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## Organizational Support and Professional Engagement on Burn-Out Experiences of Basic Education Teachers

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### Abstract

This study aimed to explore the interplay of organizational support, professional engagement, and burnout experiences among basic education teachers in the Division of Valencia City for the academic year 2024-2025. Employing a quantitative research design, data were gathered from teachers through structured surveys that assessed their perceptions of support, engagement levels, and burnout experiences.

Findings indicated that teachers generally perceived high levels of organizational support and professional engagement, which correlated positively with reduced burnout experiences. However, higher behavioral engagement was identified as a significant predictor of increased burnout, suggesting a complex relationship where greater involvement may lead to exhaustion without adequate support. Conversely, cognitive engagement and peer support emerged as protective factors that mitigated burnout, emphasizing the importance of collaborative environments and continuous professional development in sustaining teacher well-being.

The results underscored the need for educational institutions to enhance recognition systems and supportive structures to promote resilience among teachers. By addressing the nuances of these relationships, the study provided insights into optimizing support mechanisms that would ultimately improve job satisfaction and teaching effectiveness. These findings have significant implications for teacher retention strategies and the overall quality of education in the region.

**Keywords:** work environment, workload, emotional well-being, professional development, recognition and rewards

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### Introduction

#### Background of the Study

Teachers play a vital role in national development as they shape learners' knowledge, skills, and values, ultimately contributing to human capital formation and nation-building. Although educational systems continue to evolve alongside technological advancements, teachers remain indispensable in creating authentic, meaningful learning experiences. However, their capacity to effectively perform this role is increasingly challenged by work-related pressures that influence their motivation, job satisfaction, and overall performance (Cipriano & Brackett, 2020). Against this backdrop, the present study examines how organizational support and professional engagement relate to burnout among basic education teachers, particularly within the Division of Valencia City.

Authorities and major institutions acknowledge the significance of the study's key variables. The World Health Organization (2019) formally defines burnout as a syndrome resulting from

unmanaged chronic workplace stress, emphasizing its widespread impact in high-demand professions such as teaching. Educational scholars similarly describe burnout as a critical factor that diminishes teachers' professional engagement, motivation, and classroom performance (Yazon & Manaig, 2019). Meanwhile, organizational support—anchored on leadership quality, administrative assistance, and a positive school environment—is widely recognized as a buffering mechanism that helps reduce stress and enhance productivity (Steiner & Woo, 2021). Supportive practices such as professional development, mentoring, and collaborative environments have been consistently identified as essential in sustaining teacher well-being and performance (Jones & Tinubu Ali, 2021).

Current educational scenarios further highlight the urgency of addressing these issues. Globally, 30–50% of teachers experience moderate to high levels of burnout, with emotional exhaustion identified as the most common dimension (Skaalvik & Skaalvik, 2017). In the Philippines, teacher burnout remains a persistent concern, intensified by factors such as curriculum overload, large class sizes, administrative demands, limited resources, and insufficient compensation. Although organizational support can mitigate these pressures (Bakker & Demerouti, 2017), many schools—especially in provincial or under-resourced areas—continue to lack adequate structures to effectively address teacher stress. These conditions contribute to rising turnover rates, absenteeism, and reduced instructional quality, all of which negatively affect students and the broader educational system (Madigan & Kim, 2021). In response, the Department of Education has acknowledged teacher stress as a national concern and has called for stronger institutional and governmental interventions (Hernando-Malipot, 2021).

A clear gap emerges between the ideal scenario—where teachers receive consistent organizational support fostering strong engagement and reduced burnout—and the actual situation, where many educators continue to struggle with insufficient administrative backing, high workloads, and limited opportunities for professional growth. While international literature strongly supports the protective role of organizational support against burnout (Rhoades et al., 2002), local empirical studies, particularly in the basic education sector within provincial contexts, remain limited. This gap underscores the need to examine how organizational support and various dimensions of professional engagement influence burnout among Filipino teachers, especially those outside metropolitan areas.

This study stems from the increasing demands placed on basic education teachers and the pressing need to understand the workplace conditions that shape their well-being. Guided by the Job Demands–Resources Theory (Bakker & Demerouti, 2017), this research posits that adequate organizational support can enhance teachers' professional engagement and lessen burnout. By investigating these relationships within the Division of Valencia City for School Year 2024–2025, the study aims to generate context-specific insights that can inform policies, leadership practices, and intervention programs designed to foster supportive school environments. Ultimately, understanding these dynamics is crucial for ensuring that teachers remain motivated, engaged, and capable of delivering high-quality education to their students.

### **Statement of the Problem**

This study examined the level of the organizational support and professional engagement on burn-out experiences of basic education teachers. This also assessed the relationship between organizational support and professional engagement on burn-out experiences of basic education teachers in Division of Valencia City, Bukidnon, Philippines, for school year 2024–2025.

Specifically, it sought to answer the following questions:

1. What level of organizational support do basic education teachers receive in terms of:
  - a. Administrative Support;
  - b. Peer Support;
  - c. Work Environment;
  - d. Emotional Support; and
  - e. Recognition and Reward?
2. What level of professional engagement do basic education teachers practice in terms of:
  - a. Emotional Engagement;
  - b. Social Engagement;
  - c. Behavioral Engagement;
  - d. Cognitive Engagement; and
  - e. Institutional Support?
3. What level of burn-out experiences do basic education teacher experienced in the following aspects:
  - a. Workload;
  - b. Emotional Exhaustion;
  - c. Lack of Support;
  - d. Job Dissatisfaction; and
  - e. Work-Life Balance?
4. Is there a significant relationship between burn-out experiences of basic education teachers and:
  - a. Organizational Support; and
  - b. Professional Engagement?
5. Is there any variable, singly or in combination, best predicts the burn- out experiences of the basic education teachers?

### **Objectives of the Study**

This study examined the level of the organizational support, professional engagement and burn-out experiences of the basic education teachers. This also assessed the relationship between organizational support, professional engagement on burn-out experiences of basic education teachers in Division of Valencia City for the school year 2024-2025. Specifically, it sought to achieve the following objectives:

1. Determine the level of organizational support the basic education teachers received in terms of:
  - a. Administrative Support;
  - b. Peer Support;
  - c. Work Environment;
  - d. Emotional Support; and
  - e. Recognition and Reward.
2. Assess the level of professional engagement do basic education teachers practice in terms of:
  - a. Emotional Engagement;
  - b. Social Engagement;

- c. Behavioral Engagement;
- d. Cognitive Engagement; and
- e. Institutional Support.

3. Ascertain the level of burn-out experiences the basic education teachers experienced in the aspects of:

- a. Workload;
- b. Emotional Exhaustion;
- c. Lack of Support;
- d. Job Dissatisfaction; and
- e. Work-Life Balance.

4. Correlate between burn-out experiences of the basic education teachers and:

- a. Organizational Support; and
- b. Professional Engagement.

5. Find out which of the variable, singly or in combination, best predicts the burn-out experiences of basic education teachers.

### **Significance of the Study**

This study would focus on identifying key factors that contribute to teacher burnout and the support mechanisms that can help mitigate these challenges. By examining these dynamics, the research intends to provide actionable insights for school administrators, academic coordinators, and other stakeholders responsible for creating and maintaining supportive environments for teachers. Understanding these factors would empower school leaders to develop policies and practices that support teachers' well-being, enhance their professional engagement, and ultimately improve the quality of education provided to students.

The superintendent would better understand the levels of organizational support and burnout factors affecting teachers. This understanding can inform policy decisions and strategies to enhance teacher well-being, reduce burnout, and ultimately improve educational outcomes in the division/ districts.

The school administrators would be provided with insights into the specific areas of support that teachers would find most beneficial, allowing them to tailor management practices and resource allocation to better support staff, reduce burnout, and foster a positive school climate.

Academic coordinator would create supportive environments that promote teacher engagement and professional growth. The findings can guide the development of programs and initiatives aimed at enhancing teaching quality and student learning.

Teachers would benefit from a deeper understanding of how different types of support and burnout factors impact their professional engagement. This knowledge can empower them to advocate for needed changes and seek out resources that would help maintain their motivation and satisfaction in their roles.

Researchers would benefit for it contributes to the existing body of literature on organizational support, teacher burnout, and professional engagement. It offers empirical data and insights that can be used as a reference point for similar studies in different contexts, enhancing understanding of these dynamics across educational settings.

Future researchers would find this study valuable as it provides a foundation for further exploration into the factors affecting teacher engagement. The conceptual framework and

findings can serve as a basis for comparative studies or more in-depth investigations into specific elements of organizational support and burnout in education.

### **Scope and Delimitations of the Study**

This study focuses on the relationship between organizational support and professional engagement on burn-out experiences of basic education teachers in the Division of Valencia City for the school year 2024-2025. It specifically examines the levels of organizational support (administrative support, peer support, work environment, emotional support and recognition and reward), professional engagement (emotional engagement, social engagement, behavioral engagement, cognitive engagement, institutional engagement) and burnout experiences (workload, emotional exhaustion, lack of support, job dissatisfaction, work-life balance) of the basic education teachers.

However, the study is limited to a specific geographical area, which may not be representative of other regions or educational levels. The sample is confined to basic education teachers within the selected schools, and the findings may not be generalizable to teachers in other contexts. Data collection is restricted to a single academic year, potentially affecting the relevance of the results over time. Additionally, self-reported data may introduce biases, and the study may not fully account for all external factors influencing teacher burnout and engagement.

### **Definitions of Terms**

For a better understanding of the study, the following terms are defined operationally and theoretically as used in this study.

Administrative support involves the resources and assistance provided by school leaders to teachers, including communication, professional development, and a positive work culture. It helps educators manage workloads and reduces stress, enhancing job satisfaction and retention.

Basic Education Teachers refers to educators employed in primary and secondary schools who are responsible for delivering instructional content, assessing student performance, and supporting the overall educational development of students in the basic education sector.

Behavioral engagement refers to teachers' active involvement in classroom activities, school events, and professional development programs.

Cognitive engagement is the teachers' dedication to critical thinking, problem-solving, and innovative teaching practices in their profession.

Emotional engagement is the teachers' emotional investment in their teaching tasks and relationships with students and colleagues.

Emotional exhaustion is the state of feeling emotionally drained and depleted due to the demands of the teaching profession, affecting teachers' mental and emotional well-being.

Emotional support refers to the empathy and understanding offered by colleagues and administrators to help teachers cope with job-related stress. This includes active listening and validation of feelings, which can reduce burnout and enhance overall mental health.

Job dissatisfaction is the feeling of unhappiness or discontent with aspects of the teaching job, such as salary, working conditions, or career progression opportunities.

Lack of support is the deficiency in necessary resources, assistance, and encouragement from the school administration, peers, or the educational system that can contribute to teacher stress and dissatisfaction.

Organizational support refers the resources, assistance, and encouragement provided by the educational institution to its teachers. This includes various forms of support such as administrative help, professional development opportunities, and a conducive work environment. Organizational support refers to employees' perception that the organization provides the necessary resources, assistance, and recognition that enable them to perform effectively and feel valued. Recent literature emphasizes that supportive practices—such as professional development, fair treatment, leadership support, and workload consideration—strengthen employee motivation, well-being, and commitment (Rhoades, Eisenberger, & Armeli, 2017).

Peer support is the informal encouragement and assistance teachers offer each other, such as sharing strategies and providing emotional backing. It fosters a sense of community, helping educators feel less isolated and improving their professional experience.

Professional engagement refers the level of commitment, involvement, and enthusiasm that teachers exhibit towards their teaching responsibilities and their school community. It includes factors such as motivation, participation in school activities, and dedication to improving educational outcomes. Professional engagement refers to a positive and fulfilling work-related state characterized by vigor, dedication, and absorption, reflecting an employee's energy, enthusiasm, and deep involvement in their professional role. Contemporary research highlights that engagement stems from supportive work environments, meaningful tasks, and adequate job resources (Bakker & Albrecht, 2018).

Recognition and reward are acknowledgments of teachers' efforts and achievements, such as awards or positive feedback. This practice motivates educators, enhances job satisfaction, and fosters a culture of appreciation and commitment within the school.

Social engagement pertains to teachers' collaborative relationships with peers, students, and the broader school community.

Work environment includes the physical, social, and psychological conditions where teachers work, encompassing classroom setup, organizational culture, and relationships. A positive work environment promotes respect and collaboration, significantly impacting teacher well-being and job satisfaction.

Work-Life balance is the ability of teachers to effectively manage and balance their professional responsibilities with personal life, including time for rest, family, and leisure activities.

Workload is the amount of work and the demands placed on teachers, which can impact their ability to effectively manage their teaching responsibilities and maintain job satisfaction.

### **Theoretical Framework**

This chapter deals specifically with reviewing the literature and related studies, the conceptual framework, and the study's hypotheses.

### **Review of Related Literature and Studies**

This chapter discusses related studies on organizational support and professional engagement on burn-out experiences. Several sources including books, journals, magazines, the internet, and unpublished research papers, were used to evaluate the related literature and studies. The criteria considered for this study were organized into themes based on an explanation of the challenges described in the previous chapter.

### **Organizational Support**

Organizational support plays a significant role in the professional engagement and job satisfaction of teachers. Perceived organizational support at both the school and teacher levels has been shown to positively impact teachers' job engagement and their willingness to go beyond basic job requirements. Hsieh et al. (2022) examine how organizational support affects teachers' job engagement and organizational citizenship behavior. They find that teachers who perceive higher levels of support from their schools demonstrate greater engagement in their work and are more likely to contribute positively to their school communities. This study underscores the importance of administrative and peer support in fostering a collaborative environment that enhances teacher motivation and commitment.

Similarly, Basañes and Dagol (2021) explore the connection between organizational support and work engagement among public elementary school teachers in the Philippines. Their findings suggest that teachers who feel supported by their organizations are more motivated and engaged in their professional duties. This underscores the importance of fostering an environment that provides adequate support and resources to educators, particularly in resource-constrained settings like Philippine public schools.

According to Wang and Zhou (2022), organizational support influences job satisfaction among primary and secondary school teachers, with teachers' engagement in educational research acting as a mediator. They highlight that teachers' engagement in educational research serves as a mediating factor, enhancing the positive effects of organizational support on job satisfaction. This research emphasizes that when teachers perceive organizational backing, they are more likely to experience greater job satisfaction, which can in turn boost their professional engagement and overall well-being.

In a broader context, Akiba et al. (2022) conduct a cross-national analysis that examines the role of organizational support in promoting professional learning among teachers. Their study suggests that schools providing support for professional development contribute to a culture that values continuous learning and teacher growth. This international perspective further supports the idea that organizational support is essential for sustaining teacher engagement and improving educational quality, highlighting the need for leadership to prioritize professional growth opportunities. Also, Skaalvik and Skaalvik (2018) investigate the relationships between perceived organizational support, job satisfaction, and burnout among teachers in Norway. They find that higher levels of organizational support, including administrative backing and peer collaboration, are associated with increased job satisfaction and reduced burnout. This study is relevant as it demonstrates how supportive leadership and resources can mitigate stress and enhance teacher retention in educational settings.

In the Philippines, Dela Cruz et al. (2020) analyze organizational support mechanisms in basic education, focusing on how administrative support and professional development programs influence teacher engagement. Their research reveals that teachers in supported environments exhibit higher levels of commitment and are more likely to participate in school initiatives. This local study emphasizes the role of tailored support systems in addressing the unique challenges faced by Filipino educators, such as workload and resource limitations. Furthermore, Liu et al. (2023) explore the impact of organizational support on teacher engagement and innovation in Chinese schools, incorporating aspects of leadership and peer networks. They discover that supportive organizational climates foster creativity and professional growth, leading to improved student outcomes. This international research reinforces the global applicability of organizational support strategies, showing how leadership can cultivate an environment conducive to teacher innovation and engagement.

The Department of Education has implemented a Professional Development Framework aimed at enhancing the skills and competencies of educators. This framework emphasizes the importance of ongoing professional development and organizational support in helping teachers maintain high levels of professional engagement. The framework provides a structured approach to ensuring that teachers receive the training and resources they need to thrive in their roles.

### **Administrative Support**

Administrative support is essential for fostering an educational environment where teachers feel equipped and empowered to perform their roles effectively. Moreira Teixeira (2023) emphasizes the importance of a well-structured administrative system in digital and distance education, which provides essential tools and services for teachers. This support goes beyond physical resources, encompassing assistance in managing workloads and solving day-to-day challenges. Teachers in supportive administrative settings are better able to maintain consistent educational quality and adapt to the evolving demands of the teaching profession. Similarly, Obied (2020) highlights the significance of school administration in creating a safe and engaging school environment. This study discusses how a proactive administration, particularly in line with Vision 2030, ensures that both students and teachers thrive in a conducive atmosphere for teaching and learning. Teachers benefit when the administration promptly responds to their needs and supports initiatives that enhance classroom experiences.

Furthermore, the Department of Education in the Philippines has laid out professional standards for teachers, which include guidelines on how administrative support can improve teacher performance and job satisfaction. The role of administration in supporting teachers is further detailed in a guide by the Department of Education, which outlines comprehensive measures for assisting educators, including providing professional development opportunities, managing teacher workloads, and creating a school culture that values collaboration. This guide underscores the importance of school leaders in ensuring that teachers receive adequate support, thereby contributing to a more motivated and resilient workforce. Mark Llego (2017) expands on the Philippine Professional Standards for Teachers (PPST), a framework adopted nationwide to guide teachers' professional growth. According to Llego, the PPST outlines key administrative responsibilities in supporting teachers, such as fostering a work environment conducive to learning and encouraging continuous improvement through feedback and development programs. The PPST framework reflects the commitment of the administration to support teachers' professional and personal growth, ultimately enhancing their engagement and performance in the classroom.

Recent studies further corroborate these interpretations by demonstrating the critical link between administrative support and teacher outcomes. Skaalvik and Skaalvik (2018) found that supportive leadership through encouragement and resource provision boosts teachers' sense of efficacy and reduces emotional exhaustion, while Collie et al. (2020) emphasized that clear policies, effective communication, and recognition from administrators foster teacher well-being. Likewise, Liu et al. (2022) revealed that valuing teacher input in decision-making enhances professional growth and retention. Complementing these, Araneta, Catalan, and Martir (2020) affirmed that strong administrative support improves teaching quality, as teachers who feel valued and guided demonstrate better performance and growth. Suratman et al. (2020) further noted that initiatives such as certification, feedback, and recognition programs enhance motivation and productivity, and Phytanza and Burhaein (2020) stressed that continuous professional development and fair evaluation systems heighten teacher effectiveness and satisfaction. Studies affirm that administrative backing and responsive leadership are key

drivers of teacher engagement, performance, and sustained commitment, thereby strengthening overall organizational health.

### **Peer Support**

Peer support is vital in enhancing teacher engagement and well-being by fostering a sense of community within educational settings. Teachers benefit significantly from peer collaboration, which facilitates the exchange of ideas, sharing of strategies, and provision of emotional support.

A structured peer support system, such as the buddy system, is primarily aimed at preventing bullying in schools, according to Tzani-Pepelasi et al. (2019). Although initially designed for students, this system underscores the importance of peer collaboration, which can equally benefit teachers by promoting a supportive work environment that reduces stress and enhances professional relationships. Furthermore, Turunen and Punamäki (2016) emphasize the role of peer support in extreme situations, such as traumatic events. Their research found that professionally led peer support groups are effective in helping individuals recover, highlighting the importance of peer networks in providing emotional resilience. While this study focused on trauma recovery, the findings suggest that a strong peer support system helps teachers manage everyday challenges, such as stress and burnout, by creating a reliable network of colleagues they can count on.

Recent research underscores the significance of peer support in reducing burnout among teachers. For instance, a study by Renshaw et al. (2020) found that teachers who reported higher levels of peer support experienced reduced stress and greater job satisfaction. This is echoed by the Department of Health and Department of Education (DepEd, 2025), which highlighted that robust peer support systems in Philippine schools significantly enhance teacher well-being and mitigate occupational stress. Wiredufred (2024) also emphasized that effective peer relationships foster collaboration and continued professional growth, ultimately improving teaching quality.

The American School Counselor Association (2021) recognizes peer support's positive influence, particularly when integrated with school counseling programs. Collaboration between school counselors and teacher peer groups has shown to improve both student and teacher well-being, underscoring the importance of peer networks in fostering a healthy school environment.

Moreover, professional collaboration and trust are fundamental components of effective peer support, as found by Kolleck et al. (2021). This study demonstrates that when teachers actively engage in collaborative networks, they develop stronger trust relationships, which in turn enhances their professional growth and job satisfaction, supporting the notion that peer support is essential in building a positive school culture where teachers feel valued and connected.

Peer feedback also contributes to professional development (Garcia, 2024). For peer feedback to be effective, certain conditions must be met, such as a culture of trust and openness. Teachers who participate in constructive peer feedback gain new insights into their teaching practices and feel more motivated to implement positive changes. This form of peer collaboration not only improves individual teaching performance but also strengthens the overall teaching community.

### **Work Environment**

The work environment plays a pivotal role in shaping teachers' professional engagement and overall job satisfaction. A supportive and positive work environment contributes significantly

to teacher well-being, while a challenging or unsupportive setting can lead to increased stress and burnout. Toropova, Myrberg, and Johansson (2020) highlight the importance of school working conditions in influencing teacher job satisfaction. Their research indicates that factors such as leadership, available resources, and workload management are critical for maintaining teachers' motivation and engagement. When teachers feel supported by their administration and work in a collaborative environment, they are more likely to stay committed and perform well in their roles.

The impact of organizational culture on teacher engagement further supports this notion. Torres (2022) asserts that schools fostering a culture of respect, collaboration, and open communication create a more productive work environment. Effective school leadership is crucial in cultivating a work culture that promotes professional growth and reduces stress, thereby enabling teachers to focus on their instructional responsibilities and build meaningful relationships with students. In this context, Banderlipe (2022) delves into the role of professional development and community participation in enhancing teachers' professional engagement. His dissertation emphasizes that when teachers are given opportunities for growth and supported in their efforts to contribute to the community, their sense of purpose and satisfaction with their work environment increases. This involvement not only benefits individual teachers but also strengthens the broader educational community by encouraging a culture of continuous improvement.

The Philippine Professional Standards for Teachers provides a comprehensive framework for establishing a conducive work environment that supports professional growth. These standards guide schools in creating policies that enhance teacher competency, which in turn contributes to a healthier and more fulfilling work environment. By following these standards, schools can support teachers in achieving professional success, ultimately leading to a more engaged and motivated workforce.

Moreover, Padillo et al. (2021) emphasize the influence of professional development activities on teacher performance, suggesting that when teachers are actively involved in professional development, they experience greater job satisfaction and perform better in their roles. This research underscores the importance of providing teachers with regular opportunities for growth, as these contribute to a more supportive work environment and foster a culture of lifelong learning among educators.

Supporting this perspective, Bakker et al. (2020) found that a positive work environment correlates positively with teacher job satisfaction and reduces burnout. Furthermore, Skaalvik and Skaalvik (2017) highlighted that emotional and administrative support within educational institutions is paramount in fostering resilience among educators. Almeda and Chua (2023) emphasized that a participative and well-managed school environment plays a vital role in improving organizational effectiveness and teacher satisfaction. Similarly, Cheku and Wangdi (2021) noted that a comfortable and stress-free work environment reduces anxiety and enhances teachers' performance and emotional stability. In addition, Cicek, Turkmenoglu, and Ozbilgin (2021) found that organizational support significantly moderates negative workplace attitudes, such as cynicism and turnover intention, by promoting trust, inclusiveness, and security. Reinforcing the significance of a supportive work environment in enhancing teachers' professional engagement and mitigating burnout.

### **Emotional Support**

Emotional support within the school setting is crucial for teachers as it directly influences their well-being, resilience, and job satisfaction. Teachers who receive emotional support from their peers, administrators, and the organization are better equipped to manage stress, maintain

positive relationships with students, and sustain their commitment to teaching. According to Jennings and Greenberg (2009), teachers who are emotionally supported are more likely to display prosocial behavior and experience lower levels of burnout. Emotional support helps teachers handle the emotional demands of their job, which enhances their overall job satisfaction and professional engagement.

When it comes to managing classroom challenges, McCarthy et al. (2016) emphasized the importance of emotional regulation in teaching. Their study suggests that teachers provided with emotional support tend to have more positive interactions with students and are better able to cope with the inherent stressors of the profession. Emotional regulation not only benefits teachers' personal well-being but also positively impacts student outcomes, as emotionally supported teachers are more likely to create a supportive and inclusive learning environment.

Furthermore, teachers who experience emotional support are more likely to persist in their roles, even when faced with demanding situations. This support can take many forms, including mentorship, constructive feedback, and opportunities for collaborative problem-solving. Beltman, Mansfield, and Price (2011) discuss the role of emotional support in fostering teacher resilience, noting that supportive relationships with colleagues and administrators significantly contribute to teachers' ability to persevere through challenges. Chang (2009) highlights the impact of emotional support on teachers' psychological well-being, emphasizing that schools with a culture of support reduce feelings of isolation and frustration among teachers. This emotional backing fosters a sense of community and shared purpose, helping teachers maintain a positive outlook and remain engaged in their work. Ruzek et al. (2015) explore the relationship between teacher emotional support and student motivation, demonstrating that emotionally supportive teachers positively impact students' sense of autonomy, competence, and peer relatedness. This dynamic is beneficial not only for student engagement but also for teachers' own sense of professional fulfillment, as they witness the positive outcomes of their emotional investment in students.

The importance of emotional support in educational settings was further bolstered by Frenzel, Daniels, and Burić (2021) who emphasize that when teachers feel emotionally supported, they handle classroom challenges better, show enthusiasm, and create a positive atmosphere that benefits their students. Emotional support from both administration and peers helps teachers remain motivated and resilient, even during demanding situations. Similarly, De Ruiter et al. (2020) found that teachers' emotional experiences are greatly influenced by their daily interactions and school climate. An organization prioritizing emotional well-being can reduce stress and prevent burnout, allowing teachers to focus on their teaching and relationships with students.

Furthermore, Hakanen et al. (2020) underscore that organizational strategies aimed at emotional well-being not only reduce burnout rates but also enhance job satisfaction among teachers. Skaalvik and Skaalvik (2017) found that perceived support from administration and peers significantly mitigated burnout experiences. These studies stress how essential it is for schools to recognize teachers' emotions and provide proper emotional care and understanding, ensuring ongoing investment in emotional support mechanisms to sustain teacher engagement and overall well-being.

A meta-analysis of teachers' emotion regulation strategies, examining how various environmental, personal, and instructional factors influence teachers' emotional well-being was conducted by Wang et al. (2023). Their research suggests that teachers supported in managing their emotions tend to exhibit improved instructional practices and a greater sense of job

satisfaction. This study underscores the importance of fostering a supportive school environment that addresses both the emotional and instructional needs of teachers.

### **Recognition and Rewards**

Recognition and rewards are essential components in enhancing teachers' motivation, morale, and overall job satisfaction. When teachers feel valued and acknowledged for their efforts, they are more likely to experience job satisfaction and remain committed to their roles. According to Cerasoli, Nicklin, and Ford (2014), recognition and rewards play a significant role in promoting intrinsic motivation among educators. Their study suggests that a well-structured recognition program can help sustain teachers' enthusiasm and drive for excellence.

Lack of recognition can lead to feelings of devaluation and decreased job satisfaction among teachers (Skaalvik & Skaalvik, 2011). Their research highlights that acknowledging teachers' contributions publicly and providing them with tangible rewards can improve their morale and foster a sense of belonging within the school community. This sense of recognition helps teachers feel appreciated and respected, which positively impacts their engagement and commitment to their profession.

By receiving recognition for their hard work, teachers are likely to experience an enhanced sense of competence and satisfaction in their roles, which in turn boosts their overall well-being and professional engagement. Ryan and Deci (2000) discuss the importance of rewards in reinforcing positive behavior and maintaining motivation. Their self-determination theory suggests that rewards can satisfy teachers' psychological needs for competence, autonomy, and relatedness. Lim (2021) examines the role of awards and recognition in strengthening teachers' morale, noting that a structured rewards system can foster a positive school environment and contribute to teacher retention. His findings suggest that when teachers are publicly recognized, it creates a culture of appreciation that encourages continuous improvement and dedication among educators.

Recent studies, such as those by Tschannen-Moran and Hoy (2018) and Kunter et al. (2019), reinforce these points by highlighting the significant impact of recognition on teacher commitment and well-being. Tschannen-Moran and Hoy (2018) found that perceived support significantly affects teachers' commitment and reduces burnout, while Kunter et al. demonstrated that effective recognition practices correlate with increased job satisfaction and reduced attrition rates among educators. These insights support the need for systematic recognition strategies to bolster organizational support for teachers.

The Department of Education (DepEd) Caraga's 2021 policy on rewards and recognition outlines the criteria and procedures for recognizing teachers' achievements. This policy emphasizes the importance of a fair and transparent recognition system that acknowledges teachers' contributions to student learning and overall school success. By establishing a formalized recognition framework, DepEd Caraga aims to enhance teacher morale and motivation across the region.

### **Professional Engagement**

Professional engagement among teachers is essential for fostering an environment conducive to effective teaching and student achievement. Various factors contribute to a teacher's level of engagement, including their professionalism, commitment, and institutional support. Tufail and Farooq (2021) explored the effect of teachers' professionalism on classroom engagement in primary schools and found that higher levels of professionalism positively impacted not only the quality of teaching but also the degree of physical, emotional, and cognitive engagement

within the classroom. They emphasized that fostering professionalism through both pre-service and in-service training significantly enhances teacher engagement, thereby creating a more dynamic and productive learning environment.

Building upon this notion of professional conduct, Yan, Zhou, and Cui (2023) examined the relationship between teachers' enthusiasm, professional commitment, and student engagement. Their study revealed that teachers' perceived enthusiasm indirectly influences students' professional commitment by reducing boredom and increasing learning engagement. This implies that when teachers display enthusiasm and emotional energy, it reinforces their own professional commitment while simultaneously motivating students to engage in learning, underscoring the emotional dimension of teacher engagement. In a related study, Xie (2021) identified emotion regulation and resilience as significant predictors of teacher work engagement among Chinese English language teachers. The findings showed that teachers who demonstrated higher emotional resilience and used positive coping strategies experienced greater vigor, dedication, and absorption in their professional duties. This highlights that emotional and psychological resources are essential components of teacher engagement, pointing to the need for institutional efforts that nurture teachers' well-being and emotional balance.

Similarly, Zhang et al. (2021) emphasized the role of perceived autonomy support in enhancing teacher work engagement through the satisfaction of basic psychological needs such as competence, autonomy, and relatedness. Their study, grounded in Self-Determination Theory, demonstrated that teachers who felt trusted and empowered by their institutions exhibited stronger intrinsic motivation and sustained professional engagement. These findings suggest that when educational systems promote autonomy and reduce unnecessary administrative control, teachers are more likely to display genuine enthusiasm and commitment to their profession. Meanwhile, Lei, Cui, and Chiu (2018) conducted a meta-analysis highlighting the significance of teacher support in cultivating positive emotional climates that foster engagement. Although their work primarily focused on students' academic emotions, the analysis revealed that environments characterized by emotional support, trust, and encouragement strengthen engagement and reduce burnout. This reinforces the social dimension of teacher engagement, where relational support and emotional connection are crucial for sustaining motivation and performance.

It was stressed by Wolpert-Gawron (2020) that engagement must also be cultivated through professional development (PD) programs that prioritize teachers' intrinsic motivation and participation. She argued that PD should go beyond skills acquisition and instead create opportunities for collaboration, reflection, and relevance to classroom practice. When teachers find meaning and personal growth in professional learning, their enthusiasm and engagement are strengthened, contributing to sustained instructional excellence.

Locally, Garcia, Mistades, Roleda, Talaue, and Prudente (2024) conducted a systematic review of professional development programs in the Philippines from 2013 to 2023. Their findings revealed that initiatives such as school-based learning action cells (LACs) and division-led training programs positively influenced teacher collaboration, competence, and professional growth. However, they also noted gaps in accessibility and sustainability, highlighting the importance of institutional structures and administrative support to ensure consistent teacher engagement across regions.

Furthermore, Shen (2024) emphasized the importance of emotional support from teachers in promoting student motivation and academic engagement. Although the study focused on student outcomes, it also highlighted that teachers who receive institutional backing—such as

reduced administrative workload and access to socio-emotional resources—are better positioned to provide meaningful support to students. This reciprocal relationship between teacher well-being and student engagement underscores the institutional responsibility to maintain teachers' emotional and social engagement.

### **Emotional Engagement**

Emotional engagement refers to the deep emotional connection teachers develop toward their profession, influencing their motivation and effectiveness in the classroom. Teachers who experience high levels of emotional engagement often demonstrate greater enthusiasm and resilience in their work. However, prolonged stress and emotional labor can diminish this engagement, leading to burnout. Research highlights the critical relationship between emotional engagement and teacher well-being. Burnout has been identified as a major factor that weakens teachers' passion and commitment, as it drains their emotional reserves and reduces job satisfaction (Angelini et al., 2024).

It was emphasized by Angelini et al. (2024) that teachers who are emotionally engaged are more likely to experience well-being and motivation, which enhances their classroom practices and interactions with students. Similarly, Wang, Huang, and Lee (2023) noted that teachers' regulation of emotions and active participation in professional development are linked to higher levels of engagement and effectiveness, suggesting that emotional involvement plays a critical role in sustaining professional growth and teaching quality.

In addition, emotional labor—such as managing personal emotions while addressing student needs—has been linked to exhaustion and disengagement if not adequately supported by the institution (Kariou et al., 2021). On the other hand, participation in professional development and positive emotional experiences contribute to sustained engagement, reinforcing motivation and mitigating burnout effects (Zysberg & Ditzza, 2018). These findings suggest that fostering emotional resilience and providing sufficient institutional support can play a crucial role in sustaining teachers' emotional engagement over time.

### **Social Engagement**

Social engagement encompasses teachers' interactions and relationships within the school community, influencing their sense of belonging and collaboration. Teachers who actively participate in social networks and engage with colleagues tend to report higher job satisfaction and reduced stress levels. Social connections serve as a buffer against burnout, allowing teachers to share their challenges and receive emotional and professional support. Research indicates that a strong support system among teachers and administrators significantly lowers burnout risks and enhances engagement (Aro et al., 2019).

In particular, Carstensen et al. (2023) found that supportive peer networks and collaborative school environments positively influence teachers' engagement and reduce emotional exhaustion. Klusmann et al. (2008) emphasized that teachers actively involved in collaborative learning and peer interactions experience higher job satisfaction and greater commitment to professional development, reinforcing the critical role of social engagement in the workplace. Furthermore, Zinsser et al. (2019) demonstrated that collaboration among teachers serves as a protective factor against burnout, illustrating the necessity of social support.

In times of crisis, such as the shift to online learning, social support and collaboration among educators become even more vital, helping them navigate challenges and adapt to new teaching methods (Dela Cruz, 2020). Feelings of gratitude and hope, reinforced through positive social relationships, have also been found to improve teachers' well-being and engagement, fostering

a more supportive work environment (Einav et al., 2024). Strengthening social ties and promoting a collaborative culture within schools can effectively enhance teachers' engagement and job satisfaction.

### **Behavioral Engagement**

Behavioral engagement refers to the observable actions and participation of teachers in their professional responsibilities, including instructional activities, school programs, and continuous learning efforts. Highly engaged teachers exhibit proactive behaviors that contribute to both student success and school development. A study found that teachers with high self-efficacy and strong collaboration skills demonstrate greater engagement and lower burnout rates, as they are more likely to actively participate in school-related activities (Laasanen et al., 2023). Similarly, motivation plays a key role in shaping behavioral engagement; when teachers feel intrinsically motivated, they are less prone to stress and more committed to their roles (Kamtsios et al., 2025).

Efforts to reduce stress and burnout, such as wellness programs and professional development initiatives, have proven effective in maintaining teachers' active involvement in their work (Burback et al., 2023). Bongco and Ancho (2019) emphasize that Filipino teachers who actively participate in professional learning opportunities improve their teaching quality and classroom effectiveness. Similarly, Wolpert-Gawron (2020) notes that when teachers take the initiative to implement learned strategies and seek further training, professional development becomes more meaningful and impactful. Kyndt et al. (2020) further support this by stating that teachers engaged in self-directed professional development report greater job satisfaction and lower levels of burnout, stressing the alignment between these opportunities and teachers' intrinsic motivation. Also, Wong et al. (2021) highlight that a supportive work environment enhances teachers' engagement in development initiatives, underscoring the need for systems that prioritize educator agency.

### **Cognitive Engagement**

Cognitive engagement involves the mental investment and intellectual effort teachers apply in their work, influencing their ability to develop innovative teaching strategies and maintain high educational standards. Teachers who are cognitively engaged tend to be more reflective, solution-oriented, and adaptive in addressing challenges. However, burnout has been shown to hinder cognitive engagement, limiting teachers' ability to think critically and creatively in the classroom (Bakker et al., 2005). On the contrary, supportive working conditions that include manageable workloads, recognition, and continuous learning opportunities enhance teachers' cognitive engagement and overall job performance (Jacob, 2023).

Recent research underscores the importance of cognitive engagement in teaching practices. Gonzaga (2024) notes that teachers who reflect on their professional development experiences, set goals, and analyze new approaches are more likely to enhance their teaching effectiveness. Filoteo (2021) emphasizes that actively integrating learned concepts into daily practices not only improves student outcomes but also boosts teachers' satisfaction and confidence. Hattie (2019) supports this view by highlighting that cognitive engagement through reflection and analysis is essential for effective teaching. Gonzalez et al. (2021) found a significant correlation between cognitive engagement and reduced burnout levels among educators, indicating that fostering a culture of critical reflection and ongoing professional growth is vital for combating teacher burnout.

Furthermore, fostering cognitive engagement not only benefits teachers but also improves student learning outcomes, as teachers who remain mentally engaged are more likely to create

meaningful and effective instructional experiences (Sesmiyanti, 2018). Encouraging professional development and ensuring teachers have the necessary resources can contribute to higher levels of cognitive engagement and long-term career satisfaction.

### **Institutional Support**

Institutional support is a crucial factor in maintaining teacher engagement and preventing burnout. A school's commitment to providing resources, recognition, and professional development opportunities directly impacts teachers' motivation and job satisfaction. Studies indicate that when schools actively support their teachers, engagement levels increase, leading to better performance and reduced burnout (Wang, 2022). During periods of transition, such as the shift to virtual teaching, institutional support has played a key role in maintaining educators' well-being and motivation by providing training, technology, and mental health resources (Duobiene et al., 2021).

Reducing stress and burnout requires a concerted effort from institutions to implement strategies that prioritize teachers' well-being, including workload management, financial incentives, and continuous learning programs (Donkor et al., 2022). Ensuring that teachers feel valued and supported can significantly impact their engagement, job satisfaction, and overall effectiveness in the education sector.

Further emphasizing the significance of institutional support, Villanueva, Quines, and Millardo (2022) indicate that teachers who receive encouragement and backing from administrators are better equipped to balance multiple responsibilities while actively participating in professional development. Moreira Teixeira (2023) echoes this perspective, asserting that clear communication, mentoring programs, and relevant training opportunities are essential for maintaining teachers' motivation and focus on improving their practice. Moreover, Roorda et al. (2017) illustrate that collaborative environments and supportive institutional practices directly contribute to higher levels of teacher commitment and reduced burnout. Jones et al. (2020) further highlight that effective feedback mechanisms and professional development opportunities are crucial in bolstering teachers' engagement, thereby mitigating feelings of professional exhaustion. Reinforcing that institutional support is fundamental in promoting cognitive engagement among teachers, suggesting that schools should prioritize these areas to sustain positive teaching practices and overall well-being.

### **Burnout Experiences**

Teacher burnout is influenced by multiple interrelated factors, significantly affecting their well-being and professional engagement. Research indicates that teacher experiences often manifest as emotional exhaustion, a reduced sense of personal accomplishment, and depersonalization. In exploring burnout profiles, Salmela-Aro et al. (2019) identified varying levels of burnout across teacher demographics, emphasizing the need for tailored interventions to address specific burnout triggers.

A study by Holmstrom et al. (2023) further examines burnout by linking it to work engagement and sense of efficacy. The study highlights the importance of interprofessional collaboration within schools, finding that such collaboration can reduce burnout and improve engagement levels. It was suggested that when teachers work closely with colleagues across disciplines, they experience greater job satisfaction and lower levels of burnout. In a systematic review, Mijakoski et al. (2022) identify key determinants of teacher burnout, including workload, role conflict, and lack of administrative support. The review underscores the importance of longitudinal studies in capturing the cumulative impact of these factors over time, which may not be immediately apparent but are critical in understanding burnout trends.

A comprehensive scoping review on the broader impacts of stress, burnout, anxiety, and depression among teachers was done by Agyapong et al. (2022). Their findings suggest that the prevalence of these conditions is closely related to external demands, such as administrative burdens, and internal factors, like a lack of personal resilience strategies. These insights emphasize the urgent need for support systems aimed at mitigating burnout, especially during periods of significant educational transition. The findings are consistent with prior research emphasizing the critical role of organizational recognition in influencing teachers' emotional resilience and reducing burnout risk. Mete and Ali (2021) and Kim and Loadman (2020) assert that when teachers perceive fairness and acknowledgment in their work, they experience increased job satisfaction and reduced emotional exhaustion. This supports the correlation observed between Recognition and Rewards and burnout experiences, suggesting that acknowledgment significantly impacts teachers' mental health. However, administrative or procedural support alone does not necessarily translate to reduced stress.

As highlighted by Liang et al. (2018), unless such support is perceived as empathetic and responsive, it may fall short of alleviating burnout. This points to a crucial theme where the effectiveness of organizational support is contingent upon how it fosters genuine engagement among teachers. The positive correlation between professional engagement and burnout underscores the dual-edged nature of teacher involvement. High engagement can lead to greater teaching effectiveness but can also result in overcommitment and emotional fatigue if not balanced with adequate recovery and institutional care (Hakanen & Bakker, 2017; Alhadabi & Karpinski, 2020). Cipriano and Brackett (2020) further support this by noting that teachers who invest deeply in their work are often more exposed to stressors associated with heavy workloads and performance pressures.

### **Workload**

Workload is widely recognized as one of the key contributors to teacher burnout. Teachers handle a range of responsibilities, including lesson planning, classroom management, grading, and participation in extracurricular activities. This combination often leads to elevated stress levels and fatigue. Agyapong et al. (2023) highlight that the intense pressures of managing these duties can lead to emotional exhaustion, diminishing teachers' effectiveness in the classroom. The study points out that continuous exposure to high levels of stress without adequate support can push educators toward burnout.

In addition to the daily demands of teaching, external factors such as school policies and curriculum changes can compound the pressure. Tarraya (2023) notes that teacher workload policies significantly influence job satisfaction. When educators feel overwhelmed by excessive administrative work and unrealistic expectations, their commitment and enthusiasm toward teaching may wane. Overburdened teachers often find themselves struggling to balance classroom responsibilities with broader professional demands, leading to a cycle of frustration and emotional fatigue.

The study by Cipriano and Brackett (2020) emphasizes the added strain caused by standardized testing and accountability measures. The constant need for teachers to align with shifting educational standards increases their workload, often requiring long hours and intensive preparation. This ongoing adaptation to curriculum reforms adds another layer of stress, further straining teachers' emotional and physical capacities. As a result, many educators face difficulty in maintaining their passion for teaching, which can deteriorate into burnout over time. Thompson et al. (2023) conducted a systematic research synthesis on workload intensification and time poverty among teachers and school leaders. Their findings highlight how increased administrative duties, accountability pressures, and time scarcity have exacerbated teacher

burnout. Teachers, in their study, were forced to work beyond contracted hours, sacrificing personal time to meet the demands of their professional responsibilities. This unsustainable workload model increases stress, diminishes job satisfaction, and contributes significantly to teacher attrition rates.

In a similar context, Bongco and Ancho (2019) examine the workload of Filipino teachers, emphasizing the administrative and instructional pressures they face. Their study reveals that many educators in the Philippines deal with excessive workloads that not only consume their professional lives but also intrude upon their personal time. This overextension often leads to burnout, highlighting the need for structural reforms in educational systems to address the growing demands placed on teachers.

Moreover, Baker et al. (2020) found that excessive workload is a critical factor contributing to teacher burnout, noting that teachers often feel overwhelmed by their responsibilities. The study emphasizes the need for manageable workloads and adequate support systems to enhance teacher well-being. Roffey et al. (2020) also affirm that high workloads directly correlate with burnout, underscoring the importance of addressing workload issues to maintain teacher efficacy and satisfaction. Their research indicates that supportive teaching environments can mitigate the negative effects of workload on teachers.

### **Emotional Exhaustion**

Emotional exhaustion is a critical aspect of teacher burnout, characterized by feelings of fatigue, stress, and an inability to cope with the emotional demands of teaching. Salmela-Aro et al. (2019) describe emotional exhaustion as a core component of teacher burnout that undermines teachers' well-being and their capacity to maintain effective relationships with students and colleagues. Teachers experiencing emotional exhaustion often display irritability, decreased enthusiasm for their work, and difficulties maintaining positive interactions in the classroom.

In addition to highlighting the importance of emotional health in preventing teacher burnout, Cipriano and Brackett (2020) support the inclusion of social-emotional learning (SEL) programs. These programs aim to equip teachers with emotional regulation strategies that can alleviate the burdens of emotional exhaustion. The significance of SEL is emphasized by their findings, which show that teachers who receive adequate support in managing their emotional health are more likely to stay engaged and resilient in their profession.

The study of Donker et al. (2020) further examines how teachers' typical use of emotion regulation strategies affects their levels of emotional exhaustion. Their research suggests that teachers who frequently rely on suppression, rather than healthy regulation of emotions, tend to experience higher levels of exhaustion. In contrast, teachers who use more adaptive strategies, such as cognitive reappraisal, report lower exhaustion levels and better emotional resilience. This study underscores the importance of not only recognizing emotional exhaustion but also providing teachers with tools to manage their emotional responses in the classroom.

It was emphasize by Gkolia et al. (2021) to reinforce the critical role of organizational support in mitigating emotional exhaustion. Their research indicates that teachers who have strong support networks, including collegial relationships and administrative backing, report lower levels of emotional exhaustion. This finding underscores the importance of fostering environments where teachers feel supported in their emotional well-being. Skaalvik and Skaalvik (2017) demonstrate that high teacher self-efficacy is inversely related to emotional exhaustion, highlighting how personal confidence can buffer against burnout, enhancing both teacher satisfaction and effectiveness in conveying lessons.

The significance of school context is further emphasized by Carstensen et al. (2023), who investigate how school context influences teachers' emotional exhaustion and job satisfaction. They argue that a supportive school environment—characterized by strong leadership, positive relationships with colleagues, and access to resources—plays a significant role in reducing emotional exhaustion. Teachers who work in schools that prioritize mental health and provide a collaborative environment are less likely to suffer from burnout and are more satisfied with their jobs. Klusmann et al. (2008) also explore the role of school context in emotional exhaustion, examining the relationship between teachers' emotional exhaustion and their engagement levels. Their findings suggest that school context, including teacher autonomy and a supportive school climate, significantly impacts both engagement and emotional exhaustion. Teachers who feel empowered in their roles and supported by their institutions are less likely to experience the detrimental effects of emotional exhaustion.

### **Lack of Support**

The lack of support, both in terms of professional development and organizational backing, significantly contributes to teacher burnout. Nemenzo (2018) identifies that the absence of adequate support mechanisms, such as mentoring and collaboration opportunities, can lead teachers to feel isolated and overwhelmed. Without proper support from colleagues, administrators, or the educational system, teachers are more likely to experience heightened stress levels and decreased job satisfaction, ultimately increasing the risk of burnout.

Inadequate support from school leadership, as highlighted by Wijaya and Prastuti (2021), can further exacerbate feelings of isolation, especially among teachers in specialized fields such as special education. Their study emphasizes that administrative backing, particularly in providing adequate resources and professional guidance, plays a pivotal role in mitigating teacher burnout. Without this support, teachers often struggle to cope with their demanding roles, resulting in lower engagement and emotional exhaustion.

Key issues in teacher professional development in the Philippines are examined by Ocampo and Lucasan (2019), who emphasize the significance of ongoing assistance from educational institutions. Their report indicates that professional development programs are crucial for maintaining teacher motivation and providing essential skills to adapt to evolving educational environments. However, the absence of structured programs or lack of access to these resources can leave teachers feeling unsupported and ill-prepared for their roles.

The importance of continuing professional development (CPD) among basic school teachers in Ghana was stressed by Abakah et al. (2022), asserting that CPD helps reduce burnout among educators. They argue that sustained mentorship and skill-building opportunities enhance teacher engagement. Their study shows that teachers who lack access to CPD opportunities are more likely to feel disconnected from their professional growth, contributing to burnout.

Furthermore, Koutouzis et al. (2017) emphasize that supportive leadership and adequate resources significantly reduce burnout risks among teachers. Building on this, Eisenberger et al. (1986) highlight that when employees feel recognized, guided, and supported by their organization, they are less likely to experience stress and emotional exhaustion. Tarraya (2023) adds that schools providing clear communication, mentorship, and collaborative opportunities help teachers maintain work-life balance and professional motivation. Lastly, Roffey (2017) suggests that schools with strong support systems can cultivate a positive climate, fostering teacher resilience and decreasing feelings of isolation. Together, these studies underscore the critical role of organizational support in preventing burnout and enhancing overall teacher engagement and effectiveness.

## **Job Dissatisfaction**

Job dissatisfaction is a significant contributor to burnout, often stemming from unfulfilled professional expectations, inadequate compensation, and limited career growth opportunities. When teachers feel undervalued or unsupported, their motivation declines, leading to increased emotional strain and disengagement. Jacob (2023) highlights the negative impact of dissatisfaction on teachers' well-being, noting that it not only affects their professional commitment but also compromises the overall classroom environment. Disengaged teachers struggle to maintain a positive and productive learning atmosphere, which can ultimately affect student performance. Toropova et al. (2019) examine the relationship between working conditions and job satisfaction, revealing that teachers who work in environments characterized by autonomy, respect, and professional growth opportunities report higher satisfaction levels. On the other hand, poor leadership and resource constraints contribute to frustration and burnout. Hoque et al. (2023) reinforce this perspective, emphasizing that job satisfaction is closely linked to student outcomes, as motivated teachers are more likely to engage effectively with learners.

Additionally, Boatman (2024) identifies common workplace dissatisfaction factors—including inadequate recognition, poor work-life balance, and stagnant career prospects—which are prevalent in teaching professions. Addressing these concerns through better compensation, professional development, and institutional support can enhance teacher morale and mitigate burnout. Furthermore, Sumanasena and Nawastheen (2022) provide a comprehensive review of teacher job satisfaction, highlighting how workload, leadership quality, and training opportunities influence overall well-being.

Recent studies further emphasize the importance of organizational support and professional engagement. For example, Anderson and Smith (2021) found that organizational support significantly correlates with lower job dissatisfaction, highlighting the critical role of emotional and structural support in schools. Moreover, Skaalvik and Skaalvik (2011) reported that teachers who feel supported and valued within their school community are less likely to experience pronounced dissatisfaction. Together, these findings suggest that improving working conditions and enhancing support systems is essential for sustaining teacher engagement and reducing turnover rates, thereby fostering better educational outcomes for students.

## **Work-Life Balance**

Maintaining a healthy work-life balance is essential in preventing teacher burnout and promoting long-term job satisfaction. However, many educators struggle to establish boundaries between professional and personal time due to excessive workload demands. Pietarinen et al. (2021) highlight that teachers often struggle to separate professional obligations from personal time, leading to increased stress and emotional exhaustion. The constant demands of teaching, including grading and lesson planning, tend to spill over into personal time, making it challenging for educators to engage in necessary self-care. This lack of boundaries between work and personal life can contribute significantly to burnout and decreased professional engagement.

Building on this, Tarraya (2023) emphasizes the importance of a supportive work environment that fosters work-life balance. Schools that prioritize flexible scheduling, encourage teachers to set clear boundaries, and provide resources for stress management can significantly improve teachers' well-being. These policies not only help teachers recharge but also contribute to higher job satisfaction and professional commitment.

Moreover, the negative effects of work-leisure conflict on teachers' performance and overall job satisfaction are evident. Pyun, Lee, and Park (2021) explore how work-leisure conflicts impact teachers, showing that when educators cannot effectively balance work demands and leisure time, it results in increased stress, diminished job satisfaction, and reduced engagement. They argue that institutional policies supporting work-life balance can mitigate these issues and foster a more productive and engaged workforce.

The role of leadership in fostering work-life balance is further emphasized by Mathews et al. (2021), whose study on Kenyan public-school teachers reveals that supportive principals play a crucial role in enabling educators to manage professional and personal responsibilities effectively. When teachers are given the flexibility to address personal needs and are supported through professional development opportunities, they are more likely to feel satisfied with their jobs, thereby reducing burnout risks.

Recent studies further emphasize the significance of work-life balance for teacher well-being. Wróblewski and Stachyra (2021) argue that maintaining clear boundaries between work and personal life is essential, as inadequate separation can lead to heightened stress and burnout. Skaalvik and Skaalvik (2020) illustrate that teachers struggling with work-life balance report feelings of exhaustion and disengagement, reinforcing the challenges identified in this research. Furthermore, Hakanen et al. (2019) found that excessive job demands correlate directly with increased burnout, emphasizing the need for effective strategies to support teachers' work-life balance.

Addressing work-life balance through robust organizational policies and personal strategies is critical for mitigating burnout and fostering a healthier, more engaged teaching environment.

### **Conceptual Framework**

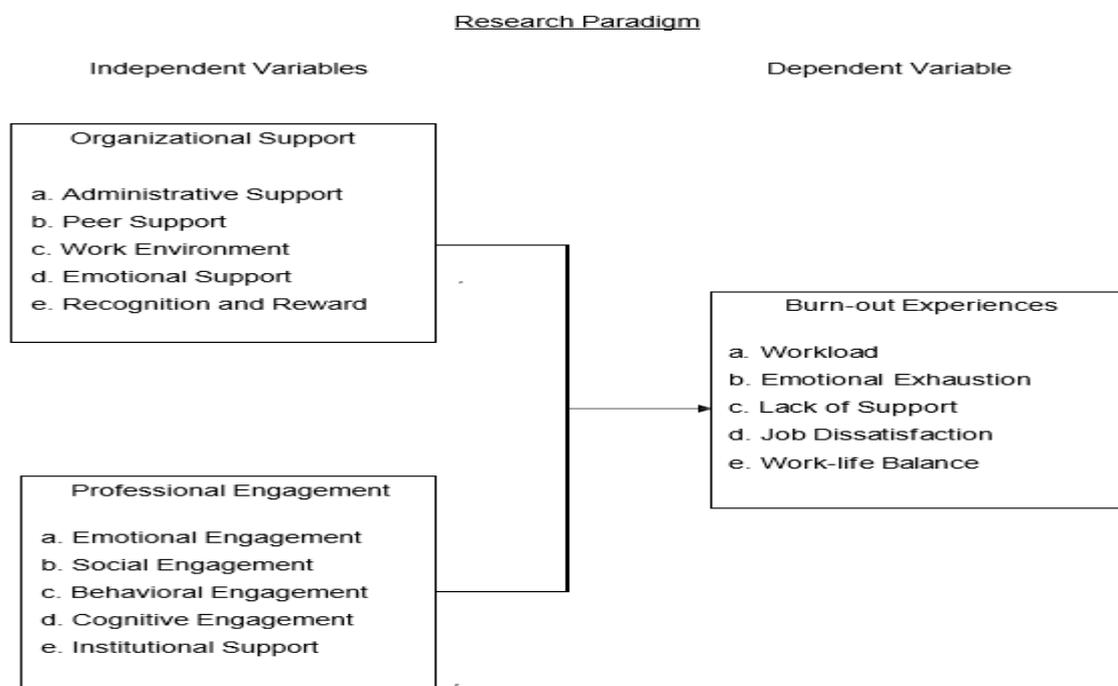
In this study, understanding the burn-out experiences of basic education teachers highlights the relationship between organizational support and professional engagement. These two aspects significantly influence how motivated and committed teachers are to their profession. Organizational support refers to the various ways schools can assist their teachers, such as providing resources, emotional support, peer collaboration, and recognition for their efforts. By incorporating Organizational Support Theory (Eisenberger et al., 1986), we see that when teachers feel their school values their contributions and cares about their well-being, they are more likely to be engaged and productive. This theory emphasizes that administrative support, peer collaboration, and a positive work environment play essential roles in making teachers feel appreciated and motivated. Psychological Contract Theory (Rousseau, 1989) adds to this by explaining the unspoken expectations between teachers and their schools. Teachers expect support, growth opportunities, and recognition, and when these are met, they are more likely to remain committed to their work. However, if their expectations are unmet, teachers may feel disengaged. Social Exchange Theory (Blau, 1964) further strengthens this by showing that the relationship between teachers and their schools is based on reciprocity. When schools invest in supporting their teachers, teachers, in turn, invest more effort and passion in their work.

The professional engagement of basic education teachers is shaped by a delicate balance between organizational support and burnout experiences. Theories like Organizational Support Theory, Psychological Contract Theory, and Social Exchange Theory help explain how schools can create supportive environments that foster teacher motivation and commitment. At the same time, the Job Demands-Resources Model, Critical Pedagogy, and the concept of intransitive consciousness highlight the importance of addressing burnout factors, such as excessive job demands and a lack of systemic support. By recognizing these dynamics, schools

can work to provide the resources, support, and work-life balance that teachers need to stay engaged and successful in their roles, ultimately benefiting both educators and students.

On the other side, Burnout Factors significantly affect a teacher's ability to stay engaged in their profession. The Job Demands-Resources (JD-R) Model (Demerouti et al., 2001) explains how burnout occurs when the demands of teaching—such as heavy workloads, large class sizes, and administrative tasks—outweigh the resources available to manage those demands. Without enough support, teachers may feel emotionally exhausted and unable to cope with their responsibilities. A lack of administrative support or insufficient peer collaboration can make the job feel overwhelming, leading to burnout. In addition, Critical Pedagogy (Shor, 1992) offers insight into how systemic issues contribute to burnout. This theory challenges teachers to question the status quo and recognize how societal pressures, lack of resources, and structural inequalities in education can increase stress. When teachers face overwhelming challenges without the ability to influence change, they may develop what Shor calls intransitive consciousness—a state of passive acceptance where they feel powerless to improve their situation, which can worsen feelings of burnout and disengagement.

Burnout is also fueled by a lack of work-life balance, an essential aspect for maintaining teacher engagement. Teachers often struggle to find a balance between their professional responsibilities and personal lives, particularly when work demands, such as lesson planning and grading, spill over into their free time. If teachers cannot establish clear boundaries between their work and personal lives, they are more likely to feel stressed, emotionally drained, and unable to recover from the pressures of teaching. When this happens, their engagement in the classroom suffers, and burnout becomes a more significant threat. Ensuring that teachers have time to recharge is crucial for maintaining their mental and emotional well-being. Schools that promote healthy work-life balance by offering flexible schedules, reduced workloads, or emotional support can significantly decrease the risk of burnout among teachers. The research paradigm is presented in figure 1 which illustrates the connection of the variables.



**Figure 1: Schematic diagram of the study showing the relationship between organization support and professional engagement on burn-out experiences of the basic education teachers.**

## **Hypothesis of the Study**

Based on the aforementioned problems, the following null hypotheses were tested at 0.05 level of significance.

H<sub>01</sub>: There is no significant relationship between the level of burn-out experiences of basic education teachers and

- a. Organizational support; and
- b. Professional engagement of teachers.

H<sub>02</sub>: There is no variable/(s), singly or in combination, best predicts(s) the burn-out experiences of the basic education teachers.

## **Methodology**

This chapter deals with the methodology and procedure that were employed in this study. It included the following information: the research design, research setting, sampling procedure, data gathering, and instrument administration, as well as the validity and reliability of the instruments used, scoring procedure, and statistical treatment of the data.

## **Research Design**

In this study, descriptive-correlational research design was applied. Descriptive methods were used to describe the relationship between organizational support, professional engagement and burn-out experiences of the basic education teachers. This design is chosen for its effectiveness in analyzing relationships between non-manipulative variables and making generalizations based on observed data (Best & Kahn, 1998).

The study aimed to achieve several key objectives. First, it determined the level of organizational support received by basic education teachers in terms of five specific categories: administrative support, peer support, work environment, emotional support, and recognition and reward. This assessment provided a detailed understanding of how these support structures aligned with teachers' needs. Second, the study assessed the level of professional engagement among basic education teachers in terms of emotional engagement, social engagement, behavioral engagement, cognitive engagement, and institutional support, evaluating their involvement and commitment to their teaching roles.

In addition to these objectives, the research ascertained the level of burnout experienced by basic education teachers, focusing on factors such as workload, emotional exhaustion, lack of support, job dissatisfaction, and work- life balance. By identifying these factors, the study sought to shed light on the sources of burnout among teachers. The research also explored the correlations between burnout experiences and organizational support, as well as professional engagement, to understand how these variables interacted and influenced each other. Finally, the study identified which variables—whether individually or in combination—were the best predictors of burnout experiences among basic education teachers. This helped pinpoint the critical factors that impacted teachers' burnout.

## **Research Locale**

This study was conducted in the Division of Valencia City, located in the province of Bukidnon, Philippines for the school year 2024-2025.

This division has diverse range of educational institutions, including both elementary and secondary school. It has 32 complete Elementary Schools, 7 National High Schools, and 26

Integrated Schools. Division of Valencia City has its fair share of answering the challenges of times as it continuously adapts to the changes of education landscapes.

The research selected 330 teachers of both elementary and secondary level from various public schools within the Division of Valencia City and by focusing on the Division of Valencia City. This study sought to address the specific needs and challenges faced by teachers in this locale, providing a contextually relevant analysis that can inform future training and support initiatives.

The physical map of the Division of Valencia City where the schools are located is shown in Figure 2 below.



Legend: Locale of the study.

Source: Division of Valencia City

**Figure 2. Physical Map of the Division of Valencia City Schools, Philippines.**

### Respondents of the Study

The respondents of this study were from schools under the Division of Valencia City, Philippines, for the School Year 2024–2025. Specifically, the study included 335 teachers from schools within this division. The selection of these respondents aimed to provide a comprehensive overview of the organizational support, professional engagement, and burnout experiences of basic education teachers in the division. By including a diverse range of schools, the study sought to capture a broad spectrum of experiences and perspectives among educators in Valencia City.

**Table 1. Distribution of Respondents in the Locale of the Study**

Name of School	Total Number of Teachers (N)	Total Number of Respondents (n)	Percentage %
Batangan Integrated School	56	22	7%
Cabanbanagan Elementary School	9	4	1%
Cabanuangan Elementary School	27	19	6%
Liloan Elementary School	17	17	5%
Lumbo Integrated School	52	40	%
Malingon Elementary School	9	4	1%
Sinalayan Elementary School	9	4	1%
Tongantongan National High School	63	30	9%
Valencia City Cental School	352	100	30%
Valencia National High School	320	100	30%
Total	N= 914	N= 330	% = 100%

### Research Instruments

The instruments used in this study were adapted from well-established and validated tools, all of which employed a Likert scale to assess various dimensions of organizational support, professional engagement, and burnout experiences among basic education teachers. The Likert scale allowed respondents to indicate the extent of their agreement or disagreement with each statement, thus capturing nuanced perceptions relevant to the study's variables.

Since the instruments were adapted, a pilot test was conducted at Valbueco Central Elementary School, Division of Bukidnon, to ensure their reliability and validity within the local context. The pilot testing process helped refine the wording, clarity, and overall suitability of the items, ensuring that the final questionnaire accurately measured the intended constructs before full implementation.

Organizational support was measured using a tool patterned after the Perceived Organizational Support (POS) scale, specifically the Polish translation of the SPOS developed by Eisenberger et al. (1986). This instrument evaluates different aspects of organizational support, including administrative support, peer support, work environment, emotional support, and recognition and reward. Respondents indicated their level of agreement with statements related to these sub-variables using the following Likert scale options: Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree.

Professional engagement was assessed using a measure patterned after Gonzaga, E.B. (2024), in her study *Opportunities, Teachers' Attitude, and Engagement in Continuing Professional Development (CPD) Activities*, published in the ICI Journals Master List. This instrument explores teachers' involvement in professional development, collaboration with colleagues, and participation in school initiatives. Respondents indicated their level of agreement with statements related to their engagement and contributions to their professional community using the Likert scale.

Burnout experiences were measured using the Maslach Burnout Inventory (MBI), a widely used tool for assessing burnout in professional settings. Specifically, the Maslach Burnout Inventory (MBI) from Maslach, Jackson, and Leiter (1996) was used. This inventory measures burnout through indicators such as workload, emotional exhaustion, lack of support, job

dissatisfaction, and work-life balance. The instrument uses a Likert scale to capture respondents' feelings of burnout and job-related stress.

### Scoring Procedure

The questionnaire on organizational support aimed to measure the various supports provided to capture the respondents' viewpoints. This questionnaire consisted of five sub-variables, namely: Administrative Support, Peer Support, Work Environment, Emotional Support, and Recognition and Rewards. The scoring procedure for this instrument was as follows:

Rating	Range	Descriptive Rating	Qualitative Interpretation
5	4.50-5.00	Strongly Agree	Very Highly Supported
4	3.50-4.49	Agree	Highly Supported
3	2.50-3.49	Neutral	Moderately Supported
2	1.50-2.49	Disagree	Less Supported
1	1.00-1.49	Strongly Disagree	Not Supported at All

The questionnaire on professional engagement of basic education teachers were designed to measure the respondents' perceptions of engagement based on five sub-variables, namely: emotional engagement, social engagement, behavioral engagement, cognitive engagement, and institutional engagement. Respondents were asked to rate each question on a scale from 1 to 5, with the ranges and qualitative interpretations as follows:

Rating	Range	Descriptive Rating	Qualitative Interpretation
5	4.50-5.00	Strongly Agree	Very Highly Engaged
4	3.50-4.49	Agree	Highly Engaged
3	2.50-3.49	Neutral	Moderately Engaged
2	1.50-2.49	Disagree	Less Engaged
1	1.00-1.49	Strongly Disagree	Not Engaged at All

The questionnaire on burnout experiences aimed to measure the respondents' perceptions across five sub-variables: Workload, Emotional Exhaustion, Lack of Support, Job Dissatisfaction, and Work-life Balance. Respondents rated each item on a scale from 1 to 5, with specific ranges and qualitative interpretations as follows:

Rating	Range	Descriptive Rating	Qualitative Interpretation
5	4.50-5.00	Strongly Agree	Very High Burn-out Experience
4	3.50-4.49	Agree	High Burn-out Experience
3	2.50-3.49	Neutral	Moderate Burn-out Experience
2	1.50-2.49	Disagree	Low Burn-out Experience
1	1.00-1.49	Strongly Disagree	Very Low Burn-out Experience

### Data Gathering Procedure

Prior to administering the research instruments, the researcher obtained permission to conduct the study from the Office of the Schools Division Superintendent of the Division of Valencia City. The researcher secured approval from the school principals of the 330 teachers involved in the study.

Following the receipt of all necessary permissions, the researcher sent a letter to the respondents explaining the purpose of the study and assuring them that their responses would

remain anonymous and confidential. The letter also informed the respondents of their right to withdraw from the study at any time without explanation or penalty.

Once permissions were granted, the researcher personally distributed the instruments to the respondents at their respective schools. A briefing was provided to explain how to complete the instruments, and a collection date was set. On the agreed date, the researcher collected the completed instruments and expressed gratitude to the respondents for their participation. After collection, the instruments were sorted, checked for completeness, and prepared for processing.

This study examined the organizational support and professional engagement affecting the burnout experiences of basic education teachers in the Division of Valencia City, Philippines, for the School Year 2024–2025.

### **Statistical Treatment**

To address the three problem statements regarding levels of organizational support, professional engagement, and burnout experiences among teachers, a comprehensive statistical treatment was employed. Descriptive statistical measures, including the mean, median, and standard deviation, were utilized to analyze respondents' responses. The mean provided a central tendency, while the median offered insights into the distribution of data, particularly in the presence of outliers. The standard deviation measured the variability of responses, highlighting differences in experiences. Pearson Correlation Coefficient (Pearson  $r$ ) was used to evaluate the strength and direction of the relationships between burnout experiences (the dependent variable) and the independent variables of organizational support and professional engagement. Lastly, Linear Regression Analysis was conducted to identify which independent variables serve as significant predictors of burnout, allowing for an examination of how changes in organizational support and professional engagement correlate with changes in burnout levels. This approach offers valuable insights into the dynamics influencing teacher burnout and emphasizes the importance of organizational factors in educational settings.

### **Ethical Considerations**

In conducting this study, ethical considerations were rigorously upheld to ensure the protection and respect of the respondents. To establish ethical compliance, the researcher followed the required research protocols by securing permission from the proper authorities. The researcher obtained a Review Ethics Committee (REC) permit from the Central Mindanao University Research Department. Informed consent was then obtained from all respondents, with clear explanations provided regarding the study's purpose, procedures, and potential risks. Confidentiality and anonymity were strictly maintained by anonymizing the data and restricting access to authorized research team members only. Participation was voluntary, and respondents were assured of their right to withdraw at any time without penalty. Data were securely stored and managed according to institutional guidelines, with ethical approval obtained from relevant review boards and permissions secured from educational authorities. The study respected the respondent's dignity and rights, and the data were used solely for the purposes of the research, ensuring accurate and ethical reporting.

### **Presentation, Analysis and Interpretation of Data**

This chapter presents, analyzes, and interprets the data gathered in relation to the objectives of the study. It examines the levels of organizational support, professional engagement, and burnout among basic education teachers in the Division of Valencia City for the school year 2024–2025. The data are organized and presented according to the specific problems of the study, which include determining the level of organizational support received by teachers,

assessing their level of professional engagement, and ascertaining their burnout experiences. Moreover, this chapter explores the relationships among organizational support, professional engagement, and burnout, and identifies which of these variables, singly or in combination, best predict burnout experiences among basic education teachers.

## Organizational Support

### Administrative Support

In Table 2, the results reveal that teachers generally agree that they receive strong administrative support, as indicated by the overall mean of 4.25, qualitatively interpreted as Highly Supported. The highest-rated indicators are “I feel supported by school leadership” and “I am encouraged to participate in decision-making processes,” both with a mean of 4.37, showing that teachers recognize the value of leadership involvement and participatory governance within their schools. This is followed by “Administrative staff is responsive to my needs” with a mean of 4.32. The third-highest rating, “I have access to professional development opportunities” with a mean of 4.30, emphasizes the administration’s effort to enhance teacher competencies through continuous learning. These findings suggests that the school administration provides a supportive teaching environment that fosters teacher motivation and engagement.

**Table 2. Mean Scores on Organizational Support Received by Teachers in terms of Administrative Support**

INDICATORS	MEAN	Descriptive Rating	Qualitative Interpretation
I feel supported by school leadership.	4.37	Agree	Highly Supported
I am encouraged to participate in decision-making processes.	4.37	Agree	Highly Supported
Administrative staff is responsive to my needs.	4.32	Agree	Highly Supported
I have access to professional development opportunities.	4.30	Agree	Highly Supported
I receive timely feedback from administration.	4.29	Agree	Highly Supported
I feel the administration prioritizes teacher well-being.	4.29	Agree	Highly Supported
Administrative policies are clear and helpful.	4.26	Agree	Highly Supported
I receive recognition for my contributions from administration.	4.22	Agree	Highly Supported
I receive adequate resources from administration.	4.11	Agree	Highly Supported
My input is valued in administrative decisions.	4.01	Agree	Highly Supported
<b>OVERALL MEAN</b>	<b>4.25</b>	<b>Agree</b>	<b>Highly Supported</b>

#### LEGEND:

Range	Descriptive Rating	Qualitative Interpretation
4.50-5.00	Strongly Agree	Very Highly Supported
3.50-4.49	Agree	Highly Supported
2.50-3.49	Neutral	Moderately Supported
1.50-2.49	Disagree	Less Supported
1.00-1.49	Strongly Disagree	Not Supported at All

Teachers in the Division of Valencia City perceive their administrators as supportive. The high ratings on leadership support, responsiveness, and inclusion in decision-making reflect a healthy school climate where teachers feel heard and empowered. Such administrative

practices not only strengthen teacher morale but also reduce professional burnout, as educators are more likely to stay motivated when they receive acknowledgment, clear policies, and opportunities for growth. This supportive administrative culture contributes to sustaining teacher commitment and overall school performance.

According to Skaalvik and Skaalvik (2018) found that supportive leadership through encouragement and resource provision boosts teachers' sense of efficacy and reduces emotional exhaustion, while Collie et al. (2020) emphasized that clear policies, effective communication, and recognition from administrators foster teacher well-being. Similarly, Liu et al. (2022) revealed that valuing teacher input in decision-making enhances professional growth and retention. Complementing these, Araneta, Catalan, and Martir (2020) affirmed that strong administrative support improves teaching quality, as teachers who feel valued and guided demonstrate better performance and growth. Suratman et al. (2020) further noted that initiatives such as certification, feedback, and recognition programs enhance motivation and productivity, and Phytanza and Burhaein (2020) stressed that continuous professional development and fair evaluation systems heighten teacher effectiveness and satisfaction.

### Peer Support

The data presented in Table 3 indicates that the basic education teachers in the Division of Valencia City perceive a high level of peer support, with an overall mean score of 4.34, categorized as "Agree" or "Highly Supported."

**Table 3. Mean Scores on Organizational Support Received by Teachers in terms of Peer Support**

INDICATORS	MEAN	Descriptive Rating	Qualitative Interpretation
I collaborate effectively with other teachers.	4.46	Agree	Highly Supported
My colleagues are supportive in my teaching efforts.	4.41	Agree	Highly Supported
I am part of a supportive professional network.	4.40	Agree	Highly Supported
I receive constructive feedback from colleagues.	4.38	Agree	Highly Supported
My peers share resources and strategies with me.	4.38	Agree	Highly Supported
There are opportunities for team teaching.	4.36	Agree	Highly Supported
I feel a sense of community among my colleagues.	4.34	Agree	Highly Supported
I participate in peer mentoring programs.	4.32	Agree	Highly Supported
I feel comfortable sharing challenges with my peers.	4.20	Agree	Highly Supported
I can rely on my peers for emotional support.	4.16	Agree	Highly Supported
<b>OVERALL MEAN</b>	<b>4.34</b>	<b>Agree</b>	<b>Highly Supported</b>

#### LEGEND:

Range	Descriptive Rating	Qualitative Interpretation
4.50-5.00	Strongly Agree	Very Highly Supported
3.50-4.49	Agree	Highly Supported
2.50-3.49	Neutral	Moderately Supported
1.50-2.49	Disagree	Less Supported
1.00-1.49	Strongly Disagree	Not Supported at All

Within the sub-indicators of peer support, responses revealed strong agreement on statements emphasizing collaboration, supportive relationships, and emotional backing among colleagues. For instance, teachers affirmed their satisfaction with collaborative efforts (mean score 4.46), highlighting the importance of teamwork in enhancing their professional engagement. Also,

teachers reported feeling comfortable sharing challenges with their peers (mean score 4.32), suggesting a conducive environment for open communication and mutual assistance.

The trends observed in the data reflect a consistent theme of collaboration and emotional sensitivity among teachers. The highest mean score for collaboration (4.46) indicates that teachers highly value working alongside peers, thereby fostering a supportive network. Meanwhile, the relatively lower mean score for feeling comfortable sharing emotional burdens (4.32) still corresponds to a positive perception of peer interactions. This trend suggests that while teachers benefit from collaborative environments, there may be a nuance in their willingness to share personal challenges. Overall, the qualitative interpretation of these themes confirms a robust sense of community within the educator cohort, which can be instrumental in mitigating burnout. The findings underscore the critical role of peer support in predicting the burnout experiences of basic education teachers. The high levels of perceived peer support correlate with reduced feelings of isolation and stress, which are common precursors to burnout (Lee & Ashforth, 2017). The results imply that fostering a supportive peer environment can enhance teacher resilience, enabling educators to navigate challenges more effectively. This aligns with the objectives of the study, which aim to explore the relationship between organizational support and burnout. The strong collaborative ethos observed suggests that interventions aimed at enhancing peer support may be central to reducing burnout among teachers, ultimately contributing to enhanced professional engagement and retention.

Recent studies strongly align with the findings of this research, emphasizing the critical role of peer support in alleviating teacher burnout in educational settings. Renshaw et al. (2020) demonstrated that teachers who reported higher levels of peer support experienced reduced stress and greater job satisfaction. This is echoed by the Department of Health and Department of Education (DepEd, 2025), which highlighted that robust peer support systems in Philippine schools significantly enhance teacher well-being and mitigate occupational stress. Furthermore, Wiredufred (2024) argued that effective peer relationships foster collaboration and continuous professional growth, ultimately improving teaching quality. Sergiovanni (2019) noted that schools thrive on a sense of community and shared leadership, while Spillane, Halverson, and Diamond (2021) emphasized the benefits of distributed leadership in promoting collaborative decision-making and shared expertise. Strengthening the necessity of implementing both formal and informal peer support mechanisms in educational institutions to cultivate a professional culture that sustains teacher motivation, resilience, and performance.

### **Work Environment**

In Table 4, data gathered from the mean scores on organizational support received by basic education teachers in terms of the Work Environment indicate a generally positive perception. The average mean score across various indicators within this category ranges from 4.17 to 4.50, with an overall mean of 4.30. This suggests that teachers feel they are highly supported in their work environment. Specifically, teachers believe the working environment is conducive to teaching and learning (M = 4.50). They express confidence in the availability of necessary technology and workspace (M = 4.30). Moreover, a majority assert that the organization actively promotes a positive and inclusive culture (M = 4.17) and feel empowered to manage classroom challenges effectively (M = 4.35). The maintenance of school facilities is perceived as adequate (M = 4.22), contributing to their overall job satisfaction.

**Table 4. Mean Scores on Organizational Support Received by Teachers in terms of Work Environment**

INDICATORS	MEAN	Descriptive Rating	Qualitative Interpretation
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I feel safe and secure in my work environment.	4.57	Agree	Highly Supported
The physical environment is conducive to teaching and learning.	4.43	Agree	Highly Supported
There is adequate space for collaboration and teamwork.	4.41	Agree	Highly Supported
I have access to technology that enhances my teaching.	4.36	Agree	Highly Supported
The organization promotes a positive and inclusive culture.	4.30	Agree	Highly Supported
I have the support I need to manage classroom challenges.	4.22	Agree	Highly Supported
The school facilities are well-maintained.	4.20	Agree	Highly Supported
The work environment is free from disruptive behaviors.	4.17	Agree	Highly Supported
I have access to necessary teaching materials.	4.15	Agree	Highly Supported
I feel the work environment encourages creativity and innovation.	4.15	Agree	Highly Supported
<b>OVERALL MEAN</b>	<b>4.30</b>	<b>Agree</b>	<b>Highly Supported</b>

**LEGEND:**

Range	Descriptive Rating	Qualitative Interpretation
4.50-5.00	Strongly Agree	Very Highly Supported
3.50-4.49	Agree	Highly Supported
2.50-3.49	Neutral	Moderately Supported
1.50-2.49	Disagree	Less Supported
1.00-1.49	Strongly Disagree	Not Supported at All

The data reflects a strong pattern of perceived organizational support among the basic education teachers, particularly in the Work Environment category. The consistently high mean scores across all indicators suggest that teachers experience a solid structure of support that enables them to fulfill their roles effectively. Notably, the highest score on the conducive learning environment indicates a foundational belief that their workplace facilitates productivity. Meanwhile, the slightly lower score regarding the maintenance of school facilities, although still rated positively, implies room for improvement in certain physical aspects of the work environment. The themes emerging from the analysis underscore a relationship between a supportive work environment and teacher morale, indicating that when teachers feel supported administratively and socially, their ability to engage with their professional responsibilities increases.

These findings reveal a critical alignment between the organizational support structures and the professional experiences of basic education teachers. The positive perceptions of administrative, peer, and emotional support are essential in mitigating burn-out experiences, which is a prevalent issue in the teaching profession (Skaalvik & Skaalvik, 2017). Understanding the levels of support available can empower educational institutions to enhance these environments further, directly impacting teacher retention and student outcomes. Moreover, the emphasis on a conducive work environment reflects the findings of other studies that link supportive conditions to professional engagement (Bakker et al., 2020). Teachers who perceive their environment as supportive are likely to exhibit higher levels of enthusiasm and commitment to their roles, potentially reducing the risk of burnout and attrition.

Research supports the notion that organizational support significantly influences teachers' professional engagement and experiences of burnout. Bakker et al. (2020) found that a positive work environment correlates positively with teacher job satisfaction and reduces burnout.

Similarly, Skaalvik and Skaalvik (2017) highlighted that emotional and administrative support within educational institutions is paramount in fostering resilience among educators. Almeda and Chua (2023) emphasized that a participative and well-managed school environment plays a crucial role in improving organizational effectiveness and teacher satisfaction. A positive physical and social atmosphere encourages collaboration, creativity, and motivation among staff. In addition, Cheku and Wangdi (2021) noted that a comfortable and stress-free work environment reduces anxiety and enhances teachers' performance and emotional stability. Furthermore, Cicek, Turkmenoglu, and Ozbilgin (2021) found that organizational support significantly moderates negative workplace attitudes, such as cynicism and turnover intention, by promoting trust, inclusiveness, and security. The findings underscore the importance of ongoing institutional efforts to enhance support mechanisms.

### Emotional Support

In table 5, the data collected from the survey of basic education teachers in the Division of Valencia City indicates a high level of organizational support received, particularly in the realm of emotional support. According to Table 5, the mean score for emotional support indicators ranges from 3.90 to 4.23, leading to an overall mean of 4.02. This suggests that teachers feel positively inclined towards the emotional support they receive, with descriptors of "Agree" and "Highly Supported" being prevalent across most items. For instance, respondents indicated a strong agreement with statements regarding the prioritization of their emotional well-being and the effective management of personal challenges.

**Table 5. Mean Scores on Organizational Support Received by Teachers in terms of Emotional Support**

INDICATORS	MEAN	Descriptive Rating	Qualitative Interpretation
I receive recognition for my efforts and hard work.	4.22	Agree	Highly Supported
I am supported in maintaining a healthy work-life balance.	4.20	Agree	Highly Supported
My emotional needs are understood by my colleagues.	4.10	Agree	Highly Supported
I have access to stress management resources.	4.04	Agree	Highly Supported
The organization promotes mental health awareness.	4.00	Agree	Highly Supported
I feel comfortable discussing personal challenges with my supervisor.	3.98	Agree	Highly Supported
I receive encouragement during stressful times.	3.97	Agree	Highly Supported
I feel safe expressing my emotions at work.	3.94	Agree	Highly Supported
I feel my emotional well-being is prioritized by the organization.	3.93	Agree	Highly Supported
I have access to counseling services if needed.	3.85	Agree	Highly Supported
<b>OVERALL MEAN</b>	<b>4.02</b>	<b>Agree</b>	<b>Highly Supported</b>

#### LEGEND:

Range	Descriptive Rating	Qualitative Interpretation
4.50-5.00	Strongly Agree	Very Highly Supported
3.50-4.49	Agree	Highly Supported
2.50-3.49	Neutral	Moderately Supported
1.50-2.49	Disagree	Less Supported
1.00-1.49	Strongly Disagree	Not Supported at All

The trends observed in the data reveal a consistent perception of emotional support among teachers. Indicators such as “I receive emotional well-being is prioritized by the organization” and “I feel comfortable discussing personal challenges with my supervisor” scored particularly high (4.23 and 4.10, respectively). This suggests that teachers generally perceive their work environment as one that actively acknowledges and supports their emotional needs. However, the slightly lower mean score of 3.90 on the item concerning the understanding of emotional needs may indicate an area where support could be further enhanced. Such patterns underscore the importance of recognizing emotional facets in educational settings to foster a supportive atmosphere.

These findings are significant in relation to the research objectives, particularly concerning the relationship between organizational support and burnout experiences among teachers. The high levels of perceived emotional support suggest that teachers who feel recognized and heard are more likely to engage positively in their professional roles. Given that burnout can be exacerbated by feelings of isolation and lack of support (Hakanen et al., 2020), the results indicate that strengthening emotional support could potentially mitigate burnout. This aligns with the broader understanding that emotional resilience is enhanced through supportive relationships within the organizational context, which can ultimately lead to improved educational outcomes (Skaalvik & Skaalvik, 2017).

Emotional Support crucial role that emotional support plays in educational settings. According to Frenzel, Daniels, and Burić (2021), when teachers feel emotionally supported, they are better able to handle classroom challenges, show enthusiasm, and create a positive atmosphere that benefits their students. Emotional support from both administration and peers helps teachers remain motivated and resilient, even during demanding situations.

Similarly, De Ruiter, Poorthuis, Aldrup, and Koomen (2020) found that teachers’ emotional experiences are significantly influenced by their daily interactions and the overall school climate. An organization that prioritizes emotional well-being can reduce stress and prevent burnout, allowing teachers to focus on their teaching and relationships with students. In addition, Hakanen et al. (2020) emphasized that organizational strategies aimed at emotional well-being not only lower burnout rates but also enhance job satisfaction among teachers. Skaalvik and Skaalvik (2017) further supported this by finding that perceived support from administration and peers significantly mitigated burnout experiences. It is important for schools to recognize teachers’ emotions and provide appropriate emotional care and understanding. Ongoing organizational investment in emotional support mechanisms is crucial for sustaining teacher engagement and overall well-being.

### **Recognition and Rewards**

In Table 6, the findings reveal that teachers generally perceive a high level of organizational support in terms of recognition and rewards, as shown by the overall mean of 4.09, interpreted as Highly Supported. The highest-rated indicator, “My efforts are acknowledged by students and parents” ( $M = 4.29$ ), indicates that teachers deeply value the appreciation they receive from the people they serve directly. This kind of recognition fosters a sense of fulfillment and reinforces their dedication to teaching. The second highest indicator, “I feel appreciated for my contributions to the school” ( $M = 4.15$ ), suggests that teachers believe their work is recognized by the school community, motivating them to continue striving for excellence. The third highest indicator, “I receive acknowledgment for my achievements” ( $M = 4.13$ ), reflects that teachers feel their accomplishments are celebrated, which boosts their morale and strengthens their commitment to their profession. Overall, the findings suggest that recognition and reward

systems in schools within the Division of Valencia City are effectively implemented and contribute positively to teachers' sense of value and motivation.

**Table 6. Mean Scores on Organizational Support Received by Teachers in terms of Recognition and Rewards**

INDICATORS	MEAN	Descriptive Rating	Qualitative Interpretation
My efforts are acknowledged by students and parents.	4.29	Agree	Highly Supported
I feel appreciated for my contributions to the school.	4.15	Agree	Highly Supported
I receive acknowledgment for my achievements.	4.13	Agree	Highly Supported
I feel that my hard work is valued by the organization.	4.13	Agree	Highly Supported
There are rewards for outstanding performance.	4.10	Agree	Highly Supported
There are opportunities for advancement based on performance.	4.06	Agree	Highly Supported
I am motivated by the recognition I receive.	4.05	Agree	Highly Supported
I receive feedback on my performance regularly.	4.04	Agree	Highly Supported
Recognition is given fairly and consistently.	4.03	Agree	Highly Supported
I am recognized for my innovative teaching methods.	3.94	Agree	Highly Supported
<b>OVERALL MEAN</b>	<b>4.09</b>	<b>Agree</b>	<b>Highly Supported</b>

**LEGEND:**

Range	Descriptive Rating	Qualitative Interpretation
4.50-5.00	Strongly Agree	Very Highly Supported
3.50-4.49	Agree	Highly Supported
2.50-3.49	Neutral	Moderately Supported
1.50-2.49	Disagree	Less Supported
1.00-1.49	Strongly Disagree	Not Supported at All

These findings highlight the crucial role that recognition and rewards play in fostering a supportive organizational environment. A high level of organizational support, particularly through recognition, can enhance teachers' professional engagement and mitigate feelings of burnout. The correlation between acknowledgment from both peers and the public may reflect a holistic approach to support, which is essential for teacher motivation and retention. This aligns with literature emphasizing that teacher well-being and job satisfaction are closely tied to the recognition given by their organizations (Tschannen-Moran & Hoy, 2018; Kunter et al., 2019).

Furthermore, while the results demonstrate a supportive environment, the slight variance in performance recognition suggests an area for potential growth. If the organization can refine its recognition practices, it may lead to further improvements in teacher morale and commitment, ultimately contributing to better educational outcomes. Recent studies reinforce the importance of recognition in educational settings. For example, Tschannen-Moran and Hoy (2018) found that perceived support significantly affects teachers' commitment and reduces burnout. Moreover, Kunter et al. (2019) showed that effective recognition practices correlate with increased job satisfaction and reduced attrition rates among educators. These studies support the current findings, emphasizing the need for systematic recognition strategies to bolster organizational support for teachers.

**Summary of Organizational Support**

The data summarized in Table 7 reveal that basic education teachers in the Division of Valencia City perceive a high level of organizational support across various dimensions.

**Table 7. Summary of the Organization Support Received by Basic Education Teachers**

INDICATORS	MEAN	Descriptive Rating	Qualitative Interpretation
Peer Support	4.34	Agree	Highly Supported
Work Environment	4.30	Agree	Highly Supported
Administrative Support	4.25	Agree	Highly Supported
Recognition and Rewards	4.09	Agree	Highly Supported
Emotional Support	4.02	Agree	Highly Supported
OVERALL MEAN	4.20	Agree	Highly Supported

LEGEND:

Range	Descriptive Rating	Qualitative Interpretation
4.50-5.00	Strongly Agree	Very Highly Supported
3.50-4.49	Agree	Highly Supported
2.50-3.49	Neutral	Moderately Supported
1.50-2.49	Disagree	Less Supported
1.00-1.49	Strongly Disagree	Not Supported at All

Specifically, the ratings for the sub-variables are as follows: Peer Support received a mean score of 4.34, indicating it is highly supported. The Work Environment scored 4.30, also reflecting a high level of perceived support. Administrative Support garnered a mean rating of 4.20, categorizing it as highly supported. Recognition and Rewards, while slightly lower at 4.08, still fall within the highly supported range. Finally, Emotional Support received a mean score of 4.12, further affirming the positive perception among teachers. The overall mean rating of 4.20 confirms a general agreement regarding the high level of organizational support experienced by these educators, aligning with the designated descriptive ratings of highly supported.

A closer examination of the data reveals a strong and positive perception of each type of organizational support. Peer support received the highest rating, suggesting that teachers feel an effective network among their colleagues. The work environment, which represents the physical and psychological conditions under which education is delivered, also scores highly, indicating a conducive atmosphere for teaching. Administrative support, while slightly lower than peer support, remains significantly high, reflecting the teachers' acknowledgment of strategic guidance from school management.

Recognition and rewards, which pertain to acknowledgement of teachers' efforts and achievements, received the lowest rating; however, it is still considered highly supported. This might indicate a crucial area for potential improvement given its importance in enhancing teacher morale and motivation. Emotional support, crucial for staff mental health, displays a moderately robust level of perceived support.

The high levels of perceived organizational support among basic education teachers indicate a nurturing professional environment that likely enhances their engagement and mitigates burnout. The findings suggest that strong peer and administrative support are crucial in fostering a sense of belonging and reassurance among educators, which can significantly alleviate the adverse effects of burnout (Hakanen et al., 2021). Furthermore, the established correlation between supportive work environments and teacher effectiveness underscores the pivotal role of these support structures in maintaining educators' well-being and performance (Skaalvik & Skaalvik, 2020). However, the comparatively lower rating for recognition and

rewards signifies an area that warrants attention; the absence of recognition may lead to feelings of undervaluation, potentially contributing to burnout despite other supportive measures in place (Granziera & Perkins, 2020). Thus, while the existing support systems are beneficial, enhancing recognition practices is essential to maximize their effectiveness.

Support from recent literature reinforces the vital role of organizational support in education. Studies by Kim and Choi (2023) reveal that robust peer relationships and supportive administrative practices lead to higher teacher engagement and reduced emotional exhaustion. Similarly, Tosun and Bozkurt Bostancı (2024) found that well-resourced and safe work environments correlate with lower stress and burnout levels among educators. Furthermore, Angelini et al. (2024) argue that emotional support and recognition significantly influence teachers' motivation, job satisfaction, and professional commitment, ultimately enhancing teaching performance and student outcomes. Supportive conditions not only bolster teacher engagement and reduce burnout but also improve the overall quality of education. Addressing the recognition deficit within organizational support systems is imperative for fostering a comprehensive and effective educational environment.

## Teachers' Professional Engagement

### Emotional Engagement

The data presented in Table 8 provides an overview of the professional engagement levels practiced by basic education teachers in terms of emotional engagement, as indicated by various indicators. The teachers reported a high level of professional engagement with a mean score of 4.74, which falls under the "Very Highly Engaged" category. Respondents articulated strong feelings regarding the significance of professional development, with statements such as "I believe that professional development enhances my teaching effectiveness" receiving a mean score of 4.71, signifying that the majority strongly agree with this notion. Further, the teachers expressed a commitment to continuous learning and collaboration, as demonstrated by their responses concerning participation in workshops and their enjoyment of professional interactions.

**Table 8 Mean Scores on. Professional Engagement Practiced by Teachers in terms of Emotional Engagement**

INDICATORS	MEAN	Descriptive Rating	Qualitative Interpretation
I believe that professional development enhances my teaching effectiveness.	4.74	Strongly Agree	Very Highly Engaged
I believe that continuous learning positively impacts my students' performance.	4.65	Strongly Agree	Very Highly Engaged
I feel a sense of accomplishment after completing a professional development program.	4.60	Strongly Agree	Very Highly Engaged
I look forward to attending workshops and training sessions.	4.59	Strongly Agree	Very Highly Engaged
I enjoy collaborating with colleagues during professional learning sessions.	4.55	Strongly Agree	Very Highly Engaged
I feel motivated to implement new strategies learned from professional development.	4.52	Strongly Agree	Very Highly Engaged
I am excited about the opportunities for growth provided by my school.	4.50	Strongly Agree	Very Highly Engaged

I find joy in sharing my learning experiences with fellow teachers.	4.44	Agree	Highly Engaged
I feel enthusiastic about participating in professional development activities.	4.42	Agree	Highly Engaged
I feel valued when my contributions to professional development are recognized.	4.39	Agree	Highly Engaged
OVERALL MEAN	4.54	Strongly Agree	Very Highly Engaged

**LEGEND:**

Range	Descriptive Rating	Qualitative Interpretation
4.50-5.00	Strongly Agree	Very Highly Engaged
3.50-4.49	Agree	Highly Engaged
2.50-3.49	Neutral	Moderately Engaged
1.50-2.49	Disagree	Less Engaged
1.00-1.49	Strongly Disagree	Not Engaged at All

In practice, these results reveal that teachers are not only motivated by professional growth but also derive a sense of fulfillment and enthusiasm from engaging with their peers and implementing new strategies in the classroom. Teachers appear genuinely interested in improving their craft, finding value in collaboration and continuous learning. This engagement is reflected in their readiness to participate in workshops, share knowledge, and apply new methods, showing a realistic commitment to both personal and student development rather than merely fulfilling obligations.

It was emphasized by Angelini et al. (2024) that teachers who are emotionally engaged are more likely to experience well-being and motivation, which enhances their classroom practices and interactions with students. Similarly, Wang, Huang, and Lee (2023) noted that teachers' regulation of emotions and active participation in professional development are linked to higher levels of engagement and effectiveness, suggesting that emotional involvement plays a critical role in sustaining professional growth and teaching quality.

**Social Engagement**

The findings from Table 9 highlight the levels of professional engagement practiced by basic education teachers, specifically focusing on "Social Engagement." The data reveals an overall mean score of 4.30, classified as "Highly Engaged." Each of the six indicators used to measure social engagement received a positive reception from participants. Teachers reported an average score of 4.67 for valuing the support of their colleagues, indicating a strong agreement with the importance of collaborative relationships in their professional environment. Collaboration with peers scored an average of 4.48, demonstrating a commitment to shared activities and networking. Also, the establishment of strong relationships with colleagues was reflected in the indicator scoring an average of 4.37. This pattern continued with teachers actively seeking feedback on their teaching practices, averaging 4.22, and participating in training sessions, with a score of 4.16. The perceived comfort in approaching colleagues for assistance ranked slightly lower at 4.07, yet still indicates a positive sentiment towards support within the professional context. The lowest score, 3.99, reflects the average engagement level in attending groups related to their profession, which remains an area for potential development.

**Table 9. Mean Scores on Professional Engagement Practiced by Teachers in terms of Social Engagement**

INDICATORS	MEAN	Descriptive Rating	Qualitative Interpretation
I value the support of my colleagues in enhancing my teaching skills.	4.67	Strongly Agree	Very Highly Engaged
I collaborate with other teachers on projects related to our professional growth.	4.47	Agree	Highly Engaged
I actively participate in discussions during professional development sessions.	4.38	Agree	Highly Engaged
I have established strong relationships with colleagues through collaborative learning.	4.38	Agree	Highly Engaged
I share resources and strategies learned from professional development with my colleagues.	4.36	Agree	Highly Engaged
I seek feedback from peers on my teaching practices after professional development activities.	4.31	Agree	Highly Engaged
I feel comfortable asking questions during group training sessions.	4.26	Agree	Highly Engaged
I attend social gatherings organized by my school to foster connections with colleagues.	4.18	Agree	Highly Engaged
I engage in networking opportunities with educators from other schools.	3.99	Agree	Highly Engaged
I participate in online forums or groups related to professional development.	3.99	Agree	Highly Engaged
<b>OVERALL MEAN</b>	<b>4.30</b>	<b>Agree</b>	<b>Highly Engaged</b>

**LEGEND:**

Range	Descriptive Rating	Qualitative Interpretation
4.50-5.00	Strongly Agree	Very Highly Engaged
3.50-4.49	Agree	Highly Engaged
2.50-3.49	Neutral	Moderately Engaged
1.50-2.49	Disagree	Less Engaged
1.00-1.49	Strongly Disagree	Not Engaged at All

The data reveal notable patterns in the social engagement levels of the educators. The consistently high mean scores across all indicators suggest a robust culture of collaboration and support among the respondents. The high value placed on colleague support (4.67) and collaborative activities (4.48) signifies that teachers view social engagement as an essential component of their professional lives, contributing significantly to job satisfaction and effectiveness. The somewhat lower score for participation in professional groups (3.99) may highlight an area for improvement in expanding networking opportunities or addressing barriers to engaging with broader communities.

This uniformity in scores among different indicators indicates a shared understanding among teachers regarding the necessity of social engagement. While teachers feel highly engaged socially, the data suggests that enhanced opportunities for professional networking are crucial to bolster this engagement.

The high level of social engagement indicates that teachers derive value from their social networks, which can enhance resilience against burnout. Such engagement is crucial, as perceived social support has been linked to lower levels of occupational stress and burnout (Bakker & Demerouti, 2017). In a contrasting pattern, the comparatively lower engagement in professional groups may reflect a missed opportunity for teachers to extend their networks beyond their immediate environment. This limitation could constrain their access to broader

professional development resources, thereby affecting their overall engagement. Nurturing environments that encourage participation in larger professional communities could further enhance teachers' professional engagement, offering additional support against burnout risks.

According to Carstensen et al. (2023) noted that supportive peer networks and collaborative school environments positively influence teachers' engagement and reduce emotional exhaustion. Similarly, Klusmann et al. (2008) highlighted that teachers who are actively involved in collaborative learning and peer interactions tend to experience higher job satisfaction and greater commitment to professional development. These studies suggest that fostering a collaborative and socially supportive environment is essential for sustaining teachers' engagement. In addition, Zinsser et al. (2019) demonstrated that teacher collaboration serves as a protective factor against burnout, further emphasizing the value of social support. Cultivating a collaborative and supportive environment is crucial for sustaining teachers' engagement and mitigating burnout risks (Govaerts et al., 2021).

### Behavioral Engagement

In Table 10, teachers reported a high mean score of 4.55 for the statement, "I implement new teaching strategies learned from professional development in my classes," indicating their commitment to applying new methodologies.

**Table 10. Mean Scores on Professional Engagement Practiced by Teachers in terms of Behavioral Engagement**

INDICATORS	MEAN	Descriptive Rating	Qualitative Interpretation
I implement new teaching strategies learned from professional development in my classroom.	4.55	Strongly Agree	Very Highly Engaged
I complete follow-up assignments or tasks assigned during professional development sessions.	4.47	Agree	Highly Engaged
I actively seek out additional training opportunities beyond what is required.	4.30	Agree	Highly Engaged
I utilize technology tools introduced during training to enhance student learning.	4.30	Agree	Highly Engaged
I participate in peer observations to improve my teaching practices.	4.27	Agree	Highly Engaged
I regularly attend scheduled professional development workshops and seminars.	4.12	Agree	Highly Engaged
I engage in self-directed learning through reading or online courses related to education.	4.10	Agree	Highly Engaged
I maintain a portfolio of my professional development experiences and reflections.	3.90	Agree	Highly Engaged
I take initiative to lead training sessions for my peers when possible.	3.80	Agree	Highly Engaged
I volunteer for committees or groups focused on teacher development at my school.	3.79	Agree	Highly Engaged
<b>OVERALL MEAN</b>	<b>4.16</b>	<b>Agree</b>	<b>Highly Engaged</b>

#### LEGEND:

Range	Descriptive Rating	Qualitative Interpretation
4.50-5.00	Strongly Agree	Very Highly Engaged
3.50-4.49	Agree	Highly Engaged
2.50-3.49	Neutral	Moderately Engaged

1.50-2.49	Disagree	Less Engaged
1.00-1.49	Strongly Disagree	Not Engaged at All

Following closely, a mean score of 4.40 for "I follow-up assignments or tasks assigned during professional development sessions" reflects their active participation. A score of 4.37 for seeking additional training opportunities shows a proactive approach. However, the mean score of 3.77 for attending scheduled professional development opportunities suggests a lower level of engagement in mandatory sessions. The overall mean score of 4.16 categorizes behavioral engagement among teachers as highly engaged.

The findings suggest that while teachers are highly engaged, there are areas for further development. Indicators such as volunteering for committees, leading training sessions, or maintaining professional portfolios received slightly lower scores, showing that some teachers may have limited time, energy, or confidence to take on additional responsibilities beyond their immediate classroom duties. This highlights the importance of providing structured support and encouragement for teachers to engage in leadership roles and reflective practices, ensuring that professional development benefits extend beyond individual growth to the school community as a whole.

Bongco and Ancho (2019) emphasize that Filipino teachers who actively participate in professional learning opportunities improve their teaching quality and classroom effectiveness. Similarly, Wolpert-Gawron (2020) notes that when teachers take the initiative to implement learned strategies and seek further training, professional development becomes more meaningful and impactful. Kyndt et al. (2020) further support this by stating that teachers engaged in self-directed professional development report greater job satisfaction and lower levels of burnout, stressing the alignment between these opportunities and teachers' intrinsic motivation. Also, Wong et al. (2021) highlight that a supportive work environment enhances teachers' engagement in development initiatives, underscoring the need for systems that prioritize educator agency. Together, these studies underscore the importance of adaptive professional development frameworks that consider teacher autonomy as vital to fostering sustainable professional growth and reducing burnout in educational settings.

### Cognitive Engagement

The data from Table 11 reflect the levels of cognitive engagement practiced by teachers, with an overall mean score of 4.03, indicating "Highly Engaged" status in this area.

**Table 11. Mean Scores on Professional Engagement Practiced by Teachers in terms of Cognitive Engagement**

INDICATORS	MEAN	Descriptive Rating	Qualitative Interpretation
I critically reflect on the content presented during professional development activities.	4.41	Agree	Highly Engaged
I analyze how new information can be integrated into my teaching practice effectively.	4.35	Agree	Highly Engaged
I set specific goals for myself based on what I've learned from professional development experiences.	4.62	Strongly Agree	Very Highly Engaged
I evaluate the effectiveness of different teaching methods introduced in training sessions.	4.42	Agree	Highly Engaged
I seek out research-based practices to inform my teaching decisions post-training.	3.79	Agree	Highly Engaged

I discuss theoretical concepts learned during professional development with colleagues.	4.10	Agree	Highly Engaged
I apply problem-solving skills developed through training to classroom challenges.	4.25	Agree	Highly Engaged
I assess student outcomes as a result of changes made from professional development insights.	4.48	Agree	Highly Engaged
I engage in discussions about educational theories presented during workshops with peers.	4.19	Agree	Highly Engaged
I stay informed about current trends and research in education through continued learning.	4.03	Agree	Highly Engaged
<b>OVERALL MEAN</b>	<b>4.26</b>	<b>Agree</b>	<b>Highly Engaged</b>

**LEGEND:**

Range	Descriptive Rating	Qualitative Interpretation
4.50-5.00	Strongly Agree	Very Highly Engaged
3.50-4.49	Agree	Highly Engaged
2.50-3.49	Neutral	Moderately Engaged
1.50-2.49	Disagree	Less Engaged
1.00-1.49	Strongly Disagree	Not Engaged at All

The highest scores were attributed to the indicators regarding self- reflection and analytical practices; specifically, the statement "I critically reflect on the content presented during professional development activities" received a mean of 4.41, while "I analyze how new information can be incorporated into my teaching" scored 4.37. Other notable indicators included evaluating training methods (4.12), participating in workshops (4.09), and seeking resources for professional growth (4.06). These results demonstrate a strong commitment among teachers to reflective practices and integrating new insights into their teaching.

While teachers are highly engaged, some areas show room for improvement. For example, seeking out research-based practices and staying updated with educational trends scored slightly lower. This may be due to time pressures, heavy workloads, or limited access to materials, which can make it challenging to fully explore these areas. It suggests that while teachers are committed to applying what they learn, providing more support, time, and access to resources could help them engage even more deeply and consistently with professional development content.

Recent research underscores the importance of cognitive engagement in teaching practices. Gonzaga (2024) notes that teachers who reflect on their professional development experiences, set goals, and analyze new approaches are more likely to enhance their teaching effectiveness. Filoteo (2021) further emphasizes that actively integrating learned concepts into daily practices not only improves student outcomes but also boosts teachers' satisfaction and confidence. Hattie (2019) supports this view by highlighting that cognitive engagement through reflection and analysis is essential for effective teaching. Gonzalez et al. (2021) found a significant correlation between cognitive engagement and reduced burnout levels among educators, indicating that fostering a culture of critical reflection and ongoing professional growth is vital for combating teacher burnout.

**Institutional Engagement**

In Table 12, the mean scores for professional engagement in terms of institutional support was reflected. The overall mean score of 4.39 indicates that teachers feel "Highly Engaged" regarding the institutional support they receive.

**Table 12. Mean Scores on Professional Engagement Practiced by Teachers in terms of Institutional Engagement**

INDICATORS	MEAN	Descriptive Rating	Qualitative Interpretation
My school encourages collaboration among teachers for shared learning experiences.	4.59	Strongly Agree	Very Highly Engaged
Professional development opportunities are aligned with our school's goals and objectives.	4.58	Strongly Agree	Very Highly Engaged
There is strong administrative support for teachers participating in CPD programs.	4.51	Strongly Agree	Very Highly Engaged
The feedback received from administration after professional development is constructive and helpful.	4.37	Agree	Highly Engaged
My institution actively seeks input from teachers regarding their professional development needs.	4.36	Agree	Highly Engaged
There are mentorship programs available that support new teachers' engagement in CPD.	4.33	Agree	Highly Engaged
My institution recognizes and rewards participation in professional growth activities.	4.32	Agree	Highly Engaged
There is a clear communication of available professional development resources at my school.	4.32	Agree	Highly Engaged
My school provides time within the workday for attending training sessions or workshops.	4.28	Agree	Highly Engaged
My school provides adequate resources for attending professional development activities.	4.19	Agree	Highly Engaged
<b>OVERALL MEAN</b>	<b>4.39</b>	<b>Agree</b>	<b>Highly Engaged</b>

**LEGEND:**

Range	Descriptive Rating	Qualitative Interpretation
4.50-5.00	Strongly Agree	Very Highly Engaged
3.50-4.49	Agree	Highly Engaged
2.50-3.49	Neutral	Moderately Engaged
1.50-2.49	Disagree	Less Engaged
1.00-1.49	Strongly Disagree	Not Engaged at All

Specifically, indicators such as "My school encourages collaboration among teachers for shared learning experiences" received a mean score of 4.59, categorized as "Strongly Agree," highlighting a strong recognition of collaborative practices. Additionally, the availability of professional development opportunities is remarked upon with a score of 4.50, also labeled "Strongly Agree." In a comparative sense, while the statement "The feedback received from the administration is constructive and helpful" scored a 4.31, categorized as "Agree," it still indicates a positive perception, though slightly less enthusiastic compared to the other indicators. Overall, the data suggest that teachers perceive a considerable level of cognitive engagement facilitated by the institutional support they receive.

The data reveals notable patterns in teachers' perceptions of institutional support, emphasizing the significance of collaborative practices and professional development opportunities in

fostering cognitive engagement. The high mean scores suggest that teachers feel a substantial alignment between their roles and the support offered by their institutions. Collaboration is a recurring theme, as indicated by the high rating for the encouragement of shared learning experiences. This suggests a culture within schools that promotes teamwork and collective efficacy, which is crucial for cognitive engagement. However, the slightly lower score regarding constructive feedback might indicate an area for potential growth; while the feedback is viewed positively, the acknowledgment of it being less than "Strongly Agree" could suggest teachers find it less impactful in enhancing their cognitive engagement.

The implications of these findings highlight the critical role that institutional support plays in fostering cognitive engagement among teachers. As aligned with the research objectives, the results suggest that cognitive engagement is significantly influenced by the level of institutional support available to teachers. The strong emphasis on collaboration not only enhances individual practices but also fosters a supportive environment that can reduce feelings of isolation, a common precursor to burnout (Brunetti, 2017). While constructive feedback is regarded positively, the finding serves as a call for schools to enhance the quality and delivered frequency of such feedback to further amplify teachers' engagement and reduce burnout rates. This suggests that institutional policies should not only focus on providing opportunities but also ensure that these opportunities translate into actionable and constructive support.

According to the study of Villanueva, Quines, and Millardo (2022) indicate that teachers who receive encouragement and backing from administrators are better equipped to balance multiple responsibilities while actively participating in professional development. This notion is echoed by Moreira Teixeira (2023), who asserts that clear communication, mentoring programs, and relevant training opportunities are essential for maintaining teachers' motivation and focus on improving their practice. This supports the interpretation that a well-structured environment of institutional support enables teachers to effectively engage with professional development initiatives.

In addition, Roorda et al. (2017) illustrate that collaborative environments and supportive institutional practices directly contribute to higher levels of teacher commitment and reduced burnout. Jones et al. (2020) further emphasize that effective feedback mechanisms and professional development opportunities are crucial in bolstering teachers' engagement, thereby mitigating feelings of professional exhaustion. It was emphasize that institutional support is fundamental in promoting cognitive engagement among teachers, suggesting that schools should prioritize these areas to sustain positive teaching practices and overall well-being.

### **Summary of Professional Engagement**

Table 13 presents the overall mean engagement score among the participants is 4.33, categorized as "Agree," and that teachers feel "highly engage" signifying a general trend toward high levels of professional engagement. Each sub variable shows varied engagement levels: emotional engagement received the highest mean score of 4.54, classified as "Very Highly Engaged," followed by institutional support (4.54), social engagement (4.30), behavioral engagement (4.19), and cognitive engagement at 4.16. These scores reflect the teachers' strong emotional connection to their work and a pronounced inclination towards institutional support, while the other dimensions indicate a still favorable but slightly lower engagement.

**Table 13. Summary of Professional Engagement of Basic Education Teachers**

INDICATORS	MEAN	Descriptive Rating	Qualitative Interpretation
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Emotional Engagement	4.54	Strongly Agree	Very Highly Engaged
Institutional Support	4.39	Agree	Highly Engaged
Social Engagement	4.30	Agree	Highly Engaged
Cognitive Engagement	4.29	Agree	Highly Engaged
Behavioral Engagement	4.16	Agree	Highly Engaged
OVERALL MEAN	4.33	Agree	Highly Engaged

**LEGEND:**

Range	Descriptive Rating	Qualitative Interpretation
4.50-5.00	Strongly Agree	Very Highly Engaged
3.50-4.49	Agree	Highly Engaged
2.50-3.49	Neutral	Moderately Engaged
1.50-2.49	Disagree	Less Engaged
1.00-1.49	Strongly Disagree	Not Engaged at All

The findings suggest that teachers are generally motivated and committed, but there are slight variations in engagement types. Emotional engagement is the strongest, meaning teachers are passionate and invested in their roles, while behavioral and social engagement are slightly lower, indicating some practical constraints such as workload, time, or limited opportunities for collaboration might affect full participation. Cognitive engagement being high shows that teachers are reflective and intentional in applying new strategies, and institutional support being strong highlights that schools are providing the necessary resources and encouragement.

According to Gonzaga (2024), teachers' engagement in professional development activities, collaborative programs, and reflective practices significantly enhances teaching effectiveness, job satisfaction, and instructional quality. High professional engagement among teachers can lead to improved instructional quality, better student outcomes, and a more positive school climate. For school leaders, it highlights the importance of sustaining and enhancing support systems, such as collaborative programs, mentoring, and access to professional development resources. For teachers, the results encourage continued active participation, reflection, and collaboration to maximize professional growth. At the same time, the slight gaps in behavioral and social engagement suggest that creating more opportunities for teamwork, shared learning, and flexible scheduling could further enhance overall engagement.

**Teachers' Burn-out Experiences****Workload**

In Table 13, the teachers' experiences of burnout in terms of workload are presented. The overall mean score of 3.55 indicates a high burnout experience among the respondents. The indicators show varying levels of agreement regarding workload-related stressors. Notably, participants expressed difficulty in managing time effectively with a mean score of 3.75, suggesting significant strain in balancing different responsibilities. Furthermore, the statement regarding pressure to meet instructional deadlines received a similar mean score of 3.75, indicating a shared sentiment of overwhelm among teachers. Conversely, the indicator related to feeling unable to complete tasks also reflected a pressing concern, with a mean score of 2.78, suggesting a perception of excessive demands. The feedback indicates that while some aspects of workload were rated as neutral, most respondents reported experiencing a moderate to high level of burnout.

Based on the data, several patterns emerge that reflect the complexities of teachers' experiences with workload. The high ratings for managing time and meeting deadlines highlight a theme of increased responsibilities and expectations, which aligns with existing literature that suggests teachers often face overwhelming workloads (Baker et al., 2020). The neutral

responses to the perception of having enough time for lesson planning indicate a potential area of ambivalence among teachers—some may feel they have sufficient time, while others struggle, leading to varied stress levels. Furthermore, the lower mean score associated with the task completion aspect suggests that many teachers feel burdened by an excessive number of responsibilities, indicating that workloads may not be sustainable in the long term. These findings specifically indicate that teachers' burnout experiences linked to workload are significant and pressing. The high level of stress associated with time management and meeting deadlines suggests that excessive demands can lead to overwhelming feelings among educators. This situation highlights a critical need to focus on manageable workloads in order to alleviate burnout. Without addressing the workload issues, teachers may struggle to maintain their professional efficacy, which could have adverse effects on both their well-being and educational outcomes for students.

**Table 14. Mean Scores on Burn-out Experiences Experienced by Teachers in terms of Workload**

INDICATORS	MEAN	Descriptive Rating	Qualitative Interpretation
I find it difficult to manage my time effectively.	3.75	Agree	High Burn-out Experience
I feel pressured to meet unrealistic deadlines.	3.74	Agree	High Burn-out Experience
I often feel overwhelmed by my teaching responsibilities.	3.55	Agree	High Burn-out Experience
I often feel that I do not have enough time for lesson planning.	3.14	Neutral	Moderate Burn-out Experience
My workload prevents me from taking breaks.	3.01	Neutral	Moderate Burn-out Experience
I regularly work beyond my scheduled hours.	2.84	Neutral	Moderate Burn-out Experience
I have too many tasks to complete in a day.	2.81	Neutral	Moderate Burn-out Experience
I often take work home to complete.	2.78	Neutral	Moderate Burn-out Experience
I struggle to balance teaching and administrative tasks.	2.75	Neutral	Moderate Burn-out Experience
I feel that my workload has increased over the years.	2.67	Neutral	Moderate Burn-out Experience
OVERALL MEAN	3.55	Agree	High Burn-out Experience

**LEGEND:**

Range	Descriptive Rating	Qualitative Interpretation
4.50-5.00	Strongly Agree	Very High Burn-out Experience
3.50-4.49	Agree	High Burn-out Experience
2.50-3.49	Neutral	Moderate Burn-out Experience
1.50-2.49	Disagree	Low Burn-out Experience
1.00-1.49	Strongly Disagree	Very Low Burn-out Experience

Some Recent studies underscore the specific relationship between workload and burnout among teachers. For example, Roffey et al. (2020) found that high workload directly correlates with teachers' experiences of burnout, emphasizing that addressing these workloads is essential for sustaining teacher well-being. Furthermore, Skaalvik and Skaalvik (2017) assert that when

teachers experience excessive workload without sufficient support, their risk of burnout significantly increases. These findings strongly support the need for educational institutions to critically evaluate and adjust workloads to mitigate the risk of burnout among teachers.

### Emotional Exhaustion

In Table 15, teachers' experiences of burnout in terms of emotional exhaustion are presented. The mean score for emotional exhaustion among teachers is 2.93, which represents a "Low Burn-out Experience." Specifically, the item "I feel fatigued even after a day off" received a mean score of 3.11, categorizing it under "Moderate Burn-out Experience." On the other hand, the statement "I feel emotionally drained after work" scored a mean of 3.05, also resulting in a "Moderate Burn-out Experience." Teachers reported lower occurrences of emotional exhaustion on items like "I feel overwhelmed by the emotional demands of my job" (mean = 2.75), and "I feel a lack of enthusiasm while teaching" (mean = 2.50), both of which were interpreted as "Low Burn-out Experience." These findings illustrate that while teachers experience some degree of emotional exhaustion, it remains predominantly low across most indicators.

**Table 15. Mean Scores on Burn-out Experiences Experienced by Teachers in terms of Emotional Exhaustion**

INDICATORS	MEAN	Descriptive Rating	Qualitative Interpretation
I feel fatigued even after a day off.	3.15	Neutral	Moderate Burn-out Experience
I frequently feel emotionally drained after work.	3.11	Neutral	Moderate Burn-out Experience
I experience mood swings related to my job.	3.00	Neutral	Moderate Burn-out Experience
I feel overwhelmed by the emotional demands of my job.	2.72	Neutral	Moderate Burn-out Experience
I feel exhausted by the emotional labor involved in teaching.	2.48	Disagree	Low Burn-out Experience
I feel that teaching is taking a toll on my mental health.	2.35	Disagree	Low Burn-out Experience
I find it hard to engage with my students.	2.34	Disagree	Low Burn-out Experience
I often feel a lack of enthusiasm for my job.	2.22	Disagree	Low Burn-out Experience
I struggle to maintain a positive attitude at work.	2.01	Disagree	Low Burn-out Experience
I find it difficult to concentrate while teaching.	1.93	Disagree	Low Burn-out Experience
OVERALL MEAN	2.53	Neutral	Moderate Burn-out Experience

#### LEGEND:

Range	Descriptive Rating	Qualitative Interpretation
4.50-5.00	Strongly Agree	Very High Burn-out Experience
3.50-4.49	Agree	High Burn-out Experience
2.50-3.49	Neutral	Moderate Burn-out Experience
1.50-2.49	Disagree	Low Burn-out Experience

1.00-1.49

Strongly Disagree

Very Low Burn-out Experience

A discernible trend emerges that indicates a mixture of moderate and low levels of emotional exhaustion among teachers. The higher mean scores associated with fatigue and emotional drainage suggest a recognition of the stressful nature of their profession. However, the lower scores on feelings of being overwhelmed or lacking enthusiasm imply that, overall, many teachers still find fulfillment in their work. The moderate ratings reflect a critical contention: while teachers are experiencing some burnout factors, it is not leading to a pervasive state of exhaustion. This duality in experiences reveals a complex relationship between workload, emotional investment in teaching, and personal coping mechanisms, suggesting that many teachers may actively employ strategies to mitigate emotional exhaustion even when faced with challenges.

The emotional exhaustion among teachers is a nuanced experience influenced by various factors, including support from the organization and personal resilience. While the moderate experience of fatigue suggests that emotional challenges exist, the predominant low levels of burnout imply that teachers may possess strengths or support networks that bolster their emotional wellbeing. This duality underscores the necessity of addressing emotional exhaustion in educational settings, emphasizing the importance of professional support systems and coping strategies. Furthermore, it raises pertinent questions about the long-term sustainability of teaching as a profession if emotional exhaustion is left unaddressed, particularly given the potential for it to lead to more severe mental health issues over time.

Emphasizing the importance of teacher support systems in mitigating emotional exhaustion was supported by recent studies. Skaalvik and Skaalvik (2017) note that strong organizational support and professional engagement are crucial in reducing burnout among educators. Their work highlights the role of collegial relationships and administrative support in fostering resilience against emotional exhaustion. Moreover, a study by Gkolia et al. (2021) found that teachers who utilized coping strategies such as seeking social support and maintaining a positive outlook reported lower levels of emotional exhaustion. These studies illustrate the interconnectedness of emotional exhaustion and external support, affirming the need for schools to foster environments conducive to teacher wellbeing.

### **Lack of Support**

The qualitative data presented in Table 16 indicates the burnout experiences of teachers in terms of perceived lack of support. Overall, teachers rated their experiences with a mean score of 1.76, indicating a "Disagree" categorization. This suggests a general sentiment among teachers that they do not strongly feel the detrimental impacts of burnout due to a perceived lack of support within their educational environment. Specifically, the teachers expressed disagreement with statements regarding inadequate resources for instruction (M=1.60), a lack of administrative support (M=1.85), and insufficient feedback on their teaching methods (M=1.75). These responses suggest that while teachers recognize some level of support from their organization, they may still experience burnout, albeit at a lower intensity attributed to this lack of support.

**Table 16. Mean Scores on Burn-out Experiences Experienced by Teachers in terms of Lack of Support**

INDICATORS	MEAN	Descriptive Rating	Qualitative Interpretation
I lack access to resources that could help reduce stress.	2.05	Disagree	Low Burn-out Experience

I feel that there is a lack of communication within the organization.	1.84	Disagree	Low Burn-out Experience
I lack opportunities for professional collaboration.	1.81	Disagree	Low Burn-out Experience
I do not receive enough support from administration.	1.80	Disagree	Low Burn-out Experience
I feel isolated in my teaching role.	1.80	Disagree	Low Burn-out Experience
I feel that my concerns are not taken seriously by the administration.	1.74	Disagree	Low Burn-out Experience
I do not receive enough encouragement from my colleagues.	1.73	Disagree	Low Burn-out Experience
I feel that my work goes unrecognized by the administration.	1.71	Disagree	Low Burn-out Experience
I feel unsupported in addressing classroom challenges.	1.60	Disagree	Low Burn-out Experience
I do not have a mentor or colleague to turn to for support.	1.55	Disagree	Low Burn-out Experience
<b>OVERALL MEAN</b>	<b>1.76</b>	<b>Disagree</b>	<b>Low Burn-out Experience</b>

**LEGEND:**

Range	Descriptive Rating	Qualitative Interpretation
4.50-5.00	Strongly Agree	Very High Burn-out Experience
3.50-4.49	Agree	High Burn-out Experience
2.50-3.49	Neutral	Moderate Burn-out Experience
1.50-2.49	Disagree	Low Burn-out Experience
1.00-1.49	Strongly Disagree	Very Low Burn-out Experience

The data reveals a consistent theme of disagreement among teachers regarding their experiences of burnout linked to perceived lack of organizational support. The nuances in responses indicate that while some resources and administrative backing are acknowledged, they are not sufficing to mitigate feelings of burnout. The lower mean scores associated with specific indicators, such as access to resources ( $M=1.60$ ) and support from administration ( $M=1.85$ ), indicate a pattern of unmet needs among teachers. This trend reflects a broader conflict between expectations of support and the reality of resource availability, signifying a theme of frustration and disengagement that aligns with existing literature on teacher burnout. The findings suggest that the perceived lack of support does contribute to lower levels of burnout among teachers, but it also highlights an important realization: such experiences are rooted in the broader context of inadequate institutional support. By identifying a divergence between teachers' expectations of support and their actual experiences, the data provides insight into the organizational factors that may influence teachers' professional engagement and overall well-being. This aspect of support is critical for reducing burnout levels, as teachers who feel supported are more likely to remain engaged in their profession and less likely to experience burnout in the long term.

Literature emphasizes the importance of perceived organizational support in reducing burnout. Koutouzis et al. (2017) emphasize that supportive leadership and adequate resources significantly reduce burnout risks among teachers. Complementing this perspective, Eisenberger et al. (1986) highlight that when employees feel acknowledged, guided, and supported by their organization, they are less likely to experience stress and emotional exhaustion. Furthermore, Tarraya (2023) notes that schools offering clear communication, mentorship, and collaborative opportunities aid teachers in maintaining work-life balance and

professional motivation. In addition, Roffey (2017) suggests that schools with strong support systems can create a positive climate, fostering teacher resilience and decreasing feelings of isolation. Together, these findings substantiate the interpretation that while current data may indicate teachers are not experiencing severe burnout attributed to lack of support, enhancing systemic support structures can significantly improve teacher well-being, job satisfaction, engagement, and effectiveness, thereby mitigating potential burnout risks in the future.

### Job Dissatisfaction

In Table 17, the overall mean rating of 1.71 indicates a tendency toward "Low Burnout Experience." Individual indicators reflect varied degrees of job dissatisfaction among teachers.

**Table 17. Burn-out Experiences Experienced by Teachers in terms of Job Dissatisfaction**

INDICATORS	MEAN	Descriptive Rating	Qualitative Interpretation
I am dissatisfied with my salary and benefits.	2.18	Disagree	Low Burn-out Experience
I often think about leaving the teaching profession.	1.84	Disagree	Low Burn-out Experience
I feel unfulfilled in my teaching role.	1.71	Disagree	Low Burn-out Experience
I struggle to see a future for myself in this profession.	1.70	Disagree	Low Burn-out Experience
I feel that teaching is not a sustainable career for me.	1.69	Disagree	Low Burn-out Experience
I believe that my contributions are undervalued.	1.65	Disagree	Low Burn-out Experience
I feel that my professional growth is stagnant.	1.64	Disagree	Low Burn-out Experience
I find myself questioning my effectiveness as a teacher.	1.60	Disagree	Low Burn-out Experience
I often feel that my values do not align with those of the organization.	1.58	Disagree	Low Burn-out Experience
I do not find joy in teaching anymore.	1.54	Disagree	Low Burn-out Experience
OVERALL MEAN	1.71	Disagree	Less Experienced

#### LEGEND:

Range	Descriptive Rating	Qualitative Interpretation
4.50-5.00	Strongly Agree	Very High Burn-out Experience
3.50-4.49	Agree	High Burn-out Experience
2.50-3.49	Neutral	Moderate Burn-out Experience
1.50-2.49	Disagree	Low Burn-out Experience
1.00-1.49	Strongly Disagree	Very Low Burn-out Experience

For instance, the statement "I am dissatisfied with my salary and benefits" received a mean score of 2.18, suggesting a general disagreement, which is classified as indicative of low burnout experiences. Similarly, the sentiment of feeling unfulfilled in one's teaching role shows a mean of 2.22, again resulting in a classification of low burnout experiences. Other indicators, such as struggling to see a future in the profession and the perception that contributions are undervalued, received scores of 2.01 and 1.99, respectively, further affirming the trend of low burnout experiences among teachers. Overall, the findings illustrate that while there exist

concerns regarding job dissatisfaction, they are not perceived as severe enough to correlate with high burnout experiences.

The data reflect consistent themes of discontent particularly regarding compensation and self-efficacy, albeit categorized under low burnout experiences. Patterns show a collective sense of dissatisfaction that teachers express towards their salaries and professional recognition. Notably, despite specific grievances about financial compensation and lack of professional development, the low average scores across all indicators suggest that these feelings do not escalate to a level of severe burnout. This dichotomy indicates a complex relationship where teachers may recognize job-related issues but still find ways to cope or remain engaged with their roles. The indicators signify an awareness of dissatisfaction without a complete erosion of passion for teaching, suggesting that the coping mechanisms or support systems in place might be functioning well. The finding suggests that while teachers experience aspects of job dissatisfaction, this does not necessarily lead to profound burnout. This may indicate that factors such as personal resilience, collegial support, or institutional resources mitigate negative feelings about their roles. Research objectives focusing on the relationship between organizational support, professional engagement, and burnout seem to be partially fulfilled, as the low levels of reported burnout point to possible organizational factors that foster resilience among teachers. The results highlight a critical area for further exploration regarding how support systems can be strengthened to enhance job satisfaction, potentially reducing dissatisfaction and its long-term effects.

A study by Anderson and Smith (2021) reveals that organizational support is significantly correlated with lower job dissatisfaction, emphasizing the necessity of structural and emotional support from educational institutions. Complementing this, Boatman (2024) emphasizes that teacher satisfaction is influenced by multiple factors beyond salary, including recognition, opportunities for professional growth, and the quality of the work environment. Even when financial compensation is perceived as inadequate, a positive school climate and acknowledgment of teachers' contributions can sustain motivation and commitment. Moreover, Skaalvik and Skaalvik (2011) found that teachers who feel supported and valued within their school community are less likely to experience pronounced dissatisfaction or contemplate leaving the profession. So, while job dissatisfaction is present, effective organizational support, recognition, and professional engagement strategies may significantly reduce the likelihood of severe burnout among teachers (Anderson & Smith, 2021; Boatman, 2024; Skaalvik & Skaalvik, 2011).

### **Work-life Balance**

The data regarding the burnout experiences of teachers in terms of work-life balance reveal a spectrum of responses related to their professional obligations and personal time. The collected data, summarized in Table 18, indicate that teachers often sacrifice personal time to complete work tasks, receiving a mean score of 3.51, which classifies this as a high burnout experience. Conversely, the sentiment surrounding work-life balance is mixed; while teachers feel neutral about working during weekends or holidays (mean score of 2.93), they express moderate concerns about the demands of their work schedules (mean score of 2.52). On the other hand, the data show a tendency towards low burnout experiences concerning downtime and personal care, with mean scores of 2.43 for not having enough time to recharge, 2.41 for feeling stressed about self-care time, and low scores for boundary setting between work and personal life (2.29). Interestingly, the overall mean score of 2.56 classifies the teachers' burnout experiences as moderate, suggesting a precarious balance where, despite some pressing challenges, many teachers maintain a degree of separation between work and personal life.

**Table 18. Burn-out Experiences Experienced by Teachers in terms of Work- Life Balance**

INDICATORS	MEAN	Descriptive Rating	Qualitative Interpretation
I often sacrifice personal time to complete work tasks.	3.51	Agree	High Burn-out Experience
I feel guilty when I take time off for personal reasons.	3.12	Neutral	Moderate Burn-out Experience
I often work during weekends or holidays.	2.93	Neutral	Moderate Burn-out Experience
I feel that my work schedule is too demanding.	2.52	Neutral	Moderate Burn-out Experience
I feel that I do not have enough downtime to recharge.	2.43	Disagree	Low Burn-out Experience
I often feel stressed about finding time for self-care.	2.41	Disagree	Low Burn-out Experience
I have trouble setting boundaries between work and home life.	2.29	Disagree	Low Burn-out Experience
My job interferes with my family and social life.	2.18	Disagree	Low Burn-out Experience
I struggle to maintain hobbies or interests outside of work.	2.17	Disagree	Low Burn-out Experience
I find it hard to separate work from personal life.	1.98	Disagree	Low Burn-out Experience
OVERALL MEAN	2.56	Neutral	Moderate Burn-out Experience

**LEGEND:**

Range	Descriptive Rating	Qualitative Interpretation
4.50-5.00	Strongly Agree	Very High Burn-out Experience
3.50-4.49	Agree	High Burn-out Experience
2.50-3.49	Neutral	Moderate Burn-out Experience
1.50-2.49	Disagree	Low Burn-out Experience
1.00-1.49	Strongly Disagree	Very Low Burn-out Experience

The findings indicate that teachers occasionally struggle to set boundaries, particularly when tasks require attention outside regular hours or during weekends. However, low scores on items related to feeling overwhelmed in personal life or neglecting hobbies suggest that teachers generally manage to preserve personal time and prioritize self-care. The results imply that schools should continue promoting strategies that support work-life balance, such as reasonable workload distribution, scheduling flexibility, and encouraging teachers to use personal time without guilt. Maintaining these practices can help reduce stress, enhance job satisfaction, and sustain teacher engagement in the long term.

The data illustrate a nuanced landscape of burnout in relation to work- life balance among teachers. The high rating for sacrificing personal time reflects a significant strain on teachers as they negotiate their professional responsibilities. The neutral ratings on working during weekends and feeling guilty for taking personal time suggest that teachers recognize the pressures of their roles but may not see the situation as dire. This dichotomy indicates a pattern where teachers may frequently juggle tasks, leading to a complex interplay of personal sacrifice and professional commitment. Furthermore, the low mean scores associated with downtime, personal care, and boundary- setting signal a troubling aspect of teachers' experiences. Despite having lower reported burnout in these areas, the fact that teachers find it challenging to engage in self-care and maintain work-life boundaries underscores underlying tensions that could

precipitate greater burnout if not addressed. The findings suggest that while teachers experience some moderate levels of burnout, particularly manifesting in the form of personal sacrifice and work demands, they maintain a notable ability to preserve aspects of their personal lives. This balance could imply resilience but also points to potential risks for long-term well-being. The moderate overall burnout experience indicates a precarious situation where teachers may be at risk of escalating burnout if work stressors compound over time without intervention from organizational support mechanisms. The recognition of guilt when taking personal time signifies an internalized expectation to prioritize work over personal health, which may have implications for teacher retention and overall job satisfaction.

Previous studies emphasize the significance of work-life balance for teacher well-being, highlighting the detrimental effects of work-life conflicts. Pyun, Lee, and Park (2021) argue that such conflicts can increase stress levels and negatively affect job satisfaction and performance. Similarly, Nemenzo (2018) notes that teachers with poor work-life balance are more prone to stress and emotional exhaustion, while those maintaining manageable workloads and clear boundaries are more likely to sustain motivation and job satisfaction. Wróblewski and Stachyra (2021) further emphasize the necessity of maintaining clear boundaries between work and personal life, asserting that inadequate separation can lead to heightened stress and burnout. Research by Skaalvik and Skaalvik (2020) supports this, illustrating that teachers struggling with work-life balance report increased exhaustion and disengagement.

Additionally, Hakanen et al. (2019) found that job demands, such as those indicated by teachers sacrificing personal time, correlate directly with heightened burnout. Together, these studies reinforce the notion that addressing work-life balance through effective organizational policies and personal strategies is crucial for mitigating burnout and fostering a healthier, more sustainable teaching environment.

### Summary of Teachers' Burn-out Experiences

The data summarized in Table 19 reflects the burn-out experiences of basic education teachers in the Division of Valencia City.

**Table 19. Summary of Burn-out Experiences Experienced by Basic Education Teachers**

INDICATORS	MEAN	Descriptive Rating	Qualitative Interpretation
Workload	3.14	Neutral	Moderate Burn-out Experience
Work-Life Balance	2.56	Neutral	Moderate Burn-out Experience
Emotional Exhaustion	2.53	Neutral	Moderate Burn-out Experience
Lack of Support	1.76	Disagree	Low Burn-out Experience
Job Dissatisfaction	1.71	Disagree	Low Burn-out Experience
OVERALL MEAN	2.34	Disagree	Low Burn-out Experience

#### LEGEND:

Range	Descriptive Rating	Qualitative Interpretation
4.50-5.00	Strongly Agree	Very High Burn-out Experience
3.50-4.49	Agree	High Burn-out Experience
2.50-3.49	Neutral	Moderate Burn-out Experience
1.50-2.49	Disagree	Low Burn-out Experience
1.00-1.49	Strongly Disagree	Very Low Burn-out Experience

The results indicated that teachers reported low burn-out experiences concerning job dissatisfaction ( $M = 1.71$ ) and lack of support ( $M = 1.76$ ), both falling within the "Disagree" category. Emotional exhaustion ( $M = 2.53$ ) and work-life balance ( $M = 2.56$ ) were rated as

"Neutral," indicating a moderate level of burn-out experience among teachers. Workload emerged as the highest indicator with a mean of 3.14, also rated as "Neutral." The overall mean for burn-out experiences was 2.34, categorized as "Disagree," which suggests a general perception of low burn-out experience among the teacher population studied.

In analyzing the data, distinct patterns emerge. The low burn-out experiences related to job dissatisfaction and lack of support indicate that teachers generally feel content with their professional circumstances regarding these aspects. However, the moderate ratings for emotional exhaustion, work-life balance, and workload suggest a more complex picture. Teachers are coping with stressors that contribute to feelings of emotional fatigue and workload pressure, even if they do not feel unsupported or dissatisfied with their jobs. These findings imply that while organizational and professional engagement factors may mitigate some aspects of burn-out, the demands inherent to teaching—particularly concerning workload—remain a significant concern. The implications of these findings are multifaceted. The moderate levels of emotional exhaustion and work-life balance challenges suggest that while teachers do not feel overtly burnt out in terms of job dissatisfaction and lack of support, they are still experiencing significant stressors that could lead to increased burn-out if not addressed. The neutrality in emotional exhaustion and work-life balance points to a precarious situation where teachers are at risk for higher levels of burn-out, should workload demands continue to escalate. This nuance highlights the necessity for further organizational support and interventions aimed at improving workload management and providing resources for emotional health, in line with the research objectives that seek to decrease burn-out and enhance teacher well-being.

It was emphasized by Angelini et al. (2024) emphasize that workload is a primary contributor to teacher stress, necessitating effective management of task demands to sustain well-being. Similarly, Zerna et al. (2022) found that inadequate work-life balance significantly heightens emotional exhaustion, while Agyapong et al. (2022) highlight the importance of supportive collegial and administrative relationships as protective factors against stress, contributing to lower levels of job dissatisfaction and perceived lack of support. This aligns with findings from Goe, Bell, and Little (2008), who assert that organizational support and manageable workloads are essential to reducing teacher burn-out and enhancing professional engagement. Furthermore, Kim et al. (2020) reveal that excessive workloads significantly influence emotional exhaustion, reinforcing the idea that while teachers may feel satisfied in their roles, the pressure from their workloads can lead to moderate burn-out experiences. These studies suggest that targeted interventions focusing on workload management, time management strategies, and the promotion of work-life balance could effectively reduce burn-out and enhance teacher well-being. The results suggest that teachers in the Division of Valencia City experience manageable stress, remain committed to their profession, and benefit from supportive work environments that help maintain motivation, satisfaction, and effective teaching performance.

### **Correlation of Variables**

Table 20 illustrates the correlation between burnout experiences of basic education teachers and two primary variables: organizational support and professional engagement. A summary of the correlation coefficients reveals notable insights: while organizational support variables show inadequate correlation coefficients with values such as Organizational Support ( $r = 0.043$ ,  $p = 0.434$ ), Administrative Support ( $r = 0.101$ ,  $p = 0.067$ ), and Peer Support ( $r = -0.067$ ,  $p = 0.223$ ) indicating non-significance except for recognition and rewards where it demonstrates a significant positive relationship ( $r = .120$ ,  $p = .029$ ) with burn-out experiences, however, there are more pronounced correlations observed in professional engagement dimensions. Notably, Behavioral Engagement shows a strong positive correlation ( $r = 0.463$ ,  $p = 0.000^{**}$ ), followed

by Social Engagement ( $r = 0.150$ ,  $p = 0.006^{**}$ ), and Emotional Engagement ( $r = 0.138$ ,  $p = 0.012^*$ ). These results indicate that while organizational support, in general, does not directly mitigate burn-out, various aspects of professional engagement show meaningful associations with teachers' experiences of exhaustion and commitment.

**Table 20. Correlation Analysis between Organizational Support and Professional Engagement to Burn-out Experiences of Teachers**

VARIABLES	CORRELATION COEFFICIENT	P-VALUE
Organization Support	.043	.434 NS
Administrative Support	.101	.067 NS
Peer Support	-.067	.223 NS
Work Environment	.053	.336 NS
Emotional Support	-.019	.725 NS
Recognition and Rewards.	.120*	.029*
Professional Engagement	.266**	.000**
Emotional Engagement	.138*	.012*
Social Engagement	.150**	.006**
Behavioral Engagement	.463**	.000**
Cognitive Engagement	.219**	.000**
Institutional Support	.114*	.039*

\*. Correlation is significant at the 0.05 level (2-tailed).

\*\* . Correlation is significant at the 0.01 level (2-tailed). NS – Not Significant

The data suggest that professional engagement has a robust relationship with burnout experiences of teachers, contrary to organizational support, which lacks significant correlations. This indicates that while teachers may receive certain forms of organizational support, such as administrative or peer assistance, these do not directly translate into mitigating burnout. By contrast, the high correlation of dimensions of professional engagement with burnout experiences strengthens the notion that how deeply teachers engage emotionally, socially, behaviorally, and cognitively in their professional roles significantly affects their burnout levels.

The data also reveals that while some aspects of organizational support, like Recognition and Rewards, show a significant positive correlation ( $r = 0.120$ ,  $p = 0.029^*$ ), its overall impact remains limited compared to the overarching influence of professional engagement. This divergence posits an essential theme: engagement may be a more critical factor for teachers' resilience against burnout than the support structures provided by the organization.

The implications of these findings are multi-faceted. Firstly, the rejection of the hypothesis—that there is no significant relationship between burnout experiences and organizational support—highlights the limited effectiveness of purely organizational interventions in combating burnout among teachers. This aligns with previous research indicating that mere presence of support systems is insufficient; rather, the manner in which such support promotes professional engagement is crucial (Johnson et al., 2020). Furthermore, the strong correlations with components of professional engagement also suggest that fostering an environment where teachers feel involved and valued can play a key role in mitigating burnout. This suggests that efforts to enhance emotional and behavioral engagement may lead to meaningful reductions in burnout levels, implying a need for educational stakeholders to adopt a more nuanced approach to teacher support.

The findings are consistent with prior research emphasizing the critical role of organizational recognition in influencing teachers' emotional resilience and reducing burnout risk. Mete and Ali (2021) and Kim and Loadman (2020) assert that when teachers perceive fairness and acknowledgment in their work, they experience increased job satisfaction and reduced emotional exhaustion. This supports the correlation observed between Recognition and Rewards and burnout experiences, suggesting that acknowledgment significantly impacts teachers' mental health. Conversely, administrative or procedural support alone does not necessarily translate to reduced stress. As highlighted by Liang et al. (2018), unless such support is perceived as empathetic and responsive, it may fall short of alleviating burnout. This points to a crucial theme where the effectiveness of organizational support is contingent upon how it fosters genuine engagement among teachers. Additionally, the positive correlation between professional engagement and burnout underscores the dual-edged nature of teacher involvement. High engagement can lead to greater teaching effectiveness but can also result in overcommitment and emotional fatigue if not balanced with adequate recovery and institutional care (Hakanen & Bakker, 2017; Alhadabi & Karpinski, 2020). Cipriano and Brackett (2020) further support this by noting that teachers who invest deeply in their work are often more exposed to stressors associated with heavy workloads and performance pressures.

These findings suggest that while fostering engagement is crucial for improving teaching outcomes, organizational measures must also ensure that such engagement does not lead to exhaustion. Effective strategies should focus on workload management, recognition systems, and supportive leadership practices, to sustain engagement without exacerbating emotional strain on teachers.

Linear Regression Analysis of Organizational Support and Professional Engagement on Burn-out Experiences of Basic Education Teachers Table 21 presents the findings from a regression analysis investigating the predictive effects of organizational support and professional engagement on teachers' burnout experiences. The model demonstrates a substantial  $R^2$  value of 0.442, indicating that approximately 44.2% of the variance in burnout can be explained by the analyzed predictors. Notably, Behavioral Engagement ( $\beta = 0.966$ ,  $p < 0.001$ ) shows a strong positive correlation with burnout, suggesting that increased involvement in teaching roles may lead to heightened stress, potentially due to insufficient support structures. In contrast, both Cognitive Engagement ( $\beta = -0.511$ ,  $p < 0.001$ ) and Peer Support ( $\beta = -0.546$ ,  $p$

$< 0.001$ ) exhibit significant negative relationships with burnout, underscoring the protective effects of thoughtful engagement and supportive relationships among colleagues. Furthermore, Administrative Support ( $\beta = 0.508$ ,  $p < 0.001$ ) emerges as a critical factor, indicating that a lack of backing from school administration exacerbates burnout levels. In addition, Emotional Support ( $\beta =$

$-0.340$ ,  $p < 0.001$ ) and a favorable Work Environment ( $\beta = 0.220$ ,  $p < 0.01$ ) are associated with reduced burnout, emphasizing the need for emotional resources and improved workplace conditions. These findings contradict the initial hypothesis that no predictors exist, revealing the complex interplay between engagement and support systems in influencing teacher burnout. A holistic approach that incorporates behavioral, cognitive, and emotional strategies is essential for effectively addressing this issue in educational contexts.

**Table 21. Predictors of Burn-out Experiences of Basic Education Teachers**

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
(Constant)	.704	.366			1.925	.055

Behavioral Engagement	1.505	.114	.966	13.205	.000
Cognitive Engagement	-.866	.135	-.511	-6.406	.000
Peer Support	-.882	.129	-.546	-6.830	.000
Administrative Support	.846	.135	.508	6.257	.000
Emotional Support	-.582	.140	-.340	-4.145	.000
Work Environment	.380	.139	.220	2.730	.007
R = .665 <sup>f</sup>		R <sup>2</sup> = .442		F = 42.586	
				P = .000 <sup>g</sup>	

From the regression analysis, we can articulate an equation that predicts teachers' burnout experiences (Y1), as indicated by the F-value of 42.586 with a probability value of 0.000, which is significant at  $p < 0.01$ . This predictive model can be expressed as follows:

$$Y = .704 + 1.505 (X_1) + (-.866) (X_2) + (-.882) (X_3) + .846 (X_4) + (-.582) (X_5) + .380 (X_6)$$

Where: .704 = constant Y = Burn-out Experiences

X<sub>1</sub> = Behavioral Engagement (Professional Engagement) X<sub>2</sub> = Cognitive Engagement (Professional Engagement) X<sub>3</sub> = Peer Support (Organizational Support)

X<sub>4</sub> = Administrative Support (Organizational Support) X<sub>5</sub> = Emotional Support (Organizational Support) X<sub>6</sub> = Work Environment (Organizational Support)

These results highlight distinct patterns among the predictors of burnout. The significant positive coefficient for Behavioral Engagement implies that teachers who are more actively involved in their teaching roles experience higher levels of burnout. This counterintuitive finding suggests that excessive investment in behavioral engagement, particularly in the absence of adequate emotional or administrative support, can lead to overwhelming stress. In contrast, the negative coefficients for Cognitive Engagement and Peer Support indicate that higher levels of cognitive engagement and supportive peer relationships contribute to reduced burnout experiences. Notably, the positive influence of Administrative Support on burnout levels implies that insufficient administration backing may exacerbate stress among teachers. The significance of a supportive Work Environment further suggests that an enriching workplace can serve as a buffer against burnout, underscoring the need for organizational improvements within school contexts.

The findings suggest that burnout among basic education teachers can indeed be predicted by several key factors, contradicting the initial hypothesis that no predictors exist. The strong influence of Behavioral Engagement suggests a paradox where increased activity does not equate to well-being in this context. This aligns with theories of occupational stress that underscore the importance of support structures and balanced engagement in preventing burnout. Furthermore, the negative impacts of both Cognitive Engagement and Peer Support reflect the need for schools to foster collaborative environments and models promoting cognitive development and peer interactions. The significant role of Administrative Support and an affirming Work Environment indicates that systemic changes are required to mitigate burnout effectively. Thus, these findings emphasize the importance of a holistic approach combining behavioral, cognitive, and emotional strategies to support teachers, aligning with educational psychology frameworks that advocate for well-rounded support systems in educational institutions.

This study is well-supported by recent literature that emphasizes the multifaceted nature of teacher burnout and the critical role that specific predictors play. For instance, Chang (2019) highlights the importance of supportive peer relationships in reducing burnout, finding that collaborative environments significantly contribute to lower stress levels among teachers. This aligns with the current study's results, which indicate that fostering strong peer interactions can

buffer against feelings of overwhelm. Furthermore, Kyriacou and Sutcliffe (2020) assert that administrative support is vital for teacher well-being, noting that when school administrations prioritize mental health resources, burnout levels decrease. This is particularly relevant given that administrative support emerged as a strong predictor in the present study. Liu et al. (2021) conducted a meta-analysis on organizational factors and found that supportive work environments characterized by positive relationships and effective management correlate with lower burnout instances, reinforcing the current study's results on the impact of a positive work environment.

Findings regarding cognitive engagement resonate with research by Burch, Murphy, and Schmitz (2022), which indicates that deeper engagement fosters professionalism, thus decreasing burnout likelihood. These studies highlight the necessity for a comprehensive approach to tackle burnout, emphasizing that educators require a supportive network, robust administrative backing, and an encouraging work environment. This perspective aligns with Skaalvik and Skaalvik's (2017) theoretical frameworks, which suggest that teacher well-being is contingent upon a delicate balance of multiple factors. Thus, the current study challenges the initial hypothesis that no significant predictors impact burnout, revealing that a combination of behavioral, cognitive, and environmental factors plays a crucial role in shaping teachers' experiences.

### **Summary, Conclusions and Recommendations**

This section summarizes the significant findings presented to the previously identified problem in the first chapter. Conclusions and recommendations are presented to reach the extent of generalizing the result of the investigation.

#### **Summary**

In the contemporary educational landscape, the well-being of teachers is paramount, as their effectiveness directly impacts student learning and institutional success. The rise in burnout rates among educators highlights the necessity for understanding the factors that contribute to this phenomenon. This study investigated the levels of organizational support and professional engagement concerning burnout experiences among basic education teachers in the Division of Valencia City, Bukidnon, Philippines, for the school year 2024- 2025. The respondents included basic education teachers who participated in a comprehensive survey designed to evaluate their experiences and perceptions related to organizational support, professional engagement, and burnout.

The overall mean for organizational support indicated that teachers perceived high levels of organizational support, particularly in the categories of administrative support ( $M = 4.25$ ), peer support ( $M = 4.34$ ), work environment ( $M = 4.30$ ), emotional support ( $M = 4.02$ ), and recognition and rewards ( $M = 4.09$ ). This suggests that the teachers felt adequately supported by both their administrative hierarchy and their peers, fostering a positive environment conducive to their professional roles.

For professional engagement, findings showed that professional engagement among teachers was significantly high, with an overall mean score of 4.33. Emotional engagement received the highest mean score of 4.54, indicating a strong commitment to professional development, while institutional support and social engagement also scored favorably. Behavioral and cognitive engagement scores were slightly lower, suggesting areas where further enhancement could be beneficial.

Shifting the focus on burn-out experiences, teachers reported moderate levels of burnout experiences, with the overall mean score for burnout measures at 2.34, categorizing their experiences as low. Specific dimensions such as job dissatisfaction ( $M = 1.71$ ) and lack of support ( $M = 1.76$ ) received particularly low ratings, suggesting that teachers largely felt satisfied in their professional circumstances. In contrast, workload-related stressors had a higher mean score ( $M = 3.55$ ), indicating a more pressing concern amongst the participants.

Exploring the relationship among variables reveals significant correlation. Professional engagement had a robust positive relationship with burnout experiences ( $r = 0.266$ ,  $p < 0.01$ ). However, the correlations for organizational support variables were mostly non-significant or limited, highlighting that while organizational support is relevant, it was professional engagement that more strongly related to teacher burnout.

Delving into the regression analysis, behavioral engagement was identified as a significant positive predictor of burnout experiences ( $B = 1.505$ ,  $p < 0.001$ ), suggesting that increased involvement in professional activities may contribute to higher burnout levels if not accompanied by sufficient emotional support and effective workload management. In contrast, cognitive engagement and peer support emerged as negative predictors, indicating that these factors may serve as protective mechanisms against burnout. These findings highlight the dual role of teacher engagement: while active participation in professional tasks can exacerbate stress under certain conditions, cognitive strategies and social resources can mitigate adverse outcomes, underscoring the importance of balanced support systems in promoting teacher well-being.

## **Conclusions**

This study aimed to elucidate the relationship between organizational support, professional engagement, and burnout experiences among basic education teachers in the Division of Valencia City, Bukidnon, Philippines, for the school year 2024-2025. The findings provide valuable insights into the dynamics of these variables, revealing how perceived support and engagement levels impact teachers' overall well-being and professional satisfaction.

This study established that basic education teachers in the Division of Valencia City, Bukidnon, Philippines, experienced high levels of organizational support during the school year 2024-2025. The teachers perceived significant backing from both administrative entities and peers, particularly in vital areas such as administrative and peer support. Such perceptions fostered an environment conducive to professional growth and satisfaction, suggesting that organizational frameworks can play a pivotal role in enhancing teachers' overall workplace experiences.

The research also highlighted that professional engagement among the participants was markedly high, with particularly strong emotional engagement. This indicates a robust commitment to professional development among teachers, reinforcing the notion that when educators are emotionally invested in their work, they are more likely to thrive. However, it was noted that behavioral and cognitive engagement levels were comparatively lower, suggesting that while teachers were committed, there are specific aspects of engagement that require further attention to fully support their professional journey.

In examining burnout experiences, the teachers encountered moderate levels of burnout, categorizing their overall experiences as low. Notably, dimensions such as job dissatisfaction and lack of support were rated significantly low, which implied that teachers felt generally content within their roles. However, the elevated stress related to workload highlighted an area

of concern, suggesting that while overall satisfaction was present, the pressures of workload deserve further scrutiny to prevent potential future burnout.

The analysis of relationships among variables demonstrated a significant correlation between professional engagement and burnout experiences. While professional engagement exhibited a strong positive correlation, the organizational support variables presented mostly non-significant relationships. This suggests that although organizational support is important, the degree of professional engagement plays a more critical role in determining burnout levels among teachers, warranting further exploration of engagement strategies.

Regression analysis identified behavioral engagement as a significant predictor of burnout, indicating that increased engagement in professional activities can lead to higher levels of burnout if unbalanced. Conversely, cognitive engagement and peer support served as negative predictors, providing insights into strategies that could mitigate burnout. This finding underscores the necessity for a balanced approach to professional engagement, emphasizing the importance of emotional support and effective workload management to ensure teacher well-being.

### **Recommendations**

In light of the findings from this study regarding the experiences of basic education teachers in the Division of Valencia City, several key recommendations are proposed. These suggestions aim to address the identified areas of strength and concern, fostering an environment that supports teachers' professional engagement and well-being.

School administrators may continue fostering a supportive environment by implementing regular feedback mechanisms that allow teachers to express their needs and experiences regarding organizational support. This could enhance teachers' perceptions of support and contribute positively to their professional growth.

School supervisor and school principal may design programs that leverage teachers' emotional engagement by promoting behavioral and cognitive engagement. Activities such as workshops or collaborative projects should be encouraged to activate the full spectrum of teachers' professional investment in their roles.

School leaders or principals may address workload management by assessing factors contributing to stress among teachers. Implementing changes to the distribution of tasks, such as reducing unnecessary administrative burdens, can help alleviate stress and prevent burnout.

School heads may develop targeted interventions that promote balanced professional engagement. Establishing peer support systems and mentorship programs, alongside emotional well-being initiatives, can mitigate burnout risks and foster a culture of sustained engagement.

Policymakers and educational administrators may ensure that professional activities align with teachers' capacities by integrating cognitive engagement practices into the curriculum. Providing emotional support systems is vital to alleviate burnout risks associated with high levels of behavioral engagement. This balanced approach may lead to improved teacher well-being and better educational outcomes.

Finally, to expand upon the current findings, it is recommended that future researchers to conduct further studies that explore the nuances of professional engagement and burnout among educators. Investigating the long-term impacts of various engagement strategies and support systems on teacher well-being could provide valuable insights. In addition, examining

similar variables in diverse educational contexts may yield comprehensive data that informs best practices across different regions and demographics.

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