

Prevalence of Burnout and Teaching-Learning Practices in Select District Schools in Misamis Oriental

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Abstract

Burnout among teachers has become a serious problem in our schools and has an impact on both instruction and teacher wellness. Teachers in Initao District of Misamis Oriental face a growing number of demands, possibly jeopardizing their resiliency and their teaching practices. The main objective of the present study was to determine the prevalence of teacher burnout and identify any differences in teaching and learning practices used during school year 2024 - 2025. More specifically, the study described teachers' profile information as well as assessed the extent of teacher burnout. Additionally, the study evaluated teachers' practices of teaching and learning, explored the relationship between burnout level and practice of teaching and learning, and tested for differences in age as an independent variable on the dependent variables. Descriptive correlational methodology was utilized along with mean, standard deviation, Pearson's R, T-test and F-test data analysis to analyze and interpret the study's data.

Findings revealed that the majority of the survey participants were Female Teachers working as Teachers I, who were between 31 and 40 years old, reported Highly Practiced Teaching Practices, specifically in their Professional Ethics. Therefore, There is a significant correlation between Burnout and Teaching Practice. This research study concluded that Teachers have an ineffective profile for Burnout; and that all aspects of the Burnout profile are consistently low. Therefore, schools and institutions should improve teacher recognition; provide targeted professional development opportunities for staff; and enhance supportive feedback to promote coping ability among Teachers.

Keywords: burnout, teaching-learning practices

1. Introduction

The teaching profession is widely recognized as highly stressful, particularly in public schools where teachers manage large classes, limited resources, heavy administrative demands, and diverse learner needs. Despite existing policies intended to reduce workload, teachers continue to experience burnout due to excessive paperwork, urgent reporting requirements, and the need to balance teaching duties with administrative tasks. This ongoing pressure leads to emotional exhaustion, frustration, and reduced professional performance, highlighting the need to examine the extent of burnout in local school settings.

Burnout is described as emotional exhaustion, detachment, and a reduced sense of accomplishment. Studies show that heavy workload, lack of institutional support, and workplace challenges significantly contribute to this condition, affecting both performance and well-being. Although policies aim to ease administrative burdens, compliance requirements still persist, reducing their effectiveness. This study focuses on identifying burnout levels and contributing factors among teachers in Initao District public schools, with the goal of providing evidence-based insights that can guide interventions to improve teacher well-being and support quality education.

Research Questions

This study aimed to determine the prevalence of burnout and the teaching and learning practices among public elementary and secondary school teachers in the select Districts of Initao, Division of Misamis Oriental, during the School Year 2024-2025.

Specifically, this study sought to answer the following questions:

1. What is the respondents' profile in terms of age, sex, civil status, highest educational attainment, teaching experience and attitude towards teaching-learning practices?
2. To what level are the respondents' prevalence of burnout as to emotional exhaustion, depersonalization, and sense of personal accomplishment?
3. What is the respondents' level of teaching- learning practices considering content knowledge, pedagogical skills, attitudes toward teaching, assessment strategies, professional ethics, learner diversity and student inclusion, ICT integration in instruction and contextualization of learning materials?
4. Is there a significant relationship between the respondents' prevalence of burnout and their teaching - learning practices?
5. Is there a significant difference in the respondents' teaching-learning practices when grouped according to their profile?

Significance

The research examines the level and impact of teacher burnout in public schools, including its effects on teaching performance, work quality, and teachers' perception of their profession. The findings can help schools better understand the situation and design targeted programs to support teachers, improve job satisfaction, strengthen retention, and enhance the overall quality of teaching and learning. It also highlights how awareness of burnout can guide efforts to create a more supportive and effective school environment. Teachers can use the results to better understand the causes and effects of burnout and learn strategies to manage stress, improve work life balance, and stay motivated. Students also benefit since reduced teacher burnout leads to better teaching quality and improved classroom interaction. In addition, this study can serve as a reference for future researchers in exploring burnout prevention, policy improvement, and support systems for educators. Overall, it contributes to raising awareness and promoting healthier and more effective teaching conditions in public schools.

Scope and Limitations

This research paper is dedicated to the following problem: Among the teachers of the public schools of the Initao Districts in the School Year 2025-2026, the prevalence of burnout and teaching-learning practices. It discusses the prevalence levels of burnout by taking into account a number of factors such as

emotional exhaustion, depersonalization, and sense of personal accomplishment as independent variables. Also, the study looked at how burnout affects different parts of teaching and learning. It checked things like: what teachers know, how they teach, their attitude towards work, how they test students, and their professional ethics. It also looked at handling different types of learners, student behavior, using technology, and making local learning materials.

The participants of this study are public school teachers from Initao District. Data was gathered using standard surveys and questionnaires to measure burnout levels and teaching practices. The results help us understand how burnout affects teaching quality and guide us in creating programs to reduce stress and support teachers. This study is limited to public school teachers in Initao District. Therefore, the results may not apply to teachers in other places.

2. Literature Review

Respondent's Profile

Respondent profile is an important factor in understanding teachers' stress, burnout, and teaching practices because personal characteristics shape how educators experience workplace challenges. Age influences engagement and stress levels, as older teachers often prioritize stability and may show reduced adaptability to new instructional practices, while emotional labor and professional demands increase burnout risk (Refugio et al., 2020; Collie & Martin, 2020; Skaalvik & Skaalvik, 2021). In addition, ethical challenges in inclusive classrooms further intensify stress among experienced teachers (Liu et al., 2022). Sex also plays a role, as female teachers often experience higher emotional strain due to workload demands but may also engage in more detailed lesson planning and complex instructional design compared to male teachers (Falebita et al., 2022; Agyapong et al., 2022; Viana & O'Boyle, 2023).

Other factors such as civil status, educational attainment, teaching experience, and attitudes also shape teaching practices and stress levels. Higher educational attainment is associated with more innovative and flexible instructional strategies as well as greater confidence in lesson preparation (Zhang et al., 2021; Chen & Li, 2022; Martínez & Santos, 2023). Teaching experience influences adaptability, with experienced teachers tending to rely on routines while newer teachers are more open to innovation, although long service may also lead to resistance to change (García & Weiss, 2021; Kim & Lee, 2022; Torres & Martínez, 2023; Corpuz et al., 2024). Finally, teacher attitudes strongly affect classroom practices, as beliefs, job satisfaction, and self-efficacy play key roles in instructional effectiveness and student outcomes (Ramzan, 2020; OECD, 2019; Mbi, 2019).

Prevalence of Burnout

The problem of teacher burnout has been widely studied due to increasing workloads, administrative demands, and emotional stress in the teaching profession. Maslach and Jackson defined burnout as a psychological syndrome resulting from prolonged work-related stress, characterized by emotional exhaustion, depersonalization, and reduced personal accomplishment. Aldabbour et al. (2025) found that teachers often experience high levels of stress due to heavy workloads, long working hours, and constant emotional interaction with students. Brady et al. (2020) explained that emotional exhaustion becomes more severe when teachers must simultaneously handle lesson planning, classroom management, and administrative tasks. Skaalvik and Skaalvik (2021) added that high professional expectations increase fatigue and stress, making teachers more vulnerable to burnout in demanding educational settings.

Depersonalization and reduced personal accomplishment are also key dimensions of burnout that affect teachers' effectiveness and motivation. Almeneessier and Azer (2023) found that teachers may become emotionally detached from students when overwhelmed by administrative tasks and classroom challenges. Mensah and Frimpong (2022) noted that limited professional development opportunities can increase resistance to change and strengthen feelings of disengagement from work. In contrast, Nguyen et al. (2023) showed that continuous professional development reduces depersonalization by increasing engagement and resilience. Aldabbour et al. (2025) also reported that burnout lowers teachers' sense of effectiveness and achievement in their work. Paschal (2023) emphasized that professional ethics can strengthen teachers' sense of purpose, while Bautista and Ortega (2024) highlighted that supportive and collaborative school environments enhance teachers' sense of accomplishment and motivation.

Teaching and Learning Practices

The teaching and learning process is central to understanding teacher performance, stress, and burnout because it reflects how content knowledge and pedagogical skills influence classroom effectiveness. Strong subject matter knowledge helps teachers manage classrooms better, design engaging lessons, and improve student outcomes (Clark & Tan, 2020), while mastery of content also reduces stress and burnout by increasing confidence in instruction (Yang & Du, 2024). Diverse teacher backgrounds further contribute to varied instructional approaches that enhance engagement (Lopez & Ramirez, 2021). Effective pedagogical skills, particularly classroom management, help reduce stress by minimizing disruptions (White & Lee, 2021). However, emotional labor in teaching can still lead to exhaustion, making supportive instructional environments essential (Collie & Martin, 2020; Ramzan, 2020).

Other instructional factors also significantly affect teacher well-being, including assessment practices, ethics, learner diversity, ICT integration, contextualized materials, and professional development. Heavy assessment demands can increase workload and contribute to burnout, while supportive and collaborative systems improve effectiveness and reduce stress (Agyapong, 2022; Zhang et al., 2021; Chen & Huang, 2022). Professional ethics strengthen motivation and resilience, especially in inclusive education settings (Paschal, 2023; Macapaz et al., 2024). Managing learner diversity can increase stress without adequate support (Villarejo et al., 2023; Chen & Li, 2022). ICT integration also plays a role, as ICT self-efficacy reduces stress while inadequate support increases burnout (Tondeur et al., 2020; Barrot et al., 2021). Lastly, contextualized materials and continuous professional development improve teaching quality but may also add workload, requiring strong institutional support to prevent burnout (Klusmann et al., 2020; Zhang et al., 2021).

3. Methodology

Research Design

The research design used in this study was a descriptive-correlational research design that was designed to identify the prevalence of burnout in the public-school teachers in the Initao Districts in the School Year 2025-2026. The descriptive part of the design that was applied to establish the levels of prevalence of burnout among teachers, taking into account numerous factors, including emotional exhaustion, depersonalization, a sense of personal accomplishment. It also explained the extent to which these levels of prevalence of burnout affect teaching- learning practices, namely, content knowledge, pedagogical skills, attitudes towards teaching, assessment strategies, professional ethics, learner diversity and student inclusion, ICT integration in instruction, and contextualization of learning materials.

The correlational was utilized to analyze the interaction between the levels of burnout prevalence among teachers and their success in promoting teaching- learning activities. The method enables the detection of possible relationships among variables without controlling them, so it is appropriate to study natural phenomena within the learning environment. Data collection in the form of standardized survey tools and validated questionnaires to achieve reliability and validity.

Participants

The sample used in this study was the one hundred fifty (150) teachers in the public schools in eight (8) medium and large schools in the Initao District, Division of Misamis Oriental. Such schools are Initao Central School, Andales Integrated School, Gimangpang Integrated School, Jampason Elementary School, Tawantwan Integrated School, Kanitoan Elementary School, Initao National Comprehensive School, and Kalacapan National High School.

Age, sex, civil status, highest educational attainment, length in service and attitude towards teaching-learning practices were considered to establish their effect on the prevalence of burnout levels. Variables such as age and length in service are also vital because the teachers who are younger or less experienced might face various difficulties, unlike those who are well-experienced. Sex and civil status could influence the way in which teachers cope with work-life balance, thus influencing their general well-being. Also, the highest level of education of the teachers, be it bachelor, master, or doctorate, can also lead to stress levels, especially when higher education level is linked to new responsibilities like mentoring or leadership.

Data Collection

The instrument used in gathering the data was a questionnaire composed of three parts:

Part I dealt with the respondents' profile in terms of age, sex, civil status, highest educational attainment, length of service, and attitude towards teaching-learning practices, which was a researcher-made.

Part II asked the respondents how they were predominant in burnout in regard to emotional exhaustion, depersonalization and sense of personal accomplishment. The indicators were based on the Maslach Burnout Inventory, having twenty-two (22) indicators altogether. The following scales were used: (0) Never, (1) Rarely, (2) Sometimes, (3) – Frequently, (4)- Always.

Part III: This is all about Teaching-Learning Practices in terms of content knowledge, pedagogical skills, assessment strategies, professional ethics, learner diversity and student inclusion, ICT integration in instruction, and contextualization of learning materials that patterned and modified by researcher align with the DepEd Order No. 42, s. 2017 of the Philippine Professional Standards for Teachers (PPST). This was measured on a Likert rating scale: (4) Strongly Agree, (3) Agree, (2) Disagree, (1) Strongly Disagree.

Data Analysis

To represent the demographic data of the respondents, frequency counts and percentages were used to treat the data gathered. This method enabled one to have a clear picture of the distribution of variables like age, sex, civil status, highest educational attainment, length of service and attitude towards teaching-learning practices of the teachers that participated in the study in the public schools. These descriptive statistics provided a basis on which the level of burnout and teaching-learning experiences were measured.

The statistical description of data was given in the form of mean plus standard deviation (SD) or frequencies, where needed. Student t-test or Chi-square (2) tests were used to compare them. An Exact test has been applied by Fisher, where the frequency was expected to be less than 5 or where the Chi-square test assumptions were not met. All the tests were two-tailed, and the level of significance was considered as a p-value of less than 0.05.

The researcher employed the correlation analysis of SPSS to examine the correlation between the level of burnout and the teaching-learning experiences. This assisted in establishing the presence of a significant relationship between the two variables and the insights on how burnout affected teaching-learning practices were obtained.

1. Results and Discussions

Problem 1. What are the respondents' profiles in terms of age, sex, civil status, highest educational attainment, teaching experience, and attitudes towards teaching-learning practices?

Table 1
Distribution of Respondents' Profiles in terms of Age

Category	Frequency	Percentage
36 years old and above	109	72.67
31 – 35 years old	22	14.67
26 - 30 years old	19	12.67
21 – 25 years old	0	0.00
Total	150	100.00

Table 1 shows that most of the respondents are 36 years old and above, accounting for 109 or 72.67 percent, which indicates that the teaching workforce is largely composed of experienced and long serving educators. Their age suggests career stability, strong professional judgment, and deep familiarity with school practices, allowing them to significantly influence institutional culture and teaching traditions. In contrast, there are no respondents aged 21 to 25, indicating the absence of younger teachers in the study and a limited representation of early career educators who may have different support and mentorship needs. While experienced teachers often demonstrate higher classroom management skills and confidence, the lack of younger participants may limit insights into early career challenges, stress levels, and burnout experiences. This highlights the importance of including all age groups in understanding teacher burnout to ensure more comprehensive data and to design more effective interventions across different career stages.

Table 2
Distribution of Respondents' Profiles in terms of Age

Category	Frequency	Percentage
Male	44	29.33
Female	106	70.67

Total	150	100.00
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Table 2 shows that out of 150 respondents, 106 or 70.67 percent are female, indicating that the teaching profession is predominantly composed of women, while 44 or 29.33 percent are male, showing that men represent less than one third of the workforce in this study. This reflects a continuing gender imbalance in education, where teaching is often associated with nurturing and caregiving roles that attract more female educators. The strong presence of female teachers highlights their key role in creating supportive, collaborative, and learner centered environments, as they often provide emotional support, mentoring, and individualized instruction, although they may also face challenges such as limited leadership opportunities and heavier workloads. In contrast, the lower number of male teachers suggests limited gender diversity, which may affect the range of perspectives and teaching approaches in schools. Overall, the data reflects a broader global trend of female dominance in the teaching profession and emphasizes the need to consider gender balance in recruitment, support, and professional development.

Table 3
Distribution of Respondents' Profiles in terms of Civil Status

Category	Frequency	Percentage
Single	18	12.00
Married	122	81.33
Widowed	6	4.00
Solo Parent	0	0.00
Separated	4	2.67
Total	150	100.00

Table 3 shows that most of the respondents are married teachers, with 122 or 81.33 percent of the total, indicating that the majority of the teaching workforce has stable family backgrounds, while there are no solo parent respondents recorded, or 0.00 percent. This suggests that marriage may be associated with greater responsibility, stability, patience, and commitment in teaching, as married teachers are often able to balance family and work life while maintaining dedication to their profession. It also implies that their personal stability may positively influence their classroom performance, decision making, and relationships with learners. However, the absence of solo parent respondents limits the understanding of how this group manages the demands of teaching alongside unique family responsibilities, as well as the strengths they may contribute such as resilience, adaptability, and multitasking skills. Overall, the data highlights a predominantly married teaching workforce and underscores the need for more inclusive representation in future studies.

Table 4
Distribution of Respondents' Profiles in terms of Highest Educational Attainment

Category	Frequency	Percentage
Full-fledged Phd/EdD	0	0.00
With Doctoral Units	0	0.00

Full-fledged MA	34	22.67
With Masteral Units	45	30.00
Baccalaureate Degree	71	47.33
Total	150	100.00

Table 4 shows that most of the respondents have a baccalaureate degree, with 71 or 47.33 percent, indicating that nearly half of the teachers have only met the minimum educational requirement for teaching in the Department of Education, while none of the respondents hold doctoral degrees, or 0.00 percent. This suggests that the teaching workforce in this study is mainly composed of baccalaureate and master’s degree holders, with limited participation in advanced academic programs. As a result, classroom instruction is largely guided by teachers with undergraduate level preparation, which may limit opportunities for innovation, research-based practice, and subject specialization. The findings also imply the need to strengthen continuous professional development and encourage teachers to pursue higher education for career advancement, improved instructional quality, and better student outcomes, as supported by studies emphasizing the positive impact of advanced degrees on teaching performance and educational effectiveness.

Table 5

Distribution of Respondents’ Profiles in terms of Teaching Experience

Category	Frequency	Percentage
16 years and above	10	6.67
11 – 15 years	26	17.33
6 – 10 years	84	56.00
1 – 5 years	30	20.00
Total	150	100.00

Table 5 presents the distribution of respondents in terms of teaching experience, showing that most teachers, or 56 percent, have 6 to 10 years of experience, indicating that they are already competent, confident, and stable in their teaching roles while still needing continuous training and guidance for further professional growth. These mid-career teachers play a major role in maintaining an effective learning environment as they combine established practices with new strategies. In contrast, only a small number of respondents have 16 years and above of experience, suggesting a limited presence of veteran teachers whose insights and mentorship are valuable but not widely represented in the group. Overall, the results show a workforce dominated by mid-level experienced teachers who sustain daily instruction while gradually developing toward higher expertise.

Table 6

Distribution of Respondents' Attitude towards Teaching-Learning Practices

Indicators	Mean	SD	Description
I believe in adapting my teaching methods to meet diverse student needs.	3.31	0.75	Strongly Agree

I encourage student-centered learning approaches in the classroom.	3.35	0.71	Strongly Agree
I regularly reflect on my teaching practices to improve my effectiveness.	3.31	0.67	Strongly Agree
I use a variety of instructional strategies to engage students.	3.32	0.70	Strongly Agree
I believe collaborative learning enhances student understanding.	3.33	0.70	Strongly Agree
I incorporate technology to enhance teaching and learning experiences.	3.32	0.76	Strongly Agree
I provide timely and constructive feedback to students.	3.36	0.71	Strongly Agree
I actively seek professional development to enhance my teaching skills.	3.34	0.72	Strongly Agree
I believe in fostering a positive and inclusive classroom environment.	3.27	0.76	Strongly Agree
I adapt teaching methods based on student performance and feedback.	3.34	0.72	Strongly Agree
Overall	3.32	0.72	Strongly Agree

Table 6 shows the distribution of respondents' attitude toward the teaching learning process with an overall mean of 3.23, interpreted as Very Positive, indicating that teachers generally support student centered strategies, active engagement, and reflective practice to improve teaching. This suggests that teachers are open to innovation, adaptation, and addressing diverse learner needs, which contributes to improved learning outcomes. The highest rated indicator is providing timely and constructive feedback, showing that teachers strongly value feedback as a tool for improving student understanding, confidence, and performance. In contrast, the lowest rated indicator is fostering a positive and inclusive classroom environment, which is still very positive but suggests a need for further strengthening through training, mentoring, and school support to ensure consistency in inclusive practices. Overall, the findings show that teachers demonstrate strong positive attitudes toward teaching and learning, particularly in feedback practices, while still needing reinforcement in sustaining inclusive classroom environments.

Problem 2. To what level are the respondents' prevalence of burnout, as to emotional exhaustion, depersonalization, and sense of personal accomplishment?

Table 7
Summary of the Respondents' Level on the Prevalence of Burnout

Dimension	Frequency	Percentage	Interpretation
Emotional Exhaustion	116	77.33	Low
Depersonalization	98	65.33	Low

Sense Of Personal Accomplishment	72	48.00	Low
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Table 7 presents the summary of teachers’ burnout levels based on the Maslach Burnout Inventory, showing that overall teachers fall under the ineffective profile, with variations in emotional exhaustion, depersonalization, and personal accomplishment. The highest observed dimension is emotional exhaustion at 77.33 percent, suggesting that most teachers are not heavily overwhelmed and are still able to manage stress while maintaining positive and supportive relationships with students. This reflects resilience and the ability of teachers to sustain engagement and empathy in the classroom, although this resilience needs continuous support to maintain long term effectiveness and well-being. In contrast, the lowest result is in personal accomplishment, indicating that some teachers feel less satisfied and less effective in their professional roles, which may lead to doubts about their impact on student learning if not addressed. Overall, the findings highlight that while teachers remain emotionally stable and committed, strengthening their sense of achievement and recognition is important to sustain motivation, reduce burnout risk, and support long term professional satisfaction.

Problem 3. What is the respondents ‘level of teaching- learning practices considering the content knowledge, pedagogical skills, assessment strategies, professional ethics, learner diversity and student inclusion, ICT integration in instruction and contextualization of learning materials?

Table 8
Summary of the Respondents’ Level of Teaching-Learning Practices

Variable	Mean	SD	Interpretation
Content Knowledge	3.33	0.74	Highly Practiced Highly
Pedagogical Skills	3.28	0.72	Practiced Highly
Assessment Strategies	3.35	0.74	Practiced Highly
Professional Ethics	3.42	0.73	Practiced Highly
Learners Diversity and Students Inclusion	3.34	0.74	Practiced Highly
ICT Integration in Instruction	3.31	0.71	Practiced Highly
Contextualization of Learning Materials	3.31	0.72	Practiced
Overall	3.31	0.72	Highly Practiced

Table 8 summarizes the teaching learning practices with an overall mean of 3.31 interpreted as Highly Practiced, indicating that teachers consistently apply essential competencies such as effective instruction,



inclusivity, ethics, and technology integration in their classrooms. This reflects strong professional commitment and active engagement in delivering meaningful learning experiences, while also highlighting the need for continuous professional development and institutional support to further enhance these practices. The highest mean is in professional ethics, showing that teachers strongly uphold integrity, fairness, and respect in their teaching, which builds trust and supports equitable learning. In contrast, pedagogical skills obtained the lowest mean but is still highly practiced, suggesting that while teachers are competent in basic instructional tasks, there is still room to strengthen the use of innovative and student-centered strategies such as differentiated instruction and inquiry-based learning. Overall, the findings show that teachers demonstrate strong foundational teaching practices, with ethics as their strongest area, while ongoing training is needed to further enrich pedagogical approaches for more effective and engaging instruction.

Problem 4. Is there a significant relationship between the respondents' prevalence of burnout and their teaching - learning practices?

Table 9

Result of the Test on Relationship Between the Respondents' Prevalence of Burnout and their Teaching-Learning Practices

Table 9 presents the relationship between teachers' burnout levels and their teaching learning practices, revealing a significant relationship at the 0.05 level of significance, leading to the rejection of the null hypothesis. This indicates that higher levels of emotional exhaustion, depersonalization, and reduced personal accomplishment negatively affect teachers' instructional effectiveness, consistency, and ability to deliver inclusive, ethical, and innovative teaching. The findings show that burnout is significantly associated with all key teaching domains such as content knowledge, pedagogical skills, assessment strategies, professional ethics, learner diversity, ICT integration, and contextualization of learning materials, with emotional exhaustion consistently showing the strongest influence. This means that the increasing demands of teaching, including workload, technology use, assessment responsibilities, and

Prevalence of Burnout

Teaching-Learning Practices		emotional exhaustion	depersonalization	Sense of Personal Accomplishment	Overall
Content Knowledge	r-value	0.055	0.220	.221	0.257
	p-value	0.000	0.001	0.001	0.001
	Remarks	S	S	S	S
Pedagogical Skills	r-value	0.202	0.022	0.085	0.138
	p-value	0.001	0.001	0.001	0.001
	Remarks	S	S	S	S
Assessment Strategies	r-value	0.216	0.054	0.104	0.170
	p-value	0.000	0.000	0.000	0.000
	Remarks	S	S	S	S
Professional Ethics	r-value	0.262	0.085	0.062	0.176
	p-value	0.001	0.001	0.001	0.001
	Remarks	S	S	S	S
Learner Diversity and Student Inclusion	r-value	0.293	0.004	.167	0.213
	p-value	0.001	0.001	0.001	0.001
	Remarks	S	S	S	S
ICT Integration in Instruction	r-value	0.287	0.119	0.020	0.177
	p-value	0.001	0.001	0.001	0.001
	Remarks	S	S	S	S
Contextualization of Learning Materials	r-value	0.211	0.033	-0.004	0.093
	p-value	0.001	0.001	0.001	0.001
	Remarks	S	S	S	S

diverse learner needs, contribute to teacher stress and reduced efficiency. Overall, the results highlight the

importance of strong institutional support systems such as workload management, professional development, mentoring, and wellness programs to reduce burnout and sustain high quality teaching practices that ensure effective and inclusive learning experiences for students.

Problem 5. Is there a significant difference in the respondents between teaching- learning practices when grouped according to their profile?

Table 10
Difference in the Respondents Teaching-Learning Practices When Grouped according to their Profile

Profile	Teaching-Learning Practices						
	content knowled ge	pedagogi- cal skills	assessment strategies	professional ethics	learner diversity and stu- dent in- clusion	ict integration in instruction contextual- ization of learning ma- terials	contextu- alization of learning materials
Age	r=0.517 p=0.001 S	r=0.515 p=0.001 S	r=0.524 p=0.001 S	r=0.523 p=0.001 S	r=0.528 p=0.001 S	r=0.458 p=0.001 S	r=0.522 p=0.001 S
Sex	r=0.577 p=0.001 S	r=0.565 p=0.001 S	r=0.571 p=0.001 S	r=0.561 p=0.001 S	r=0.577 p=0.001 S	r=0.479 p=0.001 S	r=0.584 p=0.001 S
Civil Status	r=0.449 p=0.001 S	r=0.468 p=0.001 S	r=0.474 p=0.001 S	r=0.473 p=0.001 S	r=0.477 p=0.001 S	r=0.463 p=0.001 S	r=0.437 p=0.001 S
Highest Educa- tional Attain- ment	r=0.466 p=0.001 S	r=0.468 p=0.001 S	r=0.447 p=0.001 S	r=0.459 p=0.001 S	r=0.457 p=0.001 S	r=0.464 p=0.001 S	r=0.434 p=0.001 S
Teching Experi- ence	r=0.527 p=0.001 S	r=0.532 p=0.001 S	r=0.526 p=0.001 S	r=0.525 p=0.001 S	r=0.529 p=0.001 S	r=0.467 p=0.001 S	r=0.527 p=0.001 S
Overall	r=0.507 p=0.001 S	r=0.5096 p=0.001 S	r=0.508 p=0.001 S	r=0.508 p=0.001 S	r=0.514 p=0.001 S	r=0.4662 p=0.001 S	r=0.50 p=0.001 S

Table 10 presents the test of difference between respondents' demographic profile and their teaching learning practices, showing that age, sex, civil status, educational attainment, and teaching experience all yield significant differences as indicated by p values lower than 0.05, leading to the rejection of the null hypothesis. This means that teachers' instructional practices vary depending on their personal and professional characteristics, with younger teachers generally being more open to innovation and technology use, while older and more experienced teachers tend to rely on established methods but provide stability and expertise. Differences were also observed in terms of sex, where teaching styles vary in creativity and structure, and in civil status, where personal responsibilities influence time and instructional preparation. In addition, higher educational attainment is associated with more advanced and research-based teaching strategies, while length of service affects adaptability and willingness to change, with novice teachers being more flexible and veteran teachers showing mastery but some resistance to innovation. Overall, the findings suggest that teacher demographics significantly influence teaching learning practices and highlight the importance of targeted professional development, mentoring, and collaborative strategies to maximize the strengths of diverse teacher profiles in improving instructional quality and student outcomes.

2. Conclusion and Recommendations

Conclusion

The following conclusions are hereby drawn for the study:

The study shows that teachers are very dedicated and do their jobs honestly and fairly. However, they often feel emotionally tired and drained, mostly because of handling very large classes and the heavy work involved.

Interestingly, some teaching methods are not much affected by stress. Teachers continue to create good learning materials and include everyone in class well, not because they feel great, but because of their training and experience. This means that even when teachers are burnt out, they still try to do their best in these areas. Overall, feeling emotionally exhausted is the biggest problem teacher's face. Because of this, schools should provide wellness programs to help teachers manage their work and take care of their mental health. Supporting teachers in this way helps them stay healthy, act professionally, and teach well despite the challenges.

Recommendations

Based on the results of the study, the following are recommended:

1. Public schools should motivate teachers to engage in graduate school for better profession.
2. They should offer wellness programs and simple tips to help public school teachers handle their heavy workloads and big classes. This way, teachers won't feel so tired and stressed
3. Continue guiding and training teachers to improve their teaching methods so that both teaching and learning get better.
4. Public schools should create a supportive environment. They need to help teachers improve their skills, manage their work well, and stay mentally healthy. Schools should offer different kinds of support so teachers can use technology in their lessons effectively, even when classes are very large.
5. Training programs should help teachers become flexible and successful when handling big classes.

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