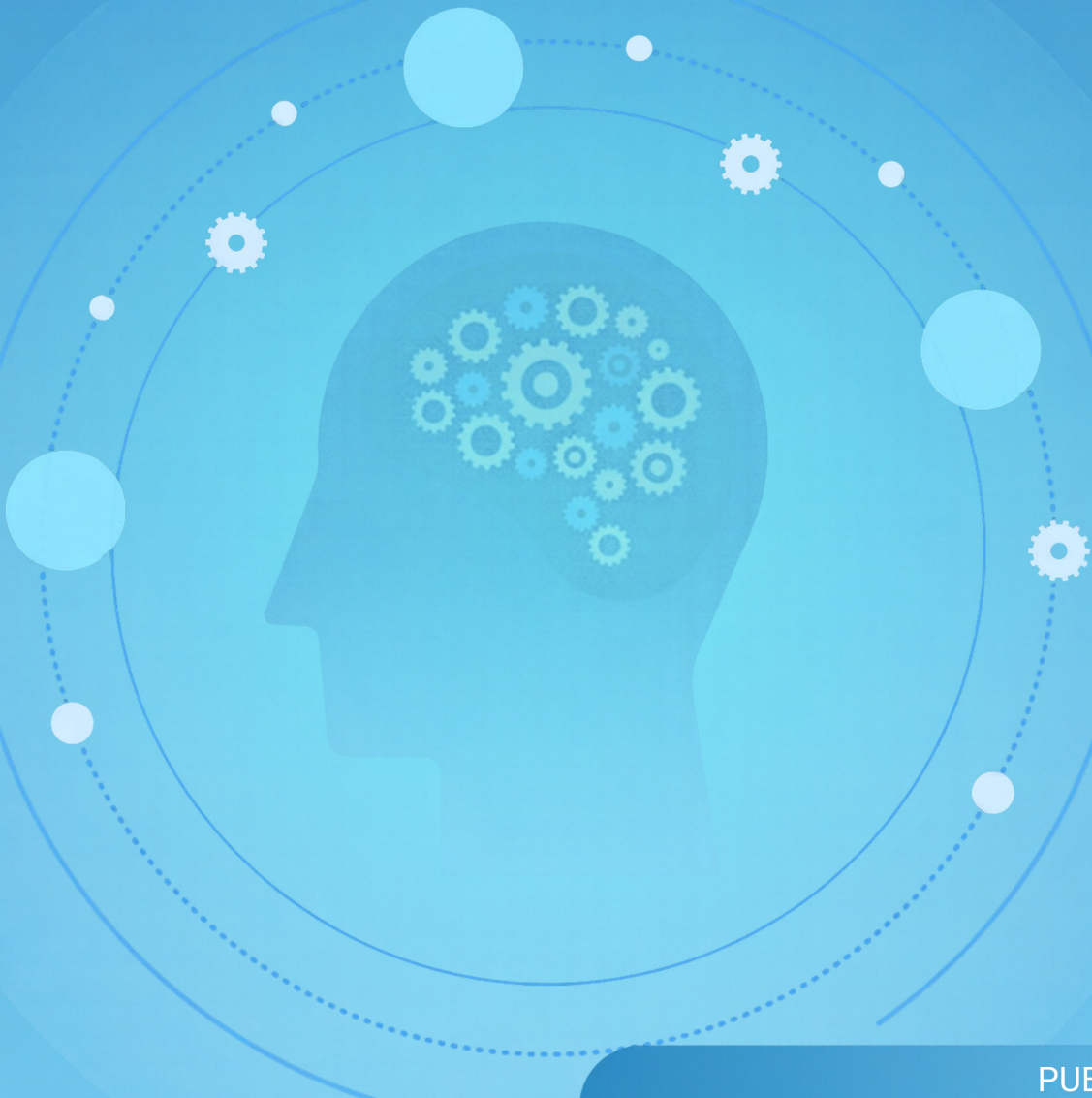




American Journal of Arts and Human Science (AJAHS)

ISSN: 2832-451X (ONLINE)

VOLUME 5 ISSUE 4 (2026)



PUBLISHED BY
E-PALLI PUBLISHERS, DELAWARE, USA

Attributes of Burnout and Personal Performance of Public Elementary School Teachers

Mildred Elaine G. Yaba¹, Nick C. Pañares¹, Gerlinda G. Corpuz¹, Jovit D. Comon^{1*}

Article Information

Received: July 21, 2026

Accepted: September 30, 2026

Published: October 14, 2026

Keywords

Human Resources Management, Performance Management Systems, Strategic Plan, Zambia to Personal Performance, Teacher Burnout, Work-Life Balance

ABSTRACT

Teachers often shoulder heavy workloads, large class sizes, and diverse students' needs, leading to burnout not just as personal fatigue, but as a barrier to delivering quality education. This study examines the level of burnout and personal performance of public elementary school teachers in the Kitaotao II District, Division of Bukidnon. Specifically, it determined respondents' level of burnout attributes with regard to emotional exhaustion, depersonalization, and personal accomplishment; respondents' assessment of their personal performance in terms of work-life balance, job satisfaction, commitment, and motivation; and the significant relationship between teachers' attributes of burnout and personal performance. Using a descriptive-correlational research design, data were gathered through complete enumeration from fifty-five public school elementary teachers. The study used an adopted Maslach Burnout Inventory to measure emotional exhaustion, depersonalization, and personal accomplishment, while a researcher-made questionnaire was used to assess personal performance. The findings revealed that respondents experienced low burnout, characterized by low emotional exhaustion, low depersonalization, and high personal accomplishment. Their performance was generally positive, with motivation emerging as the strongest aspect. The results also revealed a significant negative relationship between personal accomplishment and performance. Emotional exhaustion was likewise found to have a significant relationship with performance, showing a positive association with organizational commitment. The study concludes that while burnout levels were not high, burnout still has an influence on teachers' performance. Targeted interventions such as mentorship, workload management, and professional development are recommended to support teacher well-being and effectiveness.

INTRODUCTION

Background of the Study

Without a doubt, teaching is among the most respectable and fulfilling professions on the earth. However, it is also considered one of the most difficult ones, particularly regarding teaching children in elementary school. Besides carrying out their basic duties, teachers are also required to do extra work to help their students develop a constructive attitude toward the world around them. But there are moments when stress in teachers' work exceeds what they can handle and results in burnout, which has three basic symptoms: emotional fatigue, depersonalization, and reduced personal achievements. Emotional exhaustion can refer to the state of exhaustion both mentally and physically, even after getting an adequate amount of rest. Another symptom of emotional exhaustion is withdrawal of individuals, which can be seen in teachers when they become indifferent and distant to their students and colleagues, as they show less warmth toward them. Finally, the third aspect of burnout, personal accomplishment, deals with the perception of being capable and effective in doing one's work (Sukying *et al.*, 2025).

Burnout is not limited to teachers alone. However, when teachers experience burnout, it can affect their performance and make it more difficult for them to carry out their responsibilities effectively. In turn, this may

influence learners, who rely on teachers for guidance, support, and quality education.

Similarly, teachers' personal performance, including work-life balance, job satisfaction, commitment, and motivation, plays a major role in how effectively they manage their classrooms and how much impact they ultimately have on their students. Despite the fact that there is too much focus and interest on the issue of teacher burnout, not much research has been conducted regarding the reasons of its occurrence as far as public elementary school teachers are concerned.

Kitaotao II District, Bukidnon, represents a very good illustration of the problem mentioned, as teachers face many difficulties with regard to their development. The administration of certain educational institutions and other relevant authorities do not know what the reason for these issues is. Thus, it is essential to investigate this problem by means of research to determine possible causes for teacher burnout, as well as its effect on other dimensions of teachers' job performance.

Research shows that burnout among teachers results in long-lasting stress that leads to a state of emotional distress and avoidance of work. Burnout is not only manifested internally, but there are also external effects of burnout. For example, burnout leads to high levels of absence and poor performance in teaching, and teachers are considering working abroad or changing their

¹ PHINMA Cagayan de Oro College, Philippines

* Corresponding author's email: migl.yaba.coc@phinmaed.com

profession. The problem itself is related to an additional burden on the already considerable burden of teachers. The scale of the problem is reflected in the tense work of teachers and the difficulty of distinguishing between home and work, as well as perceptions of the work that have changed over time (Wahab *et al.*, 2024).

Though there has been plenty of research on teacher burnout, it still mainly focuses on the psychological side of things, such as how burnout affects teachers from emotional or mental standpoints rather than in actual teaching scenarios. Ignoring the lack of context concerning accountability, including the location of the school as well as the experience level of teachers, may lead to misinterpretation. Therefore, it is necessary to undertake additional research on this topic in order to determine the significance of this and other contextual elements for the provision of services.

Furthermore, it is important for teacher burnout to be tackled, so that the teachers can remain stimulated, productive, and supportive. Burnout can impact both the teachers and their students with regard to their physical and psychological condition, and their performance in school. If not addressed, teacher burnout can result in many difficulties, for example, growing absenteeism, turnover rate, and early retirements. Moreover, the problem is that students suffer due to the creation of an unfavorable learning environment. Most importantly, teachers suffer from a lack of energy to perform their job as well as they are supposed to.

Ignoring these factors can cause significant problems in the future since disappointment can cause new problems in the education field. The aim of current research is to break this vicious cycle. The aim of this research project is to identify the problems in the field of education and education policies related to the training of teachers in order to strive for a single objective of getting quality education for all students in the district of Kitaotao II of Bukidnon.

Hence, this study aims to look into the different aspects of burnout and how they relate to the personal performance of public elementary school teachers. By finding out the level of burnout teachers experience and understanding how it affects their performance, the study hopes to suggest ways and strategies that can help improve their well-being and performance. In the end, this research hopes to help teachers achieve a better balance between work and personal life, improve their overall quality of life, and boost their performance as educators.

Related Literature and Studies

This section presents a review and discussion of related literature and studies on the attributes of burnout and personal performance of Public Elementary School Teachers. It begins with a review of teachers' burnout in terms of emotional exhaustion, depersonalization, and personal accomplishment, as well as teachers' personal performance. It concludes with a discussion of the different areas related to the attributes of burnout and

personal performance of teachers.

Teachers' Burnout

Teacher burnout has become a growing concern in educational research, reflecting the emotional, mental, and physical tool that teaching can take on individuals over time. A cross-sectional study in Thailand revealed that burnout levels among higher education instructors were high and closely tied to well-being: emotional exhaustion was linked to age and workload, depersonalization to tenure and hours, and reduced personal accomplishment hinged on salary (Pakdee *et al.*, 2025).

Emotional Exhaustion

One of the primary symptoms of burnout in teachers is emotional exhaustion. It is a state of feeling drained, overwhelmed, and emotionally exhausted due to the constant demands and pressures of the job. Teachers are expected to be consistently available and present for their students, often working long hours and sacrificing personal time to meet their needs. This can lead to a depletion of emotional resources and make it challenging for educators to maintain a positive attitude and manage the emotional demands of their jobs (Amri *et al.*, 2021). Emotional exhaustion refers to feeling drained and emotionally depleted due to the demands of one's job. According to Leiter (2020), teachers experience high levels of emotional exhaustion, leading to burnout and negatively impacting job satisfaction. It highlights the need for schools to address and support teachers' emotional well-being. Maslach and Leiter (2022) further explain that this condition develops primarily when work demands outpace available resources and recovery opportunities, with work overload standing as the strongest and most consistent predictor of its onset.

Arvidsson *et al.* (2020) discovered that workload, student behavior, and a lack of support from colleagues and administrators were the primary causes of emotional exhaustion. The findings also revealed that teachers with higher levels of emotional weariness were more prone to develop burnout.

In the Philippine setting, Cabahug and Pañares (2024) examined the psychological capital, level of stress, and attitude toward work of one hundred twelve public school teachers in Balingoan District, Division of Misamis Oriental. They explained that teachers may be required to take unfinished tasks home because of competing teaching and administrative responsibilities, thereby increasing work-related stress. They further emphasized that prolonged exposure to occupational demands and inadequate opportunities for recovery may contribute to emotional exhaustion and eventually influence teachers' motivation, commitment, job satisfaction, and ability to maintain work-life balance.

Depersonalization

The depersonalization dimension in teacher burnout occurs when educators develop negative attitudes

towards the students instead of forming a positive desire to improve their students' learning outcomes or promote their development. As time goes on, it creates in teachers a feeling of detachment from their work or teaching, leading them to get the idea that nothing they do has an effect on students' learning at all (Atashpanjeh *et al.*, 2020).

Depersonalization is a form of emotional distancing or feeling detached from others, and for teachers, it often manifests as a lack of empathy or warmth toward students. Burnout, on the other hand, is a general condition of physical and mental exhaustion that arises from prolonged stress and work overload. Studies show that the two are connected: the worse the burnout, the stronger the depersonalization (Martínez *et al.*, 2020).

Moreover, the study of Agyapong *et al.* (2024) explored the link between burnout and depersonalization among elementary and high school teachers in Canada. The results suggest that highly stressed and burned-out teachers scored higher on the depersonalization scale and felt more exhausted with their students. In addition, the study discovered a connection between depersonalization and the level of teachers' burnout.

According to Cui (2022), teachers who managed to build relationships with the students on a positively oriented basis were less likely to be detached from them. In turn, this suggests that positive connections increase carers' compassion, engagement, and patience with the edified ones. According to Li (2023), teachers' confidence in their ability, resilience, and control of emotions reduce the likelihood of their burnout and enhance positivity and connection with the students.

Furthermore, Calumno *et al.* (2022) found that public school teachers in the Philippines experienced moderate levels of emotional exhaustion and depersonalization. Despite these challenges, teachers who regularly practiced self-care were better able to cope with stress and maintain a positive attitude toward their work. As a result, they remained committed to their responsibilities and stayed actively engaged in teaching and other school tasks.

Personal Accomplishment

Burnout can also affect a teacher's sense of personal accomplishment. Teaching requires dedication, effort, and commitment, but it can also be emotionally challenging. When teachers face ongoing stress, heavy workloads, and limited support, they may begin to question their abilities and feel that their work is no longer making a positive difference in their students' lives. Toropova *et al.* (2021) found that positive school working conditions, professional development opportunities, and teacher self-efficacy were associated with higher job satisfaction and greater professional fulfillment among teachers. These factors help teachers feel more effective in their work and strengthen their sense of accomplishment.

In a study conducted by Creedy *et al.* (2021), a positive correlation was found between personal accomplishment, job satisfaction, and dedication to the teaching profession. This underscores the significance of providing support

and acknowledging the accomplishments of teachers in order to increase job happiness. School leaders play a vital role in establishing a supportive work environment that promotes effective time management, continuous professional development, and meaningful community involvement. Through the implementation of a School Management Plan, school administrators can provide strategies and support systems that promote teachers' professional growth, well-being, and performance while addressing workplace challenges that may contribute to burnout. Felisilda *et al.* (2024) emphasized that supportive school environments, professional development opportunities, and targeted management interventions help teachers effectively manage occupational demands and improve their overall well-being.

In their research, Dela Cruz and Macalisang (2024) examined the influence of job burnout on teacher satisfaction and well-being. The main result of the research is the evidence that too much work creates stressful situations, leading to teachers' lack of satisfaction with their jobs. Nevertheless, those educators who are aware of how to cope with adversity and perceive their work in a positive manner are the ones who can survive in any working situation. Thus, it can be said that teachers who are concerned about their jobs and realize their contribution to the students' lives achieve success in their work.

According to Sangcad and Abarquez (2024), teachers in the Philippines exhibit exceptional competence in building a good school climate, controlling student behavior, and engaging parents in school processes. These skills suggest that teachers experience their work positively because they can do their job better. In this connection, Paulines and Tantiado (2024) underscore the fact that teachers who effectively manage their classroom regularly know how to create conditions that facilitate learning and participation among students.

Personal Performance

Personal performance is often stronger when individuals maintain a healthy balance between their work and personal lives, feel satisfied with their jobs, remain committed to their organization, and stay motivated in their roles. These factors work together and help people perform their responsibilities effectively. Medina-Garrido *et al.* (2023) found that tourism employees in Spain experienced higher levels of well-being and organizational commitment when their organizations actively supported work-life balance through accessible and employee-friendly policies. The study suggests that having a supportive environment helps employees stay engaged, motivated, and productive, making these factors an important key to keeping performance strong over time.

Lauermann *et al.* (2021) found that teachers' perceived teaching competence and self-efficacy are associated with instructional quality and educational outcomes, indicating the importance of personal performance perceptions

in teaching effectiveness. Furthermore, Ali *et al.* (2024) emphasized that burnout negatively affected both individual and organizational performance.

In terms of commitment and motivation, Munda and Gache (2024) found that teachers who were more satisfied with their work were more committed to their profession. These findings highlight that those teachers who perceive their work as meaningful and rewarding are more likely to maintain high levels of engagement, dedication, and focus in carrying out their responsibilities. Furthermore, the literature shows that job satisfaction plays an important role in improving employees' commitment and work performance. When employees have positive experiences in their workplace, they are more likely to stay committed to their organization and perform their duties effectively (Zainuden *et al.*, 2026).

Similarly, studies have found that several employees who maintain a healthy work-life balance experience less stress, which helps them remain productive and reduces negative effects of burnout at work (Hafit *et al.*, 2024). In addition, motivated employees tend to be more engaged in their work and contribute better ideas and solutions. Opportunities for personal growth, together with appropriate rewards and recognition, encourage employees to remain dedicated to achieving organizational goals (Rachmawati *et al.*, 2024).

Work-Life Balance

Work-life balance is an important determinant of teachers' well-being and overall work effectiveness. Silva and Fischer (2020) reported that teachers often carry out responsibilities beyond their regular working hours, making it difficult to maintain a healthy balance between their work and personal lives. The authors also pointed out that too much work may result in worsening teachers' lives.

Meanwhile, Ramos and Galleto (2020) attest to the fact that teachers with a balance between work and life do well in their jobs. Moreover, Awan and Naz (2022) emphasized the importance of maintaining a work-life balance while taking into consideration that teachers have a lot of work and face some problems in doing all their work and fulfilling family obligations. This way, one can conclude that in order to be satisfied with life, one has to keep their job and non-job life in balance.

Furthermore, according to the findings of Sak (2021), the teachers who manage to balance their work and leisure lead a more satisfying and committed work life. In the same way, Rajan (2021) came to a conclusion after conducting the research that although the issue of continuous pressure due to work overload is faced by 45% of teachers, 88% of the interviewed teachers understand the significance of proper work-life balance. In addition, Mulyani *et al.* (2021) examined the relationship among school climate, work-life balance, children's behavior, and teacher burnout in special schools. The study found that work-life balance significantly affects burnout levels, indicating that teachers who struggle to balance

professional and personal responsibilities are more likely to experience emotional exhaustion and work-related stress. The authors further emphasized that improved working conditions and effective emotional regulation strategies can help reduce burnout and enhance teachers' well-being. These findings suggest that maintaining a healthy work-life balance is essential in sustaining teachers' effectiveness, psychological health, and professional performance.

Likewise, a study conducted by the American Psychological Association (APA) in 2020 found that teachers who maintained a healthy balance between their work and personal lives reported higher job satisfaction and lower levels of burnout. The study also emphasized the important role of school policies and administrative support in helping teachers achieve a better work-life balance.

Job Satisfaction

Job satisfaction in a flexible work environment refers to the level of happiness and fulfillment that teachers feel in a workplace that allows flexibility in work schedules, work locations, and assigned tasks. Juwita (2022) found that teachers who worked in more flexible environments reported higher levels of job satisfaction and stronger commitment to their profession. Providing teachers with flexibility in their work can positively impact their overall job satisfaction.

One study of Farmer (2022) surveyed over 500 teachers across the United States and found that 76% of teachers reported that work-life balance was one of the top factors contributing to their job satisfaction. Teachers who reported having a good work-life balance also indicated higher levels of job satisfaction and were more likely to remain in the profession. The study further revealed that teachers with a supportive and flexible work environment were more likely to achieve a better work-life balance and overall job satisfaction.

Moreover, the ability to self-appreciate one's work can also result in improved time management and the ability to prioritize tasks, both of which are essential components of maintaining a healthy balance between one's professional and personal lives (Sparfeldt, 2021). Self-appreciation in the workplace refers to teachers' ability to recognize and value their contributions to their students, schools, and the education system. Teachers who appreciate the importance of their work are more likely to stay focused on their responsibilities and maintain healthy boundaries between their professional and personal lives. Oducado *et al.* (2024) found that teachers who are satisfied with their jobs tend to have better mental well-being. When teachers feel positive about their work and recognize their contributions, they are better able to manage their responsibilities while maintaining a healthy balance between work and personal life.

Self-appreciation in the workplace refers to teachers' ability to recognize and value their contributions to student learning and school success. Teachers who

appreciate the importance of their work are more likely to feel confident in their abilities and develop a positive attitude toward their profession. According to Orta *et al.* (2021), teachers who experience higher levels of self-efficacy and job satisfaction tend to demonstrate better well-being and greater engagement in their work. When teachers feel valued and competent, they are better able to manage stress and maintain a healthy balance between their professional and personal responsibilities. Similarly, Worth and Van den Brande (2020) found that teachers who have greater autonomy in their work report higher job satisfaction and are more likely to remain committed to the profession. These findings suggest that schools should foster a supportive environment that recognizes teachers' efforts and promotes professional growth to enhance their well-being and work-life balance.

Job satisfaction contributes positively to teachers' performance and professional engagement, highlighting its importance in maintaining quality education (Seville & Guhao, 2023). They revealed that teachers who were satisfied with the work environment, job responsibilities, security, and community relationships demonstrated higher levels of commitment and effectiveness in instruction. Similarly, Malquist *et al.* (2023) revealed that manageable workloads and a supportive workplace environment were important determinants of satisfaction. They further emphasized that comfortable and conducive working conditions help sustain teachers' motivation and positive attitudes toward their profession.

Moreover, Anog *et al.* (2024) examined the relationship between job satisfaction and teacher retention in a private school in the Philippines. The study found that teachers who were satisfied with their jobs were more likely to remain committed to their schools. The researchers identified working conditions, opportunities for professional growth, compensation, and support from school administrators as important factors that contribute to teacher satisfaction. These findings suggest that when schools create a supportive and rewarding work environment, teachers are more likely to stay committed to their profession and remain in their institutions for a longer period.

Commitment

Commitment is not only about keeping employees satisfied but also about encouraging them to consistently perform well and contribute to organizational success. In a study conducted among employees of the Lhokseumawe Mayor's Office in Indonesia, Aulia *et al.* (2025) found that organizational commitment had a significant positive influence on employee performance. This suggests that employees who are committed to their organization are more likely to perform their duties effectively, even when their level of job satisfaction is not the primary factor influencing performance.

Teachers' commitment to their organization is among the determinants of their retention in teaching. Teachers with attachment to the school, similar goals with it, and similar

values seem to be more committed for a longer period of time. Oberes and Tan (2022) show in their research on intention to leave the job in the context of private schools in Cebu City, Philippines, that teachers who have a sense of ownership towards their organization do not tend to leave. Therefore, fostering the feeling of commitment among teachers benefits them not only in terms of the atmosphere they create at school, but it also results in teachers' retention in general.

Li *et al.* (2024) found that teachers who are good at understanding and managing their emotions tend to be more committed to their schools. Additionally, the study demonstrated that adequate emotional well-being contributes to a high commitment of the educators to their organization. Furthermore, the research points out that proper leadership leads to the formation of a favorable working environment, which makes educators committed to their work. Furthermore, the research by Bastian and Widodo (2024) discusses the issues enabling teachers' commitment to their profession. The research asserts that emotional intelligence, psychological capital, and social interactions are among the key factors influencing teachers' commitment to the profession. To be more precise, the research explains that powerful communication skills and different types of psychological capacities allow teachers to demonstrate a committed attitude to their profession. The authors underline the importance of teaching teachers social and personal skills. The findings of a study carried out by Prempeh and Kim (2022) indicate that a teacher's emotional commitment to the institution where they work is connected to the level of support obtained from the administration and competences acquired. These results reveal the meaning of supportive leadership in the process of commitment formation and motivation. Moreover, based on Kaya's (2022) research, it is stated that the level of teachers' commitment to the organization relates to the feeling of belonging to the profession and the sense of professionalism.

The research carried out by Akartuna and Serin (2022) suggests that the key topic is related to teachers' commitment to their organizations and it was found that there was low commitment among teachers, even though it has been observed that many teachers were still committed to their organizations during the pandemic due to the increased amount of work.

Motivation

In a broad sense, motivation can be interpreted as an individual's reasons for putting in effort. Motivation can also be seen as the force that drives people to be able to carry out their tasks and do what they have to do in order to get what they want from life. Rachman (2022) notes that motivation and performance have a positive relationship, suggesting that if a person is motivated, he will contribute greatly to the firm.

Salvo-Garrido *et al.* (2025) conducted a study assessing factors that contribute to teaching effectiveness,

commitment, and satisfaction. According to the data collected, it has been found out that teachers are able to overcome difficulties due to self-care, assistance from people nearby, and good school conditions. Good relationships with students, children, and colleagues enable teachers to be more committed to their job. The researchers stress the fact that emotional support, recognition and appreciation have a great impact on the teachers' involvement and performance, provided there are supportive attitudes in the school environment.

In the Philippine context, Saner and Villena (2024) found that teachers exhibited high levels of motivation in performing essential instructional responsibilities such as lesson preparation, classroom management, and student assessment. The study further revealed significant relationships among work motivation, self-efficacy, and teaching effectiveness, suggesting that motivated teachers are more likely to perform effectively and achieve positive instructional outcomes. Sanlao *et al.* (2024) explained that teachers working in positive and supportive school environments reported higher levels of motivation and stronger teaching competencies. Adequate resources, effective communication, and supportive leadership were identified as important contributors to teacher motivation.

Furthermore, motivation plays a critical role in encouraging teachers to adapt instructional strategies, overcome challenges, and improve their effectiveness in inclusive educational environments. Highly motivated teachers demonstrate stronger self-efficacy and greater competence in delivering instruction to diverse learners (Cañoso, 2024). Similarly, Aytaç *et al.* (2024) highlight the importance of fostering positive attitudes toward teaching as a means of strengthening educators' motivation and professional engagement. He further explained that teachers who demonstrate greater passion and enthusiasm toward their profession exhibit higher levels of teaching motivation. Moreover, achievement goals were found to mediate this relationship, indicating that motivated teachers are more likely to pursue excellence in teaching and student achievement.

Moreover, according to Ibrahim *et al.* (2021), teachers' work motivation is positively influenced by supportive evaluation systems and the effective use of technology in education. The results of the study show that the teachers who believed in the fairness and usefulness of the evaluation methods have better performance and more commitment towards their work. It should also be noted that all research participants underlined the importance of using evaluation results to improve one's performance. To sum up, it is vital to recognize the negative impact of burnout in schools on educational outcomes. Educator burnout has a negative impact, and to minimize its occurrence, it is essential first to understand what educator burnout is and how it is detrimental to the working process. The creation of measures against burnout on the individual, organizational, and policy levels makes it possible to solve the problem of educator burnout and

encourage talented educators to remain in the profession.

Theoretical Framework

This study is anchored on Maslach's Burnout Theory, developed by Maslach and Jackson (1981), which explains burnout as a psychological syndrome resulting from prolonged exposure to chronic work-related stress. According to the theory, burnout consists of three key dimensions: emotional exhaustion, which refers to feelings of being emotionally overextended, drained, and depleted of energy; depersonalization, which is characterized by a detached, indifferent, or negative attitude toward individuals with whom one interacts at work; and reduced personal accomplishment, which involves feelings of incompetence, decreased productivity, and a lack of achievement in one's professional role. These components of analysis work together to indicate how stress in the workplace continuously affects the levels of satisfaction and performance of the people. Maslach's Burnout theory forms the theoretical basis of this research since it gives an understanding of the degree of burnout that public elementary school teachers face in their work.

Maslach and Jackson originated the Maslach Burnout Inventory (MBI). This tool is widely used in evaluating burnout through the three developed dimensions. They also conducted research that indicated that burnout can occur due to external circumstances rather than from personal issues. Hence, it is possible to assume that work at school is not the only source of teacher burnout. In fact, working conditions at school influence burnout as well. For instance, if teachers have to work under difficult circumstances, it is probable that they will not feel good and dedicated as employees. The effect of teachers' burnout could be reflected in many aspects of their professional life.

Conceptual Framework

The framework is anchored on Maslach's Burnout Theory, which identifies three core dimensions of burnout: emotional exhaustion, depersonalization, and personal accomplishment. Building on this theory, the framework also brings in personal performance as a central outcome, covering four key areas: work-life balance, job satisfaction, commitment, and motivation.

Emotional exhaustion, which is defined as the continuous loss of emotional energy and physical energy as a result of sustained exposure to work stress, is the key variable in this study. This condition may render an individual feeling exhausted, tired, and incapable of recovering even after rest. Being the main component of stress, it is usually said to be caused by overwork, time constraints, and work demands not being met.

Depersonalization means a feeling of emotional estrangement that gradually increases, which sometimes is reflected in an individual becoming more apathetic towards their position, colleagues or students. In most cases, this phenomenon is observed as a declining

ability to empathize with other people. To some extent, depersonalization can be considered a defense mechanism to cope with stress and emotional tension. Although this method of coping is helpful for a person when going through a difficult period in life, it has negative effects on relationships with people in the working environment and reduces the sense of responsibility.

The concept of personal accomplishment means the way that an individual views his/her competencies and experience at the workplace. The feeling of being successful can be defined as a person's confidence in doing things properly. Those individuals who have high level of personal accomplishment believe that they are able to make a great contribution to the success of the company. Personal accomplishment includes feeling confident in one's abilities and knowing about past achievements.

The framework identifies burnout as a detrimental process that may threaten a teacher's wellbeing and performance. With higher levels of burnout, the probability of a teacher managing to attain a winning work-life balance decreases, job satisfaction goes down, and commitment to the job declines too. The stronger the burnout is, the harder it is for teachers to stay motivated, hardworking, and genuine in their work.

Teachers use the idea of work-life balance when they keep their professional life separate from their private life while completing their professional duties. This balance helps reduce stress and prevent burnout, while if the balance is not established and maintained, it eventually leads to fatigue and poorer performance at work. Job satisfaction is considered to refer to the level of pleasure, happiness, and satisfaction that a teacher has from their job, work setting, and responsibilities, together with the help coming from their organization. This emotion is triggered when the job duties correspond with the expectations of the worker. A higher degree of satisfaction leads to a lower level of burnout, more excitement during work and in achieving goals, while a lower one increases the level of depletion and disengagement from work.

Statement of the Problem

This study aimed to determine the attributes of burnout and personal performance of public elementary school teachers in Kitaotao II District, Division of Bukidnon. Specifically, the study sought to answer the following questions:

- What is the respondents' level of burnout attributes with regards to emotional exhaustion, depersonalization, and personal accomplishment?
- What is the respondents' assessment of their personal performance considering work-life balance, job satisfaction, commitment, and motivation?
- Is there a significant relationship between the respondents' level of burnout attributes and personal performance?

Scope and Limitations

This study focused on the attributes of burnout and

personal performance among public elementary school teachers in Kitaotao II District within the Division of Bukidnon. The study examined the key factors contributing to burnout, such as emotional exhaustion, depersonalization, and personal accomplishment. Additionally, it explored the relationship between burnout and personal performance, including work-life balance, job satisfaction, commitment, and motivation. Data were collected through surveys with public rural elementary school teachers within the specified district, ensuring that the findings reflect the experiences of educators in this particular area.

The study was limited to Kitaotao II District, Division of Bukidnon. The inclusion of respondents from Kitaotao I and Kitaotao III Districts was not considered due to geographical limitations and accessibility challenges, which constrained the conduct of data collection within the scope of the research. However, this study has certain limitations. It is restricted to the attributes of burnout in terms of emotional exhaustion, depersonalization, and personal accomplishment, and personal performance in terms of work-life balance, job satisfaction, commitment, and motivation.

MATERIALS AND METHODS

This section presents a detailed description of the research design, study setting, research respondents, and sampling techniques used in the study. It also discusses the research instruments, data collection procedures, scoring system, and statistical tools used to analyze the data gathered.

Research Design

This study aimed to describe the attributes of burnout, particularly emotional exhaustion, depersonalization, and personal accomplishment, among public elementary school teachers and to examine their relationship with teachers' personal performance. Personal performance in this study includes work-life balance, job satisfaction, commitment, and motivation. Using a descriptive-correlational research design, the study employed complete enumeration to collect data from all Teacher I public elementary school teachers in Kitaotao II District, Division of Bukidnon. This allowed the researcher to gain a comprehensive understanding of how the different dimensions of burnout are related to various aspects of teachers' personal performance.

To accomplish the objectives of the study, the researcher used a quantitative research approach. According to Jain (2023), quantitative research is a systematic method of gathering information that focuses on collecting numerical data, which can be organized, measured, and analyzed using statistical procedures. An extensive survey and in-depth interview, utilizing research questionnaires, was conducted to gather data on the attributes of burnout and personal performance of public elementary school teachers, thereby contributing valuable insights to the field of education.

Study Setting

This study was conducted in the public elementary schools of Kitaotao II District, Division of Bukidnon. The district office is located in Barangay Sinuda, Kitaotao, Bukidnon, and serves twenty-seven (27) public elementary schools, including school extensions situated in different barangays. Many schools are located in hilly and remote areas, making accessibility a challenge. Despite these conditions, the district remains committed to providing quality education to learners.

Kitaotao is a municipality in western Bukidnon whose economy is primarily based on agriculture, particularly the production of rice, corn, bananas, and pineapples. The district is culturally diverse, with most residents belonging to indigenous groups such as the Matigsalog Manobo, Western Bukidnon Manobo, Bunukid, and Ata Manobo tribes, alongside Cebuano and Muslim communities. This diversity creates a multicultural learning environment where teachers serve students from various cultural backgrounds.

Kitaotao II District was selected as the study site because of its unique geographical and cultural characteristics, as well as the varied demands placed on teachers in the district. The study was limited to this district due to the geographical distance and accessibility challenges associated with Kitaotao I and Kitaotao III Districts, making data collection more feasible within the scope of the research.

Research Respondents

The respondents of this study consisted of fifty-five (55) elementary school teachers holding the position of Teacher I in Kitaotao II District, Division of Bukidnon. All Teacher I teachers in the district during the conduct of the study were included as respondents. Out of the one hundred twenty-four (124) teaching personnel in the district occupying various positions such as Teacher I, Teacher II, Teacher III, Master Teacher I, Master Teacher II, and Master Teacher III, a total of fifty-five (55) were classified as Teacher I and therefore constituted the entire population for the study.

Teacher I personnel were purposefully selected to ensure homogeneity among respondents in terms of rank, job responsibilities, and professional experiences, allowing the study to obtain perspectives from teachers occupying the same position. As entry-level teaching professionals in the Department of Education, Teacher I teachers generally carry full teaching loads, perform day-to-day instructional tasks, and often assume additional duties while adapting to the demands and expectations of the profession. These conditions make them particularly relevant participants for examining burnout in the teaching profession.

Sampling Technique

The researcher used a complete enumeration sampling, or census sampling. According to Bonnes *et al.* (2020), it involves collecting data from every member of the

population, thereby eliminating sampling error. This method is appropriate as the study focuses on measuring attributes of burnout and personal performance of Teacher I public rural elementary school teachers in Kitaotao II District, Division of Bukidnon. The schools in District II within the Division of Bukidnon, and all 55 respondents, Teachers from Grade I-VI from these schools, with a position of Teacher I, have been selected to align with the study's context and objectives.

Research Instruments

The researcher used a survey questionnaire as the main research tool. This research paper has three segments. The first part revolves around the use of a questionnaire that was designed according to the specifics of the study in order to gather the necessary information about the researchers' properties, including occupation and personality type of the participants. The Maslach Burnout Inventory (MBI), developed by Maslach and Jackson (1981), was introduced in Part II of the research survey to measure the level of burnout among the study participants. The MBI is a widely used survey for burnout measurement based on three major aspects of burnout, like emotional exhaustion, depersonalization, and personal accomplishment. In terms of the work done in this research project, the MBI was used for measuring burnout among the participating teachers. For the purpose of assessing the performance of respondents during the study, Part III, a unique design questionnaire was utilized. The creation process of a questionnaire involved content analysis concerning literature, objectives, and aims of the research.

Validation and Reliability of Instrument

The reliability and validity of the data obtained were checked using various tests of reliability and validity in order to be assured that the instrument is a true representation of teacher burnout and teacher performance. In July 2025, the questionnaire went through the assessment of a group of experts prior to obtaining approval for the study. The group included a research adviser, a research coordinator, a principal, and one master teacher. After the evaluation, the questionnaire was modified according to the comments received from the experts.

A pilot study was carried out before the actual data collection using 30 participants who have characteristics similar to the main study participants. The aim of conducting the pilot study was to assess the reliability and internal consistency of the research instrument. Reliability analysis was carried out using Cronbach's Alpha. The results showed the value of the Cronbach's Alpha coefficient to be 0.837 and the Cronbach's Alpha based on Standardized Items to be 0.869 across 58 items of the questionnaire. The results satisfied the minimum threshold of 0.70 required for good internal consistency. Hence, the questionnaire was declared reliable for the main study.

Statistical Treatment

To ensure accurate analysis and interpretation of the data gathered, appropriate statistical tools were used in this study. These tools were selected based on the nature of the data and the objectives of the research.

For Problem 1, to determine the respondents' level of burnout attributes with regards to emotional exhaustion, depersonalization, and personal accomplishment, descriptive statistics were used, consistent with the standard scoring protocol of the Maslach Burnout Inventory-Educators Survey (MBI-ES). Each item was rated using the MBI-ES seven-point frequency scale. To determine the level of burnout per subscale, the sum of item means was computed and classified using the MBI-ES normative cut-offs.

For Problem 2, descriptive statistics were utilized to calculate the mean and standard deviation. This provided a quantitative representation of personal performance. A four-point Likert scale was employed for the survey items, allowing respondents to rate the level of teachers' personal performance.

For Problem 3, a correlational analysis, specifically Pearson's Correlation Coefficient, was utilized to determine the significant relationship between attributes of burnout and teachers' profile. This analysis will assess whether a statistically significant relationship exists between the two variables.

Ethical Considerations

Before conducting the study, the research proposal underwent an ethics review and sought clearance from the Dean of the School of Graduate and Professional Studies (SGPS) at PHINMA Cagayan de Oro College. Approval was also obtained from the Schools Division Superintendent of the Department of Education,

Division of Bukidnon.

Ethical clearance was obtained before the conduct of the study. All participants were fully informed about the purpose, objectives, and scope of the study. Informed consent forms were distributed to all teacher-respondents, ensuring their voluntary participation. Participants were assured that their identities would remain anonymous and that their responses would be handled with utmost confidentiality. They were also informed of their right to withdraw from the study at any point without penalty or consequence.

The process of administering of the research instruments was thoroughly planned ahead of time to ensure classroom instruction and other school activities would not be interrupted. The researcher work hand in hand with the principals and coordinators of the for timely and successful collection of the data. The researcher maintained all ethical precautions, including voluntary participation, informed consent, privacy, and data protection, throughout the research process.

RESULTS AND DISCUSSION

In this section, the results of the analysis and interpretation of data that have been gathered are discussed. The results were structured according to the chronological order of the events, which has been followed in presenting the order of problems in the research. Furthermore, tables are included to make the results easier to understand.

Results

Problem 1. What is the respondents' level of burnout attributes with regard to emotional exhaustion, depersonalization, and personal accomplishment?

Table 1 presents the respondents' level of burnout across the three dimensions of the Maslach Burnout

Table 1: Summary Distribution of Respondents' Level of Burnout

Dimension	Sum of Scores	Interpretation
Emotional Exhaustion (EE)	16.99	Low EE
Depersonalization (D)	5.17	Low DP
Personal Accomplishment (PA)	39.11	High PA
Overall		Low Burnout

Legend: High Burnout:

High EE, High DP, Low PA

Moderate Burnout: High Score in one or two dimensions

Low Burnout: Low EE, Low DP, High PA

Inventory (MBI) such as Emotional Exhaustion (EE), Depersonalization (DP), and Personal Accomplishment (PA). The result shows a score of 16.99 for Emotional Exhaustion (Low EE), 5.17 for Depersonalization (Low DP), and 39.11 for Personal Accomplishment (High PA). Overall, the respondents were found to have Low Burnout. This means that the respondents generally do

not experience excessive emotional fatigue from their work, are unlikely to develop detached or negative attitudes toward students and colleagues, and continue to maintain a strong sense of competence and achievement in their profession. This implies that the respondents possess a healthy level of occupational well-being and remain committed to their teaching responsibilities. Teachers

appears to possess resilience and a strong professional identity. Despite the challenges associated with teaching and ancillary assignments, they continue to perceive themselves as effective educators capable of making meaningful contributions to learners' development. This is a positive indicator for both teacher well-being and organizational effectiveness because lower burnout levels are often associated with higher job satisfaction, stronger commitment, and improved instructional performance. Angelopoulou *et al.* (2024) found that teachers generally demonstrated low depersonalization, and high personal accomplishment despite work-related challenges, suggesting that a strong sense of professional fulfillment serves as a protective factor against burnout. Likewise, Portelada *et al.* (2025) reported that the majority of teachers in their study demonstrated low burnout risk, characterized by healthier work adjustment, lower emotional exhaustion, and strong professional well-being. Moreover, Alexaki *et al.* (2025) observed that teachers who maintained high levels of personal achievement and low levels of depersonalization exhibited lower overall burnout and greater occupational resilience. The study concluded that feelings of professional competence help teachers cope effectively with workplace demands.

Among the three dimensions, Personal Accomplishment (PA) obtained the highest score of 39.11, interpreted as High PA. This means that the respondents possess a strong sense of competence, effectiveness, and achievement in performing their teaching duties. This implies that they generally perceive themselves as capable professionals who successfully contribute to students' academic and personal development. When teachers perceive that their efforts lead to meaningful outcomes, they are more likely to remain motivated and engaged despite workplace challenges. Success in achieving learning outcomes enhances teachers' confidence, professional commitment, and job satisfaction. Moreover, emotionally resilient teachers who maintain positive relationships and a strong sense of effectiveness are better able to perform their responsibilities. Supportive workplace conditions, effective coping mechanisms, and dedication to learner development further contribute to their overall well-being.

Shu (2022) emphasized that teacher commitment and

self-efficacy are key predictors of work engagement and well-being, with strong efficacy beliefs enhancing professional satisfaction and effectiveness. Similarly, Chen (2023) found that teachers with higher self-efficacy experience lower burnout and greater professional well-being, leading to stronger feeling of effectiveness and fulfillment. Likewise, Zhao (2022) highlighted that a strong professional identity and positive well-being promote commitment, professional growth, and a greater sense of personal accomplishment in teaching.

The lowest score was obtained by Depersonalization with a sum of score of 5.17, interpreted as Low DP. This means that the respondents seldom exhibit negative, detached, or cynical attitudes toward learners, colleagues, or work-related responsibilities. This implies that they continue to maintain positive interpersonal relationships and demonstrate concern for the welfare of their students. Teachers remain emotionally connected to their profession and continue to view teaching as a meaningful vocation. Low depersonalization is beneficial in educational setting because it promotes positive interactions with students, parents, and colleagues, fostering productive classrooms and teacher-student relationships. Teachers may also benefit from strong social support and effective coping strategies that prevent emotional withdrawal. As a result, they are more likely to demonstrate empathy, enthusiasm, and commitment which contribute positively to student achievement.

Alamoudi (2023) found that teachers exhibit low levels of depersonalization and high personal accomplishment, with greater professional autonomy linked to lower burnout. Likewise, Li (2023) reported self-efficacy, resilience, and emotion regulation were negatively associated with burnout, enabling teachers to maintain positive relationships with students and colleagues. Similarly, Arango-lasprilla *et al.* (2025) revealed that workload, school environment, and student-related factors influenced depersonalization. Their findings suggest that teachers with lower depersonalization demonstrate healthier psychological functioning and stronger professional engagement.

Problem 2. What is the respondents' assessment of their personal performance considering work-life balance, job satisfaction, commitment, and motivation?

Table 2: Summary Distribution of the Respondents' Level of Personal Performance

Variable	Mean	SD	Interpretation
Work-life balance	3.34	0.62	High Level
Job Satisfaction	3.09	0.54	Moderately High
Commitment	2.94	0.34	Moderately High
Motivation	3.38	0.64	High Level
Overall	3.19	0.54	Moderately High

Legend:

3.26-4.00 – At All Times / High Level

2.51-3.25 – Most of the Time / Moderately High

1.76-2.50 – Sometimes / Moderately Low

1.00-1.75 – Never / Low Level

Table 2 presents the summary of respondents' level of personal performance across key indicators with an overall personal performance mean score of 3.19 (SD = 0.54), interpreted as Moderately High. This means that respondents show generally good personal performance in all aspects. They manage to fulfill their responsibilities and complete their work, but there is still potential for improvement and consistency. This implies that despite the fact that educators may have a solid base in terms of stability, goals, and encouragement, they still do not have the backing, recognition, or permanence needed to consistently perform their work at a high level. Despite the amount of effort teachers put into trying to achieve balance in their lives, they show up and do what is expected of them. It is easily noticeable that they are fulfilling their duties just fine, but clearly not to the fullest extent. Although they are satisfied with their work and dedication, they cannot be fully confident or fulfilled with respect to all aspects of their work. In general, teachers seem to try not to waste the opportunities they have and achieve the best possible results.

Sarmiento and Reyes (2024) explained that strong personal and family resources often sustain performance even when professional support is uneven. Additionally, having a high level of motivation and the ability to balance things may help relieve pressures in other areas and lead to good, but not extraordinary results. This was corroborated by the study done by Klassen and Tze (2021), who explained that having moderately high performance is indicative of resilience. Teachers cope well with stressors, but this does not mean they reach their full potential. In their findings, Bakker and Demerouti (2021) confirmed that moderate performance is exhibited when individuals have high personal resources but not enough organizational ones or face high job demands.

Further, the highest mean score is observed in the variable motivation with a mean score of 3.38 (SD=0.64), interpreted as High. This means that respondents seem to have strong internal motivation, enthusiasm, and desire to work hard towards achieving their work accomplishments. This implies that their motivation seems to come from deep-seated sources such as love for teaching, connection with students, and receiving support from family and community. Seeing how much these teachers let their values guide them is impressive. No matter what problems they may experience in the course of their job, teachers still do what they feel they are meant to do. Their drive comes from their personalities and values, which makes this drive unbreakable. The strength that allows them to go on in the most difficult situations reflects the value of having well-formed values in one's life.

Based on the research of Ryan and Deci (2020), high levels of motivation will exist in people who are in tune with their beliefs, who feel supported by their environment, and who find meaning in their work. Additionally, Alcover *et al.* (2022) found that family and personal support are powerful boosters of motivation, even when work conditions are challenging. Similarly, meaningful

and positive relationships are the most reliable sources of lasting motivation for educators (Borg and Falzon, 2021). On the other hand, the variable Commitment got the lowest mean score of 2.94 (SD = 0.34), interpreted as Moderately High. This means that the respondents generally show a positive level of dedication, loyalty, and commitment to their work and organization, although this area received a slightly lower rating compared to the other indicators. This implies that there is still an opportunity to strengthen teachers' sense of belonging, connection, and willingness to remain in their current workplace, which may further improve their overall personal performance. This further implies that place of residence may also influence teachers' commitment to stay in their present school, since many of them live in other municipalities. As a result, they may feel less connected to the school community and less likely to develop a strong long-term attachment to the school. It is natural that some teachers live outside the municipality where they are placed, which could distance them a little, not necessarily in effort or dedication but in being fully rooted in the school community. This is not to discount the teachers' dedication to their jobs, but to note how geographic distance can subtly affect one's sense of belonging over time. It also reminds that schools may benefit from building a sense of community and recognition in the workplace, so that the teachers feel valued and connected, no matter where they live.

Commitment is most vulnerable to systemic gaps, even when personal drive and resilience remain strong (Garg and Rastogi, 2021). It is found in the study of Aquindo and Navarro (2025) that among Mindanao teachers, long-term commitment is often the first area affected by heavy duties and limited career pathways. Additionally, Long-term commitment weakens when teachers face unrelieved demands, limited advancement, or lack of appreciation, even when they remain highly motivated (Burns and Darling-Hammond, 2022).

Problem 3. Is there a significant relationship between the respondents' attributes of burnout and personal performance?

Table 3 presents the relationship between the attributes of burnout and personal performance among public rural elementary school teachers. The findings indicate that burnout is significantly related to several aspects of personal performance, suggesting that teachers' experiences of burnout may influence their work-life balance, job satisfaction, commitment, and motivation. This means that the null hypothesis (H_0) is rejected.

Emotional Exhaustion showed an overall significant negative relationship with Personal Performance ($r = -0.31$, $p < .001$). Specifically, emotional exhaustion has a significant relationship with work-life balance ($r = -0.36$, $p < .001$), job satisfaction ($r = -0.31$, $p < .001$), and motivation ($r = -0.26$, $p < .004$). This means that as emotional exhaustion increases, teachers tend to experience lower levels of work-life balance, job satisfaction, motivation, and overall performance. This

Table 3: Relationship Between Attributes of Burnout and Personal Performance

Personal Performance						
Attributes of Burnout	Work-life balance r- value p- value	Job Satisfaction r- value p- value	Commitment r- value p- value	Motivation r- value p- value	Overall r- value p- value	Interpretation
	p- value		p- value		p- value	
Emotional Exhaustion	-0.36 <.001*	-0.31 <.001*	0.32 <.001*	-0.26 0.004*	-0.31 <.001*	S
Depersonalization	-0.14 0.117	-0.19 0.035	0.33 <.001*	-0.02 0.817	-0.17 >.05	NS
Personal Accomplishment	-0.67 <.001*	-0.69 <.001	-0.37 <.001*	-0.68 <.001*	-0.60 <.001*	S

Legend: r = Pearson's r Correlation

p = Probability Value

Significance if P -Value < 0.05

implies that physical and emotional strain associated with teaching may reduce teachers' ability to effectively manage personal and professional responsibilities and may diminish their enthusiasm for their work. Interestingly, emotional exhaustion demonstrated a significant positive relationship with commitment ($r = 0.32$, $p < .001$). This means that despite feeling emotionally drained, teachers remain committed to their responsibilities and continue fulfilling their duties. This implies that strong sense of dedication often exhibited by teachers, who persist in serving their students even in the presence of burnout-related challenges.

A study of Skaalvik and Skaalvik (2021) supports these findings, showing that emotional exhaustion was negatively associated with teachers' job satisfaction and motivation for teaching. Teachers experience greater emotional exhaustion reported lower satisfaction and stronger intentions to leave the profession. Furthermore, Donker *et al.* (2020) explained that teachers with lower emotional exhaustion demonstrated emotional regulation and positive teaching outcomes, indicating that emotional exhaustion undermines teachers' effectiveness and well-being. Similarly, Wang *et al.* (2024) highlighted that higher teaching motivation, positive teacher-student relationships, and perceived autonomy significantly reduced emotional exhaustion among teachers. This suggests that emotional exhaustion diminishes motivation and professional effectiveness.

Moreover, personal accomplishment exhibited the strongest and most significant relationship with all dimensions of personal performance. It showed significant negative relationships with work-life balance ($r = -0.67$, $p < .001$), job satisfaction ($r = -0.69$, $p < .001$), commitment ($r = -0.37$, $p < .001$), and motivation ($r = -0.68$, $p < .001$). This means that the null hypothesis (H_0) is rejected. These strong correlations indicate that the dimension of personal accomplishment is closely associated with teachers' personal performance. This means that changes in teachers' sense of accomplishment are strongly linked to changes in their work-life balance,

job satisfaction, commitment, and motivation. This implies that those who feel more successful, effective, and productive in their roles are more likely to demonstrate higher levels of personal performance.

The strong association between personal accomplishment and personal performance is consistent with the findings of Alsulhe *et al.* (2021), who highlighted that personal accomplishment serves as a core component of teacher burnout and linked it to professional efficacy and poorer occupational outcomes. Moreover, Burnout, particularly reduced personal accomplishment, was associated with lower job satisfaction and increased turnover intentions among teachers (Madigan & Kim, 2021; Comon & Corpuz, 2024). Furthermore, Wang *et al.* (2024) highlighted that teacher motivation and positive relationships contributed to lower burnout and stronger professional efficacy, reflecting the importance of personal accomplishment in sustaining motivation and performance.

On the other hand, depersonalization was found to have a significant relationship only with commitment ($r = 0.33$, $p < .001$). However, its relationship with work-life balance ($r = 0.14$, $p < .035$), motivation ($r = -0.02$, $p < .817$), and overall personal performance ($r = -0.17$, $p > .05$) were either weak or statistically insignificant. This means that the null hypothesis (H_0) is accepted. This implies that depersonalization is not a major factor influencing the respondents' overall personal performance. Teachers generally maintain positive relationships with students and continue performing their duties effectively despite occasional feelings of emotional detachment. The significant relationship with commitment may indicate that some teachers continue to fulfill their professional responsibilities even when they are emotionally distant, demonstrating a strong sense of duty and accountability. A study by Lei *et al.* (2025) supports these findings, showing that it is important to acknowledge that depersonalization, characterized by a negative cynical attitude toward people, is still a fundamental aspect of burnout, even if its correlations with personal performance are not as statistically salient as other

components. Moreover, Arango-Lasprilla *et al.* (2025) reported moderate levels of depersonalization among teachers but found that workload and contextual factors played a stronger role than depersonalization in explaining overall work outcomes. Furthermore, De Rueda (2024) found that emotional exhaustion and depersonalization were associated with aspects of commitment, suggesting teachers remain committed despite experiencing symptoms of burnout.

CONCLUSION

Public rural elementary school teachers in Kitaotao II District generally experienced low burnout. Emotional exhaustion was low, indicating that teachers could manage work-related pressures and maintain emotional well-being. Depersonalization was also not significant, reflecting positive and respectful relationships with students and colleagues. Teachers reported a strong sense of personal accomplishment, particularly in motivation, job satisfaction, commitment, and work-life balance. However, burnout can still affect performance when teachers feel overwhelmed or emotionally drained. Experiences of burnout and performance also varied according to age, teaching experience, and additional duties, highlighting the importance of supporting teachers' personal and professional well-being.

Recommendations

Based on the findings, school heads should ensure fair and manageable distribution of additional workloads by considering teachers' abilities, interests, and input. Regular wellness activities, psychosocial support, and relaxation opportunities should be provided to help teachers manage stress and prevent burnout. Retention programs may include promotion opportunities, mentoring, professional development, and recognition of teachers' achievements. School leaders should also develop intervention programs addressing emotional burnout, job satisfaction, belongingness, and mental health. Finally, support programs should consider teachers' varying needs, providing beginning teachers with mentoring and experienced teachers with appropriate assistance when handling multiple responsibilities. These measures can promote teacher well-being, motivation, satisfaction, and retention.

REFERENCES

- Agyapong, B., Brett-MacLean, P., Burbach, L., Agyapong, V. I. O., & Wei, Y. (2023). Interventions to reduce stress and burnout among teachers: A scoping review. *International Journal of Environmental Research and Public Health*, 20(9), 5625. <https://doi.org/10.3390/ijerph20095625>
- Akartuna, İ. Ş. S., & Serin, O. S. (2022). COVID-19 impact on teachers' organizational commitment in schools. *Frontiers in Psychology*, 13, 810015. <https://doi.org/10.3389/fpsyg.2022.810015>
- Alamoudi, K. (2023). The relationship between perceived autonomy and work burnout amongst EFL teachers. *International Journal of Research in Education and Science*, 9(2), 389-406. <https://doi.org/10.46328/ijres.3053>
- Alexaki, P.-S., Antonopoulou, H., Gkintoni, E., Adamopoulos, N., & Halkiopoulos, C. (2025). Psychological dimensions of professional burnout in special education: A cross-sectional behavioral data analysis of emotional exhaustion, personal achievement, and depersonalization. *International Journal of Environmental Research and Public Health*, 22(9), 1420. <https://doi.org/10.3390/ijerph22091420>
- Amri, A., Abidli, Z., Bouzaaboul, M., Ziri, R., & Ahami, A. O. T. (2020). Burnout among primary school teachers in the Wazzane region in Morocco: Prevalence and risk factors. *Advances in Science, Technology and Engineering Systems Journal*, 5(6), 636-641. <https://doi.org/10.25046/AJ050677>
- Angelopoulou, D., Androutsou, D., & Anastasiou, A. (2024). The level of professional burnout of primary and secondary education teachers. *ESP International Journal of Science, Humanities and Management Studies*, 2(2), 80-86. <https://doi.org/10.56472/25839756/IJSHMS-V2I2P109>
- Anog, M. D. I., de Vera, J. V., & Peteros, E. D. (2024). Examining teacher retention through the lens of job satisfaction and commitment in a Philippine private school. *International Journal of Learning, Teaching and Educational Research*, 23(9). <https://doi.org/10.26803/ijlter.23.9.13>
- Arango-Lasprilla, S. C., Albaladejo-Blázquez, N., Christ, B. R., Moreno, O. A., Gomez Posada, M. C., Perrin, P. B., & Ferrer-Cascales, R. (2025). Predictors of emotional exhaustion and depersonalization in teachers after the COVID-19 pandemic: Implications for mental health and psychiatric support in Spanish-speaking countries. *Psychiatry International*, 6(3), 101. <https://doi.org/10.3390/psychiatryint6030101>
- Arvidsson, I., Leo, U., Larsson, A., Håkansson, C., Persson, R., & Björk, J. (2019). Burnout among school teachers: Quantitative and qualitative results from a follow-up study in southern Sweden. *BMC Public Health*, 19, Article 655. <https://doi.org/10.1186/s12889-019-6972-1>
- Atashpanjeh, A., Shekarzahi, S., Zare-Behtash, E., & Ranjbaran, F. (2020). Burnout and job dissatisfaction as negative psychological barriers in school settings: A mixed-methods investigation of Iranian teachers. *Journal of Education and Health Promotion*, 9(1), 334. https://doi.org/10.4103/jehp.jehp_583_20
- Aulia, M. (2025). The Influence of Organizational Commitment and Employee Engagement on Employee Performance with Job Satisfaction as the Intervening Variable in Lhokseumawe Mayor's Office. *J-MIND Jurnal Manajemen Indonesia*, 9(2), 131-142. <https://doi.org/10.29103/j-mind.v9i2.16448>
- Awan, R. U. N., & Naz, F. (2022). Work life balance: Satisfaction of university teachers working from home. *Bulletin of Education and Research*, 44(1), 105-

119. Aytaç, A., Şahin, Ç., Görgülü, D., Dilber, Y., & Direk, A. (2024). The relationship between teachers' zest for work and teaching motivation: The mediating role of achievement goals. *Frontiers in Psychology*, 15. <https://doi.org/10.3389/fpsyg.2024.1362920>
- Bakker, A. B., Demerouti, E., & Sanz-Vergel, A. I. (2022). Job Demands–Resources Theory: Ten Years Later. *Annual Review of Organizational Psychology and Organizational Behavior*, 10(1), 25. <https://doi.org/10.1146/annurev-orgpsych-120920-053933>
- Bastian, A., & Widodo, W. (2024). Evoking teacher's professional commitment: Exploring interpersonal communication in transmitting emotional intelligence and psychological capital. *Cogent Education*, 11(1), 2418786. <https://doi.org/10.1080/2331186X.2024.2418786>
- Cabahug, A. M., & Pañares, N. C. (2024). Teachers' Psychological Capital, Level of Stress, and Attitude towards Work. *International Journal of Multidisciplinary Research and Analysis*, 7(7), 3347–3354. <https://doi.org/10.47191/ijmra/v7-i07-36>
- Calumno, F. J. V., Yazon, A. D., Tan, C. S., Bando, M. M., & Buenvenida, L. P. (2022). Regression of self-care practices on reducing burnout among public high school teachers of Laguna, Philippines. *Organization and Human Capital Development*, 1(2), 76–90. <https://doi.org/10.31098/orcadev.v1i2.1092>
- Cañoso, M. J. P. (2024). Teachers' motivation, self-efficacy, and competence in teaching in an inclusive classroom. <https://doi.org/10.54476/ioer-imrj/004112>
- Chen, S. (2023). Modeling the effect of loving pedagogy dispositions and teacher self-efficacy on teacher burnout. *Frontiers in Psychology*, 14. <https://doi.org/10.3389/fpsyg.2023.1157324>
- Comon, J., & Corpuz, G. (2024). Teachers' Research Competence and Engagement: Basis for Research Development Plan. *American Journal of Arts and Human Science*, 3(1). DOI: <https://doi.org/10.54536/ajahs.v3i1.2340>
- Creedy, D. K., Sidebotham, M., Gamble, J., Pallant, J., & Fenwick, J. (2017). Prevalence of burnout, depression, anxiety and stress in Australian midwives: A cross-sectional survey. *BMC Pregnancy and Childbirth*, 17, Article 13. <https://doi.org/10.1186/s12884-016-1212-5>
- Cui, L. (2022). The role of teacher–student relationships in predicting teachers' occupational wellbeing, emotional exhaustion, and enthusiasm. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.896813>
- Dela Cruz, J. M. L., & Macalisang, D. S. (2024). The phenomenon of teachers' burnout: Its implication for job satisfaction. *Journal of Interdisciplinary Perspectives*, 2(8).
- Donker, M. H., Erisman, M. C., van Gog, T., & Mainhard, T. (2020). Teachers' emotional exhaustion: Associations with their typical use of and implicit attitudes toward emotion regulation strategies. *Frontiers in Psychology*, 11, 867. <https://doi.org/10.3389/fpsyg.2020.00867>
- Farmer, S. (2022). *MSc in Human Resource Management and Organizational Psychology* [Meistararitgerð, Háskólinn í Reykjavík] Skemman.
- Felisilda, A. U., Labitad, G. F., & Comon, J. D. (2024). Challenges and performance of novice teachers: Basis for school management plan. *American Journal of Arts and Human Science*, 3(4).
- Ibrahim et al., (2021). Psychosocial work environment and teachers' psychological well-being: the moderating role of job control and social support. *Int. J. Environ. Res. Public Health* 18,7308. <https://doi.org/10.3390/ijerph18147308>
- Jain, N. (2023). What is quantitative research design? Definition, types, methods and best practices. *Ideascale*. <https://ideascale.com/blog/quantitative-research-design/>
- Juwita, H. (2022). The effect of workload and job stress on job satisfaction mediated by work motivation. *International Journal of Research in Business and Social Science*, 11(9), 97-106.
- Kaya, A. (2022). Teachers' organizational commitment to internal and external stakeholders of the school. *Participatory Educational Research*, 9(4), 190–212. <http://dx.doi.org/10.17275/per.22.86.9.4>
- Lauermann, F., ten Hagen, I., & Bardach, L. (2021). Do teachers' perceived teaching competence and self-efficacy affect students' academic outcomes? A closer look at student-reported classroom processes and outcomes. *Educational Psychologist*, 56(4), 265-282. <https://doi.org/10.1080/00461520.2021.1991355>
- Lei, M., Alam, G. M., & Bashir, K. (2025). The influence of academic staff job performance on job burnout: the moderating effect of psychological counselling. *Humanities and Social Sciences Communications*, 12(1). <https://doi.org/10.1057/s41599-025-05043-z>
- Leiter, M. P. (2020). Burnout among Swedish school teachers—a cross-sectional analysis. *BMC Public Health* 16, 1–11.
- Li, S. (2023). The effect of teacher self-efficacy, teacher resilience, and emotion regulation on teacher burnout: A mediation model. *Frontiers in Psychology*, 14. <https://doi.org/10.3389/fpsyg.2023.1185079>
- Malquisto, I. R., Casinillo, L. F., & Salabao, A. A. (2023). Evaluating the job satisfaction of high school teachers amid the health crises in Ormoc City, Leyte, Philippines. *Review of Socio-Economic Research and Development Studies*, 7(1), 85–100. <https://doi.org/10.5281/zenodo.10108983>
- Martínez, J. P., Méndez, I., Ruiz-Esteban, C., Fernández-Sogorb, A., & García-Fernández, J. M. (2020). Profiles of burnout, coping strategies and depressive symptomatology. *Frontiers in Psychology*, 11, Article 591. <https://doi.org/10.3389/fpsyg.2020.00591>
- Maslach, C., & Leiter, M. P. (2022). The burnout challenge: Managing people's relationships with their jobs. *Harvard University Press*. ISBN: 9780674251014.
- MTSS Grade Level Team. (2025). <https://www.maine.edu>

- gov/doe/mtss/gravelevelteam
- Mulyani, S., Salameh, A. A., Komariah, A., Timoshin, A., Hashim, N. A. A. N., Fauziah, S. P., Mulyaningsih, M., Ahmad, I., & Mohy Ud Din, S. (2021). Emotional regulation as a remedy for teacher burnout in special schools: Evaluating school climate, teacher's work-life balance and children behavior. *Frontiers in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.655850>
- Munda, N. P., & Gache, M. N. S. (2024). Work-life balance, motivation, and satisfaction as determinants of job commitment. *International Journal of Educational Management and Development Studies*, 5(1), 1–26. <https://doi.org/10.53378/353039>
- Oberes, M. V., & Tan, T. A. G. (2022). Effect of organizational commitment on turnover intention of senior high private school teachers in Cebu City, Philippines. *The Normal Lights*, 16(1), 252–282. <https://doi.org/10.56278/tnl.v16i1.1982>
- Oducado, R. M., Amboy, M. K. Q., Robles, B. R., Rosano, D., Montañó, H. C., Temelo, D. R., Penuela, A. C., Salistre, A., Ramirez, L. M. M., & Tamdang, K. (2024). Demographics and job satisfaction as predictors of mental well-being of Filipino teachers. *IJERI International Journal of Educational Research and Innovation*, 21. <https://doi.org/10.46661/ijeri.8205>
- Pakdee, S., Cheechang, P., Thammanoon, R., Kropet, S., Piya-amornphan, N., Puangsri, P., & Gosselink, R. (2025). Burnout and well-being among higher education teachers: Influencing factors of burnout. *BMC Public Health*, 25, Article 1409. <https://doi.org/10.1186/s12889-025-22602-w>
- Paulines, W. S., & Tantiado, R. C. (2024). Teachers' classroom management and students' performance. *International Journal of Multidisciplinary Research and Analysis*, 7(8). <https://doi.org/10.47191/ijmra/v7-i08-10>
- Portelada, A., Candeias, A., & João, A. L. (2025). Burnout and workplace bullying among teachers across educational levels: A cross-sectional study. *European Journal of Investigation in Health, Psychology and Education*, 15(12). <https://doi.org/10.3390/ejihpe15120255>
- Rachman, M. M. (2022). The impact of motivation on performance: The role of organizational commitment. *Jurnal Manajemen Teori dan Terapan (Journal of Theoretical and Applied Management)*, 15(3), 376–393. <https://doi.org/10.20473/jmtt.v15i3.37848>
- Rajan, D. (2021). Negative impacts of heavy workloads: a comparative study among sanitary workers. *Sociol. Int. J.*, 2(6), 465–474.
- Ramos, D. S., & Galleto, P. G. (2020). The interplay between work-life balance practices and productivity among public secondary school teachers: Basis for guidance and counseling program. *American Journal of Multidisciplinary Research & Development*, 2(3), 45–55.
- Sak, R. (2018). Gender differences in Turkish early childhood teachers' job satisfaction, job burnout and organizational cynicism. *Early Childhood Education Journal*, 46(6), 643–653. <https://doi.org/10.1007/s10643-018-0895-9>
- Salvo-Garrido, S., Cisternas-Salcedo, P., & Polanco-Levicán, K. (2025). Understanding teacher resilience: Keys to well-being and performance in Chilean elementary education. *Behavioral Sciences*, 15(3), 292. <https://doi.org/10.3390/bs15030292>
- Saner, J. G., & Villena, A. C. D. (2024). Teachers' work task motivation, self-efficacy, and effectiveness: Basis for professional development program. <https://doi.org/10.5281/zenodo.13292338>
- Sangcad, N., & Abarquez, C. (2024). Teachers' self-efficacy and their performance. *Psychology and Education: A Multidisciplinary Journal*, 21(6).
- Sanlao, C. D., Buenavidez, E. B., & Baluyos, G. R. (2024). School work environment in relation to teacher motivation and teaching competencies. <https://doi.org/10.62249/jmds.2013.2440>
- Schult, J., Münzer-Schrobdigen, M., & Sparfeldt, J. R. (2014). Belastet, aber hochzufrieden? Arbeitsbelastung von Lehrkräften im Quer- und Längsschnitt. *Zeitschrift für Gesundheitspsychologie*, 22(2), 61–67. <https://doi.org/10.1026/0943-8149/a000114>
- Seville, J. G., & Guhao, E. S., Jr. (2023). Passion for teaching, teacher immediacy behavior, and job satisfaction: A path model on teaching effectiveness among public school teachers. *International Journal of Research Studies in Education*, 12(6), 111–121. <https://doi.org/10.5861/ijrse.2023.50>
- Shu, K. (2022). Teachers' commitment and self-efficacy as predictors of work engagement and well-being. *Frontiers in Psychology*, 13, 850204. <https://doi.org/10.3389/fpsyg.2022.850204>
- Silva, J. P., & Fischer, F. M. (2020). Understudied school teachers' work/life balance and everyday life typologies. *Chronobiology International*, 37(9–10), 1513–1515. <https://doi.org/10.1080/07420528.2020.1808010>
- Skaalvik, E. M., & Skaalvik, S. (2021). Teacher burnout: Relations between dimensions of burnout, perceived school context, job satisfaction and motivation for teaching. A longitudinal study. *Teachers and Teaching*, 26(7–8), 602–616. <https://doi.org/10.1080/13540602.2021.1913404>
- Toropova, A., Myrberg, E., & Johansson, S. (2021). Teacher job satisfaction: The importance of school working conditions and teacher characteristics. *Educational Review*, 73(1), 71–97. <https://doi.org/10.1080/00131911.2019.1705247>
- Wang, X., Yang, L. L., Chen, K. C., & Zheng, Y. (2024). Understanding teacher emotional exhaustion: Exploring the role of teaching motivation, perceived autonomy, and teacher–student relationships. *Frontiers in Psychology*, 14. <https://doi.org/10.3389/fpsyg.2023.1342598>