesson preparation, assessment, and administrative duties. Depersonalization involves emotional disengagement from students, colleagues, and the teaching profession. As psychological burnout and frustration increase, teachers may distance themselves from others, reducing their capacity to establish meaningful relationships and effectively perform their roles. Meanwhile, a diminished sense of personal accomplishment reflects a decline in teachers' perceptions of their competence and success. When they believe that their efforts are producing little meaningful impact, their motivation, confidence, and sense of purpose in teaching may gradually weaken.

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Theoretical and Conceptual Framework

This study was also anchored in Herzberg's Two-Factor Theory. According to Wu et al. (2016), the theory suggests that motivation is influenced by two distinct sets of factors: hygiene factors and motivator factors. Hygiene factors constitute the fundamental conditions necessary to satisfy basic needs related to existence and social relationships. On the other hand, motivator factors address higher-order needs and are linked to personal growth, achievement, and self-fulfillment, similar to Maslow's concept of self-actualization and Alderfer's relatedness and growth needs.

In the context of this study, the levels of the teachers' psychological burnout are shaped by both hygiene and motivator factors. Hygiene factors refer to the external conditions surrounding the work environment, such as compensation, supervision, organizational policies, relationships with supervisors, and working conditions. These extrinsic factors primarily affect the extent to which teachers experience psychological burnout at a basic level. In contrast, motivator factors involve the intrinsic elements of the teaching profession that encourage performance and engagement, including achievement, recognition, opportunities for career advancement, and responsibility. These internal factors are associated with higher levels of psychological burnout and play a significant role in fostering motivation and fulfillment.

The study was further anchored in Equity Theory. As explained by Wu et al. (2016), this theory is based on motivational principles and emphasizes individuals' perceptions of fairness regarding the relationship between their inputs and the rewards they receive. It underscores the significance of maintaining a fair balance between contributions and outcomes in the workplace. Employees who perceive that they receive fewer rewards than they deserve may experience frustration and dissatisfaction, while those who believe they are receiving more than their fair share may feel guilt or discomfort.

Within the context of this study, teachers' perceptions of inequity between their efforts and the rewards they obtain may adversely influence their job satisfaction, morale, performance, relationships with colleagues, and overall attitudes toward the organization. Moreover, both perceived under-reward and over-reward can result in different forms of dissatisfaction, highlighting the importance of fairness in maintaining positive workplace outcomes.

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Statement of the Problem

This study aimed to propose an action plan to improve the well-being of the teachers of selected public elementary schools in Malasiqui II District. Specifically, it sought answers to the following problems:

Main Problem. What action plan may be proposed to improve the well-being of the teachers of selected public elementary schools in Malasiqui II District?

Sub-problems. To substantially answer the main problem, answers to the following problems were likewise sought:

1. What is the profile of the teachers in terms of:

    a. Highest educational attainment

    b. Length of teaching experience, and

    c. Number of trainings attended related with well-being for the past 5 years?

2. What is the psychological capital level of the teachers?

3. Is there a significant relationship between the profile variables of the teachers and their psychological capital level?

4. What is the psychological burnout level of the teachers?

5. Is there a significant relationship between the psychological capital level of the teachers and their psychological burnout level?

6. Based on the findings, what action plan may be proposed for the teachers of the selected public elementary schools in Malasiqui II District to improve their well-being?

Methods

Research Design

This study used the quantitative-descriptive method of research. It described the teachers of the selected public elementary schools in Malasiqui II District in terms of highest educational

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attainment, length of teaching experience, and number of relevant seminars/trainings attended as well as determined their psychological capital level and their psychological burnout level. The study was also correlational for it determined if there is a significant relationship between the profile variables of the teachers and their psychological capital level and if there is a significant relationship between the psychological capital level of the teachers and their psychological burnout level.

Moreover, the developmental method of research was also employed for the study came up with a proposed action plan to improve the well-being of the teachers.

Participants and Sampling

All the 179 teachers in the nine selected public elementary schools were made as respondents of the study. Hence, no sampling was done to them. The distribution of the teachers per the nine selected public elementary schools is presented in Table 1.

TABLE 1
Distribution of the Teachers per the Selected
Public Elementary Schools

Public Elementary Schools	Number of Teachers	Percentage
Aliaga Elementary School	19	11%
Bakitiw Elementary School	18	10%
Canan Elementary School	17	9%
Don Pedro Elementary School	17	9%
Malimpec Elementary School	19	11%
Nalsian-Tomling Elementary School	24	13%
Olea Elementary School	19	11%
San Julian Central School	12	7%
Talospatang Elementary School	34	19%
Total	179	100%

Research Participants. As mentioned, all the 179 teachers in the nine selected public elementary schools in Malasiqui II District were made as respondents in the study. These teachers provided data relative to their profile in terms of highest educational attainment, length of teaching experience, and number of relevant trainings attended as well as their psychological capital level and their psychological burnout level.

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Instrumentation and Data Collection

Instrumentation. The data utilized in this study were gathered through a survey-questionnaire. The survey-questionnaire had three parts. The first part focused on the profile of the teachers; the second part looked into their psychological capital level, and the third part dealt with their psychological burnout level.

Trustworthiness. The items in the first part of the survey-questionnaire which is about the profile of the teachers is common in researches. Hence, no validation is required.

In relation to the second part of the survey-questionnaire which is about the psychological capital level of the teachers, the items were based on the Psychological Capital Questionnaire adopted by Dacasin (2025) in her study entitled "Psychological Capital Level of the Teachers in Selected Public Elementary School in Malasiqui I District." The Psychological Capital Questionnaire is widely recognized as the standard scale measuring psychological capital. It was developed as a compound measure consisting of items from published scales for hope, optimism, resilience, and self-efficacy. The questionnaire was used in employee, manager, and student samples, and its items are closely tied to the work place. Accordingly, the items are considered as valid and reliable.

With respect to the third part of the survey-questionnaire which is about the psychological burnout level, the items were based on the Burnout Assessment Tool (BAT) of Schaefeli, De Witte, and Desart (2020). The items in the BAT have a Cronbach's alpha coefficient ranging from .89 to .97. According to Nunally and Bernstein (1994), as cited by Schaefeli, De Witte, and Desart (2020), a Cronbach's alpha coefficient which is greater than .70 is sufficient and a Cronbach's alpha coefficient which is greater than .80 is good. Accordingly, the BAT has an excellent internal consistency.

Data Analysis

To determine the profile of the teachers in the nine selected public elementary schools in Malasiqui II District, the data gathered were subjected to frequency count and percentage employing the formula:

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$$P = \frac{f}{N} \times 100$$

where:

P = the computed percentage

f = the observed frequency

N = total number of subject cases

To determine the psychological capital level and the psychological burnout level of the teachers, the weighted mean was used employing the formula:

$$WM = \frac{\sum wX}{\sum w}$$

where:

WM = weighted mean

∑ = summation

W = weighing factor

X = frequency.

Moreover, the weighted means computed were interpreted using this scale of interpretation:

very low level = 1.00 – 1.49

low level = 1.50 – 2.49

moderate level= 2.50 – 3.49

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high level = 3.50 – 4.49

very high level= 4.50 – 5.00.

To determine if there is a significant relationship between the profile variables of the teachers and their psychological capital level, the chi-square test of independence was used.

And, to determine if there is a significant relationship between the psychological capital level of the teachers and their psychological burnout level, Pearson r and Regression Analysis were used.

Results

Profile of the Teachers

RESULTS AND DISCUSSION

This chapter presents the data gathered and their analysis and interpretation to answer the sub-problems raised in the study.

The Profile of the Teachers

This section presents the profile of the teachers of the selected public elementary schools in Malasiqui II District to answer the first sub-problem of the study.

On Highest Educational

Attainment

With respect to the educational attainment, the teachers were given five choices, namely, bachelor's degree, completed academic requirements in the master's degree, master's degree, completed academic requirements in the doctorate degree, and doctorate degree. Table 2 indicates the results.

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TABLE 2
Distribution of the Teachers in terms of
Highest Educational Attainment

Educational Attainment	Frequency	Percentage
Bachelor's Degree	50	28%%
Completed academic requirements in the Master's Degree	47	26%
Master's Degree	53	30%
Completed academic requirements in the Doctorate Degree	17	9%
Doctorate Degree	12	7%
Total	179	100%

As presented by Table 2, 50 or 28% of the teachers are bachelor's degree holders, 47 or 26% have completed the academic requirements for the master's degree, 53 or 30% are master's degree holders, 17 or 9% have completed the academic requirements for the doctorate degree, and 12 or 7% are doctorate degree holders. It can be noted that majority of the teachers in the selected public elementary schools in Malasiqui II District have no post-graduate degree.

On Length of Teaching

Experience

In relation to the length of teaching experience, the teachers were provided with five choices to choose from, viz., five years and below, six to ten years, 11 to 15 years, 16 to 20 years, and more than 20 years . Table 3 shows the results.

TABLE 3
Distribution of the Teachers in terms of
Length of Teaching Experience

Length of Experience	Frequency	Percentage
1 to 5 years	21	12%
6 to 10 years	33	18%
11 to 15 years	38	21%
16 to 20 years	45	25%
More than 20 years	42	24%
Total	179	100%

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As disclosed by Table 3, 21 or 12% of the teachers have been teaching for one to five years, 33 or 18% have been teaching for six to ten years already, 38 or 21% have been teaching for 11 to 15 years already, 45 or 25% have been teaching for 16 to 20 years already, and 42 or 24% have been teaching for more than 20 years already. It can be noted here that majority of the teachers in the selected public elementary schools in Malasiqui II District have been teaching for more than ten years already.

On Number of Trainings/Seminars

Attended

In relation to the number of trainings/seminars related with well-being attended for the past five years, the teachers were given three choices, to wit: have not attended any training/seminar related with well-being for the past five years, have attended not more than three trainings/seminars related with well-being for the past five years, and have attended more than three trainings/seminars related with well-being for the past five years. Table 4 presents the results.

Table 4

Distribution of the Teachers in terms of Number of

Relevant Trainings Attended

Number of Relevant Trainings Attended	Frequency	Percentage
Have not attended any training related with well-being for the past five years	0	0
Have attended not more than three trainings related with well-being for the past five years	124	69%
Have attended more than three trainings related with well-being for the past five years	55	31%
Total	179	100%

As disclosed by Table 4, 124 or 69% of the teachers have attended not more than three trainings related well-being for the past five years and 55 or 31% have attended more than three trainings. It can be noted that majority of the teachers in the selected public elementary schools in

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Malasiqui II DIstrict have attended not more than three trainings related with well-being for the past five years.

The Psychological Capital Level of the Teachers

This section provides answers to the second sub-problem of the study which is about the psychological capital level of the teachers.

To provide answers to the sub-problem, the teachers were asked to rate their psychological capital level. Table 5 presents the results.

As provided in Table 5, when asked as to what level they feel confident analyzing a long-term problem to find a solution, 71 of the teachers claimed “moderate level,” 68 claimed “high level,” and 40 claimed “very high level.” The weighted mean computed here is 3.83 which is pointing to “high level” in the scale.

When questioned as to what level they feel confident in representing their work area in meetings with superiors, 71 of the teachers said “moderate level,” 64 said “high level,” and 44 said “very high level.” In this item, the weighted mean computed is 3.85 which is leading to “high level” in the scale of interpretation.

When queried as to what level they feel confident contributing to discussions about the school strategy, 71 of the teachers mentioned “moderate level,” 68 mentioned “high level,” and 40 mentioned “very high level.” The weighted mean computed here is 3.83 which is indicative of “high level” in the scale.

TABLE 5

The Psychological Capital Level the Teachers

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Assessment Items	Responses					WM	DE
	VL	LO	MO	HI	VH		
1. I feel confident analyzing a long-term problem to find a solution.	0	0	71	68	40	3.83	HI
2. I feel confident in representing my work area in meetings with superiors.	0	0	71	64	44	3.85	HI
3. I feel confident contributing to discussions about the school strategy.	0	0	71	68	40	3.83	HI
4. I feel confident helping to set targets/goals in my work area.	0	10	57	57	55	3.88	HI
5. I feel confident contacting people outside the school (e.g., parents, barangay officials) to discuss problems.	0	0	61	58	60	3.99	HI
6. I feel confident presenting information to a group of colleagues.	0	10	63	69	37	3.74	HI
7. If I should find myself in a jam at work, I could think of many ways to get out of it.	0	10	63	72	34	3.73	HI
8. At the present time, I am energetically pursuing my work goals.	0	10	63	56	50	3.82	HI
9. I believe that there are a lot of ways around any problem.	0	10	63	74	32	3.72	HI
10. Right now, I see myself as being pretty successful at work.	0	10	57	57	55	3.88	HI
11. I can think of many ways to reach my current work goals.	0	20	46	83	30	3.69	HI
12. At this time, I am meeting the work goals that I have set for myself.	0	0	75	60	44	3.83	HI
13. When I have a setback at work, I have no trouble recovering from it or moving on.	0	10	65	60	44	3.77	HI
14. I usually manage difficulties one way or another at work.	0	20	46	79	34	3.71	HI
15. I can be on my own, so to speak, at work if I have to.	0	20	44	75	40	3.75	HI
16. I usually take stressful things at work in stride.	0	10	61	62	46	3.80	HI
17. I can get through difficult times at work because I have experienced difficulty before.	0	10	53	68	48	3.86	HI
18. I feel I can handle many things at a time at this job.	0	0	74	55	50	3.87	HI
19. When things are uncertain for me at work, I usually expect the best.	0	0	76	53	50	3.85	HI
20. I believe that nothing can go wrong for	0	0	79	50	50	3.84	

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me work-wise.							HI
21. I always look at the bright side of things regarding my job.	0	0	86	45	48	3.79	HI
22. I am optimistic about what will happen to me in the future as it pertains to work.	0	10	69	64	36	3.70	HI
23. I believe that, in my job, things work out the way I want them to.	0	0	74	67	38	3.80	HI
24. I approach my job as if every cloud has a silver lining.	0	20	43	68	48	3.80	HI
					AWM	3.80	HI

Legend:

WM = weighted mean

DE = descriptive equivalent

AWM = area weighted mean

Scale:

VL = very low level = 1.00 – 1.49

LO = mow level = 1.50 – 2.49

MO = moderate level = 2.50 – 3.49

HI = high level = 3.50 – 4.49

VH = very high level = 4.50 – 5.00

When inquired as to what level they feel confident helping to set targets/goals in their work area, ten of the teachers checked “low level,” 57 checked “moderate level,” 57 also checked “high level,” and 55 checked “very high level.” In this item, the weighted mean computed is 3.88 which is “high level” in the scale.

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Asked as to what level they feel confident contacting people outside the school (e.g., parents, barangay officials) to discuss problems, 61 of the teachers claimed “moderate level,” 58 claimed “high level,” and 60 claimed “very high level.” Here, the weighted mean computed is 3.99 which is reflective of “high level” in the scale.

Questioned as to what level they feel confident presenting information to a group of colleagues, 10 of the teachers answered “low level,” 63 answered “moderate level,” 69 answered “high level,” and 37 answered “very high level.” The weighted mean computed here is 3.74 which is “high level” in the scale.

Inquired as to what level they could think of many ways to get out of a jam at work should they find it, 10 of the teachers replied “low level,” 63 replied “moderate level,” 72 replied “high level,” and 34 replied “very high level.” Here, the weighted mean computed is 3.73 which is indicative of “high level” in the scale.

Queried as wo what level they are energetically pursuing their work goals at the present time, 10 of the teachers responded “low level,” 63 responded “moderate level,” 56 responded “high level,” and 50 responded “very high level.” In this item, the weighted mean computed is 3.82 which is pointing to “high level” in the scale.

When questioned as to what level they believe that there are a lot of ways around any problem, 10 of the teachers ticked “low level,” 63 ticked “moderate level,” 74 ticked “high level,” and 32 ticked “very high level.” Here, the weighted mean computed is 3.72 which is leading to “high level” in the scale.

When inquired as to what level they see themselves as being pretty successful at work right now, 10 of the teachers pointed “low level,” 57 pointed “moderate level,” 57 also pointed “high level,” and 55 pointed “very high level.” In this item, the weighted mean computed is 3.88 which is indicative of “low level” in the scale.

When inquired as to what level they can think of many ways to reach their current work goals, 20 of the teachers checked “low level,” 46 checked “moderate level,” 83 checked “high level,” and 30 checked “very high level.” In this item, the weighted mean computed is 3.69 which is “high level” in the scale.

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Asked as to what level they are meeting the work goals that they have set for themselves at this time, 75 of the teachers claimed “moderate level,” 60 claimed “high level,” and 44 claimed “very high level.” Here, the weighted mean computed is 3.83 which is reflective of “high level” in the scale.

Questioned as to what level, when they have a setback at work, they have no trouble recovering from it or moving on, 10 of the teachers answered “low level,” 65 answered “moderate level,” 60 answered “high level,” and 44 answered “very high level.” The weighted mean computed here is 3.77 which is “high level” in the scale.

Inquired as to what level they usually manage difficulties one way or another at work, 20 of the teachers replied “low level,” 46 replied “moderate level,” 79 replied “high level,” and 34 replied “very high level.” Here, the weighted mean computed is 3.71 which is indicative of “high level” in the scale.

Queried as wo what level they can be on their own, so to speak, at work if they have to, 20 of the teachers responded “low level,” 44 responded “moderate level,” 75 responded “high level,” and 40 responded “very high level.” In this item, the weighted mean computed is 3.75 which is pointing to “high level” in the scale.

When questioned as to what level they usually take stressful things at work in stride, 10 of the teachers ticked “low level,” 61 ticked “moderate level,” 62 ticked “high level,” and 46 ticked “very high level.” Here, the weighted mean computed is 3.80 which is leading to “high level” in the scale.

When inquired as to what level they can get through difficult times at work because they have experienced difficulty before, 10 of the teachers pointed “low level,” 53 pointed “moderate level,” 68 pointed “high level,” and 48 pointed “very high level.” In this item, the weighted mean computed is 3.86 which is indicative of “high level” in the scale.

When inquired as to what level they feel they can handle many things at a time at this job, 74 of the teachers checked “moderate level,” 55 checked “high level,” and 50 checked “very high level.” In this item, the weighted mean computed is 3.87 which is “high level” in the scale.

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Asked as to what level, when things are uncertain for them at work, they usually expect the best, 76 of the teachers claimed “moderate level,” 53 claimed “high level,” and 50 claimed “very high level.” Here, the weighted mean computed is 3.85 which is reflective of “high level” in the scale.

Questioned as to what level they believe that nothing can go wrong for them work-wise, 79 of the teachers answered “moderate level,” 50 answered “high level,” and 50 also answered “very high level.” The weighted mean computed here is 3.84 which is “high level” in the scale.

Inquired as to what level they always look at the bright side of things regarding their job, 86 of the teachers replied “moderate level,” 45 replied “high level,” and 48 replied “very high level.” Here, the weighted mean computed is 3.79 which is indicative of “high level” in the scale.

Queried as wo what level they are optimistic about what will happen to them in the future as it pertains to work, 10 of the teachers responded “low level,” 69 responded “moderate level,” 64 responded “high level,” and 36 responded “very high level.” In this item, the weighted mean computed is 3.70 which is pointing to “high level” in the scale.

When questioned as to what level they believe that, in their job, things work out the way they want them to, 74 of the teachers ticked “moderate level,” 67 ticked “high level,” and 38 ticked “very high level.” Here, the weighted mean computed is 3.80 which is leading to “high level” in the scale.

Lastly, when queried as to what level they approach their job as if every cloud has a silver lining, 20 of the teachers claimed “low level,” 43 claimed “moderate level,” 68 claimed “high level,” and 48 claimed “very high level.” Here, the weighted mean computed is 3.80 which is pointing to “high level” in the scale.

Meanwhile, the area weighted mean computed is 3.80. This implies that the teachers perceived that they have high psychological capital level.

Relationship between the Profile Variables of the Teachers and

Their Psychological Capital Level

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This part of the chapter provides answers to the third sub-problem of the study which is about the significant relationship between the profile variables of the teachers and their psychological capital level.

To provide answers to the sub-problem, the researcher worked on the null hypothesis that there is no significant relationship between the profile variables of the teachers and their psychological capital level. Thereafter, the researcher correlated the profile variables of the teachers and their psychological capital level using the chi-square test of independence in the Microsoft Excel. Here, the researcher computed for the chi square value at .05 level of significance. Table 6 presents the results.

TABLE 6

Relationship between the Profile Variables of the Teachers and

Their Psychological Capital Level

Profile Variables	Chi Square Value	Chi Square Critical Value	RM
Highest Educational Attainment	6.47	3.84	S
Length of Teaching Experience	6.22	3.84	S
Number of Relevant Trainings	5.61	3.84	S

Legend:

RM = remarks

S = significant

NS = not significant

As shown in Table 6, when the highest educational attainment of the teachers and their psychological capital level, the chi square value computed is 6.47. This figure is higher than the

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chi square critical value of 3.84. This means that there is a significant relationship between the two. Being so, the null hypothesis is rejected. Conformably, it can be said that the psychological capital level of the teachers is influenced by their highest educational attainment.

Secondly, when the length of teaching experience of the teachers and their psychological capital level are correlated, the chi square value computed is 6.22. This figure is higher than the chi square critical value of 3.84. This means that there is a significant relationship between the two. Being so, the null hypothesis is rejected. Conformably, it can be said that the psychological capital level of the teachers is influenced by their length of teaching experience.

Lastly, when the number of relevant trainings of the teachers and their psychological capital level are correlated, the computed chi square value computed is 5.61. This figure is higher than the chi square critical value of 3.84. This means that there is a significant relationship between the two. Being so, the null hypothesis is rejected. Conformably, it can be said that the psychological capital level of the teachers is influenced by the number of relevant trainings they attended.

The Psychological Burnout Level of the Teachers

This section presents answers to the second problem of the study which is about the psychological burnout level of the teachers.

To find answers to the problem, the teachers were asked to rate their psychological burnout level along the exhaustion dimension, mental distance dimension, emotional impairment dimension, cognitive impairment dimension, psychological distress dimension, and psychosomatic complaints dimension.

On Exhaustion

Dimension

The teachers assessed their psychological burnout level along exhaustion dimension. Table 7 presents the results.

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TABLE 7

The Psychological Burnout Level along Exhaustion

Dimension of the Teachers

Assessment Items	Responses					WM	DE
	VL	LO	MO	HI	VH		
1. At work, I feel mentally exhausted.	0	41	98	40	0	2.99	MO
2. Everything I do at work requires a great deal of effort.	0	52	94	33	0	2.89	MO
3. After a day at work, I find it hard to recover my energy.	0	41	98	40	0	2.99	MO
4. At work, I feel physically exhausted.	0	57	67	55	0	2.99	MO
5. When I get up in the morning, I lack the energy to start a new day at work.	0	41	89	49	0	3.04	MO
6. I want to be active at work, but somehow I am unable to manage.	0	63	79	37	0	2.85	MO
7. When I exert myself at work, I quickly get tired.	0	63	82	34	0	2.84	MO
8. At the end of my working day, I feel mentally exhausted and drained.	0	53	76	50	0	2.98	MO
					AWM	2.95	MO

Legend:

WM = weighted mean

DE = descriptive equivalent

AWM = area weighted mean

Scale:

VL = very low level = 1.00 – 1.49

LO = low level = 1.50 – 2.49

MO = moderate level= 2.50 – 3.49

HI = high level = 3.50 – 4.49

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VH = very high level= 4.50 – 5.00

As provided in Table 7, when asked as to what level they feel mentally exhausted at work, 41 of the claimed “low level,” 98 claimed “moderate level,” and 40 claimed “high level.” The weighted mean computed here is 2.99 which is pointing to “moderate level” in the scale.

When questioned as to what level everything they do at work requires a great deal of effort, 52 of the teachers said “low level,” 94 claimed “moderate level,” and 33 said “high level.” In this item, the weighted mean computed is 2.89 which is leading to “moderate level” in the scale of interpretation.

When questioned as to what level they find it hard to recover their energy after a day at work, 41 of the teachers said “low level,” 98 claimed “moderate level,” and 40 said “high level.” In this item, the weighted mean computed is 2.99 which is leading to “moderate level” in the scale of interpretation.

When queried as to what level they feel physically exhausted at work, 57 of the teachers mentioned “low level,” 67 mentioned “moderate level,” and 55 mentioned “high level.” The weighted mean computed here is 2.99 which is indicative of “moderate level” in the scale.

When inquired as to what level they lack the energy to start a new day at work when they get up in the morning, 41 of the teachers checked “low level,” 89 checked “moderate level,” and 49 checked “high level.” In this item, the weighted mean computed is 3.04 which is “moderate level” in the scale.

Asked as to what level they want to be active at work but somehow, they are unable to manage, 63 of the teachers claimed “low level,” 79 claimed “moderate level,” and 37 claimed “high level.” Here, the weighted mean computed is 2.85 which is reflective of “moderate level” in the scale.

Questioned as to what level they quickly get tired when they exert themselves at work, 63 of the teachers answered “low level,” 82 answered “moderate level,” and 34 also answered “high level.” The weighted mean computed here is 2.84 which is “moderate level” in the scale.

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Lastly, when asked as to what level they feel mentally exhausted and drained at the end of their working day, 53 of the teachers claimed “low level,” 76 claimed “moderate level,” and 50 claimed “high level.” Here, the weighted mean computed is 2.98 which is pointing to “moderate level” in the scale.

Meanwhile, the area weighted mean computed is 2.95. This implies that the teachers have moderate psychological burnout level along exhaustion dimension.

On Mental Distance

Dimension

The teachers assessed their psychological burnout level along mental distance dimension. Table 8 presents the results.

As provided in Table 8, when asked as to what level they struggle to find any enthusiasm for their work, 44 of the teachers claimed “low level,” 94 claimed “moderate level,” and 41 claimed “high level.” The weighted mean computed here is 2.98 which is pointing to “moderate level” in the scale.

TABLE 8

The Psychological Burnout Level along Mental Distance

Dimension of the Teachers

Assessment Items	Responses					WM	DE
	VL	LO	MO	HI	VH		
1. I struggle to find any enthusiasm for my work.	0	44	94	41	0	2.98	MO
2. At work, I do not think much about what I am doing and I function on autopilot.	0	57	67	55	0	2.99	MO
3. I feel a strong aversion towards my job.	0	57	83	39	0	2.90	MO
4. I feel indifferent about my job.	0	46	80	53	0	3.04	MO
5. I am cynical about what my work means to others.	0	46	80	53	0	3.04	MO
					AWM	2.99	MO

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Legend:

WM = weighted mean

DE = descriptive equivalent

AWM = area weighted mean

Scale:

VL	=	very low level =	1.00 – 1.49
LO	=	low level	=	1.50 – 2.49
MO	=	moderate level=	2.50 – 3.49
HI	=	high level	=	3.50 – 4.49
VH	=	very high level=	4.50 – 5.00

When inquired as to what level they do not think much about what they are doing and they function on autopilot at work, 57 of the teachers checked “low level,” 67 checked “moderate level,” and 55 checked “high level.” In this item, the weighted mean computed is 2.99 which is “moderate level” in the scale.

Asked as to what level they feel a strong aversion towards their job, 57 of the teachers claimed “low level,” 83 claimed “moderate level,” and 39 claimed “high level.” Here, the weighted mean computed is 2.90 which is reflective of “moderate level” in the scale.

Questioned as to what level they feel indifferent about their job, 46 of the teachers answered “low level,” 80 answered “moderate level,” and 53 answered “high level.” The weighted mean computed here is 3.04 which is “moderate level” in the scale.

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And, when queried as to what level they are cynical about what their work means to others, 46 of the teachers checked “low level,” 80 checked “moderate level,” and 53 checked “high level.” In this item, the weighted mean computed is 3.04 which is leading to “moderate level” in the scale.

Moreover, the area weighted mean computed is 2.99. This implies that the teachers have moderate psychological burnout level along mental distance dimension.

On Emotional Impairment

Dimension

The teachers assessed their psychological burnout level along emotional impairment dimension. Table 9 shows the results.

As provided in Table 9, when asked as to what level they feel unable to control their emotions at work, 66 of the teachers claimed “low level,” 79 claimed “moderate level,” and 34 claimed “high level.” The weighted mean computed here is 2.82 which is pointing to “moderate level” in the scale.

When questioned as to what level they do not recognize themselves in the way they react emotionally at work, 64 of the teachers said “low level,” 75 said “moderate level,” and 40 said “high level.” In this item, the weighted mean computed is 2.87 which is leading to “moderate level” in the scale of interpretation.

TABLE 9

The Psychological Burnout Level along Emotional

Impairment Dimension of the Teachers

Assessment Items	Responses					WM	DE
	VL	LO	MO	HI	VH		
1. At work, I feel unable to control my emotions.	0	66	79	34	0	2.82	MO
2. I do not recognize myself in the way I	0	64	75	40	0	2.87	

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react emotionally at work.							MO
3. During my work, I become irritable when things do not go my way.	0	61	72	46	0	2.92	MO
4. I get upset or sad at work without knowing why.	0	53	68	58	0	3.03	MO
5. At work, I may overreact unintentionally.	0	56	65	58	0	3.01	MO
					AWM	2.93	MO

Legend:

WM = weighted mean

DE = descriptive equivalent

AWM = area weighted mean

Scale:

VL = very low level = 1.00 – 1.49

LO = low level = 1.50 – 2.49

MO = moderate level= 2.50 – 3.49

HI = high level = 3.50 – 4.49

VH = very high level= 4.50 – 5.00

Questioned as to what level they become irritable when things do not go their way during their work, 61 of the teachers answered “low level,” 72 answered “moderate level,” and 46 answered “high level.” The weighted mean computed here is 2.92 which is “moderate level” in the scale.

Inquired as to what level they get upset or sad at work without knowing why, 53 of the teachers replied “low level,” 68 replied “moderate level,” and 58 replied “high level.” Here, the weighted mean computed is 3.03 which is indicative of “moderate level” in the scale.

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And, inquired as to what level they may overreact unintentionally at work, 56 of the teachers mentioned “low level,” 65 mentioned “moderate level,” and 58 mentioned “high level.” The weighted mean computed in this item is 3.01 which is leading to “moderate level” in the scale.

Moreover, the area weighted mean computed is 2.93. This implies that the teachers have moderate psychological burnout level along emotional impairment dimension.

On Cognitive Impairment

Dimension

The teachers assessed their psychological burnout level along cognitive impairment dimension. Table 10 shows the results.

As provided in Table 10, when asked as to what level they have trouble staying focused at work, 58 of the teachers claimed “low level,” 63 claimed “moderate level,” and 58 claimed “high level.” The weighted mean computed here is 3.00 which is pointing to “moderate level” in the scale.

When questioned as to what level they struggle to think clearly at work, 61 of the teachers said “low level,” 60 said “moderate level,” and 58 said “high level.” In this item, the weighted mean computed is 2.98 which is leading to “moderate level” in the scale of interpretation.

TABLE 10

The Psychological Burnout Level along Cognitive

Impairment Dimension of the Teachers

Assessment Items	Responses					WM	DE
	VL	LO	MO	HI	VH		
1. At work, I have trouble staying focused.	0	58	63	58	0	3.00	MO
2. At work, I struggle to think clearly.	0	61	60	58	0	2.98	MO

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3. I am forgetful and distracted at work.	0	58	75	46	0	2.93	MO
4. When I am working, I have trouble concentrating.	0	60	74	45	0	2.92	MO
5. I make mistakes in my work because I have my mind on other things.	0	66	67	46	0	2.89	MO
					AWM	2.94	MO

Legend:

WM = weighted mean

DE = descriptive equivalent

AWM = area weighted mean

Scale:

VL = very low level = 1.00 – 1.49

LO = low level = 1.50 – 2.49

MO = moderate level= 2.50 – 3.49

HI = high level = 3.50 – 4.49

VH = very high level= 4.50 – 5.00

Questioned as to what level they forgetful and distracted at work, 58 of the teachers answered “low level,” 75 answered “moderate level,” and 46 answered “high level.” The weighted mean computed here is 2.93 which is “moderate level” in the scale.

Inquired as to what level they have trouble concentrating when they are working, 60 of the teachers replied “low level,” 74 replied “moderate level,” and 45 replied “high level.” Here, the weighted mean computed is 2.92 which is indicative of “moderate level” in the scale.

And, inquired as to what level they make mistakes in their work because they have their mind on other things, 66 of the teachers mentioned “low level,” 67 mentioned “moderate level,”

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and 46 mentioned “high level.” The weighted mean computed in this item is 2.89 which is leading to “moderate level” in the scale.

Furthermore, the area weighted mean computed is 2.94. This implies that the teachers have moderate psychological burnout level along cognitive impairment dimension.

On Psychological Distress

Dimension

The teachers assessed their psychological burnout level along psychological distress dimension. Table 11 shows the results.

As provided in Table 11, when asked as to what level they suffer from palpitations or chest pain, 65 of the teachers claimed “low level,” 68 claimed “moderate level,” and 46 claimed “high level.” The weighted mean computed here is 2.89 which is pointing to “moderate level” in the scale.

When questioned as to what level they suffer from stomach and/or intestinal complaints, 47 of the teachers said “low level,” 75 said “moderate level,” and 57 said “high level.” In this item, the weighted mean computed is 3.06 which is leading to “moderate level” in the scale of interpretation.

Questioned as to what level they suffer from headaches, 42 of the teachers answered “low level,” 86 answered “moderate level,” and 51 answered “high level.” The weighted mean computed here is 3.05 which is “moderate level” in the scale.

TABLE 11

The Psychological Burnout Level along Psychological

Distress Dimension of the Teachers

Assessment Items	Responses					WM	DE
	VL	LO	MO	HI	VH		
1. I suffer from palpitations or chest pain.	0	65	68	46	0	2.89	MO

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2. I suffer from stomach and/or intestinal complaints.	0	47	75	57	0	3.06	MO
3. I suffer from headaches.	0	42	86	51	0	3.05	MO
4. I suffer from muscle pain, for example in the neck, shoulder or back.	0	54	73	52	0	2.99	MO
5. I often get sick.	0	52	75	52	0	3.00	MO
					AWM	3.00	MO

Legend:

WM = weighted mean

DE = descriptive equivalent

AWM = area weighted mean

Scale:

VL = very low level = 1.00 – 1.49

LO = low level = 1.50 – 2.49

MO = moderate level= 2.50 – 3.49

HI = high level = 3.50 – 4.49

VH = very high level= 4.50 – 5.00

Inquired as to what level they suffer from muscle pain, for example in the neck, shoulder or back, 54 of the teachers replied “low level,” 73 replied “moderate level,” and 52 replied “high level.” Here, the weighted mean computed is 2.99 which is indicative of “moderate level” in the scale.

And, inquired as to what level they often get sick, 52 of the teachers mentioned “low level,” 75 mentioned “moderate level,” and 52 mentioned “high level.” The weighted mean computed in this item is 3.00 which is leading to “moderate level” in the scale.

Furthermore, the area weighted mean computed is 3.00. This implies that the teachers have moderate psychological burnout level along psychological distress dimension.

On Psychosomatic Complaints

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Dimension

The teachers assessed their psychological burnout level along psychosomatic complaints dimension. Table 12 shows the results.

TABLE 12

The Psychological Burnout Level along Psychosomatic

Complaints Dimension of the Teachers

Assessment Items	Responses					WM	DE
	VL	LO	MO	HI	VH		
1. My weight fluctuates without being on a diet.	0	59	76	44	0	2.92	MO
2. I have trouble falling or staying asleep.	0	52	89	38	0	2.92	MO
3. I tend to worry.	0	42	95	42	0	3.00	MO
4. I feel tense and stressed.	0	58	73	48	0	2.94	MO
5. I feel anxious and/or suffer from panic attacks.	0	54	84	41	0	2.93	MO
6. Noise and crowds disturb me.	0	54	77	48	0	2.97	MO
					AWM	2.95	MO

Legend:

WM = weighted mean

DE = descriptive equivalent

AWM = area weighted mean

Scale:

VL = very low level = 1.00 – 1.49

LO = low level = 1.50 – 2.49

MO = moderate level= 2.50 – 3.49

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HI = high level = 3.50 – 4.49

VH = very high level= 4.50 – 5.00

As provided in Table 12, when asked as to what level their weight fluctuates without being on a diet, 59 of the teachers claimed “low level,” 76 claimed “moderate level,” and 44 claimed “high level.” The weighted mean computed here is 2.92 which is pointing to “moderate level” in the scale.

When questioned as to what level they have trouble falling or staying asleep, 52 of the teachers said “low level,” 89 said “moderate level,” and 38 said “high level.” In this item, the weighted mean computed is 2.92 which is leading to “moderate level” in the scale of interpretation.

Queried as to what level they tend to worry, 42 of the teachers answered “low level,” 95 answered “moderate level,” and 42 answered “high level.” The weighted mean computed here is 3.00 which is “moderate level” in the scale.

Inquired as to what level they feel tense and stressed, 58 of the teachers replied “low level,” 73 replied “moderate level,” and 48 replied “high level.” Here, the weighted mean computed is 2.94 which is indicative of “moderate level” in the scale.

When asked as to what level they feel anxious and/or suffer from panic attacks, 54 of the teachers replied “low level,” 84 replied “moderate level,” and 41 replied “high level.” Here, the weighted mean computed is 2.93 which is indicative of “moderate level” in the scale.

And, inquired as to what level noise and crowds disturb them, 54 of the teachers mentioned “low level,” 77 mentioned “moderate level,” and 48 mentioned “high level.” The weighted mean computed in this item is 2.97 which is leading to “moderate level” in the scale.

Furthermore, the area weighted mean computed is 2.95. This implies that the teachers have moderate psychological burnout level along psychosomatic complaints dimension.

The Psychological Burnout

Level of the Teachers

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The psychological burnout level of the teachers in the selected public elementary schools in Malasiqui II District is presented in Table 13.

TABLE 13

The Psychological Burnout Level

of the Teachers

Dimensions	Teachers	
	AWM	DE
Exhaustion Dimension	2.95	MO
Mental Distance Dimension	2.99	MO
Emotional Impairment Dimension	2.93	MO
Cognitive Impairment Dimension	2.94	MO
Psychological Distress Dimension	3.00	MO
Psychosomatic Complaints Dimension	2.95	MO
OWM	2.96	MO

Legend:

AWM = area weighted mean

DE = descriptive equivalent

OWM = overall weighted mean

As can be noted in Table 13, the teachers perceived that they have moderate psychological burnout level as evidenced by the computed overall weighted mean of 2.96.

Relationship between the Psychological Capital Level of the Teachers and

Their Psychological Burnout Level

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This part of the chapter provides answers to the fifth sub-problem of the study which is about the significant relationship between the psychological capital level of the teachers and their psychological burnout level.

To provide answers to the sub-problem, the researcher worked on the null hypothesis that there is no significant relationship between the psychological capital level of the teachers and their psychological burnout level. Thereafter, the researcher correlated the psychological capital level of the teachers and their psychological burnout level using Pearson r and Regression Analysis in the Microsoft Excel. Here, the researcher computed for the r value and the p value at .05 alpha. Table 14 presents the results.

TABLE 14

Relationship between the Psychological Capital Level of the Teachers and Their Psychological Burnout Level

	Computed r Value	Computed p Value at .05 alpha	RM
Psychological Capital Level	0.79	0.00	Significantly strong positive relation

Scale:

very strong positive relationship = 0.80 – 1.000

strong positive relationship = 0.60 – 0.799

moderate positive relationship = 0.40 – 0.599

weak positive relationship = 0.20 – 0.399

very weak positive relationship = 0.00 – 0.199

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As shown in Table 14, when the psychological capital level of the teachers and their psychological burnout level are correlated, the r value computed is 0.79. Following the scale of interpretation, this figure implies a strong positive correlation. Moreover, the p value computed is 0.00. This figure is lower than the .05 alpha. This implies that there is a significant strong positive relationship between the psychological capital level of the teachers and their psychological burnout level. This means that the psychological burnout level of the teachers is influenced by the psychological capital level.

Conclusion and Recommendations

Conclusion

Based on the findings made, the following conclusions were drawn:

1. A typical teacher in the selected public elementary schools in Malasiqui II District has no post-graduate degree, has been teaching for more than 10 years already, and has attended not more than three trainings related with well-being.

2. The teachers have high psychological capital level.

3. The psychological capital level of the teachers is influenced by their highest educational attainment, length of teaching experience, and the number of relevant trainings attended.

4. The teachers have moderate psychological burnout level.

5. The psychological burnout level of the teachers is influenced by the psychological capital level.

6. The proposed action plan will improve the well-being of the teachers in the selected public elementary schools in Malasiqui II District.

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Recommendations

Based on the findings made and the conclusions drawn, the following recommendations are offered:

1. The proposed action plan be approved for implementation in the selected public elementary schools in Malasiqui II District improve the well-being of the teachers.

2. The implementation of the proposed action plan in the selected public elementary schools in Malasiqui II District improve the well-being of the teachers should be evaluated.

3. Similar study may be conducted by other researchers to validate the findings of the study. competence.

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