PANTAO
The International Journal of the Humanities and Social Sciences
Volume 5, Issue 2
ISSN 3028-0877 | DOI 10.69651/2022PIJHSS

Teachers' burnout and its perceived effect: Exploring support system and coping mechanism

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ABSTRACT

This study investigated the prevalence, contributing factors, and impact of teacher burnout on professional performance among 235 primary teachers in the Division of Bohol during the 2025–2026 school year. It examined emotional exhaustion, depersonalization, and personal accomplishment, along with workload demands, instructional challenges, and support systems. A mixed-methods design was employed, integrating quantitative data with qualitative insights from fifteen (15) teacher interviewees. Quantitative data were analyzed using frequency, percentage, weighted mean, and Pearson product–moment correlation, while qualitative data were analyzed through thematic analysis. Findings revealed that teachers experienced an overall high level of burnout (overall mean of 3.24). Emotional exhaustion was high (composite mean of 4.00), indicating significant fatigue and work-related strain, while depersonalization (composite mean of 2.70) and personal accomplishment (composite mean of 3.14) were both moderate, reflecting occasional emotional distancing and challenges in professional fulfillment. Contributing factors were rated moderate overall (composite mean of 3.83), with heavy workload, paperwork, student misbehavior, and limited rest identified as major stressors, while administrative support and teacher confidence served as protective factors. The integration of quantitative and qualitative findings revealed that high emotional exhaustion corresponded with themes of mental and physical fatigue, reduced classroom interaction, and emotional strain. Moderate personal accomplishment aligned with difficulties in managing student behavior and creating a positive classroom environment, while moderate depersonalization was reflected in emotional distancing as a coping mechanism. Workload-related stressors identified quantitatively were reinforced by qualitative themes such as workload overload, deadline pressure, and work-life conflict. At the same time, coping strategies including rest, task prioritization, peer collaboration, and administrative support emerged as essential mechanisms that help mitigate burnout. This study concludes that teacher burnout affects both professional performance and personal well-being, but its impact can be reduced through effective coping strategies and strong institutional support. The findings highlight the importance of structured interventions such as workload management, wellness programs, and enhanced support systems to sustain teacher effectiveness and promote quality education.

Keywords: Teacher burnout, emotional exhaustion, depersonalization, coping strategies, workload stress.

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DOI: http://doi.org/10.69651/PIJHSS0502988

Recommended citation:
Suello, M. J. T. (2026). Teachers' burnout and its perceived effect: Exploring support system and coping mechanism. Pantao (The International Journal of the Humanities and Social Sciences) 5 (2), 1439-1456. http://doi.org/10.69651/PIJHSS0502988

Date Submitted: April 7, 2026
Date Accepted: April 13, 2026
Date Published: April 17, 2026

INTRODUCTION

Teacher burnout has become a significant national concern in the Philippines because it affects both educators' wellbeing and the quality of education. The World Health Organization (2019) defines burnout as a psychological condition resulting from sustained occupational stress that remains unaddressed, characterized by energy depletion and reduced professional efficiency. In the Philippine public school context, studies have shown that teachers experience moderate to high levels of burnout due to excessive workload, insufficient resources, and limited institutional support (Bautista, 2019; De la Peña & Martinez, 2021). These pressures are intensified by large class sizes, multiple administrative duties, inadequate teaching materials, and the expanded responsibilities brought about by the implementation of the K to 12 Program. Limited access to training and professional development further contributes to heightened stress and difficulty in maintaining work life balance.

Burnout is closely associated with declining job satisfaction, motivation, and teaching performance. Reyes and Soriano (2020) and Villanueva (2022) found that teachers who feel undervalued, unsupported, or deprived of career advancement opportunities tend to experience diminished professional engagement, which may negatively affect student outcomes. Globally, teacher job satisfaction has been strongly linked to classroom performance, student achievement, and teacher retention (Toropova, Myrberg, & Johansson, 2021). High satisfaction promotes engagement, creativity, and professional commitment, whereas dissatisfaction often leads to absenteeism, reduced instructional quality, and attrition. Skaalvik and Skaalvik (2021) further emphasize that job satisfaction serves as the positive counterpart of burnout, as teachers who report higher satisfaction tend to experience lower emotional exhaustion and depersonalization.

Teacher burnout is a complex condition that arises when teaching demands exceed available resources. Maslach and Jackson's Burnout Theory (1981), Schaufeli et al. (2020), and the Job Demands and Resources Model (Bakker & Demerouti, 2017) explain how emotional exhaustion, workload pressure, and limited support contribute to occupational stress. Emotional exhaustion refers to depletion and fatigue that weaken teachers' capacity to connect with learners. Depersonalization reflects a detached or cynical attitude toward students and colleagues, often functioning as a maladaptive defense against overwhelming demands. Reduced personal accomplishment refers to diminished professional efficacy and satisfaction with one's role (Maslach & Leiter, 2016). These dimensions show that burnout develops over time through the interaction of personal, interpersonal, and organizational factors.

The Job Demands and Resources Model provides a comprehensive framework for understanding these interactions. Schaufeli and Taris (2014) explain that burnout occurs when job demands, such as workload, time pressure, and emotional strain, exceed job resources, including autonomy, social support, and opportunities for professional growth. When demands chronically exceed available resources, teachers' energy is depleted, leading to exhaustion and disengagement. Conversely, adequate resources can buffer the effects of job demands while promoting work engagement, resilience, and job satisfaction. Mazzetti et al. (2023) found that supportive supervision and collegial collaboration significantly moderate the relationship between workload and emotional exhaustion, while Mijakoski et al. (2022) confirmed the usefulness of the model across various school systems and teaching modalities, including online and blended learning environments.

The Conservation of Resources theory also strengthens the understanding of teacher burnout. Hobfoll (2001) explains that individuals seek to acquire, maintain, and protect

valuable resources, and burnout occurs when such resources are threatened or depleted. In the Philippine public school system, where institutional demands are high and resources are often limited, the integration of the Job Demands and Resources Model and Conservation of Resources theory highlights the need for systemic support. Teacher wellbeing cannot be sustained by individual effort alone, as it requires organizational and policy support that protects motivation, professional dignity, and psychological health.

International research has identified teacher burnout as a public health and policy concern because it is linked to physical illness, absenteeism, reduced instructional effectiveness, and attrition from the profession (Madigan et al., 2023). Accountability focused education systems, increasing administrative requirements, and technological demands have intensified teachers' workload and emotional strain. Research from the Organisation for Economic Co-operation and Development indicates that teachers' working hours and non-instructional duties have increased over the past two decades, contributing to fatigue and diminished job satisfaction. In developing contexts, these problems are compounded by large class sizes, insufficient instructional resources, and limited psychosocial support systems. Thus, burnout should not be viewed only as a psychological issue but as a socio organizational condition requiring systemic and policy responses.

In the Philippine context, public school teachers work in highly demanding environments marked by large classes, administrative burdens, limited material resources, and overlapping community responsibilities. Recent studies identify excessive workload, inadequate support, and ancillary assignments as key predictors of burnout (De la Cruz, 2024; Masinloc, 2025; Escasinas, 2025). Filipino teachers often perform tasks beyond instruction, including community outreach, administrative reporting, extracurricular supervision, and documentation for performance evaluation systems such as the Results Based Performance Management System. These responsibilities create a continuous cycle of stress and fatigue that erodes teachers' sense of accomplishment and control. Insufficient instructional resources, inadequate classroom infrastructure, and outdated teaching materials further compel teachers to invest personal time and funds to compensate for systemic limitations.

Emotional demands also contribute significantly to teacher burnout. Teaching requires sustained emotional labor, as teachers must regulate their feelings and expressions while demonstrating patience, enthusiasm, and empathy despite disruptive behavior, student distress, or limited parental support. Over time, such emotional regulation can lead to exhaustion when teachers lack opportunities for recovery or emotional expression (Brotheridge & Grandey, 2002). Studies in Southeast Asia show that teachers may experience compassion fatigue, marked by emotional depletion and reduced empathy after prolonged exposure to students' social and psychological struggles (Alimbekov et al., 2025). The COVID 19 pandemic intensified these demands by blurring boundaries between personal and professional life, requiring teachers to adopt new technologies, support students' mental health, and manage family responsibilities simultaneously (Aziku et al., 2024). Even after the return to face-to-face classes, technological fatigue, disrupted routines, and heightened accountability continue to influence teachers' psychological wellbeing.

Organizational and leadership factors also shape teachers' vulnerability to burnout. Ineffective or authoritarian leadership, lack of administrative support, and unclear communication channels contribute to frustration and helplessness. Escasinas (2025) and Gallego (2024) found that schools with participatory leadership practices, where teachers are involved in decision making and supported in professional growth, report lower burnout and higher morale. In contrast, teachers who feel undervalued or excluded from key decisions are more likely to experience burnout. School climate, including collegial relationships, trust,

fairness, recognition, and organizational justice, strongly influences motivation and engagement. These findings are consistent with organizational psychology perspectives showing that perceived organizational support buffers stress and cynicism (Eisenberger et al., 2020). In the Philippine context, participatory and empathetic leadership may help counteract the effects of hierarchical school structures.

Cultural expectations also intersect with teacher burnout in the Philippines. Teaching is commonly viewed not only as a profession but also as a moral vocation grounded in service, patience, and self-sacrifice. While these values inspire commitment, they may also normalize overwork and emotional endurance. Filipino values such as bayanihan, or community cooperation, and pakikipagkapwa tao, or shared humanity, foster solidarity but may also reinforce the expectation that teachers must always be available to serve. Matica-a, Casinillo, and Salabao (2023) found that many teachers continue working despite health concerns or exhaustion because they regard teaching as a sacred duty. This moral obligation can make it difficult for teachers to set boundaries or seek help, thereby sustaining the cycle of burnout.

Teacher self-efficacy, resilience, psychological capital, and coping strategies serve as important protective factors. Pilos et al. (2024) found that teachers with higher self-efficacy report lower emotional exhaustion and greater job satisfaction even in high stress environments. This supports Bandura's (1997) social cognitive theory, which emphasizes the role of efficacy beliefs in motivation, effort, and emotional regulation. Resilience also enables teachers to recover from setbacks and maintain optimism, with Philippine studies linking resilience to faith based and community-oriented coping mechanisms (Orines, 2023; Sun & Dapat, 2024). Psychological capital, which includes hope, efficacy, resilience, and optimism, has likewise been found to significantly predict job satisfaction among Filipino teachers (Sun & Dapat, 2024). Luthans and Youssef-Morgan (2017) further note that interventions such as positive reflection, coaching, and gratitude practices can strengthen wellbeing and performance. In the Philippine context, these approaches may be aligned with cultural values such as pagpapasalamat and malasakit.

Coping strategies are central to understanding how teachers manage burnout. Lazarus and Folkman's (1984) transactional model of stress and coping distinguishes between problem focused coping, which involves actively addressing stressors through time management, collaboration, or seeking assistance, and emotion focused coping, which involves regulating emotional responses through reappraisal, avoidance, or withdrawal. Valls et al. (2025) found that problem focused coping is associated with lower burnout because it promotes a sense of control and mastery. In the Philippine educational setting, coping often takes collective and spiritual forms, including Learning Action Cells, informal peer consultations, prayer, and community reflection (Francisco et al., 2024). Qualitative studies show that Filipino teachers often rely on peer collaboration, prayer, and social engagement to manage stress, reflecting the communal and spiritual foundations of Filipino culture (Francisco, Tupaz, & Astilla, 2024). However, these coping mechanisms may be insufficient when systemic problems such as chronic underfunding, excessive paperwork, and limited institutional support remain unresolved.

Social support is among the strongest buffers against teacher burnout. Collegial and organizational support reduce emotional strain and strengthen professional commitment by helping teachers feel valued, understood, and assisted. Cuevas (2025) observed that schools with strong mentoring systems and collaborative cultures report significantly lower burnout rates. Support may be emotional, such as reassurance and encouragement, or instrumental, such as sharing instructional materials, providing feedback, and assisting with administrative tasks. Within the DepEd system, formal support structures such as Learning Action Cells, professional learning communities, and wellness programs serve as institutional mechanisms

for collaboration and care. However, their effectiveness depends on leadership commitment, resource allocation, and school climate.

Leadership plays a critical role in creating supportive environments. Transformational and servant leadership have been shown to increase teachers' sense of purpose, trust, and engagement, thereby reducing burnout risk (Alimbekov et al., 2025). Transformational leaders inspire through vision, integrity, and individualized consideration, while servant leaders prioritize the wellbeing and growth of teachers. These leadership models align with Filipino values of malasakit and pakikisama. Escasinas (2025) found that when school heads show genuine concern for teacher welfare by adjusting workloads, recognizing accomplishments, and supporting professional development, teachers demonstrate higher morale and commitment. Conversely, micromanagement, neglect, and lack of support contribute to alienation and emotional exhaustion.

The effects of burnout extend beyond individual distress and affect the broader educational system. Teachers experiencing burnout often report diminished enthusiasm, impaired concentration, and reduced instructional quality. Madigan et al. (2023) found a strong relationship between teacher burnout and lower student academic performance, mediated by reduced instructional engagement and creativity. Chronic burnout may also lead to absenteeism, turnover, and presenteeism, where teachers remain physically present but psychologically disengaged. In the Philippine context, teacher attrition is a growing concern, especially in remote or under resourced areas (Masinloc, 2025). Burnout also affects students' psychosocial development, as burned-out teachers may show reduced empathy and patience, weakening teacher student relationships. Aziku et al. (2024) found that students taught by teachers with high burnout report lower classroom satisfaction and weaker motivation, underscoring the need to view teacher wellbeing as a prerequisite for student success.

Interventions for burnout may be implemented at both individual and organizational levels. Individual level interventions include mindfulness-based programs, cognitive behavioral workshops, emotional regulation training, and stress management activities, which have been shown to reduce emotional exhaustion and improve psychological wellbeing (Beames et al., 2023). However, such initiatives may offer only temporary relief if the structural causes of burnout remain unaddressed. Organizational level interventions, including workload rationalization, participatory governance, supportive supervision, and institutionalized wellness programs, address the roots of teacher stress. Iancu et al. (2017) emphasized that burnout prevention must be embedded in school policies and cultures rather than treated as optional wellness activities. DepEd structures such as Learning Action Cells, the Employee Welfare and Benefits Program under DepEd Order No. 49, s. 2006, and the DepEd Mental Health Framework (2021) provide mechanisms for psychosocial support, early detection, counseling, and referral, though implementation remains uneven across schools.

A holistic approach to teacher burnout requires the cultivation of a culture of empathy, wellness, and professional respect. International best practices emphasize multilevel frameworks that integrate preventive, responsive, and rehabilitative strategies. Preventive approaches include workload balance, flexible scheduling, and recognition of achievements. Responsive approaches include counseling, peer support, and stress management workshops. Rehabilitative approaches provide support for teachers recovering from burnout related leave. In the Philippines, such strategies may be contextualized through collaboration among DepEd, local government units, and teacher organizations to establish wellness centers, mentoring networks, and relevant professional development programs. The DepEd Employee Wellness Program, guided by Civil Service Commission Memorandum Circular No. 33, s. 1997,

reinforces the State's responsibility to promote employee health and wellness, consistent with Republic Act No. 11036, or the Mental Health Act.

Professional development may also protect teachers from burnout when it is meaningful and responsive to their needs. Madigan and Kim (2021) found that teachers who regularly engage in meaningful professional development report lower burnout and higher engagement. Within DepEd, programs such as the National Educators' Academy of the Philippines and Learning Action Cells aim to support continuous improvement. However, these programs must be grounded in teachers' actual classroom realities rather than implemented merely for compliance. Professional development that is overly theoretical, disconnected from practice, or unsupported by follow up may increase frustration rather than reduce burnout.

Technology integration presents both opportunities and challenges. Digital tools can support instructional preparation, collaboration, and innovation, yet technological overload, inadequate infrastructure, and insufficient training may intensify stress. During the COVID 19 pandemic, teachers' rapid shift to online instruction exposed inequalities in digital access and skills. Many experienced fatigue from prolonged screen exposure, challenges in managing virtual classrooms, and blurred boundaries between work and personal life. Tarafdar et al. (2019) describe technostress as stress arising from the use or overuse of technology. Addressing this concern requires technical training, digital wellbeing, realistic expectations for digital outputs, and sufficient technical support from school administrators.

Work life balance is another major concern in teacher burnout. Many Filipino teachers spend evenings and weekends preparing lessons, checking papers, attending school activities, and completing reports. Such expectations reduce time for rest, family, and personal growth, resulting in emotional depletion, health deterioration, and reduced job satisfaction (Skaalvik & Skaalvik, 2021). Policies that limit after hours communication, promote flexible work arrangements, and encourage recreation and wellness can improve teachers' quality of life. Legislative and policy foundations, including Republic Act No. 11148, the Kalusugan at Nutrisyon ng Mag Nanay Act, and the Occupational Safety and Health Standards under Department Order No. 198, s. 2018, support the broader concern for physical and psychological wellbeing.

Legal and policy frameworks in the Philippines provide a strong basis for protecting teacher welfare, although implementation gaps remain. Republic Act No. 4670, or the Magna Carta for Public School Teachers, guarantees reasonable working conditions, fair compensation, and protection of teachers' health and morale. It provides that teachers should not render more than six hours of actual classroom instruction per day and should receive equitable opportunities for advancement. However, many teachers still exceed these limits due to administrative and extracurricular duties. The Civil Service Commission Omnibus Rules on Leave (2017), Republic Act No. 11058 or the Occupational Safety and Health Standards Act, Republic Act No. 11036 or the Mental Health Act, and DepEd Order No. 35, s. 2004, which emphasizes School Based Mental Health Programs and Employee Welfare Committees, further reinforce the State's obligation to protect educators' wellbeing. DepEd Order No. 42, s. 2017 institutionalized the Philippine Professional Standards for Teachers, which promotes professional growth, reflective practice, and self-care under Domain 7. However, when implemented without adequate support, such standards may increase workload and performance anxiety.

Recent policy directions also recognize teacher wellbeing as essential to educational reform. The Basic Education Development Plan 2030 envisions a resilient, equitable, and inclusive education system that supports teachers' professional growth and holistic wellness. It recognizes teacher motivation and welfare as prerequisites for learning recovery and quality outcomes in the post pandemic era. However, translating this policy commitment into improved daily working conditions requires coordinated action from DepEd, local government

units, and civil society organizations. Teacher unions and professional associations, including the Alliance of Concerned Teachers and the Teachers' Dignity Coalition, have also advocated for fair compensation, reduction of non-teaching tasks, manageable workloads, and mental health services. These efforts reflect the constitutional principle that the State must protect and promote just and humane conditions of work.

Socioeconomic factors further intensify teacher burnout in the Philippines. Many teachers, particularly those in remote or low-income areas, experience financial strain due to salaries that may not adequately meet the rising cost of living. Some resort to loans or part time work to supplement income, adding to physical and mental fatigue. Casinillo et al. (2023) identified financial stress as a significant predictor of burnout among public school teachers in rural areas. Economic insecurity weakens morale and reinforces the perception that teaching is undervalued. Salary adjustments, hazard pay, localized benefits, and stricter implementation of Republic Act No. 4670 may help reduce these pressures and affirm the social value of the teaching profession.

The literature also emphasizes the need for mixed methods approaches in studying teacher burnout. Quantitative methods can identify prevalence, predictors, and statistical relationships among variables, while qualitative methods provide insight into lived experiences, emotions, coping practices, leadership contexts, and cultural expectations. Orines (2023) and Francisco et al. (2024) demonstrate that combining narrative accounts with quantitative data provides a richer understanding of coping and resilience among Filipino teachers. Such an approach is useful because burnout is shaped by both measurable institutional factors and deeply personal experiences of stress, meaning, support, and professional commitment.

Several theories also help explain teacher job satisfaction in relation to burnout. Person Environment Fit Theory by Kristof-Brown et al. (2005) posits that job satisfaction occurs when there is congruence between teachers' values, goals, abilities, and the culture and expectations of the organization. In schools, teachers experience stronger satisfaction when their teaching philosophies align with institutional mission, vision, and practices. Conversely, misalignment may result in frustration, alienation, and reduced satisfaction. The Agency Driven Labour Theory proposed by Nguyen, Park, and Kim (2025) further argues that job satisfaction increases when individuals have agency and control over their professional tasks. For teachers, agency is reflected in autonomy over lesson planning, classroom management, instructional strategies, and assessment practices. When teachers are given space to exercise professional judgment and creativity, they experience greater empowerment, confidence, and fulfillment.

Given these theoretical, empirical, cultural, and policy contexts, the present study seeks to contribute to the existing body of knowledge by examining teacher burnout, coping mechanisms, support systems, autonomy, and overall wellbeing within the local educational setting. Although teacher burnout has received international attention, limited research has focused on how Filipino public school teachers cope, build resilience, and sustain professional commitment amid systemic challenges. Understanding their experiences can provide valuable insights for policymakers, school administrators, and education stakeholders in designing responsive institutional programs that reduce burnout, strengthen support systems, enhance job satisfaction, and sustain teacher effectiveness. Ultimately, the literature affirms that teacher wellbeing is inseparable from student learning, educational quality, and national development. A nation that values education must also value, protect, and empower its teachers.

Statement of the problem

This study investigated the level, causes, and experiences of burnout, as well as the existing support systems, among public school teachers in the Division of Bohol for the year 2025 to 2026. It aimed to generate a comprehensive understanding of burnout by examining its dimensions, identifying contributing factors, exploring teachers' lived experiences, and assessing available coping mechanisms and support structures, with the goal of informing the development of an appropriate school based mental health plan.

1. What is the level of burnout among the respondents in terms of emotional exhaustion, depersonalization, and personal accomplishment?
2. What factors contribute to the occurrence of burnout among the participants?
3. What are the experiences of burnout among the participants?
4. What support systems and coping mechanisms are available to help the participants manage or reduce burnout?
5. How do the quantitative and qualitative findings complement each other to provide a deeper understanding of burnout among the teachers?
6. What school based mental health plan may be proposed based on the findings?

METHODOLOGY

This study employed a mixed methods research design, specifically a convergent parallel approach, to provide a comprehensive understanding of teacher burnout by integrating quantitative and qualitative data. The quantitative component utilized a structured survey questionnaire to assess the level of burnout experienced by teachers and to identify its potential causes, coping mechanisms, available support systems, and satisfaction level. In parallel, the qualitative component involved interviews and open-ended responses to capture deeper insights into teachers lived experiences and emotional journeys as they cope with burnout, taking into account their support systems and the extent of job satisfaction. The integration of both approaches enhanced the credibility and richness of the findings by combining breadth and depth of information.

The study was conducted in the three congressional districts of the Division of Bohol, a province located in the Central Visayas region of the Philippines and classified as first class, consisting of the city of Tagbilaran and 47 municipalities across the island. The research focused on selected public elementary schools, particularly primary teachers from Grades 1 to 3. Congressional District 1 comprised 14 towns, Congressional District 2 comprised 15 towns, and Congressional District 3 comprised 18 towns, with the second district having the greatest number of towns. These areas included elementary, junior high school, and senior high school settings. The selected locale provided a realistic context for examining burnout among public school teachers, reflecting common challenges such as heavy paperwork, limited resources, and multiple ancillary tasks, thereby making it an appropriate setting for the investigation.

The respondents of the study were primary school teachers from selected public schools who had at least one year of teaching experience, ensuring the inclusion of participants with sufficient exposure to the teaching environment and the phenomenon under investigation. A random sampling technique was employed to select respondents who were willing to participate, ensuring that every eligible teacher had an equal chance of inclusion, minimizing selection bias, and enhancing the representativeness of the sample. This approach allowed the study to capture a diverse range of experiences and perspectives essential for generating reliable and generalizable insights into teacher burnout. For the qualitative component, purposive sampling was used to select participants for follow up interviews, allowing the researcher to obtain in depth and information rich perspectives that complemented the

quantitative data. The total number of survey respondents was 235, distributed as 70 from Congressional District 1, 95 from Congressional District 2, and 70 from Congressional District 3. For the qualitative interviews, a total of 15 teachers were selected, with 5 participants from each district. This combination of random and purposive sampling strengthened the overall validity and comprehensiveness of the study.

Data were collected using both quantitative and qualitative instruments. The primary quantitative instrument was a structured questionnaire composed of multiple sections designed to measure burnout and its related variables. The first part measured the level of burnout in terms of emotional exhaustion, depersonalization, and personal accomplishment, using statements that described common experiences related to teacher burnout. Respondents rated their level of agreement using a five-point Likert scale with corresponding values of 1 for Very Low, 2 for Low, 3 for Moderate, 4 for High, and 5 for Very High. The second part determined the factors contributing to burnout, focusing on workload, administrative tasks, time pressure, classroom management challenges, and other work-related stressors, with responses rated using the same five-point scale. The third part identified the support systems and coping mechanisms available to teachers, including administrative support, peer support, professional development programs, and mental health initiatives provided by the school or institution. In addition to these structured items, open ended questions were included to gather qualitative data regarding participants experiences with burnout, contributing factors, and suggested interventions or support programs, thereby providing deeper insights that complemented the quantitative findings.

The questionnaire underwent pilot testing with 30 public school teachers from non-participating schools within the same division to assess clarity, consistency, and reliability. The pilot data were analyzed using Cronbach's Alpha following the guidelines of DeVellis (2017), with coefficients of 0.70 and above considered acceptable for establishing internal reliability of the instrument. For the qualitative component, an interview guide consisting of open-ended questions was used to explore teachers experiences and perceptions of burnout. The questions focused on identifying factors contributing to emotional exhaustion, depersonalization, and personal accomplishment, as well as the challenges encountered in managing teaching responsibilities. The interviews also gathered information on available support systems and coping mechanisms, providing deeper explanations that complemented and validated the quantitative results.

The data gathering procedure was conducted systematically to ensure reliability, validity, and ethical integrity. Permission to conduct the study was obtained from the University President through the Dean of the School of Advanced Studies and the Campus Director, as well as from the Division Office of the Department of Education and the authorities of the selected public schools. This ensured compliance with DepEd Order No. 16, s. 2017, which governs the conduct of research within the Department of Education system. Subsequent approval was secured from District Supervisors and school principals to facilitate data collection without disrupting instructional activities. Prior to data collection, participants were informed about the purpose of the study, the confidentiality of their responses, and the voluntary nature of their participation. Informed consent forms were distributed and signed in accordance with ethical standards.

The instruments were administered in both printed and digital formats through Google Forms, allowing respondents to complete the questionnaire at their convenience within one to two days to minimize disruption to their teaching duties. Data collection was carried out by the researcher or designated research facilitators in each school, such as guidance counselors or teachers in charge of research, who ensured proper administration and retrieval of the

instruments. Only fully completed questionnaires were included in the analysis to maintain data integrity. Upon retrieval, the data were reviewed, coded, and tabulated for statistical treatment. Quantitative data were encoded into a spreadsheet and analyzed using descriptive and inferential statistics, while qualitative responses were organized and thematically categorized to capture deeper insights into teachers lived experiences of burnout, coping, support systems, and satisfaction levels. Throughout the process, ethical principles such as respect for persons, beneficence, and confidentiality were strictly observed, with participants allowed to withdraw at any time without penalty and all data securely stored and anonymized to protect identities. The collaborative coordination from the division level to the school level ensured administrative compliance and strengthened the contextual relevance and validity of the findings.

The quantitative data were analyzed using appropriate statistical tools, with the Weighted Mean serving as the primary measure to determine the level of burnout and the perceived contributing factors. A five-point Likert scale was used to standardize responses, and the computed mean scores formed the basis for interpreting the data and identifying trends. The interpretation of scores followed specific ranges, wherein a score of 5 corresponded to Very High, indicating that burnout is very much felt, with Strongly Agree interpreted as Always true for me; a score of 4 corresponded to High, indicating that burnout is much felt, with Agree interpreted as Often true for me; a score of 3 corresponded to Moderate, indicating that burnout is moderately felt, with Sometimes interpreted as True at times; a score of 2 corresponded to Low, indicating that burnout is less felt, with Rarely interpreted as Seldom true; and a score of 1 corresponded to Very Low, indicating that burnout was not felt, with Never interpreted as Not true at all. These interpretive ranges guided the analysis and ensured consistency in the evaluation of responses.

Qualitative data were analyzed using Braun and Clarke's (2006) thematic analysis, which involved the systematic processes of familiarization, coding, generating themes, reviewing themes, defining themes, and reporting. This approach enabled the identification of key patterns in teachers' narratives and provided deeper insights into the causes of burnout and the effectiveness of support systems. The qualitative findings complemented the quantitative results by adding contextual and experiential understanding, thereby strengthening the validity and depth of the study. The integration of both data sets facilitated a holistic interpretation of the results, allowing the research to capture both measurable trends and lived experiences. This triangulation of quantitative and qualitative evidence enhanced the credibility and richness of the findings and contributed to a more comprehensive understanding of teacher burnout.

For clarity and consistency in interpretation, key terms were operationally defined within the context of the study. Emotional exhaustion referred to teachers' feelings of being drained, overwhelmed, or too tired to manage daily teaching responsibilities due to heavy workload, student management, and emotional demands. Depersonalization referred to a tendency to become detached, indifferent, or cynical toward students, colleagues, or teaching tasks as a coping mechanism for stress. Personal accomplishment referred to the sense of achievement and satisfaction derived from successfully facilitating student learning and meeting professional goals. Predictors of burnout referred to factors such as large class sizes, excessive paperwork, unclear administrative expectations, and lack of support that increase stress and the likelihood of burnout. Level of experience of burnout referred to the degree to which teachers feel the effects of burnout in terms of fatigue, frustration, reduced motivation, and difficulty in performing teaching tasks. Support systems referred to the practical and emotional assistance received from colleagues, administrators, family, and the school community. School based mental health plan referred to structured programs and strategies within the school designed to help teachers manage stress, recover from burnout, and maintain emotional and professional well-being, thereby promoting resilience and job satisfaction.

PANTAO
The International Journal of the Humanities and Social Sciences
Volume 5, Issue 2
ISSN 3028-0877 | DOI 10.69651/2022PIJHSS

RESULTS AND DISCUSSION

This chapter presents, analyzes, and interprets the data gathered from n=235 respondents using a mixed-method approach that integrates quantitative descriptive analysis and qualitative thematic analysis. The quantitative component utilized weighted means (WM) and composite means to determine the level of burnout across Emotional Exhaustion, Personal Accomplishment, and Depersonalization, as well as the perceived effects contributing to burnout, while the qualitative component examined participants' vignettes to identify recurring themes related to experiences, coping mechanisms, and support systems. The discussion that follows is grounded strictly in the data collected and interpreted directly in relation to the objectives of the study, ensuring that all numerical values, statistical indicators, and thematic findings are preserved and analyzed comprehensively.

The level of burnout among teachers reveals that Emotional Exhaustion is notably high, with a composite mean of 4.00. Among its indicators, the statement "I worked too hard on my job" obtained the highest WM of 4.06, described as High, indicating that teachers perceive their work as requiring excessive effort and energy. Similarly, "I feel drained from my work" (WM = 4.04, High) and "I feel fatigued when I get up in the morning and have to face another day on the job" (WM = 3.82, High) further confirm that teachers experience persistent physical and emotional fatigue. Even the lowest indicator, "I feel used up at the end of the workday" (WM = 3.02, High), still reflects a high level of exhaustion, demonstrating that fatigue is consistently experienced across respondents. The statement "I work with people all day is a strain for me" yielded a WM of 3.42, described as Moderate, suggesting that while interpersonal interactions contribute to strain, they are not the most dominant source of exhaustion. These findings indicate that teachers are frequently exposed to prolonged work demands, including lesson preparation, checking outputs, attending meetings, and managing diverse learners, which collectively contribute to sustained emotional depletion. The consistently high ratings across indicators reinforce the conclusion that emotional exhaustion is the most dominant dimension of burnout among teachers, highlighting the cumulative impact of workload and continuous interpersonal engagement on their well-being.

In contrast, Personal Accomplishment reflects a moderate level, with a composite mean of 3.14, indicating that teachers experience a fluctuating sense of effectiveness and professional fulfillment. The highest indicator, "I find it hard to understand how my students feel about things," recorded a WM of 4.0, described as High, suggesting that teachers encounter difficulty in empathizing with students' emotions and perspectives. This may affect classroom interaction and teacher-student relationships. Other indicators such as "I find hard to deal effectively with student problems" (WM = 3.22, Moderate), "I feel I am negatively influencing other people's lives through my work" (WM = 3.0, Moderate), "I find it hard to create a relaxed atmosphere with my students" (WM = 3.0, Moderate), and "I find it hard to accomplish many worthwhile things in this job" (WM = 3.0, Moderate) consistently fall within the Moderate range, indicating that teachers sometimes feel limited in their ability to perform effectively. These results suggest that while teachers maintain some level of competence, their sense of accomplishment is constrained by work-related challenges, including emotional strain and classroom complexities, which may reduce their perceived impact on students.

Depersonalization also registers a moderate level with a composite mean of 2.70, indicating a tendency among teachers to emotionally distance themselves as a coping mechanism. The highest indicator, "I worry that this job is hardening me emotionally," obtained a WM of 2.92, described as Moderate, suggesting that teachers are aware of the

gradual impact of stress on their emotional responsiveness. Other indicators such as "I have become more callous to people since I took this job" (WM = 2.73, Moderate) and "I find it hard to care about what happens to some people" (WM = 2.83, Moderate) further support the presence of emotional detachment. However, the lowest indicators, "I feel I treat some people as if they were impersonal 'objects" (WM = 2.56, Low) and "I feel students blame me for some of their problems" (WM = 2.44, Low), indicate that teachers generally maintain professional relationships and do not strongly internalize negative perceptions from students. These findings suggest that while teachers may experience emotional distancing, it remains controlled and does not significantly disrupt their professional interactions.

Overall, the burnout level among teachers is High, with an overall mean of 3.24, reflecting the combined influence of Emotional Exhaustion (Composite Mean = 4.00), Personal Accomplishment (Composite Mean = 3.14), and Depersonalization (Composite Mean = 2.70). The data clearly indicate that emotional exhaustion is the primary contributor to burnout, while moderate levels of personal accomplishment and depersonalization suggest that teachers are still able to maintain functional performance and professional relationships despite ongoing stress. This pattern demonstrates that burnout among teachers is largely driven by workload intensity and emotional demands rather than a complete loss of professional efficacy or interpersonal disengagement.

The perceived effects contributing to burnout further reinforce these findings, with an overall composite mean of 3.83, described as Moderate. The highest indicator, "Despite challenges, I am confident in my ability to handle diverse classroom situations," obtained a WM of 4.29, described as High, indicating that teachers possess strong self-efficacy in managing classroom complexities. Similarly, "I feel that I am making a meaningful contribution to my students' learning" (WM = 4.26, High) and "I feel supported by my school administrators in managing my teaching responsibilities" (WM = 4.25, High) highlight the presence of protective factors that enhance resilience. However, several stress-related indicators such as "Student misbehavior adds significantly to my daily stress" (WM = 3.82, Moderate), "Paperwork, reports, and lesson preparations make me feel overwhelmed" (WM = 3.77, Moderate), "I feel emotionally drained after teaching and completing school-related tasks" (WM = 3.74, Moderate), "I have enough time to rest and spend quality time with my family despite my teaching responsibilities" (WM = 3.67, Moderate), and "I have too many teaching loads and extra duties, which makes me feel exhausted" (WM = 3.42, Moderate) indicate that workload and administrative demands remain significant stressors. The lowest indicator, "I feel indifferent or detached toward some of my students due to work stress" (WM = 3.24, Moderate), suggests that emotional detachment occurs but is not dominant. These findings indicate that burnout is influenced by a balance between stressors and support systems, where high demands are mitigated by confidence, meaningful engagement, and administrative support.

The qualitative findings further deepen the understanding of burnout by revealing teachers' lived experiences. Teachers reported workload overload, deadline pressure, multi-tasking fatigue, mental and physical exhaustion, emotional strain, and work-life conflict. These themes demonstrate that burnout is not a single event but a cumulative outcome of sustained exposure to multiple responsibilities such as lesson preparation, grading, meetings, and administrative tasks. Teachers described difficulty managing overlapping duties within limited time, leading to fatigue and reduced emotional engagement. The presence of work-life conflict indicates that burnout extends beyond the workplace, affecting personal and family interactions. These experiences confirm that high job demands continuously strain teachers' physical and emotional resources, resulting in decreased motivation and well-being.

In response to these challenges, teachers employ coping mechanisms that are both personal and social in nature. Personal coping strategies include resting, relaxing, reflecting on

goals, prioritizing tasks, managing time effectively, and taking short breaks. These practices enable teachers to regain energy, reduce fatigue, and maintain focus despite ongoing demands. Emotional recovery through rest and detachment from work-related stress plays a critical role in sustaining resilience. Additionally, peer support emerges as a significant coping mechanism, where teachers engage in sharing problems, discussing challenges, and seeking emotional validation from colleagues. This collaborative approach reduces feelings of isolation and enhances motivation, indicating that social connections within the workplace are essential in mitigating stress.

The findings also highlight the importance of support systems in managing burnout. Teachers emphasized the need for administrative support, reduced paperwork, balanced workload distribution, mental health programs, and recognition from school leaders. Administrative and institutional support were identified as critical in reducing workload-related stress, allowing teachers to focus on instructional responsibilities. The integration of wellness programs and mental health interventions supports emotional stability and resilience, while recognition and teamwork enhance motivation and job satisfaction. These findings demonstrate that burnout is not solely an individual issue but a systemic concern that requires organizational intervention.

The integration of quantitative and qualitative results confirms that Emotional Exhaustion (Composite Mean = 3.87) is the core component of burnout, supported by qualitative themes of mental fatigue, reduced interaction, and physical exhaustion. Personal Accomplishment (Composite Mean = 3.14) reflects moderate challenges in effectiveness, supported by themes of difficulty in classroom management and reduced sense of impact. Depersonalization (Composite Mean = 2.70) indicates moderate emotional distancing, supported by themes of reduced patience and coping through emotional regulation. Workload and responsibilities are identified as major predictors of burnout, while coping mechanisms such as resting, task prioritization, and peer support help mitigate stress. The impact on personal life, reflected in WM = 3.67–3.86, indicates that burnout affects work-life balance, emphasizing the broader implications of occupational stress.

Overall, the findings demonstrate that teacher burnout is shaped by the interaction between high job demands and available support systems. While teachers experience significant emotional exhaustion and moderate challenges in personal accomplishment and depersonalization, their confidence, sense of meaningful contribution, and access to support systems enable them to remain functional and resilient. The results highlight the critical need for institutional interventions, including workload management, administrative support, wellness programs, and peer collaboration, to sustain teacher well-being and effectiveness. These findings contribute to the broader understanding of burnout by emphasizing its multidimensional and systemic nature, and they provide a strong foundation for the subsequent chapter, which presents targeted interventions and action plans designed to reduce burnout and enhance teacher well-being.

CONCLUSION

he findings of this study provide a comprehensive understanding of teacher burnout by integrating quantitative and qualitative evidence on its level, causes, perceived effects, coping strategies, and available support systems. The results consistently indicate that teachers experience a moderate to high level of burnout, with an overall weighted mean of 3.24, and with emotional exhaustion emerging as the most dominant dimension at WM = 4.00. This indicates that teachers frequently feel physically and emotionally drained due to sustained work

demands. In contrast, personal accomplishment at WM = 3.14 and depersonalization at WM = 2.70 remain at moderate levels, suggesting that despite the presence of stress, teachers are still able to maintain a sense of professional fulfillment and only experience occasional emotional detachment. These findings demonstrate that emotional strain is the most critical aspect of burnout and highlight the need to address this dimension to prevent further deterioration of teacher well-being.

The perceived effects of burnout further reinforce the complexity of teachers' experiences, as respondents reported moderate stress levels associated with workload, paperwork, lesson preparation, and student behavior, reflected by a weighted mean of 3.83. Although teachers experience emotional fatigue, they continue to demonstrate high levels of confidence, a strong sense of meaningful contribution, and perceived administrative support, which serve as protective factors that help mitigate the negative effects of burnout. These findings suggest that while stressors are persistent and substantial, the presence of positive professional attitudes and institutional support enables teachers to sustain their motivation and effectiveness. However, the continued pressure of workload and responsibilities poses a risk to long term well-being if not systematically addressed.

The analysis of contributing factors confirms that burnout is primarily driven by heavy workload, multiple responsibilities, administrative tasks, and challenges related to student behavior, all of which intensify time pressure and emotional strain. At the same time, the presence of teacher confidence, meaningful engagement in teaching, and administrative support helps buffer the adverse effects of these demands. This interplay between job demands and available resources underscores that burnout is not solely an individual experience but is shaped by organizational conditions. Consequently, strengthening institutional support systems and improving workload management are essential in reducing the intensity of burnout among teachers.

In terms of support systems, the findings reveal that teachers benefit significantly from administrative support, which recorded a high weighted mean of 4.25, as well as from peer collaboration and participation in wellness programs. These institutional mechanisms play a crucial role in promoting emotional stability, enhancing resilience, and sustaining teacher motivation. The presence of supportive leadership, collaborative professional relationships, and structured wellness initiatives contributes to a more positive and sustainable work environment. Such systems not only help alleviate stress but also foster a sense of belonging and professional support among teachers, thereby reducing feelings of isolation and enhancing overall well-being.

The study also highlights the importance of personal coping strategies in managing burnout. Teachers actively employ adaptive mechanisms such as rest, relaxation, time management, reflection, and task prioritization, along with seeking support from colleagues. These strategies enable them to recover from daily stressors, maintain productivity, and sustain teaching effectiveness. The consistent use of these coping practices strengthens resilience and allows teachers to navigate the demands of their profession more effectively. Without such strategies, the likelihood of experiencing heightened emotional exhaustion would significantly increase, further compromising both personal well-being and professional performance.

Taken together, the integration of findings demonstrates that teacher burnout is a multifaceted and gradual process influenced by the dynamic interaction between workload demands, institutional support systems, and individual coping mechanisms. While teachers face considerable challenges that contribute to emotional exhaustion, the presence of supportive organizational structures and adaptive personal strategies helps mitigate these effects and sustain professional engagement. This indicates that addressing burnout requires a balanced approach that considers both systemic interventions and individual capacity building to ensure long term teacher well-being and effectiveness.

Anchored on these findings, the study developed a School-Based Mental Health Plan designed to reduce burnout and enhance teacher well-being through structured and sustainable interventions. The plan emphasizes stress management, coping skills development, time management, workload reduction, peer mentoring, recognition programs, and wellness initiatives. It also incorporates a structured planning, monitoring, and evaluation system to ensure continuous assessment and improvement of implemented strategies. Through regular training sessions, collaborative activities, and institutional support mechanisms, the plan aims to create a supportive school environment that promotes emotional resilience, work life balance, and professional satisfaction. The inclusion of specific activities such as quarterly stress management workshops, coping skills training, weekly wellness interventions, resilience building sessions, and time management training ensures that teachers are equipped with both practical skills and institutional resources to manage stress effectively.

The conclusions drawn from the study affirm that teacher burnout is largely attributed to heavy workload, multiple teaching and administrative responsibilities, student behavior challenges, and time constraints, all of which significantly affect both well-being and professional performance. Despite the high level of emotional exhaustion, teachers continue to demonstrate moderate levels of personal accomplishment and depersonalization, indicating their ability to sustain a sense of purpose and engagement in their work. Moreover, the presence of administrative support, peer collaboration, recognition, and wellness programs, together with personal coping strategies such as rest, prioritization, reflection, and time management, plays a vital role in reducing stress and strengthening resilience. These findings confirm that burnout is not an isolated condition but a gradual process shaped by both organizational and individual factors.

In light of these conclusions, the study emphasizes the importance of implementing comprehensive and collaborative interventions to address teacher burnout. School administrators are encouraged to adopt and sustain the School-Based Mental Health Plan by organizing wellness workshops, stress management programs, and time management training, while also reducing unnecessary workload and providing continuous recognition and support for teachers. Guidance counselors and teachers are urged to strengthen peer mentoring and collaborative support systems that promote open communication and shared coping strategies. Department heads and coordinators are advised to enhance workload management through structured planning tools and prioritization techniques to improve efficiency and reduce stress. Furthermore, the collaborative involvement of school administrators, guidance counselors, teachers, and the Department of Education is essential in ensuring the successful implementation of these interventions and in fostering a supportive and healthy work environment.

Finally, the study recommends that future research further explore the long-term effects of School-Based Mental Health interventions across different educational contexts to provide stronger empirical evidence for improving teacher support systems. Overall, the findings of this study contribute to a deeper understanding of teacher burnout and highlight the critical role of integrated institutional support and personal coping strategies in promoting teacher well-being, resilience, and sustained professional effectiveness.

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