International Journal of Research Publication and Reviews

Journal homepage: www.ijrpr.com ISSN 2582-7421

Effects of Teacher Burnout on their Credibility

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A B S T R A C T

This study determined which domain of teacher burnout best influenced the credibility of teachers in Davao de Oro Division, Region XI, Philippines. The study employed the quantitative–descriptive approach using correlational technique. The respondents were the 215 public elementary teachers who were selected using the simple random sampling procedure. The Mean, Pearson r, and Regression Analysis were the statistical tools used in this study. Moreover, adapted survey questionnaires were used to measure the levels of teacher burnout and teacher credibility. The result showed that the level of teacher burnout was moderate and teacher credibility was low. Further, data showed that there was a significant negative relationship between teacher burnout and their credibility and that overall teacher burnout influenced the credibility of teachers. Among the domains of teacher burnout, depersonalization, and personal accomplishment best influenced the credibility of teachers. Likewise, between the two domains, personal accomplishment best influenced teacher credibility.

Keywords: *teacher burnout, teacher credibility, depersonalization, descriptive-correlation, Philippines*

1. Introduction

1.1 Rationale

In foreign countries like Taiwan, students who do not perceive a teacher to be credible are likely to listen less and learn less from that teacher. The less credible the teacher, the less the learning of the students (Li-I Hsu, 2014). Relatively, a study conducted in United States reveals that students who perceived their teachers as not credible, uncaring, untrusting and incompetent tend to disengage from school, have a hard time doing what the teachers ask from them, aggravate their poor relationships with teachers, and engage in other nonproductive activities (Black, Seder, &Kekahio, 2014). Hence, lack of teacher credibility means lack of classroom management, lack of content knowledge and lack of organizational skills (Meador, 2018). Moreover, low teacher credibility negatively affects the learning motivation of the students (Kuan, Teng, Hong, Fong, & Wen, 2017).

Teacher credibility is considered today as one of the primary factors that plays an important role in students' learning outcomes and in teacher-student interactions (Al-Zoubi, 2016). Having self-perceived credibility, teachers feel more competent, reliable and trustworthy and will have a better professional image as mentors. The degrading academic performance of students is the result of lack of motivation and poor instructional methods of less credible, incompetent and indolent teachers. Less credible teachers clearly interfere with the instructional goals and student learning. Likewise, indolent teachers have been proven to prepare teaching materials, lesson plans and pupil assessment activities hastily and unwell (Kuan et al., 2017).

Studies conducted by Rihani and Sagar (2015) and Zhang and Sapp (2008) found that teacher burnout has a negative influence on teacher credibility, particularly on teacher's competence, caring, and trustworthiness. The studies reveal that low-burnout teachers are perceived as more credible than high-burnout teachers. It averred that teacher burnout does not only affect teachers but as well as students, particularly their well-beingg and learning. Teachers who are burned out harm the welfare of the students because they often feel less sympathetic toward students and teach class less enthusiastically, creatively and effectively.

It is in this context that the researcher is interested to determine whether teacher burnout significantly influences their credibility at the local setting. This study therefore fills the gap in the literature as far as the local setting is concerned. Furthermore, the result of the study could be a point of reference for schools to eliminate factors causing teacher burnout and to encourage teachers to be more credible, thereby making this study socially relevant.

1.2 Research Objective

The main thrust of this study is to determine which domain of teacher burnout best influences their credibility. More specifically, this study endeavored to determine the following objectives:

1. To assess the level of teacher burnout in terms of:

1.1 Emotional Exhaustion

1.2 Depersonalization

1.3 Reduced Personal Accomplishment

2. To ascertain the level of credibility of teachers in terms of:

2.1 Competence

2.2 Caring

2.3 Trustworthiness

3. To determine the significant relationship of teacher burnout and their credibility.

4. To determine which domain of teacher burnout best influences their credibility.

1.3 Hypothesis

The following hypotheses were tested at 0.05 level of confidence.

1. There is no significant relationship between teacher burnout and teacher credibility.

2. There is no domain in teacher burnout that best influences teacher credibility.

1.4 Review of Related Literature

This section presents discussions on the concepts, ideas, principles and viewpoints from several authors who have provided valuable contributions on burnout and teacher credibility.

1.4.1 Teacher Burnout

Teacher burnout refers to a psychological condition of emotional exhaustion, depersonalization, and reduced personal accomplishment that can be experienced by teachers who work with other people in some capacity (Curran, 2017; Croom & Moore, 2003). It is the loss of power and energy because of failure, attrition, and overload, or the depletion of an individual's internal resources as a result of irretrievable demands (Basim, Begenirbas, &Yalcin, 2013). Burnout is also described as an incapacity to do one's work effectually due to prolonged work-related stress (Thompson, 2017). Though it appears as a result of work stress, burnout is not an indicator but the result of unmanaged work stress; and it can be thought of as a psychological process - a series of attitudinal and emotional reactions - that an employee goes through as a result of job-related and personal experiences (Sesen, Cetin, &Basim, 2011).

Teacher burnout deteriorates what teachers do in school and what they really wanted to do. Aside from that, it corrodes their inner values, wishes and desires for their learners. This corrosion, if not resolved, persists and gradually spreads, causing them to have mental and emotional depression. This depression, which is hard to recover, is manifested through emotional exhaustion, hatred, frustrations, cynicism, sense of failures and ineffectiveness. This disorder destroys not only the personal health of the burned-out teachers but their social functioning as well (Adilogullari, Ulucan, & Senel, 2014).

Among the influential factors causing burnout are students' disruptive behavior, organizational conditions (role conflict and role ambiguity), excessive work hours, inadequate compensation, personal characteristics, and problems at workplace. When teachers constantly observe students' disruptive behavior, their level of self-efficacy in classroom management decreases. This results in a higher level of burnout. In turn, a higher level of burnout results in increased students' disruptive behavior, by which the process repeats itself (Curran, 2017; Jacobson, 2016; Stewart, 2015; Thompson, 2017).

Teachers will experience burnout when there are endless demands in the school institution, yet they are not provided with enough resources. Regardless of having or not having enough resources, teachers are accountable for students' learning and school engagement, for providing quality scholastic instruction and for managing the entire classroom as a whole. If teachers could not carry out these responsibilities, this may become a source of their work stress, which will gradually develop into burnout (Aydin & Kaya, 2016; Thompson, 2017).

Common indicators of burnout are absenteeism, poor work performance, irritation, anxiety, sickness, and lack of commitment to work (Jacobson, 2016). Depression, fatigue, emotional weariness, headaches, insomnia and anger are also symptoms of teacher burnout (Stewart, 2015). Knowing and resolving these signs are vital because these do not only affect teachers, but students as well and their school performance. Also, teacher burnout, which has long been existing, has been the number one reason of teacher attrition. Some teachers leave their job because they can no longer cope with the work pressures – in teaching and handling the misbehaviors of students (Jacobson, 2016).

Several studies have described teaching as one of the most draining, demanding, and tough jobs (Conley & You, 2014; Stewart, 2015). Unlike other professions, teaching is emotionally exhausting. Hence, teachers are more prone to job burnout than other workers. Undoubtedly, occupational dangers like work stress, job demands, and work overloads can cause job burnout which can harm the physical and mental health and work performance of teachers as well as their welfare and well-being as human beings (Conley & You, 2014). Also, job burnout threatens the quality of education since

burned out teachers can no longer perform their tasks diligently and religiously and can no longer devote and commit their selves to their profession (Stewart, 2015).

In this study, teacher burnout is divided into three dimensions, namely, emotional exhaustion, depersonalization, and reduced personal accomplishment (Croom & Moore, 2003). Emotional exhaustion refers to feelings of being emotionally overextended and depleted of one's emotional resources, which is seen as the stress component and regarded as the essential and often sufficient dimension of burnout, and thus considered a crucial state (Adilogullari et al., 2014; Basim et al., 2013). Fatigue, debilitation, loss of energy, and wearing out are characteristics of emotional exhaustion (Atiyat, 2017, Stewart, 2015). It is strongly related to time pressure, which is defined as teachers' feelings of having a heavy workload, having to prepare lessons in the evenings and weekends, and having a hectic school-day with little time for rest and recovery (Atiyat, 2017; Basim et al., 2013). Research revealed that teachers do not want to face or start a different work when they feel emotionally tired (Adilogullari et al., 2014).

Depersonalization is described as cynicism, irritability, loss of idealism, and negative or inappropriate attitudes toward recipients (Thompson, 2017). It is a detached attitude that teachers adopt toward the job itself and to people associated with it (Atiyat, 2017). Teachers who are depersonalized exhibit a distal and cold attitude towards students and workmates (Adilogullari et al., 2014). Aside from that, depersonalized teachers are indifferent, do not have compassion for students or care about other persons they are working with, which in turn leads to a decreased ability to address the needs of others (Stewart, 2015).

One of the factors that hampers employee's motivation and contributes to depersonalization is the lack of organizational resources (Fernet et al., 2011). Aside from that, the work environment, locus of control, role problems, work pressure, life satisfaction and psychological wellbeing are significantly correlated with depersonalization (Mansoor Vazi et al., 2011).

Reduced personal accompishment refers to a decrease in teachers' feelings of achievement and competence at work and a decrease of low morale, and an inability to cope with job demands and expectations (Fernet et al., 2011, Stewart, 2015). Teachers exhibit signs of reduced personal accomplishment when they feel that they are unproductive and they did not fulfill their school duties and responsibilities (Thompson, 2017). This condition, which is often manifested by teachers, leads to corrosion of teachers' confidence and efficacy to help their students in their schooling (Adilogullari et al., 2014).

1.4.2 Teacher Credibility

Teacher credibility is defined as an attitude or subjective perception, the ability of the teacher to be believed (Al-Zoubi, 2016; Pishghadam, Seyednozadi, &Zabetipour, 2017) and to persuade the students in the course that he/she is a competent teacher (McArthur &Bostedo-Conway, 2012). Teacher credibility has three dimensions, namely, the source credibility, motivational appeals and the logic to support a claim. These dimensions are the main indicators which make someone credible (Pishghadam&Karami , 2017). Moreover, teacher credibility is identified as a critical teacher attribute in the instructional process and one of the most significant variables affecting teacher-student interaction and relationships (Al-Zoubi, 2016). Studies showed that teacher credibility roots from teacher's competence (knowledge and expertise), caring, trustworthiness, attachment and affectivity (Gili, 2013).

It is vital in many school institutions to have credible teachers, since credibility determines the level of effectiveness of a teacher to persuade and motivate students to learn. In the field of education, classrooms are seen as an influential domain in which the teacher, the manager of the classroom, has the ability to persuade and influence the students. Nonetheless, the context of credibility is sometimes relative. It depends on the receiver, whether he / she considers someone as credible based on his/her personal perception. Hence, the extent to which someone is considered believable or credible depends on the interpretation of the subject / receiver of the message or actions (Pishghadam&Karami , 2017; Pishghadam et al., 2017).

In school, teacher credibility plays a fundamental role in classroom dynamics. Students' perceptions of teacher credibility have a profound and pervasive influence on classroom communication and affect the extent to which pedagogical strategies are deemed by students to be effective. Teachers perceived as credible are capable of increasing students' motivation and their overall academic performance. In short, teacher credibility is a necessary prerequisite for effective instruction. Students do not accept information from less credible teachers (Al-Zoubi, 2016).

Moreover, if students perceive their teacher as credible, then the teacher has more influence on them to learn more and to better understand things in school (Li-I Hsu, 2014). Researches reveal that when students perceived their teachers as credible, students experience higher levels of motivation to learn, increased affective and cognitive learning, greater levels of communication with the instructor both inside and outside the classroom, perceive more justice in the classroom, feel better understood by the instructor, and experience greater feelings of respect for teachers (Adams, 2013; Pishghadam&Karami , 2017). The higher the credibility a teacher demonstrated, the more learning a student achieved (Li-I Hsu, 2014; Pishghadam et al., 2017). In other words, students' perceptions on the teacher as a credible influence can predict their learning outcomes in school (Pishghadam et al., 2017).

Several factors account for the increase or decrease in teacher credibility in schools such as teacher self-disclosure, teacher's verbal and nonverbal immediacy, teacher's way of discipling students, teaching methods and strategies, and use of technology. Aside from that, teacher's physical appearance, age, sexual orientation, educational background, and affinity-seeking approaches have contributed to the teacher's level of credibility (Pishghadam et al., 2018). On the other hand, teachers may lose their credibility when they are insincere, when they use powerless language, when they are verbally aggressive and misbehave in classroom, when they have slow speech rates and when they have poor presentation skills (Adams, 2013).

In this study, teacher credibility is divided into three dimensions, namely, competence, caring, and trustworthiness (Li-I Hsu, 2014). Competence is defined as one's complex combination of knowledge, understanding, values, desire and expertise in a particular subject (Pishghadam et al., 2018). In the same manner, teacher competence is described as a student perception of a teacher's subject-matter expertise and ability to relay information to students (Li-I Hsu, 2014; Pishghadam et al., 2018). One of the factors that can influence the perception of students on teacher's competence is the way the teacher prepares his / her teaching materials and lessons (Pishghadam et al., 2017; Li-I Hsu, 2014).

Caring refers to student's perceptions of the teacher's demonstrated concern for the welfare of students (McArthur &Bostedo-Conway, 2012; Morris, 2016), their values, well-being and interests (Pishghadam et al., 2018) and is seen as a means of opening communication channels more widely (Li-I Hsu, 2014). Teachers, who believe in their students' abilities, demonstrate that they care by placing the learners at the center of the educational process. Caring teachers engage students actively in the learning process. This engagement is essential for learning to be fun, meaningful, and enduring. Studies affirmed that teachers are effective when they deeply care about the learning of each student (King & Chan, 2011).

Trustworthiness is defined as the degree to which students put reliance on a teacher (Li-I Hsu, 2014; Pishghadam et al., 2018; Pishghadam et al., 2017) and is the subjective feeling of security that allows a person to put himself/herself in the hands of other persons or institutions (Schulte-Pelkum, Schweer, & Pollak, 2014). Trust can be, and has been, more generally defined as a device for coping with others' freedom (Gili, 2013). Studies showed that teachers who are trustworthy, responsible, reliable and honorable are also considered to be sincere, honest, selfless and respectable in the perception of students (Al-Zoubi, 2016).

1.4.3 Correlation between Measures

Several studies have revealed that teacher burnout has a correlation with credibility of teachers, especially on teachers' competence, caring and trustworthiness (Morris, 2016; Rihani& Sagar, 2015; Zhang & Sapp, 2008; 2009). Teacher burnout, which seems to be a serious problem nowadays among teachers, who experience role conflicts, work overload and emotionally and psychologically burdening situations, has eventually decreased teachers' working competence, credibility, work efficiency, and level of teaching motivation (Morris, 2016; Rihani& Sagar, 2015).

 Numerous studies found that teacher burnout was found to negatively affect teacher's competence and credibility, teaching performance, teaching-learning process, student's school engagement, and the educational system as a whole (Croom & Moore, 2003; Rihani& Sagar, 2015; Queiros, Teixeira, Silva, & da Silva, 2015; Skaalvik&Skaalvik, 2009; Zhang & Sapp, 2008; 2009). Teachers who experience high level of burnout are expected to have little or no patience, and hence, oftentimes lash out at students inside and outside the class (Jacobson, 2016). Students suffer emotionally and academically when their teachers are burned out, inconsistent, indolent and incompetent, who inevitably influence the preparation and realization of the desired instructional goals (Jacobson, 2016). Teacher burnout has been considered as one of the devastating problems that negatively affect not only the competence, teaching behaviors and credibility of teachers but as well as the quality of education and students' scholastic performance (Zeichner& Liston, 2013).

The high level of burnout experienced by teachers lowers their level of credibility as it leads to emotional exhaustion, tiredness, depersonalization, and loss of aim, energy and idealism towards work. As a consequence, burned out teachers exhibit lack of desire toward teaching students religiously, lack of interest, compassion and idealism for students, administration, parents and generally for the job, develop negative feelings with other people and display uncaring and insensitive behaviors (Koruklu, Ozenoglu-Kiremit, Feyzioglu, &Aladag, 2012).

Considered as one of the societal problems, teacher burnout has inevitably become part of teachers' daily lives which negatively influences their work performances, teaching behaviors, competence and credibility in school. Aside from that, it has also affected their students, most especially students' learning outcomes and school engagement. When a burned-out teacher stays in a stressful environment, his/her effectiveness and credibility will be adversely affected (Aydin & Kaya, 2016).

Teacher burnout affects the teacher externally as well as internally, particularly their competence and caring behavior. As a frontline profession, teachers, who are believed to be overworked and underappreciated, are vulnerable to burnout and susceptible to experiencing dark emotions such as anger, anxiety, failure, and estrangement. The chronic work stress experienced by teachers is a big problem affecting teacher's physical, academic and social performance, which in turn affects their aptitude, work motivation, relationship with students and colleagues, and their teaching skills in school (Jacobson, 2016; Zhang & Sapp, 2008).

In addition, burned out teachers are found to continuously suffer from physical, psychological and behavioral problems which in turn lowers their level of credibility. Physically, burned out teachers suffer problems such as exhaustion, headache, stomach problems, restlessness, ulcer, increase in heartbeat, and cardiovascular and neurological problems. Psychologically, they always feel angry, depressed, tensed, confused, hesitant, anxious, unsure, hopeless, and irresponsible. Hence, burned out teachers behaviorally demonstrate worsening interaction, sarcastic behavior towards peers and students, absenteeism, dishonesty through showing sickness as an excuse not to come to school, worsening quality of service and indolence by not doing some school works. In other words, the more the teacher suffers burnout, the more he becomes incompetent, indolent and uncaring (Koc&Dincerol, 2013).

Furthermore, research findings showed that teacher burnout negatively impacted teacher's work dedication and commitment, which in turn lowers teacher credibility. This supported other studies claiming that higher levels of teacher burnout has been correlated with teacher work performance, truancy and attrition. Aside from that, teacher experiencing burnout are perceived by students as less competent, caring and trustworthy (Morris, 2016).

Generally, teacher burnout is highly considered as an occupational reality that comes along with teaching profession, which in one way or another affects teachers' credibility and teaching competence. Not only that, it also affects students and the entire school. Several studies concluded that teacher burnout adversely influenced students' enthusiasm, education and affective learning. It also affects the caring behavior and trustworthiness of teachers. Teachers who are indolent, incompetent and uncaring are perceived by students as less credible compared to those who are compassionate and proficient. Thus, low burnout teachers are more credible than those high burnout teachers (Jacobson, 2016; Queiros et al., 2015; Rihani&Zagar, 2015; Zhang & Sapp, 2009).

1.5 Theoretical Framework

This is anchored on the study of Zhang and Sapp (2008; 2009) which cited that teacher burnout negatively affects teacher's credibility, particularly their competence, caring, and trustworthiness. They emphasized that typical teacher burnout syndromes include emotional and physical exhaustion, anxiety, and depression which are often manifested in behavioral reactions such as tardiness, absenteeism, poor job performance, and lack of interest and commitment, which in turn contribute to teacher's low level of creditability and ineffectiveness. Researches conducted by Rihani and Sagar (2015) and Queiros et al. (2015) supported the proposition of Zhang and Sapp (2009) citing that low-burnout teachers are perceived as more credible than high-burnout teachers.

This research is also supported by the study of Skaalvik and Skaalvik (2009) which revealed that burnout is a long term work-related stress experienced by the human service workers including teachers and is categorized as a syndrome of depersonalization, emotional exhaustion, and reduced personal accomplishment correlating negatively with teacher's credibility. Skaalvik and Skaalvik (2009) posited that if the teacher is experiencing burnout, he/she is expected to have negative, cynical attitudes and feelings toward students and colleagues. They averred that burned out teachers will evaluate themselves negatively and will have a general feeling that they are not credible and no longer doing a meaningful job.

Moreover, Croom and Moore (2003) posited that the credibility of teachers has been eroded over the years due to chronic burnout caused by unrealistic work demands placed on teachers. They stated that burnout is manifested by work overload, lack of control over one's work environment, lack of community in the school, lack of fairness in work assignments and the uneven distribution or absence of rewards, which leads to teachers perceived by students and colleagues as less credible.

2. Methods

2.1 Research Design

The researcher employed a quantitative-descriptive approach using the correlational technique to determine the level of burnout and teacher credibility, to determine the significant relationship of burnout and teacher credibility, and to find out which indicators of burnout affect teacher credibility. The quantitative data were gathered through the use of questionnaires, which were then subjected to arithmetic operations for interpretation.

2.2 Population and Sample

The respondents of this study were the 215 public elementary teachers from Davao de Oro Division, Region XI, Philippines. The respondents included in the study were teachers who are at least five years in service and who are from schools that have at least 10 teachers. Teachers who are four years and below in service and those who are assigned in schools with nine or less teachers are excluded from the study. The researcher employed a Simple Random Sampling method using the Raosoft Software Calculator to determine the appropriate and actual number of respondents for this study.

2.3 Research Instrument

Two sets of research instruments were utilized in this study. The first set of questionnaires used was the modified Maslach Burnout Inventory – Educator's Survey (MBI-ES) (Maslach, Jackson & Schwab, 1986) to measure the level of teacher burnout. The MBI, which is the most commonly used tool to self-assess whether you might be at risk of burnout, explores three components, namely, emotional exhaustion, depersonalization, and reduced personal accomplishment. The second set of questionnaires was the modified Source Credibility Measure (Teven& McCroskey, 1997) to measure the level of credibility of teachers with three indicators, namely, competence, caring, and trustworthiness. It is comprised of 15 items that required scaled responses.

2.4 Statistical Tools

The following statistical tools were used in the analysis and interpretation of data:

Mean. This statistical tool was used to determine the level of teacher burnout and teacher credibility.

Pearson Product Moment Correlation. This statistical tool was employed to determine the significance of the relationship between teacher burnout and teacher credibility.

Regression Analysis. This statistical tool was used to determine the influence of teacher burnout on their credibility.

3. Results

The statistical tables showed that the overall standard deviation of all indicators of the two variables ranged from 0.680 to 0.895. This meant that the ratings obtained in this study are close to the mean, which indicates the consistency of responses.

3.1 Teacher Burnout

The level of teacher burnout was examined in terms of *emotional exhaustion, depersonalization,* and r*educed personal accomplishment.* Shown in Table 1 are the mean scores for the indicators of teacher burnout with an overall mean score of 3.36 described as *moderate* and a standard deviation of 0.56. The moderate rating given by the respondents to the items of the majority of the indicators resulted in a moderate level of teacher burnout. This meant that the respondents' response to teacher burnout was sometimes manifested in the majority of the cases in the items of emotional exhaustion and depersonalization.

Table 1

Level of Teacher Burnout

Indicators	SD	Mean	Descriptive Level
Reduced Personal Accomplishment	0.70	3.65	High
Depersonalization	0.89	3.36	Moderate
Emotional Exhaustion	0.85	3.08	Moderate
Overall	**0.56**	**3.36**	**Moderate**

The aforementioned overall mean score was the result gathered from the computed mean scores of 3.65 or *high* for *reduced personal accomplishment*; 3.36 or *moderate* for *depersonalization*; and 3.08 or *moderate* for *emotional exhaustion*. In reduced personal accomplishment, the two highest items are *cannot easily create a relaxed environment with their students* with a mean score of 3.95 or *high*, and *being not able to deal effectively with the problems of their students* with a mean score of 3.79 or *high*. Moreover, in depersonalization, the two highest items are *feeling that they are blamed for the problems of their students* with a mean score of 3.64 or *high*, and *worrying that their job makes them heartless* with a mean score of 3.45 or *high.*

3.2 Teacher Credibility

The level of teacher credibility was measured in terms of *competence, caring,* and *trustworthiness*. Shown in Table 2 are the data on teacher credibility with an overall mean score of 2.34 or *low* and a standard deviation of 0.44. The mean score signified that teacher credibility was seldom manifested by the teachers. The overall mean score of teacher credibility was computed based on the mean score of all the indicators.

The responses are presented from lowest to highest according to their mean value. These are as follows: 2.25 or *low* for competence with a standard deviation of 0.68; 2.35 or *low* for caring with a standard deviation of 0.68; and 2.42 or *low* for trustworthiness with a standard deviation of 0.72.

Table 2

Level of Teacher Credibility

Indicators	SD	Mean	Descriptive Level
Competence	0.68	2.25	Low
Caring	0.68	2.35	Low
Trustworthiness	0.72	2.42	Low
Overall	**0.44**	**2.34**	**Low**

3.3 Significance on the Relationship between Teacher Burnout and Teacher Credibility

The results of computation of significance of relationship between two variables are shown in Table 3.

Table 3

Significance on the Relationship between Teacher Burnout and Teacher Credibility

Teacher Burnout (Independent Variable)	Teacher Credibility (Dependent Variable)			
	Competence	Caring	Trustworthiness	Overall Teacher Credibility
Emotional Exhaustion	-0.109* (0.035)	0.033 (0.560)	0.084 (0.138)	0.007 (0.908)
Depersonalization	-0.162* (0.004)	-0.229* (0.000)	0.019 (0.736)	-0.188* (0.001)
Reduced Personal Accomplishment	-0.423* (0.000)	-0.213* (0.000)	-0.006 (0.916)	-0.326* (0.000)
Overall Teacher Burnout	-0.318* (0.000)	-0.193* (0.000)	0.050 (0.376)	-0.233* (0.000)

*Significant at 0.05 significance level.

Based on the above results, teacher burnout was negatively correlated with teacher credibility. It showed that the overall teacher burnout obtained a negative correlation coefficient of -0.233 with the overall teacher credibility. It also indicated that the probability level between the two variables was significant since it was 0.000, which is less than the 0.05 significant level set in this study. This reveals that overall teacher burnout has a significant negative correlation with overall teacher credibility.

When looking into details, two out of three indicators of teacher burnout are negatively correlated with overall teacher credibility. Respectively, depersonalization obtained an overall negative correlation coefficient of -0.188 with teacher credibility and a probability value of 0.001 or significant; and reduced personal accomplishment gained an overall correlation coefficient of -0.326 with teacher credibility and a probability value of 0.000 or significant. Thus, the probability levels of reduced personal accomplishment and depersonalization showed that both indicators have a significant negative correlation with teacher burnout. The higher the level of teacher burnout, the lower the level of teacher credibility.

On the other hand, emotional exhaustion has no significant relationship with overall teacher credibility because it obtained a probability level higher than the significant level set in this study. However, results showed that emotional exhaustion, in its singular capacity, is negatively correlated with teacher credibility in terms of competence because it gained a correlation coefficient of -0.109 and a probability value of 0.035. This meant that teacher competence is negatively influenced by emotional exhaustion.

Moreover, the table showed that depersonalization had a negative correlation with competence as it obtained a correlation coefficient of -0.162 and a probability level of 0.004. This meant that the competence of teachers is negatively influenced by depersonalization. More so, depersonalization is negatively correlated with caring as it gained a negative correlation coefficient of -0.229 and a probability level of 0.000 which is significant.

Furthermore, the reduced personal accomplishment domain of teacher burnout had a negative correlation with teacher credibility in terms of competence as it yielded a negative correlation coefficient of -0.423 and a probability value of 0.000. Reduced personal accomplishment was also negatively correlated with teacher credibility in terms of caring as it obtained a correlation coefficient of -0.213 and a probability value of 0.000. Both the probability levels signified that depersonalization negatively influenced teacher credibility in terms of competence and caring.

The overall results showed that teacher burnout negatively correlated with teacher credibility as it obtained a grand correlation coefficient of -0.233 and a probability value of 0.000 which is significant. This meant that the hypothesis, as stated earlier that there is no significant relationship between teacher burnout and their credibility, was rejected. This revealed that there was a significant negative correlation between teacher burnout and teacher credibility. Of the three domains of teacher burnout, depersonalization and reduced personal accomplishment, in their singular capacity, have a significant negative correlation with teacher credibility.

3.4 Significance on the Influence of Teacher Burnout on Teacher Credibility

Shown in Table 4 is the regression coefficient to test the significant influence of overall teacher burnout on teacher credibility. The model showed that the computed F-value is 15.25 with a corresponding p-value of 0.000. This meant that teacher burnout significantly influenced the credibility of teachers. More so, shown in the table is the R^2 value of 0.358, which signifies that 35.8% of the variability of the dependent variable teacher credibility, is due to the variability of the independent variable teacher burnout. The remaining 64.2% was influenced by other factors not covered in the current study.

Data further revealed that the indicators of teacher burnout which have significant negative influence on teacher credibility in their singular capacities are depersonalization and reduced personal accomplishment. Based on the table, the depersonalization domain obtained a t-value of -2.73 and a p-value

of 0.007. Likewise, reduced personal accomplishment has a significant influence on teacher credibility as it yielded a t-value of -5.58 and a significant value of 0.000, which is lower than the 0.05 significant value.

Table 4

Significance on the Influence of Teacher Burnout on Teacher Credibility

Teacher Credibility

Teacher Burnout	β	B		t	Sig.
Constant		3.171	0.153	20.73	0.000
Emotional exhaustion	0.040	0.0291	1.37	0.171	
Depersonalization	-0.077	-0.028	-2.73	0.007	
Reduced Personal Accomplishment	-0.190	-0.034	-5.58	0.000	
R		0.128			
R^2		0.358			
F		15.25			
P		0.000			

On the other hand, the emotional exhaustion domain of teacher burnout cannot significantly influence the credibility of teachers in its singular capacity as it gained a t-value of 1.37 and a significant value of 0.171. In general, the domain of teacher burnout that best influences teacher credibility is reduced personal accomplishment, which has the highest beta coefficient compared to other indicators.

4. Discussion

Presented in this chapter are the discussions on the data, conclusion, and recommendations on the variables of the study.

4.1 Teacher Burnout

The moderate level of burnout among the teachers in Davao de Oro is due to the moderate rating given by the respondents on the items of the indicators emotional exhaustion and reduced personal accomplishment. The teachers moderately felt pressured to work with people all day and emotionally tired of their work. They also moderately became uncaring toward other people since they took their job and felt that they treated some students as if they were non-living objects. These manifestations are not congruent with the views of various authors (Adilogullari et al., 2014; Atiyat, 2017; Basim et al., 2013; Mansoor et al., 2011; Thompson, 2017) who pronounced that burnout is manifested when teachers became less sympathetic and caring toward students, emotionally overextended and depleted of one's emotional resources, had a cold and distal attitude toward students and their colleagues, among others.

4.2 Teacher Credibility

The low level of credibility among the teachers in Davao de Oro is due to the low rating given by the respondents on all the indicators of teacher credibility, namely, competence, caring, and trustworthiness. Based on the results, teachers are not trustworthy and honest in dealing with the students, are not truthful in grading students, are not concerned with the student's interests, and are not understanding to students and their colleagues. They are not also experts in the subjects they taught and are not competent in using good teaching methods in effective and engaging ways. These qualities, therefore, are expected to decrease the level of teacher credibility since it is not congruent to the views of various authors (Adams, 2013; Al-Zoubi, 2016; Gili, 2013; Li-I Hsu, 2014) who pronounced that teacher credibility would be increased when teachers provide rational explanations for grading students, sympathize with the students, possess effective teaching skills, are knowledgeable on the subjects they taught, among others.

4.3 Significance on the Relationship between Teacher Burnout and Teacher Credibility

Generally, the correlation between the two variables reveals a significant negative correlation between teacher burnout and their credibility. This implies that the credibility of teachers in Davao de Oro is negatively influenced by burnout. Among the three indicators of burnout, depersonalization and reduced personal accomplishment have a significant negative relationship with teacher credibility. Thus, teachers' credibility and competence will be negatively affected when teachers are depersonalized and have lost their ideals. In the same manner, their credibility will be negatively affected when they feel that they are underappreciated, not recognized and not rewarded with their efforts.

These findings corroborate the studies of Morris (2016) and Rihani and Sagar (2015) which stated that job burnout has a negative effect on teachers' caring, competence and trustworthiness – the three indicators of credibility. They stressed that among the symptoms of burnout are decreased work efficiency, low level of motivation, negative emotions and attitudes, physical problems and the tendency to avoid social relationships with students and colleagues, which seriously affect teachers' working competence, credibility, work efficiency and level of teaching motivation.

Moreover, the findings also exemplifies the study of Queiros et al. (2015) and Croom and Moore (2003) which underscored that teacher burnout adversely affects the teaching-learning process, students' school engagement, teachers' competence and credibility, and the educational system as a whole. Hence, burnout, which is considered as a frustrating and devastating condition, not only affect teachers but as well as students and the entire educational system.

Furthermore, it validates the research of Kuruklu et al. (2012) which revealed that teacher burnout lowers teachers' level of credibility as it leads to emotional exhaustion, tiredness, depersonalization, and loss of aim, energy and optimism towards work. As a result, burned out teachers will exhibit lack of desire toward teaching students, lack of interest, compassion and idealism, will gradually develop negative feelings with other people, especially students, and will display uncaring and insensitive behaviors. They added that one of the big problems that affect teachers' physical, academic and social performance is the chronic work stress experienced by teachers.

4.4 Significance on the Influence of Teacher Burnout on Teacher Credibility

A regression analysis was employed in this study to determine the extent of influence of teacher burnout to their credibility. Data revealed that the overall teacher burnout negatively influences the credibility of teachers. This corroborates the study of Skaalvik and Skaalvik (2009) which cited that burnout is a long term occupational stress experienced by the human service workers, including teachers and is characterized as a syndrome of emotional exhaustion, depersonalization and reduced personal accomplishment which correlated negatively with teachers' motivation, job satisfaction, and credibility. They averred that burned out teachers, who are expected to have negative and cynical attitudes, will evaluate themselves negatively and will have a general feeling that they are not credible and no longer doing a meaningful and important job.

These findings confirm the studies of Rihani and Sagar (2015), Querios et al. (2015), Zhang and Sapp (2009), and Croom and Moore (2003) which claimed that high-burnout teachers are perceived as less credible than low-burnout teachers. Commonly, teacher burnout is manifested in behavioral reactions such as tardiness, absenteeism, poor job performance, and lack of interest and commitment, which in turn contribute to teacher's low level of credibility and ineffectiveness. Croom and Moore (2003) and Querios et al. (2015) revealed in their studies that teacher's credibility has been eroded over the years due to unrelieved stress caused by the daily job demands placed on teachers.

In particular, the data revealed that in their singular capacities, depersonalization and reduced personal accomplishment can negatively influence the credibility of teachers; while emotional exhaustion can also affect teacher credibility but with the support of other indicators. This implies that when a teacher is depersonalized and has a cynical and inappropriate attitude in a class, students would perceived such a teacher as uncaring and untrustworthy, and hence, less credible. The studies of Fernet et al., (2011), Mansoor Vazi et al. (2011) and Thompson (2017) support this finding by asserting that teachers who are depersonalized tend to exert less effort in carrying out his/her duties and responsibilities, and become uncaring and untrustworthy due to their cynical and negative attitudes toward peers and students. Since depersonalized teachers will lose the optimism and motivation to work harder, they will gradually become incompetent and indolent.

Likewise, reduced personal accomplishment negatively influences the credibility of teachers. This means that when teachers are not recognized and rewarded for their efforts, they will lose their passion and commitment to work extra mile and under pressure, and they will no longer render better services such as teaching religiously (Stewart, 2015). Koruklu et al. (2012) claimed that under appreciation of teachers leads to emotional exhaustion, loss of energy and optimism toward work among teachers. These teachers will exhibit lack of desire toward teaching students, lack of interest and compassion for students, and will gradually become uncaring and insensitive. Fernet et al. (2011) asserted that receipt of reward and or punishment is the only way of employees, including teachers, of knowing how well they are doing and what others think of their work.

Moreover, between the two domains of teacher burnout – depersonalization and reduced personal accomplishment, it is the reduced personal accomplishment, in its singular capacity, that adversely influences teacher credibility. This means that to foster teacher credibility in schools, teachers should be rewarded for all their efforts and achievements. This finding exemplifies the study of Fernet et al. (2011) which cited that when teachers are underappreciated, they will feel incompetent and less credible and will gradually lose their ability to cope with the job demands. The teachers will experience a feeling of low personal achievement as soon as they realize that they are not living up to their expectations, such as making a big contribution to the life of students, to school and to society (Thompson, 2017). This in turn affects the quality of their work performance and quality of their life and of the students beyond teaching.

4.5 Conclusion

The overall level of teacher burnout is moderate. Its indicators reveal the following results: high for reduced personal accomplishment, moderate for emotional exhaustion, and moderate for depersonalization. On the other hand, the overall level of teacher credibility is low. Its indicators reveal the following results: low for competence, low for caring and low for trustworthiness.

There is a significant negative correlation between teacher burnout and their credibility. This means that teacher burnout negatively influences the credibility of teachers in Davao de Oro. More so, it has been determined that depersonalization and reduced personal accomplishment are the domains of teacher burnout that adversely influence the credibility of teachers. Between these two domains, reduced personal accomplishment appeared to be the best predictor in its singular capacity. Nonetheless, emotional exhaustion can also affect teacher credibility but with the support of other indicators.

Thus, this study has confirmed the studies of Jacobson (2016), Rihani and Sagar (2015), Morris (2016), Skaalvik and Skaalvik (2009) and Zhang and Sapp (2008), that burnout has a negative effect on the credibility of teachers, particularly teachers' caring, trustworthiness, and competence. Zhang and Sapp (2008) posited that teacher burnout not only affect teachers credibility but as well as students' learning and motivation and the entire educational system. Studies of Croom and Moore (2003), Rihani and Sagar (2015), Querios et al. (2015), Skaalvik and Skaalvik (2009) and Zhang and Sapp (2008) concluded that the unrelieved burnout felt by teachers adversely affect their competence and credibility, the teaching-learning process and students' school engagement.

4.6 Recommendations

The result, which highlights this study, is that depersonalization and reduced personal accomplishment, in their singular capacities, significantly influence the credibility of teachers in Davao de Oro. The researcher therefore recommends that school heads should formulate programs that may further lessen, if not eradicate, teacher burnout in terms of depersonalization and reduced personal accomplishment. They should conduct seminars and training focusing on enhancing the work attitudes, idealism, and optimism of teachers towards work. More so, the school heads should implement a reward system where teachers are recognized for their efforts and achievements for them to work harder and to further boost their dynamism, passion, commitment, and dedication in teaching.

In addition, the school administrators may deliver more effort to encourage teachers to attend more in-service workshops and training about behavioral enhancement and engagement to allow teachers to gain appropriate and effective techniques and insights on how to properly deal with job demands and pressures. In the same manner, teachers should attend seminar workshops about how to cope with attitudinal and emotional stress since the result revealed a moderate rating for the emotional exhaustion domain of teacher burnout. Similarly, teachers may revisit and re-evaluate their dealings with their students, colleagues, and their work since the result revealed a moderate rating for overall teacher burnout.

Furthermore, the study found a significant, albeit negative, relationship between teacher burnout and their credibility; thus, school administrators should eliminate or at least lessen in one way or another the factors that contribute to work stress or burnout, particularly for the depersonalization and reduced personal accomplishment domains. Aside from that, the school heads should see to it that the work problems that cultivate burnout such as work overload, lack of control over one's work environment, lack of community among teachers in school, lack of fairness in work assignments, and uneven distribution of rewards are fairly resolved and addressed. Hence, it is recommended that conduct of intensive and proactive School Teachers Capacity Building be implemented to address the issues and problems faced by teachers and at the same time to evaluate their work progress and accomplishments. Likewise, schools head should initiate events like "ParangalsamgaGuro" every year to recognize teachers' distinct and laudable accomplishments.

Subsequently, albeit the finding of the study shows a significant influence of teacher burnout on teacher credibility in Davao de Oro, the researcher still recommends that further research regarding other factors that are associated with teacher credibility may be conducted.

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