PSYCHOLOGICAL BURNOUT AND JOB SATISFACTION OF THE FILIPINO TEACHERS IN SELECTED PUBLIC ELEMENTARY SCHOOLS IN THE SCHOOLS DIVISION OF QUEZON CITY

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ABSTRACT

This study determined the psychological burnout and job satisfaction levels of Filipino teachers in selected public elementary schools in the Schools Division of Quezon City during School Year 2025–2026. It used a quantitative descriptive-correlational design, with a developmental component for proposing intervention measures. The respondents were 261 Filipino teachers selected randomly from a population of 750 across five public elementary schools. Data were gathered through a survey questionnaire and analyzed using frequency counts, percentages, weighted means, and the chi-square test of independence at the .05 level. Most respondents held a bachelor's degree, had more than ten years of teaching experience, and had attended no more than three wellness-related trainings during the previous five years. The overall psychological burnout weighted mean was 3.17, interpreted as moderate; the dimensions were emotional exhaustion (3.15), depersonalization (3.16), and lack of personal achievement (3.20). Overall job satisfaction was also moderate (weighted mean = 3.08). The thesis reported statistically significant relationships between burnout and each of the three profile variables, and between burnout and job satisfaction. Proposed interventions included team building, recollection, peer coaching or mentoring, burnout management training, monthly informal check-ins, time-management training, school-issue discussions, tree planting, classroom-management training, and leadership training. The findings support school-based attention to teacher well-being and working conditions. Because the design is correlational, the reported relationships should not be interpreted as proof of causation.

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INTRODUCTION

Background and Rationale

Teaching involves sustained instructional, interpersonal, and organizational demands. Beyond classroom instruction, teachers prepare lessons, assess pupils, respond to diverse learning needs, attend meetings and trainings, and complete administrative responsibilities. When work demands persist and are not adequately managed, they may contribute to psychological strain and burnout. The thesis frames burnout as a workplace-related condition characterized by energy depletion or exhaustion, psychological distance or negative attitudes toward work, and reduced professional efficacy.

The thesis adopts the three-dimensional conceptualization of teacher burnout: emotional exhaustion, depersonalization, and lack of personal achievement. Emotional exhaustion concerns feeling drained by work; depersonalization concerns detachment or reduced sensitivity in interactions; and lack of personal achievement concerns diminished perceived effectiveness and accomplishment. These dimensions are relevant to teaching because educators' work depends on sustained interaction with pupils, colleagues, and school leaders.

Job satisfaction is presented as an overall attitude toward one's work and its conditions. It may be shaped by compensation, promotion opportunities, supervision, recognition, relationships, communication, working conditions, professional development, work-life balance, and the nature of assigned responsibilities. In school settings, satisfaction matters because it relates to teachers' engagement and their experience of the workplace.

The thesis's rationale draws on prior studies linking prolonged teacher stress with burnout and lower job satisfaction. It also notes that working conditions, workload, student behavior, limited resources, and support from school leadership may be relevant to teacher well-being. The present study focuses specifically on Filipino teachers teaching Filipino in selected public elementary schools in Quezon City, addressing the need for localized descriptive and correlational evidence.

Theoretical and Conceptual Framework

The study is guided by the Job Demands–Resources (JD-R) model, which distinguishes work demands that require sustained effort from resources that help employees achieve work goals, manage demands, and support growth. The thesis also draws on Herzberg's Two-Factor Theory, distinguishing hygiene factors—such as salary, supervision, policies, relationships, and working conditions—from motivators such as achievement, recognition, advancement, and responsibility. Equity Theory provides

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an additional lens by emphasizing perceived fairness between employees' contributions and the rewards they receive.

Within this framework, the study examines teachers' profile characteristics (highest educational attainment, length of teaching experience, and number of wellness-related trainings), their burnout level, and their job satisfaction level. The intended practical output is a set of intervention measures to address burnout and improve job satisfaction.

Research Questions and Hypotheses

The main purpose was to propose intervention measures for Filipino teachers in the selected public elementary schools in the Schools Division of Quezon City. Specifically, the study asked: (1) What is the teachers' profile in terms of highest educational attainment, teaching experience, and wellness-related trainings? (2) What is their psychological burnout level? (3) Are profile variables significantly related to burnout? (4) What is their job satisfaction level? (5) Is burnout significantly related to job satisfaction? and (6) What interventions may be proposed based on the findings?

The stated hypotheses were that significant relationships exist between the profile variables and psychological burnout, and between psychological burnout and job satisfaction. These were examined using the chi-square test of independence.

Scope

The study covered School Year 2025–2026 and five public elementary schools: Bagong Silangan Elementary School, Pres. Corazon C. Aquino Elementary School, Commonwealth Elementary School, Doña Juana Elementary School, and Benigno S. Aquino, Jr. Elementary School. It focused on teachers of Filipino and the three specified profile variables, burnout, job satisfaction, and proposed interventions. Findings should be interpreted within this setting and sample.

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METHODOLOGY

Research Design

The research used a quantitative descriptive-correlational design, with a developmental component. The descriptive component summarized teacher profiles, burnout, and job satisfaction. The correlational component tested associations between profile variables and burnout, and between burnout and job satisfaction. The developmental component was used to formulate proposed intervention measures based on the results.

Research Setting, Population, and Sample

The study was conducted in five selected public elementary schools in the Schools Division of Quezon City. The stated population was 750 Filipino teachers. Using Slovin's formula with a .05 margin of error, the researcher obtained a sample of 261. The sample was proportionally distributed across the five schools, and participants were randomly selected within the school groupings.

School	Population	Sample
Bagong Silangan Elementary School	177	62
Pres. Corazon C. Aquino Elementary School	180	63
Commonwealth Elementary School	161	56
Doña Juana Elementary School	136	47
Benigno S. Aquino, Jr. Elementary School	96	33
Total	750	261

Research Instrument

Data was collected using a survey questionnaire with three parts. Part I recorded highest educational attainment, length of teaching experience, and number of wellness-related trainings attended during the preceding five years. Part II measured psychological burnout. Its items were based on the questionnaire used by Domingo (2023), which the thesis states had been validated by that

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researcher. Part III measured job satisfaction using items based on Gandel (2022), also described in the thesis as previously validated.

Data Collection and Ethics

The researcher personally administered the questionnaire and gave respondents two weeks to complete it, after which the questionnaires were retrieved. The thesis states that permission was to be secured from the Schools Division Superintendent and informed consent obtained from participating teachers. It also describes confidentiality, use of data only for the research purpose, observance of the Philippine Data Privacy Act, and acknowledgment of scholarly sources.

Statistical Treatment

Frequency counts and percentages summarized respondent profiles. Weighted means described burnout and job satisfaction. Burnout means were interpreted as: 1.00–1.49 very low/never; 1.50–2.49 low/rarely; 2.50–3.49 moderate/sometimes; 3.50–4.49 high/often; and 4.50–5.00 very high/always. Job satisfaction means were interpreted as 1.00–1.49 very low/strongly disagree, 1.50–2.49 low/disagree, 2.50–3.49 moderate/somewhat agree, 3.50–4.49 high/agree, and 4.50–5.00 very high/strongly agree. The chi-square test of independence was used at the .05 significance level.

Reporting note: The source thesis contains some inconsistencies in its narrative and tables regarding certain chi-square values and null-hypothesis decisions. This condensed article reports the values shown in the relevant results table where available and avoids claiming causal influence.

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RESULTS AND DISCUSSION

Respondent Profile

The 261 respondents were characterized by educational attainment, years of teaching, and participation in wellness-related training. The thesis reports that 126 (48%) held a bachelor's degree; 68 (26%) had completed master's academic requirements; 50 (19%) held a master's degree; 11 (4%) had completed doctoral academic requirements; and 6 (3%) held a doctorate. Thus, 74% had not completed a postgraduate degree.

Highest educational attainment	N	%
Bachelor's degree	126	48
Completed master's academic requirements	68	26
Master's degree	50	19
Completed doctoral academic requirements	11	4
Doctoral degree	6	3
Total	261	100

Regarding teaching experience, 35 (13%) had 1–5 years, 78 (30%) had 6–10 years, 88 (34%) had 11–15 years, 39 (15%) had 16–20 years, and 21 (9%) had more than 20 years. The largest group had 11–15 years of experience; 57% had taught for more than ten years.

Teaching experience	N	%
1–5 years	35	13
6–10 years	78	30
11–15 years	88	34
16–20 years	39	15
More than 20 years	21	9
Total	261	100

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For wellness-related trainings during the preceding five years, none reported no training, 197 (75%) reported attending no more than three, and 64 (25%) reported attending more than three. The distribution indicates that most respondents had attended no more than three such trainings.

Wellness-related trainings	N	%
None	0	0
Not more than three	197	75
More than three	64	25
Total	261	100

Psychological Burnout

The overall weighted mean for psychological burnout was 3.17, interpreted by the thesis as moderate. All three dimensions fell within the moderate range. Lack of personal achievement had the highest dimension mean (3.20), followed by depersonalization (3.16) and emotional exhaustion (3.15).

Burnout dimension	Area weighted mean	Interpretation
Emotional exhaustion	3.15	Moderate
Depersonalization	3.16	Moderate
Lack of personal achievement	3.20	Moderate
Overall	3.17	Moderate

Within emotional exhaustion, the reported item means ranged from 3.12 to 3.18. Feeling at the end of one's rope had the highest item mean (3.18), while frustration by work had a mean of 3.12. The dimension mean of 3.15 indicates that respondents reported these experiences at a moderate level.

Within depersonalization, item means ranged from 3.12 to 3.23. Feeling tired upon waking and facing another workday had the highest reported mean (3.23). Items concerning reduced care or fear of becoming uncaring had means of 3.12. The dimension mean was 3.16.

Within lack of personal achievement, means ranged from 3.09 to 3.31. The item concerning difficulty understanding pupils' feelings had the highest mean (3.31), followed by lack of energy (3.29). Feeling exhausted after being close to pupils at work had the lowest mean (3.09). The dimension mean was 3.20.

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Taken together, the results describe moderate burnout across emotional, interpersonal, and self-evaluative dimensions. The pattern supports attention to teacher support and professional conditions, while the survey results alone do not establish the causes of burnout.

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Relationships Between Profile Variables and Burnout

The thesis tested the association of highest educational attainment, teaching experience, and wellness-related training participation with psychological burnout using the chi-square test of independence. The results table reports p values of 0.00 for all three relationships and marks each as significant at the .05 level.

Profile variable	Reported χ^2	Reported p	Thesis table interpretation
Highest educational attainment	7.98	0.00	Significant
Length of teaching experience	7.98	0.00	Significant
Number of relevant trainings	8.05	0.00	Significant

These results indicate statistical association in the analyzed sample, not that educational attainment, experience, or training caused burnout. The thesis's narrative elsewhere gives a different chi-square value for training (6.81), so the table value of 8.05 is retained here with this discrepancy noted. The source also reports a critical chi-square value of 3.84; the article does not independently recompute the tests because the underlying cross-tabulated data are not provided in the summarized material.

Job Satisfaction

The overall weighted mean for job satisfaction was 3.08, corresponding to "somewhat agree" and interpreted in the thesis as moderate job satisfaction. All 40 questionnaire items were summarized by the thesis under this overall mean. Individual reported means generally clustered near 3.00.

The item on adequate safety equipment had a mean of 2.98, the lowest among the displayed items. The item on fairness of the school principal had a mean of 3.00. Several items related to supervision, communication, benefits, recognition, training, work-life balance, and cooperation were also in the moderate range. The highest displayed item mean was 3.20 for the statement that the school follows a fair promotion policy.

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Selected job-satisfaction item	Weighted mean	Interpretation
School follows a fair promotion policy	3.20	Somewhat agree / moderate
School provides ample professional advancement opportunities	3.15	Somewhat agree / moderate
Training programs increased job satisfaction	3.13	Somewhat agree / moderate
Cooperation among teachers and staff	3.13	Somewhat agree / moderate
Principal is fair to me	3.00	Somewhat agree / moderate
School has enough safety equipment	2.98	Somewhat agree / moderate
Overall	3.08	Somewhat agree / moderate

The moderate overall rating suggests that respondents were neither uniformly dissatisfied nor uniformly highly satisfied. The lower-scoring items point to areas that could be explored by school leaders, including safety provisions, fairness, and support. These are descriptive findings from this sample and should not be generalized to all teachers without additional evidence.

Relationship Between Burnout and Job Satisfaction

The results table reports a chi-square value of 7.90 and p value of 0.00 for the relationship between psychological burnout and job satisfaction, with the relationship marked significant at the .05 level. This supports the conclusion that the two measured variables were statistically associated among the respondents.

The thesis's narrative contains an inconsistent statement about whether the null hypothesis was accepted or rejected. Because the table marks the relationship significant and the stated hypothesis anticipated a significant relationship, this article reports the table's statistical finding and does not reproduce the contradictory null-hypothesis decision. The cross-sectional correlational design does not establish directionality or causation.

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Proposed Intervention Measures

Based on the moderate burnout and job-satisfaction findings, the thesis proposes school-based activities intended to strengthen collegial connection, commitment, coping skills, participation, classroom practice, and leadership capacity. The interventions below retain the activities and objectives described in the thesis; implementation should be adapted to school schedules and resources.

Intervention	Purpose stated in thesis	Timeline stated in thesis
Team-building activity	Renew commitment, belongingness, responsibility for school goals, camaraderie and unity	May 2026
Recollection	Renew commitment to the teaching profession	June 2026
Peer coaching/mentoring or team teaching	Encourage teachers to share knowledge and expertise and support one another	Year-round
Seminar-workshop on managing burnout	Build understanding of burnout and ways to cope with and manage it	Second week of June 2026 (2 days)
Kapehan/Kumustahan	Improve teachers' socio-emotional condition	Every last Friday of the month (1 hour)
Seminar-workshop on time management and multitasking	Help teachers manage limited time across tasks	Third week of July 2026 (1 day)
Meeting-discussion on key school issues and concerns	Build ownership of decisions, rules, and policies through participation	Every first Friday of the month
Tree-planting activity	Promote commitment and a sense of accomplishment in addressing climate change	Once a year

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Seminar-workshop on classroom management, disciplining and motivating pupils	Strengthen classroom management and approaches to discipline and motivation	Last week of August 2026 (2 days)
Leadership training	Develop knowledge and skills concerning leadership styles and characteristics	July 2026

Implementation and Monitoring Considerations

The thesis recommends approval and implementation of the proposed measures in the selected schools, evaluation of their implementation, and similar studies to validate the findings. In practical application, school leaders may document participation, collect brief participant feedback, and review whether activities are delivered as scheduled. Any monitoring indicators or changes to the original timeline should be treated as implementation planning rather than findings of the present study.

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CONCLUSION

Among the 261 Filipino teachers in five selected public elementary schools in Quezon City, the largest educational-attainment group held a bachelor's degree, the largest experience group had 11–15 years in teaching, and three-quarters had attended no more than three wellness-related trainings in the preceding five years. The thesis summarizes 74% as having no postgraduate degree and 57% as having more than ten years of teaching experience.

Teachers reported moderate psychological burnout overall (3.17), with moderate ratings in emotional exhaustion (3.15), depersonalization (3.16), and lack of personal achievement (3.20). Job satisfaction was also moderate (3.08). The thesis's statistical tables identify significant associations between burnout and each profile variable, and between burnout and job satisfaction. These associations should not be interpreted causally.

The proposed intervention measures emphasize collegial support, reflection, burnout management, time management, participatory discussion, classroom practice, and leadership development. The study recommends implementing and evaluating the measures and conducting similar research to validate the findings.

Limitations

The study is limited to 261 Filipino teachers from five selected public elementary schools in one division during School Year 2025–2026. Data were based on self-reported questionnaire responses. The correlational design does not establish causality. Some narrative values and hypothesis-decision statements in the source thesis are inconsistent with its tables; these discrepancies are flagged rather than silently reconciled. The condensed article does not reproduce all 40 job-satisfaction items or every burnout item.

RECOMMENDATIONS

1. Consider the proposed interventions for implementation in the selected public elementary schools, subject to school-level review and available resources.

2. Evaluate implementation and gather feedback to determine whether activities are reaching teachers and addressing their expressed needs.

3. Conduct similar studies with additional schools or divisions to examine whether the findings are observed in other settings.

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4. Future studies may report complete cross-tabulations, degrees of freedom, exact p values, and effect-size measures to support clearer interpretation of associations.

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Note: This is a condensed IMRAD article, not a replacement for the complete thesis reference list. Complete and verify every citation against the source thesis before submission.

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