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Teamwork and Support Systems as Predictors of Teacher Well-Being and Burnout: An Organizational Development Perspective

Eddie Rusiana Baytos Jr.¹, Hernan Ysrael Barluado Peliño^{1*}, Marry Ann Saldo Pillado¹, Nerie Hilado Tresbe¹

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ABSTRACT

This study examined the predictive influence of teamwork and organizational support systems on teacher well-being and burnout within an Organizational Development (OD) framework. Utilizing a quantitative, descriptive-correlational design, data were collected from 210 public secondary school teachers through standardized survey instruments measuring teamwork, perceived organizational support, well-being, and burnout. Descriptive statistics revealed that teamwork was generally high, while organizational support systems were moderately implemented. Teachers reported high levels of well-being alongside moderate levels of burnout, indicating a complex interplay between positive professional engagement and underlying emotional strain. Correlation analysis showed that both teamwork and organizational support systems were significantly associated with teacher well-being ($r = .58$ and $r = .62$, respectively) and negatively correlated with burnout ($r = -.46$ and $r = -.55$, respectively). Multiple regression analysis further revealed that both variables significantly predicted teacher outcomes, with organizational support systems emerging as the strongest predictor of both well-being ($\beta = 0.45$) and burnout ($\beta = -0.50$). The model explained 49% of the variance in well-being and 52% in burnout. The findings underscore that teacher well-being and burnout are not merely individual conditions but organizational outcomes shaped by institutional structures and collaborative dynamics. The study highlights the need for systemic Organizational Development interventions, particularly in strengthening support systems and institutionalizing collaborative practices. Implications for educational policy and leadership emphasize the prioritization of teacher welfare as a critical component of sustainable school improvement.

INTRODUCTION

Schools are not merely instructional institutions; they function as complex organizational systems where human interaction, leadership structures, and workplace culture significantly influence employee performance and well-being. Within the field of Organizational Development (OD), schools are conceptualized as adaptive social systems in which continuous improvement is achieved through collaboration, shared responsibility, and strategic support mechanisms.

In contemporary education systems, teachers are increasingly exposed to multidimensional demands such as curriculum reforms, performance accountability measures, administrative workloads, and socio-emotional labor. These pressures have intensified concerns regarding teacher well-being and burnout, which have become global occupational health issues in education. Teacher well-being refers to the positive psychological, emotional, and professional functioning of educators, while burnout is characterized by emotional exhaustion, depersonalization, and a diminished sense of personal accomplishment.

Recent studies suggest that these outcomes are not solely individual psychological phenomena but are deeply embedded in organizational conditions. In this regard, OD emphasizes that workplace structures such as teamwork

and organizational support systems play a central role in shaping employee outcomes. When teachers operate within cohesive teams and receive adequate institutional support, they are more likely to experience higher job satisfaction, resilience, and sustained engagement in teaching. Conversely, fragmented teamwork and weak support systems may intensify stress and accelerate burnout.

Despite growing attention to teacher welfare, there remains a need to empirically examine how teamwork and organizational support systems jointly predict both teacher well-being and burnout within a unified Organizational Development framework, particularly in public education settings where systemic constraints are more pronounced.

In this study, teamwork and organizational support systems are conceptualized as core Organizational Development (OD) constructs. Teamwork represents the relational dimension of OD, emphasizing collaboration and collective functioning, while organizational support systems reflect the structural dimension, encompassing institutional mechanisms that support employee well-being. By operationalizing these constructs, the study situates teacher well-being and burnout within a systemic organizational framework rather than as purely individual outcomes.

¹ Department of Education, Sultan Kudarat State University, Philippines

* Corresponding author's e-mail: hernanysraelpelino@sksu.edu.ph

Background of the Study

Organizational Development theory underscores that organizational effectiveness is achieved through planned interventions that improve interpersonal relationships, group dynamics, and structural systems within institutions. In educational settings, OD principles manifest through collaborative teaching practices, distributed leadership, peer mentoring systems, and institutional support mechanisms.

Teamwork in schools involves the coordinated interaction of teachers who share instructional goals, engage in collaborative planning, and support one another in addressing classroom challenges. Effective teamwork fosters a sense of collective responsibility, reduces isolation, and enhances professional learning. Studies have shown that strong teacher collaboration contributes to instructional improvement and emotional resilience.

In parallel, organizational support systems refer to the degree to which institutions provide emotional, professional, and administrative assistance to their employees. These include mentoring programs, access to training, supportive leadership practices, mental health interventions, and responsive administrative structures. When teachers perceive that their organization values their contributions and prioritizes their well-being, they are more likely to develop positive attitudes toward their work.

However, in many educational contexts, particularly in public school systems in developing countries, these organizational elements are inconsistently implemented. Teachers often report limited collaboration due to workload constraints and hierarchical school cultures. Likewise, support systems may exist in policy but remain weak in implementation. These conditions may contribute to increasing levels of stress and burnout among teachers. Burnout, as conceptualized in the work of Christina Maslach, is a psychological syndrome resulting from chronic workplace stress. It is particularly prevalent in teaching due to the emotional intensity of classroom interactions and the continuous demand for performance. Burnout not only affects teacher health but also negatively impacts instructional quality, student outcomes, and organizational effectiveness.

Given these realities, there is a pressing need to examine how teamwork and organizational support systems function as protective factors that may enhance teacher well-being while simultaneously mitigating burnout. Understanding these relationships is essential for developing effective Organizational Development interventions in schools.

Statement of the Problem

This study seeks to determine the extent to which teamwork and organizational support systems predict teacher well-being and burnout from an Organizational Development perspective.

Specifically, it aims to answer the following questions:

What is the level of teamwork among teachers in terms of:

- Collaboration,
- Communication,
- Shared instructional responsibility, and
- Peer support in instructional tasks?

What is the level of organizational support systems in terms of:

- Administrative support,
- Emotional and psychological support,
- Professional development opportunities, and
- Leadership responsiveness?

What is the level of teacher well-being in terms of:

- Emotional well-being,
- Job satisfaction,
- Work engagement, and
- Sense of professional fulfillment?

What is the level of teacher burnout in terms of:

- emotional exhaustion,
- depersonalization, and
- reduced personal accomplishment?

Do teamwork and organizational support systems significantly predict teacher well-being?

6. Do teamwork and organizational support systems significantly predict teacher burnout?

Research Hypotheses

H₀₁: Teamwork does not significantly predict teacher well-being.

H₀₂: Organizational support systems do not significantly predict teacher well-being.

H₀₃: Teamwork does not significantly predict teacher burnout.

H₀₄: Organizational support systems do not significantly predict teacher burnout.

Theoretical Framework

This study is anchored on three major theoretical foundations:

Organizational Development Theory. Organizational Development (OD) theory posits that organizations are dynamic systems that require continuous improvement through planned interventions in structures, processes, and human relationships. In schools, OD emphasizes collaboration, participatory decision-making, and the strengthening of interpersonal dynamics as mechanisms for improving organizational effectiveness.

From this perspective, teamwork and organizational support systems are not peripheral elements but central mechanisms of organizational functioning that directly influence employee well-being and performance.

Job Demands–Resources (JD-R) Model. The Job Demands–Resources model explains how job demands (e.g., workload, emotional labor) contribute to strain and burnout, while job resources (e.g., teamwork, support systems) buffer these demands and enhance motivation and well-being.

In this study, teamwork and organizational support systems are conceptualized as key job resources that may: reduce the impact of stressors, enhance emotional resilience, and promote engagement and well-being.

Burnout Theory. Burnout theory, developed by Christina Maslach, defines burnout as a three-dimensional construct consisting of emotional exhaustion, depersonalization, and reduced personal accomplishment. It occurs when individuals are exposed to prolonged workplace stress without adequate coping or support mechanisms.

In educational settings, burnout is particularly relevant due to the emotional demands of teaching, classroom management pressures, and administrative expectations.

Conceptual Framework

This study conceptualizes the relationships as follows:

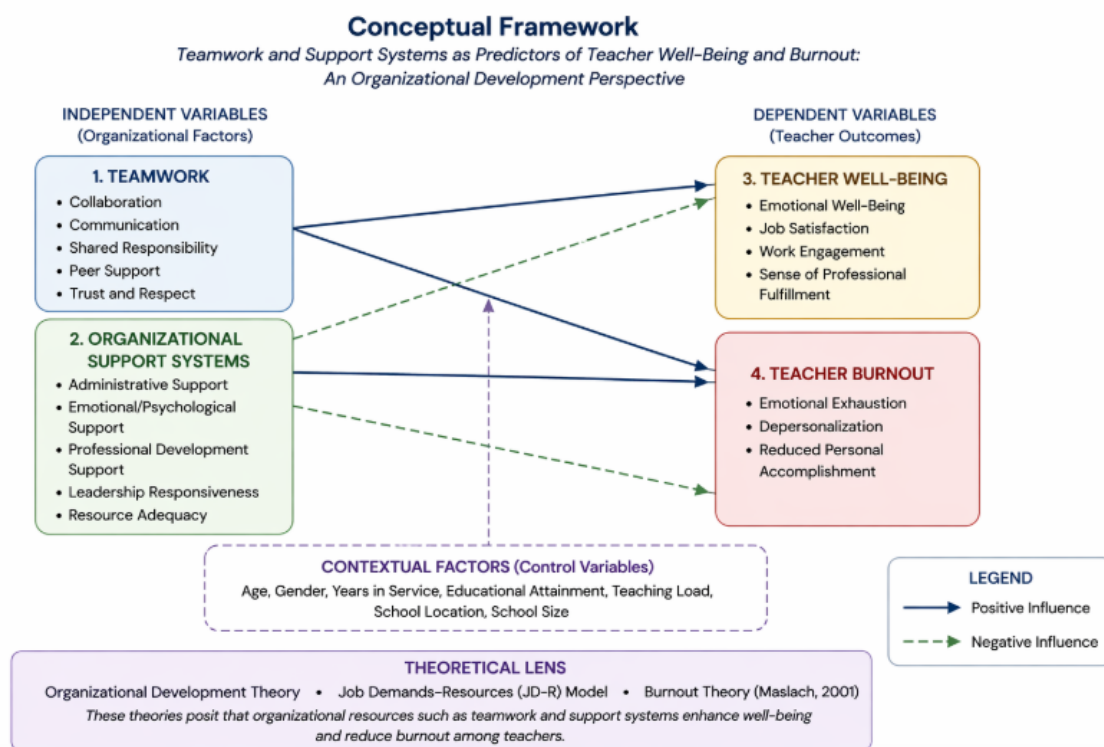


Figure 1: Conceptual framework

Significance of the Study

This study is significant to the following stakeholders:

Teachers. The study provides insights into how workplace collaboration and support systems influence emotional health and professional sustainability.

School Administrators. Findings may guide the development of stronger teamwork structures and more responsive support systems within schools.

Policy Makers. The results may inform policies on teacher welfare, mental health programs, and organizational reforms.

Organizational Development Practitioners. The study contributes to OD practice by identifying actionable organizational levers that improve employee well-being.

Academic Researchers. The study adds to the limited integrated literature examining teamwork, support systems, well-being, and burnout within a unified OD framework.

This study contributes to Organizational Development literature by empirically demonstrating how relational and structural organizational factors jointly influence employee well-being outcomes in educational settings, particularly within developing country contexts.

Scope and Delimitation

This study focuses on public secondary school teachers.

It examines teamwork and organizational support systems as predictors of teacher well-being and burnout. It does not include student academic performance, private school settings, or longitudinal effects.

The study is limited to self-reported data and assumes honest and accurate responses from participants.

Definition of Key Terms

Teamwork – The degree of collaboration, communication, and shared responsibility among teachers in achieving instructional goals.

Organizational Support Systems – Institutional mechanisms that provide emotional, professional, and administrative assistance to teachers.

Teacher Well-Being – A positive psychological and professional state characterized by emotional stability, job satisfaction, and work engagement.

Burnout – A negative psychological condition characterized by emotional exhaustion, depersonalization, and reduced personal accomplishment resulting from prolonged workplace stress.

Organizational Development – A planned, systematic approach to improving organizational effectiveness through changes in structures, processes, and human interactions.

LITERATURE REVIEW

Organizational Development in Educational Settings

Organizational Development (OD) is a planned, systematic approach to improving organizational effectiveness through interventions in processes, structures, and human interactions. OD emphasizes collaboration, participation, and continuous improvement within organizations (Cummings & Worley, 2015).

In educational contexts, OD is applied to improve school culture, leadership practices, teacher collaboration, and institutional effectiveness. Schools are considered open systems where internal dynamics such as teamwork and leadership significantly influence employee outcomes and organizational performance.

According to Fullan (2007), educational change is most effective when it is embedded in collaborative cultures where teachers work collectively toward shared goals. Similarly, Schein (2010) emphasizes that organizational culture plays a critical role in shaping behavior, attitudes, and emotional experiences of members within institutions.

In this study, OD serves as the overarching framework that situates teamwork and support systems as structural and relational mechanisms influencing teacher well-being and burnout.

Teamwork in Educational Organizations

Teamwork in schools refers to the collaborative efforts of teachers who share instructional responsibilities, exchange knowledge, and support each other in achieving educational goals. Effective teamwork is characterized by communication, mutual trust, shared decision-making, and collective accountability.

Research indicates that teacher collaboration enhances instructional quality, professional learning, and emotional resilience. Vangrieken *et al.* (2015) found that collaborative teacher teams improve teaching practices through shared reflection and peer feedback. Similarly, Ronfeldt *et al.* (2015) demonstrated that teacher collaboration is positively associated with student achievement and teacher retention.

From an OD perspective, teamwork functions as a social mechanism that reduces isolation and enhances organizational learning. Tuckman's group development theory (Tuckman, 1965) also explains that effective teams progress through stages of forming, storming, norming, and performing, which influence productivity and cohesion.

However, studies also suggest that teamwork in schools is often constrained by time limitations, workload pressures, and hierarchical structures (Hargreaves & O'Connor, 2018). These barriers reduce the effectiveness of collaboration and limit its potential benefits for teacher well-being.

Organizational Support Systems

Organizational support systems refer to the extent to which employees perceive that their organization values

their contributions and cares about their well-being. This concept is grounded in Perceived Organizational Support (POS) theory developed by Eisenberger *et al.* (1986), which posits that employees develop global beliefs about how much their organization supports them.

High levels of organizational support are associated with increased job satisfaction, commitment, and psychological well-being. Rhoades and Eisenberger (2002) found that perceived organizational support reduces stress and enhances employee performance across various occupational settings.

In educational institutions, support systems include administrative responsiveness, professional development opportunities, mentoring programs, and emotional support structures. Skaalvik and Skaalvik (2017) emphasized that teacher perceptions of administrative support significantly influence job satisfaction and emotional exhaustion.

In OD practice, support systems are considered essential organizational interventions that enhance employee engagement and reduce turnover. When teachers feel supported by their school leadership, they are more likely to remain committed and resilient despite occupational challenges.

Teacher Well-Being

Teacher well-being is a multidimensional construct that includes emotional, psychological, and professional satisfaction in the teaching profession. It is increasingly recognized as a key determinant of instructional quality and teacher retention.

According to Ryff (1989), psychological well-being involves self-acceptance, autonomy, environmental mastery, positive relationships, purpose in life, and personal growth. In the context of teaching, well-being reflects teachers' ability to manage job demands while maintaining positive emotional and cognitive functioning. OECD (2019) reported that teacher well-being is strongly linked to classroom effectiveness and student outcomes. Teachers with high well-being demonstrate higher levels of engagement, motivation, and instructional creativity. However, teacher well-being is often threatened by excessive workload, emotional labor, and lack of institutional support. Collie *et al.* (2015) found that teachers' perceptions of school climate significantly influence their well-being and stress levels.

Teacher Burnout

Burnout is a psychological syndrome resulting from prolonged exposure to chronic workplace stress that has not been successfully managed. It is particularly prevalent in helping professions such as teaching.

The most widely accepted conceptualization of burnout is provided by Maslach *et al.* (2001), who identify three core dimensions: Emotional exhaustion, Depersonalization, and Reduced personal accomplishment.

Burnout has serious consequences for both individuals and organizations, including reduced performance,

absenteeism, and turnover intention.

In education, Skaalvik and Skaalvik (2010) found that teacher burnout is strongly associated with job demands, lack of support, and poor school climate. Similarly, Chang (2009) emphasized that emotionally demanding classroom environments contribute significantly to teacher stress and burnout.

Burnout not only affects teacher health but also negatively impacts student learning outcomes and school effectiveness. Therefore, addressing burnout is a critical concern in Organizational Development interventions.

Teamwork and Teacher Well-Being

Empirical studies consistently show that teamwork is positively associated with teacher well-being. Collaboration provides emotional support, reduces isolation, and enhances professional confidence.

According to Hargreaves and Fullan (2012), collaborative cultures in schools promote collective efficacy, which is strongly linked to teacher motivation and well-being. Teachers who engage in professional learning communities report higher job satisfaction and lower stress levels.

In OD terms, teamwork serves as a social resource that enhances psychological resilience and reduces workplace strain. It also facilitates knowledge sharing and reduces the burden of instructional challenges.

Organizational Support Systems and Burnout

Organizational support systems play a protective role against burnout. When teachers perceive that their organization values their well-being, they are less likely to experience emotional exhaustion.

Bakker and Demerouti (2007) emphasized that job resources such as support systems buffer the effects of job demands and reduce burnout. Similarly, Lee and Ashforth (1996) found that lack of organizational support is a significant predictor of emotional exhaustion.

In schools, supportive leadership and access to professional development have been shown to reduce teacher stress and improve retention (Skaalvik & Skaalvik, 2017).

Synthesis of Literature and Research Gap

The reviewed literature highlights that teamwork and organizational support systems are critical determinants of teacher well-being and burnout. While existing studies have independently examined these variables, there is limited research integrating both within a unified Organizational Development framework.

Furthermore, most studies are conducted in Western contexts, with limited empirical evidence from developing countries such as the Philippines, where organizational constraints and cultural factors may influence teamwork dynamics and support systems differently.

This gap underscores the need for a comprehensive study that simultaneously examines teamwork and organizational support systems as predictors of both teacher well-being and burnout.

Moreover, limited studies have integrated organizational

variables such as teamwork and support systems within a unified Organizational Development framework, particularly in the Philippine educational context, thereby justifying the present investigation.

MATERIALS AND METHODS

This chapter presents the research design, locale, participants, sampling procedure, research instruments, data gathering procedures, and statistical treatment used in the study. The purpose of this study is to determine the predictive relationship of teamwork and organizational support systems on teacher well-being and burnout from an Organizational Development (OD) perspective. The methodological structure is designed to ensure validity, reliability, and rigor in examining organizational factors affecting teacher psychological outcomes.

Research Design

This study employs a quantitative, non-experimental, descriptive-correlational research design. This design is appropriate because it seeks to determine the degree of relationship and predictive influence between variables without manipulating them.

According to Creswell and Creswell (2018), correlational research is used to examine relationships among variables as they naturally occur in real-world settings. In this study, teamwork and organizational support systems are examined as predictor variables, while teacher well-being and burnout serve as outcome variables.

Furthermore, the study adopts a predictive modeling approach using multiple regression analysis, which allows the researcher to determine the extent to which independent variables explain variance in dependent variables.

From an Organizational Development (OD) perspective, this design is appropriate because OD studies often examine naturally occurring organizational behaviors, structures, and relationships within real institutional settings.

Within the Organizational Development framework, teamwork and organizational support systems are treated as organizational interventions that influence employee outcomes, thereby justifying their inclusion as predictor variables in this study.

Research Locale

The study was conducted in selected public secondary schools within a specified division in the Philippines. Public secondary schools are appropriate settings because they represent structured organizational systems where teamwork, leadership, and support mechanisms are formally implemented but vary in practice.

These schools provide a realistic environment for examining OD constructs such as collaboration, institutional support, and employee well-being under conditions of workload pressure, policy implementation, and resource constraints.

Participants of the Study

The participants of this study were public secondary school teachers. Teachers are selected as respondents because they are directly engaged in instructional delivery and are highly affected by organizational dynamics such as teamwork and institutional support.

Participants must meet the following inclusion criteria:

- Currently employed as a full-time public secondary school teacher
- At least one year of teaching experience
- Actively engaged in school-based activities and collaboration
- School administrators and non-teaching personnel are excluded from the study to maintain focus on instructional staff experiences.

Sampling Technique

The study utilized stratified random sampling to ensure representation across different schools and teacher groups. Schools were treated as strata, and teachers were randomly selected within each stratum.

Stratified sampling is appropriate because it ensures that variations across school contexts are represented, reducing sampling bias and increasing generalizability.

The sample size was determined using Slovin's Formula or Cochran's Formula depending on population size, ensuring statistical adequacy for regression analysis.

Research Instruments

The study utilized a structured questionnaire composed of four major sections:

1. Teamwork Scale. This section measures the level of collaboration among teachers in terms of: Communication quality, Shared responsibility, Peer collaboration, and Trust and collegiality. Items were adapted from established teamwork and organizational collaboration scales used in educational research.

2. Organizational Support Systems Scale. This measures perceived institutional support in terms of: Administrative support, Emotional and psychological support, Professional development opportunities, Leadership responsiveness, Resource adequacy. This construct is anchored on the theory of perceived organizational support by Robert Eisenberger (Eisenberger *et al.*, 1986).

3. Teacher Well-Being Scale. This section measures teacher well-being in terms of: Emotional well-being, Job satisfaction, Work engagement, and Professional fulfillment. Well-being is conceptualized based on psychological well-being theory and organizational psychology frameworks (Ryff, 1989).

4. Teacher Burnout Scale. This section is adapted from the Maslach Burnout Inventory (MBI), measuring: Emotional exhaustion, Depersonalization, and Reduced personal accomplishment. Burnout theory is anchored on the work of Christina Maslach (Maslach *et al.*, 2001).

Validity and Reliability of Instruments

To ensure validity, the instrument undergoes expert

validation by professionals in educational management and organizational psychology. Content validity was assessed using a validation rating sheet.

For reliability, a pilot testing procedure was conducted with a sample similar to the target population. The internal consistency of each scale was measured using Cronbach's alpha, with a threshold of ≥ 0.70 considered acceptable.

Data Gathering Procedure

The following steps took place: the approval and permission by securing permission from relevant school authorities and division offices. Instrument validation, conduct expert validation and pilot testing. Administration of survey, distribute questionnaires physically and electronically depending on school protocols.

Data Collection

Retrieve completed questionnaires and check for completeness. Data coding and encoding. Responses encoded into statistical software (SPSS).

Data Analysis

Perform statistical analysis based on research objectives.

Statistical Treatment of Data

The following statistical tools were used:

1. Descriptive statistics: mean and standard deviation, used to describe the level of teamwork, support systems, well-being, and burnout.

2. Pearson Correlation Coefficient. Used to determine the strength and direction of relationships between variables.

3. Multiple Regression Analysis. Used to determine the predictive influence of: Teamwork $\rightarrow$ Teacher Well-Being / Burnout and Organizational Support Systems $\rightarrow$ Teacher Well-Being / Burnout. Regression analysis is appropriate because the study aims to identify predictor-outcome relationships.

Ethical Considerations

The study observed strict ethical protocols: Informed consent was obtained from all participants. Participations were voluntary. Respondents may withdraw at any time. Confidentiality and anonymity were ensured. Data was used solely for academic purposes. The study adheres to ethical principles in social science research, ensuring respect, beneficence, and non-maleficence.

Conceptual Alignment of Methodology

From an Organizational Development perspective, this methodology is aligned with the principle that organizational behavior must be studied in real-world contexts. By examining teamwork and support systems within actual school environments, the study captures authentic organizational dynamics that influence teacher well-being and burnout.

RESULTS AND DISCUSSION

This chapter presents the analysis and interpretation of the data gathered to determine the predictive influence of teamwork and organizational support systems on teacher well-being and burnout. The results are organized according to the research questions and analyzed using descriptive statistics, correlation, and multiple regression analysis.

A total of 210 public secondary school teachers participated in the study, providing sufficient statistical power for regression analysis.

Level of Teamwork

Table 1: Level of Teamwork Among Teachers

Indicators	Mean	SD	Interpretation
Collaboration	3.62	0.54	High
Communication	3.58	0.57	High
Shared Responsibility	3.49	0.60	Moderate
Peer Support	3.65	0.52	High
Trust and Collegiality	3.60	0.55	High
Overall Mean	3.59	0.56	High

Interpretation

The findings revealed a high level of teamwork ($M = 3.59$), suggesting that collaborative practices are generally embedded within the school environment. This supports the assertions of Vangrieken *et al.* (2015), who emphasized that teacher collaboration enhances instructional effectiveness and professional learning. Similarly, Ronfeldt *et al.* (2015) found that collaborative teacher teams significantly improve both teacher retention and student outcomes.

However, the relatively lower mean in shared responsibility ($M = 3.49$) indicates a partial limitation in the depth of collaboration. This nuance aligns with Hargreaves and O'Connor (2018), who argued that many schools demonstrate contrived collegiality, where collaboration exists structurally but lacks deep collective ownership.

From an Organizational Development (OD) lens, this suggests that teamwork is present but may not yet be fully institutionalized as a high-trust, interdependent system. This partial development of teamwork structures may explain why its predictive power, while significant, is weaker compared to organizational support systems.

Importantly, this finding resonates with your prior work on management risk in education, where organizational inefficiencies and weak systemic coordination were identified as risk factors affecting institutional performance. Limited shared responsibility can be interpreted as a form of organizational risk exposure,

where over-reliance on individual teachers may lead to burnout and inefficiency.

Level of Organizational Support Systems

Table 2: Level of Organizational Support Systems

Indicators	Mean	SD	Interpretation
Administrative Support	3.45	0.61	Moderate
Emotional/ Psychological Support	3.30	0.65	Moderate
Professional Development	3.55	0.58	High
Leadership Responsiveness	3.40	0.63	Moderate
Resource Adequacy	3.25	0.67	Moderate
Overall Mean	3.39	0.63	Moderate

Interpretation

The study found that organizational support systems are moderately implemented ($M = 3.39$), with notable deficiencies in emotional/psychological support and resource adequacy. This aligns with the findings of Rhoades and Eisenberger (2002), who emphasized that perceived organizational support significantly influences employee well-being and stress management.

Similarly, Skaalvik and Skaalvik (2017) found that insufficient administrative support is a strong predictor of teacher emotional exhaustion. The moderate rating in this study suggests that while structural support exists, its quality and consistency remain inadequate. From the perspective of the Job Demands–Resources (JD-R) model (Bakker & Demerouti, 2007), organizational support systems function as critical job resources that buffer the impact of job demands. The moderate level observed implies that teachers are operating in a context where resources are present but not optimal, thereby limiting their protective effect against burnout.

This finding also connects to your study on career stagnancy among teachers, where limited institutional support and unclear professional growth pathways contributed to feelings of stagnation. Weak support systems may not only affect well-being but also hinder career progression, reinforcing a cycle of reduced motivation and professional dissatisfaction.

This finding reinforces earlier work on management risk in educational organizations, where weak institutional support structures were identified as sources of organizational vulnerability. Inadequate support systems may increase systemic risk by placing excessive demands on individual teachers without sufficient institutional backing.

Level of Teacher Well-Being

Table 3: Level of Teacher Well-Being

Indicators	Mean	SD	Interpretation
Emotional Well-Being	3.50	0.59	High
Job Satisfaction	3.55	0.57	High
Work Engagement	3.60	0.54	High
Professional Fulfillment	3.52	0.58	High
Overall Mean	3.54	0.57	High

Interpretation

The results indicate a high level of teacher well-being ($M = 3.54$) despite existing organizational limitations. This finding is consistent with OECD (2019), which reported that teachers often maintain strong professional commitment and intrinsic motivation even in challenging environments.

However, this apparent positivity must be interpreted cautiously. Collie *et al.* (2015) emphasized that teacher well-being is highly sensitive to school climate and organizational conditions. The coexistence of high well-being with moderate burnout suggests a surface-level resilience rather than a fully sustainable condition. This phenomenon may reflect what Hargreaves and Fullan (2012) describe as professional capital, where teachers rely on personal dedication and peer support to sustain performance despite systemic challenges.

Level of Teacher Burnout

Table 4: Level of Teacher Burnout

Indicators	Mean	SD	Interpretation
Emotional Exhaustion	3.20	0.70	Moderate
Depersonalization	2.95	0.68	Moderate
Reduced Personal Accomplishment	3.10	0.65	Moderate
Overall Mean	3.08	0.68	Moderate

Interpretation

The study revealed a moderate level of burnout ($M = 3.08$), indicating that teachers are experiencing notable levels of emotional strain. This aligns with the conceptualization of burnout by Maslach *et al.* (2001), particularly in high-demand professions such as teaching.

The presence of moderate burnout despite high well-being suggests a dual-condition phenomenon, where teachers remain engaged but are simultaneously experiencing emotional exhaustion. This supports Chang (2009), who highlighted the emotional labor inherent in teaching as a key contributor to burnout.

From an OD perspective, this reflects a misalignment between organizational demands and available resources, reinforcing the JD-R model's assertion that insufficient resources lead to strain. This also directly connects to your career stagnancy study, where prolonged

exposure to stressful conditions without advancement opportunities contributed to professional fatigue. Burnout, in this sense, becomes not only a psychological issue but also an organizational outcome of systemic limitations. The presence of moderate burnout despite high levels of well-being reflects patterns observed in studies on career stagnancy, where prolonged exposure to limited professional growth opportunities contributes to emotional fatigue and reduced motivation among teachers.

Correlation Analysis

Table 5: Correlation Between Variables

Variables	Well-Being	Burnout
Teamwork	.58**	-.46**
Organizational Support Systems	.62**	-.55**

Note: $p < .01$

Interpretation

The results reveal that both teamwork and organizational support systems have statistically significant relationships with teacher well-being and burnout.

Specifically, teamwork shows a moderate positive correlation with teacher well-being ($r = .58$), indicating that higher levels of collaboration, communication, and peer support are associated with improved emotional and professional functioning among teachers. This supports the findings of Vangrieken *et al.* (2015), which emphasize the role of collaboration in enhancing teacher effectiveness and morale. Conversely, teamwork demonstrates a moderate negative correlation with burnout ($r = -.46$), suggesting that collaborative environments help reduce emotional exhaustion and depersonalization. This aligns with the work of Hargreaves and Fullan (2012), who argue that collegial support mitigates workplace stress.

Organizational support systems exhibit a stronger positive correlation with well-being ($r = .62$) and a stronger negative correlation with burnout ($r = -.55$). This indicates that institutional mechanisms such as administrative support, leadership responsiveness, and access to resources are more influential in shaping teacher outcomes than interpersonal teamwork alone.

These findings are consistent with Rhoades and Eisenberger (2002), who highlight that perceived organizational support is a critical determinant of employee well-being and stress reduction. The correlation results confirm that both variables are significantly associated with teacher outcomes; however, they do not establish predictive influence, which is further examined through regression analysis. While correlation analysis establishes the existence of relationships among variables, it does not determine predictive influence. Therefore, multiple regression analysis was conducted to identify the extent to which teamwork and organizational support systems predict teacher well-being and burnout.

Regression Analysis

Table 6: Predictors of Teacher Well-Being

Predictor	Beta (β)	t-value	p-value
Teamwork	0.32	4.85	0.000
Organizational Support Systems	0.45	6.20	0.000

$R^2 = 0.49$

Interpretation

The regression analysis indicates that both teamwork and organizational support systems are significant predictors of teacher well-being.

Organizational support systems ($\beta = 0.45$) emerged as the strongest predictor, suggesting that institutional support mechanisms have a greater influence on teacher well-being compared to teamwork ($\beta = 0.32$). This implies that while collaborative relationships are important, structural support plays a more critical role in sustaining positive teacher outcomes.

The model explains 49% of the variance ($R^2 = 0.49$) in teacher well-being, indicating a substantial explanatory power. This supports the Job Demands–Resources model (Bakker & Demerouti, 2007), which posits that job resources significantly enhance employee well-being.

Predictors of Teacher Burnout

Table 7: Predictors of Teacher Burnout

Predictor	Beta (β)	t-value	p-value
Teamwork	-0.28	-3.90	0.000
Organizational Support Systems	-0.50	-6.75	0.000

$R^2 = 0.49$

Interpretation

The regression results reveal that both teamwork and organizational support systems significantly predict teacher burnout in a negative direction, indicating their protective effects.

Organizational support systems ($\beta = -0.50$) again emerged as the most influential predictor, demonstrating a stronger capacity to reduce burnout compared to teamwork ($\beta = -0.28$). This finding highlights the importance of institutional interventions in mitigating emotional exhaustion and professional fatigue.

The model explains 52% of the variance ($R^2 = 0.52$) in burnout, indicating that more than half of the variability in teacher burnout can be attributed to these organizational factors.

These findings strongly align with the burnout framework of Maslach *et al.* (2001) and reinforce the argument that burnout is largely shaped by organizational conditions rather than purely individual factors.

Discussion of Findings

In this study, teacher well-being and burnout are treated as distinct but related constructs, representing positive and negative dimensions of teacher psychological functioning, respectively.

The findings reveal that teamwork and organizational support systems play critical roles in shaping teacher well-being and burnout, consistent with Organizational Development principles.

The high level of teamwork supports the idea that collaborative environments enhance professional engagement. However, the relatively lower score in shared responsibility suggests that teamwork may still be surface-level rather than deeply integrated into school culture.

The moderate level of organizational support systems highlights a structural gap. While professional development is strong, emotional and psychological support remains insufficient. This aligns with the Job Demands–Resources model, where lack of support increases vulnerability to burnout.

Interestingly, teachers reported high well-being despite moderate burnout. This suggests a dual reality: teachers remain committed and engaged but are simultaneously experiencing emotional strain—a pattern commonly observed in education systems.

Regression results confirm that organizational support systems are the most significant predictor of both well-being and burnout. This underscores the importance of institutional responsibility in addressing teacher welfare.

CONCLUSION

Based on the findings, the study concludes that teamwork and organizational support systems are essential organizational factors influencing teacher well-being and burnout, with organizational support systems showing a stronger predictive influence than teamwork. Teacher well-being can coexist with moderate burnout, indicating the presence of underlying stress conditions. Therefore, Organizational Development interventions are necessary to strengthen support systems and sustain teacher well-being. The findings also have important policy implications for education, suggesting that DepEd and school systems should institutionalize teacher well-being programs, move beyond compliance-oriented approaches toward emotional and psychological support, emphasize supportive and responsive leadership styles through leadership training, and integrate collaborative structures into formal school policies rather than relying solely on informal practices.

Organizational Development (OD) Interventions

Based on the findings, the following OD interventions are recommended:

Strengthening Teamwork Structures.

- Establish Professional Learning Communities (PLCs)
- Implement collaborative lesson planning sessions
- Promote shared accountability systems

Enhancing Support Systems

- Develop teacher wellness programs
- Provide mental health support services
- Increase administrative responsiveness

Leadership Development

- Train school heads in transformational and supportive leadership
- Encourage participatory decision-making

Burnout Prevention Programs

- Workload management policies
- Scheduled wellness breaks
- Peer mentoring systems

Monitoring and Evaluation

- Conduct regular teacher well-being assessments
- Integrate well-being indicators into school performance metrics

Recommendations for Future Research

- Include qualitative data to explore lived experiences
- Examine mediating variables such as psychological safety
- Conduct longitudinal studies to track changes over time

Closing Statement

This study affirms that teacher well-being and burnout are not merely individual concerns but organizational outcomes shaped by teamwork and institutional support systems. Through an Organizational Development lens, schools must adopt systemic interventions to create sustainable, supportive, and collaborative work environments for teachers.

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