Measuring Student Burnout in The New Normal: A Quantitative Study

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Abstract

This paper focuses on the level of student burnout among the senior high school students of Bislig City Division. The quantitative nature of this study reveals insights about the experiences of the students in this new normal. The study was conducted among the 499 senior high school students (n=499; 14 senior high schools) in Bislig City Division, both from the public and private schools, for grades 11 and 12, across strands. Non-probability sampling, particularly convenience sampling, was utilized. Using the Maslach Burnout Inventory-Student Survey, the data were collected, and statistically analyzed with Kruskal Wallis and Mann-Whitney tests. The results revealed that the learners are exhausted at the current arrangement of the new normal education, making them cynical, and at some point, considered their classes inefficient. Yet, this feeling of burnout is rarely felt on the whole. Consequently, the differences between the different groups of private and public schools, and the strands were statistically significant ($p \leq 0.05$), contrary to the differences between sexes and the grade levels. Despite the results, the learners have developed in them a greater appreciation for their education. In the face of frustrations and challenges, these senior high school students are learning. They have shared their personal reflections in their struggle to continue learning amidst, and in spite of COVID-19.

Keywords: student burnout; senior high school; private schools; public schools; Bislig City

1. Introduction:

At a time when the COVID-19 pandemic has become a regular in one's vocabulary, the concept of a new normal has also emerged particularly in education. COVID-19 has not only stunted most of man's activities (Piller, Zhang, & Li, 2020; Osman, 2020) but also shifted direction to continue the teaching and learning processes amidst the socio-economic, cultural, and health crisis (Baloran & Hernan, 2020). With that, the UNESCO has laid recommendations in the prevention of a learning crisis; consequently, urging governments and similar institutions to come up with policies for the continuity of education, sustainable development, and change in teaching and learning landscape (UN Policy Brief, 2020).

Education has always been an essential part in any societal development (Oyoo, Mwaura, Kinai, & Mutua, 2020). Measures to continue education has had different educational institutions develop, and implement means to provide learning. Daniel (2020) clearly said that a vital element of institutional response is to reassure students

and parents that education still persists even in the health crisis. Albeit the current world situation under COVID-19, more and more countries are coming up with alternatives to deliver education after a period of lockdowns (Chandra, 2020; Osman, 2020); and higher education institutions are taking advantage of asynchronous learning (Malik & Fatima, 2017). One's academic achievement, as offered through formal education in any society, is viewed with utmost importance for the wealth of a nation and its prosperity. It is further considered as a pointer to one's ability, a prerequisite to tertiary learners, a determinant of one's career and status in society (Oyoo et al., 2020). As such, learners are under constant pressure for good academic grades; even in the context of the pandemic, the same issue still arises. Teaching and learning in the new normal puts COVID-19 in a global and historical context (Tria,2020), and how it has reshaped the way people conduct business, communicate, and deal with each other to prevent further spread of the infection (Chandra, 2020; Piller, Zhang, & Li, 2020).

As COVID-19 cases increase with more than four million cases worldwide (Worldometer, n.d.), and 10,794 cases as of May 11, 2020 in the Philippines (OCHA website), educational leaders have decided to adapt the new normal in education (Tria, 2020). Consistent to this call, Philippine Education Secretary, Leonor Magtolis Briones has emphasized on the continuity of learning, and education as a top priority (DepEd Press Release). Thus, at the basic education, the Department of Education (DepEd) will be implementing the Learning Continuity Plan (LCP) which will be in effect in School Year 2020-2021, and classes will open in August 24,2020 instead of June 2020 (DepEd Official Statement, May 2020) and finally moved on October 05, 2020 (DepEd Official Statement, August 2020).

The directive to continue education has had the various schools' divisions in the country to craft the Basic Education-Learning Continuity Plan (BE-LCP) as guide. DepEd Department Order series 2020-012 has provided that the learning continuity plan "shall lay down the direction and reforms for basic education in the coming school year." Formulating the BE-LCP also means that the Department of Education "must adopt alternative modes of delivering learning if it is to reach all learners regardless of who and where they are. Where school-based, Face-to-Face Learning is not possible, the LCP identifies three learning delivery modalities (LDMs) that schools may implement: Distance Learning, Blended Learning, and Homeschooling" (DepEd LDM Course Overview). Even the higher education institutions have also found means to deliver their classes (Bao, 2020), contrary to on-site delivery (Osman, 2020).

The Bislig City Division's BE-LCP engages itself in "providing quality education and protecting the safety and health" of its learners, stakeholders, partners, and alike" (BCD-LCP, 2020). This is in conformance to the agency's mandate for education to continue, thereby, adopting varied modalities. Anent to this are measures to encourage ease in the conduct of the modalities (DepEd Memorandum OUCI-2020-307) wherein learners are given options to answer only a select number of activities in their learning modules and activity sheets with the assistance of their parents.

COVID-19 and the academe have acknowledged each other, further creating the new normal in education. Teaching and learning are made creative albeit the distance, and remoteness of the experience for the learners. The shift in education notes on the remarkable rise and adoption on e-learning (Baloran & Hernan, 2020; Osman, 2020), notwithstanding the challenges posed in the application of online-blended learning approach (Baloran, 2020) in the country. Conversely, the Department of Education accounts four types of Distance Learning to be utilized by learners (Guidance on Distance Learning) for self-directed study at a venue other than the classrooms (DO 21, s 2019). This encourages independent learning for students while 'geographically distant' from the teacher; in this situation, a parent or any member of the family, or community becomes the learning facilitator to assist students. Thus, the pandemic is viewed to worsen education (Mishra, Gupta, & Shree, 2020). As it disrupts the normalcy of routine for learners, COVID-19 has also caused academic stress experienced by students, not to mention the coping strategies they adopt during online education (Chandra, 2020). Oyoo et al (2020) reported that learners are vulnerable to experience academic burnout when they are in a lot of pressure, and there is an evident lack of supportive mechanisms for them. Burnout is the effect of

prolonged stress (Vaughn, 2016). This condition is also characterized by physical and emotional exhaustion from stress. Burnout researches have now included those in the academic field, hence, academic burnout. Schaufeli, Martinez, Pinto, and Salanova (2002) defined academic burnout as "as a feeling of exhaustion due to high academic requirements and demands." This, eventually, triggers among learners to develop "negative attitudes and pessimistic feelings" towards their academic and course requirements. Schaufeli et al (2002) further characterized academic burnout to include emotional exhaustion, cynicism, and academic efficacy. These are appropriately identified as:

> "Emotional exhaustion is a condition that arises from the academic pressure exerted upon the students for academic excellence; cynicism emerges when learners are not able to excel as expected […] they tend to become indifferent and develop a negative attitude towards academic work. Academic inefficacy which comes as the last phase of academic burnout refers to a feeling of inadequacy and a diminished feeling of competence leading to low academic achievement (Schaufeli et al, 2002)."

Meanwhile, Bresó, Salanova, & Schaufeli, (2007) point burnout as a similar concept which includes emotional exhaustion, depersonalization, and reduced personal accomplishment. For both of these works, the Maslach Burnout Inventory has been used to measure the occurrence among workers, and students, alike. Originally used among human services, Maslach Burnout Inventory has evolved from Human Services Survey, to General Survey, then into Student Survey (Bresó, Salanova, & Schaufeli, 2007), thus contributing to the growing literature in assessing burnout.

Literature on students experiencing academic burnout list a number of characteristics to better understand such phenomenon. These are "negative perceptions of the learning environment, high levels of perceived workload, lack of enthusiasm in subjects of study, inability to constantly attend classes, lack of participation in classroom activities, and meaninglessness in academic activities, resulting in poor academic achievement" (Oyoo et al, 2020).

Since burnout is a syndrome recently identified in high school students (Gonzalez-Roma, Vicente, Schaufeli, Bakker, Lloret, 2006), the present study examines this amidst the pandemic. As COVID-19 continues to ravage, it has worsened students' feelings of burnout. Higher burnout levels were found to be common among students with low self-efficacy beliefs (Bilge, Dost & Cetin, 2014), hence, often associated with poor academic performance (Lin & Huang, 2014; Tomaszek, & Muchacka-Cymerman, 2019). Similarly, Portoghese, Leiter, Maslach, Galletta, Porru, D'Aloha,… & Campagna (2018) stated that high academic demands, attending classes, respecting deadlines, balancing of study, work and personal life, and financial pressures added to the burnout of the students. These factors further contribute to their sensibility in the current learning modalities. Accordingly, Tomaszek & Muchacka- Cymerman (2019) discussed that student burnout is a serious problem common to young people. It is connected with many negative effects on the mental functioning of adolescents. Student school burnout syndrome is a psychological problem brought about by intermittent exposure on academic stress factors. This is a reaction when students are overwhelmed with their scholastic duties; sometimes, people who are burnout have depressive countenance.

Alternately, academic burnout affects women in STEM field (Jensen & Deemer, 2019); in contrast, Tomaszek and Muchacka-Cymerman (2019) reported that boys experience higher school burnout than girls. Then again, both show that occurs when there is a disproportion of rewards and efforts of the students in a task. The imbalance between effort and reward lead to an increase in cynicism of students, or negativity toward school work. Furthermore, it leads to an increase in emotional exhaustion like being drained from one's academics. This, eventually, leads to decrease efficacy as a student, or a feeling of being less competent in one's ability to accomplish one's course work.

The imbalance of effort and reward can lead to increased cynicism in students, or a negative attitude toward schoolwork (Jensen & Deemer, 2019). It can lead to increased emotional exhaustion, such as feeling drained from academics. Finally, it can lead to decreased efficacy as a student, or feeling less competent in one's ability

to complete schoolwork (Jensen & Deemer, 2019; Tomaszek, & Muchacka-Cymerman, 2019). School burnout is also related to factors as 'demotivation, low self-esteem, and decreased self-efficacy, anxiety', and the likes. For high school students, it is the deprivation of school activities, poor resistance to stress, and reduced effectiveness of actions that contribute to burnout.

In all these, the context afforded by the COVID-19 pandemic stirred what has been the usual in the academe. The new normal in education is a gap in itself that this present study intends to fill.

And as Bislig City records its cases on COVID-19, learners are tasked to modular and online distance learning modalities. This present study measures and analyzes academic burnout among senior high school students in the context of the new normal. Consequently, this also investigates the instances of burnout between schools, strands, grade levels, and even among sexes. Finally, insights as to the implication of the pandemic into the new normal of education has also been considered as part of the analysis of this study.

2. Methodology

Research Design

A descriptive survey design was used in the present study where questionnaire was either utilized to measure the level of burnout among the students. Descriptive research in quantitative studies describes individuals, events, or conditions as they naturally occur (Siedlecki, 2020). It is a nonexperimental design that does not manipulate any variables. In the present study, burnout is being measured from among the senior high school students. As a descriptive study, this paper looks at the characteristics of a population, and identify issues within a unit (Siedlecki, 2020), which is the senior high school students in Bislig City. This design was chosen to measure the level of burnout among the senior high school students in Bislig City.

Additionally, the use of survey questionnaire to collect information from a sample group is also employed. As survey research, the instrument aids in obtaining information by describing characteristics on a given phenomenon by the sample population (Ponto, 2015). Questionnaires may be in paper or Internet-based program. The present study made use of both formats in order to reach the sample population in relation to student burnout among senior high school.

The questions are designed to gather data that will help researchers answer their research questions. In this study, information was collected through an adapted questionnaire, the Maslach Burnout Inventory-Student Survey in the 2002 (b) study of Schaufeli, Salanova, González-Romá, and Bakker.

Sample and Procedure

The study was conducted among the 499 senior high school students in Bislig City Division for school year 2020-2021, both from the public and private schools, for grades 11 and 12, across strands. Nonprobability sampling, particularly convenience sampling, was utilized since the implementation of modular, non-face-to-face classes only allowed the researchers to have contact with the students whom they could conveniently ask to participate in the study. The target population included 14 senior high schools, namely, the Andres Soriano College of Bislig (ASCB; n= 99), Bislig City National High School (BCNHS; n= 99), Bucto National High School (BNHS; n=75), De La Salle John Bosco College (DLSJBC; n=62), Lawigan National High School (LNHS; n=2), Mabog National High School (MNHS; n=3), Maharlika National High School (MNHS; n=10) ,Mangagoy National High School (MNHS; n=23), Stand Alone Senior High School (SASHS; n=39), Recaredo Castillo College (RCC; n=7), San Vicente National High School (SVNHS; n=15), Saint Vincent de Paul Diocesan College (SVPDC; n=34), Southern Technological Institute of the Philippines (STIP; n=2), and Tabon M. Estrella National High School (TMENHS; n=29).

The survey questionnaires were distributed through online (a Google form link) and printed means. This was in accordance to the result of the mapping tool in the Division's Learning Continuity Plan, where

learners responded to the accessibility and availability of gadgets at home (BCD-LCP, 2020). The online responses were automatically recorded, while the printed forms were facilitated and encoded by the researchers.

Instruments

A questionnaire was chosen as data collection instrument in this study. A questionnaire is a common way to collect data which includes a number of items in relation to the research objectives (Abawi, 2017; Ponto, 2015). Data was collected with the aid of adapted questionnaires to evaluate the level of student's burnout in the new normal.

The Maslach Burnout Inventory-Student Survey (MBI-SS) developed by Schaufeli et al., (2002b) consists of 15 items, accordingly contextualized by the researchers to make up items on exhaustion (5 items), cynicism (4 items), and academic inefficacy (6 items). The questions are aptly translated into Cebuano to better understand the situations presented in the items.

All items were scored on a 7 point-frequency rating scale ranging from 0.00 – 0.86 (Never), 0.87 – 1.73 (Very Rarely), 1.74 – 2.6 (Rarely), 2.61 – 3.47 (Sometimes), 3.48 – 4.33 (Frequently), 4.34 – 5.20 (Very Frequent), 5.21 – 6.07 (Always).

Statistical Method

The study made use of Shapiro-Wilk test to evaluate the distribution of the data. Since the result is that of a non-parametric data, the Mann-Whitney Test was utilized to test the differences on burnout levels between the type of school (private and public), grade levels (11 and 12), and sex (male and female); Kruskal-Wallis test was done between the strands (ABM, GAS, HUMSS, STEM, and TVL), and the results between the different participating schools in the Division. Also, analysis of variance (ANOVA) has been utilized to check the validation of their results.

To test the significance of the statistics, both the Mann-Whitney and Kruskal-Wallis tests used the probability level of 0.05.

2.1. Tables

Table 1: **Measurement of Senior High School Students' Burnout**

Items	**Average**	**Adjectival Rating**
Exhaustion (Pagkaluya/ Kakapoy)		
I feel emotionally drained by my studies. (Naugtas/ gikapoy na ko pag-ayo tungod sa akong pagtuon.)	**3.01**	**Sometimes**
I feel used up at the end of the day doing my modules. (Paghuman sa adlaw, grabe ko kakapoy/ kapoyay.)	**3.28**	**Sometimes**
I feel tired when I get up in the morning, and I have to face another day with my modules. (Bati-on kog kakapoy inig mata nako sa buntag, og akong atubangun ang lain na usab nga adlaw uban sa akong mga modyul.)	**3.37**	**Sometimes**

Studying or attending a class is really a strain for me. (Hago kaayo ang pag-eskwela.)	**2.29**	**Rarely**
I feel burned out from my studies. (Kapuyay kaayo ko sa akong pagtuon.)	**2.62**	**Sometimes**
Cynicism (Negatibong Panglantaw)		
I have become less interested in my studies since the onset of the new normal and different modalities other than face-to-face. (Nakuhaan ang akong interest sa pagtungha tungod kay modyular man ang pamaagi sa pag-eskwela, dili face to face.)	**2.82**	**Sometimes**
I have become less enthusiastic about my studies. (Nakuhaan akong kasibot/ kadasig sa pagtuon/ pagtungha).	**2.66**	**Sometimes**
I have become more cynical about my studies. (Mas nisamot akong pagkanegatibo sa akong pagtungha.)	**2.42**	**Rarely**
I doubt the significance of my studies. (Nawala akong pagsalig sa kapuslanan sa akong pagtuon./ Feeling nako walay pulos akong pagtungha/ pagtuon.)	**2.27**	**Rarely**
Academic Inefficacy (Inepisyente sa Pag-eskwela)		
I cannot solve the problems that arise in my studies. (Dili ko kasulbad sa mga problema kabahin sa akong pagtuon.)	**2.57**	**Rarely**
I believe that I do not make an effective contribution to the classes. (Sa akong pagtoo, wala koy natabang sa akong klase.)	**2.17**	**Rarely**
In my opinion, I am not a good student. (Sa akong pagtoo, dili ko maayo nga estudyante.)	**2.09**	**Rarely**
I do not feel motivated when I reach my study goals. (Dili ko ganahan/ganado nga makab-ot akong pangandoy/ tumong sa pagtungha.)	**1.53**	**Very Rarely**
I have not learnt any interesting things during my studies. (Wala jud koy nahibaw-an sa akong pagtuon).	**1.95**	**Rarely**
In answering my modules, I do not feel confident that I am effective in getting things done. (Sa pagtubag sa mga modyul, wala koy salig sa akong kaugalingon nga mohuman sa mga buluhaton.)	**2.28**	**Sometimes**

Table 1 shows the level of burnout of the students in the new normal. As to their level of exhaustion, the students SOMETIMES feel tired when they get up in the morning to face another day with the modules, at 3.37; then, they SOMETIMES feel used up at the end of the day doing their modules (3.28); likewise, at 3.01,

they SOMETIMES feel emotionally drained by their studies, and feel burned out from their studies, at 2.62. However, an average of 2.29 show that they RARELY feel that studying or attending a class is really a strain.

Their level of cynicism also indicates that they SOMETIMES become less interested in their studies since the onset of the new normal and different modalities other than face-to-face (2.82); they also SOMETIMES become less enthusiastic about their studies (2.66) Yet, RARELY do they become more cynical about their studies (2.42) to doubt its significance (2.27) for them.

Lastly, in spite of the academic inefficacy found to contribute in the students' feeling of burnout, the results indicate otherwise. The result indicated that students RARELY cannot solve the problems that arise in their studies (2.57); RARELY do they feel not confident that they are effective in getting things done in answering their modules (2.28), and that *they RARELY believe that they don't make an effective contribution to* their classes (2.17). With this, RARELY do they believe that they are not good students (2.09) for them not to learn any interesting things during their studies (1.95). In fact, it is VERY RARELY that *they don't feel* motivated when they reach their study goals.

The results for their levels of exhaustion, cynicism, and views of academic inefficacy indicate a disproportion that burnout becomes possible (Schaufeli et al, 2002). But what is noteworthy is that students are found to be exhausted, but not so for them to be cynical, and feel inadequate in their academics. In spite of the pandemic, the alternative delivery measures to continue education means that it is still an important and crucial element in one's society (Oyoo et al., 2020). The implementation of modular distance learning and other modalities by most of the schools in Bislig City Division (BCD-LCP, 2020) signifies this stand for education as a priority.

Then again, this still implies that education in the new normal equates to getting used to the context the students are experiencing. Most students agreed on the need for the continuity of their classes even in this time; the value of education has been highlighted more for the learners that they have to become independent and regulate their own learning processes. One respondent aptly described the experience of education in the new normal, "I realized how important continuous learning is to all of us. Even the tiniest detail that we learn *in school takes part in shaping our future. So, I'd rather be a continuous learner whose future is in progress than a person who learns nothing at all."*

On the whole, measuring student burnout in the new normal places' education in perspective. Table 2 shows the average levels of burnout according to the indicators.

Table 2: **Levels of Burnout among Senior High School Students**

Indicators	Average	Descriptor
Exhaustion	2.91	Sometimes
Cynicism	2.54	Rarely
Academic Inefficacy	2.10	Rarely
Burnout Level	2.52	Rarely

On the average, students SOMETIMES face exhaustion in their studies at 2.91; yet, RARELY do they experience cynicism (2.54) that their views on education in the new normal is affected. This is evident on their level of academic inefficacy which is pegged RARELY at 2.10. Overall, the students RARELY feel burnout as indicated in the average of 2.52. This result expressed how the senior high school students in Bislig City

Division have perceived their burnout level. It is still the assurance that learning continues, hence, their optimism. More to this, the optimism may have been the result of their realizations that in spite of the pandemic, their learning matters, hence, they can only do their best out of the situation. These respondents' comments described how education in the new normal has been for them: "Life is not just happiness but there is also [sadness and] vice versa. I know that this is just part of my journey and better to still get going. It taught me that reaching your desires, you will be experi*encing some tests like this;" one added that "Although it feels so hard, still I need to study to at least have my own knowledge."* And finally, this respondent has chosen to put down cynicism for the positive*, "I have learned to think positive no matter what happened."*

Continuity of learning in this new normal affirms the responses of the government and education institutions to deliver education even though there is impending risks from the COVID-19 (Daniel, 2020; UN Policy Brief, 2020; Baloran & Hernan, 2020). This reinforces the decision of the Department of Education in the country in its creation of the Basic Education – Learning Continuity Plan to direct reforms and guide the coming school year (DO s 2020-012). On-site delivery (Osman, 2020) may not be present, nor the traditional classroom classes, but alternative delivery modes have been in place especially in the different senior high schools in Bislig City. Furthermore, the implemented learning modalities have taken into consideration the survey given to parents as indicated in the Learner Enrolment Survey Form (LESF) to gauge the capacity of the different households in the provision of alternative instructional modality for the new school year (BCD-LCP, 2020). As such, students have shared that even when there is no face-to-face, they still have to acquaint themselves, and live into this new normal. In fact, some have shared that this current situation in education has made them realize the importance of being flexible in their studies; and with some schools implementing online learning, these students have had to renegotiate their learning.

To be flexible in one's learning in this pandemic is in consonance to the memorandum from the Department of Education for academic ease. While students have been adjusting on their assigned tasks in the different distance learning modalities, the memorandum underscores on the need to "recalibrate strategies of assigning" learning activities (DepEd Memo OUCI-2020-307). This means that some activities in their self-learning modules or SLMs, and learning activity sheets or LAS may be elective for the learners to focus on the most essential activities indicated in the competencies. Furthermore, with distance learning being implemented, parent's assistance to these learners has become essential at present.

Still, to rarely experience burnout means the existence of exhaustion, reduced personal accomplishments, and even negative attitudes towards one's academic work (Schaufeli et al, 2020; Bresó, Salanova, & Schaufeli, 2007). The present study has shown that senior high school students experience burnout albeit rarely. More to this, the incidence of burnout is identified whether the students are from the private and public schools, the schools they are attending in this school year, and also the strands they are identified with. Aside from this, burnout is also assessed between the grades 11 and 12, and whether the respondents are males or females.

Table 3: Differences of Burnout between Schools, Strands, Grade Levels, and Sexes

Table 3.1: **Type of School**

Type of School	Average	Adjectival Rating
Private	2.76	Sometimes
Public	2.35	Rarely

Table 3 shows the level of burnout among Senior high school student of Bislig City Division from the different types of schools. Between the private and public schools, students from the private schools

SOMETIMES experience burnout at 2.76 average; on the other hand, students from the public schools RARELY feel burnout at 2.35 average.

In conformity, using the Mann-Whitney test, there is a significant difference at a p-value of 0.0001 between the private and public schools as to their level of burnout as presented in Table 3.1. This further means that $p < 0.05$, and that burnout is in existence for the students at the different types of schools.

Table 3.2: **Difference Between Type of School**

Type of School	p-value	Remarks
Private Public	0.0001	There is significant difference.

Furthermore, examining burnout into the different participating schools indicated the occurrence of burnout, whether these schools are private or public. Table 4 is the average level of burnout between schools.

Table 4: **Average Between Schools**

School	Average	Adjectival Rating
ASCB	2.62	Sometimes
BCNHS	2.36	Rarely
BUCTO NHS	2.75	Sometimes
DLSJBC	2.75	Sometimes
Lawigan	0.59	Never
Mabog	2.46	Rarely
Maharlika	1.92	Rarely
Mangagoy	1.87	Rarely
Stand Alone	2.54	Rarely
RCC	2.38	Rarely
SVNHS	1.74	Rarely
SVDPC	3.21	Sometimes
STIP	3.28	Sometimes
TMENHS	2.02	Rarely

From the list, students from these schools are SOMETIMES burnt-out: Southern Technological Institute of the Philippines (STIP) with an average of 3.28, Saint Vincent de Paul Diocesan College (SVPDC) at 3.21, Bucto National High School (BNHS) students and De La Salle John Bosco College (DLSJBC) students both have an average of 2.75. Then, the students from Andres Soriano College of Bislig (ASCB) also felt burnt-out SOMETIMES at 2.62. On the other hand, students from these schools RARELY felt burnt-out: Stand Alone Senior High School (SASHS) at 2.54, Mabog National High School (MNHS) at 2.46, Recaredo Castillo College (RCC) at 2.38, Bislig City National High School (BCNHS) at 2.36, Tabon M. Estrella National High School

(TMENHS) at 2.02, Maharlika National High School (1.92), Mangagoy National High School (1.87), and San Vicente National High School at 1.74.

Surprisingly, only students from Lawigan National High School (LNHS) pegged to NEVER have felt burnt-out at the present school year at 0.59. But this could have been due to the small size of the respondents from the school.

To check the difference between schools, Kruskal-Wallis test was utilized, and validtated by the analysis of variance (ANOVA).

Table 4.1: **Difference Between Schools**

Type of School	p-value	Remarks
ASCB BCNHS BUCTO NHS DLSJBC Lawigan Mabog Maharlika Mangagoy Stand Alone RCC SVNHS SVDPC STIP TMENHS	0.00001079 (Kruskal-Wallis) 0.00000280746 (ANOVA)	There is significant difference.

Using Kruskal-Wallis test, the difference between the groups shows a statistically significant value of 0.00001079, where the probability level is at 0.05. Validating the result with ANOVA indicated a similar value as shown in Table 4.1. Thus, this conforms to the study of Gonzalez-Roma et al (2006) that burnout syndrome is associated with high school students. This may be manifested through negative perceptions of the learning environment, lack of enthusiasm, meaninglessness in academic activities (Oyoo et al, 2020), and even psychological problems (Tomaszek & Muchaka-Cymerman, 2019).

Some respondents narrated how they have developed self-doubt, lowered self-esteem, difficulty in learning, and even to the point of question their capacities to learn on their own. These responses affirmed to the psychological learners experienced when they are stressed, or burnout

A respondent commented “I think not all students are learning. I know that education find ways if you really want to learn but for a slow learner like me, I badly want face to face classes so I can understand more *the lessons.”* This just signifies further that although these students experience burnout at different levels, the presence of such psychological imbalance will truly manifest in their present life. Moreover, the voices and commentaries of these learners for this school year reflected how the new normal in education has been affecting them.

On the other hand, this study also measured the levels of burnout between strands indicated in Table 5.

Table 5: **Average Between Strands**

Strands	Average	Adjectival Rating
ABM	2.74	Sometimes
GAS	2.24	Rarely
HUMSS	2.33	Rarely
STEM	2.70	Sometimes
TVL	2.58	Rarely

Table 5 shows the level of burnout among senior high school student of Bislig City Division from every strand. Students from Accountancy, Business and Management (ABM) SOMETIMES experienced burnt-out at an average of 2.74, together with the students from Science, Technology, Engineering, and Mathematics (STEM) at 2.70. Consequently, RARELY do students from the Technical, Vocational, and Livelihood (TVL), Humanities and Social Sciences (HUMSS), and General Academic Strand (GAS) which have respective averages at 2.58, 2.33, and 2.24.

The strands these students are enrolled in can be considered as the culture, or the environment the students identify themselves with alongside the schools they belong. The negative perceptions they develop in their environment (Oyoo, et al, 2020) may then be translated into their academic or course requirement. Moreover, the burnout they experience could be related to the academic demands, and deadlines of their respective courses. Quite remarkably, it is the students from the ABM strand which reported to have felt burn-out more, although only sometimes. This is contrary to studies relating to STEM field which causes more academic burnout (Jensen & Deemer, 2019). Still, the average burnout of the STEM students come in second high after the ABM.

However, some respondents shared that their stress came from their strands. Respondents from the Accountancy, Business and Management (ABM) remarked that it is very hard to focus in studying especially that *"you need to answer all of your subjects without the help of your teacher."* They realized that learning in the new normal is not easy at all. They have found themselves becoming worsening because they cannot easily catch the lessons they are taking, and that online learning is truly challenging. However, some of the respondents felt positivity in this New Normal class. They gained confidence and realized what the value of Education means.

On the same note, respondents from the Science, Technology, Engineering and Mathematics (STEM) shared that they also have a hard time on learning and focusing on their studies. Some said that they need "Academic Freeze" because this type of learning is not for everyone especially to those strands which have difficult subjects.

While the ABM and STEM students have viewed the new normal education unenthusiastically, students from Humanities and Social Sciences (HUMSS) are positive when it comes to this set-up. Students responded that they were able to find time in answering their modules and attending their classes. They have learned how to be determined, motivated and independent in answering their tasks. Although they need to adjust, they are able to cope up and learned how to have time management.

Going further into the strands, Table 5.1 shows the difference and significance of the averages.

Table 5.1: **Difference Between Strands**

Strands	p-value	Remarks
ABM GAS HUMSS STEM TVL	0.03246 (Kruskal-Wallis) 0.008328 (ANOVA)	There is significant difference.

The difference between the mean ranks of the groups is found to be statistically significant at a p-value of 0.03246, where p is < 0.05. Testing the validity of the result, analysis of variance, or ANOVA is also used for this data as reflected in Table 5.1. There is a significant difference at a p-value of 0.008328 between the different strands where the probability level is at 0.05.

This signifies that all the students in the strands have experienced burn-out whether it is felt rarely, or sometimes. Likewise, even the alternative learning modalities, in spite of its objective to continue education, have contributed to this feeling among the respondents. Portoghese et al (2018) also cited that high academic demands and financial pressures added to the burnout of the students.

This goes to affirm what some respondents have shared in their lack of gadgets and motivation. There are even some who work part-time at night while answering their modules at day, leaving them mostly tried to finish all their course work. Consequently, some respondents have little to no access of internet; not to mention that some of them are not in Bislig City. Their access for their modules has been in the digital format. This difficulty has added to the burnout they felt for this new normal. Their realities pose a problem in itself that even the call for "academic ease" (DepEd Memorandum OUCI-2020-307) do not really offer much comfort for the learners, aside from the fact that they will have changed their subjects in the next semester.

Studies on burnout have now included participants other than the human services, and recently identified in high school students (Gonzalez-Roma et at., 2006). The present study examines the senior high school students in Bislig City Division with schools from the private and public. Amidst the backdrop of the pandemic, the findings indicate that senior high school students have experienced and felt the changes indicated in the new normal of education (Tria, 2020). Table 6 is a presentation on the level of burnout between grade levels.

Table 6: **Average Between Grade Levels**

Type of School	Average	Adjectival Rating
Grade 11	4.93	Very frequent
Grade 12	4.08	Frequently

Table 6 shows the level of burnout among senior high school student of Bislig City Division from every grade level. Students from Grade 11 are VERY FREQUENT to experience burnt-out at an average of 4.93. Consequently, Grade 12 FREQUENTLY experience burnt-out at an average of 4.08.

This signifies that there is an imbalance of effort and reward among the students which leads to increase of cynicism in students and negative attitude towards schoolwork (Jensen & Deemer, 2019)

In fact, the respondents have various impressions as senior high school students in this new normal. But what is common among them is their individual realizations that the new normal is different from they are used to experience in their previous classes. Between the grades 11 and 12, this comment from one of the respondents sums up what the new normal means for them: "I think the new normal in education is not effective. *I don't even know if I learn something. I just do all my school work and pass it before the said deadline. The new normal in education is so draining."*

Looking into the figures at Table 6 confirms the existence of burnout. However, this data is further analyzed as to its significance in Table 6.1.

Table 6.1: **Difference Between Grade Levels**

Grade Levels	p-value	Remarks
Grade 11 Grade 12	0.48392	There is no significant difference.

The difference between grade level is measured using the Mann-Whitney test. Accordingly, there is no significant difference at 0.48392 p-value on both grade levels in the senior high school. This implies that the burnout experience among the respondents is present not considering that they belong to whichever grade levels. These further notes that the feeling of burnout is generally felt by the students during this school year.

Despite the efforts for education to continue, and the creation of the Division learning continuity plan, prolonged stress eventually leads to burnout (Vaughn, 2016). Such condition may be manifested by physical and emotional exhaustion (Schaufeli et al, 2002a). In fact, studies on burnout only point to secondary or university level students (Oyoo et al, 2020; Schaufeli et al, 2002a) notwithstanding the specific year or level of the participants.

Moreover, the present study conforms to the existence of such phenomenon among the senior high school students. The data on burnout between sexes in Table 7 exhibits similar occurrence between grade levels.

Table 7: **Average Between Sexes**

Type of School	Average	Adjectival Rating
Males	2.55	Rarely
Females	2.50	Rarely

Table 7 shows the level of burnout among senior high school student of Bislig City Division between Sexes. Male and Female students are said to RARELY experience burnt-out at an average of 2.55 and 2.50 consequently.

Table 7 shows the level of burnout among senior high school student of Bislig City Division between sexes.

Table 7.1: **Difference Between Sexes**

Between Sexes	p-value	Remarks
Males Females	0.65994	There is no significant difference.

Table 7.1 reveals that there is no significant difference at a p-value of 0.65994 between the male and female senior high school students. The present study further reflects that like the grade levels, what the data points is the presence of burnout on all the students.

Whether male or female, academic burnout affects both sexes (Jensen & Deemer, 2019; Tomaszek & Muchaka-Cymerman, 2019). Both male and female experience inconsistency in their efforts and accomplishments towards school work. The result of this study further reflects that the new normal in education needs to be adapted longer for students to handle their stress better.

In the present study, different respondents shared differing opinions on their experience with burnout. This means that the evidence of sex is blurred when burnout is present. What matters for this phenomenon is the presence of negative attitude and pessimistic feelings among learners (Schaufeli et al, 2002a).

Implication of the Pandemic into the New Normal of Education

The COVID-19 pandemic sets the context for the senior high school students in Bislig City Division; with the implementation of the alternative delivery modalities, the students are found to be getting accustomed to the new normal in education. In all the respondents, cynicism in their responses have been evident, yet, a hint of optimism still thrives within and among them as shown in their sharing.

A number of respondents shared that they have a hard time on learning and focusing on their studies. Some said that they need “academic freeze” for this type of learning isn’t for everyone especially to those strands which have difficult subjects. They find it tiring to answer the given activities especially when they lack gadgets and motivation. And, there are some students who have found themselves falling short of their previous academic performances.

Albeit the pessimism, there are students who found confidence in their efforts to continue learning. Also, some have expressed enthusiasm in how they haggle the new form of their education. Although it will still take time for these learners to get accustomed to the new normal, what surfaces in them are their reflections and realizations that the pandemic affects the usual activities they have in their lives. Yet, this pandemic has not stopped them to go on learning. They may have expressed their frustrations, but they are learning. What this pandemic have taught the learners is to develop self-reflection and awareness of things in the new normal.

Conclusion:

All in all, measuring burnout among the senior high school students in Bislig City Division has marked notable insights into these learners especially during the onset of the COVID-19 pandemic. They have experienced burnout as suggested in their level of exhaustion, yet, they still resolve to work on their academic requirements. Differences between the private and public schools, between the schools, and the strands have indicated statistical significance, while differences between grade levels and sexes revealed otherwise. Even so, the learners have developed in them a greater appreciation for their education, and personal reflections in their struggle to continue learning amidst, and in spite of COVID-19.

Consequently, means and ways have also been implemented by the Department of Education and in the Bislig City Division in order to reduce stress for the learners in the conduct of the different distance learning modalities. The new normal in education has truly been a challenge. However, what challenges these learners more are their personal drive and purpose to finish their modules, and eventually, bring in learning into themselves.

The economical and social changes brought by the pandemic have contributed to the varying perspectives in the delivery of education. At post pandemic, classrooms have evolved with technology and blended modalities. And from these, a new set of burnout may expectedly be a new ground for future research endeavors.

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