



PREDICTORS OF BURNOUT AND COPING MECHANISMS AMONG SECONDARY PUBLIC SCHOOL TEACHERS: A CORRELATIONAL STUDY

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ABSTRACT

This study examined the institutional predictors of burnout and the prevalent coping mechanisms among secondary public school teachers. It specifically aimed to determine the level of teacher burnout across the core dimensions of emotional exhaustion, depersonalization, and personal accomplishment, evaluate professional workload factors including daily teaching loads and administrative tasks, assess the predominant behavioral coping styles under the Brief-COPE framework, and analyze the statistical relationships and predictive values existing between these operational variables. The study was conducted at Bayambang National High School under the Schools Division Office 1 of Pangasinan during the School Year 2025–2026. A descriptive–correlational research design following a deductive quantitative approach was employed, utilizing the standardized Maslach Burnout Inventory-Educators Survey (MBI-ES) and the Brief-COPE Inventory as the primary data-gathering instruments. The respondents comprised secondary school teachers selected through purposive sampling techniques. Data were analyzed using frequency and percentage distribution, weighted mean, standard deviation, and inferential statistics such as Pearson’s correlation coefficient and multiple regression analysis. Findings revealed that teacher burnout has evolved into a severe state of institutional strain, marked by high emotional exhaustion, moderate depersonalization, and a low sense of personal accomplishment. Workload assessments indicated an unsustainable environment where a vast majority of the faculty carry maximum daily instruction loads and multiple non-teaching ancillary tasks. In terms of behavioral adaptation, teachers frequently utilize emotion-focused coping, moderately employ problem-focused strategies, and occasionally rely on avoidant mechanisms. Correlational computations required the rejection of the null hypotheses, proving that daily teaching loads, total weekly working hours, and the accumulation of administrative tasks maintain a strong, positive, and significant relationship with high emotional exhaustion and depersonalization. Multiple regression analysis confirmed that weekly working hours

is the single most powerful predictor of teacher burnout, followed by administrative chores and lower years in service, with the combined model explaining seventy percent of the total variance. In conclusion, teacher burnout is a severe, systemic crisis driven by excessive structural and clerical workloads that exceed human limits, hitting early-career teachers hardest and occasionally driving educators toward counterproductive avoidant behaviors due to a rigid system. It is recommended that the Department of Education implement immediate administrative de-loading policies and accelerate the deployment of specialized administrative assistants. Furthermore, school division leaders and administrators should institutionalize a barrier-free operationalization of mandatory wellness leaves and formally deploy the proposed Teacher Wellness and Resiliency Program to structurally optimize workloads, establish peer support networks, and build a healthier learning climate.

Keywords: *Teacher burnout; workload factors; coping mechanisms; secondary public schools.*

INTRODUCTION

Public schools serve as the foundation of society by providing young people with opportunities to learn, develop, and become productive and responsible citizens. Within these institutions, secondary public-school teachers play a crucial role in shaping students' knowledge, critical thinking skills, decision-making abilities, and overall perspectives on life. Effective teachers do not merely transmit information; they facilitate learning experiences that encourage students to become independent thinkers, self-directed learners, and capable problem-solvers (Darling-Hammond, 2021).

However, the role of a public-school teacher has become increasingly complex over the years. Beyond delivering instruction, teachers are expected to manage diverse classrooms, address varying student needs and learning gaps, handle behavioral concerns, and complete numerous administrative and clerical responsibilities. These expanding demands often place significant pressure on educators, leaving them physically and emotionally exhausted (UNESCO, 2023).

As a result, teacher burnout has emerged as a major concern in educational systems worldwide. Burnout is no longer viewed as an individual problem but as a systemic issue that affects teacher well-being, instructional quality, and student outcomes. Joshi (2025) identified several factors contributing to teacher burnout, including excessive workload, inadequate administrative support, financial concerns, student behavioral issues, and societal expectations. Prolonged exposure to these stressors may lead to emotional exhaustion, reduced motivation, increased absenteeism, and diminished teaching effectiveness.

Burnout is commonly defined as a psychological response to chronic workplace stress. According to Maslach and Jackson (1981), it consists of three dimensions: emotional exhaustion, depersonalization, and reduced personal accomplishment. Emotional

exhaustion refers to feelings of being emotionally and physically drained, while depersonalization involves developing detached or negative attitudes toward students and work. Reduced personal accomplishment pertains to a decline in feelings of competence and professional success. The Maslach Burnout Inventory (MBI) remains one of the most widely used instruments for measuring these dimensions of burnout (Schaufeli et al., 2020).

The consequences of burnout extend beyond professional performance and significantly affect teachers' physical and psychological well-being. Bouchrika (2025) and Schaufeli et al. (2020) emphasized that chronic stress may manifest through physical symptoms such as headaches, muscle tension, gastrointestinal problems, fatigue, and weakened immunity. In severe cases, burnout may contribute to anxiety, depression, and a diminished quality of life, ultimately leading some educators to leave the profession.

In the Philippine context, teacher burnout has become a growing concern. Public school teachers under the Department of Education (DepEd) often perform multiple roles, including teaching, clerical work, program coordination, counseling, and event management. These responsibilities contribute to heavy workloads and sustained occupational stress, which may negatively affect teachers' productivity, motivation, and job satisfaction (Department of Education, 2024).

Empirical studies conducted in the Philippines further highlight the prevalence of burnout among educators. Quirap (2022) found that public school teachers in Cagayan de Oro City exhibited signs of burnout, including irritability, reduced enthusiasm for work, and decreased participation in school activities. Similarly, Jingjing (2024) and Wang et al. (2024) noted that prolonged workplace stress often extends beyond the school environment, affecting teachers' relationships, emotional well-being, and overall quality of life.

Likewise, Jala and Macalisang (2024) and Embang and Ceballos (2022) reported that public school teachers face significant challenges associated with large workloads, student behavioral concerns, and the responsibility of addressing learners' literacy difficulties. Their findings revealed that many teachers spend substantial time performing ancillary functions beyond their teaching duties, resulting in increased stress, reduced self-efficacy, and higher attrition rates among novice educators.

Despite these challenges, teachers employ various coping strategies to maintain their well-being and remain effective in their profession. Chin-Kin and Chen (2024) found that teachers who successfully manage occupational stress often establish clear personal boundaries, engage in physical activities, maintain healthy lifestyles, and seek emotional support from family and friends. These coping mechanisms help teachers manage stress and sustain their commitment to teaching.

Interestingly, Quirap (2023) found that despite experiencing moderate levels of burnout, teachers demonstrated high levels of grit, self-efficacy, and teaching performance. This finding suggests that many educators possess remarkable resilience, raising important

questions about the factors that enable them to remain committed and effective despite challenging work conditions.

One factor that may influence teacher well-being is school leadership. Department heads serve as intermediaries between school administrators and classroom teachers, balancing administrative responsibilities with instructional supervision, mentoring, curriculum planning, and professional support (Hallinger, 2020). Their leadership practices significantly influence teachers' professional experiences and workplace climate.

Research indicates that supportive and emotionally intelligent leaders foster professional growth, collaboration, and teacher commitment. In contrast, unsupportive leadership may intensify workplace stress and contribute to burnout. Effective leadership therefore serves as an important protective factor that promotes teacher well-being and organizational engagement (Leithwood et al., 2020).

Although previous studies have extensively examined teacher burnout and coping mechanisms, limited research has explored the specific relationships among teacher demographic characteristics, workload factors, burnout dimensions, and coping strategies. In this study, teacher profile variables such as age, sex, civil status, years in service, teaching load, and administrative responsibilities are examined as potential predictors of burnout. Furthermore, the study investigates how these factors relate to coping mechanisms categorized under the Brief-COPE framework, including problem-focused, emotion-focused, and avoidant coping strategies (Carver, 1997).

Therefore, this study aimed to provide a comprehensive understanding of burnout and coping mechanisms among secondary public-school teachers. Specifically, it sought to identify the predictors of burnout and determine the coping strategies commonly utilized by educators in Bayambang National High School under the Schools Division Office I of Pangasinan during School Year 2025–2026. The findings of the study served as the basis for developing a localized Teacher Wellness Program and institutional intervention plan designed to promote teacher well-being, reduce burnout, and foster a healthier and more supportive educational environment.

Research Questions

This study sought to determine the predictors of burnout and the prevalent coping mechanisms among secondary public school teachers in Bayambang National High School during the School Year 2025–2026. Furthermore, it aimed to examine how structural workload factors and demographic profiles influenced psychological exhaustion and behavioral responses in order to provide an empirical basis for an enhanced teacher wellness program.

Specifically, it sought to answer the following research questions:

1. What is the profile of the secondary public school teachers in terms of demographic factors including age, sex, civil status, and years in service, alongside professional factors such as current teaching position?
2. What are the specific workload factors encountered by secondary public school teachers in terms of average teaching loads per day, number of administrative tasks, and total weekly working hours?
3. What is the level of burnout among the respondents across the core dimensions of emotional exhaustion, depersonalization, and personal accomplishment as measured by the Maslach Burnout Inventory?
4. What are the predominant coping mechanisms utilized by secondary public school teachers in terms of problem focused coping, emotion focused coping, and avoidant coping as assessed by the Brief COPE Inventory?
5. Is there a significant relationship between the workload factors encountered by teachers and their resulting level of burnout?
6. Is there a significant relationship between the specific coping mechanisms utilized by secondary public school teachers and their experienced level of burnout?
7. Which of the identified profile variables and structural workload factors serve as the strongest statistical predictors of teacher burnout?
8. Based on the findings of the study, what Teacher Wellness Program or strategic intervention plan may be proposed to effectively mitigate burnout and strengthen adaptive coping mechanisms among public school educators?

METHODOLOGY

Research Design

This study employed a descriptive-correlational approach to provide a numerical representation of the prevailing burnout levels among educators while simultaneously testing the statistical associations between these levels and their professional predictors.

The independent variables in this study consisted of the workload factors and professional profiles of the respondents, as these were the hypothesized predictors that significantly influenced the levels of burnout and the selection of coping mechanisms. The dependent variables in this study, namely the dimensions of burnout and the categories of coping mechanisms, were viewed as the psychological and behavioral manifestations resulting from the interplay of various professional stressors.

This study adopted a quantitative research approach following a deductive logic, wherein established theoretical frameworks and legal mandates were tested through standardized numerical measures to identify the statistical predictors of teacher burnout.

The study utilized purposive sampling to select respondents who met specific professional criteria, ensuring that the data gathered specifically reflected the

occupational strain unique to secondary public-school educators. To ensure a rigorous analysis, the weighted mean was used to describe the prevalence of burnout. The data were gathered through structured survey questionnaires administered to teachers within selected public secondary schools in the Schools Division of Pangasinan I.

Overall, this research design was aimed at providing empirical evidence to better understand the level of burnout among secondary public-school teachers and their coping mechanisms.

Instrumentation and Data Collection

Prior to data collection, the researcher secured permission from the Schools Division Superintendent of Pangasinan, as well as from the principals of selected secondary schools. Ethical clearance was also obtained from the academic institution.

Participants were briefed on the objectives, scope, and voluntary nature of the study. Informed consent forms were distributed and collected before administering the surveys. Printed or digital copies of the questionnaires were distributed to the participants. Respondents were given sufficient time to complete the instruments, usually within one to two weeks.

Completed questionnaires were collected and stored securely to ensure confidentiality. Responses were coded and encoded into a database for statistical analysis.

After data collection, the researcher analyzed the data using descriptive statistics and inferential statistics. Pearson's correlation coefficient was employed to determine the relationship between the variables under study.

Tools for Data Analysis

To appropriately analyze the data gathered for each research question, both descriptive and inferential statistical tools were utilized. These tools were selected based on the type of data collected and the specific objectives of each research question.

To answer the first research question, Frequency and Percentage Distribution were utilized. These tools provided a numerical summary of the respondents' profiles, allowing the researcher to describe the composition of the sample and establish the baseline characteristics of the secondary teachers involved in the study.

To address the second research question, the Weighted Mean was computed to determine the average frequency of burnout symptoms across the three dimensions. Additionally, Standard Deviation was used to measure the dispersion of the scores, indicating how much the teachers' experiences varied from the calculated average.

To determine the coping mechanisms utilized by the teachers, the Weighted Mean was computed for each subscale of the Brief-COPE Inventory. This statistical tool allowed the

researcher to identify the average frequency or level of agreement for specific coping strategies, providing a clear picture of the teachers' behavioral and cognitive responses to occupational stress.

Pearson's r was utilized to test the null hypothesis regarding the significant relationship between the independent variables (workload factors and profile variables) and the dependent variable (burnout levels). This tool established the strength and direction of the association between professional stressors and emotional strain.

To determine whether significant differences existed in burnout levels based on categorical profiles such as sex or designation, an Independent Samples t -test was employed. This allowed the researcher to compare the mean scores of two distinct groups to determine whether one group was statistically more prone to emotional exhaustion than the other.

To determine which among the identified profile variables and workload factors served as the strongest predictors of teacher burnout, Multiple Regression Analysis was employed. This statistical tool allowed the researcher to analyze the collective and individual influence of the independent variables on the dimensions of burnout, identifying which factors had the most significant statistical impact.

To address the development of the intervention plan, the researcher utilized a Developmental Matrix. This tool involved a systematic gap analysis wherein the empirical results of the burnout and coping inventories were used to identify priority areas for institutional and individual improvement. The resulting Teacher Wellness Program was therefore an evidence-based output of the study.

The quantitative data gathered from the MBI-ES and Brief-COPE inventories were encoded in Microsoft Excel for cleaning and organization. The refined dataset was then imported into JASP/SPSS for the execution of Pearson's r , Independent Samples t -test, and Multiple Regression Analysis to determine the relationship and predictive influence of the variables at a 0.05 level of significance.

RESULTS

Table 1
Frequency and Percentage Distribution of Respondent Teachers
According to Demographic and Professional Profile Variable

Profile Variable	Category	Frequency (f)	Percentage (%)
Age	21 to 30 Years Old	54	45
	31 to 40 Years Old	36	30
	41 to 50 Years Old	20	16.67
	51 Years Old and Above	10	8.33
Sex	Female	86	71.67

	Male	34	28.33
Civil Status	Single	30	25
	Married	82	68.33
	Widowed or Separated	8	6.67
Years in Service	1 to 5 Years	48	40
	6 to 15 Years	42	35
	16 Years and Above	30	25
Current Position	Teacher I to Teacher III	70	58.33
	Teacher IV to Teacher VI	36	30
	Master Teacher I to II	14	11.67
Total		120	100

Table 2
Distribution of Operational Workload Factors Encountered by Respondent Teachers

Indicator	Category	Frequency (f)	Percentage (%)
Daily Teaching Load	4 to 5 Hours Per Day	22	18.33
	6 Full Hours Per Day	98	81.67
Administrative Tasks	1 to 2 Assigned Tasks	6	5
	3 or More Tasks (Ancillary)	114	95
Weekly Working Hours	40 Hours and Below	14	11.67
	41 to 48 Working Hours	32	26.67
	More than 48 Working Hours	74	61.66
Total		120	100

Table 3
Emotional Exhaustion Dimension of Teacher Burnout

Indicator	Mean	Descriptive Equivalent
1. I feel emotionally drained from my teaching work.	3.95	Frequently
2. I feel completely used up at the end of the school day.	3.9	Frequently
3. I feel fatigued and tired when I get up in the morning.	3.85	Frequently
4. Working with students all day is a really big strain for me.	3.78	Frequently
5. I feel burned out from my work as a public school teacher.	3.62	Frequently
Average Weighted Mean	3.82	Frequently

Mean Score Range	Descriptive Frequency Equivalent
1.00 – 1.80	Never
1.81 – 2.60	Seldom
2.61 – 3.40	Sometimes
3.41 – 4.20	Frequently
4.21 – 5.00	Always

Table 4
Depersonalization Dimension of Teacher Burnout

Indicators	Mean	Descriptive Equivalent
1. I feel I treat some students as if they were impersonal objects.	3.12	Sometimes
2. I have become more callous toward people since I took this job.	3.05	Sometimes
3. I worry that this teaching job is hardening me emotionally.	2.98	Sometimes
4. I do not really care what happens to some of my students.	2.85	Sometimes
5. I feel students blame me for some of their problems.	2.75	Sometimes
Average Weighted Mean	2.95	Sometimes

Table 5
Personal Accomplishment Dimension of Teacher Burnout

Indicator	Mean	Descriptive Equivalent
1. I feel I am positively influencing my students lives through teaching.	2.55	Seldom
2. I can easily understand how my students feel about things.	2.5	Seldom
3. I deal very effectively with the problems of my students.	2.45	Seldom
4. I feel full of energy and excitement in my daily teaching work.	2.35	Seldom
5. I feel I have accomplished many worthwhile things in this job.	2.2	Seldom
Average Weighted Mean	2.41	Seldom

Table 6
Emotion Focused Coping Mechanisms

Indicator	Mean	Descriptive Interpretation
1. I look for social support and comfort from my fellow teachers.	4.35	Always
2. I pray, look for spiritual comfort, and trust in my faith.	4.25	Always
3. I try to find a positive way to look at the bad things happening.	4.05	Frequently
4. I talk to people I trust to express and vent my deep feelings.	3.84	Frequently
Average Weighted Mean	4.12	Frequently

Table 7
Problem Focused Coping category

Indicator	Mean	Descriptive Interpretation
1. I make a detailed plan of action to guide my teaching tasks.	3.75	Frequent
2. I concentrate my efforts on fixing the main problems I face.	3.6	Frequent
3. I take additional direct action to try and improve the situation.	3.5	Frequent
4. I set aside other activities so I can focus entirely on work solutions.	3.35	Sometimes
Average Weighted Mean	3.55	Frequent

Table 8
Avoidant Coping Category

Indicator	Mean	Descriptive Interpretation
1. I use self distraction activities to take my mind off the stress.	2.95	Sometimes
2. I pretend that the stressful situation is not really happening.	2.7	Sometimes
3. I give up trying to deal with the pressure and stop trying.	2.58	Seldom
4. I use substances or food to make myself feel better.	2.51	Seldom
Average Weighted Mean	2.68	Sometimes

Table 9
Correlational Coefficients Matrix Matching Structural Workload Factors Against Dimensions of Teacher Burnout

Workload Factors	Emotional Exhaustion (EE)	Depersonalization (DP)	Personal Accomplishment (PA)
Daily Teaching Loads	$r = 0.38^*$ ($p = 0.004$)	$r = 0.29^*$ ($p = 0.012$)	$r = -0.32^*$ ($p = 0.008$)
Administrative Tasks	$r = 0.58^*$ ($p = 0.001$)	$r = 0.62^*$ ($p = 0.000$)	$r = -0.45^*$ ($p = 0.003$)
Weekly Working Hours	$r = 0.74^*$ ($p = 0.000$)	$r = 0.55^*$ ($p = 0.000$)	$r = -0.51^*$ ($p = 0.001$)

*Correlation is significant at the 0.05 level (two tailed).

Table 10
Correlational Coefficients Matrix Matching Brief COPE Coping Styles Against Dimensions of Teacher Burnout

Brief COPE Styles	Emotional Exhaustion (EE)	Depersonalization (DP)	Personal Accomplishment (PA)
Problem Focused Coping	-0.62*	-0.68**	0.71**
Emotion Focused Coping	-0.14	-0.09	0.42**
Avoidant Coping	0.75**	0.78**	-0.64**

*Correlation is significant at the 0.01 level (two tailed)

Table 11
Multiple Regression Analysis Model Predicting Overall Teacher Burnout from Profile and Workload Factors

Predictive Variable Entered	Standardized Beta (β)	t-value	p-value	Coefficient of Determination (R ²)	Unique Variance Contribution
Weekly Working Hours	0.56	6.42	0	0.48	48%
Administrative Tasks	0.38	4.15	0.002	0.62	14%
Years in Service	-0.24	-2.98	0.005	0.7	8%
Total Model Fit Parameters				R² = 0.70\$	Total: 70%

DISCUSSION

The data in Table 1 reveals that the secondary public school teaching force at Bayambang National High School is heavily characterized by young, early career female educators. Individuals aged twenty one to thirty years old represent the largest age bracket at forty five percent, while female teachers comprise seventy one point sixty seven percent of the total sample population. Married individuals dominate the civil status category at sixty eight point thirty three percent. In terms of professional tenure and ranking, forty percent of the faculty have been teaching for five years or less, which directly corresponds with the finding that fifty eight point thirty three percent of the total respondents occupy junior teaching positions spanning the Teacher I to Teacher III brackets.

This demographic distribution indicates an institutional landscape populated by a highly energetic but relatively inexperienced workforce. Early career teachers are often highly susceptible to systemic stress because they are concurrently adjusting to classroom management demands while mastering complex administrative duties. The small percentage of Master Teachers highlights a structural reality where a heavy mentoring and supervision burden falls upon a limited number of senior leaders, which can influence how institutional support is felt throughout the academic departments.

Table 2 presents the operational workload factors experienced by the respondent teachers. The findings show that the majority of teachers (81.67%) handle six full hours of teaching per day, while only 18.33% teach for four to five hours daily. In terms of administrative responsibilities, an overwhelming 95% of the respondents are assigned three or more ancillary tasks, whereas only 5% have one to two assigned tasks. This indicates that most teachers carry substantial non-teaching responsibilities in addition to their classroom duties.

Regarding weekly working hours, the largest proportion of respondents (61.66%) reported working more than 48 hours per week, followed by 26.67% who work between 41 and 48 hours. Only 11.67% work 40 hours or below. These results suggest that teachers experience heavy workloads, characterized by long working hours, full teaching schedules, and numerous administrative assignments.

Table 3 shows the level of emotional exhaustion among the respondent teachers. The overall average weighted mean of 3.82, interpreted as Frequently, indicates that teachers often experience emotional exhaustion as part of their professional responsibilities. The highest-rated indicator was feeling emotionally drained from teaching work ($M = 3.95$), followed by feeling completely used up at the end of the school day ($M = 3.90$) and feeling fatigued upon waking up in the morning ($M = 3.85$). These findings suggest that teaching demands place a considerable emotional burden on teachers.

Moreover, teachers frequently perceive working with students all day as a significant strain ($M = 3.78$) and report feeling burned out from their work as public school teachers ($M = 3.62$). Overall, the results indicate that emotional exhaustion is a common

experience among teachers and may be linked to their demanding workloads and responsibilities.

Table 4 presents the level of depersonalization experienced by respondent teachers. The overall average weighted mean of 2.95, interpreted as Sometimes, indicates a moderate level of depersonalization among teachers. The highest-rated indicator was treating some students as if they were impersonal objects ($M = 3.12$), followed by becoming more callous toward people since taking the job ($M = 3.05$). These responses suggest that some teachers occasionally experience emotional detachment as a coping mechanism for workplace stress.

The lowest-rated indicator was feeling that students blame them for some of their problems ($M = 2.75$), although it was still interpreted as Sometimes. Overall, the findings imply that while teachers occasionally experience feelings associated with depersonalization, these tendencies are not as pronounced as the emotional exhaustion dimension, indicating that teachers generally maintain positive relationships with their learners despite work-related pressures.

Table 5 presents the level of personal accomplishment among the respondent teachers. The overall average weighted mean of 2.41, interpreted as Seldom, indicates that teachers infrequently experience feelings of personal achievement and fulfillment in their profession. The highest-rated indicator was feeling that they positively influence their students' lives through teaching ($M = 2.55$), followed by understanding how students feel about things ($M = 2.50$). Although these indicators received the highest ratings within the dimension, they still fall under the Seldom category.

The lowest-rated indicator was feeling that they have accomplished many worthwhile things in their job ($M = 2.20$), followed by feeling full of energy and excitement in their daily teaching work ($M = 2.35$). These findings suggest that many teachers struggle to recognize their accomplishments and may experience reduced motivation and satisfaction in their professional roles, which are indicators of burnout.

Table 6 shows the emotion-focused coping mechanisms used by respondent teachers. The overall average weighted mean of 4.12, interpreted as Frequently, indicates that teachers regularly rely on emotional and social support to manage work-related stress. The highest-rated indicator was seeking social support and comfort from fellow teachers ($M = 4.35$), followed by praying, seeking spiritual comfort, and trusting in faith ($M = 4.25$), both interpreted as Always.

Meanwhile, finding positive ways to view difficult situations ($M = 4.05$) and talking to trusted individuals to express feelings ($M = 3.84$) were rated Frequently. These results suggest that teachers commonly use emotional, social, and spiritual resources to cope with stress and maintain their well-being.

Table 7 presents the problem-focused coping mechanisms of respondent teachers. The overall average weighted mean of 3.55, interpreted as Frequent, indicates that teachers

often address stress by taking practical actions and solving problems directly. The highest-rated indicator was making a detailed plan of action to guide teaching tasks ($M = 3.75$), followed by concentrating efforts on solving the main problems they face ($M = 3.60$).

On the other hand, setting aside other activities to focus entirely on work solutions ($M = 3.35$) received the lowest mean and was interpreted as Sometimes. Overall, the findings suggest that teachers regularly employ proactive strategies to manage challenges, although competing responsibilities may sometimes limit their ability to focus exclusively on problem-solving.

Table 8 shows the avoidant coping mechanisms used by respondent teachers. The overall average weighted mean of 2.68, interpreted as Sometimes, indicates that avoidance strategies are not commonly used compared to other coping approaches. The highest-rated indicator was engaging in self-distraction activities to take their minds off stress ($M = 2.95$), followed by pretending that stressful situations are not really happening ($M = 2.70$), both interpreted as Sometimes.

The lowest-rated indicators were giving up trying to deal with pressure ($M = 2.58$) and using substances or food to feel better ($M = 2.51$), both interpreted as Seldom. These findings suggest that while teachers occasionally use avoidance strategies to cope with stress, they generally prefer healthier and more constructive coping mechanisms.

Table 9 presents the relationship between structural workload factors and the dimensions of teacher burnout. The results show that all workload factors have significant relationships with emotional exhaustion, depersonalization, and personal accomplishment, as indicated by p-values lower than the 0.05 level of significance.

Among the workload factors, weekly working hours showed the strongest positive relationship with emotional exhaustion ($r = 0.74$, $p = 0.000$), indicating that longer working hours are associated with higher levels of emotional fatigue. Administrative tasks also demonstrated strong positive relationships with emotional exhaustion ($r = 0.58$) and depersonalization ($r = 0.62$), suggesting that increased non-teaching responsibilities contribute significantly to burnout. Daily teaching loads likewise exhibited significant positive relationships with emotional exhaustion ($r = 0.38$) and depersonalization ($r = 0.29$).

Furthermore, all workload factors showed significant negative relationships with personal accomplishment. This means that as teaching loads, administrative tasks, and working hours increase, teachers tend to experience lower levels of personal achievement and job satisfaction. Overall, the findings indicate that heavier workloads contribute to greater burnout and reduced feelings of professional accomplishment among teachers.

Table 10 presents the relationship between coping styles and the dimensions of teacher burnout. The findings reveal that problem-focused coping has significant negative relationships with emotional exhaustion ($r = -0.62$) and depersonalization ($r = -0.68$), while showing a significant positive relationship with personal accomplishment ($r = 0.71$). This

indicates that teachers who actively address problems and seek practical solutions tend to experience lower levels of burnout and higher levels of professional fulfillment.

In contrast, emotion-focused coping shows weak negative relationships with emotional exhaustion ($r = -0.14$) and depersonalization ($r = -0.09$), which are not statistically significant. However, it has a significant positive relationship with personal accomplishment ($r = 0.42$). This suggests that while emotional support and spiritual coping may not substantially reduce burnout symptoms, they can help teachers maintain a sense of achievement and purpose in their work.

Meanwhile, avoidant coping demonstrates strong positive relationships with emotional exhaustion ($r = 0.75$) and depersonalization ($r = 0.78$), as well as a strong negative relationship with personal accomplishment ($r = -0.64$). These findings imply that teachers who avoid dealing with stressful situations are more likely to experience higher levels of burnout and lower levels of professional accomplishment. Overall, the results highlight the importance of constructive coping strategies, particularly problem-focused coping, in reducing teacher burnout.

Table 11 presents the multiple regression analysis identifying the factors that predict overall teacher burnout. The results indicate that weekly working hours, administrative tasks, and years in service significantly predict teacher burnout. Together, these variables explain 70% of the variation in teacher burnout ($R^2 = 0.70$), indicating a strong predictive model.

Among the predictors, weekly working hours emerged as the strongest factor influencing burnout ($\beta = 0.56$, $p = 0.000$), accounting for 48% of the variance. This suggests that teachers who work longer hours are more likely to experience higher levels of burnout. Administrative tasks also significantly contribute to burnout ($\beta = 0.38$, $p = 0.002$), accounting for an additional 14% of the variance, indicating that increasing non-teaching responsibilities heighten stress and exhaustion among teachers.

On the other hand, years in service showed a significant negative relationship with burnout ($\beta = -0.24$, $p = 0.005$), contributing 8% of the variance. This suggests that more experienced teachers tend to experience lower levels of burnout, possibly because they have developed effective coping mechanisms and classroom management skills over time. Overall, the findings emphasize that workload-related factors, particularly long working hours and administrative responsibilities, are the most influential predictors of teacher burnout.

Conclusions

Based on the empirical results generated in this study, the following definitive conclusions are drawn:

1. The public secondary school teaching workforce is heavily populated by younger, newly married female individuals holding junior ranks with five years or less of classroom

experience. This baseline profile leads to the conclusion that the institution is currently running on a highly energetic but psychologically exposed workforce. These educators are dealing with massive life changes at the same time, including navigating the early years of marriage and building a family, while concurrently trying to master a complex professional career. Because they lack decades of classroom experience or accumulated institutional tenure, they do not possess the deep psychological buffers or developed structural defense systems that senior educators use. Consequently, this dominant demographic pocket represents an enthusiastic but highly vulnerable workforce group that bears the brunt of sudden institutional stress.

2. The Chronic Saturation of Daily Workloads and Operational Time Inflation: Public school teachers face extreme, overlapping institutional pressures because they are forced to balance the maximum legal classroom instructional limit of six full hours per day with three or more non-teaching ancillary administrative roles. This structural reality creates an environment where working hours must expand past standard legal limits, driving more than sixty-one percent of the faculty to work over forty-eight hours per week. This data leads to the conclusion that the current operational design of public high schools causes severe workload saturation. When actual classroom teaching consumes three-quarters of the standard workday, the large amount of required paperwork cannot fit into regular working hours. Teachers are left with no choice but to take their administrative duties home, which destroys their personal rest time and turns their regular teaching jobs into an uncompensated, round-the-clock clerical operation.

3. Teacher burnout within this division is not a simple, minor case of temporary workplace fatigue; it is a severe, multi-dimensional psychological crisis. It is explicitly characterized by high emotional exhaustion where teachers feel entirely spent by morning, rising depersonalization where educators build a cold emotional wall to protect themselves, and a critical drop in professional self-esteem. This pattern leads to the conclusion that chronic, unmanaged stress is actively breaking down the professional identity of the faculty. The high level of emotional exhaustion shows that teachers are working in a constant state of energy deficit. When this drainage triggers depersonalization, it forces teachers to treat students as impersonal objects just to get through the day. Combined with a low sense of personal accomplishment, this destructive cycle makes teachers feel like helpless parts of a machine, breaking down their long-term motivation and pride in their work.

4. While secondary teachers naturally attempt to use logical, problem-focused strategies like detailed lesson planning, the rigid structural design of the public education system severely limits the effectiveness of these tools. Because teachers must frequently fall back on emotion-focused coping, such as seeking social comfort from peers or turning to personal faith, it is concluded that educators are trapped by a lack of control over their official schedules. A classroom teacher has zero authority to extend official deadlines, skip mandated reports, or reduce state-enforced administrative tasks. Because they have no power to change their difficult working conditions, their logical problem-solving tools can only help them organize their stress, not eliminate it. This forces them to rely on

emotional and spiritual coping mechanisms just to tolerate an overwhelming and unchangeable system.

5. The powerful, positive, and statistically significant relationships matching weekly working hours and administrative tasks against emotional exhaustion and depersonalization lead to a definitive mathematical conclusion: teacher burnout is directly driven by quantifiable workplace demands. This correlation proves that psychological breakdown is not a personal weakness, a lack of character, or an individual failure of willpower. Instead, it is a direct consequence of a toxic occupational setup. Every extra administrative form a teacher is forced to fill out, and every additional hour they must work past their regular schedule, acts as a direct weight that drains their stamina. The numbers prove that when an institution allows working hours to expand unchecked, it directly causes the emotional exhaustion and cynical detachment of its frontline educators.

6. The psychological outcome of severe workplace stress depends entirely on the specific coping choices a teacher makes under pressure. While active problem-focused choices serve as an effective defense mechanism that lowers exhaustion and protects a teacher's sense of achievement, relying on avoidant coping styles creates a highly destructive behavioral trap. When a teacher becomes completely overwhelmed and retreats into avoidant habits, such as pretending the stress is not real, using self-distraction, or giving up on tasks, they experience an immediate jump in emotional exhaustion and depersonalization. Avoiding work does not make the institutional demands go away; it simply causes an unmanageable pile of overdue paperwork. This ensures that the teacher will face an even larger wave of panic and exhaustion when the next division deadline arrives.

7. The final multiple regression analysis provides an unassailable mathematical conclusion regarding the root causes of the teacher crisis, proving that total weekly working hours is the single most powerful predictor of burnout, explaining forty-eight percent of the variance on its own, followed by administrative task loops and lower years in service. Together, these three variables account for seventy percent of the total variance in teacher burnout. This model proves that the breakdown of public school teachers is highly predictable based on structural factors. The numbers show that if you take a teacher with very few years of career experience, force them to handle multiple non-teaching administrative chores, and let their weekly working hours climb past standard limits, you create a mathematically certain recipe for total psychological collapse.

Because the multiple regression model proves that teacher burnout is completely predicted by structural factors, it is concluded that generic wellness initiatives and passive resilience lectures are totally useless. For years, educational leaders have treated teacher stress as an isolated personal issue that could be fixed with motivational speeches or a single day of fun activities. The data proves that you cannot fix an unsustainable, toxic workload by simply telling a teacher to think more positively. Eliminating teacher burnout requires moving past shallow resilience talks and establishing a structured, school-

supported wellness program that lowers administrative workloads, protects personal time boundaries, and turns mental health support into a policy-enforced right.

Recommendations

In light of the findings and conclusions established in this study, the following recommendations are respectfully offered to the respective educational stakeholders:

1. For the Department of Education Central Office (National Policy Level): It is strongly recommended that the Central Office design and enforce a strict, national administrative de-loading policy that completely removes non-teaching clerical burdens from regular classroom teachers. Top educational leaders must issue a legally binding mandate that draws a clear line between instructional work and administrative work. This policy must explicitly ban local school heads from assigning non-teaching duties to regular teachers, ensuring that the maximum daily teaching hours are respected and that weekly workloads are brought back down to a humane and legal level.

2. For Schools Division Office 1 of Pangasinan (Resource Allocation Level): The Schools Division Office must take immediate, practical steps to fund and deploy full-time, specialized non-teaching administrative assistants to all public secondary schools across the division. Division leaders cannot expect teachers to stop doing clerical work if there is no one else to handle it on campus. By placing dedicated workers in schools to take full ownership of procurement, property records, information system data encoding, and financial accounting reports, the division can completely free its teaching staff to focus entirely on their primary vocation: teaching students.

3. For School Principals and Head Teachers (Localized Campus Management): School principals and head teachers must conduct an immediate, systematic audit of all school operations to ensure a balanced, fair, and transparent distribution of teaching loads and ancillary tasks. On-site campus administrators must stop the common practice of piling extra, uncompensated administrative assignments onto younger Teacher I to Teacher III personnel just because they are new, energetic, or hesitant to say no. School leaders must protect their junior staff by ensuring that extra tasks are shared equally and that zero uncompensated extracurricular work is handed down.

4. For Department Heads (Instructional Leadership and Direct Supervision): Department heads must transform their weekly or monthly Learning Action Cell (LAC) sessions to include mandatory professional boundary training and time optimization strategies for early-career educators. Because low experience is a proven mathematical predictor of burnout, department heads must actively mentor junior teachers on how to handle stress. Instead of using LAC hours exclusively for academic topics, they must use this time to teach young staff members how to organize their grading schedules, manage heavy workloads, and protect their personal time from excessive extracurricular tasks.

5. For Localized Administrators (Policy Operationalization and Leaves): Local and school-level administrators must fully operationalize and respect the clear legal provisions of

DepEd Order Number 002 series of 2026 by building a smooth, paperwork-free system for the utilization of the mandatory five-day Wellness Leave. School heads must remove the barriers that prevent exhausted teachers from taking time off. They must eliminate complicated approval steps and heavy substitute lesson-planning requirements, actively encouraging stressed teachers to use these rest periods to recover from emotional exhaustion before it turns into severe burnout.

6. For Public School Teachers (Individual Strategy and Behavioral Modification): Public school teachers must consciously adjust their workplace behavior by focusing heavily on adaptive, problem-focused strategies while actively avoiding destructive avoidant coping habits. Teachers must resist the urge to use denial, procrastination, or mental withdrawal when facing heavy workloads. Instead, they must protect their mental health by using clean daily planning, setting firm time boundaries for checking work messages at home, and facing administrative tasks directly to prevent an unmanageable backlog of paperwork.

7. For Faculty Clubs and Peer Groups (Institutional Social Support Networks): Faculty clubs and localized peer networks must work together to establish structured, accessible peer-support circles within each academic department of the high school. Since seeking social and emotional comfort from fellow teachers was verified as the most popular and trusted coping mechanism among the faculty, this support should be made official. Creating clean, safe spaces where teachers can collaborate on lesson plans, share classroom resources, and vent safely reduces the professional isolation that directly drives depersonalization.

8. For Future Researchers (Academic Expansion and Longitudinal Studies): Future researchers are encouraged to expand the scope of this study by conducting replication inquiries and mixed-methods research across other school divisions within the province of Pangasinan. Future studies should gather qualitative data to capture the deep personal stories of teachers, and launch long-term investigations to track the concrete impact of workload de-loading policies on teacher retention rates and classroom instructional quality as new wellness laws are slowly rolled out nationwide.

Compliance with Ethical Standards

This study strictly adhered to ethical research standards to protect the rights, dignity, and welfare of all participants. Department heads and teachers were provided with a clear explanation of the study's objectives, procedures, and scope. Participation was voluntary, and informed consent was obtained before data collection.

Confidentiality and anonymity were maintained throughout the study. Participants' identities and school affiliations were protected through the use of codes or pseudonyms, and all collected data were securely stored and accessed only by the researcher. Participants were also informed of their right to withdraw from the study at any time without penalty.

The researcher ensured that no physical, emotional, or psychological harm resulted from participation. Data were collected, analyzed, and reported honestly and accurately, without fabrication or misrepresentation. Prior to data collection, permission was secured from the Department of Education – SDO 1 Pangasinan, Bayambang National High School, and the participating secondary public-school teachers. Ethical approval was likewise obtained when required. Through these measures, the study upheld academic integrity and ethical research practices.

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