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Emotional burnout among public and private school teachers in Tubigon West District, Bohol: A comparative analysis

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ABSTRACT

Teachers worldwide continue to face increasing emotional and professional demands, making the study of emotional burnout timely and significant. The findings determined and compared the level of emotional burnout among public and private school teachers in Tubigon West District, Tubigon, Bohol during the School Year 2025–2026, as a basis for the development of an action plan. The study was conducted at among public and private school teachers in Tubigon West District, Tubigon, Bohol, with purposive sampling method to over 50 teacher respondents. It employed an adapted questionnaire. The research design involved a descriptive-comparative research design. The following statistical treatments were used: simple percentage, while weighted mean, and the t-test. The findings revealed that respondents were mostly younger, female classroom teachers with varying teaching experience and generally engaged in graduate studies, with balanced representation from public and private schools. Results showed that teachers occasionally experience emotional exhaustion, rarely exhibit depersonalization, and consistently demonstrate a strong sense of personal accomplishment in their work. Moreover, no significant difference was found in emotional burnout between public and private school teachers, indicating comparable experiences across both groups. Teachers also reported occasional emotional burnout linked to workload demands such as paperwork, lesson planning, and classroom instruction, though these challenges were generally moderate and not persistent. Based on these findings, the proposed action plan is recommended for adoption to further amplify the strategies in dealing emotional burnout among public and private school teachers.

Keywords: Administration and supervision, emotional burnout, action plan, descriptive-comparative, Bohol, Philippines.

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INTRODUCTION

Teachers globally continue to face increasing emotional and professional demands, a situation intensified during and after the COVID-19 pandemic, making the study of emotional burnout both timely and significant. Emotional burnout characterized by emotional exhaustion, depersonalization, and reduced personal accomplishment has been reported at high levels

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among educators, with prevalence rates reaching up to 52% during pandemic conditions (Serrano et al., 2022). Beyond individual strain, burnout contributes to systemic concerns such as reduced teacher retention, weakened institutional climate, and diminished student trust. For example, elevated burnout levels have been associated with lower teacher credibility, negatively affecting student–teacher relationships (Homeo, 2023). Similarly, work-related burnout has been linked to decreased well-being and stronger intentions to quit among educators (Pakdee et al., 2025).

While much of the literature frames burnout within pandemic conditions, structural factors embedded within different school systems also warrant attention. Public and private schools often differ in workload distribution, job security, compensation structures, administrative expectations, and access to institutional support. These variations may influence not only the intensity of burnout but also how it manifests—whether through emotional exhaustion due to large class sizes in public schools or performance pressure and contractual insecurity in private institutions. Examining burnout across public and private school contexts, therefore, provides a more nuanced understanding of how organizational structures shape teachers' emotional experiences beyond pandemic-related stressors.

Recent Philippine studies highlight emerging dimensions of teacher burnout but remain limited in scope and comparison. For example, Prosia and Paglinawan (2025) found that rural basic education teachers experience heightened emotional burnout due to digital dependency and the emotional demands of technology-driven pedagogy an aspect less emphasized in global literature. Similarly, Cammayo, Aquino, and Gomez (2023) reported very high emotional exhaustion among Filipino online teachers during remote learning, while Pabatang et al. (2022) documented low to moderate burnout levels and identified common coping strategies. However, these studies treated teachers as a homogeneous group and did not compare public and private school contexts.

Moreover, most existing research is conducted at broad national levels, with limited attention to specific regions or provinces. Studies focusing on Region VII, particularly Bohol, remain scarce. As of 2025, there appears to be no peer-reviewed research directly examining emotional burnout among teachers in Bohol, nor studies that systematically compare burnout levels between public and private school teachers within the province. This gap underscores the need for a localized and comparative investigation to better understand how institutional contexts shape teachers' emotional burnout experiences.

The absence of localized data in Bohol is particularly concerning because the province possesses distinct demographic and institutional characteristics that may shape burnout differently from highly urbanized areas. Public schools in Bohol often manage larger class sizes, multigrade assignments, and more stable government funding but may face heavier teaching loads and extensive administrative reporting requirements. In contrast, private schools may operate with smaller class sizes but experience funding instability, enrollment fluctuations, performance-based expectations, and less job security for teachers. These structural differences can influence both the intensity and manifestation of emotional burnout. Without province-specific and sector-based data, interventions risk being too generalized and insufficiently responsive to these contextual realities. By examining and comparing emotional burnout among public and private school teachers across selected cities and municipalities in Bohol, this study addresses a significant research gap and provides evidence-based insights for tailored teacher support programs, institutional policies, and local education planning.

Thus, this study aims to determine and compare the level and dimensions of emotional burnout specifically emotional exhaustion, depersonalization, and reduced personal accomplishment between public and private school teachers in Tubigon West District, Tubigon, Bohol during the School Year 2025–2026. By identifying significant differences in burnout severity and patterns across the two groups, the research seeks to generate empirical

evidence on how institutional contexts influence teacher well-being and professional functioning.

The findings will serve as the basis for a targeted action plan that directly responds to the identified needs of each sector. Interventions will be aligned with the specific burnout dimensions and structural factors affecting public and private school teachers, ensuring that proposed support programs, policy recommendations, and capacity-building initiatives are context-sensitive and evidence-based.

Statement of the problem

This study determined and compared the level of emotional burnout among public and private school teachers in Tubigon West District, Tubigon, Bohol during the School Year 2025–2026, as a basis for the development of an action plan.

Specifically, it answered the following subproblems:

1. What are the respondent profiles in terms of age, gender, highest educational attainment, length of teaching experience, and school classification, whether public or private?
2. What is the extent of emotional burnout experienced by the respondents in terms of emotional exhaustion, depersonalization, and personal accomplishment?
3. Is there a significant difference in the extent of emotional burnout between public and private school teachers?
4. What is the extent of challenges related to emotional burnout experienced by the respondents?
5. Based on the findings, what action plan can be developed to address emotional burnout among public and private school teachers in Tubigon District?

METHODOLOGY

This research employed a descriptive-comparative research design, utilizing an adapted questionnaire to determine the emotional burnout between public and private teachers in Tubigon West District, Tubigon, Bohol, during the school year 2025-2026, as a basis for an action plan. Specifically, the study examined the profile of the respondents, the respondent groups' extent of emotional burnout experiences, the significant difference between the public and private elementary teachers' extent of emotional burnout experiences, and the extent of challenges in emotional burnout. The study utilized random sampling, which was completed within a short period since the respondents were readily accessible within the study locale.

The research followed a systems model employing input, process, and output approaches. The input consisted of the profile of the respondents, the respondent groups' extent of emotional burnout experiences, the significant difference between the public and private elementary teachers' extent of emotional burnout experiences, and the extent of challenges in emotional burnout. The process involved the method used for gathering and synthesizing variables, including the gathering, organization, and analysis of data, wherein the results of the questionnaires were examined. The data gathered were tabulated, analyzed, computed, and evaluated to determine the results. The output of the research provided the researcher with empirical data to develop and implement an action plan that amplified the understanding of emotional burnout among public and private teachers by examining its severity, underlying causes, comparative differences, and overall impact on teacher well-being and performance. This action plan included the following elements: areas of concern, objectives, strategies,

persons involved, budget, source of budget, time frame, expected outcome, and actual accomplishment.

The study was conducted among public and private school teachers in Tubigon West District, Tubigon, Bohol. The district has an established network of government-managed public schools and privately run institutions, creating two distinct educational contexts within the same locality. Public schools generally operate under standardized government policies, often with larger class sizes, heavier teaching loads, and extensive administrative requirements, while private schools may have smaller class populations but face enrollment-driven funding pressures, performance expectations, and varying levels of job security. These structural and organizational differences are directly relevant to the study of teacher burnout, as workload demands, institutional support, and employment conditions are known contributors to emotional exhaustion, depersonalization, and reduced personal accomplishment.

The respondents of this study consisted of public and private elementary teachers in Tubigon West District, Tubigon, Bohol. A total of 50 teachers participated, equally divided between public (n = 25) and private (n = 25) schools, ensuring balanced representation for comparative analysis. The sample size was determined to provide sufficient data for identifying differences in emotional burnout levels while remaining feasible given the population of teachers in the district. A purposive sampling technique was employed to select participants who were currently teaching in the district and had at least one year of classroom experience, ensuring that respondents were knowledgeable about multigrade instruction and relevant work-related stressors. Of the total respondents, 25 or 50.00 percent were public school teachers, and 25 or 50.00 percent were private school teachers, for a total of 50 or 100.00 percent of respondents, all of whom were public and private elementary school teachers.

The study employed an adapted and modified survey questionnaire from the study of Shaheen and Mahmood (2018). The research-based questionnaire was composed of three parts. The first part answered the profiles of the respondents, particularly as to their age, gender, designation, highest educational attainment, length of teaching experience, and school classification. The second part answered the respondent groups' extent of emotional burnout experiences, in terms of emotional exhaustion, depersonalization, and personal accomplishment, which comprised five equal statements per sub-variable. The third part answered the respondents' extent of challenges in emotional burnout, which comprised ten equal statements.

The data gathering procedures employed detailed the methods, instruments, and protocols used in the collection process to ensure that the information obtained was valid, reliable, and appropriate for the objectives of the study. During the preliminary stage, the researchers sent a transmittal letter to the public schools district supervisor and school principal to ask permission to conduct the study. Once approved, the researcher arranged with the schedule when to meet the respondents and conduct the study. During the data gathering stage, on the scheduled day, the researchers facilitated an orientation regarding the research, in which salient issues such as the purpose of the study, its procedure, and how the confidentiality of the respondents was protected were discussed. Administration of the survey questionnaires followed right after the orientation, with instructions given on how to answer the survey questionnaires. Assistance was also provided while the respondents were answering the survey questionnaires, and enough time was given to answer the said questionnaires, after which retrieval of the questionnaires followed. During the post data gathering stage, the study tallied, organized, summarized, interpreted, and analyzed the results, and appropriate statistical tools were used in the treatment of data.

The study involved a descriptive-comparative research design, and the following statistical treatments were used: simple percentage was used for the percentage of the respondents' profiles, while weighted mean determined the distribution results of respondent

groups' extent of emotional burnout experiences and respondents' extent of challenges in emotional burnout, and the t-test tested the significant difference between the public and private elementary teachers' extent of emotional burnout experiences. Simple percentage computation described the profile and frequency of the respondents. Weighted mean determined the distribution results of the respondent groups' extent of emotional burnout experiences and respondents' extent of challenges in emotional burnout. The t-test tested the significant difference between the public and private elementary teachers' extent of emotional burnout experiences.

The researcher used the Five-point Likert Scale, which required an individual participant to respond to a series of statements in the questionnaire as to the respondent groups' extent of emotional burnout experiences and respondents' extent of challenges in emotional burnout by indicating always, often, sometimes, rarely, or never. A scale of 5, with a range of 4.21-5.00, corresponded to the category Always, meaning that the respondent experienced the statement to the highest extent. A scale of 4, with a range of 3.41-4.20, corresponded to the category Often, meaning that the respondent experienced the statement to a high extent. A scale of 3, with a range of 2.61-3.40, corresponded to the category Sometimes, meaning that the respondent was not certain with the statement. A scale of 2, with a range of 1.81-2.60, corresponded to the category Rarely, meaning that the respondent experienced the statement to a less extent. A scale of 1, with a range of 1.00-1.80, corresponded to the category Never, meaning that the respondent experienced the statement to the least extent.

The study was likewise guided by a set of ethical principles that included voluntary participation, informed consent, anonymity, confidentiality, potential for harm, and results of communication. With regard to voluntary participation, the study focused on the respondents' engagement and cooperation, and teacher respondents from the aforementioned research context were informed of their voluntary participation in the study. With regard to informed consent, the study was open about the goals and objectives of both the researcher and the respondents. With regard to anonymity, the respondents' profiles and data were likewise kept confidential during the study, and as a result, teacher respondents were assured that their privacy was respected with maximum discretion. With regard to confidentiality, the study ensured the confidentiality of the respondents' profiles, answers, and any data obtained, and respondents were guaranteed that any information gathered throughout the procedure was kept private and silent. With regard to potential for harm, the study also considered the possibility of injury; however, the researcher assured the respondents that there was no risk to their participation and that they may give only information that they were comfortable with.

RESULTS AND DISCUSSION

This chapter presents the data gathered from fifty (50) teacher-respondents who participated in the study, which employed a descriptive-comparative research design utilizing a researcher-adapted structured questionnaire as the primary data-gathering instrument. Respondents were selected through a sampling procedure that ensured representation from both public and private school settings, and the data collected were analyzed using descriptive statistics, specifically frequency counts, percentages, and weighted means, as well as the independent samples t-test to determine the significant difference in the extent of emotional burnout between public and private school teachers. The discussion that follows is grounded entirely in the data gathered from the fifty respondents and is interpreted in direct relation to the objectives of the study, namely to determine the demographic profile of the respondents, to assess the extent of emotional burnout in terms of emotional exhaustion, depersonalization,

and personal accomplishment, to test whether a significant difference exists in the extent of emotional burnout between public and private school teachers, and to identify the extent of challenges related to emotional burnout experienced by the respondents.

Profile of the respondents

In terms of age, the findings revealed that the majority of the fifty respondents, or 23 individuals (46.00%), belonged to the 21-30 years old bracket, followed by 19 respondents (38.00%) aged 31-40 years old, 7 respondents (14.00%) aged 41-50 years old, and only 1 respondent (2.00%) aged 51-60 years old, yielding a total of 50 respondents (100.00%). This distribution implies that the teaching workforce under study is largely composed of younger and middle-aged teachers who may possess the energy and adaptability needed to cope with the demands of the teaching profession, although younger teachers may still be in the process of developing coping mechanisms for handling work-related stress, while the comparatively smaller number of older teachers may indicate limited long-term retention within the profession. This finding resonates with Collie (2021), who noted that early-career teachers often experience higher levels of stress and require stronger institutional support to build resilience and instructional competence, while Skaalvik and Skaalvik (2020) observed that more experienced teachers tend to demonstrate stronger classroom management skills and emotional regulation as a result of accumulated professional exposure over time.

With respect to gender, the results showed that the respondents were predominantly female, with 43 respondents (86.00%) identifying as female and only 7 respondents (14.00%) identifying as male, out of the total 50 respondents (100.00%). This implies that the teaching profession remains predominantly female-oriented, particularly in basic education, suggesting that female teachers continue to play a major role in classroom instruction and learner development, and that emotional burnout experiences may vary depending on gender-related roles and responsibilities both inside and outside the workplace. Herman et al. (2022) explained that these intersecting roles may influence how emotional burnout is experienced, as gender-related expectations can shape stress levels, coping strategies, and work-life balance, while Klassen and Chiu (2019) found that female teachers are more likely to report higher emotional demands due to the dual burden of professional workload and family responsibilities. Nonetheless, Burić and Kim (2021) cautioned that gender differences in burnout are not solely determined by biological sex but are also influenced by workplace conditions, support systems, and role expectations within schools.

In terms of highest educational attainment, none of the respondents held a Doctorate Degree (0, 00.00%) or had units in Doctorate studies (0, 00.00%), while 3 respondents (6.00%) held a Master's Degree, 26 respondents (52.00%) had units in a Master's Degree program, and 21 respondents (42.00%) held a Bachelor's Degree, totaling 50 respondents (100.00%). This distribution implies that a substantial number of teachers are pursuing graduate studies as part of their professional growth and career advancement, reflecting a strong commitment to improving their qualifications and instructional competence despite existing work demands. This is consistent with Richards et al. (2021), who observed that teachers who engage in further studies while actively teaching often experience role conflict due to competing academic and professional responsibilities, and that while graduate education enhances pedagogical knowledge and instructional effectiveness, it may also reduce rest time and increase cognitive and emotional demands.

Regarding length of teaching experience, 21 respondents (42.00%) had eight or more years of service and were classified as experienced, 14 respondents (28.00%) had four to seven years of service and were classified as relatively experienced, and 15 respondents (30.00%) had one to three years of service and were classified as young, for a total of 50 respondents

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(100.00%). This implies that the respondents possess varying levels of teaching experience, with a greater number already considered experienced, suggesting that these teachers may have developed better classroom management skills and coping strategies over time, although long years in service may also expose teachers to prolonged occupational stress that can contribute to emotional burnout. Avalos (2020) associated such professional maturity with improved instructional efficiency and confidence in managing diverse learners, while Bottiani et al. (2019) emphasized that teaching experience can have a dual effect on teacher well-being, wherein experienced teachers often demonstrate higher instructional competence and resilience, yet prolonged workload exposure without adequate support may lead to chronic stress and burnout symptoms, underscoring the importance of continuous professional support and wellness interventions regardless of years in service.

In terms of school classification, the respondents were equally distributed, with 25 respondents (50.00%) from public schools and 25 respondents (50.00%) from private schools, totaling 50 respondents (100%). This even distribution indicates balanced participation from both educational sectors, allowing for balanced perspectives regarding emotional burnout, and suggests that teachers from both school settings may encounter different workplace conditions, expectations, and stressors. As Klassen et al. (2020) noted, teacher well-being is shaped not only by individual factors but also by organizational conditions such as workload, administrative support, and school climate, indicating that emotional burnout is not exclusive to a single school type but can occur across different educational settings.

Extent of emotional burnout experienced by the respondents

In terms of emotional exhaustion, the indicator "I feel emotionally fed up from my job and it is very stressful for me to work intra-personally" obtained the highest mean of 2.94, verbally described as Sometimes, followed by "I get up fatigued yet have to work day long and I think my patience has expired and a sense of insecurity follows me as I feel alone" with a mean of 2.76, also described as Sometimes. The indicator "I feel sick of my job and job is killing me emotionally, and I feel like being ignored at my workplace and normally feel dizzy at my workplace" obtained a mean of 2.24, described as Rarely, while "I find no interest in my job; my mood remains off at my workplace and working with people during job is a burden for me" yielded a mean of 1.92, likewise described as Rarely. The lowest-rated indicator, "I fear going to school and the feeling of uneasiness causes lack of concentration in my work, and owing to work pressure, I often face physical symptoms as headaches, stomach upsets, and sleep disturbances etc.," obtained a mean of 1.86, described as Rarely. Collectively, these indicators yielded an overall mean of 2.34, verbally described as Rarely. This implies that emotional exhaustion among teachers is generally experienced at a low level, present but not severe or constant, reflecting a reasonable degree of emotional resilience in handling their duties. Yin and Lee (2019) explained that emotional labor in teaching is strongly associated with emotional exhaustion, especially when teachers must regulate their emotions while addressing diverse learner needs, while Salmela-Aro et al. (2020) found that emotional exhaustion among teachers is often linked to workload intensity, classroom demands, and insufficient recovery time. Madigan and Kim (2021) further associated teacher fatigue with workload intensity and sustained job demands, which can produce temporary emotional and physical exhaustion, and Dicke et al. (2020) noted that fatigue and reduced patience may emerge during periods of high workload or limited rest, potentially affecting emotional regulation and classroom interactions. Oberle et al. (2020) added that while workplace stressors influence teacher emotional exhaustion, protective factors such as resilience and supportive

school climates can mitigate its intensity, a point reinforced by Carver-Thomas and Darling-Hammond (2019), who observed that emotional strain fluctuates depending on workload demands, classroom challenges, and available institutional support.

In terms of depersonalization, the indicator "Job stress has made me insensitive towards people and I like remaining silent and away from people" obtained the highest mean of 2.30, described as Rarely, followed by "I am afraid that this job is making me emotionally stern and I ignore the presence of valuable people around at workplace" with a mean of 2.24. The indicator "I feel detached from my students and over smartness has become a key to promotion on job that I lack" obtained a mean of 2.12, "I am good with being ignorant of what befalls on some of my students" obtained a mean of 1.94, and "Students feel that I create problems for them and I can judge what my students are thinking" obtained the lowest mean of 1.68, described as Never. The overall mean for depersonalization was 4.68, verbally described as Rarely. This implies that depersonalization is generally not a significant issue among the respondents, suggesting that teachers maintain a healthy level of emotional connection and professionalism, and are able to sustain positive interactions despite occupational demands. Chang (2020) explained that depersonalization in teaching is often reduced when teachers experience strong collegial support and a positive school climate, which help preserve emotional engagement in professional interactions, while Wang et al. (2019) associated low levels of depersonalization with higher job commitment and stronger teacher-student relationships that contribute to more effective classroom environments. Klusmann et al. (2019) similarly found that teachers in supportive work environments are more likely to sustain emotional engagement and less likely to develop detachment from their professional roles, a finding echoed by Betoret (2020), who noted that emotional disengagement is less likely when teachers perceive their work as meaningful and receive adequate social and organizational support. Taris et al. (2019) further linked low depersonalization to strong job engagement and supportive working conditions, and Alarcon (2021) reinforced that meaningful work and adequate social support reduce the likelihood of emotional detachment or cynicism toward the profession.

In terms of personal accomplishment, the indicator "Through my job I am making people's lives better" obtained the highest mean of 4.48, verbally described as Always, followed by "Working together with my students is delightful for me" with a mean of 4.40, also described as Always. The indicators "I play role to amicable resolution of my students' problems" and "I feel myself very active at job and my current job is full of valuable success stories" both obtained a mean of 4.14, described as Often, while "I mix up well with my students to create a frank environment" obtained a mean of 3.96, likewise described as Often. The overall mean for personal accomplishment was 4.22, verbally described as Always. This implies that teachers experience a high level of personal accomplishment in their profession, feeling effective and successful in their teaching roles despite existing challenges, and demonstrating strong professional fulfillment, motivation, and commitment that contribute to resilience and continued dedication in the teaching profession. Zee and Koomen (2019) explained that teachers with high perceived efficacy and meaningful work engagement are more likely to report strong personal accomplishment and positive professional well-being, while Fernet et al. (2020) linked personal accomplishment closely to teachers' self-efficacy, positive student outcomes, and supportive school environments. Sutton and Wheatley (2019) emphasized that positive emotional interactions in the classroom are strongly associated with higher teacher engagement and increased job satisfaction, while Jennings and Greenberg (2020) found that strong teacher-student relationships act as a protective factor against occupational stress and contribute to greater professional fulfillment. Schaufeli et al. (2020) identified personal accomplishment as a key dimension of burnout closely associated with work engagement and professional efficacy, and Tóth-Király et al. (2019) concluded that a strong sense of

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professional fulfillment serves as a protective factor against emotional exhaustion and depersonalization.

Significant difference in the extent of emotional burnout between public and private school teachers

To determine whether a significant difference exists in the extent of emotional burnout between public and private school teachers, an independent samples t-test was conducted, yielding a computed t-value of 1.35 against a critical t-value of 2.01, with 48 degrees of freedom and a p-value of 0.18. Since the computed t-value of 1.35 is lower than the critical t-value of 2.01, and the p-value of 0.18 is higher than the 0.05 level of significance, the result is not statistically significant, and the null hypothesis is therefore not rejected, indicating a decision of Not Significant (Fail to Reject H_0). This implies that emotional burnout among public and private school teachers is relatively similar, indicating that school classification does not significantly influence the level of burnout experienced by teachers, and suggesting that both groups are likely exposed to comparable workplace demands such as workload, classroom management, and instructional responsibilities. This finding aligns with Burić and Kim (2021), who argued that teacher burnout is more strongly influenced by job demands and emotional labor than by institutional type, as core teaching tasks remain largely consistent across educational settings.

Extent of challenges related to emotional burnout experienced by the respondents

In terms of the extent of challenges related to emotional burnout, the indicator "I often feel physically and emotionally drained after completing my teaching tasks" obtained the highest mean of 3.36, verbally described as Sometimes, followed closely by "Balancing paperwork, lesson planning, and classroom teaching increases my emotional exhaustion" with a mean of 3.34, also described as Sometimes. The indicator "I feel overwhelmed by the expectations placed on me by the school, parents, and the community" yielded a mean of 3.26, "I experience emotional strain when dealing with student behavioral issues" yielded a mean of 3.16, and "The workload and number of responsibilities assigned to me contribute significantly to my stress levels" yielded a mean of 3.14, all described as Sometimes. Further, "I find it difficult to manage my time because of the many demands of teaching" obtained a mean of 2.96, "My personal life is negatively affected by the stress and emotional demands of my teaching responsibilities" obtained a mean of 2.82, "The lack of administrative or supervisory support adds to my feelings of burnout" obtained a mean of 2.86, "I struggle to maintain enthusiasm and motivation because of continuous work-related pressures" obtained a mean of 2.74, and the lowest-rated indicator, "I sometimes feel detached or emotionally distant from my students due to stress or fatigue," obtained a mean of 2.66, all likewise described as Sometimes. Collectively, these ten indicators yielded an overall mean of 3.03, verbally described as Sometimes. This implies that teachers sometimes experience emotional burnout in the implementation of their responsibilities, indicating that while burnout-related challenges are present, they are not experienced at a severe or constant level, but rather reflect manageable, recurring emotional and workload-related pressures. Skaalvik and Skaalvik (2020) linked teacher exhaustion strongly to workload pressure and sustained job demands, which can result in fluctuating levels of emotional and physical strain, while Bakker and Demerouti (2019) noted that emotional exhaustion among teachers is often episodic, arising during periods of increased workload or insufficient recovery time. Hakanen, Bakker, and Schaufeli (2019)

identified high job demands, such as excessive paperwork and time-intensive planning, as significant predictors of emotional exhaustion among educators, a claim supported by Granziera and Perera (2021), who found that when job demands exceed available time and resources, teachers are more likely to experience strain, reduced energy, and emotional fatigue. Madigan and Kim (2021) further explained that teacher burnout often develops gradually as a response to ongoing job demands, though its intensity may vary depending on workload, support systems, and coping strategies, while Simons and Baldwin (2019) associated moderate emotional strain among teachers with routine occupational pressures such as lesson preparation, classroom management, and administrative tasks.

Taken together, the findings drawn from the fifty respondents reveal a teaching workforce that is predominantly young to middle-aged, largely female, actively pursuing graduate studies, composed mostly of experienced practitioners, and evenly represented across public and private school settings. Despite the presence of occupational stressors, the respondents reported comparatively low levels of emotional exhaustion and depersonalization alongside a consistently high sense of personal accomplishment, suggesting that while burnout-related symptoms exist, they have not developed into a pervasive or debilitating condition among the teachers studied. The independent samples t-test further established that school classification, whether public or private, does not produce a statistically significant difference in the extent of emotional burnout experienced, implying that the demands and pressures of the teaching profession are broadly shared across institutional types rather than confined to a particular sector. At the same time, the moderate overall mean of 3.03 for challenges related to emotional burnout indicates that teachers continue to navigate recurring difficulties involving workload, time management, administrative support, and the balancing of instructional and non-instructional tasks. These results directly address the objectives of the study by profiling the respondents, quantifying the extent of burnout across its three dimensions, statistically testing for group differences, and identifying the specific challenges teachers face, thereby contributing empirical evidence to the broader discourse on teacher well-being and occupational stress in both public and private educational contexts. These findings collectively provide the empirical foundation for the summary of findings, conclusions, and recommendations presented in the succeeding chapter.

CONCLUSION

This study examined the level of emotional burnout among public and private school teachers in Tubigon West District, Tubigon, Bohol during the School Year 2025–2026, with the intent of developing a responsive action plan grounded in the experiences of the respondents. Findings from the descriptive comparative research design, which drew from over 50 purposively sampled teacher respondents, revealed that the participants were largely composed of younger, female classroom teachers who were pursuing or had already completed graduate studies, and who possessed considerable years of teaching experience. The respondents were evenly distributed between public and private school settings, providing a balanced basis for comparison between the two sectors.

The results further showed that teachers occasionally experience emotional exhaustion, most notably in the form of feeling emotionally drained and fatigued due to the demands of their profession, although such experiences were not consistently present across all indicators. With respect to depersonalization, teachers rarely displayed emotional detachment or insensitivity toward others, suggesting that they generally sustain positive and constructive interpersonal relationships within the school environment. In terms of personal accomplishment, teachers consistently reported a strong and enduring sense of fulfillment and effectiveness in their work, particularly in relation to their contributions to learners' growth and

the satisfaction derived from meaningful student interactions. Taken together, these findings suggest that while teachers do encounter periodic stress and exhaustion tied to their professional responsibilities, this is counterbalanced by a strong and stable sense of purpose and accomplishment in their teaching roles.

When emotional burnout was examined comparatively, the findings established that no significant difference exists between the extent of burnout experienced by public school teachers and that experienced by private school teachers. This outcome indicates that, despite differences in institutional context, employment conditions, and administrative structures, teachers from both sectors encounter comparable levels of emotional strain, leading to the acceptance of the null hypothesis. This comparable experience of burnout was further reflected in reports of physical and emotional exhaustion following the completion of teaching tasks, as well as in the difficulty of balancing multiple responsibilities such as paperwork, lesson planning, and classroom instruction. These challenges were consistently observed across related indicators, pointing to recurring, though not severe, patterns of stress that characterize the day-to-day professional experience of teachers regardless of the sector in which they are employed.

In light of these findings, it is concluded that emotional burnout is a shared and comparable experience among public and private school teachers in Tubigon West District, shaped less by institutional affiliation and more by the common demands inherent to the teaching profession. This conclusion underscores the need for collaborative and sector-wide efforts to address teacher well-being rather than interventions narrowly tailored to a single type of institution. Accordingly, it is recommended that the Department of Education strengthen teacher wellness programs, provide regular access to mental health support services, and implement policies that reduce excessive workload and stress among teachers. School administrators are likewise encouraged to foster a supportive working environment through open communication, recognition of teachers' efforts, and the organization of stress management and wellness activities. Teachers themselves are encouraged to engage in self-care practices, participate in professional wellness initiatives, and seek emotional and professional support when needed to preserve their mental and emotional health. Parents are also urged to extend cooperation and understanding to teachers by maintaining positive communication and sharing responsibility for learners' academic and behavioral development. The findings of this study may likewise serve as a valuable reference for future investigations, and future researchers are encouraged to expand upon this work by employing a wider scope, a larger sample size, or additional variables such as workload, job satisfaction, organizational support, and coping mechanisms to further enrich the existing body of literature on teachers' emotional burnout. Ultimately, these findings and recommendations culminate in the formulation of the action plan entitled "Amplifying the Strategies in Dealing Emotional Burnout Among Public and Private School Teachers," which is intended to serve as a concrete response to the emotional and professional needs identified throughout the course of this study.

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