

**THE ACADEMIC BURNOUT AMONG TVL-ICT STUDENTS
DURING THE TRANSITIONAL LEARNING MODALITY**

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The academic burnout among TVL-ICT students during the transitional learning modality

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Abstract

This research paper focuses on academic burnout among University of Baguio senior high school students, specifically those in the Technical-Vocational-Livelihood (TVL) track with a specialization in Information and Communications Technology (ICT). The study aims to investigate the level of academic burnout among these students and identify the reasons behind their struggles with academics, which may lead to increased stress levels. The Conservation of Resource (COR) theory by Hobfoll (1988-1989) serves as the theoretical framework for this study. The COVID-19 pandemic has added additional challenges to students' academic lives, with the shift to virtual classes and increased isolation. Resilience, defined as the ability to cope and adapt to severe events, is also discussed in relation to the current situation. The significance of this study lies in raising awareness about burnout, identifying its root causes, and providing insights for students, teachers, student services, and parents to better understand and support students experiencing academic burnout. The objectives of the study are to determine the level of academic burnout among TVL-ICT senior high school students and identify the reasons for their struggles with academics.

Keywords: Academic burnout, level of burnout, stress levels, coping, root causes

INTRODUCTION

Lane (2021) describes academic burnout that happens when school tasks and home life are seemingly overwhelming that students are uncertain which to attend first, eventually resulting in feelings of tiredness, anxiousness, and concerns about not being able to focus on their school work and life outside of school. The World Health Organization (WHO, 2019) characterizes burnout as a “persistent feeling of fatigue, tiredness, lack of energy, feeling of detachment from usual activities, less interest and enthusiasm in activities they usually enjoy, and less performance and effectiveness in activities.”

The COVID-19 pandemic is blamed for many conditions that individuals seemed to go through at these times (National Alliance on Mental Illness [NAMI]-California, 2020). The pandemic brought challenges to students, parents, and teachers, not only during the pandemic but also after it. The closing of schools and shifting to virtual classes made students isolated; thereby losing connection with friends and activities they usually do because of the lockdown. The different governments around the world focused on ways to handle the complexity of the COVID-19 pandemic, which has led to the implementation of various policies to break the chain of the spread (World Health Organization, 2022). As of today, face-to-face classes are held as cases of COVID-19 are decreasing and becoming manageable (Sigue-Bisnar, 2022).

However, claims about mental health increase even if the usual pre-pandemic activities are now taking place. Concerns about struggling with depression, or harming oneself are still heard and seen in social media (Levin, 2020). These problems associated with online learning include stress, anxiety, and depression among students (Fauziyyah et al., 2023; Lindsasari et al., 2021). So safeguarding students' emotional and mental well-being are being posted on social media through posters, there are invitations to webinars, and conduct of therapy sessions through call conferences are as well advertised

on social media. The demand for more mental health practitioners to help the concerned individuals cope with their stressors increases too.

Generally students need to cope with challenges related to school. Assignments, projects, and studying for a quiz are usual activities that students need to do in class. To keep going until a semester ends is just a part of the life's cycle of students. Two of the most significant challenges that higher education institutions are currently addressing are students' failure and drop-out prevention, as well as the promotion of students' retention and success (Merhi et al., 2018). To keep thriving in a school, the students' motivations have a crucial role in their academic success and dedication to their studies.

Just like other students, the senior high school students have seven to nine subjects in a semester. If teachers do not collaborate with the performance tasks required in each subject, which means the senior high school students prepare seven to nine performance outputs for each of their subjects. It is what students do in order to pass and proceed to college or at least pass their High School. However, towards the final grading, students can be heard being tired, sleepless nights due to requirements, and in extreme cases, they report being "depressed" when they mean being just sad for not completing all the requirements or attaining their ideal high grades if they were not diagnosed to be depressed.

The TVL-ICT senior high school students are not different from the overall scenario of high school life including that of complaining about requirements, the need for high grades, and feeling tired. This study now aims to gather data about struggles among the ICT students, particularly to check if they are burnt-out by knowing the level of their academic burnout, and also identifying the reasons why they have to struggle with their academics if any, leading to chances that they will be stressed much. This study aims to gather information and find solutions that may apply to students struggling in situations causing burnout.

Theoretical Framework

This study is supported by the theory of the Conservation of Resource ([COR], Hobfoll, 1988-1989) has provided a framework within which to understand the processes involved in experiencing, coping with, and becoming resilient to chronic and traumatic stress. Not only can burnout be personally distressing (Freudenberger, 1975), it may also manifest itself in many physical and mental health related issues. School burnout is treated as a safe of tension observed in situations where the student cannot meet the educational expectations of himself/herself or someone else (Frydenberg & Lewis, 2004).

Resilience

Due to the COVID-19 pandemic, which made the government encourage students to keep studying from home/blended, resilience is highly needed (Masten and Motti-Stefanidi, 2020). Reivich and Shatté (2002) reported that resilience is the ability to cope and adapt to severe events or major problems that occur in life, such as emotion regulation, impulse control, optimism, causal analysis, empathy, self-efficacy, reaching out, etc.

Significance of the Study

This research aimed to understand and give awareness to the different kinds of situations that arise from burnout, research the different root causes of burnout, and somehow give people an understanding of what students feel during this pandemic. This study specifically benefits the following:

1. For the students to realize their level of burnout and therefore seek help before it takes a toll on them;
2. for the teachers to have a better understanding upon their students
3. For the student services to have better insights from identical situations to develop programs for students with high levels of stress.
4. For parents to be informed about the causes of the sudden changes in their children's personalities, especially regarding school performance.

Objectives of the Study

This study was intended to determine the occurrence of academic burnout among senior high school students. Specifically, it aims to:

1. identify the level of academic burnout among the ICT senior high school students;
2. determine reasons for the ICT senior high school students' academic burnout; and
3. suggest programs to student services offices on how these students can be helped.

METHODOLOGY

Study Design

This study used quantitative research, particularly employing the descriptive-survey approach. The design will help in identifying the level of academic burnout among the TVL-ICT students, and the reasons for such academic burnout among them.

Sample/Population of the study

For the first objective, a total enumeration of grade 11 and 12 students was encouraged to participate. This was the best way we have been able to identify the level of academic burnout among the TVL-ICT students. For the second objective, only those who scored low on the academic burnout test were asked to participate in the study. The respondents of the given study were duly enrolled senior high school TVL-ICT students of the University of Baguio during the 2nd semester of the school year 2022-2023. Transferees and cross-enrolled students could participate as long as they were all-ICT students. Specifically, those aged 17 years old and below must have voluntarily joined and been allowed by their parents to use parental consent forms. Elementary and junior high school students would not be invited to join or study.

Data Gathering Tool

The Burnout Self-Test was adapted from the Mind Tools (n.d.) to determine the level of academic burnout among the TVL-ICT grades 11 and 12 students. It consists of 15 items which is a six-Likert scale. The items are focused on job burnout; hence, were rephrased to focus on school-related work. It was edited to be answerable using the 4-Likert scale utilized in the University. The tool had been submitted to the UB-Research and Development Center (UB R&DC) for reliability testing and validation before being administered to the TVL-ICT students.

Data Gathering Procedure

After the validation of the questionnaire by the UB R&DC, along with the informed consent form, the questionnaire was distributed to the identified respondents upon the approval of the UBHS Principal. The request to administer the test was coursing through the class advisers of the TVL-ICT students for faster transactions. The advisers approved, and the questionnaire was administered to the respondents and collected after 20 minutes or less. The respondents were asked to write their names in the questionnaire they accomplished for the second part of the data gathering. They would rest assured that anonymity and confidentiality were strictly observed

The data was then analyzed after computing the weighted mean. The scored questionnaires with high levels of academic burnout were separated. To attain the second objective, a second data gathering was conducted with those who scored high in the Burnout Self-test to attain the second objective. The respondents for the second objective were invited to accomplish the checklist containing reasons for their academic burnout.

Treatment of Data

For the first objective, the weighted mean was used to determine the level of academic burnout. The two-tailed test was to be used to determine if there exists a significant difference between the level of academic burnout between Grade 11 and

Grade 12 TVL-ICT students. The frequency and percentage was used for the reasons for the students' burnout.

Ethical Considerations

The study's participants voluntarily participated after they were informed of the study's objectives, and each participant was given the right to withdraw their consent or discontinue participation at any time without incurring any penalties. The participants would also remain anonymous. The researchers kept the participants' identity confidential. Those ICT students younger than 18 years old had joined voluntarily and with permission from their parents via parental consent forms. Choosing to participate in this research was entirely up to them. They may stop participating in the completion of our interview anytime they wish. Furthermore, the participant has the right to withdraw from participating in our discussion whenever they do not feel comfortable.

RESULTS AND DISCUSSION

a. Assessing the degree of burnout among senior high school students studying ICT

The study aims to identify the level of academic burnout experienced by ICT senior high school students. Academic burnout is a state of emotional, physical, and mental exhaustion caused by prolonged and excessive stress related to academic work and with this, we used quantitative design with a survey method. The survey instrument used in this study is based on a six-Likert scale with 15 items and was modified from Mind Tools (n.d.). The study will be rephrased to concentrate on school-related work since the items are centered on job burnout. It will be altered so that answers can be given on the university's 4-Likert scale. Data collected from the survey were analyzed using descriptive statistics such as means, standard deviation, and frequency distributions. The results of the study were presented in tables and charts to provide a clear picture of the academic burnout experienced by TVL-ICT students during the transitional learning modality.

Table 1

Identify the level of academic burnout among the ICT senior high school students

<i>Indicators</i>	<i>Mean</i>	<i>S.D.</i>
Question #1: I feel run down and drained of physical or emotional energy.	3.11	1.39
Question #2: I have negative thoughts about my tasks.	2.48	1.29
Question #3: I am harder and less sympathetic with people than perhaps they deserve.	2.71	1.36
Question #4: I am easily irritated by small problems, or by my classmates.	2.89	1.51
Question #5: I feel misunderstood or unappreciated by my classmates.	2.17	1.30
Question #6: I feel that I have no one to talk to.	2.83	1.44
Question #7: I feel that I am achieving less than I should.	3.03	1.48
Question #8: I feel under an unpleasant level of pressure to succeed.	2.86	1.42
Question #9: I feel that I am not getting what I want out of my tasks.	2.6	1.51

Question #10: I feel that I am in the wrong strand or profession.	2.09	1.40
Question #11: I am frustrated with parts of my school works.	2.6	1.36
Question #12: I feel that organizational politics or bureaucracy frustrate my ability to do a good school work.	2.1	1.24
Question #13: I feel that there is more school works to do than I practically have the ability to do.	2.4	1.47
Question #14: I feel that I do not have time to do many of the things that are important to doing a good quality school work.	2.97	1.54
Question #15: I find that I do not have time to plan as much as I want to.	3	1.39

The survey measured respondents' agreement with various statements related to their school work satisfaction and well-being using a scale of 1 to 5, with 1 being strongly disagreed and 5 strongly agreeing. The results showed that, on average, respondents felt moderately drained of physical or emotional energy (mean rating of 3.11), had slightly negative thoughts about their tasks (mean rating of 2.48), felt moderately hard and less sympathetic towards people (mean rating of 2.71), were moderately prone to becoming easily irritated by small problems or classmates (mean rating of 2.89), did not strongly feel misunderstood or unappreciated by classmates (mean rating of 2.17), and had mixed feelings about having someone to talk to (mean rating of

2.83). Respondents also felt somewhat ambivalent about whether they were achieving as much as they should be (mean rating of 3.03), felt moderately pressured to succeed (mean rating of 2.85), and felt somewhat dissatisfied with their school work situation (mean rating of 2.6). The majority of respondents scored between 1 and 3 for most statements, suggesting varying degrees of agreement. Additionally, respondents felt somewhat uncertain about whether they were in the right strand or profession (mean rating of 2.09). Such as the study by Salmela-Aro, Tynkkynen, and Hakkarainen (2017) explored the relationship between academic burnout and career-related concerns among university students. The study found that higher levels of academic burnout were associated with higher levels of strand-related concerns, including uncertainty about future professions. The findings suggest that academic burnout may negatively impact students' career decision-making processes and contribute to career uncertainty.

b. Identify the causes of senior high school students' academic burnout and suggest student services offices programs to help these students

A lot of circumstances can cause burnouts. It may come from overwhelming workload or in your responsibilities. Studies have shown that negative thinking related to school work can have a bad impact on your performance. Those who have negative thoughts about school work typically feel more exhausted which leads to burn out. Time pressure and unfinished work can also lead to negative thoughts about work. The results from surveys in companies and among members from German of the workforce confirm what the researchers Concluded that negative thinking processes lead to burnouts. Often people who experience burnouts get irritated easily which can lead to anger or resentment towards others or often small things. You may have noticed that you may have more bad days than good. You might have felt that you lack energy to do and you may also be irritated or get angered over little things.

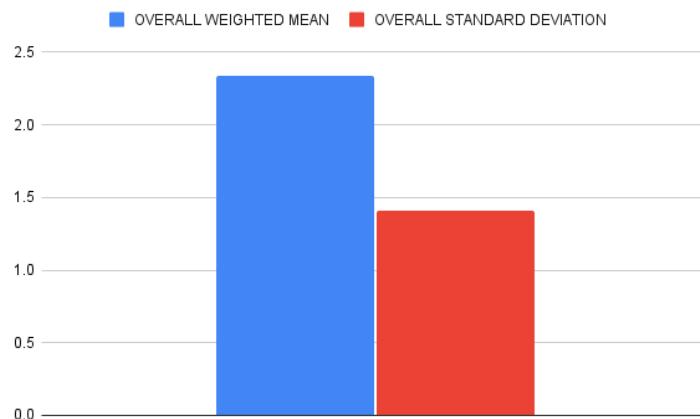
Table 2

Determine reasons for the ICT senior high school students' academic burnout.

Indicator	Mean	SD
Question 1: I feel run down and drained of physical or emotional energy	3.11	1.3892
Question 2: I have negative thoughts about my tasks	2.49	1.2955
Question 4: I feel misunderstood or unappreciated by my classmates.	2.89	1.5075
Question 7: I feel that i am achieving less than i should	3.03	1.4829
Question 8: I feel under an unpleasant level of pressure to succeed	2.86	1.4171
Question 14: I feel that I do not have any time to do many of the things that are important to doing a good quality school work	2.97	1.5397

The survey results show that 7 out of 35 respondents feel they lack enough time for important tasks at school work. Additionally, 2 students have negative thoughts about their tasks, 7 feel they are underachieving, and 7 report feeling misunderstood and underappreciated by their classmates. Furthermore, 5 respondents often experience pressure to succeed, and 3 respondents feel drained in terms of physical and emotional energy.

Table 3



A. Suggested programs to student services offices on how these students can be helped.

Suggestions

- **Gaming Tournaments** - give the students a way to put their stress into gaming which may alleviate the causes of burnout.
- **Physical Exercise** - gives a goal in mind that will develop the body and mind that'll distract them from burnout.
- **Meditation** - gives students a sense of calm, peace and balance in a way that refocuses a person's attention.
- **Book fair** - gives students time to try out literature and free their minds from burnout.
- **Music fest** - having music distracts students from repetitive actions and burnout.
- **Marathon** - similar to physical exercise but gives the students the ability to compete with others with a free mind.
- **Field Trip** - gives students a change in their environment and experience new things that would reduce the effects of burnout.

These are some possible programs that can be presented to student services offices to reduce the likelihood of burnout among TVL-ICT students.

CONCLUSION AND RECOMMENDATIONS

Conclusion

Overall, assessing the degree of burnout among senior high school students studying ICT is an important step in promoting their academic success and wellbeing, and can help educators provide targeted support to those who need it most.

In conclusion to the first objective, Based on the data provided, it can be concluded that the surveyed respondents had moderate levels of physical and emotional

exhaustion, were slightly negative towards their tasks, moderately less sympathetic towards people, and were moderately prone to irritation. They were uncertain about whether they were achieving as much as they should be, felt moderate pressure to succeed, and were somewhat dissatisfied with their school work situation. While the majority of respondents had varying degrees of agreement with the statements, they felt somewhat uncertain about their choice of strand or profession. These findings suggest that academic burnout may have a negative impact on students' decision-making processes regarding their future careers, as higher levels of academic burnout are associated with career-related concerns. It is important for schools and educators to address the issue of academic burnout and provide support to students to prevent such negative impacts on their well-being and future goals.

Based on the second data provided, it can be concluded that a significant portion of the surveyed respondents feel they lack enough time for important tasks at school work. A few respondents also reported negative thoughts about their tasks, feeling underachieving, misunderstood, and underappreciated by their classmates. Additionally, a small number of respondents often experience pressure to succeed and feel drained in terms of physical and emotional energy. These findings suggest that some respondents may be experiencing academic-related stress and dissatisfaction, which can have negative impacts on their well-being and academic performance. Educators and schools should take note of these issues and consider providing support to their students to prevent burnout and ensure academic satisfaction. This can include time management strategies, opportunities for academic development, and fostering a positive learning environment.

On our third objective, it can be concluded that burnout is a concern among TVL-ICT students. The suggested programs, including gaming tournaments, physical exercise, meditation, book fair, music fest, marathon, and field trips, may be effective in reducing burnout among students. These programs offer a variety of activities that provide students with a way to alleviate stress, gain new experiences, and refocus their

attention. By presenting these programs to student services offices, the school can take proactive measures to prevent burnout and promote the well-being of its students. It is important for schools to recognize the prevalence of burnout among students and take action to provide support and resources to address this issue.

In regards to the first objective, these are the recommendations:

The survey findings revealed that respondents reported moderate levels of physical or emotional exhaustion, negative thoughts about their tasks, and uncertainties about their strand choices. To address these concerns, recommendations include implementing strategies to reduce burnout, enhancing communication and support channels in the classroom, providing strand development opportunities, fostering a positive classroom environment, and collecting regular feedback from students. These measures can help promote students well-being and school work satisfaction by addressing factors that contribute to school-related stress and uncertainty.

Furthermore, providing career counseling and guidance for students can also play a vital role in addressing strand-related concerns and uncertainties. This may involve offering strand exploration, providing access to strand counselors, and helping students develop strand decision-making skills. Early career guidance can assist students in making informed strand decisions and reduce uncertainties about their future professions, which can impact their task satisfaction and well-being in the long run. Overall, implementing these recommendations can contribute to a healthier classroom environment, better task satisfaction, and improved well-being for both teachers and students.

Assessing the degree of burnout among senior high school students studying ICT involves examining the levels of emotional, physical, and mental exhaustion experienced by these students due to academic demands and pressure. Burnout is a state of chronic stress that can lead to feelings of disillusionment, exhaustion, and reduced efficacy, which can negatively impact academic performance and overall well-being.

According to Salgado and Au-Yong-Oliveira (2021), to assess the degree of burnout among senior high school students studying ICT, various methods can be used. One such method is through the use of questionnaires that measure the level of burnout experienced by students. The questionnaires can be administered through online platforms or paper-based forms.

Walburg and Vera explains that the assessment of burnout among senior high school students studying ICT is important because burnout can have negative consequences on students' academic performance, mental health, and overall well being. Students who experience burnout may become disengaged from their studies, have difficulty concentrating, and may experience physical symptoms such as headaches and insomnia.

With this, educators can identify students who may be at risk of burnout and provide targeted interventions to help them manage their workload and stress levels. This can include providing resources such as counseling services, time-management strategies, and study skills training to help students cope with the demands of their studies.

These help centers offer a wide range of services and support options that could potentially meet your needs in a more tailored way. We encourage you to explore these options and see if they might be a good fit for you.

Please feel free to reach out to us if you have any questions or need further assistance. We're here to help and want to ensure you have the best possible experience.

- Center for Counseling & Student Development
 - UB Office offers services that cater to developing an individual's self awareness and self-understanding, self concept and self-esteem, attitude, and values.
- Baguio General Hospital and Medical Center (BGHMC)
 - A hospital in which they can offer mental health services such as assessment, medication management, and counseling
 - Baguio Center for Young Adults (BCYA)

- This office provides counseling services to young people dealing with a range of mental health issues.
- Saint Louis University Sacred Heart Medical Center
- This hospital is offering therapy and counseling services to individuals and families.
- National Center for Mental Health
- Has hotlines that can be used by concerned individuals and can directly dial in Baguio City that also provides outpatient services.

It is important to remember that seeking help for mental health issues is a courageous step, and there are professionals and resources available to support you on your journey to healing and recovery.

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our thesis adviser, Ma'am Marilou Sannadan, for her guidance, support, and valuable insights throughout the research process. Her inputs and feedback have been instrumental in shaping the direction of this study. We also want to thank the faculty and staff of the University of Baguio, particularly those from the TVL-ICT department, for their assistance in data gathering and analysis. Their cooperation and support were vital in ensuring the accuracy and reliability of our results. Finally, we would like to acknowledge the support of our family and friends who encouraged us throughout the research process. Their unwavering support kept us motivated to pursue this study despite the challenges and difficulties we encountered along the way. Thank you all for your invaluable contributions.

APPENDIX A
APPROVED QUESTIONNAIRE

Burnout Self-Test: Instructions: For each question, place the corresponding number in the column that most applies.

Questions	Not At All (1)	Rarely (2)	Often (4)	Very Often (5)
I feel run down and drained of physical or emotional energy.				
I have negative thoughts about my tasks.				
I am harder and less sympathetic with people than perhaps they deserve.				
I am easily irritated by small problems, or by my classmates.				
I feel misunderstood or unappreciated by my classmates.				
I feel that I have no one to talk to.				

I feel that I am achieving less than I should.				
I feel under an unpleasant level of pressure to succeed.				
I feel that I am not getting what I want out of my tasks.				
I feel that I am in the wrong strand or profession.				
I am frustrated with parts of my school works.				
I feel that organizational politics or bureaucracy frustrate my ability to do a good school work.				
I feel that there is more school works to do than I practically have the ability to do.				
I feel that I do not have time to do many of the things that are important to doing a good quality school work.				
I find that I do not have time to plan as much as I want to.				

Total				
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Score interpretations (No matter your score, pay attention to areas you ranked a 5)

15-18: No sign of burnout. **19-32:** Little sign of burnout. **33-49:** At risk of burnout.

50-59: Severe risk of burnout. **60-75:** Very severe risk of burnout.

Adapted from MindTools: Essential skills for an excellent career. Burnout Self-Test -
https://www.mindtools.com/pages/article/newTCS_08.htm

APPENDIX B
CERTIFICATE OF TOOL VALIDATOR



Telefax No.: (074) 442-3071

E-mail Address: rdc@ubagui.edu

C E R T I F I C A T I O N

This is to certify that I have validated the questionnaire/checklist/test question/survey/interview guide of the study titled "**The academic burnout among TVL-ICT students during the transitional learning modality**"

The proponent/s may proceed to data gathering.

VALIDATOR	Date	Signature
Nona Christina Gabriel	12/13/22	

APPENDIX C
LETTER TO THE PRINCIPAL



HIGH SCHOOL
 General Luna Road, Baguio City Philippines 2600

Telefax No.: (074) 442-3071

Website: www.ubaguo.edu

E-mail Address:

January 24, 2023

DR. MARIVIC B. MUTONG

Principal
UB High School

DR. MARIVIC B. MUTONG

Principal
UB High School

Dear Madame,

We are currently conducting a study on “The academic burnout among TVL-ICT students during the transitional learning modality” with the objectives of identifying the level of academic burnout among the ICT senior high school students, determining reasons for the ICT senior high school students' academic burnout, and suggesting programs to student services offices on how these students can be helped. In this regard, we would like to request your good office to permit us to gather data from grade 12 TVL-ICT students in the University of Baguio Senior High School. Attached are copies of the certificate of tool validation and approved copy of questionnaire for your perusal.

Hoping for your favorable response to this request. Thank you very much.

Truly yours,

Shandrei Medina

Lead Researcher, 12-Ceferino

Marilou Sannadan

Research Teacher, 12 Ceferino

APPENDIX D

ETHICS EVALUATION REVIEW

COMPONENTS	YES	NO	REMARKS
	X	X	
The stated hypothesis were correctly utilized.	X	X	
The researcher complied and did not deviate from the approved research design, data collection and management.	X	X	
The stated hypothesis were correctly utilized.	X	X	
The participants was respected throughout the study (if non-disclosure of identity)	X	X	
The informed consent was evident throughout the study (if non-disclosure of information)	X	X	
The inclusion criteria are justifiable based on the research question.	X	X	
The treatment measures/strategies for the participants were adopted by the researcher.	X	X	
The procedures were properly done.	X	X	
The observed transparency.	X	X	
The findings were included in the manuscript.	X	X	
The findings were endorsed by the proper authorities.	X	X	
The data collection was conducted by experts in the data collection.	X	X	
The participants of the findings is informed about the results.	X	X	
The information about the findings is communicated to the beneficiaries.	X	X	
	N/A	X	
Ethics clearance	X	X	
Ethics clearance	X	X	
Date	5-3-23	X	

APPENDIX E
ACCOMPLISHED CONSENT FORM

CERTIFICATE OF CONSENT

I have been invited to participate in a study about The academic burnout among TVL-ICT students during the transitional learning modality. I have read the foregoing information, or it has been read to me. I have had the opportunity to ask questions about it and any questions. I have been asked and have been answered to my satisfaction. I consent voluntarily to be a participant in

Print Name of Participant: LUPATO,

Signature of Participant: 

Date: 15 / 02 / 2023
 Day / Month / Year

STATEMENT BY THE RESEARCHER/PERSON TAKING CONSENT

I have accurately read out the information sheet to the potential participants, and to the best of my ability made sure that the participant fully understands what she is being asked to do in the research project.

I confirm that the participant was given an opportunity to ask questions about the study, and all the questions asked by the participant have been answered correctly and to the best of my ability. I confirm that the individual has not been coerced into giving consent, and the consent has been given freely and voluntarily.

A copy of this ICF has been provided to the participants.

Print Name of Researcher/person taking the consent: Shandrei Medina

Signature of Researcher/person taking the consent: 

Date: 15 / 02 / 2023
 Day / Month / Year

CURRICULUM VITAE

DENMARK P. GALIMA

Itogon, Benguet



EDUCATIONAL BACKGROUND

Senior High School

University of Baguio High School

Baguio City

August 2021 – June 2023

With Honors

Junior High School

Saint Louis School of Pacdal

Pacdal Circle, Baguio City

August 2017- May 2021

With Honors

Elementary School

Precious Jewels School and Tutorial Center, Inc.

Tuding

June 2011 - March 2017

With Honors

Kindergarten

Precious Jewels School and Tutorial Center, Inc.

Tuding

June 2010 – March 2011

Most Jolly Student

CURRICULUM VITAE

DHANE FRANCIS PACIO

La Trinidad, Benguet



EDUCATIONAL BACKGROUND

Senior High School

University of Baguio High School
Baguio City
August 2022 – June 2023
Baguio Central University
Baguio City
August 2021 – May 2022

Junior High School

Eastern La Trinidad National High School (9-10)
Central Beckel, La Trinidad
June 2019 – March 2021
With Honors (Grade 9 - 10)
Mother Care Academy (8)
Molino Bacoor Cavite
June 2018 - March 2019
With Honors
Saint Louis School of Pacdal (7)
Pacdal Cir, Baguio City
August 2017 - May 2017

Elementary School

Beckel Elementary School
La Trinidad
June 2011 - March 2016
With Honors

Kindergarten

Mabini Elementary School
Baguio City
June 2010 – March 2011
Most Obedient Student

CURRICULUM VITAE

Bonjohn D. Belwigan

Itogon, Benguet



EDUCATIONAL BACKGROUND

Senior High School

University of Baguio High School

Baguio City

August 2021 - June 2023

Junior High School

Precious Jewels School Tutorial Center

Tuding, Itogon, Benguet

August 2016 - June 2020

Elementary School

Batuan Elementary School

Batuan, Tuba, Benguet

August 2011 - 2016

Kindergarten

Batuan, Tuba, Benguet

Batuan Tuba, Benguet

March 2010 - July 2011

CURRICULUM VITAE

Eine Jhersean B. Alodos

Baguio City, Benguet

EDUCATIONAL BACKGROUND

Senior High School	University of Baguio High School Baguio City August 2020 – June 2023 Baguio City August 2021 – May 2022
Junior High School	Baguio City College's Inc. (7-9) Benitez Court Magsaysay Avenue, Baguio City. June 2016 – March 2019 With Honors Recognition for Perfect Attendance Leadership Award Special Recognition Best in Science
Elementary School	Baguio City College's Inc. (Grade 1-6) Benitez Court Magsaysay Avenue, Baguio City. June 2011 - March 2016 With Honors Early Bird Award Curious George
Kindergarten	Baguio City College's Inc. Baguio City June 2010 – March 2011 Bookworm award Risk Taker Award Busy Bee Award

CURRICULUM VITAE

Nelhome James D. Sagoco

#97 Camp 8, Baguio City



EDUCATIONAL BACKGROUND

Senior High School

University of Baguio High School

Baguio City

August 2016 – June 2023

Junior High School

San Isidro School of Abatan Incorporated

Abatan,Buguias,Benguet

June 2012 – April 2016

Elementary School

Abatan Elementary School

Abatan,Buguias,Benguet

June 2006 – March 2012

Kindergarten

Solid-rock, Abatan,Buguias

Abatan,Buguias,Benguet

June 2005 – April 2006

CURRICULUM VITAE

Shandrei Emanuel Calderon Medina

Baguio City



EDUCATIONAL BACKGROUND

Senior High School	University of Baguio High School (Grade 12) Baguio City August 2022 – June 2023
	Cainta Catholic College (Grade 11) Cainta, Rizal June 2021 – May 2022
Junior High School	Cainta Catholic College Cainta, Rizal June 2017 – May 2020
Elementary School	Saint Louis School Laboratory Elementary School Baguio City June 2010 – March 2017
Kindergarten	YMCA Pre-School Baguio City June 2007 – March 2010