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TEACHER AUTONOMY AND BURNOUT AS PREDICTORS OF PERFORMANCE AMONG ELEMENTARY TEACHERS IN THE DIVISION OF DAVAO ORIENTAL

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ABSTRACT

This Quantitative study examined teacher autonomy and burnout as predictors of performance among elementary teachers in the Division of Davao Oriental, Philippines. Grounded in theories of self-determination and occupational stress, the research investigated the extent to which teachers' perceived autonomy in instructional planning, classroom management, and decision-making, as well as their levels of emotional exhaustion, depersonalization, and reduced personal accomplishment, influence their overall teaching performance. Using a quantitative, non-experimental correlational research design, data were collected from a representative sample of elementary teachers through standardized survey instruments measuring teacher autonomy and burnout, alongside performance ratings based on institutional evaluation tools. Descriptive statistics, Pearson correlation, and multiple regression analyses were employed to analyze the data.

Findings revealed that teacher autonomy was positively and significantly associated with performance, indicating that greater professional independence contributes to improved instructional effectiveness and job outcomes. Conversely, burnout demonstrated a negative and significant relationship with teacher performance, with emotional exhaustion emerging as a key predictor of diminished effectiveness. Multiple regression analysis showed that both autonomy and burnout significantly predicted performance, with autonomy serving as a protective factor against the adverse effects of burnout. The study underscores the importance of fostering supportive school environments that enhance teacher autonomy while implementing strategies to mitigate burnout. These findings provide valuable insights for educational leaders and policymakers in designing interventions aimed at improving teacher well-being and performance in elementary schools.

KEYWORDS: *Teacher Autonomy, Teacher Burnout, Teacher Performance, Elementary Teachers, Educational Leadership, Occupational Stress, Davao Oriental*

INTRODUCTION

The teaching profession is often associated with high levels of stress and burnout, which can significantly impact teachers' well-being, job satisfaction, and performance (Benevides et al., 2022). Teacher burnout, characterized by emotional exhaustion, depersonalization, and a reduced sense of personal accomplishment (Maslach & Leiter, 2016), has been linked to various negative consequences, including decreased teaching effectiveness, increased absenteeism, and turnover intentions (Hakanen et al., 2019). While the factors contributing to teacher burnout are multifaceted, a growing body of research suggests that a lack of autonomy in the workplace may be a significant contributor (e.g., Gregersen et al., 2021). Teacher autonomy, defined as the ability to make decisions and exercise control over one's teaching practices, has been positively associated with teacher motivation, job satisfaction, and student achievement (Phillippi & Bauer, 2020). However, the interplay between teacher autonomy, burnout, and performance, particularly in the context of elementary teachers in the Philippines, remains an area that requires further investigation.

Globally, the issue of teacher burnout and its impact on performance has garnered significant attention. Studies conducted in various countries have highlighted the prevalence of burnout among teachers and its detrimental effects on their well-being and effectiveness. For instance, research in Germany has shown that teachers with higher levels of perceived autonomy reported lower levels of emotional exhaustion and higher levels of job satisfaction (König et al., 2019). Similarly, a study in South Korea found that teacher autonomy positively influenced teachers' work engagement and reduced their intention to leave the profession (Park et al., 2022). In Australia, research has indicated that providing teachers with greater autonomy in their classroom practices can lead to increased teacher self-efficacy and reduced stress levels (Spilt et al., 2018). These findings emphasize the importance of addressing teacher burnout and promoting autonomy to enhance teacher well-being and performance across different educational contexts.

Within the Philippines, the Department of Education (DepEd) has recognized the challenges faced by teachers and has implemented various programs to support their well-being and professional development. However, despite these efforts, teacher burnout remains a prevalent issue in the country. A study by Ganal and colleagues (2020) found that Filipino teachers, particularly those in public schools, experience high levels of burnout, which is associated with emotional exhaustion and reduced personal accomplishment. This highlights the need for further research to understand the factors

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contributing to teacher burnout in the Philippine context and to develop effective interventions to address this issue.

In Region XI, also known as the Davao Region, the Department of Education has prioritized initiatives to enhance teacher well-being and professional development. However, the specific interplay between teacher autonomy, burnout, and performance among elementary teachers in the region remains an area that requires further investigation. Understanding the unique challenges and opportunities faced by teachers in this region can provide valuable insights for policymakers and educators in developing targeted interventions to support teacher well-being and improve educational outcomes.

This study focuses on the Division of Davao Oriental, a region characterized by its diverse geographical landscape and socio-economic conditions. The schools in this division face unique challenges, including limited resources, geographical isolation, and a high proportion of students from disadvantaged backgrounds. These factors may contribute to increased stress and burnout among teachers, potentially impacting their performance and students' learning outcomes. By examining the relationship between teacher autonomy, burnout, and performance among elementary teachers in the Division of Davao Oriental, this study aims to provide valuable insights for policymakers and educators in developing targeted interventions to support teacher well-being and improve educational outcomes in this specific context.

Purpose of the Study

The primary purpose of this study is to investigate the impact of teacher autonomy and burnout on the performance of elementary teachers in the Division of Davao Oriental. This research aims to understand how varying levels of autonomy and symptoms of burnout among teachers correlate with their job performance outcomes. By exploring these relationships, the study seeks to identify key predictors of effective teaching and offer insights into the dynamics of educational environments. The focus on autonomy is based on the premise that greater decision-making power and freedom in curriculum design and classroom management can enhance teacher motivation and effectiveness. Similarly, the study examines burnout as a critical factor that could potentially undermine teacher performance by inducing stress, fatigue, and a disconnection from the job.

The findings of this research will serve a dual purpose. Firstly, they will provide empirical evidence to educational policymakers and administrators regarding the factors that significantly impact teacher performance. This information will be crucial for designing interventions aimed at enhancing teacher autonomy and mitigating burnout, thus fostering a more supportive and productive educational setting. Secondly, the study will contribute to the broader academic discourse on teacher performance by integrating and testing established psychological theories in a real-world educational context. Overall, this research seeks to enhance the quality of education by supporting the development of more effective, motivated, and satisfied teaching professionals, thereby positively influencing student outcomes and overall school performance.

Theoretical Framework

This study will anchor to the theories of Self-Determination Theory (SDT, Deci & Ryan, 1985), Job Demands-Resources (JD-R) Model (Bakker & Demerouti, 2007), and Maslach's Burnout Theory (Maslach, 1982). These theories provide a strong framework that will help in understanding the interactions between autonomy, burnout, and performance of elementary school Teachers in the Division of Davao Oriental.

Self-Determination Theory (SDT, Deci & Ryan, 1985) is a broad framework for the study of human motivation and personality. SDT articulates a theory of motivation that considers intrinsic and extrinsic sources and their effects on human behavior. It emphasizes the importance of humans evolved inner resources for personality development and behavioral self-regulation. According to SDT, there are three basic psychological needs that are essential for fostering motivation, well-being, and personal growth: autonomy, competence, and relatedness. Autonomy refers to the need to feel volitional and as the origin of one's actions; competence involves understanding and mastering the environment; and relatedness entails feeling connected to others.

In the context of this study as it focuses on elementary teachers, SDT provides a valuable view for examining how autonomy impacts teacher performance. Autonomy, as described in SDT, aligns closely with the sense of being able to make choices and having a degree of control over one's teaching methods and classroom environment. This sense of control can lead to greater job satisfaction and motivation, which are critical components of high performance in educational settings. When teachers feel they have autonomy, they are more likely to engage in teaching practices that are both innovative and responsive to the needs of their students. This can enhance not only their effectiveness in the classroom but also their professional fulfillment and resilience, potentially reducing feelings of burnout.

Applying SDT to this study can shed light on the ways in which autonomy influences performance outcomes. For instance, greater autonomy could help teachers meet their need for competence, by allowing them the flexibility to develop and implement teaching strategies that they deem most effective. This can lead to a higher sense of professional efficacy, which is directly related to performance. Moreover, autonomy supports the psychological need for relatedness, as teachers who feel empowered are more likely to create a positive, engaging, and responsive classroom environment, which enhances their relationships with students.

Furthermore, SDT can support or explain the possible outcomes of the study by providing a theoretical basis for interventions aimed at enhancing teacher autonomy. For example, if the study finds a strong link between autonomy and reduced burnout, educational administrators might consider policies that increase teachers' decision-making powers or reduce administrative constraints. Such changes could foster an environment where teachers feel genuinely involved in school governance and curriculum decisions, further satisfying their need for autonomy, competence, and relatedness, as suggested by SDT. Ultimately, these changes could lead to enhanced teacher

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performance and better educational outcomes for students, illustrating the practical implications of SDT in educational research and practice. This approach not only explains the dynamics between autonomy and performance but also offers a blueprint for actionable strategies to improve teacher well-being and effectiveness in the classroom.

Moreover, the Job Demands-Resources (JD-R) Model posits that employee well-being in the workplace results from the interaction between job demands and job resources. This model is a robust framework that categorizes job characteristics into two groups: demands and resources. Job demands are aspects of the job that require sustained effort and are therefore associated with certain physiological and psychological costs (e.g., workload, emotional demands). Job resources, on the other hand, refer to those physical, psychological, social, or organizational aspects of the job that are either functional in achieving work goals, reduce job demands and the associated costs, or stimulate personal growth and development.

In this study as it focusing on elementary teachers, the JD-R Model is instrumental in analyzing how job demands (like classroom management and administrative tasks) and resources (such as teacher autonomy and support from colleagues) interact to impact teacher burnout and performance. For example, high job demands may lead to stress and burnout, which negatively affect teacher performance. However, job resources—particularly autonomy—can mitigate the impact of these demands by providing teachers with the means to better manage their workload, enhance their professional skills, and gain control over their work environment.

Applying the JD-R Model helps elucidate the mechanisms through which autonomy serves as a buffer against the negative effects of high job demands. When teachers perceive they have control over their work and can exercise discretion in their teaching methods, they are likely to experience lower levels of stress and higher job satisfaction. This buffering effect reduces the risk of burnout, which in turn, supports higher levels of performance. Autonomy, as a significant job resource, enables teachers to cope with and counterbalance the stressful aspects of their job, leading to better educational outcomes and a more sustainable teaching environment.

Furthermore, the JD-R Model provides a foundation for predicting and explaining the outcomes of interventions aimed at reducing teacher burnout and improving performance. By identifying specific job demands and resources that play pivotal roles in teacher well-being and effectiveness, educational administrators can design targeted interventions. For instance, increasing autonomy and support while managing excessive workload can create a more balanced and conducive work environment for teachers. This strategic approach not only enhances teacher performance but also contributes to a more positive school climate, where both teachers and students thrive.

Thus, the JD-R Model not only frames the relationship between teacher autonomy, burnout, and performance in a comprehensive way but also offers practical insights into how enhancing job resources like autonomy while managing job demands can significantly improve teacher well-being and educational outcomes.

Lastly, Maslach's Burnout Theory (Maslach, 1982) fundamentally describes burnout as a psychological syndrome emerging from prolonged responses to chronic interpersonal stressors on the job. The theory delineates three core dimensions of burnout: emotional exhaustion, where individuals feel overextended and depleted of emotional and physical resources; depersonalization, which involves a negative, callous, or excessively detached response to various aspects of the job; and reduced personal accomplishment, where individuals feel dissatisfied with their achievements and abilities in their job roles.

In the context of this study on elementary teachers, Maslach's Burnout Theory is critical in understanding how burnout can impact teacher performance negatively. Teachers who experience high levels of emotional exhaustion may find themselves less able to engage enthusiastically with their students or to invest energy in creative and effective teaching methods. Depersonalization might lead teachers to develop a more cynical view of their students and colleagues, which can deteriorate the quality of interaction and learning environment. Lastly, the feeling of reduced personal accomplishment can demotivate teachers, leading to lower job satisfaction and reduced professional efficacy, which are crucial for high performance.

Applying this theory to examine the predictors of performance among teachers allows for a detailed understanding of how autonomy can mitigate these dimensions of burnout. For instance, greater teacher autonomy might reduce emotional exhaustion by allowing teachers more control over their workload and teaching methods, thus providing them a greater sense of personal effectiveness and satisfaction. Autonomy can also decrease depersonalization by fostering a more personalized and engaging teaching environment, thereby enhancing interactions with students that are more genuine and less mechanistic.

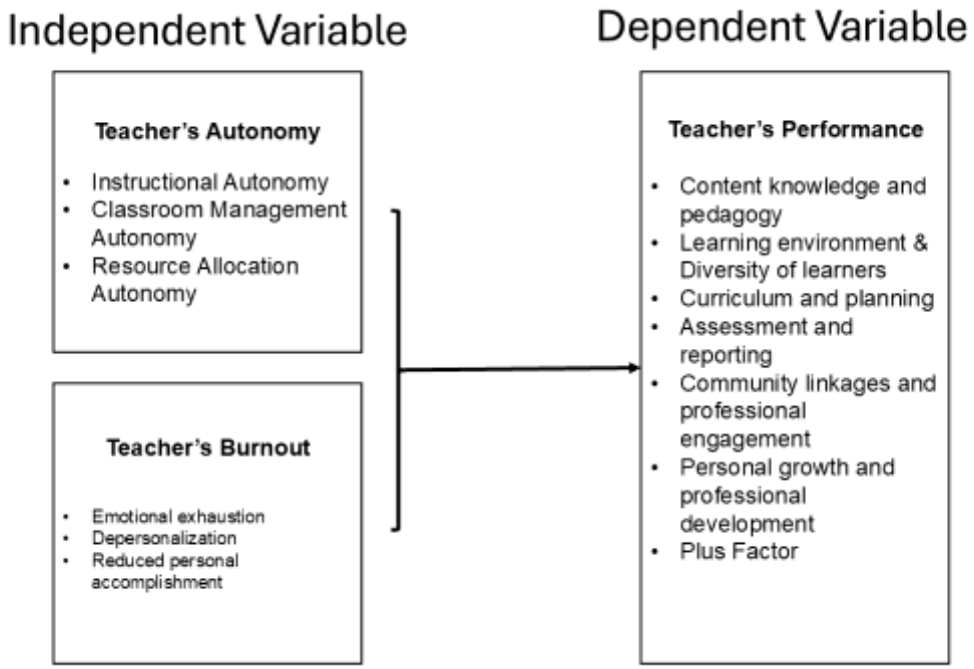
Furthermore, Maslach's Burnout Theory can guide interventions aimed at improving teacher performance through the reduction of burnout. By recognizing the critical signs of burnout early—emotional exhaustion, depersonalization, and reduced personal accomplishment—educational administrators and policymakers can implement targeted strategies such as providing more autonomy, offering professional development opportunities, and enhancing support systems within schools. Such initiatives could not only alleviate the symptoms of burnout but also enhance overall teacher performance by restoring a sense of accomplishment and job satisfaction.

Conceptual Framework

Presented in Figure 1 is the conceptual of the study. This study will explore the significant roles of teacher autonomy and burnout on teacher performance. Teacher autonomy is defined within this framework as the freedom and control teachers possess over their teaching methods, curriculum content, and resources allocation opportunities. The hypothesis posits that enhanced autonomy leads to greater job satisfaction and

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effectiveness, potentially boosting various aspects of teacher performance.



Conversely, teacher burnout is characterized in the study as a condition marked by emotional exhaustion, depersonalization, and a diminished sense of personal accomplishment. This condition is anticipated to have a detrimental effect on teachers' abilities to engage effectively with their professional responsibilities, thereby negatively impacting their performance. The relationship between burnout and performance is a critical area of investigation, as understanding this link can provide essential insights into the challenges faced by educators and the factors that contribute to their professional dissatisfaction and inefficacy.

This study aims to quantify the influence of both autonomy and burnout on the performance of elementary teachers, encompassing variables such as pedagogical effectiveness, adaptability to diverse learning environments, and commitment to ongoing professional development. By analyzing these relationships, the research intends to offer evidence-based recommendations for policies and practices that can enhance teacher autonomy and reduce burnout. Ultimately, the goal is to improve teacher performance and thereby enhance educational outcomes for students in the Division of Davao Oriental, offering a model that could be replicated in similar educational settings.

Research Questions

This study investigates the levels of teacher autonomy and burnout among elementary teachers in the Division of Davao Oriental and examines how these factors relate to teacher performance. Specifically, this study seeks to answer the following questions:

1. What is the level of teacher autonomy among elementary teachers in the Division of Davao Oriental in terms of:
    a. Instructional Autonomy?
    b. Classroom Management Autonomy?
    c. Resource Allocation Autonomy?
2. What is the level of burnout among elementary teachers in the Division of Davao Oriental in terms of:
    a. Emotional exhaustion?
    b. Depersonalization?
    c. Reduced personal accomplishment?
3. What is the level of teacher performance among elementary teachers in the Division of Davao Oriental based on their latest IPCRF ratings in terms of:
    a. Content knowledge and pedagogy?
    b. Learning environment & Diversity of learners?
    c. Curriculum and planning?
    d. Assessment and reporting?
    e. Community linkages and professional engagement?
    f. Personal growth and professional development?
    g. Plus Factor
4. Is there a significant relationship between the level of teacher autonomy and the level of burnout among elementary teachers in the Division of Davao Oriental?
5. Is there a significant relationship between the level of teacher autonomy and the level of teacher performance among elementary teachers in the Division of Davao Oriental?
6. Is there a significant relationship between the level of burnout and the level of teacher performance among elementary teachers in the Division of Davao Oriental?

Null Hypotheses

H0 1: There is no significant relationship between the level of teacher autonomy and the level of burnout

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among elementary teachers in the Division of Davao Oriental.

H0 2: There is no significant relationship between the level of teacher autonomy and the level of teacher performance among elementary teachers in the Division of Davao Oriental.

H0 3: There is no significant relationship between the level of burnout and the level of teacher performance among elementary teachers in the Division of Davao Oriental.

Review of Related Literature

This section presents a comprehensive review of current, peer-reviewed literature and articles, aiming to deepen understanding and enrich the discussion on the factors influencing educational outcomes, specifically focusing on teacher autonomy and burnout. By exploring these themes, this review substantiates the significance of the study's problem statement and illuminates diverse perspectives regarding the impact of autonomy and burnout on teacher performance. It seeks to unravel how these variables affect elementary educators in the Division of Davao Oriental, contributing to broader discussions on educational practices and teacher welfare.

Teacher's Autonomy

Teacher autonomy, a multifaceted concept encompassing various dimensions of professional freedom and control, has emerged as a critical factor in fostering teacher well-being, motivation, and ultimately, effective teaching practices. Recent research underscores the significance of granting teachers autonomy in their pedagogical choices, curriculum development, professional learning, and communication within the school environment.

The freedom to choose teaching methods and strategies lies at the heart of teacher autonomy. Wang et al. (2020) argue that when teachers are empowered to select pedagogical approaches that align with their beliefs, knowledge, and students' needs, they experience greater job satisfaction and are more likely to implement innovative and engaging teaching practices. This autonomy allows teachers to leverage their expertise and creativity, fostering a sense of ownership and efficacy in their work. For instance, a teacher passionate about project-based learning can design engaging activities that cater to diverse learning styles, leading to deeper student understanding and motivation.

Furthermore, granting teachers influence over curriculum content and assessment practices can significantly contribute to their sense of professional agency and commitment. Borman & Kimball (2018) found that when teachers participate in curriculum development, they are more likely to perceive the curriculum as relevant and meaningful, resulting in increased motivation and investment in their teaching. This involvement allows teachers to tailor the curriculum to their students' specific needs and interests, ensuring its alignment with the school's context and goals. By contributing to assessment design, teachers can ensure that evaluations accurately reflect student learning and inform instructional practices.

Another crucial dimension of teacher autonomy lies in providing control over professional learning opportunities. Jensen et al. (2019) emphasize that teachers who actively participate in selecting professional development aligned with their individual needs and career goals are more likely to transfer learned skills and knowledge to their classrooms. This autonomy empowers teachers to take ownership of their professional growth, fostering a sense of continuous improvement and contributing to their overall job satisfaction. For example, a teacher seeking to enhance their technology integration skills can choose workshops or online courses that cater to their specific needs and interests, leading to more effective and engaging technology use in their teaching.

Finally, fostering a school climate characterized by openness and trust in communication between colleagues and administrators is essential for promoting teacher autonomy. Sun et al. (2022) highlights that open communication channels allow teachers to express their ideas, concerns, and feedback without fear of retribution, creating a sense of belonging and collaboration. This supportive environment encourages knowledge sharing, mentorship, and collective problem-solving, contributing to a more positive and productive school culture. When teachers feel comfortable communicating with their colleagues and administrators, they are more likely to seek support, share best practices, and contribute to school-wide improvement efforts.

Teacher's Burnout

Teacher burnout, a state of chronic emotional and physical exhaustion caused by prolonged or excessive stress in the workplace, is a pressing concern in the education sector. Recent research highlights the detrimental effects of teacher burnout on teacher well-being, student learning, and overall school climate. Understanding the dimensions of teacher burnout is crucial for developing effective interventions and support systems.

Emotional exhaustion, a core component of burnout, is characterized by feelings of being emotionally overextended and depleted of one's emotional resources. Skaalvik & Skaalvik (2018) found that factors such as high workload, lack of resources, and student behavioral issues contribute significantly to emotional exhaustion in teachers. This can manifest in feelings of cynicism, detachment, and a reduced sense of personal accomplishment. Teachers experiencing emotional exhaustion may find it challenging to connect with their students, maintain enthusiasm for their work, and cope with daily stressors.

Depersonalization, another dimension of burnout, involves a negative, cynical, and detached response towards students, colleagues, and one's work. Maslach & Leiter (2018) emphasize that depersonalization often stems from chronic emotional exhaustion and can lead to impersonal interactions, a lack of empathy, and feelings of detachment from the teaching profession. This can negatively impact student-teacher relationships, classroom climate, and overall student well-being. Teachers experiencing depersonalization may view their students as objects rather than individuals, leading to a decline in the quality of instruction and support provided.

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Reduced personal accomplishment, the third dimension of burnout, is characterized by feelings of incompetence, a lack of efficacy, and a diminished sense of achievement in one's work. Benevides et al. (2020) demonstrate that when teachers experience a reduced sense of accomplishment, they feel ineffective in their roles and lack the motivation to invest in their teaching practices. This can lead to a decline in the quality of instruction, decreased student engagement, and ultimately, poorer student outcomes. Teachers experiencing this dimension of burnout may feel that their efforts are futile, leading to a sense of hopelessness and a lack of job satisfaction.

Understanding the complex interplay of these three dimensions is crucial for addressing teacher burnout effectively. School leaders and policymakers need to create supportive environments that prioritize teacher well-being, reduce workload, provide adequate resources, and foster a sense of community and collaboration. Addressing teacher burnout is not only essential for improving teacher well-being but also for ensuring quality education for all students.

Teacher's Performance

Teacher performance, a multifaceted construct encompassing a wide range of knowledge, skills, and dispositions, is crucial for effective teaching and learning. The Philippine Professional Standards for Teachers (PPST) provides a comprehensive framework for evaluating teacher performance across various domains. Recent research highlights the complex interplay between teacher autonomy, burnout, and performance within this framework.

One crucial aspect of teacher performance is content knowledge and pedagogy. Phillipson & Phillipson (2019) argue that autonomous teachers, empowered to make decisions about their teaching practices, are more likely to engage in reflective practice and continuous learning, leading to enhanced pedagogical knowledge and improved teaching strategies. They actively seek out professional development opportunities, experiment with new approaches, and adapt their instruction to meet the diverse needs of their students. This autonomy fosters a growth mindset and a commitment to ongoing improvement, ultimately benefiting student learning.

Creating a positive and supportive learning environment is another critical dimension of teacher performance. However, Buonomo et al. (2021) found that teachers experiencing burnout, particularly emotional exhaustion and depersonalization, are less likely to cultivate such an environment. Burnout can hinder teachers' ability to build rapport with students, manage classroom behavior effectively, and create a sense of belonging and safety. This can negatively impact student engagement, motivation, and overall well-being. Addressing teacher burnout is crucial for fostering positive learning environments conducive to student success.

Furthermore, effective teacher performance necessitates addressing the diverse needs of learners. Gay (2018) emphasizes the importance of culturally responsive teaching, where educators recognize and value students' diverse backgrounds and experiences. Autonomous teachers who feel supported in implementing culturally responsive practices are better equipped to create an inclusive and equitable learning environment where all students feel respected and valued. They can adapt their instruction, curriculum, and assessment practices to meet the unique needs of each learner, ensuring that everyone has the opportunity to succeed.

Another key domain of teacher performance is curriculum and planning. Wiggins & McTighe (2020) suggest that teacher autonomy in curriculum planning allows for greater alignment between instruction, assessment, and student needs, promoting effective teaching and learning. When teachers have the freedom to adapt the curriculum, they can incorporate real-world connections, differentiate instruction, and design engaging learning experiences that cater to diverse learning styles. This autonomy empowers teachers to create a dynamic and relevant curriculum that fosters deep understanding and critical thinking.

CHAPTER II
METHODS

Research Design

This study will employ a quantitative approach, specifically employing a descriptive-correlational research design to explore the relationships between teacher autonomy, burnout, and performance among elementary teachers in the Division of Davao Oriental. As defined by Creswell and Creswell (2018), quantitative research is utilized to test objective theories by examining the relationships among variables which can be quantitatively measured. This method allows for the collection of numerical data, which can be analyzed statistically to ascertain the strength and nature of the correlations between the variables of interest.

The choice of a descriptive-correlational design is particularly pertinent to this study's objectives. Creswell (2012) highlights that this design is ideal for investigating the extent to which multiple variables co-vary, that is, how changes in one variable reflect changes in another. In the context of this study, the descriptive aspect will enable a systematic portrayal of the current state of teacher autonomy and burnout, and how these dimensions correlate with teacher performance. This design is not only suitable for outlining the existing conditions but is also powerful for predicting and explaining the relationships among the variables. By utilizing this approach, the study aims to provide a clear, empirical understanding of how autonomy and burnout impact the effectiveness of teachers, offering valuable insights for policymakers and educational leaders in the region to devise targeted interventions.

Research Locale

This study will be conducted in the Division of Davao Oriental, a diverse educational setting of Davao Region, it spread across two congressional districts. This includes a range of school districts like Boston, Cateel (1 and 2), Baganga (north and south), Caraga (north and south), Manay (north and south), and Tarragona in Congressional District 1, as well as San Isidro (north and south), Lupon (east and west), and Banaybanay, alongside Gov. Gen. North and South districts in Congressional District 2.

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These districts will host the research at numerous elementary schools, such as Boston CES and Baon ES, which cater to a diverse student body and are reflective of the province's commitment to educational accessibility. This expansive network of schools will provide a dynamic backdrop to explore how teacher autonomy and burnout predict teacher performance. The variety of educational environments within the districts will offer a unique opportunity to examine the impact of these factors on teacher effectiveness.

By situating the research in such a broad educational landscape, the study will aim to uncover correlations between teacher autonomy, burnout, and performance, thereby contributing new insights to the discourse on improving educational outcomes and teacher welfare across different teaching contexts within the province. This forward-looking approach will help delineate strategies that could potentially enhance teacher support systems and educational policies in Davao Oriental.



Figure 3. Map of Davao Oriental

Research Respondents

The respondents for this study will consist of 286 elementary teachers selected from a total teacher population of 2,857 in the Division of Davao Oriental. The study will employ stratified random sampling, which is particularly effective when the population is heterogeneous. This sampling technique ensures that subgroups within a diverse population are adequately represented, leading to a more accurate reflection of the overall population (Naing et al., 2020). In stratified random sampling, the population is divided into more homogenous subgroups known as strata, based on predefined criteria, which in this case, is the school district. Samples are then randomly selected from each stratum to ensure representativeness.

This method ensures that each district, regardless of size, contributes proportionally to the sample, reflecting the diverse conditions and experiences of teachers across different locations. The study will use this approach to select elementary teachers from each district listed in the Division of Davao Oriental. The aim is to capture a broad spectrum of insights into teacher autonomy, burnout, and their correlation to performance. The table below outlines the distribution of the sample among the districts based on the proportional stratification method. This approach not only ensures a statistically significant sample but also mirrors the real-world distribution of teachers across the districts, enhancing the study's ability to generalize findings across the entire division.

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Table 3: Distribution of Respondents by District

School District	Population	Sample Size
Boston	112	11
Cateel 1	140	14
Cateel 2	192	19
Baganga North	165	17
Baganga South	202	20
Caraga North	170	17
Caraga South	101	10
Manay North	154	15
Manay South	140	14
Tarragona	214	21
Banaybanay	235	24
Gov. Generoso North	169	17
Gov. Generoso South	190	19
Lupon East	184	18
Lupon West	243	24
San Isidro North	147	15
San Isidro South	99	10

Source: Division Planning Office – Division of Davao Oriental

Research Instrument

This study will employ a purely quantitative research design to investigate the relationships between teacher autonomy, burnout, and performance among elementary teachers in the Division of Davao Oriental. To achieve this, a combination of established and validated quantitative instruments will be utilized.

The Teacher Autonomy Scale (TAS), developed by Pearson & Hall (1993), will be central to measuring teacher autonomy. This scale has been widely used in educational research and has demonstrated strong reliability and validity in assessing teachers' perceived control and choice in their work (Gregersen et al., 2021). The TAS assesses various dimensions of teacher autonomy, including freedom in choosing teaching methods, influence over curriculum content, and control over professional development opportunities. Respondents indicate their level of agreement with each statement on a 5-point Likert scale, as shown in Table 1.

Table 1: Likert Scale for the Teacher Autonomy Scale (TAS)

Level	Range of Means	Description	Interpretation
5	4.21 - 5.00	Strongly Agree	This indicates that the respondent strongly agrees with the statement.
4	3.41 - 4.20	Agree	This indicates that the respondent agrees with the statement.
3	2.61 - 3.40	Neutral	This indicates that the respondent neither agrees nor disagrees with the statement.
2	1.81 - 2.60	Disagree	This indicates that the respondent disagrees with the statement.
1	1.00 - 1.80	Strongly Disagree	This indicates that the respondent strongly disagrees with the statement.

Moreover, to assess teacher burnout, the study will employ the Maslach Burnout Inventory - Educators Survey (MBI-ES) (Maslach & Leiter, 2016). The Maslach Burnout Inventory - Educators Survey (MBI-ES) is a widely used and validated tool for assessing burnout levels in educators. It measures three key dimensions: Emotional Exhaustion, Depersonalization, and Personal Accomplishment, with each dimension comprising 5 items, for a total of 15 items. The Likert scale used in the MBI-ES ranges from 6 (Every Day) to 0 (Never), capturing the frequency of experiences related to burnout. This scale provides a detailed framework for quantifying burnout levels, allowing researchers to analyze the prevalence and severity of burnout across these dimensions systematically. The structured approach of the MBI-ES ensures consistency and reliability in evaluating the professional well-being of educators. Similar to the TAS, respondents indicate their level of agreement with each statement on a 5-point Likert scale, as presented in Table 2.

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Table 2: Likert Scale for the Maslach Burnout Inventory - Educators Survey (MBI-ES)

Level	Range of Means	Description	Interpretation
6	5.51 - 6.00	Every Day (ED)	This indicates that the respondent experiences the item every day.
5	4.51 - 5.50	Daily (D)	This indicates that the respondent experiences the item daily.
4	3.51 - 4.50	Very Often (VO)	This indicates that the respondent experiences the item very often.
3	2.51 - 3.50	Often (O)	This indicates that the respondent experiences the item often.
2	1.51 - 2.50	Sometimes (S)	This indicates that the respondent experiences the item sometimes.
1	0.51 - 1.50	Rarely (R)	This indicates that the respondent experiences the item rarely.
0	0.00 - 0.50	Never (N)	This indicates that the respondent never experiences the item.

Finally, teacher performance will be measured using the Self-Assessment Tool (SAT) under the Philippine Professional Standards for Teachers (PPST). This standardized tool, used by the Department of Education (DepEd), provides a comprehensive and objective assessment of teacher performance across various domains, including content knowledge and pedagogy, learning environment, and professional development. Utilizing the IPCRF data will allow this study to gain a clear understanding of the performance levels of elementary teachers in the Division of Davao Oriental. The IPCRF uses a numerical rating scale ranging from 1 to 5, with corresponding qualitative descriptions, as shown in Table 3.

Table 3: Likert Scale for Teacher Performance Evaluation

Numerical Rating	Qualitative Rating	Interpretation
4	Very High	The teacher consistently exceeds expectations with superior performance in content knowledge, pedagogy, and learner engagement, contributing greatly to student outcomes and educational goals.
3	High	The teacher meets and often exceeds expectations with strong performance that effectively enhances student learning and supports school initiatives.
2	Moderate	The teacher meets basic expectations with performance that supports student learning, though improvements are needed to more effectively contribute to educational outcomes.
1	Low	The teacher performs below the expected standards with limited effectiveness in teaching practices and requires significant improvement to meet educational goals.

Data Gathering Procedure

The researcher will adhere to a structured protocol for data collection to ensure the integrity and ethical compliance of the study. Initially, the researcher will secure an endorsement letter from the Dean of the Graduate School. This document will confirm the academic and research intent behind the study, establishing its legitimacy and purpose. Following this, the researcher will apply for ethical clearance from the Research and Ethics Committee (REC) of the University, which will assess the study's adherence to ethical standards, particularly in relation to the treatment of participants and the handling of data.

Once these preliminary approvals have been secured, a formal request will be submitted to the Regional Director (RD) of the Department of Education in Region XI. This request will include the endorsement letter from the Graduate School and will outline the scope and objectives of the research. The purpose of this submission is to obtain permission to conduct the study within the schools of Davao Oriental, ensuring that all data gathering activities are transparent and sanctioned by the relevant educational authorities. This step is crucial for facilitating cooperation from local schools and gaining access to the necessary data for the study.

Dat Analysis

The data collected in this study will be analyzed using the following statistical tools:

***Mean and Standard Deviation*:** These descriptive statistics will be used to determine the average levels of teacher autonomy, burnout, and performance among elementary teachers in the Division of Davao Oriental. The standard deviation will provide information about the variability or spread of the scores around the mean.

Pearson correlation coefficient (Pearson's r): This correlational analysis will be employed to examine the strength and direction of the relationships between teacher autonomy, burnout, and performance. Pearson's r will provide a numerical value indicating the degree of association between these variables, ranging from -1 (perfect negative correlation) to +1 (perfect positive correlation).

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Multiple Regression Analysis: This statistical technique will be used to explore the predictive relationships between the variables. Specifically, multiple regression will help determine the extent to which teacher autonomy and burnout predict teacher performance, while controlling for the influence of other variables.

Inferential Statistics: To test the null hypotheses of the study, inferential statistics will be employed. Specifically, t-tests will be used to determine if the obtained correlation coefficients are statistically significant, indicating that the observed relationships are unlikely to have occurred by chance.

To facilitate the analysis of the data, the Statistical Package for the Social Sciences (SPSS) will be utilized. This software package is widely used in social science research and provides a comprehensive set of tools for conducting descriptive and inferential statistical analyses. SPSS will enable efficient and accurate computation of the statistical measures, generating reliable results for interpretation and discussion.

Ethical Considerations

This study will adhere strictly to a framework of ethical considerations that respects the rights and welfare of all participants. The ethical framework is guided by internationally recognized principles including social value, informed consent, risk assessment, privacy and confidentiality, justice, transparency, and qualifications of the researcher.

Social Value. The research aims to contribute valuable insights into the dynamics of teacher autonomy and burnout and their impact on performance among elementary teachers in Davao Oriental. At the macro level, educational policymakers may use the findings to develop targeted interventions that enhance teacher efficacy and wellbeing, ultimately improving educational outcomes. At a micro level, the benefits derived from these interventions could positively affect teacher performance and satisfaction, directly impacting the teaching and learning process within schools.

Informed Consent. Participation in this study will be voluntary, with all participants provided detailed information about the study's purpose, procedures, potential risks, and benefits. Participants will be fully informed about their right to withdraw from the study at any stage without any consequences. This process will ensure that all participants give their consent freely and with full knowledge of the nature of the study.

Risk, Benefits, and Safety. While the risks associated with participating in this study are minimal, any concerns related to disruption of normal teaching activities will be mitigated by scheduling data collection at convenient times. Participants will also have the option to engage in study activities outside of school hours. Participants will be reassured of the confidentiality and potential benefits of the findings in improving their work conditions.

Privacy and Confidentiality of Information. All data collected will be handled with the utmost confidentiality and stored securely. Personal identifiers will be removed from all study documentation to maintain participant anonymity. Data will be used solely for academic purposes, processed under strict compliance with the Data Privacy Act of 2012, and all electronic files will be securely deleted upon completion of the research.

Justice. Participants will be selected through a fair and equitable process, ensuring a representative sample of elementary teachers across Davao Oriental. This approach guarantees that all participants have an equal opportunity to contribute to and benefit from the research.

Transparency. The researcher will maintain a high level of transparency throughout the study. Any potential conflicts of interest will be disclosed at the outset. The methodology and findings will be made available for public scrutiny to uphold the integrity of the research process. This transparency extends to the presentation and discussion of the study at academic conferences and potential publication in scholarly journals.

Qualification of Researcher. The researcher is well-prepared to conduct this study, holding advanced qualifications in educational research and a strong background in ethical research practices. The researcher's training includes specific preparation in the ethical dimensions of conducting research with human subjects, ensuring a high standard of scholarly integrity and respect for all participants.

Adequacy of facilities. To ensure the efficient and effective gathering of data, the study will be conducted in environments conducive to confidentiality and comfort for all participants. The primary data collection will occur within school premises, specifically in designated areas such as faculty rooms or meeting spaces that are isolated from the usual hustle and bustle of school activities. This arrangement will help minimize distractions and provide a quiet setting conducive to thoughtful and unhindered responses from participants. All necessary materials, such as paper-based surveys or digital devices for electronic data collection, will be provided to ensure that participants have easy access to complete the questionnaires comfortably and efficiently. Additionally, the scheduling of data collection sessions will be carefully planned to accommodate the regular duties and breaks of the teachers to avoid any disruption to their primary educational responsibilities.

Community Involvement. Engaging the community, particularly the network of educators within Davao Oriental, is a pivotal aspect of this study. The involvement of local educators will not only enrich the research with diverse insights but also ensure that the study's outcomes are relevant and practically applicable to the community's specific educational context. To this end, preliminary discussions and consultations with teacher representatives from various schools will be conducted to tailor the research instruments to the unique needs and contexts of the participants. These interactions will also help foster a sense of ownership and collaboration among the participants, increasing the likelihood of active and meaningful participation. The findings from the study will be shared with the participant community through workshops and seminars, ensuring that the knowledge generated is accessible and can be

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effectively utilized to enhance educational practices and teacher welfare in the region. This approach not only adheres to ethical standards of reciprocity but also strengthens the study's foundational goal of creating practical value for the educational community in Davao Oriental.

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Teacher Autonomy Scale (TAS) Survey Questionnaire

(Pearson & Hall, 1993),

Dear Respondent,

Thank you for taking the time to participate in this research study. Your responses to the following statements will provide valuable insights into your perceived level of autonomy in various aspects of your teaching role.

Teacher Autonomy refers to the degree of freedom and discretion teachers have in making decisions about their work. It encompasses several dimensions.

Please indicate your level of agreement with each statement by checking the corresponding box on the Likert scale provided below:

5 Strongly Agree (SA)
4 Agree (A)
3 Neutral (N)
2 Disagree (D)
1 Strongly Disagree (SD)

Your honest and thoughtful responses will help us better understand the factors that influence teacher satisfaction and effectiveness.

Thank you for your cooperation.

Statement	SA (5)	A (4)	N (3)	D (2)	SD (1)
Instructional Autonomy					
1. I am free to be creative in my teaching approach.					
2. I have considerable freedom in selecting instructional materials.					
3. I have considerable freedom in selecting instructional activities.					
4. I have a great deal of say in determining the pace of instruction.					
5. I have a great deal of say in determining the sequence of instruction.					
6. I have a great deal of say in determining the content of instruction.					
7. I have a great deal of say in determining the evaluation procedures used in my class.					
Classroom Management Autonomy					
1. I have a great deal of say in determining the standards of behavior in my classroom.					
2. I have a great deal of say in determining the grouping of students in my class.					
3. I have a great deal of say in determining the scheduling of use of time in my classroom.					
4. I have a great deal of say in determining the amount of homework assigned to my students.					
5. I have a great deal of say in determining the procedures for dealing with discipline problems in my classroom.					
6. I have a great deal of say in determining the procedures for making up missed work.					
7. I have a great deal of say in determining the procedures for reporting student progress to parents.					
Resource Allocation Autonomy					
1. I have a great deal of say in determining the procedures for selecting textbooks.					
2. I have a great deal of say in determining the procedures for selecting supplementary materials.					
3. I have a great deal of say in determining the procedures for professional development activities.					
4. I have a great deal of say in determining my own personal and professional goals.					

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Teacher Performance Evaluation

Dear Respondent:

Thank you for taking the time to participate in this Teacher Performance Evaluation Survey Questionnaire. Your honest and thoughtful responses will provide valuable insights into your teaching practices and help us identify areas for improvement.

Please indicate your level of agreement with each statement by checking the corresponding box on the Likert scale provided below:

4 = Very High
3 = High
2 = Moderate
1 = Low

Your responses will be kept strictly confidential and used solely for the purpose of this research.

Thank you for your cooperation.

Objectives	Level of Capability			
	Very High	High	Moderate	Low
	4	3	2	1
1. Content Knowledge and Pedagogy				
1.1. Applied knowledge of Content Within and Across Teaching Areas				
1.2. Used a range of teaching strategies that enhance				
1.3. Applied a Range of Teaching Strategies to develop Critical Thinking, as well as other higher-order thinking skills				
1.4. Displayed proficient use of Mother Tongue, Filipino and English to Facilitate teaching and learning				
2. Learning Environment & Diversity of Learners				
2.1. Established safe and secure learning environments that promote fairness, respect and care to encourage learning				
2.2. Established a learner-centered culture by using teaching strategies that respond to their linguistic, cultural, socioeconomic and religious backgrounds				
2.3. Adapted and used culturally appropriate teaching strategies to address the needs of learner from indigenous groups				
3. Curriculum and Planning				
3.1. Set achievable and appropriate learning outcomes that are aligned with learning competencies				
4. Assessment and Reporting				
4.1. Used strategies for providing timely, accurate and constructive feedback to improve learner				
4.2. Utilized assessment data to inform the modification of teaching and learning practices and programs				
5. Community Linkages and Professional Engagement				
5.1. Built relationships with parents/ guardians and the wider school community to facilitate involvement in the educative process				
6. Personal Growth and Professional Development				
6.1. Participated in professional networks to share knowledge and to enhance practice				
6.2. Developed a personal improvement plan based on reflection of one's practice and ongoing professional learning				
7. Plus Factor				
7.1. Performed various related works/activities that contribute to the teaching learning process.				

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Maslach Burnout Inventory - Educators Survey (MBI-ES)

Dear Respondent,
Thank you for taking the time to participate in this study entitled "Teacher Autonomy and Burnout as Predictors of Performance Among Elementary Teachers in the Division of Davao Oriental." This survey questionnaire aims to assess the level of teacher burnout among elementary teachers in the Division of Davao Oriental.

0 = Never (N)
1 = Rarely (R)
2 = Sometimes (S)
3 = Often (O)
4 = Very Often (VO)
5 = Daily (D)
6 = Every day (ED)

Your honest and thoughtful responses to the following questions will contribute significantly to our understanding of teacher burnout and its potential impact on teacher performance. Please indicate your level of agreement with each statement by checking the corresponding box on the Likert scale provided.

Thank you for your cooperation.

Maslach Burnout Inventory - Educators Survey (MBI-ES)	ED	D	VO	O	S	R	N
	6	5	4	3	2	1	0
1. Emotional Exhaustion							
1.1. I feel emotionally drained from my work.							
1.2. I feel fatigued when I wake up in the morning, knowing I have to face another day at work.							
1.3. I feel stressed and overwhelmed.							
1.4. I feel used up at the end of the day.							
1.5. I feel emotionally exhausted at the end of the day.							
2. Depersonalization							
2.1. I feel impatient with the students.							
2.2. I feel resentful when students make demands on me.							
2.3. I sometimes feel like I don't really care about my students.							
2.4. I feel irritated by the students.							
2.5. I sometimes feel hardened or callous in my interactions with students.							
3. Personal Accomplishment							
3.1. I feel accomplished in my work.							
3.2. I feel good about my accomplishments as a teacher.							
3.3. I feel that I am making a difference in students' lives.							
3.4. I feel competent in my ability to teach.							
3.5. I feel successful as a teacher.							