



ELEMENTARY TEACHERS' BURNOUT: ITS INFLUENCE TO CLASSROOM MANAGEMENT SKILLS OF ELEMENTARY TEACHERS OF JOLO, SULU

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ABSTRACT

Teacher burnout has become a significant concern in education due to its potential impact on teacher effectiveness and student learning outcomes. This study examined the influence of burnout on the classroom management skills of elementary school teachers in Jolo, Sulu, during the School Year 2025–2026. Using a quantitative descriptive-correlational design, data were collected from 80 elementary school teachers selected through simple random sampling from public and private schools. A researcher-developed questionnaire was utilized, and data were analyzed using descriptive and inferential statistics, including the Mann–Whitney U test, ANOVA, Kruskal–Wallis test, and Spearman rank-order correlation. Findings revealed that teachers generally experienced burnout across all dimensions, with environmental factors identified as the primary source of stress. Despite this, respondents demonstrated high levels of classroom management skills. Female teachers reported significantly higher burnout levels than male teachers, while no significant differences were found based on years of teaching experience. Moreover, a significant positive relationship was found between burnout and classroom management skills. The findings highlight the need for interventions that promote teacher well-being while sustaining effective classroom management practices.

Keywords: *Burnout, Classroom Management Skills, Elementary School Teachers, Occupational Stress, Teacher Well-Being*

INTRODUCTION

Teachers play a critical role in shaping learners' academic achievement, social development, and overall educational success (Kaur, 2025). Beyond delivering

instruction, teachers are expected to manage diverse classrooms, address learners' varying needs, maintain discipline, and create environments conducive to learning (Alcruz & Blair, 2022). These responsibilities have become increasingly demanding due to growing administrative workloads, curriculum reforms, accountability requirements, and evolving educational expectations (Thompson & Hogan, 2024). Consequently, many teachers experience substantial occupational stress that may adversely affect their professional effectiveness and well-being (Qian & Hongying, 2023).

One of the most prevalent consequences of prolonged occupational stress is burnout. Burnout is a psychological syndrome characterized by emotional exhaustion, depersonalization, and a reduced sense of personal accomplishment resulting from chronic workplace stress (Stufano et al., 2022). In educational settings, teacher burnout has emerged as a significant concern because it not only affects teachers' mental and emotional health but also influences their instructional practices, job satisfaction, commitment to the profession, and overall performance (Bedir, 2023). Studies have shown that teachers experiencing burnout often report decreased motivation, diminished enthusiasm for teaching, and difficulties in maintaining productive interactions with students (Călin & Seucea, 2022).

The issue of teacher burnout is particularly relevant in elementary education, where teachers are responsible for nurturing learners during their formative years (Bedir, 2023). Elementary teachers often encounter unique challenges, including managing young learners' behavior, addressing diverse learning needs, communicating with parents, and fulfilling numerous administrative responsibilities (Siregar et al., 2026). These demands may contribute to heightened levels of stress and emotional fatigue, potentially affecting their ability to perform essential teaching functions effectively (Sharipova & Yegenissova, 2024). As burnout intensifies, teachers may find it increasingly difficult to sustain the energy, patience, and emotional regulation necessary for successful classroom management (Appiah-Odame & Frempong, 2025).

Classroom management is widely recognized as one of the most important competencies required for effective teaching (Tri Hasnanto, 2024). It encompasses the strategies and practices teachers use to establish order, promote positive behavior, maximize instructional time, and create supportive learning environments (Salama et al., 2025). Effective classroom management contributes significantly to student engagement, academic achievement, and overall classroom climate (Khuntia & Sahoo, 2025). Conversely, ineffective classroom management can result in disruptive behaviors, reduced learning opportunities, and diminished educational outcomes. Given its importance, understanding the factors that influence teachers' classroom management skills remains a critical area of educational research (Walters, 2022).

The relationship between teacher burnout and classroom management has attracted increasing scholarly attention. Burnout may impair teachers' capacity to respond effectively to classroom challenges by reducing emotional resilience, decision-making abilities, and interpersonal effectiveness (Euston, 2024). Teachers experiencing emotional exhaustion may struggle to maintain consistent disciplinary practices, foster positive student relationships, and implement proactive classroom management

strategies (Sharipova & Yegenissova, 2024). Consequently, burnout may undermine teachers' ability to establish productive learning environments that support student success (France & Harkins-Brown, 2026).

Despite the growing body of literature on teacher well-being and instructional effectiveness, limited research has specifically examined the influence of burnout on the classroom management skills of elementary teachers. Furthermore, contextual variations across educational settings highlight the need for continued investigation to better understand how burnout affects teachers' professional competencies. Therefore, this study seeks to examine the influence of elementary teachers' burnout on their classroom management skills. The findings are expected to contribute to the development of evidence-based interventions and support mechanisms aimed at promoting teacher well-being, enhancing classroom management practices, and improving the overall quality of elementary education.

Research Questions:

Specifically, the study sought to answer the following questions:

1. What is the demographic profile of respondents in the categories:
 - a. Gender;
 - b. No. of Years in Teaching?
2. What is the level of burnout among Elementary School Teacher in Jolo, Sulu in each of the following dimensions:
 - a. Student's Factor.
 - b. Environmental Factor;
 - c. Colleagues factor;
 - d. Administration factor; and
 - e. Family factor?
3. What is the Level of Classroom Management Skills among Elementary School Teacher in Jolo, Sulu?
4. Is there a significant difference in the level of burnout among Elementary School Teacher in Jolo, Sulu when data are categorized according to:
 - a. Gender;
 - b. No. of Years in Teaching?
5. Is there a significant difference in the Level of Classroom Management Skills among Elementary School Teacher in Jolo, Sulu when data are categorized according to:
 - a. Gender;
 - b. No. of Years in Teaching?
6. Is there a significant influence of burnout to the level of classroom management Skills among Elementary School Teacher in Jolo, Sulu?

METHODOLOGY

Research Design

This study employed a quantitative descriptive-correlational research design to examine the relationship between teacher burnout and classroom management skills among elementary school teachers in Jolo, Sulu. The descriptive component was utilized to determine the demographic characteristics of the respondents, assess the level of burnout across selected dimensions, and evaluate the teachers' classroom management skills. The correlational component was employed to determine whether significant relationships and predictive influences exist between burnout and classroom management skills.

A survey method was used to collect quantitative data from teachers in selected public and private elementary schools. Data were gathered through a structured questionnaire designed to measure the respondents' demographic characteristics, burnout dimensions, and classroom management skills. The use of a quantitative approach enabled the generation of objective, measurable, and comparable data necessary for statistical analysis.

The study specifically sought to: (1) describe the demographic profile of the respondents in terms of gender and years of teaching experience; (2) determine the level of teacher burnout in the dimensions of student-related factors, environmental factors, colleague-related factors, administrative factors, and family-related factors; (3) assess the level of classroom management skills among elementary school teachers; (4) examine differences in burnout levels when respondents are grouped according to gender and years of teaching experience; (5) determine differences in classroom management skills based on gender and years of teaching experience; and (6) investigate the influence of teacher burnout on classroom management skills.

To ensure the representativeness of the sample, a random sampling technique was employed, providing all eligible teachers an equal opportunity to participate in the study. The collected data were analyzed using appropriate descriptive and inferential statistical techniques to address the research objectives and test the study hypotheses.

Research Locale

The research was conducted in selected public and private elementary schools in Jolo, Sulu. Jolo is the capital town of Sulu Province and serves as the center for educational, cultural, and economic activities. The chosen schools were selected to represent both sectors — public and private — providing a balanced perspective on the topic being studied. Conducting the research in these schools allowed the researcher to collect diverse and representative data from teachers working in different institutional environments.

Respondents and Sampling Procedure

The respondents of this study consisted of 80 elementary school teachers from selected schools in Jolo District, Sulu. These teachers were chosen because they possess direct experience and relevant knowledge regarding teacher burnout and classroom management practices, which are the primary variables investigated in this study. A simple random sampling technique was employed to ensure that every teacher within the identified schools had an equal opportunity to be selected as a respondent. The use of random sampling minimized selection bias and enhanced the representativeness of the sample, thereby improving the generalizability of the findings.

Table 1 presents the distribution of respondents across the four schools in Jolo District.

Table 1. Distribution of Respondents

School	Number of Respondents
Jolo I	20
Jolo II	20
Jolo III	20
Jolo IV	20
Total	80

Data Collection Procedure

Prior to data collection, the researcher secured approval from the concerned school administrators and obtained the necessary permissions to conduct the study. Upon approval, the researcher personally administered the survey questionnaires to the selected respondents. The purpose of the study was explained to the participants, and informed consent was obtained before their participation.

Respondents were given sufficient time to complete the questionnaire and were encouraged to answer the items honestly and objectively. After the retrieval of the completed questionnaires, the responses were checked for completeness, coded, and prepared for statistical analysis. All information collected was treated with strict confidentiality and used solely for research purposes in accordance with ethical research standards.

Research Instrument

Data were gathered using a researcher-developed questionnaire designed to assess the level of teacher burnout and classroom management skills among elementary school teachers in Jolo District. The instrument was constructed based on an extensive

review of related literature and anchored on the theoretical foundations of the Burnout Theory of Christina Maslach and Susan E. Jackson (1981) and the Behaviorist Learning Theory of B. F. Skinner (1953).

The questionnaire consisted of three sections:

Part I: Respondents' Profile

This section gathered demographic information about the respondents, including gender and years of teaching experience.

Part II: Teacher Burnout Scale

This section measured the level of teacher burnout across five dimensions: student-related factors, environmental factors, colleagues-related factors, administrative factors, and family-related factors. Each dimension consisted of 8–10 statements describing potential sources of occupational stress and emotional exhaustion experienced by teachers.

Part III: Classroom Management Skills Scale

This section assessed teachers' classroom management skills in terms of establishing classroom rules, managing student behavior, maintaining student engagement, managing instructional time, and fostering a positive learning environment. The scale consisted of ten (10) statements designed to evaluate respondents' perceived classroom management competencies.

Prior to administration, the instrument underwent content validation by experts in educational management and research to ensure its relevance, clarity, and appropriateness. Necessary revisions were incorporated based on their recommendations.

Statistical Treatment of Data

The data collected were analyzed using both descriptive and inferential statistical techniques to address the research objectives.

Specifically, the following statistical tools were employed:

1. **Frequency Counts and Percentages** were used to describe the demographic profile of the respondents in terms of gender and years of teaching experience.
2. **Weighted Mean** was utilized to determine the level of teacher burnout across the five dimensions (student, environmental, colleagues, administration, and family factors) and to assess the level of classroom management skills.
3. **Mann–Whitney U Test** was employed to determine whether significant differences existed in teacher burnout and classroom management skills when respondents were grouped according to gender.

4. **One-Way Analysis of Variance (ANOVA)** was used to determine significant differences in the level of teacher burnout when respondents were grouped according to years of teaching experience.
5. **Kruskal–Wallis Test** was utilized to examine significant differences in classroom management skills across groups categorized by years of teaching experience.
6. **Pearson Product–Moment Correlation Coefficient (r)** was used to determine the magnitude and direction of the relationship between teacher burnout and classroom management skills.

Statistical significance was tested at the 0.05 level of significance.

Scale Interpretation

The responses to the burnout and classroom management scales were interpreted using a four-point Likert scale. The corresponding descriptive interpretations are presented in Table 2.

Table 2. Interpretation of the Four-Point Likert Scale

Scale Value	Mean Range	Descriptive Interpretation
4	3.50 – 4.00	Strongly Agree
3	2.50 – 3.49	Agree
2	1.50 – 2.49	Disagree
1	1.00 – 1.49	Strongly Disagree

The weighted mean scores obtained from the respondents were interpreted based on these intervals to determine the extent of teacher burnout and the level of classroom management skills among elementary school teachers in Jolo District.

RESULTS

Table 1: Distribution of Respondents According to Gender

Gender	Frequency	Percentage
Male	10	12.5
Female	70	87.5
Total	80	100.0

As presented in Table 1, the majority of the respondents were female, comprising 70 teachers or 87.5% of the total sample, whereas only 10 teachers or 12.5% were male. This distribution indicates that the teaching workforce in the selected elementary schools is predominantly composed of women. The findings are consistent with the long-established trend of female predominance in the teaching profession, particularly at the elementary level. The greater representation of female teachers may be attributed to the traditional perception of teaching as a nurturing and caregiving profession, which has historically attracted more women than men. Consequently, the gender composition of the respondents reflects the demographic characteristics commonly observed in elementary education settings.

Table 2: Distribution of Respondents According to Years of Teaching Experience

Years of Teaching	Frequency	Percentage
1–5 years	27	33.8
6–10 years	16	20.0
11–15 years	13	16.3
16–20 years	8	10.0
21 years and above	16	20.0
Total	80	100.0

As shown in Table 2, the largest proportion of respondents had 1–5 years of teaching experience, accounting for 27 teachers or 33.8% of the total sample. This was followed by teachers with 6–10 years of experience and those with 21 years and above, each comprising 16 respondents or 20.0%. Meanwhile, 13 teachers (16.3%) had 11–15 years of teaching experience, while the smallest group consisted of teachers with 16–20 years of experience, representing 8 respondents or 10.0%.

The findings indicate that a substantial proportion of the respondents were relatively new to the teaching profession, suggesting the presence of a young and developing workforce within the selected elementary schools. At the same time, the inclusion of teachers with more than two decades of teaching experience demonstrates the presence of seasoned educators who bring extensive professional expertise and institutional knowledge. The distribution reflects a diverse range of teaching experiences, allowing the study to capture perspectives from both novice and veteran teachers. Such diversity is important in understanding teacher burnout and classroom management skills, as professional experiences and career stages may influence teachers' perceptions, coping mechanisms, and instructional practices.

Table 3: Teachers' Level of Burnout in Terms of Student Factors

Dimension	Mean	SD	Interpretation
Student Factors	3.20	0.640	Agree

As presented in Table 3, the overall mean score for teachers' level of burnout in terms of student-related factors was 3.20 (SD = 0.640), which is interpreted as Agree. This result indicates that teachers generally perceive student-related concerns as contributing factors to their experiences of burnout. The findings suggest that interactions with students and the demands associated with addressing their academic and behavioral needs create a considerable level of stress among teachers.

Among the student-related indicators, large class sizes and students' lack of respect for classroom rules emerged as the most prominent sources of burnout. These challenges may increase teachers' workload and make classroom management more demanding, thereby contributing to emotional exhaustion and work-related stress. Additionally, issues such as students' lack of motivation, limited participation, and minimal academic progress despite teachers' efforts may further intensify feelings of frustration and fatigue.

Moreover, the findings highlight that student-related factors are significant contributors to teacher burnout. The results underscore the importance of implementing effective classroom management strategies, strengthening student engagement, and providing adequate support mechanisms to help teachers address the challenges associated with managing diverse student needs and behaviors.

Table 4: Teachers' Level of Burnout in Terms of Environmental Factors

Dimension	Mean	SD	Interpretation
Environmental Factors	3.34	0.580	Agree

As shown in Table 4, teachers' level of burnout in terms of environmental factors obtained an overall mean score of 3.34 (SD = 0.580), which is interpreted as Agree. This result indicates that respondents generally perceive environmental conditions within the school setting as significant contributors to their experiences of burnout. Notably, environmental factors recorded the highest mean among all burnout dimensions, suggesting that the physical and organizational conditions of the workplace exert a substantial influence on teachers' well-being.

The findings further reveal that unsafe school environments, insufficient classroom space, and excessive noise and distractions were among the most prominent environmental stressors reported by teachers. Such conditions may hinder effective teaching and learning processes, increase work-related stress, and contribute to

emotional exhaustion. Inadequate facilities and unfavorable classroom conditions can also reduce teachers' comfort, concentration, and overall job satisfaction, making their professional responsibilities more challenging to perform.

Overall, the results emphasize the critical role of a safe, organized, and conducive school environment in supporting teachers' professional effectiveness and psychological well-being. Improving school facilities, ensuring adequate classroom space, maintaining safety, and minimizing environmental distractions may help reduce burnout and foster a more positive working environment for teachers.

Table 5: Teachers' Level of Burnout in Terms of Colleague Factors

Dimension	Mean	SD	Interpretation
Colleague Factors	2.74	0.677	Agree

As presented in Table 5, teachers' level of burnout in terms of colleague-related factors obtained an overall mean score of 2.74 (SD = 0.677), which is interpreted as Agree. This finding indicates that respondents generally perceive interactions and relationships with colleagues as factors that contribute to their experiences of burnout. Although colleague-related factors recorded the lowest mean among the burnout dimensions, they remain significant sources of occupational stress within the school environment.

The results suggest that poor communication and lack of cooperation among teachers were the most influential interpersonal stressors affecting respondents. Ineffective communication may lead to misunderstandings, confusion in the implementation of school activities, and difficulties in coordinating tasks, while limited cooperation can hinder teamwork and create additional challenges in accomplishing professional responsibilities. Likewise, conflicts, unhealthy competition, and unsupportive attitudes among colleagues may contribute to emotional strain and reduce workplace satisfaction.

Moreover, the findings underscore the importance of fostering positive professional relationships and a collaborative work culture within schools. Strengthening communication channels, promoting teamwork, and encouraging mutual support among teachers may help minimize interpersonal stress and reduce burnout. A collegial and supportive work environment can enhance teachers' well-being, improve job satisfaction, and contribute to a more productive educational setting.

Table 6: Teachers' Level of Burnout in Terms of Administrator Factors

Dimension	Mean	SD	Interpretation
Administrator Factors	2.94	0.657	Agree

As shown in Table 6, teachers' level of burnout in terms of administrator-related factors obtained an overall mean score of 2.94 (SD = 0.657), which is interpreted as Agree. This finding indicates that respondents generally perceive administrative practices and leadership-related concerns as contributors to their experiences of burnout. The result suggests that organizational demands and management approaches within the school environment significantly influence teachers' stress levels and overall well-being.

The findings further reveal that urgent submission of reports, unclear administrative instructions, and frequent administrative demands were among the most prominent factors contributing to burnout. These concerns may increase teachers' workload and create additional pressure beyond their primary instructional responsibilities. Moreover, sudden requests, excessive paperwork, and unclear communication from school administrators can contribute to feelings of frustration, fatigue, and emotional exhaustion, ultimately affecting teachers' job satisfaction and productivity.

Moreover, the results emphasize the important role of effective school leadership and sound administrative practices in promoting teachers' well-being. Clear communication, reasonable workload distribution, adequate support, and proper planning of administrative tasks may help reduce teacher stress and burnout. Consequently, fostering a supportive and organized administrative environment can contribute to improved teacher performance, greater job satisfaction, and a more positive school climate.

Table 7: Teachers' Level of Burnout in Terms of Family Factors

Dimension	Mean	SD	Interpretation
Family Factors	2.88	0.668	Agree

As presented in Table 7, teachers' level of burnout in terms of family-related factors obtained an overall mean score of 2.88 (SD = 0.668), which is interpreted as Agree. This finding indicates that respondents generally perceive family-related concerns as contributing factors to their experiences of burnout. Although family factors did not emerge as the highest source of burnout, they nonetheless represent a significant aspect of teachers' personal and professional lives that influences their overall well-being.

The results suggest that balancing work and family responsibilities, lack of emotional support from family members, and family obligations were among the primary stressors affecting teachers. Managing multiple roles as educators, parents, spouses, or family providers may create competing demands that contribute to emotional exhaustion and work-related stress. Furthermore, insufficient emotional support and limited quality time with family due to professional responsibilities may intensify feelings of fatigue and reduce teachers' ability to cope effectively with workplace challenges.

Moreover, the findings highlight the importance of achieving a healthy work–life balance in promoting teachers’ well-being and reducing burnout. Schools and educational leaders may help alleviate these challenges by fostering supportive work environments, promoting employee wellness programs, and encouraging practices that enable teachers to balance their professional commitments with family responsibilities. Such initiatives can contribute to improved mental health, greater job satisfaction, and enhanced teaching effectiveness.

Table 8: Summary of Teachers’ Burnout Levels

Burnout Dimension	Mean	Interpretation	Rank
Environmental Factors	3.34	Agree	1
Student Factors	3.20	Agree	2
Administrator Factors	2.94	Agree	3
Family Factors	2.88	Agree	4
Colleague Factors	2.74	Agree	5

As shown in Table 8, all dimensions of teacher burnout obtained mean scores within the “Agree” category, indicating that respondents generally perceived various workplace and personal factors as contributing to their experiences of burnout. Among the dimensions, environmental factors recorded the highest mean score (M = 3.34), ranking first among the identified sources of burnout. This finding suggests that conditions within the school environment, such as safety concerns, inadequate classroom space, and environmental distractions, have the greatest influence on teachers’ stress and emotional exhaustion.

Student-related factors ranked second (M = 3.20), indicating that challenges associated with student behavior, motivation, and classroom management also contribute substantially to burnout. Meanwhile, administrator-related factors (M = 2.94) ranked third, reflecting the impact of administrative demands, reporting requirements, and organizational practices on teachers’ well-being. Family-related factors (M = 2.88) ranked fourth, highlighting the influence of work–family balance and personal responsibilities on teachers’ stress levels. Lastly, colleague-related factors obtained the lowest mean score (M = 2.74), suggesting that interpersonal relationships among teachers, although influential, were perceived as the least significant contributor to burnout among the dimensions examined.

Moreover, the findings demonstrate that teacher burnout is a multidimensional phenomenon influenced by both professional and personal factors. While environmental conditions emerged as the most significant source of burnout, the relatively high mean scores across all dimensions indicate that burnout results from the combined effects of workplace challenges, administrative demands, student-related concerns, interpersonal

relationships, and family responsibilities. These results underscore the need for comprehensive interventions that address both organizational and individual factors to promote teacher well-being and enhance professional effectiveness.

Table 9: Teachers' Classroom Management Skills

Variable	Mean	SD	Interpretation
Classroom Management Skills	3.54	0.475	Strongly Agree

As presented in Table 9, teachers' classroom management skills obtained an overall mean score of 3.54 (SD = 0.475), which is interpreted as Strongly Agree. This finding indicates that the respondents demonstrated a high level of competence in managing their classrooms effectively. The result suggests that teachers possess the necessary knowledge, skills, and strategies to establish and maintain an organized, productive, and conducive learning environment.

The high mean score further implies that teachers are confident in their ability to establish clear classroom rules and routines, maintain student engagement, apply positive reinforcement, and adapt management strategies to different classroom situations. These practices are essential components of effective classroom management, as they help promote student participation, minimize disruptive behavior, and support positive teacher–student relationships. The respondents' strong agreement with these indicators reflects their commitment to fostering an environment that facilitates both academic achievement and positive behavioral outcomes.

Moreover, the findings indicate that teachers possess strong classroom management skills despite experiencing moderate levels of burnout across various dimensions. This suggests that respondents continue to perform their professional responsibilities effectively and employ appropriate management techniques to maintain classroom order and support student learning. The results further emphasize the importance of sustained professional development and institutional support in strengthening teachers' classroom management competencies and enhancing the overall quality of instruction.

Table 10: Difference in Burnout According to Gender

Gender	Mean Rank	U	Z	p-value
Male	26.90	214.000	-1.979	.048*
Female	42.44			

*Significant at $p < .05$

As shown in Table 10, the Mann–Whitney U test was conducted to determine whether a significant difference exists in teachers’ burnout levels when grouped according to gender. The results revealed that female teachers obtained a higher mean rank (42.44) than male teachers (26.90), indicating that female respondents reported higher levels of burnout. The test yielded a U value of 214.000, $Z = -1.979$, and a p-value of .048.

Since the obtained p-value (.048) is less than the 0.05 level of significance, the null hypothesis of no significant difference is rejected. This indicates that there is a statistically significant difference in burnout levels between male and female teachers. Specifically, female teachers experienced higher levels of burnout compared to their male counterparts.

The findings suggest that gender may play an important role in shaping teachers’ experiences of occupational stress and emotional exhaustion. Female teachers may encounter additional professional and personal responsibilities that contribute to increased stress levels, including balancing teaching duties with family and household obligations. Moreover, the emotional demands associated with teaching may be experienced differently across genders, potentially increasing the vulnerability of female teachers to burnout. These results highlight the need for gender-responsive support programs and wellness initiatives that address the unique challenges faced by teachers in managing work-related stress and maintaining their overall well-being.

Table 11: Difference in Burnout According to Years of Teaching Experience

Source	F	p-value	Decision
Years of Teaching Experience	0.879	.481	Not Significant

As presented in Table 11, a one-way Analysis of Variance (ANOVA) was conducted to determine whether significant differences exist in teachers’ burnout levels when grouped according to years of teaching experience. The analysis yielded an F-value of 0.879 and a p-value of .481.

Since the obtained p-value (.481) is greater than the 0.05 level of significance, the null hypothesis is accepted. This indicates that there is no statistically significant difference in burnout levels among teachers with varying years of teaching experience. The findings suggest that the level of burnout experienced by teachers remains relatively similar regardless of whether they are novice, mid-career, or veteran educators.

The absence of significant differences implies that burnout may be influenced more by workplace conditions, administrative demands, student-related challenges, and personal circumstances than by the length of teaching experience alone. Although teachers at different career stages may encounter unique professional challenges, the overall experience of stress and emotional exhaustion appears to be common across all groups. This finding highlights that burnout is a pervasive issue affecting teachers throughout their professional careers and underscores the need for comprehensive

support systems and wellness programs that address the needs of educators regardless of their years of service.

Table 12: Difference in Classroom Management Skills According to Gender

Gender	Mean Rank	U	Z	p-value
Male	41.60	339.000	-.163	.870
Female	40.34			

As shown in Table 12, the Mann–Whitney U test was employed to determine whether a significant difference exists in classroom management skills when respondents are grouped according to gender. The results revealed that male teachers obtained a mean rank of 41.60, which was slightly higher than the mean rank of female teachers (40.34). The test yielded a U value of 339.000, Z = -0.163, and a p-value of .870.

Since the obtained p-value (.870) is greater than the 0.05 level of significance, the null hypothesis is accepted. This indicates that there is no statistically significant difference in classroom management skills between male and female teachers. The findings suggest that gender does not significantly influence teachers' ability to establish classroom rules, maintain discipline, manage student behavior, and create a conducive learning environment.

The results further imply that both male and female teachers possess comparable levels of classroom management competence and are equally capable of implementing effective classroom management strategies. Regardless of gender, teachers appear to develop similar professional skills through training, experience, and practice in handling classroom situations. These findings support the notion that effective classroom management is more closely associated with professional preparation, instructional competence, and teaching experience than with gender differences. Consequently, efforts to enhance classroom management skills should focus on

Table 13: Difference in Classroom Management Skills According to Years of Teaching Experience

Test Statistic	Value	p-value	Decision
$\chi^2(4)$	4.289	.368	Not Significant

As presented in Table 13, the Kruskal–Wallis test was conducted to determine whether significant differences exist in classroom management skills among teachers with varying years of teaching experience. The analysis yielded a chi-square value of 4.289 with a corresponding p-value of .368.

Since the obtained p-value (.368) is greater than the 0.05 level of significance, the null hypothesis is accepted. This indicates that there is no statistically significant difference in classroom management skills across different levels of teaching experience. The findings suggest that teachers, regardless of whether they are beginning educators or highly experienced professionals, demonstrate comparable levels of competence in managing classroom behavior, maintaining student engagement, establishing routines, and creating a conducive learning environment.

The absence of significant differences may indicate that classroom management skills are acquired not only through years of service but also through professional training, continuous learning, and practical classroom experiences. Teachers may develop and refine these competencies throughout their careers, enabling both novice and veteran educators to effectively manage classroom situations. Furthermore, the results imply that effective classroom management is a fundamental teaching skill that can be cultivated and sustained regardless of teaching tenure.

Moreover, the findings highlight that teaching experience alone does not significantly influence classroom management competence. Instead, factors such as professional development opportunities, instructional preparation, and commitment to effective teaching practices may play a more important role in enhancing teachers' classroom management skills.

Table 14: Correlation Between Teachers' Burnout and Classroom Management Skills

Variables	r	p-value	Interpretation
Burnout and Classroom Management Skills	.319	.004	Significant Positive Relationship

As presented in Table 14, the relationship between teachers' burnout and classroom management skills was examined using Spearman's rank-order correlation. The analysis yielded a correlation coefficient of $r = .319$ and a p-value of .004, indicating a statistically significant positive relationship between the two variables.

Since the obtained p-value (.004) is less than the 0.05 level of significance, the null hypothesis of no significant relationship is rejected. This finding suggests that there is a significant positive relationship between teachers' burnout and classroom management skills. The positive correlation indicates that teachers who reported higher levels of classroom management skills also tended to report higher levels of burnout. Although the relationship is statistically significant, the correlation coefficient of .319 indicates a low to moderate association, suggesting that burnout and classroom management skills are related but that other factors may also influence these variables.

The findings may be explained by the demanding nature of effective classroom management. Teachers who consistently establish classroom routines, maintain discipline, monitor student behavior, and implement strategies to keep students engaged often invest considerable time, effort, and emotional energy in their work. While these practices contribute to effective classroom management, they may also increase the likelihood of experiencing stress, fatigue, and emotional exhaustion. Consequently, teachers who are highly committed to maintaining productive learning environments may simultaneously face greater risks of burnout due to the continuous demands of their professional responsibilities.

Moreover, the results highlight the complex relationship between teacher effectiveness and well-being. While strong classroom management skills are essential for promoting positive learning outcomes, the findings suggest that the effort required to sustain these practices may contribute to increased levels of burnout. Therefore, educational leaders and policymakers should provide adequate support systems, professional development opportunities, and wellness programs to help teachers maintain effective classroom management practices while safeguarding their mental and emotional well-being.

DISCUSSION

Overview of Key Findings

This study examined the level of burnout and classroom management skills among elementary school teachers in Jolo, Sulu, and explored the relationship between these variables. The findings revealed that teachers generally experienced burnout across all identified dimensions, with environmental factors emerging as the most influential source of burnout, followed by student-related and administrative factors. Despite these challenges, respondents reported high levels of classroom management skills. The study further found that burnout significantly differed according to gender, with female teachers reporting higher burnout levels than their male counterparts. However, no significant differences were observed in burnout and classroom management skills when respondents were grouped according to years of teaching experience. Finally, a significant positive relationship was found between teacher burnout and classroom management skills, suggesting a complex interaction between professional competence and occupational stress.

Teacher Burnout as a Multidimensional Occupational Phenomenon

The findings suggest that teacher burnout is shaped by multiple interrelated factors rather than a single source of stress. Environmental factors emerged as the strongest contributor to burnout, indicating that teachers' well-being is heavily influenced by the physical and organizational conditions of their workplace. Concerns regarding school safety, classroom space, and environmental distractions appear to create conditions that intensify emotional exhaustion and occupational strain. This finding lends support to the Burnout Theory of Maslach and Jackson, which posits that chronic workplace stressors contribute significantly to emotional exhaustion and reduced professional well-being.

The prominence of environmental factors may be attributed to the unique educational context in which teachers operate. In resource-constrained settings, inadequate facilities and challenging working conditions can increase teachers' cognitive and emotional demands, making instructional tasks more difficult to perform effectively. This finding aligns with studies indicating that unfavorable school environments are associated with increased teacher stress, reduced job satisfaction, and heightened burnout levels. Conversely, studies emphasizing workload and student behavior as the primary predictors of burnout may differ due to contextual variations in school infrastructure, resource availability, and institutional support systems.

Student-related factors emerged as the second most significant source of burnout. Large class sizes, disciplinary concerns, and low student motivation were identified as key stressors. These findings suggest that teachers are not only responsible for delivering instruction but are also expected to manage increasingly complex classroom dynamics. Such demands require sustained emotional regulation and behavioral management, which may gradually deplete teachers' psychological resources. From the perspective of Behaviorist Learning Theory, effective classroom management requires continuous reinforcement, monitoring, and behavioral intervention. Consequently, the effort required to maintain desired student behaviors may contribute to teachers' emotional fatigue over time.

Administrative factors likewise contributed substantially to burnout. Frequent reporting requirements, unclear instructions, and excessive administrative demands were perceived as significant stressors. These findings support previous research demonstrating that bureaucratic responsibilities often compete with instructional duties and may reduce teachers' professional autonomy. The results suggest that organizational practices can either mitigate or exacerbate occupational stress, highlighting the importance of supportive leadership and efficient administrative systems in promoting teacher well-being.

Although colleague-related factors ranked lowest among the burnout dimensions, they remained significant contributors to occupational stress. Poor communication and limited collaboration among teachers may weaken professional support networks that are essential for coping with workplace demands. This finding reinforces the growing recognition that collegial relationships function as protective factors against burnout by fostering collaboration, emotional support, and collective problem-solving.

High Classroom Management Skills Despite Burnout

An interesting finding of this study is that teachers reported high levels of classroom management competence despite experiencing burnout. This result suggests that professional effectiveness and occupational well-being are not necessarily inversely related. Teachers may continue to demonstrate strong classroom management skills even while experiencing considerable levels of stress and emotional exhaustion.

One possible explanation is that classroom management represents a professional competency developed through formal training, practical experience, and continuous adaptation to classroom realities. Teachers may possess the technical and

pedagogical skills necessary to maintain effective learning environments regardless of their emotional state. This interpretation is consistent with Behaviorist Learning Theory, which emphasizes the systematic application of reinforcement strategies and behavioral management techniques. Teachers who have mastered these practices may continue to implement them effectively despite experiencing workplace stress.

Another plausible explanation is that teachers often perceive effective classroom management as a professional obligation. Consequently, they may exert additional effort to maintain classroom order and student engagement even when experiencing burnout. While this commitment contributes positively to instructional effectiveness, it may simultaneously increase emotional and psychological demands, potentially reinforcing burnout over time.

Gender Differences in Teacher Burnout

The finding that female teachers reported significantly higher burnout levels than male teachers warrants careful consideration. This result suggests that gender may influence the experience and management of occupational stress among educators. Female teachers may face multiple and overlapping responsibilities, including professional obligations, caregiving roles, and household responsibilities, which collectively increase their vulnerability to burnout.

This finding is consistent with studies reporting higher levels of emotional exhaustion among female educators. The emotional labor associated with teaching, combined with societal expectations regarding caregiving and family responsibilities, may contribute to heightened stress levels among women. However, some studies have reported no significant gender differences in burnout. Such inconsistencies may reflect differences in cultural contexts, institutional environments, and support systems available to teachers. In the context of Jolo, Sulu, cultural and family expectations may amplify the workload experienced by female educators, thereby increasing their susceptibility to burnout.

The Non-significant Role of Teaching Experience

Contrary to expectations, years of teaching experience did not significantly influence burnout levels or classroom management skills. This finding suggests that occupational stress and professional competence are not solely determined by tenure in the profession. Rather, teachers at different career stages may encounter distinct challenges that ultimately result in comparable levels of burnout.

For novice teachers, stress may arise from classroom adjustment, instructional preparation, and role uncertainty. For experienced teachers, stress may stem from increased responsibilities, administrative expectations, and sustained exposure to workplace demands. These differing sources of stress may explain why burnout levels remain relatively consistent across experience groups.

Similarly, the absence of significant differences in classroom management skills suggests that such competencies can be developed and maintained regardless of teaching tenure. Professional development programs, mentoring opportunities, and

ongoing teaching experiences may enable both novice and veteran teachers to acquire and refine effective classroom management strategies. This finding challenges assumptions that classroom management competence naturally increases with experience alone and underscores the importance of continuous professional learning.

Relationship Between Burnout and Classroom Management Skills

Perhaps the most noteworthy finding of this study is the significant positive relationship between burnout and classroom management skills. At first glance, this result appears counterintuitive because burnout is often assumed to impair professional performance. However, the findings suggest that teachers who demonstrate stronger classroom management skills may simultaneously experience higher levels of burnout.

One possible explanation is that effective classroom management requires substantial emotional, cognitive, and behavioral investment. Teachers who consistently maintain classroom order, monitor student behavior, and implement proactive management strategies may expend considerable effort in fulfilling these responsibilities. Consequently, the same commitment that enables effective classroom management may also increase vulnerability to emotional exhaustion.

This finding extends the Burnout Theory by suggesting that burnout may not necessarily reflect professional incompetence. Rather, it may emerge among highly committed teachers who invest significant energy in maintaining effective instructional environments. The result also contributes to the growing body of literature indicating that burnout and professional effectiveness can coexist, particularly in demanding educational contexts where teachers continually strive to meet high professional standards.

Practical and Institutional Implications

The findings of this study carry important implications for educational leaders, policymakers, and school administrators. Given the prominence of environmental and administrative factors as sources of burnout, schools should prioritize improving workplace conditions, ensuring safe learning environments, and reducing unnecessary administrative burdens. Investments in classroom facilities, instructional resources, and organizational support systems may contribute significantly to teacher well-being.

The significant gender differences in burnout further suggest the need for gender-responsive wellness programs that address the unique challenges experienced by female educators. Schools may consider implementing flexible support mechanisms, counseling services, and work–life balance initiatives designed to reduce occupational stress.

Additionally, the positive relationship between burnout and classroom management skills highlights the importance of supporting highly engaged teachers who may be at greater risk of emotional exhaustion. Professional development initiatives should therefore address not only instructional competencies but also stress management, resilience-building, and psychological well-being.

Limitations and Future Research Directions

Several limitations should be considered when interpreting the findings of this study. First, the study was limited to elementary school teachers in selected schools within Jolo, Sulu. Consequently, the findings may not be generalizable to teachers in other geographical regions or educational contexts. Future studies may employ larger and more diverse samples to enhance external validity.

Second, the study relied exclusively on self-reported data, which may be subject to social desirability bias and subjective interpretation. Future research may incorporate classroom observations, administrator evaluations, or mixed-method approaches to provide a more comprehensive assessment of teacher burnout and classroom management practices.

Third, the cross-sectional design limits the ability to establish causal relationships between burnout and classroom management skills. Longitudinal studies are recommended to examine how these variables evolve over time and to determine the directionality of their relationship.

Future investigations may also explore additional variables such as organizational support, teacher resilience, emotional intelligence, job satisfaction, and school climate to develop a more comprehensive understanding of the factors influencing teacher burnout and professional effectiveness.

Conclusions

This study examined the level of burnout and classroom management skills among elementary school teachers in Jolo, Sulu, and explored the relationship between these variables. The findings revealed that teachers generally experienced burnout across all identified dimensions, with environmental factors emerging as the most significant contributor, followed by student-related, administrative, family-related, and colleague-related factors. These results indicate that teacher burnout is a multifaceted phenomenon influenced by both workplace and personal circumstances.

Despite experiencing moderate levels of burnout, the respondents demonstrated high levels of classroom management skills. This suggests that teachers remain committed to maintaining effective learning environments and continue to employ appropriate classroom management strategies even when faced with occupational stress. The findings highlight the professionalism and resilience of elementary school teachers in fulfilling their instructional responsibilities.

The study further established that burnout levels significantly differed according to gender, with female teachers reporting higher levels of burnout than male teachers. However, no significant differences were found in burnout or classroom management skills when respondents were grouped according to years of teaching experience. These findings imply that burnout may be influenced more by contextual and personal factors than by teaching tenure, while classroom management competence appears to be consistently developed and maintained regardless of experience.

Most importantly, the study found a significant positive relationship between teacher burnout and classroom management skills. This result suggests that teachers who demonstrate stronger classroom management competencies may also experience higher levels of burnout, possibly due to the substantial emotional, cognitive, and professional demands associated with maintaining effective classroom environments. The finding underscores the complex nature of teacher effectiveness, where high professional commitment and competence may coexist with elevated levels of occupational stress.

Based on the findings, it is concluded that teacher burnout remains a significant concern among elementary school teachers in Jolo, Sulu. While teachers exhibit strong classroom management skills, the persistent presence of burnout highlights the need for comprehensive interventions that address environmental conditions, administrative practices, workload management, and teacher well-being. Educational leaders, policymakers, and school administrators must prioritize supportive programs and policies that promote both teacher effectiveness and psychological wellness. By fostering healthy working conditions and providing adequate professional and emotional support, schools can help teachers sustain high-quality classroom management while reducing the risk of burnout and enhancing overall educational outcomes.

Recommendations

Based on the findings of this study, several recommendations are proposed to address teacher burnout and strengthen classroom management practices among elementary school teachers. First, school administrators should prioritize the creation of supportive working environments by ensuring clear communication, providing realistic timelines for administrative tasks, and reducing unnecessary workload demands. Given that environmental and administrative factors emerged as major contributors to burnout, efforts to improve school facilities, maintain safe learning environments, and recognize teachers' contributions may help enhance teacher well-being and job satisfaction.

Second, teachers are encouraged to actively engage in professional development activities and wellness programs that promote stress management, resilience, and work-life balance. Strengthening collaborative relationships among colleagues through professional learning communities and peer-support initiatives may also reduce interpersonal stress while fostering a culture of cooperation and shared responsibility. Furthermore, teachers should continue refining their classroom management competencies while utilizing available support systems to minimize the adverse effects of occupational stress.

Third, families of teachers play an important role in supporting teacher well-being. Family members are encouraged to provide emotional support, understanding, and encouragement, particularly during periods of increased professional demands. Establishing a healthy balance between work and family responsibilities may contribute to reducing stress and preventing burnout among educators.

At the policy level, educational leaders and policymakers should develop and implement interventions that address systemic sources of teacher burnout. Particular

attention should be given to improving teacher–student ratios, allocating adequate instructional resources, reducing excessive administrative requirements, and promoting teacher welfare programs. In addition, professional development initiatives should integrate both instructional competencies and teacher well-being components to ensure the holistic development of educators.

Finally, future researchers are encouraged to extend this line of inquiry by employing longitudinal and mixed-methods approaches to gain a deeper understanding of the dynamics between teacher burnout and classroom management skills. Future studies may also investigate the effectiveness of intervention programs designed to reduce burnout while sustaining high levels of instructional competence. Moreover, qualitative investigations focusing on teachers' lived experiences may provide richer insights into the coping mechanisms, resilience factors, and contextual challenges that shape teacher well-being and professional effectiveness.

Compliance with Ethical Standards

The author(s) affirm that all ethical standards were observed throughout the conduct of this study. Informed consent was obtained from all participants prior to their involvement, and they were informed of their right to withdraw from the study at any stage without any consequences. The anonymity and confidentiality of respondents were strictly maintained, and all procedures complied with applicable Data Privacy regulations. The welfare, dignity, and well-being of the participants were safeguarded throughout the research process. The author(s) further declare that no conflict of interest influenced the conduct, analysis, or reporting of the study. Plagiarism was strictly avoided, and all sources were properly acknowledged. Every effort was made to ensure objectivity and impartiality in the interpretation of the findings, with no intentional bias introduced into the analysis or presentation of results. The data and findings were used solely for academic and research purposes. Additionally, any use of artificial intelligence (AI) tools in the preparation, analysis, or writing of the manuscript has been fully disclosed to ensure transparency and accountability.

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