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School Climate and Burnout among Mathematics Teachers as Basis for Teacher Empowerment Action Plan: A Convergent Parallel Design

Marian Kaye F. Gallego[1*]

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ABSTRACT

This mixed methods study, employing a convergent design, aimed to investigate the school climate and burnout among mathematics teachers in Davao City. The participants were identified utilizing purposive sampling. Results yielded a significant negative correlation between school climate and burnout, and faculty relations, in its singular capacity significantly predicted burnout among the mathematics teachers. Moreover, the qualitative data of this study were gathered from the participants through the in-depth interview and focus group discussion, both required the participants to answer open-ended questions. Through thematic analysis, the researchers unearthed five essential themes from the participants' lived experiences. In totality, the nature of data integration is merging-converging. A teacher empowerment action plan was proposed based on the results and findings.

INTRODUCTION

Burnout is a distinct psychological state that arises due to enduring workplace stress characterized by emotional exhaustion, depersonalization, and low personal accomplishment (Maslach, 1993; García-Carmona *et al.*, 2018; Shackleton *et al.*, 2019). One of the professions that is highly susceptible to this is the teaching profession (Ghanizadeh & Jahedizadeh, 2015). Heavy workload (Carlotto, 2011; Sichambo *et al.*, 2012; Helou *et al.*, 2016; Madrigal *et al.*, 2018) is one of the reasons for teachers' burnout. Mateo (2018) highlighted that this includes both teaching and non-teaching tasks. Teachers, apart from their normal duties such as preparing lessons and activities for classroom discussions, facilitating learning in the classrooms, and checking quizzes and examinations, also have other roles like organizers of school events, coaches of student-athletes, and counselors for students and parents. Teachers are managing all these workloads while handling a high number of students (Carlotto, 2011; Watts & Robertson, 2011; Sichambo *et al.*, 2012; Lagon, 2015), and dealing with students' misbehaviors and discipline problems (Jacobson, 2016).

Additionally, the time demands of teaching are also a contributing factor to the burnout of teachers. The long hours of teaching (Jomuad *et al.*, 2021), poor scheduling practices that require teachers to work on weekends and holidays (Gorblyansky *et al.*, 2020), and the number of remedial classes that teachers are required to conduct (Sichambo *et al.*, 2012). Under RA 1800, the Civil Service Commission requires public school teachers to render eight hours of service per day. Aside from the eight hours of actual teaching, they are also expected to gather pertinent documents of students, accomplish forms for submission, and prepare for observers during classroom demonstrations (Albert *et al.*, 2019). Apart from the reasons mentioned, there are also other contributing factors to teachers' burnout such as inadequate resources in schools (Aydin & Kaya, 2016), poor school management, lack of specific organizational objectives (Zhou & Wen, 2007), seniority and tenure (Angus & Luna-Angus, 2023), perceived low salary (Reyes, 2018), low self-efficacy (Xiaofeng, 2021; Mijakoski *et al.*, 2022), society's expectations, national policies, and absence of social support (Xiaofeng, 2021).

Researchers from different countries (Oberle & Schonert-Reichl, 2016; O'Neal *et al.*, 2018; Yorulmaz & Altinkurt, 2018) have documented that teachers' burnout dramatically reduced their quality of life, which forced them to look for better opportunities. In fact, as per data from the National Center for Education Statistics in 2018, under the U.S. Department of Education, it was revealed that approximately 51 percent of public school teachers who exited the teaching profession between 2014 and 2017 expressed that the demands of their workload were more manageable in their new roles compared to their teaching positions. Furthermore, 53 percent of individuals who left public school teaching reported that their overall working conditions had improved in their current employment compared to their previous teaching positions.

School Climate and Burnout

In recent years, there has been a significant body of concerning literature highlighting the declining status of the teaching profession and the deteriorating working conditions experienced by teachers, which contribute to teacher burnout. Among teachers, their psychological well-being, professional self-evaluation, and overall disposition are most adversely affected by factors such as poor working conditions, subjectively perceived low

[1] College of Teacher Education at the University of Mindanao, Davao City, Philippines
[*] Corresponding author's e-mail: mgallego@umindanao.edu.ph

salaries, mismanagement of the education system, and the increasing need to work with larger groups of students, many of whom are becoming increasingly unmotivated and uncreative when it comes to completing both teaching and non-teaching tasks (Clipa, 2017). These factors, whether objective or subjective, play a substantial role in the development and prevalence of burnout syndrome, particularly among teachers.

Given the current circumstances and challenges faced by teachers and educators, there is a notable increase in complaints regarding the demanding nature and volume of their tasks, which takes a toll on their physical and emotional well-being. The existing challenges within the Philippine educational system create a real environment for teachers to experience burnout. In fact, over the past three decades, Filipino teachers have earned recognition as one of the most overworked professionals. The daily challenges teachers face, including dilapidated classrooms, overcrowded classes, and a lack of teaching materials, among other issues, make their already demanding work even more challenging (Sodusta & De Leon, 2018).

Stokes (2016) argued that positive school climate bears direct relationship to teacher burnout. In his study, he found out that positive school climate is associated with the non-existence of social behavior issues such as discipline problems of students, and conflict among faculty members which somehow contributes to teacher burnout. Furthermore, he elaborated that positive school climate allows teachers to collaborate and be mentored by superiors and colleagues making them feel effective and successful in their classroom instructions and task completion. Additionally, the study conducted by Hu *et al.* (2019) shed light on the mechanisms through which school climate can mitigate teacher burnout. The authors discovered two key insights. First, they found that a more collegial leadership approach can effectively boost teachers' well-being. Second, school leadership can cultivate a supportive climate, which, in turn, alleviates teachers' stress by enhancing their professionalism.

Teacher burnout is a timely and significant issue with major implications for Filipino teachers. While numerous studies on burnout exist, there is a lack of research specifically examining mathematics teacher burnout. This study will also investigate how school climate and its dimensions may contribute to or help prevent mathematics teacher burnout. Additionally, we need more qualitative research to capture the experiences of Filipino mathematics teachers regarding this phenomenon. With insight into these connections, the researchers develop an effective teacher empowerment action plan.

Research Questions

The main problem of this study was to determine the relationship between school climate and the burnout status of mathematics teachers. Specifically, to provide guidance to the definite purpose of the study, the researchers sought the answers to the following specific questions:

1. What is the status of the school climate and burnout of the mathematics teachers?
2. Is there a significant relationship between the school climate and the burnout status of mathematics teachers?
3. Which domains of school climate significantly influence the burnout status of mathematics teachers?
4. What are the experiences of the mathematics teachers concerning school climate and burnout?
5. To what extent do the qualitative data corroborate with the quantitative data?
6. Based on the findings, what teacher empowerment action plan for mathematics teachers could be developed?

Framework of the Study

The researchers anchored this study mainly on the Multidimensional Theory of Burnout Framework of Maslach (1993). The multidimensional theory conceptualized burnout in terms of its three core components: emotional exhaustion, depersonalization, and reduced personal accomplishment. This study is

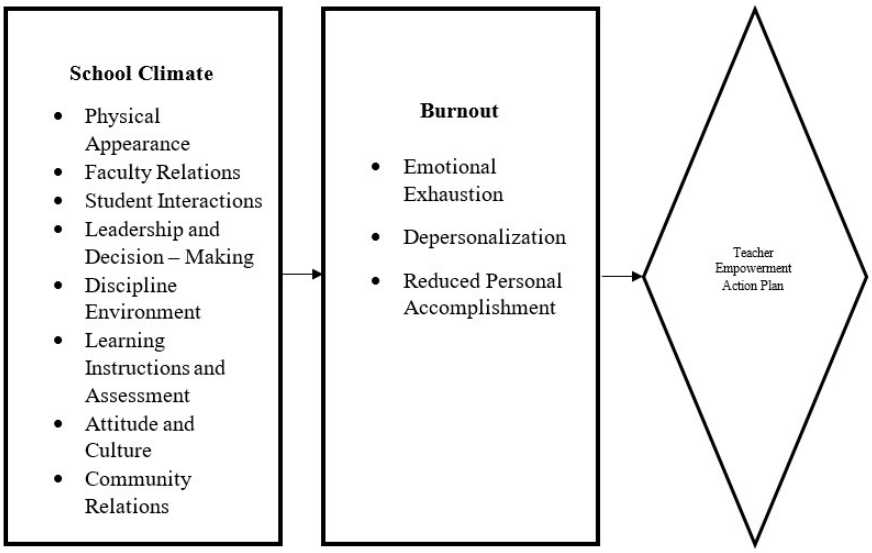

Figure 1: Framework of the Study

also anchored on Self- Determination Theory (SDT) of Deci and Ryan (2002), which posited that an individual's motivation is essential for one's psychological health as it also centers on the assumption that environmental factors are critical because they can facilitate motivational factors, which in turn influence individual's optimum functioning. This study investigated the relationship between school climate and the burnout status of mathematics teachers. The independent variable is the school climate which includes the physical appearance, faculty relations, student interactions, peer interactions, leadership and decision making, discipline and management environment, learning instructions, and assessment, attitude and culture, and community relations. The dependent variable, on the other hand, is defined in terms of the three dimensions: emotional exhaustion, depersonalization and reduced personal accomplishment.

METHODOLOGY

Research Design

This study utilized the mixed methods approach specifically the convergent design. Creswell (2012) described mixed methods approach as an approach that involves collecting both quantitative and qualitative data while convergent design means simultaneously collecting both quantitative and qualitative data, merging the data for final interpretation, and using the results to analyze, understand, and answer research problems. In the quantitative phase, descriptive correlation design was used to analyze numerical data of teachers' perspectives regarding burnout and school climate, gathered through a survey questionnaire with close-ended questions. For the qualitative phase, the researchers used the phenomenological approach to understand the lived experiences of the teachers regarding school climate and burnout.

Participants

The participants for this study for both the quantitative and qualitative phases were the mathematics teachers in the public secondary schools in the First Congressional District of Davao City. In the quantitative phase, the researchers utilized purposive sampling in the selection of the participants. The participants of the study were composed of 150 secondary Mathematics teachers from the said public secondary schools. Inclusion and exclusion criteria were considered in choosing the participants. In the qualitative phase, participants were purposively selected for the in-depth interview (IDI) and focus group discussion (FGD). Crouch and Mckenzie (2006), postulated that for FGD, the recommended sample size is seven to eight participants. Seven participants joined in the focus group discussion and 10 participants joined the in-depth interview.

Instrument

The quantitative data of this study were gathered from the participants using two adapted survey questionnaires. The first instrument was the School Climate Assessment Instrument which was used to measure the school climate adapted from Alliance for the Study of School Climate (2019). The said questionnaire consists of 40 items reflecting eight categories namely: physical appearance, faculty relations, student interactions, leadership and decision-making, discipline and management environment, learning instruction and assessment, attitude and culture, and community relations. The second quantitative instrument used to measure the burnout of teachers was the adapted questionnaire, The Teacher Burnout Instrument (TBI) which was developed and validated by Batulan (2003), as it highlights teacher burnout sensitive to the present organizational set up of the Philippine educational setting and to the culture of Filipino teachers as well. The instrument is composed of 46 items having the following three categories: emotional exhaustion, depersonalization, and reduced personal accomplishment.

Data Collection

The researchers secured permission from the Schools Division Superintendent to conduct the study in the schools under the First Congressional District of Davao City. The researchers also asked permission from the principals of the respective schools. After receiving permission from the school principals, the researchers coordinated with the mathematics coordinator and heads of each school. The researchers administered and retrieved the survey questionnaires dependent on the schedule and availability provided by each school's coordinator. After receiving the questionnaires, the data were then immediately encoded, analyzed and interpreted.

Data Analysis

In quantitative phase, the researchers used mean and standard deviation to determine the status of school climate and burnout of teachers, Pearson r to determine if there is a significant relationship between the two variables, and multiple regressions to test the significant influence of the domains of school climate towards burnout of mathematics teachers. In the qualitative phase, the data from the focus group discussion and in-depth interviews were descriptively interpreted using thematic analysis. With a qualitative data, the thematic analysis identifies patterns or themes. The results of both the qualitative and quantitative data were triangulated to identify whether results are correlated. The combined interpreted data were used as a guide in the formulation of empowerment action plans for teachers.

RESULTS AND DISCUSSION

The status of school climate of the public secondary mathematics teachers of First Congressional District of Davao City. It obtained an overall mean of 4.03, which is high. An overall standard deviation of 0.50 is less than one indicating that the participants' ratings vary minimally. The teachers showed concern for the physical appearance ($\bar{x}$=4.23) of their schools by observing cleanliness and

maintaining orderliness in their classrooms and faculty rooms. The results support the contention of Fisk *et al.* (2016) who mentioned that teachers who consider their classrooms and surroundings as environmental concerns can contribute in creating a positive climate. In terms of faculty relations ($\bar{x}$=4.06), collaboration and mutual respect are observed among faculty members as they develop positive relationships with each other. The result is similar to Tschannen-Moran and Areis (2015) who emphasized on building strong relationships between faculty and colleagues where they can exchange ideas and knowledge in improving learning and classroom instruction is important as it is needed for a healthy and productive work environment. For student interaction ($\bar{x}$=3.75), teacher participants observed involvement and participation of students in the classroom activities and on the school events as a whole. The result supports the idea of Owens (2019) who noted the importance of establishing a supportive and reassuring climate between teachers with their students, as well as the nature of peer interaction is beneficial for the development of positive learning climate for students. In terms of leadership and decision making ($\bar{x}$=3.99), teachers feel comfortable with their school leaders and administration since their administrators consider their welfare and see the school climate a necessary interest. School principals who truly collaborate with teachers when making decisions, promote openness that sparks creativity, and support teachers' growth through professional conversations create a more fruitful work setting (Murtedjo & Suharningsih, 2018).

Table 1: Status of School Climate of Mathematics Teachers

Indicators	**Mean**	**SD**	**Description**
Physical Appearance	4.23	0.57	Very High
Faculty Relations	4.06	0.66	High
Student Interactions	3.75	0.63	High
Leadership and Decision-Making	3.99	0.69	High
Discipline Environment	4.13	0.57	High
Learning/Assessment	4.14	0.66	High
Attitude and Culture	3.88	0.66	High
Community Relations	4.05	0.69	High
Overall Mean	**4.03**	**0.50**	**High**

When it comes to discipline environment ($\bar{x}$=4.13), there is a school-wide policy, which is participated by both students and teachers. In other words, rules are followed by both. Moreover, when disciplining students, teachers are factual, fair, and consistent. This finding is similar to Kern and Kim (2016) who confirmed that discipline is not anymore about the system of rules, punishments, and behavioral strategies used for the regulation of student behaviors, but it is about providing an environment in which positive teaching and learning can simultaneously occur. In terms of learning and assessment ($\bar{x}$=4.14), teaching and learning processes are both participated by teachers resulting in more learning opportunities and engagements for students and a better teaching performance from teachers. It is also congruent with Cole-Foppe (2016) who emphasized the vital connection between a positive school climate and students' academic success. Cole-Foppe argued that all students need access to encouraging school environments that promote engagement and achievement. Providing supportive conditions enables students to flourish in their learning. Attitude and culture ($\bar{x}$=3.88) that are present in a school may influence not only the student's development but also the establishment of a positive and productive working environment for teachers. A school with a supportive climate can become a place students and teachers look forward to attending daily, an institution parents appreciate and actively assist, and a point of pride within the broader community (Oranica, 2015). When it comes to Community Relations ($\bar{x}$=4.05), teachers see a positive relation with the community they are in. Further, Posey (2017) discussed, schools that promote positive climates satisfy the needs of teachers and students. This leads to stronger connections between school community members, increased dedication to the school's purpose, and a greater willingness to embrace school guidelines.

Table 2: Status of Burnout among Mathematics Teachers

Indicators	**Mean**	**SD**	**Description**
Indicators	Mean	SD	Description
Emotional Exhaustion	2.77	1.09	Moderate
Depersonalization	2.60	1.16	Moderate
Reduced Personal Accomplishment	1.88	0.78	Low
Overall Mean	**2.26**	**0.77**	**Low**

The status of burnout among the secondary mathematics public school teachers in the First District of Davao City obtained a mean of 2.26, which is low. An overall standard deviation of 0.77 is less than one indicating that the ratings of the participants vary minimally. Based on the results, the teachers have moderate level of emotional exhaustion ($\bar{x}$=2.77). Tuxford and Bradley (2015) concluded that teachers who reported higher levels of exhaustion were more likely to have lower levels of enjoyment in their work and a higher frequency of experiences related to anger, which could potentially contribute to teacher burnout. Additionally, the teachers have a moderate level of depersonalization ($\bar{x}$=2.60). This is also a positive result since based on the study of Benita *et al.* (2018), depersonalization predicts classroom disruption. They highlighted the importance of studying depersonalization as a distinct and maladaptive interpersonal phenomenon, especially for human services individuals, which include teachers.

They also suggested the important role of intrinsic orientation for teaching in preventing teacher depersonalization. Lastly, the teachers have a low level of reduced personal accomplishment ($\bar{x}$=1.88). This denotes that when teachers feel effective and confident with their ability to perform their jobs, they can significantly create and adapt a desirable approach to their school work and responsibilities, thus reducing their risk of burnout (Richards *et al.*, 2018).

Table 3: Relationship between School Climate and Burnout among Mathematics Teachers

	Burnout		
	R	**p – value**	**Remarks**
School Climate	-.294**	0.00	Significant

***Correlation is significant at 0.01 level (2-tailed)*

The result shows that the school climate and burnout have a negative low degree of correlation that is statistically significant with p-value that is less than alpha of .05 ($r = -.294$, $p<.05$). It means that as the level of school climate increases, the level of burnout decreases. It further implies that the more positive school climate is observed, the lesser is the burnout experienced by the teachers. The result supports the idea of Hu *et al.*, (2019) who shed light on the mechanisms through which school climate can mitigate teacher burnout. The authors discovered two key insights. First, they found that a more collegial leadership approach can effectively boost teachers' well-being. Second, school leadership can cultivate a supportive climate, which, in turn, alleviates teachers' stress by enhancing their professionalism.

The result also confirms Stokes' (2016) argument that a positive school climate bears a direct relationship to teacher burnout. In his study, he found out that a positive school climate is associated with the non-existence of social behavior issues such as discipline problems among students, and conflict among faculty members which somehow contributes to teacher burnout.

Table 4: Significance of the Influence of the Predictors Tested on Burnout

Predictors	**Beta Coefficients**	**t**	**p – value**	**Interpretation**
Physical Appearance	.114	1.194	.235	Not Significant
Faculty Relations	-.374	-3.122	.002	Significant
Student Interactions	.165	1.570	.119	Not Significant
Leadership and Decision Making	-.055	-.378	.706	Not Significant
Discipline Environment	-.223	-1.286	.201	Not Significant
Learning and Assessment	.063	.404	.687	Not Significant
Attitude and Culture	-.090	-.688	.493	Not Significant
Community Relations	.095	.652	.515	Not Significant
R = -.346				
r^2 = .120				
F = 17.835				
p = .00				

This shows the regression analysis to determine the influence of school climate on teacher's burnout. In particular, school climate significantly influenced burnout with a p-value that is different from zero at a .05 level of significance ($p <.05$) with a standardized beta value of -.346. This result means that for every unit increase in the level of school climate, there corresponds a .346 decline in the level of burnout. More specifically, faculty relations on its singular capacity best and significantly influence the burnout status of mathematics. As a model, r^2 of .120 signifies that 12% of the variation of burnout among the teachers can be attributed to the influence of the domains of school climate.

The regression analysis revealed that the school climate could influence burnout among mathematics teachers. This result implies that for every unit increase in the level of school climate, there corresponds to a decline in the burnout level of the teachers.

More specifically, faculty relations on its singular capacity best and significantly influence the burnout status of mathematics. The result implies that a teacher having a good and healthy relationship with teacher colleagues can significantly reduce his/her likelihood of experiencing burnout. This aligns with the idea of Wang and Kuo (2019) that when teachers build good relationships with their colleagues, they find their job more enjoyable and they are less likely to suffer job burnout. Furthermore, Sharma and Jagwinder (2017) noted that respectful relationships between faculty members facilitate effective communication, conflict resolution, and mutual support during challenges.

Table 5: Lived Experiences of Mathematics Teachers with regard to School Climate and Burnout

Issues Probed	Core Ideas	Code	Essential Theme
Self – assessed teaching abilities	Aspiring for self-improvement in pedagogy	Professional Growth	Empowering Oneself Professionally
	Updating teaching strategies and practices through trainings and seminars		
	Adjusting techniques for every student's best interest		
	Desiring to be more innovative		
	Doing their best on their job	Self-efficacy	
	Being confident in their abilities as teachers		
	Being aware of competence and capabilities in teaching		
Insights on Physical and Emotional Capabilities	Lacking rest and sleep due to overworking	Confronting Health issues	Achieving Balance Between Professional Health and Well-Being Concerns
	Considering age as factor affecting physical strength		
	Oversleeping due to tiredness/fatigue		
	Being fully exhausted at the end of the day due to classroom work		
	Having mixed emotions because of being overworked but also inspired because of responsive students	Emotional stability	
	Being tired yet fulfilled		
	Being positive in dealing with work related tasks		
Efficiency on meeting expectations of the superior	Finishing tasks before deadline	Sense of control over tasks	Being on Top of Teacher's Task and Engagement
	Working with minimal supervision because of commitment		
	Prioritizing important tasks and time management		
	Struggling to meet deadlines		
	Learning how to multitask just to meet expectation of superiors	Role Flexibility and Adaptability	
	Dealing with more additional workloads		
	Extending working hours just to fulfill school obligations		
	Lacking classroom experiences and student interaction		
Impact of school climate on job performance	Dealing with students' behaviors and attitudes	Challenging Student Behavior and Culture	Dealing with Both Positive and Negative Working Conditions to Achieve Teaching Effectiveness
	Monitoring students' academic performance		
	Struggling on dealing with different personalities and attitudes		
	Presence of passive and irresponsible students leads to teacher frustration		
	Having happy-go-lucky students make the job difficult		
	Student's attitude towards learning in general makes the teaching even harder		
	Poor study habit of students affecting quality of teaching		
	Being positive in superior's effort to improve	Encouraging and supportive management	
	Seeing good/effective leadership of superiors		
	Appreciating superior's effort for the faculty		

	Existence of misunderstanding among colleagues	Professional relationship among teachers	
	Dealing with professional rivalry or competition is adding pressure		
	Having to deal with individual differences		
	Keeping a good faculty relation		
Insight on teaching as a noble profession	Attending to different students need	Patience	Manifesting the Multifaceted Roles of Teaching
	Keeping a good faculty relation		
	Considering student's intellectual preparedness and capacity		
	Coping up with the school's goals		
	Feeling fulfilled seeing student's success in their career paths	Job Fulfillment	
	Realizing that teaching is a noble profession		
	The feeling that you have contributed to the growth of students		
	Experiencing the joy of students' gratitude for you being their teacher		

This shows the lived experiences of public-school secondary mathematics teachers concerning burnout. The information or data elicited from them through in-depth interviews and focus group discussion were transcribed, coded, grouped, and organized into themes. For this research question on lived experiences of mathematics public school teachers, five major themes were formed namely: Empowering Oneself Professionally, Achieving Balance between Professional Health and Well-Being Concerns, Being on Top of Teacher's Task and Engagement, Dealing with Both Positive and Negative Working Conditions to Achieve Teaching Effectiveness, and Manifesting the Multifaceted Roles of Teaching.

Empowering Oneself Professionally

When teachers were interviewed about their lived experiences as mathematics teachers, their responses revealed that embracing empowering oneself professionally became an essential theme. This theme has two codes which include professional growth and self-efficacy. The teacher participants narrated their experiences on their desire for professional growth and self-efficacy. The teachers disclosed that there are more things they need to improve within themselves to be more efficient in their delivery of instruction. They also said that they still have to learn more things about their strategies and techniques when it comes to teaching mathematics. Teachers also believe that they are doing their best in fulfilling school related tasks as they feel confident with their abilities as teachers. […] we need to improve ourselves in teaching especially in mathematics like … the new and updated educational trends. It would help us improve the delivery of our instruction. (IDI – P2); […] I'm not really as good as other math teachers but I do my best in terms of teaching my students. (IDI – P5).

The result affirmed the study of Kulavuz-Onal and Tatar (2017) who investigated the status of burnout and participation in professional learning activities among Turkish EFL instructors at university English preparatory programs. Their analysis revealed that the instructors' sense of personal accomplishment is positively correlated with their increased participation in professional learning activities. Moreover, Balyer *et al.*, (2017) found in their study that most teachers see professional growth as a way of improving their self-efficacy and teaching effectiveness. Their efforts to completing a master's degree and in-service trainings may enlarge their vision, which may contribute to the improvement of their teaching approaches and practices.

Achieving Balance between Professional Health and Well-Being Concerns

When the teacher participants were asked about their health and well-being habits, their responses were categorized into core ideas. Achieving balance between professional health and well-being concerns emerged as a theme having two codes namely: confronting health issues and emotional stability. The mathematics teachers experienced many physical health challenges such as lack of rest and sleep resulting to extreme fatigue due to teaching and non-teaching workloads. […] I have lots of extra works aside from teaching. Maybe that's why my body also gave up. (IDI – P3); [...] less hours of sleep...so, in school my energy is not enough resulting to not being effective. (FGD – P2);

Despite the participants' challenging experiences, the saving grace was their experience of reaching emotional stability amidst those circumstances. It's tiring yet fulfilling especially when you have your goals of the day and you have achieved it. (FGD–2); [...] you'll feel tired but still you'll still feel happy because of your students...they make you feel appreciated. (IDI – P10). Similar findings were reported by MacIntyre *et al.* (2019), who found consistent links between external factors, stress, and teacher health and wellness. Their results pointed out that understanding both the sources of strain and positive experiences that shape teacher welfare is crucial.

Being on Top of Teachers' Task and Engagement

For teachers, time is their most precious resource. With lots of teaching loads and extra tasks, teachers have mastered keeping schedules and meeting deadlines for their expected outputs. Because of the teachers' efforts to meeting expectations, they have developed within them the sense of control over tasks.

The teacher participants shared how they learned to prioritize important tasks and used time management in fulfilling their school responsibilities. [...]I can finish my work before the deadline...always submit everything on time…the key is time management. (FGD – P5); […] a lot of paperwork that I have to do and submit…I put everything on my schedule…I don't wait for the deadline…whatever comes first, I also do it first. (IDI – P9). The result is in consonance with Tan (2018) who conducted a study about relationship between job Involvement and burnout of primary and secondary school teachers. He concluded that modern educators mostly understood the importance of work input and involvement which help them find ways to improve their enthusiasm and eliminate job burnout in practice.

Moreover, when teachers were asked to how they managed to accomplish their teaching workloads and additional assignments, they disclosed that they learned how to multitask. Teachers have developed role flexibility and adaptability. [...] I extend my time even on a Saturday just to fulfill all my school tasks. Oftentimes I brought work at home just to finish them. (IDI – P4); [...]Multitasking because there are lots of work assigned to us...really, we have to bring work at home if we couldn't finish them. (IDI – P8). Similar findings were found in the study of Khodaveisi *et al.* (2015), which showed time management abilities correlate with perceived control, job satisfaction, health, and lower stress. As they found, people who feel greater control over their time have less strain and fewer stress-related physical symptoms.

Dealing with both Positive and Negative Working Conditions to Achieve Teaching Effectiveness

The teacher participants shared about their school climate. They revealed some positive and negative conditions affecting them which were coded to three core categories namely: dealing with different attitudes and cultures of students, inspiring and supportive management and superiors, and embracing professional relationship among teachers.

Teachers revealed the challenges they face when it comes to dealing with different attitudes and cultures of students. Student's truancy, low academic performance and passive attitude are just some factors that lead to their frustration. [...] the problem I always encounter is how you are going to encourage the students to consistently attend classes. (IDI – P3); [...] most of the students here are not that studious and serious in their school tasks so sometimes it's so hard to compute their grades. They do not submit so I have nothing to record. (FGD – P4).

The teachers also described their school climate in terms of their superior's leadership and decision making. They consider themselves blessed in having encouraging and supportive management. When asked how they were supported by their superiors and administrators. [...] our principal is very understanding though sometimes strict... can understand that there are teachers who couldn't beat the deadline. (IDI – P2); [...] our principal is pro-teacher, always thinking for our welfare. In decision-making, we are always consulted through meetings. (IDI – P1).

While students and administrators expect teachers to interact with them, connections with colleagues play the largest role in every teacher's job. However, as with any workplace, disagreements and misunderstandings among teachers also arose. When the participants were asked about how they handled such situations, common in their responses is professionalism. [...] although sometimes there are misunderstanding due to conflicting ideas, they are easily settled because we are professionals. (FGD – P3); [...] though, we do have factions here, we still have the so called some sort of camaraderie... in a professional way...I still believe you cannot please everybody. (IDI – P10).

As Geiger and Pivovarova (2018) discussed, poor working conditions like high demands, little control, insufficient leadership support, strained relationships, unclear roles, and excessive organizational change without input can increase teacher burnout risk. They emphasized the need to improve teacher working conditions to avoid heightened stress and lower satisfaction that can generate negative outcomes including poorer performance and high turnover intentions.

Manifesting the Multifaceted Roles of Teachers

Teaching involves diverse roles and duties that extend beyond the classroom walls. A teacher's responsibilities are not limited solely to academic instruction but rather encompass a wide range of functions both within and outside the school (Bean & Kern, 2017). When the participants were asked about the best and worst things of being a teacher, two codes emerged namely patience and job fulfillment.

One of the important tasks where teachers need to play a crucial role is when they facilitate students in learning the content and in doing classroom works. However, with today's generation, teachers experience challenges on dealing with different attitudes and behaviors towards schooling. Such difficulties require them to extend patience to all types of learners. [...] most of the students are not really serious when they take their exams... others just take it for granted. They don't try their best in answering test questions…I encourage them to use the remaining time in answering their exams. (FGD – 1); [...] you have exerted great effort during activity discussion but when you ask them a question...they could not answer...then I had to give more examples for them to give the correct answer. (IDI – P7).

Being a teacher entails a great deal of responsibility which must be practiced with dedication. The profession

does not only require teachers to give academic support to students but also involve molding the character of students. In a way, these make teaching fulfilling. [...] it makes me happy that students learn from me...achieve their dreams...then if they came back after they graduate...and say..." Ma'am you were the one who inspired us." (IDI – P2); [...] when you see your students saying "Ma'am, I really learned from you," it really relieves my stress. (FGD – 2)

As a profession, teaching has many expectations and duties. Teachers need to adopt and perform a range of roles and skills to suit specific situations. With the demanding nature of the profession, many teachers feel the need for systems in their workplace that will ensure that their works are challenged and then rewarded for being successful (Kosgei *et al.*, 2015). Consequently, it is noteworthy to acknowledge every teacher's response and feeling towards different factors of their work role and as a result, to design practices and provide teachers with the appropriate set of motivators that may help them achieve more in their job fulfillment (Fernet *et al.*, 2017).

Table 6: Joint Display of Salient Quantitative and Qualitative Findings

Aspect or Focal Point	**Quantitative Findings**	**Qualitative Findings**	**Nature of Data Integration**	**Axiological Implications**
School Climate	In terms of faculty relations: $\bar{x}$ = 4.06 (High)	Code: Professional relationship among teachers Theme: Dealing with both positive and negative working conditions to achieve teaching effectiveness	Merging – converging	Providing teachers with opportunities to discuss student performance, curriculum, and instruction with their colleagues is crucial. Such experiences can offer encouragement and support to educators.
	In terms of student interactions: $\bar{x}$ = 3.75 (High)	Code: Different attitude and culture of students Theme: Dealing with both positive and negative working conditions to achieve teaching effectiveness	Merging – converging	Professional development curricula for teachers are essential to help them share authority with students effectively and to reflect on improved classroom management strategies.
	In terms of leadership and decision making: $\bar{x}$ = 3.99 (High)	Code: Encouraging and supportive management Theme: Dealing with both positive and negative working conditions to achieve teaching effectiveness.	Merging – converging	School administrators must include the faculty in any decisions that are relevant to every teacher's work and keep the lines of communication open with their faculty.
Burnout	In terms of emotional exhaustion: $\bar{x}$ = 2.77 (Moderate)	Code: Confronting health issues Theme: Achieving balance between professional health and well-being concerns	Merging – converging	Teachers should be encouraged to participate in decision-making regarding school policies, strategies, and missions. Their initiatives and ideas related to professional development, change implementation, strategy, and meeting deadlines should be supported and valued.
	In terms of reduced personal accomplishment: $\bar{x}$ = 2.66 (low)	Code: Sense of control over tasks Theme: Being on top of teacher's task and engagement	Merging – converging	Empowering teachers and recognizing their efforts fosters professional growth and encourages a willingness to explore new experiences for continuous development.

Relationship between School Climate and Burnout	From Table 3, it is shown that there is a significant relationship between school climate and burnout (r = -.294, p<.01). This means that if positive school climate is often observed by teachers, they will less likely experience burnout.	Code: Encouraging and supportive management and Professional relationship among teachers Theme: Dealing with Both Positive and Negative Working Conditions to Achieve Teaching Effectiveness	Merging – converging	Teachers are observed to be doing their jobs more effectively as long as they work in a stress-free and positive working school climate.
Significance of the Predictors affecting Burnout	From Table 3, it is shown that predictors significantly influence burnout. More specifically, among the domains of school climate, the faculty relations significantly influence burnout with an f value of 17.835, p<0.01 and R^2=.120.	Code: Professional relationship among teachers Theme: Dealing with Both Positive and Negative Working Conditions to Achieve Teaching Effectiveness	Merging – converging	Allowing teachers the opportunity to collaborate and work together in a collaborative effort is essential. This collaboration will strengthen relationships among the faculty members.

Table 6 demonstrates how the quantitative and qualitative findings support each other. The matrix highlights the key quantitative and qualitative variables and shows how the independent variable significantly influences the dependent variable.

The quantitative data reveals the indicators with the highest means and the qualitative findings confirm these quantitative results. The nature of data integration shows the type of mixing used in the study whether merging or connecting and the function of data integration displays whether the quantitative and qualitative findings converge or diverge each other.

Table 7: Proposed Empowerment Action Plan for Teachers

Objective/ Targets	**Strategies/ Activities**	**Person(s) Responsible**	**Time Frame**	**Evaluation**	**Expected Outcome**
A. Provide professional and self-help activities and resources for teachers	1. Encourage teachers to develop journaling practices which includes making a list of their progress and achievements in their jobs which can increase their awareness of positive events as they occur and can help them appreciate the rewards of their job.	1. School Administrators or principals, faculty and school staff	June to March (Once every month)	Sharing of outputs/ achievements during regular monthly faculty meetings	The teachers will be able to independently take care of their needs, balance their life for optimum health, and regularly check their own mental wellness.
	2. Encourage time management practices and the use of organizers or planners where teachers can set and write SMART (specific, measurable, attainable, relevant and time bound) daily or weekly goals and deadlines that are still results-driven and trackable and which can help them control what they can accomplish in a specific time	2. School Administrators or principals, faculty and school staff	June to March (Once every month	Sharing of best practices and assessment of goals/tasks achieved (Can be done during monthly meetings)	

	3. Invite guest speakers to conduct seminars for teachers about effective coping mechanisms when faced with stress and teacher burnout.	3. School Administrators or principals, faculty and school staff, guest speakers, psychologists, guidance counsellors, physical and mental health experts	June to March (Once every 2 months)	Counselling information and assessment from psychologists, guidance counsellors or medical experts	
	4. Schedule a day with the school psychologists or guidance counsellors for teachers to meet in a session to address concerns regarding their mental health.	4. School Administrators or principals, faculty and school staff, psychologists, physical and mental health experts	June to March (Once every 2 months)	Counselling information and assessment from psychologists, guidance counsellors or medical experts	
B. Enhance teacher's physical health and well-being through stress management initiatives and activities	1. Identify and support teachers who struggle to manage their workload and provide necessary mentorship and support systems.	1. School Administrators or principals, faculty and school staff	1. School Administrators or principals, faculty and school staff	Teacher's Strengths and Training Needs Assessment (TSNA) Tool	The teachers will be able to develop coping and awareness skills to reduce anxiety, depression, and improved health as they deal with the stressors of the teaching profession.
	2. Structure teachers' schedules in ways that allow them to meet their job expectations.	2. School Administrators or principals, faculty and school staff	June (preferably before the start of the school year)	Teacher's Strengths and Training Needs Assessment (TSNA) Tool	
	3. Develop efficient systems for teacher's additional administrative and non-teaching responsibilities.	3. School Administrators or principals, faculty and school staff	June (preferably before the start of the school year) to March	Evaluation on teacher's efficiency and quality of work	
	4. Conduct mindfulness/ stress management trainings and workshops lead by psychologists and experts	4. School Administrators or principals, faculty and school staff, psychologists, physical and mental health experts	June to March (Once every quarter)	Teacher Burnout Self-Test Survey Result	

	5. Provide relaxation techniques or mental health day activities for teachers to do de-stressing which they can do both within and outside of work hours (This can be meditation, yoga or exercises for teachers)	5. School Administrators or principals, faculty and school staff, psychologists, physical and mental health experts	June to March (Exercise or activities can be done every before the end of the week)	Teacher Performance Assessment Result	
C. Promote healthy relationships among teachers through professional management practices	1. Value teachers' time during meetings and development sessions by starting necessary meeting promptly, creating clear meeting agendas and differentiating the information for the teacher audience	1. School Administrators or principals, faculty and school staff, psychologists, physical and mental health experts	June to March (During monthly meetings)	Evaluation on teacher participation and quality of work	The teachers will become actively involved to decision making about policies affecting them and will feel a shared sense of purpose to every school endeavor.
	2. Develop forums among faculty where school-related issues, expectations, changes in policies, and happenings involving the school are discussed	2. School Administrators or principals, faculty and school staff	June to March (Can be included during monthly meetings)	Evaluation on teacher participation and quality of work	
D. Improve the skills and knowledge of educators through collaborative study, expertise exchange, and professional dialogue in professional learning communities	1. Create support groups where teachers can share the workload with other teachers by planning lessons together	1. School Administrators or principals, faculty and school staff, psychologists, physical and mental health experts	June to March (During monthly meetings or every quarter)	Teacher Performance Assessment Result	The teachers will be able to build workplace relationships and supports as they collaborate with colleagues in planning and improving their instructional strategies and practices focusing on the needs of learners.
	2. Enlist feedback to determine teachers' professional development needs and let teachers attend professional learning development seminars addressing such needs	2. School Administrators or principals, faculty and school staff	June to March (Every quarter)	Continuous Update of Individual Plan for Professional Development (IPPD) of teachers	

Proposed Empowerment Action Plan

Based on the findings of the study, the researchers proposed an empowerment action plan for teachers, which outlined four general objectives, aimed to address burnout of teachers, specifically in terms of emotional exhaustion and depersonalization, and the role of faculty relations as a significant predictor of burnout in crafting and outlining the details and activities for the action plan. Moreover, the researchers take into consideration both the role of the administrators, principals, department heads, and teachers in the implementation of the said activities of this action plan.

CONCLUSION

The findings revealed that mathematics teachers in Davao City benefit from a positive school climate, with a particular emphasis on physical appearance and faculty relations. This positive environment correlates with low levels of burnout among teachers, particularly in terms of emotional exhaustion and depersonalization. The regression analysis further establishes the influence of school climate, with faculty relations being a significant factor in reducing burnout. While the study underscores the importance of a supportive school environment, it also hints at unexplored burnout-contributing factors, highlighting the need for future research. The highlighted essential themes from the teachers' lived experiences shed light on various factors contributing to burnout. Generally, the results of the quantitative data were parallel to the findings of the qualitative data, thus, the corroboration is said to be converging.

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