

Teacher Stress and Burnout in Basic Education: The Role of Administrative Support

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ABSTRACT

Teacher well-being and burnout pose an ongoing threat to learning quality, teacher retention and overall school effectiveness. Higher levels of work-related burnout were significantly associated with lower psychological wellbeing. The research studied how teachers experience stress and burnout when they receive different levels of administrative support at basic education schools which operate in Toledo City Division of Cebu during the academic year 2025–2026. The study examined essential teacher characteristics which included their age and gender, educational background, teaching experience and current teaching assignments. The researcher used a quantitative descriptive-correlational research method to collect data from 42 teachers through their completion of Likert-scale survey questionnaires. The results found that teacher experienced moderate stress, which affected their workload and time management abilities, and they also showed moderate emotional exhaustion, low depersonalization, and high personal accomplishment. The administrative staff members offered help to teachers at a level that people considered to be moderate. The research discovered that stress levels showed a strong positive link to burnout development, whereas neither stress nor burnout showed any connection to how administrative staff members provided support. The research results showed that teachers maintain their resilience while ongoing stress leads to burnout development, which occurs even when teachers receive administrative support. The results provide strong guidance to develop T.H.R.I.V.E.: Teacher Well-Being and Burnout Prevention Action Plan, which uses targeted workload management strategies and stress reduction interventions, and structured wellness support systems to help teachers build resilience and sustain their professional well-being.

Keywords— Administration and Supervision, Administrative Support, Stress, Burnout, Descriptive-Correlational, Toledo City

INTRODUCTION

Teacher well-being and burnout pose ongoing threats to teaching quality, teacher retention, and overall school effectiveness, both globally and in the Philippines. In a study among Filipino public school teachers found that higher levels of work-related burnout were significantly associated with lower psychological well-being, indicating that burnout directly undermines teachers' mental health and overall capacity to perform effectively in the classroom (Orines et al., 2023).

International studies report similar trends. Agyapong et.al. (2022) in Canada, found out that burnout prevalence ranged from 25.1 % to 74 %, stress from 8.3 % to 87.1 %, anxiety from 38 % to 41.2 %, and depression from 4 % to 77 %. Factors associated with these conditions included socio-demographic factors, organizational and work-related factors. In China, a cross-sectional study reported that 74.5 % of teachers experienced burnout, with 19.3 % reporting anxiety and 34.7 % reporting depression (He et al., 2025). Similarly, Shah et al. (2024) in Malaysia, found that work-life balance, workload, and work environment were significant predictors of teacher burnout, with higher workloads increasing burnout and supportive work environments reducing it, indicating that improving work-life balance alone may not be sufficient without addressing workload and organizational factors.

In Ethiopia, Belay et al. (2023) found that 37.4 % of public secondary school teachers experienced work-related burnout over the past 12 months, with high job demands, job stress, and dissatisfaction among the key

contributors. These conditions reduce morale, heighten attrition risks, and threaten the long-term sustainability of basic education systems. These international findings provide useful insights for the Philippines, as learning from foreign teachers' experiences can help assess burnout, understand stress factors, and guide interventions to support teacher well-being and performance.

A study by Kelly, M. L. (2024) found that perceived administrative support significantly influences teacher burnout, with results indicating that higher levels of support from school administrators are associated with lower levels of stress and burnout among teachers, highlighting the critical role of supportive leadership in promoting teacher well-being. Sanza and Asparin (2025) examined the level of organizational support, work-life balance, and burnout among teachers in Bukidnon, which showed that teachers received high organizational support and reported high work-life balance, while burnout was moderate in emotional exhaustion and depersonalization and low in personal achievement.

Thus, Philippine studies echo this: instructional leadership behaviors have been linked to higher teacher engagement and improved working conditions (Magboo et al., 2023). Avola (2025) claimed that school-level and system-level strategies, rather than individual coping programs alone, are most consistently associated with reduced burnout and enhanced teacher engagement.

Despite these insights, gaps persist in the literature. Studies often focus on leadership styles rather than on specific and actionable school administration practices such as workload design, wellness policies, scheduling adjustments, mentoring frameworks, and teacher recognition systems. Few studies explore how these concrete administrative mechanisms influence teacher well-being over time or explain why certain practices are effective in specific contexts. Additionally, research on elementary school teachers—who often carry disproportionately high workloads—is limited.

To address these gaps, this study aimed to examine the current administrative support practices in selected basic education schools in the Schools Division of Toledo City and determine their relationship with teacher stress and burnout during the school year 2025–2026. Administrative support practices will be examined through teachers' perceptions using dimensions reflected in the Perceived Administrative Support Scale (PASS), including relational trust, mentorship, adequate preparation, public support, classroom autonomy, and school culture and climate, alongside administrators' descriptions of existing support practices and policies implemented within their schools.

By integrating teachers' perceptions with administrators' perspectives, the study aims to determine which practices are perceived as effective, feasible, and sustainable within the school setting. The findings are expected to support school leaders, division offices, and policymakers in developing evidence-based strategies such as workload reallocation protocols, wellness initiatives, scheduled recovery periods, and structured mentorship programs. Strengthening such administrative practices is timely and essential for protecting teacher health and maintaining a resilient educator workforce.

Theories and Legal Basis

This study was anchored on three complementary theories, one legal foundation and three DepEd orders that collectively provide the framework for promoting teachers' well-being and preventing burnout. This study is anchored on the Job Demands–Resources (JD–R) Model, Transactional Theory of Stress and Coping and the Conservation of Resources (COR) Theory which together explain how workplace conditions influence teacher well-being and burnout. These theoretical perspectives are supported by key legal and policy frameworks in the Philippine basic education system, particularly Republic Act No. 12080 or the Basic Education Mental Health and Well-Being Promotion Act, DepEd Order No. 002, s. 2024 on the removal of administrative tasks from teachers, DepEd Order No. 005, s. 2024 on the rationalization of teacher workload, and DepEd Memorandum No. 053, s. 2024, which provides implementation guidelines for the said workload policy.

Collectively, these theories and mandates reinforce the responsibility of school administrators to ensure supportive working conditions that protect teacher well-being, minimize excessive job demands, and establish school-based mechanisms for preventing burnout. The framework guides the study in examining how specific

administrative practices operate as job resources that may reduce stress, support teachers' psychological health, and ultimately prevent burnout in basic education schools.

The present study is anchored on the Transactional Theory of Stress and Coping developed by Richard Lazarus and Susan Folkman (1984), which conceptualizes stress as a dynamic process arising from the interaction between individuals and their environment. According to this theory, stress occurs when individuals perceive that the demands placed upon them exceed their available resources and coping capacities.

This process involves two key stages of cognitive appraisal: primary appraisal, where individuals evaluate whether a situation is stressful, and secondary appraisal, where they assess their ability to cope with the demands. When coping resources are deemed insufficient, stress responses manifest in emotional, physiological, and behavioral forms.

This theoretical perspective is highly relevant to the teaching profession, where educators are continuously exposed to multiple demands such as time constraints, workload, classroom management challenges, and professional expectations. These demands correspond to the stressors identified in the Teacher Stress Inventory (TSI), including time management, work-related stressors, professional distress, discipline and motivation, and professional investment. Within the framework of the Transactional Theory, these stressors are not inherently stressful; rather, stress emerges from how teachers perceive and respond to these demands. Consequently, the manifestations of stress—such as emotional strain, fatigue, cardiovascular symptoms, and behavioral changes—represent the outcomes of this appraisal and coping process.

Moreover, the theory provides a strong basis for examining the role of administrative support as a critical coping resource within the school environment. Administrative support, which may include instructional guidance, emotional encouragement, resource provision, and fair leadership practices, can influence teachers' secondary appraisal by enhancing their perceived ability to manage work-related demands. When teachers perceive strong administrative support, they are more likely to view challenging situations as manageable, thereby reducing stress levels and preventing prolonged exposure to stress that may lead to burnout. Conversely, limited or ineffective administrative support may exacerbate perceived demands, increasing the likelihood of stress and subsequent burnout.

Empirical studies support this theoretical linkage, indicating that perceived organizational and administrative support significantly influences teachers' stress levels and burnout outcomes (e.g., Lazarus & Folkman, 1984; Kyriacou, 2001; Skaalvik & Skaalvik, 2017). These findings affirm that stress and burnout are not solely products of job demands but are also shaped by the availability of supportive resources within the work environment.

In this study, the Transactional Theory of Stress and Coping serves as a foundational framework in understanding how administrative support interacts with identified stressors to influence teacher stress and burnout. It underscores the importance of both environmental conditions and individual perceptions in shaping teachers' well-being, thereby providing a comprehensive lens through which the relationships among administrative support, stress, and burnout can be examined.

This study adopts the Job Demands–Resources (JD–R) Model as its principal theoretical anchor. The JD–R model proposes that employee well-being and burnout are the outcome of a balance (or imbalance) between job demands (e.g., heavy workloads, emotional labor, role conflict) and job resources (e.g., supervisory support, autonomy, clear policies) (Hlado, 2024).

In the school setting, job demands for teachers commonly include high teaching loads, non-teaching administrative tasks, classroom behavioral challenges, and emotional labor involved in caring for students; conversely, job resources include concrete administrative practices such as workload rationalization, removal of non-teaching administrative tasks, access to counseling and mental-health services, mentoring, participative decision-making, and recognition systems. Empirical reviews focused on teachers show that when resources are insufficient to meet demands, the risk of exhaustion and burnout rises sharply; conversely, targeted school-level and system-level resources are effective protective factors (Hlado, 2024; Li, 2025).

Complementing the JD–R model, the Conservation of Resources (COR) Theory explains teacher stress and burnout in terms of resource loss, threatened loss, or lack of resource gain (Hobfoll’s COR perspective as applied in recent literature). COR highlights that loss cycles (e.g., escalating workload reducing time and emotional energy) are especially potent drivers of stress and burnout, and that organizational supports act to preserve and replenish resources (Mvana, 2024; Sha, 2025). In practice, administrative actions that conserve teachers’ resources—such as reducing unnecessary administrative duties, providing time for planning, ensuring reasonable class loads, and offering mental health services—align with COR’s prescriptions for preventing resource loss and breaking negative spirals that lead to burnout. Thus, COR complements JD–R by emphasizing the psychological mechanism (resource preservation) through which administrative practices reduce burnout risk.

Grounding these theories in the Philippine policy context strengthens the study’s applied relevance. Republic Act No. 12080 (the “Basic Education Mental Health and Well-Being Promotion Act”) institutionalizes school-based mental health programs and mandates structures (e.g., Schools Division Mental Health and Well-Being Offices, school care centers) that serve as systemic resources to support both students and staff; this law provides an enabling legislative foundation for administrators to implement mental-health and well-being practices for teachers. The implementing rules and regulations of RA 12080 set out responsibilities and mechanisms for delivering mental-health promotion within basic education.

At the operational level, recent DepEd issuances correspond directly with the JD–R and COR prescriptions by defining concrete administrative actions that reduce job demands and increase resources for teachers. DepEd Order No. 002, s. 2024 (Immediate Removal of Administrative Tasks of Public School Teachers) seeks to remove non-instructional administrative burdens from classroom teachers, thereby lowering job demands and conserving teachers’ time and emotional energy (a COR resource). DepEd Order No. 005, s. 2024 (Rationalization of Teachers’ Workload and Payment of Teaching Overload) provides guidelines to rationalize teachers’ workload and to compensate overload, operationalizing workload control and resource compensation. DepEd Memorandum No. 053, s. 2024 gives implementation procedures for DO 005, ensuring consistent application across schools and divisions. Together with RA 12080, these issuances constitute legal and policy-level supports that transform the theoretical prescriptions of JD–R and COR into concrete administrative levers—exactly the school-level practices your study seeks to document and evaluate (DepEd, 2024).

Conceptually, this study envisions a clear pathway in which school administration practices—operationalized as job resources and demand-reduction strategies—serve as the independent variables that influence teacher well-being and burnout levels, the dependent outcomes. These outcomes are measured using validated well-being and burnout scales. In addition, teachers’ perceptions of administrative support are considered as potential mediating or moderating factors that shape the impact of these practices on stress and burnout.

Practically, this framework guides the research instruments and methodology: (a) documenting the presence and extent of specific administrative practices through structured teacher surveys, document analysis, and/or checklists; (b) quantifying teacher stress and burnout levels using validated instruments, such as the Maslach Burnout Inventory or other contemporary teacher well-being measures; and (c) analyzing the relationships between perceived administrative supports and teacher-reported stress and burnout to test the core propositions of the JD–R and COR theories.

That increased resources and strategic demand-reduction practices are expected to correlate with higher teacher well-being and lower burnout. Empirical studies grounded in the JD–R and COR frameworks reinforce this conceptual pathway, confirming that school-level interventions and supportive administration practices have measurable effects on teacher stress and burnout (Hlado, 2024; Li, 2025; Sha, 2025).

Significance of the Study

This study is significant as it provides valuable insights into promoting teacher welfare and creating supportive educational environments. The beneficiaries of this study include, the Department of Education (DepEd) and Policymakers, school administrators, teachers, learners, researcher, and future researchers.

Objectives of the Study

This study examined the school administration practices that foster teacher well-being and prevent burnout among teachers in selected basic education schools in the Schools Division of Toledo City for the school year 2025–2026, as basis for proposing an evidence-based administrative action plan.

Specifically, it answered the following questions:

1. What is the profile of the teachers in terms of:
 - 1.1 age;
 - 1.2 gender;
 - 1.3 highest educational attainment;
 - 1.4 Length of service;
 - 1.5 grade level/subject area taught?
2. What is the overall level of stress experienced by the respondents during the school year based on the mean scores of the following dimensions:
 - 2.1 Time Management;
 - 2.2 Work Related Stressors;
 - 2.3 Professional Distress;
 - 2.4 Discipline and Motivation;
 - 2.5 Professional Investment;
 - 2.6 Emotional Manifestation;
 - 2.7 Fatigue Manifestations; and
 - 2.8 Cardiovascular Manifestations?
3. What is the level of burnout experienced by the teacher-respondents?
4. What is the level of school administration support for fostering well-being and preventing burnout as perceived by teacher-respondents?
5. Is there a significant relationship between?
 - 5.1 Teacher stress levels and perceived school administration support levels?
 - 5.2 Teacher burnout levels and perceived school administration support levels?
 - 5.3 Teacher stress and burnout?
6. Based on the findings of the study, what evidence-based administrative action plan can be presented?

RESEARCH METHODOLOGY

This part presented the research methodology and procedures, covering the study area, population and sample, sampling technique and size, statistical treatment of data, and the ethical considerations observed in the study.

Research Design

This research employed quantitative approach utilizing descriptive-correlational design. Faltaldo et al. (2016) mentioned that correlational design systematically examines the nature and extent of relationships among variables without exploring their causal reasons.

This design was appropriate for the present study because it sought to determine the relationship between stress and burnout to the perceived school administration's support. By using this design, the researchers could objectively measure the variables and analyze how they are related, providing a clear understanding of the extent to which school administration practices influence teacher well-being and burnout.

Environment

The study was conducted in selected basic education schools within the Division of Toledo City to ensure a representative sample of teachers across different educational levels. The chosen schools are:

Sangi Elementary School. Sangi Elementary School is the chosen representative for elementary school. It is chosen as it is one of the well-established schools in the division with a diverse population of teachers and

learners. Its programs, administrative practices, and teacher profiles reflect the typical elementary school environment within the division, making it an appropriate setting to explore teacher well-being and administrative support at the primary level.

Luray II National High School. Luray II National High School is the chosen representative for both Junior High School and Senior High School Department. This school was selected due to its comprehensive coverage of secondary education levels and its significant number of teaching personnel across various subjects. Its administrative structure, teacher experiences, and program implementations provide a suitable microcosm of high school operations in Toledo City, allowing the study to examine how school administration practices affect teacher well-being and burnout in secondary education.

Respondents

The respondents of this study were a total of 42 schoolteachers. Sangi Elementary School provided 18 school teachers, while Luray II National High School provides 24 secondary school teachers, covering both Junior and Senior High School departments.

The respondents were selected using random sampling, which ensures that every teacher in the selected schools has an equal chance of being chosen to participate. This method minimizes bias and increases the likelihood that the sample accurately represents the population of teachers in the selected schools.

Table 1 Distribution of Respondents

School	Sample n	Percentage (%)
Sangi Elementary School	18	43%
Luray II National High School	24	57%
Total	42	100%

Table 1 presented the distribution of respondents across the schools. All teachers from each school were given chance to answer. However, only these number of teacher allowed for the survey to take place. Most of them declined because it was a hectic and busy time. The periodical exams were approaching, so they were rushing to complete the required competencies. After the periodical exams, they had to compute grades and prepare for the card giving day.

Instrument

The instruments to be used in this research is a survey questionnaire. There are three main instruments to be used in the study.

Part I contains the profile of the respondents as to their age, gender, educational attainment, and length of service.

Part II measures the teachers' stress level as adopted in the Teachers Stress Inventory. The Teacher Stress Inventory (TSI) was developed by Friedman, I. A., & Farber, B. A. in 1992. It is a standardized instrument used to measure stress specifically among teachers, assessing sources of stress, manifestations, and coping strategies.

Part III measures the teachers' burnout level as adopted in the Maslach burnout inventory (MBI-ES). The Maslach Burnout Inventory–Educators Survey (MBI-ES) was developed by Christina Maslach and Susan E. Jackson. It is specifically designed to assess burnout among educators, measuring three dimensions: Emotional Exhaustion, Depersonalization, and Personal Accomplishment.

Part IV measures the school administration's support as perceived by the teachers, as adopted in the Perceived Administrative Support Scale (PASS) authored by Madison L. Kelly. Kelly developed and piloted the PASS in her 2024 doctoral dissertation.

To establish the local validity and reliability of the adopted questionnaires, a pilot test was conducted with a small group of teachers who were not part of the actual respondents. The results will be analyzed, and Cronbach's alpha will be computed to determine the internal consistency of each section, with a coefficient of 0.70 or higher considered acceptable.

Data Gathering Procedure

This study followed four phases in the data-gathering procedure to address the research problems.

Phase One. The researcher sought approval from the Division Office and the respective school principals before conducting the study. Once permission was granted, the researchers proceed with the data gathering.

Phase Two. The researcher oriented the respondents about the purpose and nature of the study. Clear instructions provided regarding how to answer the instruments, emphasizing confidentiality and the relevance of their participation.

The respondents first completed a demographic and work characteristics questionnaire to capture their profiles. This was followed by the Teacher Stress Inventory (TSI), Maslach Burnout Inventory–Educator Survey (MBI-ES), and the Perceived Administrative Support Scale (PASS) to measure their stress, burnout, and perceived administrative support, respectively.

Phase Three. After the instruments were administered, the researcher collected, tallied, and analyzed the responses. Statistical tools were used to describe the data and test the relationships among the study variables, providing insight into how administrative support relates to teacher stress and burnout.

Phase Four. Based on the results and interpretations, the researcher developed a proposed program for the school administration. This plan aimed to enhance teacher well-being, prevent burnout, and strengthen administrative support practices.

Statistical Treatment

The responses of the teachers was collected, tallied, and tabulated. The researcher used the following statistical tools:

Frequency Distribution and Simple Percentage

This would organize and present the respondents' profile according to their age, gender, educational attainment and length of service.

Weighted mean and Verbal Description

This was used to determine the respondents' levels of stress, burnout and perception of school administration support.

For the verbal description of the computed weighted mean for the levels of stress, burnout and perceived school administration support, the hypothetical mean range is used, as shown.

Hypothetical Mean Range For Stress Level

Weight	Hypothetical Range	Response Category	Stress Level Interpretation
5	4.21 – 5.00	Major Strength/ Extremely Noticeable	Extreme Stress
4	3.21 – 4.20	Great Strength/ Very Noticeable	High Stress
3	2.61 – 3.40	Medium Strength/ Moderately Noticeable	Moderate Stress
2	1.81 – 2.60	Mild Strength/ Barely Noticeable	Mild Stress
1	1.00 – 1.80	No Strength/ Not Noticeable	No/Negligible Stress

Description

Extreme Stress – Very high level of stress where stressors are strongly present and significantly affect teachers' well-being and job performance.

High Stress – High level of stress where stressors are frequently experienced and may interfere with teachers' work efficiency and emotional well-being.

Moderate Stress – Moderate level of stress where stress is occasionally experienced but generally manageable and does not consistently disrupt performance.

Mild Stress – Low level of stress where stressors are rarely experienced and have minimal impact on teachers' work and well-being.

No/Negligible Stress – Very low or no perceived stress where stressors are absent or not considered significant in the teaching environment.

Score Interpretation for Burnout Level

Subscale	Low Burnout	Moderate Burnout	High Burnout
Emotional Exhaustion	0 – 16	17 – 26	27+
Depersonalization	0 – 6	7 – 12	13+
Personal Accomplishment*	37+	31 – 36	0 – 30

*Scale is reversed for Personal Accomplishment. Low Burnout category scores indicate low levels of dissatisfaction with Personal Accomplishment.

Hypothetical Mean Range

for Perceived Administration Support Scale

Weight	Hypothetical Range	Response Category	Perceived Administration Support Interpretation
6	5.17 – 6.00	Strongly Disagree	No Support
5	4.33 – 5.16	Moderately Disagree	Rare Support
4	3.50 – 4.32	Slightly Disagree	Minimal Support
3	2.67 – 3.49	Slightly Agree	Slight Support
2	1.84 – 2.66	Moderately Agree	Moderate Support
1	1.00 – 1.83	Strongly Agree	Strong Support

Description

Strong Support – Very high level of perceived administrative support where teachers strongly agree with positive statements about administrative assistance, indicating consistent, responsive, and effective support from school administration.

Moderate Support – High level of perceived administrative support where teachers moderately agree with positive statements, indicating regular but not fully consistent administrative assistance.

Slight Support – Fair level of perceived administrative support where teachers slightly agree with positive statements, indicating limited or inconsistent support from administration.

Minimal Support – Low level of perceived administrative support where teachers slightly disagree with positive statements, indicating weak or insufficient administrative assistance.

Rare Support – Very low level of perceived administrative support where teachers moderately disagree with positive statements, indicating that administrative support is seldom experienced.

No Support – No perceived administrative support where teachers strongly disagree with positive statements, indicating absence of meaningful administrative assistance.

Pearson's r Correlation

Pearson's r correlation was employed to determine the strength and direction of the relationship among the variables. This statistical tool is appropriate because it measures the degree of linear relationship between continuous variables, which aligns with the study's objective of examining the interconnections among variables. In this study, the researchers assumed normal distribution of the data, which satisfies one of the key assumptions of Pearson's r.

Pearson's r Correlation Table

Correlation Coefficient Value (<i>r</i>)	Direction and Strength of Correlation
-1	Perfectly Negative
-0.8	Strongly Negative
-0.5	Moderately negative
-0.2	Weakly negative
0	No association
0.2	Weakly positive
0.5	Moderately positive
0.8	Strongly positive
1	Perfectly Positive

The results of the correlation analysis, along with the descriptive findings, serve as the basis for designing a proposed program. Specifically, identifying whether teachers' perceived administrative support significantly relates to their stress and burnout highlights which areas require targeted interventions. For example, if perceived support shows only a weak correlation with burnout, the proposed program emphasizes strengthening administrative practices, mentoring, and support activities.

Conversely, if perceived support strongly predicts lower stress and burnout, then strategies focus on reinforcing existing positive administrative practices and promoting a supportive work environment. This ensures that the proposed program is not only evidence-based but also tailored to address the actual gaps revealed in the study, directly enhancing teacher well-being and reducing burnout.

RESULTS

This part presents, analyzes, and interprets the data gathered in the study. The findings are organized according to the specific research questions to systematically examine the administrative practices implemented in basic education settings and their perceived influence on teacher well-being and burnout reduction. The analysis aims to establish meaningful insights that will serve as the basis for conclusions and recommendations of the study.

Demographic Profile Of The Respondents

This section presented the age, gender, along with the educational attainment, grade level, and subject area handled by the respondents. Demographic variables provide a comprehensive profile of the participants and serve as important baseline characteristics in understanding the composition of the sample (Creswell & Creswell, 2018).

Examining these variables helps contextualize the findings of the study, as differences in age, educational background, teaching assignment, and subject specialization may influence teachers' experiences, perspectives, and responses related to stress, burnout, and administrative support (Field, 2018; Robson & McCartan, 2016).

Furthermore, the distribution of these profiles allows for a clearer interpretation of the results by identifying potential patterns or variations across different groups of respondents (Bryman, 2016).

Age

To gain a clear picture of the respondents' profiles, their age was examined first. Understanding the age distribution provides insight into the background characteristics of the teachers, which may affect their capacity to cope with workplace stress and burnout.

Table 2 Age Profile of the Respondents

Age	Frequency	Percentage
25 – 30	4	10%
31 – 35	10	24%
36 – 40	9	21%
41 – 45	7	17%
46 – 50	6	14%
51 – 55	5	12%
Over 55 years old	1	2%
Total	42	100%
$\bar{x} = 40.32$ years $s = 8.09$ years		

The age distribution showed that most respondents were in the early to mid-career stage, particularly between 31 and 45 years old, with the 31–35 age group having the highest representation. The sample contained mostly working-age adults because younger people from 25 30 years and older people from 46 years and above were less numerous while the group above 55 years had the fewest members.

The study by Obi et al. (2018) found that most respondents were aged 20–29 with fewer participants in older age groups. Research surveys about age distribution show that most respondents from these surveys belong to the dominant age group of younger adults which serves as a guide for describing the entire study sample.

Gender

To further describe the profile of the respondents, their gender was examined. Analyzing gender provides insight into potential differences in how teachers experience stress and burnout in the workplace. The distribution of respondents by gender is presented in the table below.

Table 3 Gender Profile of the Respondents

Gender	Frequency	Percentage
Male	4	10%
Female	37	88%
Non-Binary	1	2%
Total	42	100%

The sample consisted of 88% female respondents and 10% male respondents and 2% non-binary respondents. The respondent group shows a significant gender imbalance because females make up the majority while males and non-binary respondents remain underrepresented.

The findings support existing research which shows that Philippine public schools have a teaching staff that consists of more than 70% and sometimes exceeds 80% female teachers. The research results establish that female teachers constitute the majority of teaching staff in the Department of Education according to established patterns (Okabe, 2019).

Educational Attainment

Educational attainment refers to the highest level of education an individual has completed, ranging from basic education to tertiary and advanced studies. It serves as a critical indicator of a person's knowledge, skills, and socio-economic potential. Studying educational attainment is essential because it can influence how teachers perceive and cope with professional challenges.

Table 4 Educational Attainment of the Respondents

Educational Attainment	Frequency	Percentage
Bachelor's Degree	6	14%
Masteral units	24	57%
Masteral Graduate	5	12%
Doctorate units	4	10%
Doctoral Graduate	3	7%
Total	42	100%

The findings revealed that most teacher respondents had pursued advanced education, with 57% completing masteral units and 12% already holding master's degrees. A smaller proportion had doctoral-level preparation, while only 14% had bachelor's degrees as their highest educational attainment, indicating a general trend toward postgraduate academic engagement.

This pattern reflects broader research showing that teachers often pursue graduate studies as part of continuous professional development, which enhances pedagogical competence and self-efficacy (Smeplass, 2023; Baroudi et al., 2022). Such advanced learning is also linked to improved coping mechanisms, greater resilience, and reduced vulnerability to stress and burnout in the teaching profession (Jugan et al., 2024).

Length of Service

Length of service refers to the total number of years a teacher has been actively engaged in the teaching profession. Including this variable in the study is important because it can influence a teacher's capacity to manage stress, adapt to professional challenges, and maintain overall well-being. By examining length of service, the study can provide insights into how administrative practices can be tailored to support teachers at different career stages and enhance their professional sustainability.

Table 5 Length of Service of the Respondents

Length of Service	Frequency	Percentage
0 – 3 years	1	2%
4 – 10 years	17	40%
More than 10 years	24	57%
Total	42	100%

$\bar{x} = 10.01$ years

$s = 3.01$ years

The results demonstrate that most teacher respondents possessed substantial teaching experience because 57% of them had more than 10 years of experience while 40% had 4 to 10 years of experience and only one person had only 0 to 3 years of experience. The sample consisted mainly of experienced educators who had dedicated extended periods to their teaching careers.

Existing research shows that teachers develop their coping methods to manage work-related stress because their length of service time affects their resilience. The study shows that more experienced teachers demonstrate better emotional control and classroom management abilities which help them prevent burnout while beginning teachers experience more vulnerability because they possess fewer coping resources (Brandão et al., 2025).

Grade Level Handled

Grade level handled refers to the specific year level or class group that a teacher is assigned to teach. This demographic is relevant to the study because different grade levels present unique teaching demands, classroom dynamics, and developmental considerations for students, all of which can impact teacher workload and emotional well-being.

Table 6 Grade Level Handled by the Respondents

Level	Frequency	Percentage
Kindergarten	2	5%
Grade 1	3	7%
Grade 2	3	7%
Grade 3	2	5%
Grade 4	3	7%
Grade 5	3	7%
Grade 6	2	5%
Grade 7	2	5%
Grade 8	5	12%
Grade 9	3	7%
Grade 10	2	5%
Grade 11	7	17%
Grade 12	5	12%
Total	42	100%

The respondents were distributed across various grade levels, with Grade 11 having the highest representation at 17% followed by Grade 8 and Grade 12 at 12% each. The teachers demonstrated their ability to handle diverse teaching responsibilities through their work which spanned from early childhood education to senior high school teaching.

Teachers face different job requirements based on their grade level assignments because each grade requires different levels of content complexity and emotional demands. Secondary-level teaching requires more emotional and instructional effort which affects the well-being of teachers and their risk of burnout according to prior research (Brandão et al., 2025).

Subject Handled

Subject handled refers to the specific academic content or discipline that a teacher is assigned to teach. This variable is essential in the study because the nature of the subject can influence workload, student engagement requirements, and instructional stress.

By considering the subjects that teachers handle, the study can identify how administrative strategies and support systems can be customized to meet subject-specific demands, promoting teacher well-being and sustaining effective teaching practices.

Table 7 Subjects Handled by the Respondents

Subjects	Frequency	Percentage
English	3	7%

Mathematics	4	10%
Science	2	5%
Filipino	1	2%
EsP	0	0%
MAPEH	1	2%
EPP/TLE	5	12%
Araling Panlipunan/ Social Science	4	10%
Multiple (2 or more) Subjects	22	52%
Total	42	100%

Results showed that more than half of the teachers handled multiple subjects, indicating a generally high instructional workload and diverse teaching responsibilities. Among single-subject assignments, EPP/TLE and Mathematics were the most commonly handled, followed by English and Araling Panlipunan/Social Science, while Filipino, Science, and MAPEH were less frequently assigned.

This pattern suggests that many teachers are managing varied academic responsibilities, which may increase preparation time and overall workload demands. Related studies indicate that handling multiple subjects can contribute to higher job strain and burnout risk due to increased planning and assessment demands, making subject load an important factor in evaluating teacher well-being and administrative support (Collie & Mansfield, 2022).

Level Of Stress

Level of stress refers to the degree of psychological, emotional, and work-related strain experienced by teachers in coping with professional demands and responsibilities. Teachers are considered part of a high-demand occupational group due to workload, classroom management, administrative responsibilities, and emotional pressures associated with teaching (Makara-Studzinska et al., 2023).

Examining teachers' stress levels helps determine how occupational pressures affect their daily functioning and identify areas where administrative support and interventions may be implemented to promote healthier working conditions and teacher well-being.

Table 8 Stress Level of Respondents

Stressors	Weighted Mean	SD	Interpretation
Time Management	3.03	0.64	Moderate Stress
Work-Related Stressors	3.21	0.65	Moderate Stress
Professional Distress	2.73	0.64	Moderate Stress
Discipline and Motivation	3.05	0.49	Moderate Stress
Professional Investment	2.36	0.33	Mild Stress
Emotional Manifestation	2.34	0.40	Mild Stress
Fatigue Manifestation	2.83	0.67	Moderate Stress
Cardiovascular Manifestation	2.48	0.50	Mild Stress
Gastronomical Manifestation	2.52	0.54	Mild Stress
Behavioral Manifestation	1.96	0.51	Mild Stress
Aggregate Mean	2.65		Moderate Stress
Aggregate SD		0.53	

The results showed that teachers experienced a generally moderate level of stress, which indicated that their ability to handle everyday work obligations was sufficient but their professional duties created significant mental strain.

The existing stress level about their job requirements and their ability to manage their time needs immediate attention because it puts them at a higher risk for diminished job satisfaction and increased burnout symptoms

according to Kyriacou 2001. The current situation requires educational leaders to provide more effective administrative assistance that needs to handle workload issues and determine time distribution and manage classroom activities.

The research shows that task- and role-related factors which include workload management and time management and student discipline control more than physical symptoms and emotional symptoms were responsible for the stress experienced by participants. The research demonstrates that teachers face their most significant stress when they deal with student behavior problems and their workload requirements according to Kyriacou 2001 and Skaalvik and Skaalvik 2017.

Level Of Burnout

Level of burnout refers to the extent of physical, emotional, and mental exhaustion experienced by teachers as a result of prolonged exposure to work-related stress. Burnout among teachers is characterized by emotional exhaustion, depersonalization, and reduced personal accomplishment resulting from chronic occupational stressors (Madigan & Kim, 2021).

Including this variable in the study is essential because it provides insight into the consequences of sustained occupational stress and highlights the need for effective interventions and support systems to promote teacher well-being and professional functioning.

Table 9 Burnout Level of the Respondents

Subscale	Weighted Mean	Interpretation
Emotional Exhaustion	20.25	Moderate Burnout
Depersonalization	5.52	Low Burnout
Personal Accomplishment	29.33	High Burnout

The research findings demonstrated that educators underwent moderate levels of emotional fatigue which they showed through their reduced depersonalization and their high success achievements. The teachers experienced some emotional fatigue from their teaching duties but they maintained positive connections with students while showing only minor work detachment.

The high personal achievement score indicates a potential problem because it shows decreased professional effectiveness and job satisfaction. The established pattern requires administrative bodies to implement recognition programs and mentoring systems together with workload distribution and feedback systems to enhance teacher achievements while reducing their emotional burden and boosting their professional confidence.

Research shows that emotional exhaustion is the most commonly affected dimension of teacher burnout particularly in high-demand settings which include the period of COVID-19 pandemic and its subsequent aftermath (Geraci et al. 2023). Studies show that teachers can maintain their work engagement even when they experience emotional decline and work-related stress which results from burnout.

The evidence shows that teachers who face excessive job demands without enough resources tend to experience diminished self-worth and work success particularly those who lack proper support systems. Early-career teachers demonstrate this pattern since they require adequate support to maintain their professional development while preserving their personal accomplishments (Davis & Park 2025).

Administration Practices

Administrative practices refer to the policies, strategies, and support systems implemented by school leaders to manage staff, facilitate professional development, and promote a positive work environment. By examining administrative practices, the study seeks to determine which approaches most effectively enhance teacher well-being, foster a supportive organizational culture, and sustain professional commitment in basic education settings.

Table 10 Administration Practices

Practices	Average	SD	Interpretation
Relational Trust	2.62	1.22	Moderate Support
Mentorship	2.36	0.99	Moderate Support
Adequate Preparation	2.20	0.35	Moderate Support
Public Support	2.34	0.37	Moderate Support
Classroom Autonomy	2.40	0.88	Moderate Support
Culture and Climate	2.29	0.89	Moderate Support
General Practices	2.96	1.68	Slight Support
Aggregate Mean	2.45		Moderate Support
Aggregate SD		0.91	

The results showed that teachers considered administrative support to be at a mid-level, which indicated that school leaders provided some supportive actions but these efforts fell short of completely solving teacher stress and burnout problems.

Schools need to develop better support systems through stronger leadership programs which include mentoring relationships and teacher input in decision-making and the establishment of greater trust between school staff members.

Research shows that administrative and leadership backing functions as a vital factor which supports teacher health while decreasing their chances of experiencing burnout.

Recent studies show that effective leadership practices, including empowering leadership and instructional support, are positively associated with improved teacher well-being and healthier school environments.

The leadership methods create a protective effect against job-related pressure while establishing classroom settings which promote both inclusive practices and teacher support (Okçu et al., 2025).

Test Of Correlation

In order to examine the interplay between factors affecting teacher well-being, this study tested the significant relationships among stress, burnout, and administrative support.

Testing these correlations is crucial because it allows the identification of patterns that indicate how school leadership can influence teachers' occupational health. Understanding these relationships provides evidence to guide administrative interventions that enhance teacher well-being and reduce occupational strain.

Table 11 Stress Level and Administration Support

Variables	r-value	p-value	Decision	Interpretation
Stress Level	0.195	0.216	Failed to reject Ho	Not Significant
Administration Support				

The research found that stress levels had a weak positive link with administrative practices because their correlation coefficient was 0.195 while the results did not reach statistical significance at 0.216. This research demonstrated that teachers' stress levels had no significant relationship with their assessment of administrative support.

The study results reveal that administrative practices by themselves do not affect teacher stress levels because workload and coping strategies and school demands exist as additional factors that stress teachers in their work.

The research findings demonstrate that administrative support functions as an indirect stressor because it interacts with various other elements that affect employee stress levels and burnout rates (Kelly, 2024).

Table 12 Burnout Level and Administration Support

Variables	r-value	p-value	Decision	Interpretation
Burnout Level	0.199	0.206	Failed to reject Ho	Not Significant
Administration Support				

The research identified a weak positive relationship between burnout level and administrative practices ($r = 0.199$), which failed to reach statistical significance ($p = 0.206$). The findings show that teachers who experienced administrative support did not show any relationship between their burnout level and their administrative support experience.

The research findings indicate that administrative support at medium levels cannot effectively decrease teacher burnout. The factors that lead to teacher burnout include workload and stress together with resilience and school culture which shows the urgent need for schools to implement systemwide support solutions that address burnout (Fan & Fang, 2025).

Table 13 Stress Level and Burnout Level

Variables	r-value	p-value	Decision	Interpretation
Stress Level	0.630	<0.001	Failed to reject Ho	Not Significant
Burnout Level				

The research showed a strong positive connection between stress and burnout which reached statistical significance because teachers with higher stress levels showed more severe symptoms of burnout ($r = 0.630$, $p < .001$). The finding supports existing research evidence which shows that stress functions as a major predictor of burnout.

When people experience continuous stress exposure their emotional and psychological capacities become exhausted which results in increased burnout levels. Recent studies have established that higher job demands faced by educators directly lead to increased burnout rates (Yingying et al., 2025).

CONCLUSIONS

This part summarized the information acquired from the data gathering. It reveals the demographic profile of the respondents as well as the level of stress, burnout, perceived administrative support and the interplay between these variables.

The research examined how teachers' stress levels and burnout symptoms related to their assessment of administrative support they received at basic education institutions in Toledo City, Cebu during the academic year 2025-2026.

The study specifically investigated three sub-problems that required researchers to examine teachers' demographic information which included age and gender and educational attainment and length of service and grade level and subject matter which they taught and also to assess how teachers experienced stress along with burnout symptoms and their perception of administrative assistance and to investigate how these three factors correlated with each other.

The researchers tested the null hypotheses which stated that there would be no significant connection between teachers' stress levels and their administrative support and between their burnout levels and their administrative support and between their stress levels and their burnout levels. The study involved forty-two (42) teachers from designated schools as research participants.

The research used a quantitative descriptive-correlational design which employed structured survey questionnaires that participants rated according to a Likert scale as its main data collection method. The researchers used descriptive statistics to establish the stress levels and burnout rates and administrative support levels of the participants and they applied Pearson's r correlation coefficient to assess how the various variables interacted with one another.

The research established teacher demographic information, their stress and burnout levels, and their views on administrative well-being support through comprehensive data collection and analysis.

The teacher demographic profile showed that most teachers aged between 31 to 40 years, while most of them were female who held master's units and had teaching experience exceeding 10 years.

The teachers received assignments throughout different grade levels and subject areas, with many teachers assigned multiple teaching loads to demonstrate their diverse teaching abilities.

The teachers experienced stress at a moderate level, with time management and work-related stressors and discipline and motivation issues being the most challenging areas. All three domains showed mild stress levels, yet task-related demands were responsible for driving most of their stress.

The teachers showed moderate emotional exhaustion and low depersonalization, while they achieved high personal accomplishment. The teachers experienced emotional strain, yet they maintained work engagement and showed high competence and professional effectiveness.

The teachers saw school administration practices as providing them with moderate support throughout their work activities. The evaluation of school administration practices showed that all inspected aspects provided moderate levels of systemwide support to organizational operations, while the highest trust value fell to relational trust as the most essential trust component.

The study showed no connection between their stress levels and their perception of administrative support, while their burnout levels showed no relationship with administrative help. The data showed a strong positive link between stress and burnout because higher stress levels resulted in increased burnout symptoms.

The research results led to an evidence-based administrative action plan which aims to reduce stress and manage workload and develop mentorship programs and establish support systems to improve teacher well-being and prevent burnout.

The study concludes that while administrative support is perceived as moderate among the respondents, it does not significantly influence teachers' levels of stress and burnout in this context. This finding suggests that the existing support systems may not sufficiently address the specific and complex demands of teaching, particularly those related to workload, classroom management, and other job-related stressors.

However, although the results showed no significant relationship between administrative support and stress, this does not negate the importance of administrative support in promoting teacher well-being. Rather, it implies that stress among teachers may be influenced by multiple factors beyond administrative provisions, including individual appraisal, coping mechanisms, and other workplace conditions.

Furthermore, the study revealed a significant relationship between stress and burnout, indicating that job-related stressors play a critical role in the development and persistence of burnout among teachers. This suggests that administrative practices alone may not be enough to buffer the effects of stress, and that teachers may require more targeted and multifaceted interventions to effectively manage their workload and professional challenges.

While many teachers demonstrate resilience and continue to perform their duties effectively, there may be underlying or hidden strains that are not immediately visible. Hence, schools should consider implementing comprehensive and proactive strategies that not only provide general support but also specifically address the sources of stress and promote long-term teacher well-being and sustainability in the profession.

RECOMMENDATIONS

The Department of Education should make T.H.R.I.V.E. Teacher Well-Being and Burnout Prevention Action Plan into a mandatory program that all educational divisions must implement. The new policies must provide specific support through three areas which include workload management and mental health services and ongoing professional development programs which help people manage the stress that leads to burnout. The operational capacity of support systems must be strengthened through structured mentorship programs and collaborative planning and teacher decision-making participation in schools.

School leaders should adopt targeted strategies such as workload redistribution and recognition systems and consistent wellness initiatives to ensure that administrative support becomes more responsive and impactful in reducing stress and burnout. The wellness programs and peer support groups and professional development training on stress management and resilience should all receive active participation from teachers.

Teachers need to practice self-care while using time management skills and collaborative work to achieve their well-being goals which help them maintain their professional success throughout their work period.

Schools need to keep their teacher well-being programs running because these programs help create better classroom environments which make learning more positive and engaging and supportive. Teacher support leads to better instructional quality which improves teacher-student relationships and results in better academic and social-emotional development for students.

The researcher should proceed with their exploration of teacher well-being and administrative practices through intervention program development which includes T.H.R.I.V.E. and ongoing effectiveness assessment. The educational research field will gain from this process which creates evidence-based methods and professional development pathways.

Researchers should conduct studies to investigate how school culture and leadership styles and coping mechanisms affect stress and burnout while studying the long-term effects of comprehensive intervention programs. The research findings about teacher well-being need to be further understood through research studies that use expanded sample sizes and various research settings.

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