

WORK BURNOUT: VIEWPOINTS OF SECONDARY TEACHERS

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Abstract. This qualitative study offered an in-depth exploration of the authentic narratives of secondary school teachers in Talaingod, Davao del Norte, Shed light on the complex challenges they encounter in their profession, particularly regarding burnout. The research uncovered the nuanced factors contributing to educators' work burnout through extensive interviews and analysis. The identified stressors were heavy workloads, inadequate support systems, and classroom management strategies. In response to these challenges, teachers employed various coping mechanisms, from attending spiritual upliftment, building professional networks, and joining professional training opportunities. The study underscored the importance of these coping strategies in navigating the profession's demands. It highlighted the educational management insights observed in discussions as the pivotal role of self-reflection and seeking support systems in maintaining resilience. Furthermore, it emphasized creating a supportive and healthy school environment that prioritizes teacher well-being and fosters a culture of collaboration, empathy, and mutual support. By addressing these issues, the well-being and satisfaction of teachers can be enhanced, and the school community's overall effectiveness and positive impact can also be significantly strengthened. The advocacy for embedding networking into teacher well-being efforts encourages institutions to acknowledge its positive influence.

KEY WORDS

1. work burnout 2. coping mechanisms 3. secondary school teachers

1. Introduction

Teaching is undeniably a fulfilling and rewarding profession in terms of the impact it has on the student's lives and their intellectual growth. However, it is also recognized as a highly stressful and demanding profession. Secondary teachers play an important role in shaping adolescents' futures, which are marked by critical academic and personal development. High levels of burnout among these educators can negatively impact their teaching abilities, disrupting the learning environment and jeopardizing student outcomes. Studying work burnout among secondary teachers in their chosen profession is crucial because of its significant impact on the teachers and the educational system. Understanding the underlying stressors and specific challenges that cause burnout among educators can be helpful in creating interventions and policies that benefit teachers by enhancing their well-being and promoting a healthier educational workforce. This research is intended to benefit various sectors of the academic community, including educational leaders, school principals, teachers, other stakehold-

ers, and future researchers. Educational leaders can use the findings to make more informed decisions about workload distribution, resource allocation, and support systems. Understanding the symptoms and causes of teacher burnout allows school administrators to create healthier work environments. Teachers will learn about burnout and receive professional development in stress management and resilience. Informed stakeholders can help teachers, and this study can serve as a foundation for future research into teacher burnout. According to Garcia-Arroyo et al. (2019), burnout has become a more common problem among teachers around the world in the last 30 years. This phenomenon, which has existed for decades, has gained attention in recent years as a result of the numerous stressors and challenges that teachers face outside of the classroom. To better understand and address this critical issue, researchers around the world are looking into the potential causes of teacher burnout. A study conducted by Tsang (2018) argued that work burnout among teachers in Hong Kong has evolved into a social issue rather than a purely psychological phenomenon. He stated that it is critical for researchers to identify the structural rather than the psychological causes of work burnout in order to gain a more comprehensive understanding of the issue and develop better solutions. His study theoretically analyzed how work burnout among teachers can be caused by certain structural forces, including structural education reforms, the administrative structure of schools, and the occupational and career structure of teaching, from the perspective of the sociological theory of work alienation. Another comparable study conducted by Madigan and Kim (2021) examined the consequences of teacher burnout for students focusing on their academic achievement and student-reported outcomes. The study examined previous research on teacher burnout and its effects on academic achievement and student outcomes. The findings show that teacher burnout has a negative impact on students' academic performance and motivation. Burnout reduces teachers' effectiveness in preparing and delivering lessons, resulting in lower exam scores and grades. Furthermore, students may experience increased stress when taught by burnt-out teachers, indicating a potential "burnout contagion" phenomenon. However, there was limited evidence linking teacher burnout to student mental health issues. These findings highlight the need for additional research into mitigating the impact of teacher burnout on students. Pyhältö et al. (2020) analyzed burnout risk profiles among Finnish primary and lower secondary school teachers using survey data from 2310 educators. They discovered that nearly half of the teachers were at increased risk of burnout, as evidenced by high levels of exhaustion and cynicism toward the professional community. This alignment implies that exhaustion may reduce tolerance for professional conflicts, increasing cynicism. Burnout reduces teaching effectiveness and student achievement. Proactive strategies, such as balanced self-regulation and co-regulation, were effective in lowering burnout risk. Experienced teachers were less likely to burn out than special education teachers, particularly in terms of cynicism. These findings highlight the significance of targeted interventions for teacher well-being and improved teaching and learning outcomes. Moreover, public school teachers in various elementary schools within the Schools Division Office of Kidapawan, Kidapawan City, Philippines, have revealed that occupational burnout among teachers is linked to the demands of their work, culminating in emotional fatigue and diminished self-efficacy among this group of educators. The teachers reported that the cumulative stressors and pressures associated with their profession negatively impacted their emotional well-being and their belief in their ability to effectively perform their duties, highlighting the critical need for support and interventions to address

burnout in this educational context (Villarejo et al., 2022). Quirap (2022) investigated burnout among public secondary school teachers in six major schools in Cagayan de Oro City. The study surveyed teachers in Districts 1 and 2 and found that high workloads, administrative pressures, parental demands, role conflict, and role ambiguity were all significant contributors to teacher burnout. Teachers expressed concern about how they would fulfill their responsibilities in the face of administrative and parental demands, as well as numerous school assignments and requests. These factors resulted in moderate burnout among teachers. Another study in the Philippines conducted by Orines et al. (2023) used a moderation analysis to look into the potential moderating role of resilience in the relationship between work-related burnout and mental health. The study included 233 public elementary school teachers from Quezon City, Philippines, selected using non-probability purposive sampling. The findings showed a significant negative correlation between psychological well-being and work-related burnout, but a positive correlation between resilience and psychological well-being. Linear regression analysis revealed that work-related burnout was a negative predictor of psychological well-being. However, the study found no evidence that resilience moderated the relationship between work-related burnout and psychological well-being among public elementary school teachers. In the Talaingod district, the issue of teacher burnout has persisted among educators over an extended duration. Rather than experiencing a sense of pride in their role, often considered the noblest profession, teachers frequently report feeling more drained than gratified. It is in this context that this study has been conceived. Our objective is to delve into the experiences of secondary school teachers and discern the factors contributing to their sense of burnout. The study's findings will offer valuable insights into educational management, further enriching the existing knowledge base pertaining to teachers' encounters with burnout and their coping mechanisms.

1.1. Purpose of the Study—The significance of this research study resides in its capacity to shed light on the roots and effects of teacher burnout among the teachers in the district of Talaingod, Davao del Norte, along with the provision of empirically grounded strategies for its mitigation. Given that teachers constitute the fundamental pillar of the education system, their welfare is intricately intertwined with the quality of education they deliver. Through a comprehensive understanding of the determinants of burnout and its consequences on both educators and learners, we can work toward creating healthier, more sustainable educational environments. The primary focus of data collection in this study is on secondary school teachers' real-life encounters with teacher burnout and their coping mechanisms. This phenomenological investigation uncovers a more profound insight into the genuine experiences of educators who have grappled with teacher burnout. The valuable insights derived from this research hold the promise of guiding educational leadership strategies, shaping professional development programs, and influencing policies geared toward fostering supportive and empowering school environments.

1.2. Research Questions—The primary objective of this study is to delve into secondary school teachers' experiences concerning teacher burnout and how they cope with this challenge. To achieve this goal, the research was conducted to address the following questions:

- (1) What are the lived experiences of secondary school teachers about work burnout in their profession?
- (2) What coping mechanisms do teachers employ in response to burnout in their profession?

(3) What educational management insights are drawn from the study's findings?

1.3. Definition of Terms—For a more comprehensive understanding, the following terms were described operationally. Educational Management. It refers to the administration of the education system in which a group combines human and material resources to supervise, plan, strategize, and implement structures to execute an education system (Ahmed, 2022). Teacher burnout. It was a state of chronic exhaustion that teachers experience, often due to the nature of their job, the caregiving stress, and potential social fatigue related to their jobs as educators (Rockwell, 2021).

1.4. Significant of the Study—The study aims to unfurl teachers' experiences of burnout and how they cope with burnout. Being a 21st-century secondary school teacher is a daunting task, making the teacher more vulnerable to stress from their work. Hence, the abovementioned theory was utilized as a benchmark in scrutinizing secondary teachers' coping mechanisms for teacher burnout.

1.5. Theoretical Lens—The study was anchored on the Job Demands-Resources Model of Demerouti, Bakker, Nachreiner, and Schaufeli (2001). The model proposes that in all occupations one may distinguish between two categories of work characteristics: job demands and job resources. In this study, the focus is on the perceived job demands of secondary school teachers that may lead to burnout. Job demands may be defined as physical, social, or organizational aspects of the job that require sustained physical or mental effort. Examples of job demands are work overload, unfavorable physical environments, and emotionally demanding social interactions. It is important to note that job demands are not necessarily negative, they may even be stimulating (Skaalvik Skaalvik, 2021). However, demands may turn into stressors when high and sustained efforts are required to meet the demands. Sustained job demands may lead to depletion of energy, exhaustion, and burnout. In the context of the present study, secondary school teachers oftentimes experience burnout from their job demands which leads them to utilize coping mechanisms to mitigate the tendency of experiencing burnout. The theory was utilized as a cornerstone of the experiences of teacher burnout by secondary school teachers. Lazarus and Folkman's Transactional Theory of Stress (1984) further reinforced the study. It is considered one of the most influential theories for conceptualizing stress and coping processes across occupational contexts, including education. In this theory, stress is defined as the emotional, cognitive, and physiological experience when environmental demands exceed an individual's resources to adapt; coping is defined as an individual's attempt to manage those demands.

Shown in Figure 1 is the interconnection between the two research questions, the lived experiences of secondary school teachers about work burnout in their profession, and the coping mechanism employed by secondary school teachers in response to work burnout that would result in the common denominator, which is the educational Insights that can be drawn from secondary school teachers' experiences and their coping with work burnout.

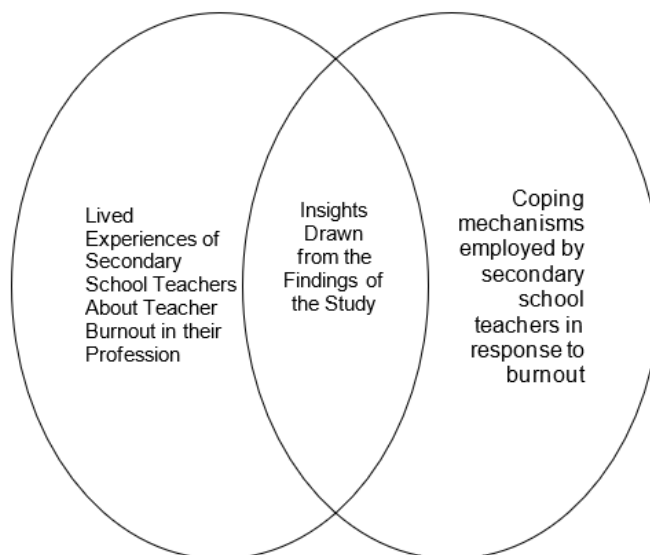


Figure 1. *Conceptual Framework of the Study*

2. Methodology

This chapter effectively addresses the study’s specific objectives by outlining the systematic procedures and methodologies used in phenomenological research. It also explains the selected research design and my roles as the researcher throughout the study’s implementation. Moreover, it offers thorough insights into the research subjects, clarifying their procedures and selection standards. The chapter concludes by exploring the techniques used for data collection, analysis, and strategies used to uphold ethical standards during the research.

2.1. Philosophical Assumptions—A researchers conceptualize and conduct their re- study’s philosophical and qualitative presump- tions are vital in steering the investigation. Five fundamental assumptions—ontological, epistemological, axiological, and methodolog- ical—form the bedrock for comprehending qualitative research. These assumptions estab- lish the groundwork for the research design and inform the researcher’s approach to the study. A paradigm was a broad framework or perspective that guides and shapes how re- searchers approached their studies, formulate research questions, gather data, analyze find- ings, and interpret results. It encompasses a set of beliefs, assumptions, methodologies, and theoretical foundations that influence how search (Zukauskas et al., 2018). In this research, the paradigm guided the choice of methodology, methods, and techniques, shaping the overall research process and ensuring coherence in the study. Ontology. This study section focused on the relationship between the problem and reality. Creswell (2013) asserts that the research par- ticipants’ perceptions of reality are varied and subjective. This study recognized the complex- ity and diversity of the realities faced by sec- ondary school teachers regarding work burnout in their profession. Every teacher’s story adds to a diverse yet collective understanding of their experiences I am solely responsible for using thematic analysis to capture the diverse realities

and provide a comprehensive overview of the experiences, challenges, and coping strategies teachers encounter while experiencing burnout in their profession. Epistemology. Epistemology deals with the nature of knowledge and the relationship between the knower and the known. According to Guba and Lincoln, as referenced by Creswell (2013), the researcher made an effort to reduce the gap between them and the participants based on the epistemological premise. By engaging directly with the participants, I became an "insider," facilitating a more authentic and nuanced collection of data. This approach supports the gathering of firsthand experiences and insights, which are critical in exploring the subjective realities of the participants. Axiology. It concerns the influence and importance of my values as a researcher in this study. According to Creswell (2013), acknowledging and openly discussing the researcher's values that shape the study is crucial. The values which influence how data are interpreted and presented are explicitly acknowledged in the research process. As the researcher, I handled each participant's narrative with care and integrity, and I always have the utmost respect for the information they provide. This commitment guarantees that the real-life experiences of the teachers are communicated truthfully, mirroring both their individual and research values. Methodology. According to Crotty (2020), this is "the strategy, plan of action, process, or design lying behind the choice

and use of particular methods and linking the choice and use of the methods to the desired outcomes." Its objectives are to explain, assess, and defend procedures (Wellington, 2015). This study used a qualitative methodology to explore the experiences of secondary school teachers experiencing work burnout. To support the ontological and epistemological tenets, certain techniques like focus groups and interviews were employed, enabling a thorough and sympathetic examination of participants' stories. These techniques were chosen because they can successfully convey the complexity and depth of the participants' experiences. Rhetoric. In research, rhetoric was the skillful and convincing use of language, communication strategies, and presentation tactics to effectively communicate concepts, claims, and conclusions to sway the audience's opinion and comprehension of the study (Beqiri, 2018). To conduct a rhetorical analysis, follow these steps: Start by identifying the author's purpose for writing the piece and analyze how the author uses logic, emotion, and credibility to appeal to the audience. Finally, techniques were used to persuade the audience. I utilized an engaging and respectful narrative style that honors the participants' voices while effectively communicating the significance of the findings. This method not only made the research more accessible to read but also guaranteed that the interpretations were strong and based on the participants' experiences.

2.2. *Qualitative Assumptions*—Using a phenomenological research methodology, I explored secondary school teachers' experiences, focusing on their challenges and coping strategies to combat work burnout in their profession. My objective was to gather information about their experiences, challenges, and coping strategies about the phenomenon I am studying. Utilizing phenomenology as my guiding quali-

tative framework, I uncovered the essence and significance of the roles played by these individuals, emphasizing their unique viewpoints and the intricate details of their experiences. As the study's qualitative researcher, I support a level of investigation that goes beyond cursory observations. My research investigated the experiences, challenges, and coping mechanisms of participants in relation to the phenomenon. I

emphasized the significance of understanding the complexities of the human experience in light of the various perspectives that are shaped by unique contexts, backgrounds, and personal histories (Neubauer et al., 2019). To capture the profound and complex nature of work burnout among professional teachers, my study placed a strong emphasis on in-depth interviews, re-

2.3. Design and Procedure—Determining the precise approach used in a study is crucial in order to customize the best research design, data collection strategy, and data analysis approach to the study's objectives. I used a qualitative research design in this investigation. Hammerley (2013) states that studies characterized by verbal rather than statistical analysis are appropriate for qualitative research. Since I studied the lived experiences, coping strategies, and insights of secondary school teachers who are currently burned out in their profession, the qualitative design is the most appropriate. This means that rather than establishing or refuting theories, I describe and elaborate on this phenomenon. There are, however, specialized methods used in qualitative research, including grounded theory, narrative, case studies, phenomenology, and ethnography. Using a qualitative phenomenological research design, I explored the lived ex-

2.4. Research Participants—Qualitative analyses typically require a smaller sample size than quantitative analyses. Qualitative sample sizes should be large enough to obtain feedback for most or all perceptions. Obtaining most or all the perceptions leads to the attainment of saturation. Saturation occurs when adding more participants to the study does not result in additional perspectives or information. Glaser and Strauss (2017) recommend the concept of saturation for achieving an appropriate sample size in qualitative studies. For phenomenological

flective dialogues, and the analysis of participants' narratives. I hope to contribute a thorough and contextually rich understanding of the challenges, coping mechanisms, and insights related to work burnout among teachers, all while upholding phenomenological principles.

periences of the participants in this particular setting. I selected this approach because, according to Asper's (2009) work, the scientific side of phenomenological research focuses on communicating the viewpoints of the subjects and the importance of their experiences, then applying scientific concepts to analyze these perspectives. Furthermore, according to Creswell (2018), a phenomenological study is a method of inquiry that describes the complex and collective experiences of the participants with respect to a particular phenomenon. A key idea in phenomenology is to reduce one's interpretations of a particular phenomenon to a description that can be applied to all situations. Therefore, my goal was to identify a phenomenon that revolves around the participants' experience of work burnout. I collected information from people who have direct experience with this phenomenon in order to create detailed and accurate descriptions.

studies, Creswell (1998) recommends 5 to 25, and Morse (1994) suggests at least 6. There are no specific rules when determining the appropriate sample size in qualitative research. Qualitative sample size may best be determined by the time allotted, resources available, and study objectives (Patton, 2002). The participants in this study consisted of 10 teachers from different secondary high schools in the district of Talaingod, Davao del Norte. 5 participants for the In-Depth Interview and another 5 participants for the Focus Group Discussion. These partic-

ipants were selected based on specific criteria: they had to be secondary high school teachers who are currently teaching, should be teaching in one of the secondary high schools in Talaingod, Davao del Norte, and are suffering or have suffered from teacher burnout. I utilized the purposive sampling design so that the participants

were chosen based on the criteria or purpose of the study (Creswell, 2013). It is also known as judgmental, selective, or subjective sampling. The selection of the participants was purposefully done to ensure that the findings would be authentic (Marshall, 1996).

2.5. *Ethical Considerations*—Ethical considerations are crucial because they relate to the moral principles and guidelines that govern my conduct as a researcher. These principles ensure that I carry out my investigations responsibly, treating participants with respect and striving to generate reliable and precise information. To protect participants, maintain scientific integrity, and foster trust within the research community, I adhered to established ethical standards in my research practices (Resnik, 2020). Social value. This concerns the potential benefits and favorable outcomes that research can bring to society, like addressing problems or improving people's quality of life. I evaluated the societal value of my study by acknowledging its potential impact and importance for the larger community. This ensures that resources are directed toward research that has the potential to create significant advantages for society. Informed Consent. This involves obtaining a participant's voluntary agreement to participate in a research study after they have been provided with sufficient information about the study's purpose, methods, potential drawbacks, and benefits. In this research involving teachers, it was my responsibility to ensure that the participants fully understood the study and their rights. This explanation allowed them to make an informed decision about participation, thereby preserving the teachers' autonomy and dignity and ensuring consent. Vulnerability. The vulnerability of research participants pertains to their increased risk of experiencing harm, exploitation, or coercion due to factors such as professional pressure, emotional stress,

or job security. As a researcher, it is crucial for me to acknowledge and consider the potential vulnerability of these teachers and take appropriate measures to protect them. This involves providing additional safeguards and support, such as obtaining informed consent, ensuring confidentiality, and carefully explaining their rights and the study's procedures in a way they can understand. Additionally, I modified research methods to minimize potential adverse effects, ensuring that the well-being of these teachers is prioritized throughout the study. Risks, benefits, and safety. In research, it is essential to carefully evaluate the potential risks and benefits associated with participation in a study, as well as to implement measures that safeguard the well-being of participants. These elements involve assessing the potential disadvantages and advantages of participating in a study, along with establishing strategies to ensure the welfare of participants. In this investigation, as the researcher, I meticulously assessed and balanced these factors, ensuring that the potential benefits outweigh the risks. I put adequate precautions in place to minimize harm while optimizing the safety of participants, particularly considering the vulnerabilities of student participants. This comprehensive approach is crucial to maintaining ethical standards and protecting the participants throughout the research process. Privacy and confidentiality. Privacy and confidentiality in research are about safeguarding participants' personal information and ensuring their identity remains confidential unless they explicitly consent to disclosure. In the context

of this study, I am responsible for implementing appropriate protocols to secure participants' data and maintain confidentiality. This includes anonymizing data, securely storing information, and limiting access to authorized personnel only. These measures are crucial to protect the privacy of student participants and uphold the integrity of the research process. Justice. This concept relates to the equitable allocation of both the advantages and disadvantages resulting from research across various segments of society. In this study, I ensured that my research was inclusive, avoiding the exploitation or exclusion of vulnerable groups. Additionally, I strived to make the benefits of the research accessible to all who could benefit from it. This approach promotes fairness and equity throughout the research process, ensuring that no group bears an undue burden or is left out of the potential gains from the findings. Transparency. Transparency in research encompasses maintaining integrity at every phase of the study, from its conception and execution to the reporting of results. In this study, I offered clear and truthful information regarding my research methodologies and outcomes. Furthermore, I am receptive to examination and feedback. Transparency acts as a catalyst for trust, credibility, and accountability, not only within the research community but also among the general public. This commitment to openness ensures that the process and results of my research are accessible and understandable to all stakeholders involved. The qualification of a researcher. The qualification of a researcher relates to one's academic background, professional experience, and proficiency in a particular area of study, ensuring that one possesses the requisite abilities and knowledge to conduct the research competently. In this investigation, I held suitable qualifications that showcase my capability to conduct research, analyze data, and interpret the results. My expertise and training provide the founda-

tion necessary to approach this study with a rigorous scientific method and critical analytical skills, ensuring the integrity and validity of the findings. The adequacy of facilities. This addresses the presence and suitability of the essential resources, tools, and infrastructure required to execute a study efficiently and securely. In this research, I guaranteed access to appropriate facilities for conducting the investigation. This access facilitates the creation of credible and consistent findings and mitigates potential risks to study participants. Having the right facilities ensures that the data collection and analysis processes are conducted under conditions that uphold the highest standards of research integrity and safety. Community involvement. This encompasses the dynamic involvement and active engagement of community members, stakeholders, or the intended study population throughout the research journey, from initial planning to sharing research outcomes. In this study, I engaged the community to guarantee the study's relevance, acceptability, and potential impact. Additionally, this involvement fostered trust and cooperation between me and the community. Engaging with the community not only helps to tailor the research to be more effective and meaningful but also enhances the overall quality and applicability of the results. Plagiarism and fabrication. Researchers should strictly follow principles of academic honesty and integrity. This entails giving proper credit to the work of others, presenting original contributions, and verifying the accuracy and authenticity of data. In this study, I employed tools like plagiarism detectors and maintain thorough documentation of my research procedures to ensure that my work is devoid of plagiarism and that all data and discoveries are authentic and reliable. By upholding these principles, I enhanced the credibility and trustworthiness of the research community.

2.6. *Role of the Researcher*—As an unbiased research facilitator and promoter, I am responsible for ensuring that the research process is conducted fairly, objectively, and without personal bias, prejudice, or influence from outside sources. I created an environment that encourages the open and honest exploration of ideas and promotes fairness in data collection and analysis. This commitment to impartiality helps to uphold the integrity of the research process and ensures that the findings are reliable, and representative of the true phenomena being studied. As an expert in qualitative methods, I am familiar with various qualitative research techniques, such as interviews, focus groups, and participant observation. I possessed the skills and knowledge necessary to design, conduct, and analyze qualitative studies, ensuring that the research question is satisfactorily addressed and that the results are legitimate and dependable. My expertise in these methods allows me to deeply explore complex social phenomena and capture the nuanced experiences of participants, contributing to the validity and reliability of the research findings. As a data collector and keeper, I gathered information from various sources such as interviews or observations, and I ensured accurate and secure storage of this information. I followed ethical guidelines, safeguarded participants' privacy, and ensured that data was structured and available for later

examination and understanding. This careful management of data helps maintain the integrity of the research process and supports the production of credible, reliable findings that can be reviewed and utilized by others in the academic community. As a data analyst, I analyzed the gathered data to discover trends, patterns, and valuable perspectives in accordance with the research query. I utilized meticulous qualitative data analysis methods like coding and thematic analysis to extract significant findings and enrich the knowledge base within my discipline. This approach allowed me to deeply understand the data, providing insights that are not only relevant but also contribute significantly to the field, enhancing scholarly discussions and practical applications related to the study topic. Finally, as an organizer and presenter of data, I am tasked with synthesizing and communicating the research findings concisely and coherently. This entails skillfully conveying the study's objectives, approaches, outcomes, and ramifications through written documents, presentations, or alternative means of transmitting information. I ensured that the research results are easily accessible and comprehensible to the designated audience. This approach helps to maximize the impact of the findings, ensuring they are not only shared but also understood and utilized by others in ways that can further knowledge and influence practice in the field.

2.7. *Data Collection*—In the gathering of data, this study employed a systematic procedure. Several steps were taken in adherence to the proper data collection procedure. This was done in order to ensure the accuracy and objectivity of the data collection. The following is the step-by-step process of gathering the data needed. Securing endorsement from the Dean of Graduate School, the Schools Division Superintendent, and the School Principal. To initiate the data collection process, I secured

endorsements from key stakeholders including the Dean of the Graduate School at the College where the researcher is studying, the Schools Division Superintendent, the School Principal, and the parents of the participants. This process involved submitting formal letters outlining the research objectives and methodology, accompanied by any supporting documents. This crucial step took place within the last two weeks of September 2023, ensuring that all necessary permissions were in place before proceeding with

the collection of data. This proactive approach not only facilitated compliance with ethical standards but also fostered a cooperative environment among all parties involved. Asking permission from the Schools Division Superintendent. Upon receiving the endorsement, I requested permission from the school's division superintendent. This required submitting a formal letter detailing the research proposal and its significance to the educational community. Along with the letter, I attached Chapters 1 and 2 of my dissertation and the research instrument, clearly explaining the study's objectives and the process of participant identification. Moreover, I waited for the response from the Schools Division Superintendent (SDS) before proceeding with the data collection. This step was undertaken during the first two weeks of October 2023, ensuring that all necessary approvals were in place to conduct the research ethically and effectively. Asking for permission from the school heads. Once permission was granted, I sought approval from the school heads of the selected institutions. This step involved submitting formal request letters to each school head, outlining the research's purpose and the expected data collection timeframe. I asked for permission to

2.8. *Data Analysis*—After collecting the data, I embarked on data coding and thematic content analysis. This involved methodically structuring the transcribed data into categories, subcategories, and themes from the interview dialogues. By discerning patterns and connections within the data, I formulated conclusions and gleaned insights directly related to the research objectives. This process allowed me to interpret the data effectively, ensuring that the findings accurately reflect the experiences and perspectives of the participants. In this study, I employed Creswell's Thematic Analysis approach, which is particularly suited for encompassing a range of perspectives and portrayals

conduct the study from the third week of October 2023 to the last week of the same month. Obtaining consent from the participants. With the school heads' approval, I asked for consent from the research participants through informed consent forms. These forms clearly explained the research purpose, participant rights, and confidentiality measures. This process ensured that the participants were fully informed and agreed to participate. Asking for consent from the participants was done in the last week of October 2023. Conducting the interview. Upon securing consent from all participants, I scheduled and conducted the interviews using a structured or semi-structured interview guide to ensure consistency and reliability in data collection. The interviews took place in the first two weeks of November 2023. Transcribing the responses of the interviewees. Following the interview sessions, I meticulously transcribed the interviewees' remarks, taking diligent account of non-verbal cues and contextually relevant details. This procedure used audio recordings and field notes to capture the breadth of participants' reactions comprehensively. The transcription of interviewee responses took place on the third week of November 2023.

in participants' feedback. Adopting thematic analysis authenticates the portrayal of individual components and facilitates the categorization of identified patterns within the provided responses. Thematic analysis is a qualitative research technique used to recognize, scrutinize, and interpret patterns or themes present within qualitative data in textual, visual, or other formats. As a qualitative research approach, thematic analysis allows researchers to systematically arrange and dissect complex data sets. It involves searching for overarching themes that encapsulate the narratives embedded within the data. This process necessitates the identification of themes through meticulous examination and

repeated review of transcribed data (Dawadi, 2020). This methodical approach helps ensure that the analysis is both comprehensive and reflective of the data collected, providing deep insights into the study's objectives. Therefore, I used Creswell's Thematic Analysis in my research, which necessitated extensive theming and transcript interpretation. According to Caulfield (2020), there are multiple essential phases in Creswell's Thematic Analysis, including familiarization, coding, generating themes, reviewing themes, defining and labeling themes, and writing up. I became fully immersed in the intricacies and subtleties of the content as I became acquainted with the data to begin this

2.9. *Framework of Analysis*—The analytical framework in phenomenological research is a methodical and structured approach to data analysis, interpretation, and presentation. In this research study, I made use of Colaizzi's method to analyze data from the interviews and discussions with the participants regarding their lived experiences in teacher burnout. According to Morrow et al. (2021), Colaizzi's (1978) method features a distinctive seven-step process that offers a rigorous analysis, closely adhering to the data at each stage. This method culminates in a concise yet comprehensive description of the phenomenon under study, which is validated by the participants who experienced it. The effectiveness of this approach relies on rich first-person accounts of experiences, which can be collected through various means. Although face-to-face interviews are common, data can also be gathered from written narratives, blogs, research diaries, online interviews, and other forms. This method enables researchers to uncover emergent themes and explore the intricate relationships between them (Wirihana et al., 2018). *Data Familiarization*. By reading and rereading the transcripts several times, I fully understood the meanings conveyed by the

process. After that, I started categorizing the data using semantic richness to group different informational components. I created themes that encapsulate the main ideas of the data using these codes. After that, these themes were examined and improved upon to make sure they appropriately depict the dataset. Every theme has a definition and name that elucidates the fundamental ideas. The last step entails combining the themes and insights into a cohesive article that clearly conveys the study's conclusions. This methodical approach guarantees a comprehensive examination and enhances the comprehension of the information.

participants and gain a global sense of the phenomenon being studied. This thorough review process is crucial for fully grasping the nuances of participants' statements, enabling a deeper analysis of their experiences. *Identifying Significant Statements*. I carefully identified every statement in the narratives that is directly related to the phenomenon I am studying. In order to identify and highlight phrases and descriptions that shed light on the particular experiences under study, a thorough examination of the gathered data—such as written narratives or transcripts of interviews—was conducted. This step was essential to ensuring that my analysis stays on topic and provides a strong basis for future thematic development. *Formulating Meanings*. After carefully examining the important statements, I determined meanings that are pertinent to the phenomenon. Although Colaizzi admits that complete bracketing is never truly possible, I had to reflexively "bracket" my own presuppositions to stick closely to the phenomenon as experienced. To guarantee that the analysis stays rooted in the participants' real experiences, this process entails putting aside my own interpretations as much as is practical. *Clustering Themes*. I ensured a rigorous analysis that re-

mained true to the participants' experiences by grouping the identified meanings into themes that are shared by all accounts. Throughout this process, presuppositions were bracketed, especially to avoid any possible influence from existing theories. By letting the themes naturally arise from the data rather than being influenced by outside forces, this preserved the integrity of the analysis. Developing an exhaustive description. I incorporated every theme generated in the previous step into a comprehensive and all-encompassing description of the phenomenon that I write. By identifying common themes from the participant accounts, this thorough description conveyed the essence and complexity of the phenomenon. By taking this step, it is ensured that the final representation presents a comprehensive perspective of the experiences that each participant has had. Producing the fundamental structure. I broke down the lengthy explanation into a succinct statement that high-

lights the key elements that I believe are crucial to understanding the phenomenon's structure. This succinct synthesis effectively and concisely communicates the essence of the participants' experiences, concentrating on the essential components necessary for comprehending the phenomenon. Seeking verification of the fundamental structure. I asked participants if the fundamental structure statement accurately reflects their experience, either by returning it to all participants or, in larger studies, to a subsample. I went back and changed the earlier stages of the analysis in light of their comments. Through this iterative process, the validity and credibility of the finding increased and the analysis was kept firmly based on the perspectives of the participants. The following figure illustrates this rigorous process, highlighting each step to comprehensively explain the actions taken to comprehensively analyze the data.

2.10. Trustworthiness of the Study—The trustworthiness of a study is about how reliable, sensible, and authentic the research results are, ensuring that the conclusions are trustworthy and accurate. In qualitative research, factors like credibility, transferability, confirmability, and dependability are often used to evaluate how reliable the study is. These considerations are further described below, according to Guba (1981). *Credibility*. Building credibility entails proving that the results are accurate. Credibility is important for this study because it evaluates if the results accurately represent the realities and experiences of sophomore students who participate in extra-curricular activities. I conversed with the participants for a long time in order to gain a thorough understanding of their experiences and to increase my credibility. I also used triangulation, gathering information from

a variety of sources, including observations, interviews, and maybe questionnaires. In order to confirm the interpretations, I gave the participants a preliminary version of the findings as part of member checking. *Transferability*. The degree to which the results of this study can be used in different situations or with different populations is referred to as transferability. While the particular insights are closely linked to secondary school teachers' experiences in a specific educational environment, I gave thorough explanations of the research context and methodology. The study's transferability increased because these thorough, rich narrative enabled others, including educators, school administrators, and researchers, to assess how well the results apply to comparable contexts or populations. *Confirmability*. Confirmability deals with the study's objectivity by making sure that

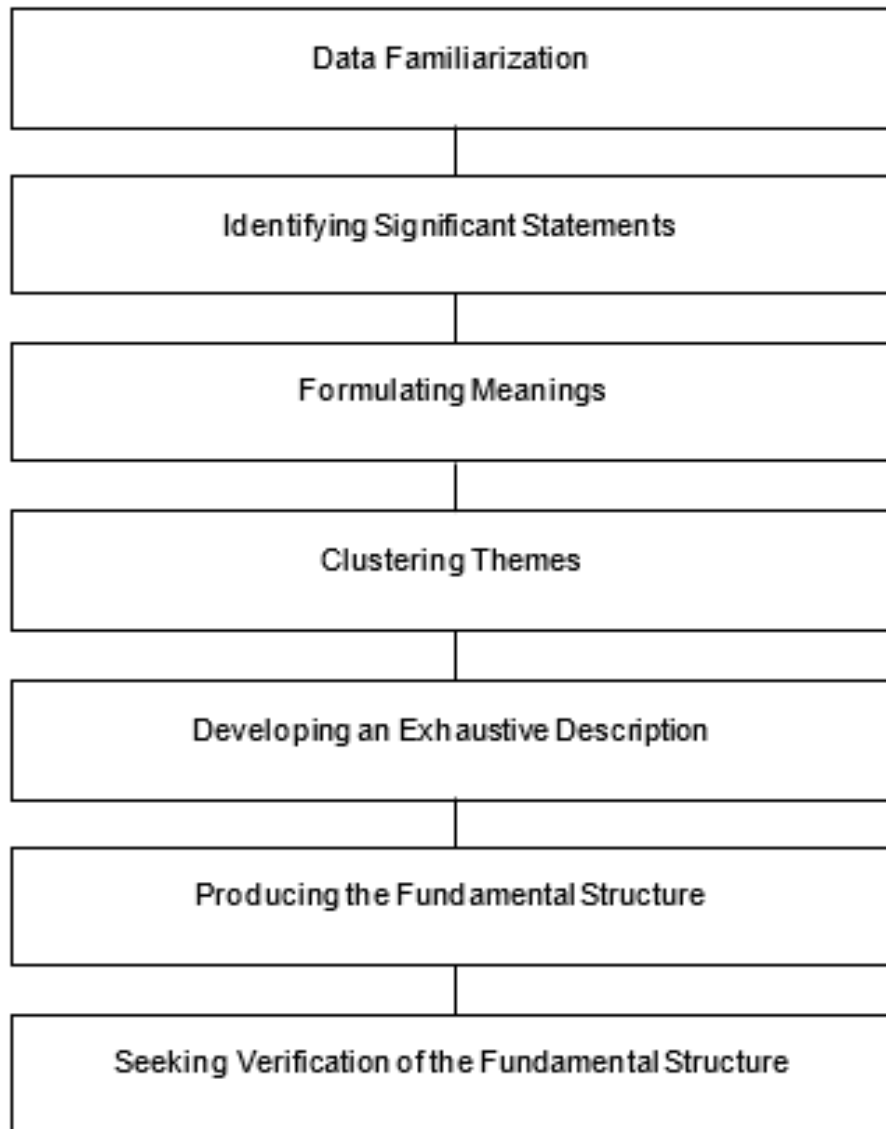


Figure 2: *Analytical Framework of the Study*

the respondents, not my personal prejudices or biases, shaped the findings. I kept a thorough audit trail that details every step of the research process, from data collection to data analysis decisions, in order to ensure confirmability. This methodological transparency made it possible for other researchers to evaluate the research's objectivity by following the study's development and going over the choices made. Dependability. Dependability is proving that the study results are reliable and repeatable in similar situations. Dependability in this study was attained through meticulous documentation of the entire research procedure, including the methods used for data collection and analysis. By ensuring that other researchers can duplicate the study and possibly produce consistent results, such documentation validates the dependability of the research. By following these standards, the research not only offered valid and trustworthy conclusions regarding the effects of work burnout among secondary school teachers, but it also offered a framework that researchers and other educators can use to compare similar learning environments. This methodology enhances the study's standing in the academic community and provides insightful information for upcoming studies and instructional design.

3. Results and Discussions

This chapter presents the results generated from the analysis of the gathered data from the interview including the themes and the comprehensive discussion which answer the objectives of the study. The themes that emerged from the gathered data were discussed in this chapter. The result presents the description and background of the participants along with their assigned pseudonyms to hide their identity.

3.1. Lived Experiences of Secondary School Teachers About Teacher Burnout in Their Profession.—This study discusses the teachers' experiences with work burnout thoroughly, and three themes emerged during the thematic analysis after the interview.

3.1.1. Heavy Workloads—According to the interview, one of the experiences of teachers that caused burnout in their profession is the heavy workload. Creating lesson plans, assigning grades, and handling administrative duties go well beyond regular school hours. Teachers are faced with an ever-increasing workload due to the need to fulfill academic standards, cover curriculum requirements, and handle the different needs of their students. Spending too much time in non-teaching responsibilities outside regular working hours contributes to the already heavy workload burdening teachers. Rather than allocating time for personal pursuits, educators find themselves inundated with paperwork that must be completed within the same day. This pattern repeats itself day after day, creating a recurring cycle of overwhelming non-teaching tasks for teachers. The participants IDI1, IDI5, IDI7, and FGD6 shared the same thoughts or sentiments. The volume of work that they need to do is draining their love and passion for teaching. Instead of getting excited daily to impart knowledge to the students, they face piles of papers and tasks. The constant pressure of their heavy work that may cause of burnout. According to an Arvidsson et al. (2019) study, low self-efficacy and high job demands are major contributors to teacher burnout. Changes in job demands and decision latitude over time are associated with changes in burnout rates. The excessive demands teachers get from the school, students, and school heads are affecting the effectiveness of the teachers. With the piling

paperwork, their attention is divided into many tasks that need to be finished in a short amount of time. Workload consistently stands out as one of the primary sources of teacher stress, especially as the teaching profession undergoes a process of intensification. This finding is similar to the results of the study conducted by Salmela-Aro et al. (2019). In their investigation, burnout teachers cited higher workloads as one of the primary contributing factors to their situation. The participants of this study shared the same sentiments. The volume of work that they need to do is draining their love and passion for teaching. Instead of getting excited every day to impart knowledge to the students,

3.1.2. Inadequate Support Systems— One of the most significant contributors to teacher burnout can be the lack of a supportive community of colleagues who can provide assistance and encouragement. In addition to being a physically demanding job, teaching also presents a number of psychological and professional difficulties. Teachers who don't have a support system may feel emotionally isolated and unable to talk to others about their experiences or ask for guidance, which can make their job more stressful. According to the narratives of the participants, having no supportive community inside the school greatly contributed to their feeling of burnout. The teachers expressed their frustration that because they have no one to turn to for help, they often feel isolated and disconnected. In the narrations of participants IDI3, IDI7, and FGD7, they shared the same idea about their experiences, which are the presence of supportive colleagues can significantly help alleviate the feeling of burnout the teachers feel in their profession. Having a positive and collaborative work environment in school fostered by supportive co-teachers and seniors lessens stress providing more room for an optimistic mindset. However, in the case of the participants in this study, some of them shared that they feel isolated by their colleagues and the

they were faced with piles of papers and tasks. According to Abos et al. (2019), achieving a balance between work and life is crucial for the well-being of teachers. This equilibrium lessens the emotional weariness that educators frequently endure, which might otherwise result in burnout. According to the study, teachers are better able to handle stress and preserve their general mental health when they can effectively manage their work obligations without letting them interfere with their personal lives. Thus, encouraging a work-life balance benefits teachers' overall health as well as their efficacy and longevity in their careers.

lack of support from mentors who should guide them is disheartening. Richards et al. (2018) highlighted in their study that social interactions among teachers are significant to their well-being. Collaborative efforts among educators can yield better support systems not just for their fellow teachers but for the students as well. Moreover, having support systems positively impacts the teacher's commitment to their profession as they will be satisfied with their job because of the people around them. Antoniou et al. (2022) assert that a key factor in preventing teacher burnout is the support they receive from their spouses and schools. This dual support system offers a thorough defense against the different stressors that come with being a teacher. Teachers can more effectively manage their professional challenges when they have support from the school, which can include administrative backing, professional development opportunities, and a positive work environment. Spousal support, on the other hand, provides teachers with a stable personal life that allows them to refuel and handle the demands of their jobs. Spousal support also provides emotional and practical support. When combined, these resources for support offer a strong framework that develops resilience and delays the onset of burnout.

3.1.3. Classroom Management Challenges—The emotional labor involved in managing classrooms adds another layer of complexity. In addition to imparting knowledge, teachers must also handle the complexities of individual learning needs, classroom dynamics, and student conduct. Over time, when educators work to establish inclusive and supportive learning environments, this emotional investment may become emotionally exhausting. Dealing with diverse students every day, teachers need to have a lot of energy and patience to effectively manage the whole classroom. Classroom management challenges are one of the factors that give teachers, the classroom managers, the most stress. Inside the four corners of the classroom, they need to be alert at all times to spot any disturbances and fix them before they become a bigger problem. Dealing with almost fifty students, teachers cannot have all that energy, time, and patience because they also have a lot of tasks to do. According to the participants, dealing with many students is exciting but very draining. The participants IDI2, FGD9, and IDI4 shared the same thoughts about their experiences, in the teaching professionals which was encounter numerous challenges in their work. These challenges contribute significantly to the stress they are feeling. Managing a classroom with many students having different needs is a

great hurdle they need to face every day. In this study, the classroom management challenges are one of the factors that causes teachers to feel burnout. Similarly, in the study of Subon and Sigie (2016), as cited in the paper of Ahmad et al. (2020), the rising instances of student misbehavior, student disengagement, and overcrowded classrooms are just some of the issues that cause job-related stress among teachers ultimately resulting in burnout. Challenging student behavior is also one of the factors that was identified by Carroll et al. (2020) as a source of teacher stress. Additionally, Salmela-Aro and colleagues (2019) also yielded similar results. According to their study, large class size is one of the primary contributing factors that causes burnout among the teachers who are involved in the study. Moreover, managing problematic students is really a battle. In the study of Prasojo et al. (2020), it is one of the common challenges that teachers confront. These factors negatively impact the daily experiences and well-being of educators because just like what participant IDI2 said, it is taking a toll on her energy and emotional reserves which will eventually exhaust her at the end of the day. Because of that, it also negatively influences how they function inside the classroom. Instead of disciplining the students who misbehave, teachers revealed that they just let it be.

3.2. Coping Mechanisms Employed by Secondary School Teachers—The issue of teacher burnout is prevalent and has implications that go beyond its direct effects on teachers' mental well-being. Unquestionably, burnout has a negative impact on teachers' mental health, but its effects also extend across the educational system, impacting children's aca-

ademic performance and schools' overall efficacy. Many studies provide evidence of teachers experiencing exhaustion and stress. They often succumbed to stress and pressure from the school administrators, students, parents, and even colleagues. This, in turn, would make them unable to function properly and effectively to teach the students and impart knowledge.

3.2.1. Attending Spiritual Upliftment—For educators who are experiencing burnout, attend-

ing spiritual upliftment such as prayer and meditation are effective coping strategies that pro-

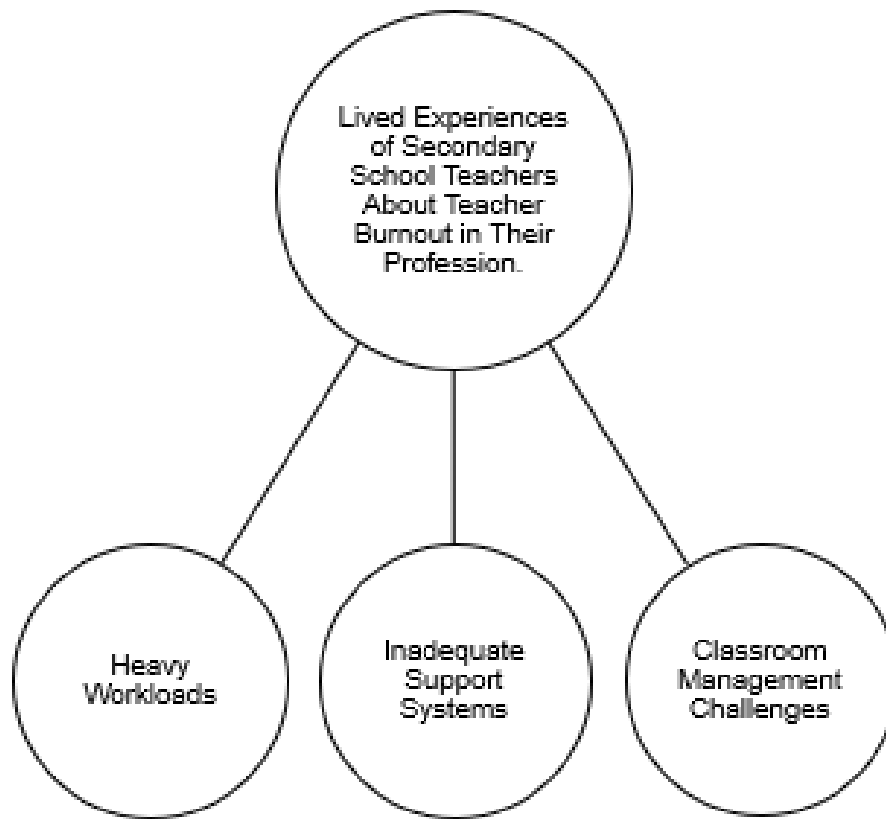


Figure 3. Lived Experiences of Secondary School Teachers About Teacher Burnout in Their Profession.

vide a variety of solutions to ease the psychological and emotional burdens of their work. Finding the time to reflect and recharge the mind to find inner peace helps teacher calm their mind and react to the challenges in a healthy manner. The participants mentioned that to navigate the challenges they encounter daily, finding time to pray and meditate helps ease their minds and find inner peace. This coping strategy allows them to reflect and clear their minds to approach another day with a calm and centered mindset. This is similar to the study conducted by Eyal and Roth (2011) cited in Ford et al. (2019) study

where it was found that self-reflection which includes meditation and prayer is proven to be beneficial in times of stress. Attending spiritual upliftment such as prayer and meditation offers many benefits to the teachers. Participants in this study stated that this serves as an antidote to the stresses of teaching, and it helped them navigate the classroom with a calm mind and centered mindset. The authors also added that through prayer and meditation, self-reflection can take place for they review what they have done, what they should have done, and what they will do if it happens again.

3.2.2. Building Professional Networks.— The creation and maintenance of professional networks are shown to be an effective coping mechanism for teacher burnout. These networks, which are marked by cooperation and peer support, give educators a forum to exchange stories and work together to overcome the difficulties that come with their line of work. The participants shared in their experiences that the lack of a support system contributed significantly to their feeling of burnout. These networks' strong school cultures and sense of belonging serve as a preventative measure against burnout, strengthening the teaching community and making it more resilient and content. As a coping strategy, they shared that they built professional networks. During the interview,

the participants were asked what coping mechanisms they utilized to mitigate work burnout. Amzat et al. (2021) also found in their study having a support system may help educators cope productively with stress. This comes along with sharing useful teaching skills and behavior management techniques that can be critical ways of coping with stress among educators. Professional networks provide opportunities for teachers to connect with their colleagues, share experiences, and talk about common challenges they encountered in their profession. Based on the narratives of the participants, the groups they formed, whether online, offline, or within the school community, not only widened their views but also offered them a community where they could find support.

3.2.3. Joining Professional Training— One proactive and successful coping mechanism to lessen teacher burnout is to take part in professional training. A more resilient and satisfying work experience can be had by educators who enroll in such programs, which provide possibilities for skill development, continuous learning, and self-improvement. Professional development not only improves instruction methods but also offers a number of ad-

vantages that cover several facets of teachers' well-being. One of the factors that contributed to the feeling of burnout of the participants was the challenges in classroom management. It is indeed difficult to manage a classroom with almost fifty students with different needs. As a strategy, the participants shared that they joined professional training such as workshops and seminars to further their knowledge and to equip themselves with strategies for dealing with prob-

lems that come their way. During the interview, the participants were asked what coping mechanisms they utilized to mitigate work burnout. According to Kamtsios (2018), burnout may be lessened by addressing particular issues and providing chances for professional growth. Hence, if teachers participated in professional development courses that focus on teaching and learning processes, they could develop skills to understand student development and tackle challenges efficiently. Participation in professional development also fosters a sense of professional efficacy and purpose. Teachers' enthusiasm for their work may be rekindled when they observe the positive effects of new techniques and abilities in the classroom. Teachers who have a refreshed sense of purpose discover intrinsic motivation in their potential to positively impact their student's lives, which serves as a potent

3.3. Insights Gained from the Secondary School Teachers in Dealing with Burnout— Teachers hold a revered status in contemporary society, often regarded as modern heroes. Their role extends beyond the mere transmission of academic knowledge; they play a crucial part in shaping the intellectual and social growth of students in basic education. Their influence extends beyond textbooks, encompassing the development of knowledge, attitudes, and values in students. In the formative years of

*3.3.1. Self-reflect—*Establishing profound self-awareness through self-reflection is essential to enhancing individual resilience. According to Cioloca, Bocoş (2023), teacher's managerial skills are enhanced when they incorporate reflection into their lessons on a regular basis. Effective coordination of one's own actions is implied by the way teaching is organized, the capacity for self-observation and self-analysis, the ability to plan lessons ahead of time, the

counterbalance to burnout. The results of this study yielded similar results to the study conducted by Al-Ani, Ahmadu, and Kaur (2021) about teacher burnout and coping strategies. Their study revealed that one of the themes suggests that if teachers were given proper training they may face in teaching and learning, they are more likely to find it easier to cope with the challenges involved in the profession. The participants shared that they constantly engage in professional training, seminars, and workshops not just to enhance their teaching skills but to also restore their passion and commitment to teaching. Figure 4 shows the coping mechanisms employed by secondary school teachers in response to burnout. The three themes were emerged from this experienced: attending spiritual upliftment, building professional networks and joining professional training.

school life, teachers serve as surrogate parents, guiding and influencing the experiences of their mentees. Despite daily challenges and commitments, teachers tirelessly dedicate themselves to advancing the learning process, impacting both the cognitive and social development of their students (Jolejole-Caube, Dumlao, and Abocejo, 2019). In essence, teachers play a multifaceted role, acting as educators, mentors, and nurturers in the crucial journey of their students' educational and personal development.

ability to get to know students well, the ability to solve problems in a variety of situations, and the ability to prepare the necessary educational resources. Understanding one's own strengths, shortcomings, and coping methods is made possible by the deliberate observation of thoughts, feelings, and experiences. Finding successful coping mechanisms and opportunities for development in the face of adversity is made possible by the process of self-reflection.

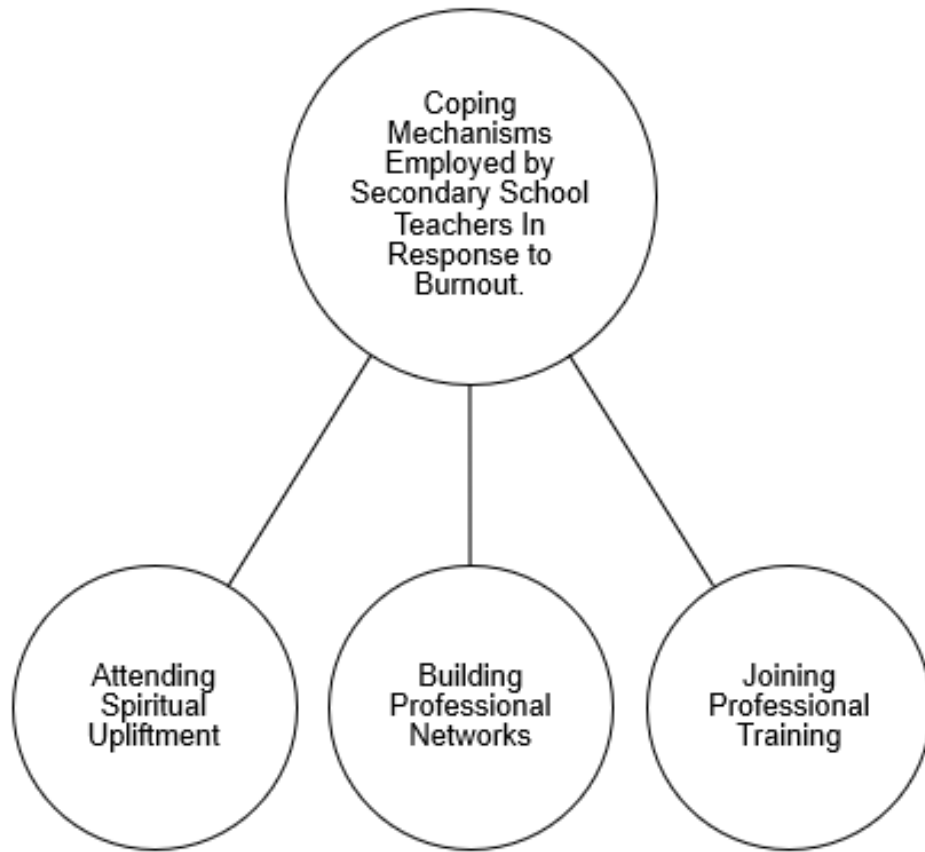


Figure 4. *Coping Mechanisms Employed by Secondary School Teachers*

A positive outlook, emotional intelligence, and ongoing personal development are further benefits of self-reflection. Ultimately, it is essential to building resilience because it enables people to face obstacles with a more self-aware and flexible perspective. In a study conducted by Moradkhani et al. (2017), intensive reflection not only fosters deeper identity connections and

stronger emotional bonds for teachers but also enhances their self-efficacy, thus fortifying them against potential burnout triggers (as cited in Shirazizadeh Karimpour, 2019). In this study, the participants were asked during the interview about their suggestions and recommendations to the teachers who are struggling to deal with stress and pressure in their profession.

3.3.2. Support System—Seeking support while experiencing teacher burnout is critical since it has a complex impact on educators' well-being and productivity. Teacher burnout frequently causes emotional exhaustion and feelings of isolation; thus, it is critical for educators to communicate their experiences with colleagues, mentors, or friends. This not only provides emotional relief but also affirms their sentiments and difficulties. Seeking help allows you to get other viewpoints and helpful suggestions, which fosters a collaborative approach to issue resolution. Furthermore, it prevents the isolation that is often associated with burnout by connecting teachers to a supportive group and breaking the cycle of loneliness. Peer and

mentor support can help you advance in your career, improve your teaching skills, and enjoy your job. Administrative support emerges as another vital coping mechanism for teachers (Prather-Jones, 2011) through an exploration of the factors influencing teachers' career decisions. The research of Aboejo (2014) indicates that teachers prioritize having principals who enforce consequences for misconduct. Moreover, creating a conducive environment that fosters shared decision-making opportunities and facilitates the development of relationships with fellow teachers in the school are key components of administrative support. These elements contribute significantly to teachers' well-being and resilience in the face of professional challenges.

The experiences and coping mechanisms that secondary school teachers have with burnout are the subject of this study, which has the potential to greatly impact educational management by directing the creation of focused policies and interventions that promote teacher wellbeing and lessen burnout. Results from the study can be used to inform attempts to create a supportive school climate that prioritizes the well-being of teachers, as well as to construct professional development programs specifically targeted to the requirements of secondary school teachers. Additionally, management may establish more appealing and long-lasting work environments by having a better

awareness of the elements driving teacher recruitment and retention. The study also emphasizes the value of encouraging teachers to engage in reflective practice, as this can help to reduce burnout and support further professional development. All things considered, educational management can raise teacher retention rates, increase school effectiveness, and eventually improve student learning results by addressing burnout and promoting teacher well-being. Figure 5 shows the educational management Insights Gained from the Study of Teachers Dealing with Burnout. Two themes emerged from this experience, namely, Self-Reflection and a support system.

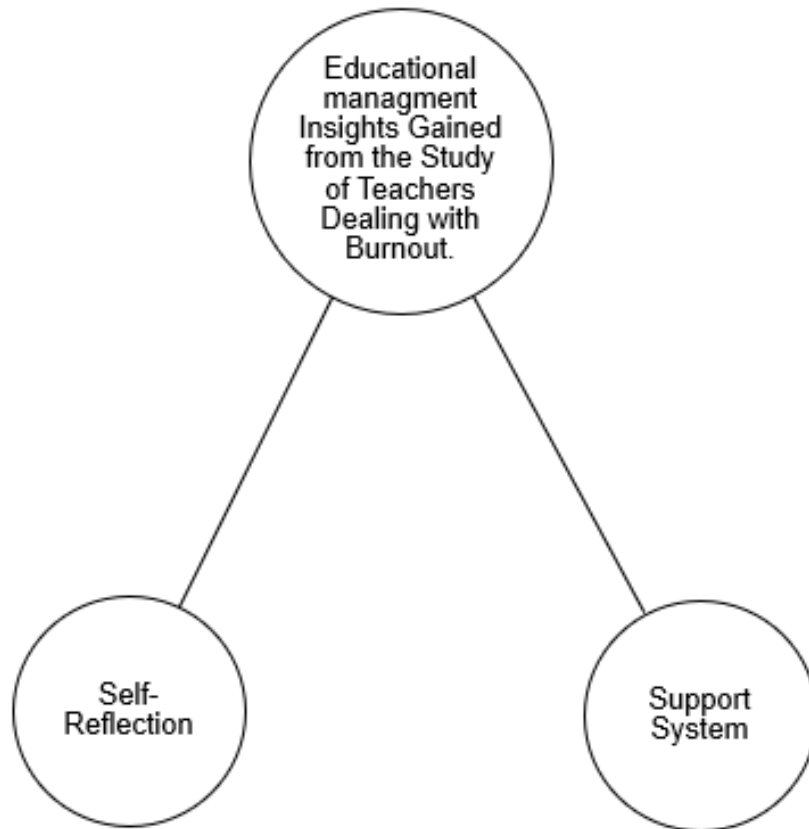


Figure 5. *Insights Gained from the Secondary School Teachers in Dealing with Burnout.*

4. Implications and Future Directions

This chapter provides a brief overview of the research conducted, followed by examining the implications derived from the obtained findings. Moreover, the study discussed the prospective avenues for further exploration of burnout in the teaching profession across different educational levels. This research study aims to illuminate the real-life narratives of secondary school teachers concerning the burnout they encounter in their profession. The objectives include comprehending the key factors that contribute significantly to work burnout among teachers and exploring the coping strategies they employ. The study was conducted with the intention of gaining insights into these aspects of teachers' professional lives. The experiences of secondary school teachers revealed three themes contributing to their work burnout. Similarly, three themes surfaced regarding the coping strategies employed by these teachers to alleviate burnout. Additionally, two themes emerged from the insights gained from the study's findings, shedding light on the nuanced dynamics of teacher burnout and how educators navigate and respond to these challenges. The three themes that emerged under secondary school teachers' experiences regarding work burnout encompass heavy workloads, inadequate support systems, and classroom management challenges. The recurring themes drawn out from the factors that significantly contributed to the feeling of burnout among teachers infer that there are so many challenges that teachers face every day, and each of them causes them overwhelming stress and emotional exhaustion.

4.1. Findings—The consequences of a heavy workload on teacher burnout necessitate prompt action. Professional development programs that concentrate on time management and stress reduction are critical. Here were the coping mechanisms employed by secondary school teachers in response to burnout. The three themes emerged from this experience: attending spiritual upliftment, building professional networks, and joining professional training. It is critical to foster a positive school culture that emphasizes work-life balance while also fostering open communication and mutual support. The impact of classroom management difficulties on teacher burnout emphasizes the need for focused interventions and continued professional development to provide instructors with effective strategies. Mentorship and specialized support are especially important for novice teachers. Facing countless stressors and being exhausted all the time due to excessive administrative tasks, an unsupportive working environment, and challenges in managing the classroom can eventually lead to work burnout among teachers. To mitigate this problem, they must employ coping strategies that work effectively against these stressors. The coping mechanisms that secondary school teachers employed revealed three recurring themes: prayer and meditation, building professional networks, and joining professional training. The potential benefits of adopting prayer and meditation as coping techniques for teacher burnout point to including these practices in well-being initiatives. Educational institutions should acknowledge spirituality's role in resilience and encourage holistic methods. Professional development activities should include mindfulness, prayer, and meditation training to help teachers manage stress and build resilience. Individuals should be given the flexibility to engage in these practices in supportive contexts that respect their diverse beliefs. Advocacy for holistic well-being calls on institutions to acknowledge and incorporate spiritual practices within teacher support programs. Finally, the educational management insights gained from studying teachers dealing with burnout were discussed. Two themes

emerged from this experience: Self-Reflection and a support system. The advantages of developing professional networks to reduce teacher burnout highlight the necessity for educational institutions to actively promote networking opportunities. Professional development should focus on interpersonal skills, enabling teachers to form supportive relationships. It is critical to have a positive school culture that promotes collaborative connections through policies that encourage mentorship and collaborative planning. The advocacy for embedding networking into teacher well-being efforts encourages institutions to acknowledge its positive influence. Collaboration among educators, administrators, and professional organizations is required to develop evidence-based initiatives that leverage professional networks for teacher resilience and well-being. The outcomes of participating in professional training to reduce teacher burnout emphasize the need for institutions to prioritize continual learning. Professional development activities should address burnout-related issues, providing teachers with new tools and resources. It is critical to foster a culture that appreciates training participation and allows for easy access to appropriate seminars. Advocating for professional development as a key component of teacher support emphasizes the

necessity of sponsoring activities that improve educators' skills and keep them up to date on best practices. Collaboration among educators, administrators, and training providers is critical for tailoring programs, addressing unique difficulties, and supporting ongoing teacher growth. From the experiences of the teachers that caused them to feel burnout in their profession, to the coping mechanisms they employed to combat work burnout, insights were drawn, and two themes emerged. The two themes include self-reflection and seeking support. Actively seeking support for burnout among teachers improves education. This proactive strategy improves mental well-being, resilience, and job satisfaction. Classroom benefits include developing excellent teacher-student connections and creating nurturing learning environments. Seeking help also encourages continual professional development, which leads to better teaching methods. It serves a critical role in lowering turnover rates and maintaining school stability. Furthermore, encouraging collaboration among educators and serving as good student role models leads to a larger culture shift in education that prioritizes well-being and support. In essence, asking for help improves teaching quality and enriches the educational experience.

4.2. Implications—The results of my analysis revealed the following significant findings. The three themes that emerged under secondary school teachers' experiences regarding work burnout encompass heavy workloads, inadequate support systems, and classroom management challenges. The recurring themes drawn out from the factors that significantly contributed to the feeling of burnout among teachers infer that there are so many challenges that teachers face every day, and each of them causes them overwhelming stress and emotional exhaustion. The coping mechanisms employed

by secondary school teachers in response to burnout. The three themes emerged from this experience: attending spiritual upliftment, building professional networks, and joining professional training. It is critical to foster a positive school culture that emphasizes work-life balance while also fostering open communication and mutual support. Finally, the educational management insights gained from studying teachers dealing with burnout were discussed. Two themes emerged from this experience: Self-Reflection and a support system. Professional development should focus on inter-

personal skills, enabling teachers to form supportive relationships. It is critical to have a positive school culture that promotes collaborative connections through policies that encourage mentorship and collaborative planning. The advocacy for embedding networking into teacher well-being efforts encourages institutions to acknowledge its positive influence. Educators, administrators, and professional organizations must collaborate to develop evidence-based initiatives that leverage professional networks for teacher resilience and well-being. From the experiences of the teachers that caused them to feel burnout in their profession, to the coping mechanisms they employed to combat work burnout, insights were drawn, and two themes emerged. The two themes include self-reflection and seeking support. Actively seeking support for burnout among teachers improves education. This proactive strategy improves mental well-being, resilience, and job satisfaction. Classroom benefits include developing excellent teacher-student connections and creating nurturing learning environments. Seeking help also encourages continual professional development, which leads to better teaching methods. It serves a critical role in lowering turnover

4.3. Future Directions—This study offers an in-depth exploration of the experiences, particularly the factors causing burnout among teachers, coping mechanisms to mitigate work burnout, and insights into secondary school teachers experiencing burnout in their profession. By capturing the real life of these teachers, valuable data was collected to inform recommendations, suggestions, and future directions for key stakeholders in education, such as policymakers, administrators, teachers, and future researchers. The findings of this study serve as a foundation for evidence-based decision-making and provide practical guidance for improving the experiences of educators offering

rates and maintaining school stability. Furthermore, encouraging collaboration among educators and serving as good student role models leads to a larger culture shift in education that prioritizes well-being and support. In essence, asking for help improves teaching quality and enriches the whole educational experience. I utilize the Job Demands-Resources Model in conjunction with Lazarus and Folkman's Transactional Theory of Stress (1984) to thoroughly understand teacher burnout in my research on burnout experiences and coping mechanisms used by secondary school teachers. The relationship between our assessment of our capacity for coping and the demands of our jobs is highlighted by Lazarus and Folkman's theory, and this relationship is critical to understanding how teachers view and handle the difficulties that come with their jobs. The Job Demands-Resources Model also emphasizes how important job resources are in reducing the negative effects of job demands on burnout, such as autonomy and support. I hope to investigate how we manage work demands, assess our coping mechanisms, and ultimately, how these aspects influence our experiences of burnout, by incorporating these theories into my research.

them a healthier teaching environment. For Policy Makers. To effectively alleviate the feeling of burnout among teachers, policymakers are encouraged to advocate for the creation and implementation of policies that promote teacher well-being. Policies should address workload difficulties, give resources for professional development, and establish channels for seeking mental health care. Additionally, they should collaborate with teacher unions and educator associations to tackle burnout together. Engage in open discussions with these organizations to better understand teachers' issues and collaborate on solutions. For School Administrators. School administrators play a vital role in creating a

healthy and supportive school culture that prioritizes the well-being of teachers. They should encourage open communication, teamwork, and a sense of community among personnel. Furthermore, school heads need to initiate clear channels of communication between administrators and teachers as well as regular check-ins, feedback sessions, and chances for instructors to share their concerns help to foster a transparent and supportive workplace. The consequences of a heavy workload on teacher burnout necessitate prompt action. School administrators may evaluate and adapt rules to strike a reasonable balance. Professional development programs that concentrate on time management and stress reduction are critical. Schools should provide tools and support mechanisms to help teachers manage their obligations more effectively. It is critical to foster a positive school culture that emphasizes work-life balance while also fostering open communication and mutual support. Advocacy for teacher well-being is critical, and legislators should prioritize efforts to minimize workload-related stress. Collaboration among educators, administrators, and policymakers is critical for identifying systemic concerns and developing evidence-based treatments that promote long-term solutions for teacher well-being.

For Teachers. Teachers can avoid burnout by prioritizing self-care, establishing boundaries, and managing their time properly. Building a solid support network, pushing for resources, and cooperating with coworkers all contribute to a great workplace culture. Small triumphs, keeping professional boundaries, and cultivating mindfulness are all important. Embracing a growth attitude, having realistic objectives, and

engaging in constant reflection promote professional development and a long-term teaching career. The implications of insufficient support from colleagues and mentors for teacher burnout highlight the importance of cultivating a supportive professional climate. Schools should prioritize comprehensive mentorship programs, encourage open communication, and promote a good, collaborative culture. Professional development activities should prioritize improving interpersonal skills, facilitating mutual support, and fostering cohesive workplaces. Advocating for supporting policies was critical, and educational institutions should stress mentorship and collaborative planning. Collaboration among educators, administrators, and policymakers is required to develop evidence-based solutions that address the underlying reasons for inadequate support, hence improving teacher well-being and satisfaction.

For Researchers. Future researchers can investigate a variety of dimensions to have a better understanding. Burnout research spanning varied demographics and cultural backgrounds provides nuanced insights, whereas longitudinal studies can track burnout's progression over time. Comparative research between educational settings or countries can provide a broad perspective, and assessing the success of treatments is critical for developing specialized methods. Advances in research methodology, such as mixed methods, can improve the trustworthiness of results. Furthermore, investigating the impact of developing educational trends and technology advances on burnout ensures relevance in the ever-changing educational scene.

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