

Effects of Teachers Burnout to Their Job Satisfaction

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Abstract

Teaching work is a rewarding yet demanding career. With extended hours and a heavy workload, it is easy to fall prey to teacher burnout. The purpose of this study was to determine the effects of Teachers' Burnout to the Job Satisfaction of the elementary teachers within the second district of Buenavista. The implications of the study highlight the need for proactive measures to address and mitigate burnout among teachers. The researchers' respondents were all the elementary teachers within the second district of Buenavista. This study used a descriptive correlational method as data collection tool. The data collected and gathered were tallied carefully and analyzed by the researchers through the use of frequency count, simple percentage, descriptive statistics, weighted mean, and the Pearson Moment of Correlation to test the relationship between teachers' burnout and job satisfaction. Based on the findings, the researchers came up with several conclusions. The profile of the respondents showed that majority were 37-43 years old and were mostly females. Furthermore, the findings of the study revealed that teachers were sometimes experiencing burnout, however, they are still satisfied with their job. It was shown that the computed r-value 0.554 was higher than the critical t-value 0.203 at 0.05 level of significance with 92 degrees of freedom. Therefore, the null hypothesis was rejected which proved that there was a significant relationship between teachers' burnout and job satisfaction. Therefore, prioritizing teachers' well-being and job satisfaction is crucial for creating a sustainable and fulfilling teaching profession.

Keywords: Teachers' Burnout, Effects, Job Satisfaction, Descriptive-correlational method

1. Introduction

Teaching profession is the most challenging and rewarding career one can pursue. The work of teachers is not only to educate learners but they are also obliged to create lesson plans, assign homework, grade student work and provide feedback, attending parent-teacher meetings, and accomplish other school forms and reports, among other things. Thereupon, they sacrifice their own personal desires in order to serve. Global data supports that teachers tend to work beyond the official working hours, more than any other professionals in the world (Ancho et al., 2019). It only means that teachers split their focus between numerous tasks, such as developing curricula and many other things.

Additionally, over the past 20 years, teaching has grown to be a more difficult profession due to an increase in paperwork, bureaucracy, and disruptive classrooms (Jomoad et al., 2021). The need to encourage students who lack motivation, managing the classroom, creating lesson plan, administering timetables,

being exposed to generally unfavorable working conditions, evaluating and assessing students' performance, organizing activities in the school are the things that cause the teachers to feel exhausted at work.

The high workload was not attributed to the teaching itself, but rather to the constant emergence of new requirements that were added without displacing existing work duties (Arvidsson et al., 2019). Teachers had to incorporate technology into their lessons, which necessitates careful planning on their part to meet the demands of the pupils. Additionally, teachers are forced to create elaborate individual development plans for each student while working under tighter time deadlines, needs for grading and measuring student achievement, and long-term planning requirements to align the curriculum with the goals. The timetable was expected to change unexpectedly, and the workload was expected to increase. As highlighted by Naima (2019) work overload is one of the factors causing burnout among teachers that causes reduced physical and emotional energy.

A 2022 study of more than 4,000 teachers found that 81% of them reported an increase in their overall workload. More than half (55%) of instructors claimed that staff shortages and other issues have reduced their planning time. Unprecedented levels of stress among teachers as a result of more work and fewer resources have led to an increase in burnout (Chapple, 2022). Teachers in the Philippines are reportedly under a lot of stress as a result of their workload. Teacher organizations have voiced concerns about overworked educators. In separate statements, the Teachers' Dignity Coalition (TDC) and the Alliance of Concerned Teachers (ACT) Philippines urged the Department of Education to assess teachers' workloads in order to safeguard their physical and emotional health. Overworking our teachers is counterproductive to education recovery, in the words of ACT representative (Hernando-Malipot, 2018). In addition, the data on 2018 shows that teachers reported high levels of workload, which they believe to be manageable only if they would be working through long hours (or, for part time teachers, if they would "off" days). Reasons for the said workload include planning of the lesson, marking grades, recording, reporting, and meetings (Cooper Gibson Research for DfE, 2018). As findings reveal, teachers felt compelled to take home tasks that could not be completed in school which could sometimes compromise their personal lives beyond their professional spheres (Ancho et al., 2019). Hence, they were not able to take care of themselves which increased stress levels among teachers and ultimately led to burnout. The demands of the job can take a significant effect on teachers, leading to burnout, which has become a growing concern in the educational field.

Teacher burnout refers to a condition where the teacher is physically, emotionally, and mentally exhausted caused by prolonged stress and high demands in the teaching profession. It is widely recognized as the major contributor to low job satisfaction among teachers which greatly affects their well-being and overall effectiveness in the classroom. As cited in the study of Tus et al. (2021), burnout is first described in two scientific articles published in 1974 by Herbert Freudenberger and another by Sigmund Ginsburg (Sarısaltık et al., 2020). However, Ginsburg abandoned his research on burnout, and Freudenberger became widely known as the concept's founder (Drugalya, 2020). Moreover, it was Freudenberger who made the term famous in several further publications.

The World Health Organization (2019) defines burnout syndrome as resulting from chronic workplace stress that has not been successfully managed. It is characterized by three dimensions: feelings of energy

depletion or exhaustion; increased mental distance from one's job or feeling of negativism or cynicism related to one's job; and reduced professional efficacy. As mentioned by Zaid (2019) in his study about "The impact of burnout on the Staff Member at King Abdul-Aziz University", emotional exhaustion is the first phase of burnout and has been well-known as the feeling of being passionately over-extended and tired by one's work. Overall signs of emotional exhaustion are a headache, tiredness, and feeling of powerlessness. Depersonalization is related to negative responses of the individuals toward different working conditions which cause creation of negative view, the feeling of being unacceptable and in the end creation of a gap between the individuals and their jobs. Lack of personal accomplishment is the last stage of burnout where the employees have entirely burnt out and require a clinical care with sense of failure. Thus, teachers will consequently become unhappy and unsatisfied with their work if they are emotionally exhausted, depersonalized, and have a low sense of personal accomplishment.

On the other hand, job satisfaction is a worker's sense of achievement and success on the job. It can be defined also as the extent to which a worker is content with the rewards he or she gets out of his or her job, particularly in terms of intrinsic motivation. In the educational system, the most essential part is the teachers. They are the key figures for any changes needed in schools. The provision of a high-quality education system depends on high-quality teachers. The economic status of teachers is often cited as the driving engine for motivating teachers towards better performance and commitment. The payment for the work through which employees support their family and money is considered as the reward which is given to employees against work. The condition of satisfaction and dissatisfaction of employees depends on their salary (Baggay et al., 2021).

Furthermore, as discussed by the Team (2023) job satisfaction is defined as the extent to which an employee feels self-motivated, content and satisfied with his or her job. Job satisfaction happens when an employee feels that he or she is having job stability, career growth and a comfortable work life balance. This suggests that the person is happy with their employment if their job fits to their expectation. The pay and benefits those employees receive are one of the main determinants of job happiness. An employee who has a good income, incentives, bonuses, healthcare alternatives, etc., is happier with their employment than someone who doesn't. An employee's value is also increased by a healthy work environment. Any person values respect at work and feels motivated by it. As cited by Admiraal (2023), a safe learning and working climate in school and school satisfaction in general are positively related to teachers' job satisfaction. Also, according to Reston (2022), when it comes to teaching, there are certainly advancement opportunities in teaching career path. Moreover, McDonald (2019) stated that there are increasingly more opportunities for teachers to advance their careers in the educational field. A career in teaching can be highly rewarding for those professionals interested in positively influencing the future of students. Though, after gaining years of experience in the classroom, many teachers choose to pursue advancement opportunities in education or other fields that allow them to continue making a difference while developing professionally (Indeed Editorial Team, 2022).

In the study of Nickerson (2023), Herzberg's two-factor theory of Frederick Herzberg (1968) emphasized that there are certain factors in the workplace that cause job satisfaction while a separate set of factors cause dissatisfaction, all of which act independently of each other. It is also theorized that employee satisfaction has two dimensions: "hygiene" and "motivation". Hygiene factors are those basic things that

people consider important for every kind of job like salary, bonus, work environment, supervision, social relations, policies, and strategies which can decrease employees' dissatisfaction with the work environment. However, motivation factors such as recognition and achievement, recognition, the job itself, responsibility, promotion and growth make workers more productive, creative and committed. Hygiene issues, according to Herzberg, cannot motivate employees but can minimize dissatisfaction, if handled properly. In other words, they can only dissatisfy if they are absent or mishandled. They are issues related to the employee's environment. Motivators, on the other hand, create satisfaction by fulfilling individuals' needs for meaning and personal growth. Once the hygiene areas are addressed, said Herzberg, the motivators will promote job satisfaction and encourage production

Additionally, the Hierarchical of Needs Theory that was put forward by Abraham Maslow in 1954 stated that human beings have their own basic needs to be met (Norazmi et al., 2019). These basic needs become determinants of human satisfaction whether they are achieved or not, when self-perfection is fulfilled. According to Firkhan Ali Bin Hamid Ali et al. (2021), failure to meet basic human needs will cause the human soul to be disturbed and subsequently fail to achieve self-satisfaction whether in terms of their development, career or employment. The basic needs meant are physiological needs, security needs, love needs, self-esteem and also the level of self-perfection (Navy, 1954). 33. Ahad et al. (2021) specifically suggest that teacher job satisfaction can only be achieved if these levels of need are met. This stage requires the spiritual and social aspects to be perfectly fulfilled. Nordin (2020) emphasizes that, in school organization, teachers need to be in a situation where they feel well received either from fellow teachers or administrators.

The strength of educational institutions lies in teachers' satisfaction with their job and their commitment to the development of their institutions. It is expected that highly satisfied teachers will be more committed to their institutions resulting in better job performance, higher retention and decline in their turnover rates (Mustafa et al., 2019). As mentioned in the study of Troeger (2021), in comparison to non-teachers, teachers receive less remuneration despite possessing work experience and education equal to other non-teachers, a disparity gap that is growing from 4.3% in 1996 to 17% in 2015 (Allegretto et al., 2018; Learning Policy Institute, 2017; McCarthy, 2019). Moreover, a recent study purports that, to achieve job satisfaction, teachers must receive an adequate wage for themselves and their families (Ali, 2021).

When teachers experience burnout, they may feel overwhelmed which leads to decreased job satisfaction. Additionally, low levels of job satisfaction can result in feelings of boredom and frustration which then results in decreased motivation, reduced effectiveness, and even thought of leaving the profession. Song et al. (2020) stated that when burnout increases, job satisfaction decreases, and vice-versa. As cited in the study of Bakker and Vries (2020), Job Demands-Resources Model by Arnold Bakker et al. (2005) stated that high job demands and low job resources may cause job strain and eventually result in burnout. Moreover, an accumulation of job strain and an increased risk of burnout is more likely when employees have limited access to stable organizational resources and have few key personal resources. Thus, employers and employees both play a crucial role in the development, prevention, and reduction of job burnout. However, in the study of Safari (2020) the findings showed a negative correlation between teachers' burnout and their job satisfaction; their experience relatively moderate burnout levels, and their job satisfaction level is high. As confirmed by the teachers, the family inspires them to work through the

demands of the profession that provides them with a stable source of income to support the needs of their loved ones (Ancho et al., 2019). Moreover, if they are awarded to their hard work, it further motivates employees. Hence recognition is one of the job satisfactions factors. Kroupis et al. (2017) stated that, in the case of payment, teachers' job dissatisfaction with salary resulted in increasing their burnout level. According to Khaliq (2018), the results revealed that salary, promotion, and relationships with colleagues have significant effect on teachers' job satisfaction.

In connection to this, Article XIV Section 5 of the 1987 Constitution emphasized that the state is mandated to assign the highest budgetary priority to education and ensure that teaching will attract and retain its rightful share of the best available talents through adequate remuneration and other means of job satisfaction and fulfillment. Moreover, in Section 1 of Republic Act No. 4670 also known as "The Magna Carta for Public School Teachers" is hereby declared to be the policy of this act to promote and improve the social and economic status of public school teachers, their living and working conditions, their terms of employment and career prospects in order that they may compare favorably with existing opportunities in other walks of life, attract and retain in the teaching profession more people with the proper qualifications, it being recognized that advance in education depends on the qualifications and ability of the teaching staff and that education is an essential factor in the economic growth of the nation as a productive investment of vital importance. It was also stated in Section 13 that any teacher engaged in actual classroom instruction shall not be required to render more than six hours of actual classroom teaching a day, which shall be so scheduled as to give him time for the preparation and correction of exercises and other work incidental to his normal teaching duties: Provided, however, that where the exigencies of the service so require, any teacher may be required to render more than six hours but not exceeding eight hours of actual classroom teaching a day upon payment of additional compensation at the same rate as his regular remuneration plus at least twenty-five per cent of his basic pay.

The above statements are the reason why researchers conduct this study to determine the level of teachers' burnout and job satisfaction of the whole population of elementary teachers within the second district of Buenavista, Bohol during the school year 2022-2023, as well as their relationship with each other. The result of this study might give awareness and ideas to the stakeholders, including policy makers, educators, and the general public. They may be guided on the root causes of burnout and could provide support and resources to teachers to improve their job satisfaction, well-being, and effectiveness in the classroom.

2. Methodology

This study utilized the descriptive correlational research design. Descriptive correlational research is a type of research design that tries to explain the relationship between two or more variables without making any claims about cause and effect (Bhat, 2023). This design will help the researchers to determine whether burnout and job satisfaction have a significant relationship or association. Respondents were identified using stratified purposive sampling, in which the job title was taken into account because it has characteristics that are needed in the study, and the stratum was the district in which the school they work belongs.

The study was conducted in the Second District of Buenavista, Division of Bohol which consists of 16 elementary schools. The research study encompassed 94 elementary teachers from various schools

throughout the district. Anonang Primary School (2 teachers), Baluarte Elementary School (5 teachers), Bato Elementary School (7 teachers), Buga ong Primary School (3 teachers), Cambuhat Elementary School (8 teachers), Buenavista II Central Elementary School (10 teachers), Cantuba Elementary School (7 teachers), Cantumugcad Primary School (3 teachers), Cawag Elementary School (7 teachers), Dait Norte Elementary School (9 teachers), Lapacan Norte Elementary School (2 teachers), Magkaya Elementary School (7 teachers), Merryland Primary School (1 teacher), Nueva Montaña Elementary School (7 teachers), Panghagban Elementary School (10 teachers), and Putingbato Elementary School (6 teachers) were among these schools.

Moreover, the researchers used a researcher-made questionnaire and adapted a questionnaire of Teachers Job Satisfaction Questionnaire (TJSQ) by Paula Lester (1984) as the primary tool of gathering data to identify the correlation between Teachers’ Burnout and Job Satisfaction. It underwent pilot testing to determine its reliability and the Cronbach’s Coefficient Alpha was used to determine the consistency of the questionnaire. There were 84 respondents who took part in the pilot study. Since it was discovered that the questions under the dependent variable were inconsistent, the researchers made revisions and modifications and conducted another round of pilot testing, resulting in a reliability of 0.964 on average. This indicates that the questionnaire is reliable and of high quality. The questionnaire consisted of three main sections. The first part focuses on gathering information about the respondents' profiles. The second section delves into the topic of burnout experienced by teachers, while the third section examines teachers' job satisfaction. Furthermore, parts 2 and 3 of the questionnaire utilize a Likert scale to categorize responses, with a rating system of always (5), often (4), sometimes (3), rarely (2), and never (1) for part 2, and strongly agree (4), agree (3), disagree (2), and strongly disagree (1) for part 3.

Then, the researcher proceeded to final gathering of data. Following data collection, the study progressed to the analysis and interpretation of the findings and results. The researchers employed various statistical methods in this study. They utilized simple percentages to determine the profile of the respondents, calculated the weighted mean to assess the levels of burnout and job satisfaction, used the Pearson Product Moment Coefficient of Correlation to explore the relationship between Teachers' Burnout and Job Satisfaction among elementary teachers in Buenavista District II, and conducted t-tests to measure the statistical significance of the findings.

3. Results and Discussion

This presents the findings, analysis and interpretations of data gathered through descriptive survey method with the use of questionnaire. First part includes the personal profile of the respondents in terms of age and sex. The second part is the level of teachers’ burnout in terms of emotional exhaustion, depersonalization, and personal accomplishment. The third part shows the level of teachers’ job satisfaction in terms of supervision, colleagues, working conditions, security, responsibility, work itself and advancement.

Table 1: Age of the Respondents

	Frequency	Percentage	Rank
30-36	31	32.98%	2 nd
37-43	40	42.55%	1 st

44-50	19	20.21%	3 rd
51-57	4	4.26%	4 th
Total	94	100%	

The above data is pictured in the next graph.

Figure 1: Age of the Respondents

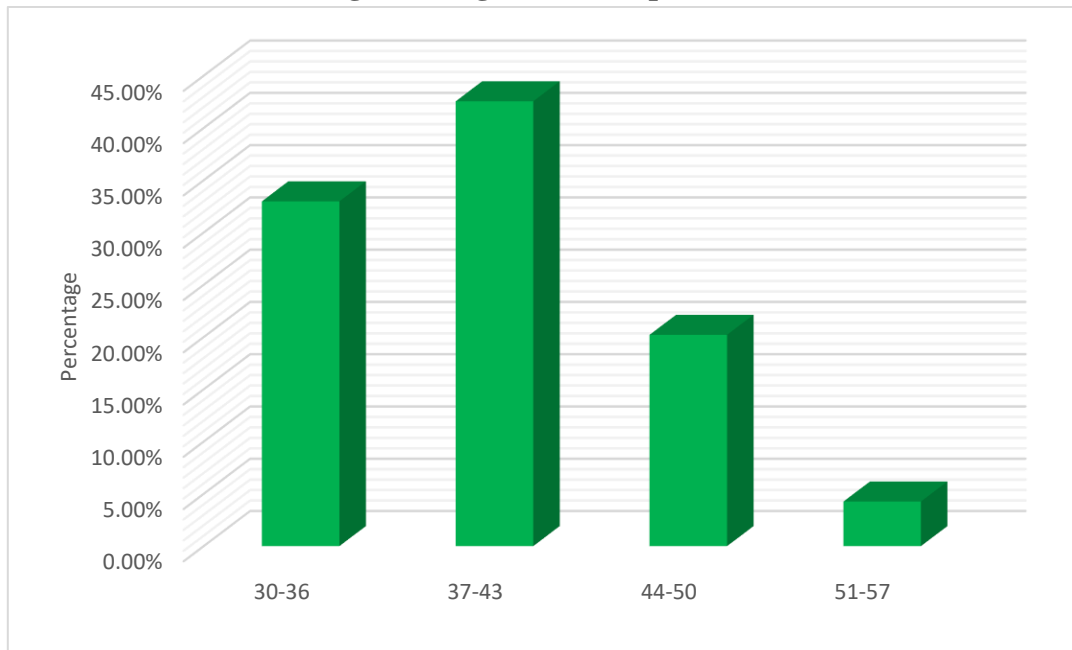


Table 1 in the previous page demonstrates the ages of the respondents. Among the 94 (100%) elementary teachers within the second district of Buenavista, there were 31 (32.98%) aged 30-36 years old, 40 (42.55%) aged 37-43 years old, 19 (20.21%) aged 44-50 years old, and 4 (4.26%) aged 51-57 years old. Thus, majority of the respondents were 37- 43 years old.

Table 2. Age of the Respondents

	Frequency	Percentage	Rank
Male	9	9.57%	2nd
Female	85	90.43%	1st
Total	94	100%	

The above data is pictured in the next graph.

Figure 2: Sex of the Respondents

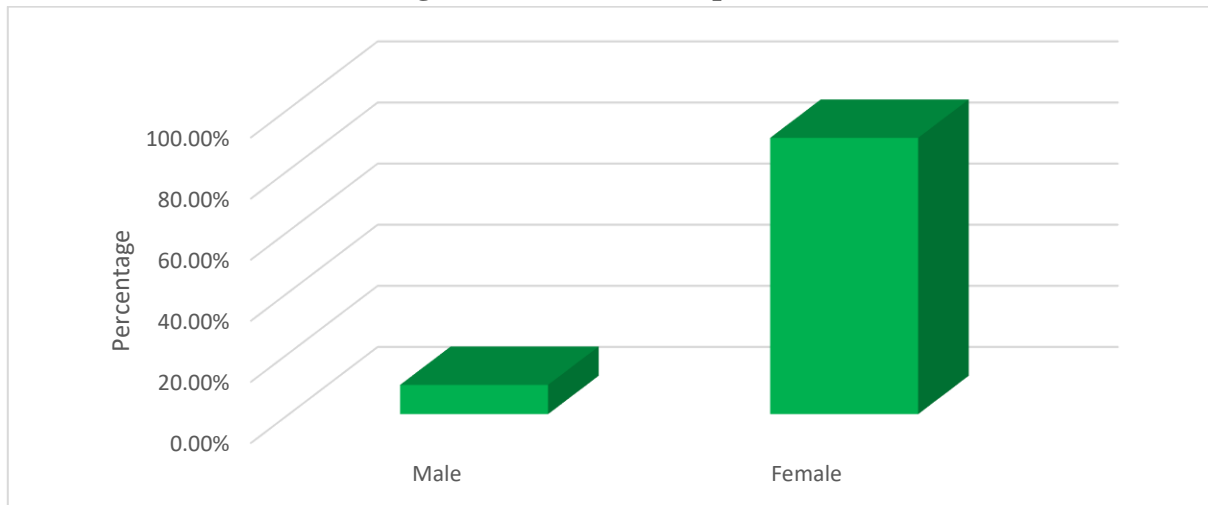


Table 2 indicates the sex of the respondents. Out of 94 elementary teachers in Buenavista District II, 9 (9.57%) were males and 85 (90.43%) were females. Hence, there is one male teacher for every nine (9) female teachers in Buenavista II District.

Table 3 shows the level of Teachers’ Burnout. Based on the statement, it can be concluded that teachers, on average, experience a moderate level of burnout. The weighted mean of 3.02, interpreted as "Sometimes," suggests that teachers face burnout at least two to three times a week, indicating that it is not a constant occurrence. They tend to feel a sense of accomplishment in their roles and responsibility, nevertheless they do experience emotional exhaustion on occasion and, to a lesser extent, depersonalization. This emotional, physical, and mental exhaustion can contribute to prolonged stress, potentially leading to burnout among teachers. It supports the idea of Nuñez et al. (2020) burnout affects physical and mental health. In summary, teachers involved in the research encounter burnout on occasions, which could be attributed to the demanding nature of their jobs.

Table 3: Level of Teachers’ Burnout

	A (1)	O (2)	S (3)	R (4)	N (5)	$W\bar{x}$	Descriptive Interpretation	Rank
Emotional Exhaustion	9	15	37	19	14	3.15	Sometimes	2
Depersonalization	6	6	32	21	29	3.65	Rarely	3
Personal Accomplishment	20	46	22	4	2	2.17	Often	1
Total	36	68	91	44	45	3.01	Sometimes	

Scale: 4.20-5.00 Never (N)
 3.40-4.19 Rarely (R)
 2.60-3.39 Sometimes (S)
 1.80-2.59 Often (O)
 1.00-1.79 Always (A)

The above data is pictured in the next graph.

Figure 3: Level of Teachers' Burnout

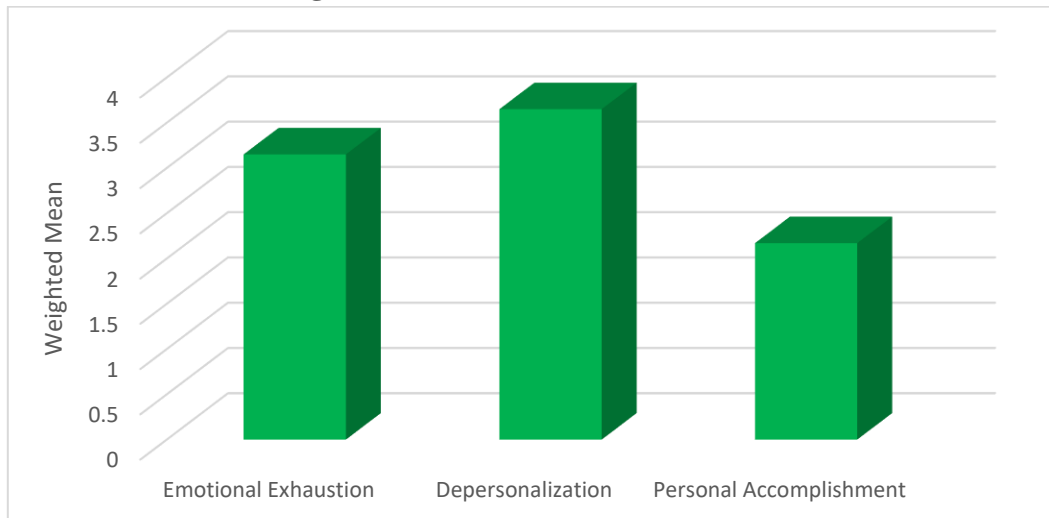


Table 4 shows the level of pertaining Job Satisfaction of the teachers. Based on the result, teachers as a whole are pleased with their jobs. The weighted mean of 2.19, interpreted as "Disagree," indicates that teachers disagree with several variables associated with job dissatisfaction, showing satisfaction in their job as teachers. In other words, teachers are generally satisfied with their jobs, as evidenced by their disagreement with factors that could negatively impact their job satisfaction. This aligns with the definition of job satisfaction provided by Meier et al. (2015), which characterizes it as an individual's overall evaluation of his or her job as favorable or unfavorable. Among the seven sub-factors evaluated in the respondents' job satisfaction survey, yielded the highest weighted mean of 2.47 for the aspect of "Security," indicating a prevailing sentiment of disagreement with this particular facet. This suggests that, despite their desire for higher pay, teachers remain committed to their teaching careers, aligning with the belief that teachers who are highly satisfied are more likely to be devoted to their organizations and perform better in their functions, as suggested by Mustafa et al. (2019).

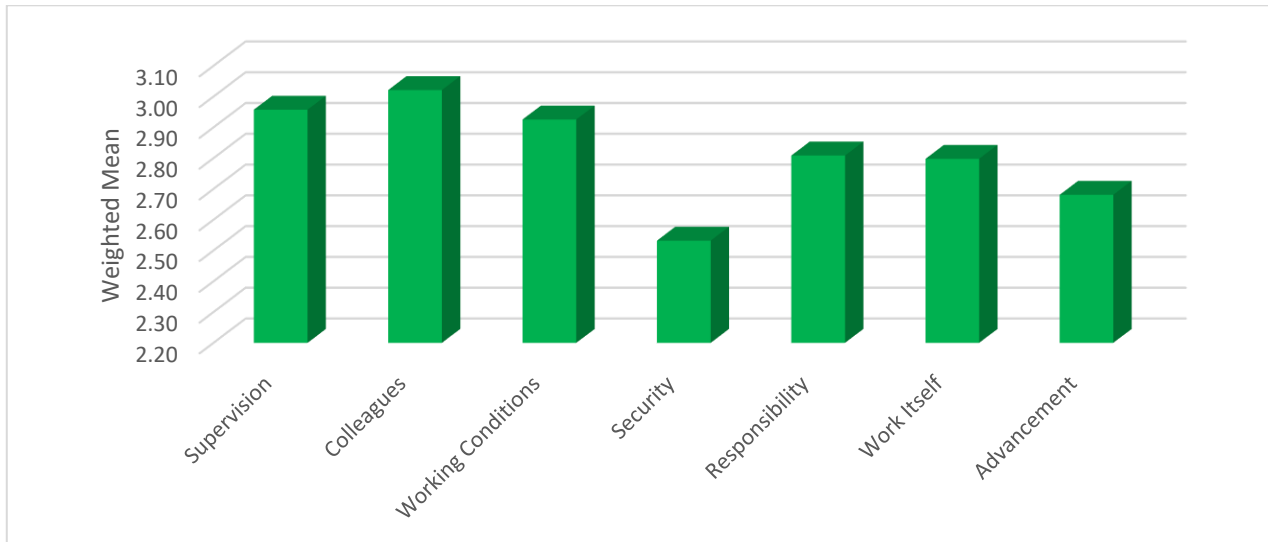
Table 4: Level of Job Satisfaction

	SA (1)	A (2)	D (3)	SD (4)	$W\bar{x}$	Descriptive Interpretation	Rank
Supervision	4	28	30	32	2.96	Disagree	6
Colleagues	6	21	32	35	3.02	Disagree	7
Working Conditions	6	23	37	28	2.93	Disagree	5
Security	14	32	32	16	2.53	Disagree	1
Responsibility	7	25	41	21	2.81	Disagree	4
Work Itself	3	26	52	13	2.80	Disagree	3
Advancement	8	27	46	13	2.68	Disagree	2
Total	48	182	270	158	2.82	Disagree	

Scale: 3.25-4.00 Strongly Disagree (SD)
 2.50-3.24 Disagree (D)
 1.75-2.49 Agree (A)
 1.00-1.74 Strongly Agree (SA)

The above data is pictured in the next graph.

Figure 4: Level of Job Satisfaction



The findings presented in Table 5 reveal a moderately positive effect between teachers' burnout and job satisfaction, as indicated by a correlation coefficient (r) of 0.554. Furthermore, the calculated t -value of 6.383, which significantly exceeds the critical value of 1.986 at a 0.05 level of significance with 92 degrees of freedom, leads to the rejection of the null hypothesis. This indicates a clear and statistically significant effect between teacher burnout and job satisfaction. This aligns with prior research, such as Garcia et al. (2021), which similarly confirmed a statistically significant connection between burnout dimensions and job satisfaction. These results support the idea that burnout can impact job satisfaction among teachers, emphasizing the importance of addressing burnout to improve overall job satisfaction within the teaching profession. Additionally, in alignment with these results, it is noteworthy that teachers experiencing higher levels of job satisfaction also reported lower instances of burnout syndrome. They exhibited increased self-efficacy, a greater propensity for positive coping strategies, a reduced reliance on negative coping mechanisms, and stronger social support networks, as demonstrated in the study by Smetáčková et al. (2019).

Table 5: Significant Effect between Teachers' Burnout and Job Satisfaction

Paired Variables	df	Computed r- value	Qualitative Description	Computed t- value	Critical t- value at 0.05 Level of Significance	Decision	Result
Effect of Teachers' Burnout on Job Satisfaction	92	0.554	Moderately Positive Effect	6.383	1.986	Null Hypothesis is rejected	There is a significant effect

4. Conclusion

In summary, this comprehensive analysis of data from various tables provides valuable insights into the factors influencing the job satisfaction and burnout levels among elementary teachers in the second district of Buenavista.

Table 1 shows that a sizable proportion of respondents are between the ages of 37 and 43, indicating a relatively mature teaching workforce in the district. Table 2 indicates a significant gender imbalance among the teachers, with a majority being female, highlighting the need for more diversity in the teaching profession in the district. Table 3 demonstrates the prevalence of burnout among teachers, with a moderate level of burnout reported, characterized primarily by occasional emotional exhaustion and depersonalization. The findings support the notion that teacher burnout can have an impact on both physical and mental health. Table 4 depicts overall job satisfaction among district teachers. Teachers are happy in their jobs, as evidenced by their disagreement with factors associated with job dissatisfaction. This is consistent with the notion that highly satisfied teachers are more committed to their jobs and perform better. Finally, Table 5 reveals a statistically significant and moderately positive relationship between teacher burnout and job satisfaction. This finding underscores the importance of addressing burnout to enhance job satisfaction among teachers, as teachers with higher job satisfaction also report lower burnout levels and exhibit more positive coping strategies.

These results provide valuable insights for educators and policymakers, emphasizing the need to support teacher well-being and job satisfaction in the district.

5. Appendix Questionnaire

Name (Optional): _____

Respondents:

With your related experience, we would like to request you to be one of our respondents in our study. We hope that you will make time answering the questions honestly and thoroughly to ensure the validity and precision of the data. Rest assured that all information gathered will be treated with utmost confidentiality.

Part I. Direction: Read the statements and put a check mark (✓) to describe how accurately you describe yourself. Please answer as honestly as possible.

Sex: Male Female

Age: 30-36 years old
 37-43 years old
 44-50 years old
 51-57 years old
 58-65 years old

Others: _____

Part II. Direction: The following statements are symptoms of burnout that are usually experience by the teachers. Put a check mark (✓) on the space provided corresponding to the symptoms you have experienced based on the following scale:

Scale	Descrip- tive Rating	Qualitative Description
5	Always	It means that teachers who experience burnout feel emotionally exhausted, de- tached from their work, and have a low sense of personal accomplishment every day.
4	Often	It means that teachers who experience burnout feel emotionally exhausted, de- tached from their work, and have a low sense of personal accomplishment at least four or five times a week.
3	Sometimes	It means that teachers who experience burnout feel emotionally exhausted, de- tached from their work, and have a low sense of personal accomplishment at least twice or thrice a week.
2	Rarely	It means that teachers who experience burnout feel emotionally exhausted, de- tached from their work, and have a low sense of personal accomplishment once a week.
1	Never	It means that teachers do not experience burnout, feel emotionally exhausted, de- tached from their work, and have a low sense of personal accomplishment.

	SA (1)	A (2)	D (3)	S D (4)
Emotional Exhaustion				
1. It definitely strains me to work with students.				
2. It takes a lot of energy to teach my students throughout the day.				
3. I am under too much pressure when I work directly with my principal.				
4. The stress that my institution places on me leaves me feeling emotionally drained.				
5. Working directly with my coworkers is making me feel frustrated.				
6. I believe that I am putting too much effort in trying to meet the expectations of my colleagues.				
7. I am feeling disappointed by the behavior or decisions made by the upper-level leaders.				
8. I am experiencing exhaustion as a result of striving to fulfill the demands or requirements set by the higher-level management.				
9. I find it difficult to recover from the emotional demands of my job as a teacher such as dealing with disruptive students.				
10. I have to deal with complainant parents, and it exhausts me.				

11. Others, please specify.				
Depersonalization				
1. I feel as though I treat some of my pupils impersonally, almost like they are inanimate objects.				
2. My job has caused me to develop greater insensitivity towards my students.				
3. I don't think I care enough about my principal.				
4. I have grown increasingly indifferent towards my principal.				
5. My attitude toward my coworkers has gotten worse.				
6. I experience insensitivity toward my colleagues.				
7. I start to have less sympathy for upper management.				
8. I feel disconnected or estranged from the upper management.				
9. I have a doubtful attitude toward the potential of my students.				
10. I experience fatigue upon waking up in the morning and having to confront another day at work.				
11. Others, please specify.				
Personal Accomplishment				
1. My performance to address the needs of my pupils is effective.				
2. I feel capable of addressing my students' issues successfully.				
3. I believe I am a valuable asset to my institution.				
4. I sense that the school appreciates the worth of my contributions.				
5. I have a feeling that my colleagues really appreciate the help I provide.				
6. I think I make a positive impact on my co-teachers.				
7. I feel that I fulfill the requirements established by the management in my school.				
8. I believe that I was able to contribute much to the institutional aims.				
9. It is easy for me to create a relaxed and conducive atmosphere in learning.				
10. I feel that I am positively influencing my students' lives.				
11. Others, please specify.				

Part III. Direction: The following statements refer to factors that may influence the way a teacher feels about his/her job. When answering the following statements, please put a check mark (✓) on the space provided.

Scale	Descriptive Rating	Qualitative Description
1	Strongly Agree (SA)	If you feel that your job gives you more than you expected.
2	Agree (A)	If you feel that your job gives you what you expected.
3	Disagree (D)	If you feel that your job gives you less than you expected.
4	Strongly Disagree (SD)	If you feel that your job gives you much less than you expected.

	SA (1)	A (2)	D (3)	SD (4)
Supervision				
12. When I ask for support, my principal does not give it to me, which makes me feel sad and unsatisfied with my job.				
13. Knowing that my principal does not value excellent teaching makes me depressed, and this negatively impacts my job satisfaction.				
14. My principal does not offer support for enhancing instruction, which frustrates me and makes me feel bored with my work.				
15. My principal's unwillingness to listen to my suggestions makes me feel depressed, thus, I find my job as not interesting anymore.				
16. I feel exhausted and dissatisfied with my job as a teacher since my principal does not treat everyone fairly.				
17. I struggle and become discouraged at work because I am not comfortable to work with my principal.				
18. When my principal does not compliment me on a particularly effective lesson I have taught, I become saddened and lose motivation to teach.				
19. I am no longer happy with my job because my principal doesn't make recommendations to help me enhance my teaching.				
20. My principal does not provide me with the resources I need to do well, which stresses me out and negatively impacts my job satisfaction.				
21. I am at my breaking point as a teacher because my principal gives me too many pointless orders, which also makes me less motivated to teach.				
22. Others, please specify.				

Colleagues				
12. I dislike the people I work with, which makes me feel like I am alone in accomplishing my tasks and also makes me feel unsatisfied.				
13. I feel frustrated and unwanted with my job because my coworkers seem unreasonable to me.				
14. My coworkers and I do not get along which affects my satisfaction with my job and lead to tension.				
15. People I work with do not cooperate with me which causes exhaustion and dissatisfaction.				
16. My colleagues do not motivate me to do better work, which makes me feel drained and decreased my satisfaction with my work.				
17. My coworkers are extremely critical of one another and because of that, I lost my motivation to teach.				
18. I haven't formed long-lasting friendships with my coworkers because I am already exhausted at work.				
19. My interests differ from those of my colleagues, which results pressure because we have different perceptions of our ongoing careers.				

20. My colleagues do not offer suggestions and feedback on my teaching because we lack connection with each other, which leads to distress.				
21. I feel sad and unsatisfied with my work because the level of trust and mutual respect among my colleagues is low.				
22. Others, please specify.				
Working Conditions				
12. Knowing that schools' working conditions are deplorable, I feel annoyed, which can affect to my job satisfaction.				
13. My school's working condition is not comfortable, which causes disturbance in my teaching, that is also the reason why I feel unhappy about my job.				
14. I feel uncomfortable since the school's physical surrounding are unpleasant, which in turn makes me feel demotivated to work.				
15. I am dismayed since school's administration does not clearly define its policy, which decreased my level of satisfaction about my work.				
16. I am frustrated and dissatisfied since school's administration does not communicate its policies well.				
17. I feel worried since the school's working condition could be worst, which got to the point that I think quitting my job.				
18. Since the school's working conditions cannot be improved, I feel unhappy, which makes me feel discourage to work.				
19. The insufficient resources and materials in my workplace cause me great distress and it also makes me feel unsatisfied with my job.				
20. I feel stress and unhappy with my work due to the hot temperature and poor lighting in my classroom.				
21. The workplace culture is negative and not supportive with my well-being and job satisfaction which causes me to feel dismayed.				
22. Others, please specify.				
Security				
1. I am not satisfied with my salary and I feel bad about it because it is not sufficient enough to support my living expenses.				
2. The salary of a teacher is not adequate to cover daily expenditures which stresses me out and feel unhappy with my job.				
3. I do not feel financially secure as a teacher which makes me feel down and discouraged about my work.				
4. I am exhausted and feel disappointed about my work because I am not fairly compensated based on my abilities.				
5. Teacher income is less than I deserve and I am not satisfied about it because the work that teachers do is a high level of education, skill and dedication, yet salaries do not often reflect this.				
6. I feel awful and dissatisfied about the job because I can't live the way I want to because of my low salary.				

7. I am not worried of losing my teaching job because there are still other jobs that have less stressors.				
8. Teaching does not guarantee a secure future because the compensation I received is not enough for normal expenses, which in turn affects my happiness and satisfaction at work.				
9. I never felt secure in my teaching position because my health suffered as a result of demanding work load, and thus, it makes me feel dissatisfied with my job.				
10. I feel that my job is constantly in jeopardy because I lack concentration in teaching due to lots of paper works.				
11. Others, please specify.				
Responsibility				
1. I am no longer happy with my job due to heavy workloads, that's why, I have poor rapport with my students.				
2. My school's policies are unknown to me because I focus too much on my unlimited work.				
3. The school's policies do not interest me because I am exhausted with my work.				
4. I am not accountable for what I teach because I don't have the energy or resources to ensure the effectiveness of my lessons.				
5. I am not receiving adequate respect from my students in my role as a teacher which makes me feel down and discouraged to work hard.				
6. The task of planning my daily lessons does not fall under my responsibility because I am too busy with other paper works, which causes me to feel bad about my job.				
7. I feel that teaching is not an effective way for me to support my students' learning because I cannot concentrate due to lots of paper works and it leads me to feel unhappy with my work.				
8. I accept no responsibility for my actions because I am exhausted and cannot focus with my job, that's why I also feel dissatisfied.				
9. Teaching is no longer an interesting work because of the mixed problem I encounter at home and in the school.				
10. The level of responsibility placed on teachers is unrealistic which causes burnout and dissatisfaction.				
11. Others, please specify.				
Work Itself				
1. Teaching discourages unique ideas knowing that technology rules today, and it makes me feel distress and demotivated to teach.				
2. Teaching is not an exciting profession because you can encounter a hard-headed learner, which leads to burnout and decrease job satisfaction.				
3. Teaching does not inspire me to be creative, which makes me feel dismayed and demotivates me with my work.				

4. Teaching does not allow me to experiment with new methods because I am told what to do in each instruction, which leads me to feel bad about my work.				
5. A teacher's job consists of routine tasks, which is why it does not require diverse set of skills to teach students with different needs. That's why I feel bored and tired about my work.				
6. I feel frustrated and unsatisfied about my teaching job because it does not allow me to develop a wide range of skills since I only focus on young learners.				
7. I am uninterested in teaching because I am drained with the paperwork that I need to catch up on at work.				
8. I am dependent to the decisions made by the administrators which causes me to feel frustrated and made me discouraged me to teach well.				
9. A teacher's job is not enjoyable because I feel the pressure of the obligations I need to meet to the parents and principal in my work.				
10. My work is not respected or valued by society as a whole which makes me feel sad and demotivated.				
11. Others, please specify.				
Advancement				
1. The teaching profession does not offer many opportunities for advancement because of that I feel stuck and unsatisfied with the work I've been doing at my workplace.				
2. Teaching does not offer a chance for promotion, which affects my job satisfaction and makes me feel dismayed.				
3. Teaching gives me no opportunities to advance professionally due to lack of budget and that is why I feel discontented and unhappy with my work.				
4. Teaching offers few opportunities to advancement which leads to feeling a sense of failure and lack of interest in job.				
5. My position as teacher has not changed because the criteria for advancement is difficult to attain.				
6. I do not have plan to advance professionally because I might find another job in which I can be easily promoted and are less stressful.				
7. I feel sad and unsatisfied with my work knowing that my school does not provide enough financial support for professional development opportunities.				
8. I do not have time to attend professional development sessions due to lots of paper works that I need to do and it makes me feel exhausted and dissatisfied with my job.				
9. Attending seminars and trainings are mandatory and I feel like am being forced to participate, which causes me to feel stress and unhappiness.				

10. Professional development can be overwhelming, leading to burnout and exhaustion from trying to implement too many new strategies or initiatives at once.				
11. Others, please specify.				

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Her academic career culminated in a Doctor of Philosophy degree in Educational Management, establishing her as a formidable force in shaping the future of education in her community and beyond.

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