ORGANIZATIONAL SUPPORT AND WORK-LIFE BALANCE ON BURNOUT OF PUBLIC SCHOOL TEACHERS

Organizational Support and Work-Life Balance on Burnout of Public School Teachers

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Abstract

The study aimed to determine the level of organizational support provided to teachers in terms of curriculum management, professional development, and Partnership and Linkage. This study followed a descriptive-correlational research design. It uses descriptive research methodologies to describe the level of organizational support, work-life balance, and burnout among teachers. The correlational research approach will be used to assess the relevance of the association between organizational support, work-life balance, and teacher burnout. This study was conducted at Damulog, Bukidnon, during the 2024-2025 school year. The mean and standard deviation were used to determine the level of organizational support, work-life balance, and burnout among teachers, and the Pearson r Product-Moment Correlation Coefficient, or Pearson r, was used to determine the significant relationship between organizational support, work-life balance, and burnout. The findings revealed that instructors received a high level of organizational support in terms of curriculum management, professional development, and partnership/linkage. Furthermore, teachers' work-life balance was high in terms of satisfaction with family and self-life, awareness of work-life balance was very high, job satisfaction and flexibility were high, and self-appreciation of work was also high. The level of burnout, in terms of emotional exhaustion, was moderate, depersonalization was also moderate, and personal achievement was low. Furthermore, the test for a significant association between burnout, organizational support, and work-life balance indicated no significant relationship between these variables. These findings indicate that instructors should actively seek extra coping methods to combat burnout, particularly emotional weariness and depersonalization. Self-care exercises, peer support groups, and professional therapy can all help to reduce burnout and improve personal performance.

Keywords: *organizational support, work-life balance, burnout, curriculum management, professional development and partnership and linkage, satisfaction with family and self-life*

Introduction

In both public discourse and educational research, teacher burnout has received a lot of attention. The effects of ongoing stress become evident as frontline educators face a growing number of demands, including diverse curricula, varying student requirements, and administrative responsibilities. Additionally, teachers are more likely to experience burnout because teaching is often associated with long hours and emotional labor. The quality of education that children get depends on addressing teacher burnout, which emphasizes the need for institutional changes that give priority to teacher support, mental health services, and a good work-life balance.

Although there is increasing evidence that burnout, emotional labor, and workload are related, little is known about how work-life balance and organizational support may lessen these consequences. Few studies have examined the protective elements that organizational cultures may foster to enhance teachers' resilience and well-being, despite the fact that many have examined work-related stressors in education (Collie et al., 2016). More thorough research is required that takes into account teachers' resources as well as how their work-life balance affects their mental health (Santiago et al., 2020). This study aims to explore the relationship between work-life balance and organizational support, and teacher burnout. The study will provide a more nuanced understanding of how educational institutions can better support their educators by examining these traits in greater detail.

The study's objective data may aid educational institutions in creating procedures and policies that put staff welfare first, which would reduce employee burnout and improve student performance. The following research questions will guide our investigation: (1) To what extent do educators have access to organizational support concerning Curriculum Management, Professional Development, Partnership, and Linkage? In terms of job satisfaction and flexibility, self-appreciation of work, awareness of work-life balance, and satisfaction with family and self-life, how well-balanced are teachers? (3) How burned out are teachers in terms of depersonalization, emotional weariness, and personal accomplishment? The purpose of the study is to give educational authorities specific information about how to improve work happiness and teacher retention.

Research Questions

The study sought to ascertain the impact of work-life balance and organizational support on teacher burnout. The study specifically aimed to respond to the following queries:

1. What is the level of organizational support provided to teachers in terms of Curriculum Management, Professional Development and Partnership and Linkage?
2. What level of work life balance does the teachers have in terms of Satisfaction with Family and Self-Life, Awareness towards Work-Life Balance, Job Satisfaction and Flexible Environment and Self- Appreciation of Work?

3.   What level of burnout does teachers have in terms of Emotional Exhaustion, Depersonalization and Personal Achievement?

4.   Is there a significant relationship between burnout teachers, organizational support, and work life balance?

Methodology

Research Design

A descriptive-correlational research design was employed in this study. Since it detailed the degree of organizational support, work-life balance, and teacher burnout, it employed descriptive research methodologies. The relevance of the association between teacher burnout, work-life balance, and organizational support will be ascertained using the correlational research approach. In order to easily collect and tabulate the respondents' responses, a survey questionnaire was employed.

Respondents

During the 2024–2025 academic year, 130 public school teachers in Damulog North District, Division of Bukidnon, participated in the study as respondents. Because it enables the selection of every member of the population, total enumeration was used in this study to provide a thorough representation of the target population. This is important because the study aims to comprehend not just a subgroup but the attitudes and actions of the entire community. Additionally, thorough enumeration sampling eliminates the chance of sampling error and yields objective data. Because it removes the need to make population assumptions based on a lower sample size, this method also offers more reliable and accurate data analysis.

Instrument

By obtaining permission from the instrument authors, the researcher modified the tools used in the study. The instrument consisted of three sections. To thoroughly examine the research topics and facilitate a broad range of participant input, this three-part structured research instrument aims to collect both quantitative and qualitative data systematically.

The teacher's organizational support and modified Doldolea questionnaires will be covered in Part 1 (2022). The second section covered the work-life balance of instructors using modified Punia and Kamboj (2013) questionnaires. Additionally, Part 3 adapts a series of Chua et al. (2023) Teachers Burnout questionnaires. Since it is adapted, there is no need for validation.

Procedure

Following the recommendation of the Dean of the Graduate School of Valencia Colleges Inc. to disseminate the research instrument to schools, a written request was sent to the Superintendent of the Schools Division in the Division of Bukidnon. The researcher wrote communication letters to the District Supervisors after obtaining approval from the superintendent of the School Division.

The participants themselves responded to the questions following the completion of the necessary letters and approvals. At the designated time and place within the school, the respondents finished the surveys. Since the respondents were not forced or asked to write down their identities, the researcher was able to guarantee the confidentiality of their answers. On the same day, the surveys were collected. The information retrieved from the survey was suitably arranged, categorized, and tallied. The researcher then tabulated the information obtained from the completed questionnaire. Results, findings, and suggestions were developed in part through data analysis and interpretation.

Data Analysis

The data from this study were analyzed and interpreted using the following statistical tools:

Teachers' burnout, work-life balance, and organizational support were measured using mean and standard deviation.

To determine the significant association between organizational support, work-life balance, and teacher burnout, the Pearson r Product-Moment Correlation Coefficient, or Pearson r, was used.

Ethical Considerations

The researcher adhered to ethical standards and directives, including informed consent, confidentiality, and anonymity, throughout the study. To ensure that research involving human subjects is carried out ethically and responsibly, a permit will be acquired from the university's Institutional Ethical Reviews Committee (IERC). It also guarantees that it is carried out honestly and correctly.

The process will adhere to all relevant laws, rules, and ethical principles, ensuring that the results are transparent and accessible to the public. To minimize any potential harm and maintain confidentiality, study participants will be fully informed about the research, and their consent will be obtained prior to their participation.

Results and Discussion

The data collected from the respondents were presented, analyzed, and interpreted in this section.

The degree of curriculum management and organizational support given to instructors is shown in Table 1. The table displays the

indications, mean, standard deviation (SD), and interpretations.

Table 1. *Level of organizational support provided to teachers in terms of Curriculum Management*

Indicator	Mean	SD	Interpretation
Supported for school-based training and activities selected or designed to improve Curriculum development and management.	4.59	0.690	Very High Support
Encourages participation in curriculum development management activities.	4.20	0.811	Very High Support
Given opportunity to participate on seminars and trainings on curriculum development and management.	4.04	0.519	High Support
Supported special curriculum programs.	3.95	0.651	High Support
Overall	4.19	0.583	High Support

Legend: 5 (4.20–5.00) – Strongly Agree: Very High Support; 4 (3.40–4.19) – Agree: High Support; 3 (2.60–3.39) – Moderately Agree: Moderate Support; 2 (1.80–2.59) – Disagree: Low Support; 1 (1.00–1.79) – Strongly Disagree: Very Low Support.

Four criteria were used to analyze the degree of curriculum management organizational support given to instructors, as shown in Table 1. Teachers receive substantial support in professional development initiatives related to curriculum improvement, as evidenced by the highest level of support found in "Supported for school-based training and activities selected or designed to improve curriculum development and management" (Mean = 4.59, SD = 0.690). This demonstrates that the organization places a high priority on capacity-building programs to enhance competencies linked to the curriculum. On the other hand, "Supported special curriculum programs" had the lowest level of support (mean = 3.95, SD = 0.651). Even while this is still considered "High Support," it implies that specific curriculum initiatives are not given as much attention as they would be in other forms of support. Strong organizational support is demonstrated by several indicators. Teachers are actively encouraged to participate in curriculum-related decision-making and activities, according to the statement "Encourages participation in curriculum development management activities" (mean = 4.20, SD = 0.811), which received Very High Support. The statement "Given the opportunity to participate in seminars and trainings on curriculum development and management" (Mean = 4.04, SD = 0.519) also garnered High Support, suggesting that although training opportunities are offered, accessibility and inclusion may still need to be improved.

Overall, the findings indicate strong support for curricular management programs (mean = 4.19, standard deviation = 0.583). Although there is adequate organizational support, there is still an opportunity for improvement given the lower ranking for certain curricular areas. The results, which demonstrate a high level of support for curriculum management initiatives, reveal that leadership and organizational structures are effectively creating an environment that supports curriculum development and implementation.

The results of Gil-Monte (2019), who emphasized the significance of organizational commitment and leadership in fostering curriculum transformation, are in line with this degree of support. Administrators, teachers, and other stakeholders must work together to achieve shared educational goals in order to administer curricula effectively. The results demonstrate strong organizational support for introducing creative curriculum changes that can enhance learning outcomes. The lower score for particular curriculum packages, however, suggests a potential area for improvement. In order to fulfill the unique needs of learners, Fullan's (2020) research highlights the importance of specific curriculum packages and diversified instruction. According to the data, individual programs could not get the same level of financing or attention as general curriculum management. This discrepancy could potentially result in variations in student achievement and satisfaction by hindering the effectiveness and inclusion of the curriculum management process as a whole.

Hong and Choi (2018) discovered that appropriate resources and customized training are essential. The degree of organizational support for teachers' professional development is presented in Table 2, which was assessed using several variables, each with its corresponding mean and standard deviation (SD).

Table 2. *Level of organizational support provided to teachers in terms of Professional Development*

Indicator	Mean	SD	Interpretation
Encouraged teacher development.	4.61	0.688	Very High Support
Expended for school-based training to improve learning outcomes.	4.41	0.832	Very High Support
Given opportunity to choose career alternatives for advancements	4.14	0.765	High Support
Supported special curricular programs capacity building on research.	3.92	0.618	High Support
Overall	4.28	0.634	Very High Support

Legend: 5 (4.20–5.00) – Strongly Agree: Very High Support; 4 (3.40–4.19) – Agree: High Support; 3 (2.60–3.39) – Moderately Agree: Moderate Support; 2 (1.80–2.59) – Disagree: Low Support; 1 (1.00–1.79) – Strongly Disagree: Very Low Support.

Table 2 demonstrates how four key characteristics were used to gauge the degree of organizational support given to teachers in terms of professional development. "Encouraged teacher development" had the highest level of support (mean = 4.61, SD = 0.688), suggesting that the organization values encouraging teachers' development. This shows a commitment to continuous professional development, which can raise the standard of education and increase the efficacy of teachers. Conversely, "Supported special curricular programs capacity building on research" received the least amount of support (mean = 3.92, SD = 0.618). This lower ranking implies that efforts to enhance research capacity might not receive the same importance as other aspects of professional development, even if they are still categorized as High Support. Enhancing this field might give educators the additional research skills needed for evidence-based educational improvements. Additional indications suggest strong organizational support. Large investments in training programs to increase student learning were indicated by the Very High Support given to "Expended for school-based training to improve learning

outcomes" (mean = 4.41, SD = 0.832). In contrast, "Given opportunity to choose career alternatives for advancements" (Mean = 4.14, SD = 0.765) received High Support, suggesting that although opportunities for professional progress exist, there is still room for improvement in terms of offering educators a variety of career pathways.

Overall, the findings indicate a very high level of support for professional development activities (mean = 4.28, SD = 0.634). This suggests that the organization actively promotes the learning and growth of teachers. The results, which indicate a Very High Support level for professional development programs, suggest that the organization understands the need for ongoing teacher learning and development in raising the standard of teaching.

Additionally, Swizz (2019) highlights that well-designed professional development programs lead to better teaching practices and student results, which is consistent with the organization's strong commitment to professional development. According to the findings, the company is enhancing instructors' competencies by implementing evidence-based techniques, including coaching, mentoring, and collaborative learning. Although there is a lot of support generally, it is important to find out if these initiatives benefit all teachers equally, including those in underserved or specialized regions. The degree of organizational support provided to teachers in terms of Partnership and Linkage is presented in Table 3, which was assessed using several indicators, each with a mean and standard deviation (SD).

Table 3. *Level of organizational support provided to teachers in terms of Partnership and Linkage*

Indicator	Mean	SD	Interpretation
Accepted donations to improve school facilities and equipment.	4.73	0.632	Very High Support
Established school and community networks.	4.57	0.670	Very High Support
Expanded linkages with nongovernmental organizations for support of various school activities.	4.15	0.586	High Support
Encouraged active participation of parents-teachers-community association.	4.14	0.594	High Support
Encouraged active participation of teacher's organization, non-academic personnel of public schools.	4.12	0.552	High Support
Accepted grants to upgrade teachers' competencies.	4.02	0.704	High Support
Accounted the all interest of all members of the community in every educational programs.	4.02	0.676	High Support
Expanded linkages with other denomination agencies.	3.93	0.625	High Support
Overall	4.21	0.499	Very High Support

Legend: 5 (4.20–5.00) – Strongly Agree: Very High Support; 4 (3.40–4.19) – Agree: High Support; 3 (2.60–3.39) – Moderately Agree: Moderate Support; 2 (1.80–2.59) – Disagree: Low Support; 1 (1.00–1.79) – Strongly Disagree: Very Low Support.

Table 3 illustrates how a range of metrics was used to evaluate the level of organizational support offered to teachers in terms of connection and partnership. The statement "Accepted donations to improve school facilities and equipment" received the most support (Mean = 4.73, SD = 0.632), indicating that the organization places a high value on securing outside funding to build school infrastructure. This suggests a tried-and-true way to get material support, which can contribute to making the learning environment more conducive for both teachers and students. On the other hand, "Expanded linkages with other denomination agencies" received the least amount of support (mean = 3.93, SD = 0.625). This grade suggests that relationships with other denominational agencies may not be as developed as those with other linking projects, even though they are still classified as High Support. Enhancing this component could increase the support system that schools have access to, offering more tools and chances for cooperation.

Strong organizational support is also demonstrated by other indicators. Connecting schools and local communities is highly valued, as seen by the Very High Support given to "Established school and community networks" (mean = 4.57, SD = 0.670). Significant efforts to involve external stakeholders in school programs were also indicated by the High Support given to "Expanded linkages with nongovernmental organizations for support of various school activities" (Mean = 4.15, SD = 0.586) and "Encouraged active participation of parents-teachers-community association" (Mean = 4.14, SD = 0.594). Additionally, the inclusion of internal school stakeholders in cooperative efforts is emphasized by "Encouraged active participation of teacher's organization, non-academic personnel of public schools" (Mean = 4.12, SD = 0.552). Additionally, "Accounted for the interests of all members of the community in every educational program" (Mean = 4.02, SD = 0.676) and "Accepted grants to upgrade teachers' competencies" (Mean = 4.02, SD = 0.704) received High Support, suggesting that although funding for teacher development and community involvement is available, there may be space for growth.

Overall, the findings indicate a very high level of support for linking initiatives and collaboration (mean = 4.21, SD = 0.499). Through partnerships and linkages, teachers receive high levels of organizational support, demonstrating a strategic approach to promoting cooperative efforts between schools and external stakeholders like private companies, community organizations, local government entities, and higher education institutions. Sergiovanni's (2019) paradigm of school, family, and community connections suggests that teacher motivation and satisfaction are higher in schools that actively strive to establish cooperative relationships with external organizations. Furthermore, by providing teachers with access to up-to-date information, resources, and specialized skills, partnerships can boost instructional quality and encourage innovation in teaching, according to Darling-Hammond and Richardson (2019).

According to these findings, teacher effectiveness and overall school effectiveness are significantly enhanced by high levels of support from partnerships and links. The implications of these findings indicate that in order to sustain high-quality educational outcomes,

schools should keep strengthening their partnerships and relationships with numerous stakeholders.

Table 4. *Level of work life balance do the teachers have in terms of Satisfaction with Family and Self-Life*

Indicator	Mean	SD	Interpretation
I can make my family members happy with the help of money I provide.	3.95	0.750	High Support
I spend sufficient time in a day with my children/family.	3.85	0.687	High Support
I am living an ideal life.	3.75	0.758	High Support
I spend some time in day-hobbies.	3.72	0.807	High Support
I have time to reach my personal and career goals satisfactorily.	3.57	0.816	High Support
I generally feel that I am able balance my work and life.	3.49	0.847	High Support
I spend much time as I'd like with my loved ones.	3.39	0.773	Moderate Support
I engage myself in recreational activities.	3.18	1.119	Moderate Support
I give quality time to all aspects of my life i.e. physical, spiritual, moral, social and economic.	3.15	1.060	Moderate Support
I spend time for exercise and work out.	3.00	0.988	Moderate Support
Overall	3.51	0.751	High Support

Legend: *5 (4.20–5.00) – Strongly Agree: Very High Support; 4 (3.40–4.19) – Agree: High Support; 3 (2.60–3.39) – Moderately Agree: Moderate Support; 2 (1.80–2.59) – Disagree: Low Support; 1 (1.00–1.79) – Strongly Disagree: Very Low Support.*

Table 4 presents the degree of work-life balance among teachers based on several criteria, including self-life and family satisfaction. The most highly ranked factor was "I can make my family members happy with the help of money I provide" (mean = 3.95, SD = 0.750), suggesting that teachers' sense of fulfillment in their home lives is significantly impacted by financial security. This indicates that their overall level of life happiness is significantly influenced by their capacity to provide for their families.

On the other hand, "I spend time for exercise and work out" had the lowest rating (mean = 3.00, SD = 0.988), indicating Moderate Support. This suggests that finding time for physical well-being is still challenging, even though teachers may manage their personal and professional responsibilities. The relatively low rating highlights the necessity of better time management strategies or institutional assistance to improve the fitness and health of teachers. Several indicators suggest varying levels of support. Teachers typically have a positive opinion of their work-life balance, as seen by the High Support given to the statements "I spend enough time each day with my children/family" (Mean = 3.85, SD = 0.687) and "I am living an ideal life" (Mean = 3.75, SD = 0.758).

The statements "I have time to reach my personal and career goals satisfactorily" (Mean = 3.57, SD = 0.816) and "I spend some time in day-hobbies" (Mean = 3.72, SD = 0.807) also fall under High Support, suggesting that although teachers are able to pursue their personal and professional goals, there is still opportunity for improvement in terms of completely integrating work and life. Personal time and general well-being metrics, however, received comparatively poor evaluations. The statement "I generally feel that I am able to balance my work and life" (mean = 3.49, SD = 0.847) suggests that challenges still exist even when balance is maintained. In contrast, the statements "I spend as much time as I'd like with my loved ones" (Mean = 3.39, SD = 0.773), "I engage myself in recreational activities" (Mean = 3.18, SD = 1.119), and "I give quality time to all aspects of my life (physical, spiritual, moral, social, and economic)" (Mean = 3.15, SD = 1.060) all show Moderate Support, implying that demands from the workplace frequently force people to forgo their personal and recreational interests.

Overall, the results (Overall Mean = 3.51, SD = 0.751) indicate that work-life balance is highly supported in terms of self-care and family satisfaction. Teachers who exhibit a high degree of work-life balance, especially in terms of their contentment with their families and personal lives, are effectively juggling their personal and professional lives. This equilibrium fosters long-term productivity, job satisfaction, and general well-being.

According to Javadian et al. (2017), striking a balance between employees' personal and professional lives can enhance their psychological health and effectiveness at work. Additionally, Bowen (2018) discovered that instructors who have favorable personal and family experiences are happier at work and more committed to their duties. This link is significant because it highlights the importance of school administrators recognizing teachers' personal well-being as a crucial aspect of their professional capacity.

The degree of work-life balance that the instructors possess is shown in Table 5 in terms of their awareness of it. This was assessed using a number of indicators, each with a mean and standard deviation (SD).

The results of an evaluation that was done on a variety of parameters to ascertain the degree of work-life balance among classroom teachers are shown in Table 5. The indication with the highest rating was "I feel that it is important to achieve a balance between work and personal life" (Mean = 4.90, SD = 0.301), demonstrating that teachers firmly understand the importance of maintaining balance between their personal and professional responsibilities. From this, it seems that a deep understanding of work-life balance and its importance in ensuring overall health and job satisfaction has been attained.

Conversely, "I fulfill my family demands as possible as I can" (Mean = 3.83, SD = 0.515) was the sign with the lowest rating. It is significantly lower than the other indications, but it is still considered High Support. This suggests that teachers may find it challenging to fulfill their responsibilities to their families as a result of the demands of their occupations, despite the fact that they place a high value on preserving a healthy work-life balance. This suggests that there may be a disconnect between knowledge and the application of work-life balance strategies.

Table 5. *Level of work life balance do the teachers have in terms of Awareness towards Work-Life Balance.*

Indicator	Mean	SD	Interpretation
I feel that it is important to achieve a balance between work and personal life.	4.90	0.301	Very High Support
I feel if employees have good work-life Balance, the organization will be more effective and successful.	4.85	0.355	Very High Support
A good work/life balance can play a phenomenal role in the attainment of personal & professional goals.	4.75	0.432	Very High Support
Work/life balance is partly employer and partly employee responsibility.	4.71	0.457	Very High Support
Work excitement and pressure are opposite sides of the same coin.	4.70	0.460	Very High Support
Work/life balance enables me to work better.	4.60	0.522	Very High Support
Work is a matter of necessity and survival.	4.28	0.635	Very High Support
I think that this work provides opportunities to display talents and skills.	4.18	0.403	High Support
I fulfill my family demands as possible as I can.	3.83	0.515	High Support
Overall	4.53	0.278	Very High Support

Legend: *5 (4.20–5.00) – Strongly Agree: Very High Support; 4 (3.40–4.19) – Agree: High Support; 3 (2.60–3.39) – Moderately Agree: Moderate Support; 2 (1.80–2.59) – Disagree: Low Support; 1 (1.00–1.79) – Strongly Disagree: Very Low Support.*

Other metrics also demonstrate a strong awareness of the significance of preserving a positive work-life balance. According to the survey results, two statements have been made: "I think that if employees have a good work-life balance, the organization will be more effective and successful" (Mean = 4.85, SD = 0.355) and "A good work-life balance can play a phenomenal role in the attainment of personal and professional goals" (Mean = 4.75, SD = 0.432). Received Very High Support, demonstrating that educators understand the broader effects that work-life balance has on a range of success factors, such as organizational efficacy and individual accomplishment. Similarly, "Work/life balance is partly employer and partly employee responsibility" (Mean = 4.71, SD = 0.457) and "Work excitement and pressure are opposite sides of the same coin" (Mean = 4.70, SD = 0.460) highlight the importance of maintaining a balanced work environment while also highlighting the idea of shared responsibility.

The statement "Work/life balance enables me to work better" illustrates the notion that striking a balance between work and home life contributes to improved performance and productivity at work, with a mean score of 4.60 and a standard deviation of 0.522. The idea that having a job is essential to maintaining one's financial stability was further supported at this time when "Work is a matter of necessity and survival" (Mean = 4.28, SD = 0.635) received Very High Support. However, only High Support was given to the statement "I think this work offers chances to showcase abilities and skills" (Mean = 4.18, SD = 0.403). This suggests that although teachers are appreciative of the opportunities their professions offer, they might feel that professional growth and work-life balance should be more closely aligned.

With an overall mean score of 4.53 and a standard deviation of 0.278, the data shows that teachers have a Very High Support level for work-life balance awareness. This suggests that educators are cognizant of its importance and recognize its impact on their professional and personal accomplishments.

According to a study by Zhang and Li (2018), teachers who receive exceptional organizational support for work-life balance have been found to have higher levels of job satisfaction and lower stress levels. Higher levels of self-efficacy and well-being are reported by educators who have more control over their work environment and schedules, according to research by Klassen and Chiu (2010).

These findings seem to indicate that teachers feel more valued and are more likely to stick with their careers when schools try to address the issue of work-life balance. These findings have a significant impact on educational institutions wherever they are found.

Table 6 shows the degree of work-life balance that teachers have in terms of flexible environments and job satisfaction. This was assessed using several variables, each of which has a mean and standard deviation (SD).

Table 6. *Level of Work life balance do the teachers have in terms of Job Satisfaction and Flexible Environment.*

Indicator	Mean	SD	Interpretation
My work environment is growing and competitive.	4.54	0.728	Very High Support
I feel satisfied with the condition of the place where I work.	4.35	0.526	Very High Support
I have created the habit of working intentionally.	4.25	0.697	Very High Support
I think that the work I am doing is interesting	3.97	0.412	High Support
My school provides different facilities which make me comfortable.	3.84	0.702	High Support
I get reward or motivation for my work done	3.78	1.093	High Support
Overall	4.12	0.496	High Support

Legend: *5 (4.20–5.00) – Strongly Agree: Very High Support; 4 (3.40–4.19) – Agree: High Support; 3 (2.60–3.39) – Moderately Agree: Moderate Support; 2 (1.80–2.59) – Disagree: Low Support; 1 (1.00–1.79) – Strongly Disagree: Very Low Support.*

In terms of job satisfaction, Table 6 displays the degree of work-life balance among instructors. A flexible work environment was assessed using a range of metrics. "My work environment is growing and competitive" received the highest rating (mean = 4.54, standard deviation = 0.728), indicating Very High Support. This demonstrates how teachers view their work environment as vibrant and conducive to professional growth, which can increase motivation and lead to career progression. Increased job satisfaction may arise from a competitive work environment that fosters continuous learning and advancement. The indicator that received the lowest

rating, on the other hand, was "I get reward or motivation for my work done" (Mean = 3.78, SD = 1.093). This indicates a larger range of responses, but it still falls within High Support. This demonstrates that although some educators receive adequate compensation, others could feel their efforts are not valued or have no incentives.

To sustain teacher engagement and satisfaction, the lower grades highlight the potential need for more effective reward schemes or motivational techniques. Additional data points to a favorable perception of flexibility and job satisfaction. Teachers are generally happy with their working environment and have formed intentional work habits, as evidenced by the Very High Support given to the statements "I feel satisfied with the condition of the place where I work" (Mean = 4.35, SD = 0.526) and "I have created the habit of working intentionally" (Mean = 4.25, SD = 0.697). The statements "I think that the work I am doing is interesting" (Mean = 3.97, SD = 0.412) and "My school provides different facilities which make me comfortable" (Mean = 3.84, SD = 0.702) were both strongly supported, suggesting that although teachers are happy in their positions, workplace comfort and amenities could still be improved.

Overall, job satisfaction and a flexible work environment are strongly supported by the data (Overall Mean = 4.12, SD = 0.496). Teachers who strongly advocate for work-life balance (WLB) in terms of job satisfaction and a flexible work environment are more likely to be personally and professionally fulfilled. Their total job satisfaction is significantly increased by a supportive work environment that allows for flexibility in scheduling, instructional strategies, and administrative demands. This high level of support usually leads to greater motivation, dedication to the field, and positive effects on student engagement and learning.

Schools that offered flexible working conditions, like autonomy in instructional design and remote teaching options, had higher teacher retention rates and lower levels of burnout, according to Coughlin and colleagues (2019). This study shows that teachers' performance and satisfaction significantly increase when schools place a high priority on offering a flexible and encouraging work environment.

These findings have important ramifications for educational institutions hoping to recruit and retain qualified teachers. Flexible policies should be adopted by schools, including allowing for individual schedules, providing remote work options where appropriate, and encouraging group decision-making. Teachers' job happiness may also be enhanced by professional development courses that cover stress management and work-life balance. In addition to improving teachers' personal satisfaction, putting flexibility and well-being first benefits kids' academic performance.

The instructors' degree of work-life balance is presented in Table 7, which shows their self-assessment of their work, assessed using several variables with their respective means and standard deviations (SD).

Table 7. *Level of work life balance do the teachers have in terms of Self- Appreciation of Work*

Indicator	Mean	SD	Interpretation
I have my own principles of operations.	4.14	0.644	High Support
The members of my family always make me realize that they are happy with my work.	3.90	0.692	High Support
Family issues do not hinder my ability to perform effectively at work.	3.62	0.696	High Support
I generally feel that I am able to balance my work and life.	3.36	0.671	Moderate Support
I like spending my time at the office rather than at home.	2.85	0.992	Moderate Support
Overall	3.64	0.443	High Support

Legend: *5 (4.20–5.00) – Strongly Agree: Very High Support; 4 (3.40–4.19) – Agree: High Support; 3 (2.60–3.39) – Moderately Agree: Moderate Support; 2 (1.80–2.59) – Disagree: Low Support; 1 (1.00–1.79) – Strongly Disagree: Very Low Support.*

In terms of self-assessment of work, which was evaluated using various metrics, Table 7 presents the level of work-life balance among instructors. "I have my own principles of operations" received the highest rating (mean = 4.14, SD = 0.644), indicating significant endorsement. This demonstrates how teachers prioritize their own work ethics and standards, which is probably a factor in their sense of fulfillment and sense of self as professionals. They might be better able to handle challenges at work if they have clear principles. "I prefer to spend my time at the office rather than at home" had the lowest rating (Mean = 2.85, SD = 0.992), falling into the Moderate Support category. This demonstrates that even though educators are dedicated to their work, many of them would rather be at home than spend a lot of time at an office. The lower rating highlights how important it is to balance work and personal obligations because excessive work hours might result in burnout.

Other signs point to a positive but erratic sense of self-worth. High Support was given to the statement, "The members of my family always make me realize that they are happy with my work" (mean = 3.90, SD = 0.692), suggesting that teachers' careers are validated by their families. Similarly, the statement "Family issues do not hinder my ability to perform effectively at work" (Mean = 3.62, SD = 0.696) shows that teachers typically maintain their professional competence in spite of personal difficulties. However, only Moderate Support was given to the statement "I generally feel that I am able to balance my work and life" (Mean = 3.36, SD = 0.671), suggesting that some teachers find it difficult to maintain a long-term balance between their personal and professional lives.

Overall, the findings provide strong support for self-appreciation at work (Overall Mean = 3.64, SD = 0.443). There are still challenges in effectively balancing work and life, even though teachers frequently take pride in their work and feel supported by their families. Teachers who have a strong sense of self-appreciation for their profession often achieve a better work-life balance.

Taylor (2018) found that teachers who reflected on their own work and recognized their own achievements had greater job satisfaction and a better work-life balance. Likewise, Granziera and Periard (2019) found that teachers' well-being and attrition were reduced when

they developed self-appreciation through professional development activities. These results underscore the importance of fostering a nurturing atmosphere where educators can value and celebrate their own accomplishments.

Table 8. *What level of burnout do teachers have in terms of Emotional Exhaustion*

Indicator	Mean	SD	Interpretation
I am experiencing exhaustion as a result of striving to fulfill the demands or requirements set by the higher-level management.	3.70	0.937	High
It takes a lot of energy to teach my students throughout the day.	3.64	0.807	High
I am feeling disappointed by the behavior or decisions made by the upper-level leaders.	3.61	0.792	High
I find it difficult to recover from the emotional demands of my job as a teacher such as dealing with disruptive students.	3.60	0.732	High
I believe that I am putting too much effort in trying to meet the expectations of my colleagues.	3.02	0.742	Moderate
It definitely strains me to work with students.	2.93	0.673	Moderate
Working directly with my coworkers is making me feel frustrated	2.78	0.650	Moderate
Overall	3.33	0.463	Moderate

Legend: 5 (4.20–5.00) – Always: Very High; 4 (3.40–4.19) – Often: High; 3 (2.60–3.39) – Sometimes: Moderate; 2 (1.80–2.59) – Rarely: Low; 1 (1.00–1.79) – Never: Very Low

Table 8 demonstrates how a number of metrics were used to gauge the level of emotional exhaustion and burnout among teachers. Severe emotional tiredness was indicated by the highest-rated indication, "I am experiencing exhaustion as a result of striving to fulfill the demands or requirements set by higher-level management" (mean = 3.70, SD = 0.937). This suggests that administrative demands significantly raise teachers' stress levels, which could result in fatigue and decreased job satisfaction. The high rating highlights how important it is to have supportive leadership and policies that establish reasonable task expectations. However, "Working directly with my coworkers is making me feel frustrated" (Mean = 2.78, SD = 0.650), which is categorized as Moderate emotional tiredness, had the lowest rating of any indicator. This suggests that most teachers do not experience significant burnout from peer interactions, even though collaborative work environments may be irritating to some. The lower rating suggests that, compared to other issues, instructors find professional contacts bearable and less emotionally draining.

Additional information emphasizes the emotional strain teachers endure. High emotional exhaustion is suggested by the statements "I am feeling disappointed by the behavior or decisions made by upper-level leaders" (mean = 3.61, SD = 0.792) and "It takes a lot of energy to teach my students throughout the day" (mean = 3.64, SD = 0.807). These findings suggest that both administrative decisions and classroom demands contribute to increased stress levels among teachers. The statement further highlights the emotional cost of managing student conduct: "I find it difficult to recover from the emotional demands of my job as a teacher, such as dealing with disruptive students" (mean = 3.60, SD = 0.732). The statements "It definitely strains me to work with students" (Mean = 2.93, SD = 0.673) and "I believe that I am putting too much effort in trying to meet the expectations of my colleagues" (Mean = 3.02, SD = 0.742) received moderate ratings, suggesting that although these aspects of my job cause stress, they are not as overwhelming as other aspects.

Overall, the data indicate that teachers experience mild emotional exhaustion (mean = 3.33, SD = 0.463). Interactions with coworkers and students are perceived as less emotionally taxing, despite the fact that administrative obligations and classroom challenges are significant sources of stress. The finding that teachers experience intermediate emotional exhaustion indicates that, although they are not totally overburdened, they are under a lot of stress, which could affect their health and productivity at work.

According to Pishghadam and Ghodsinezhad (2018), teachers who often deal with overwhelming workloads and scarce resources are more prone to experience emotional exhaustion. Furthermore, Maynard (2018) notes that teachers are more prone to suffer from burnout if they believe their workplace is unsupportive or if they feel cut off from their peers. These results highlight how crucial a positive school environment and enough resources are to lowering emotional exhaustion and fostering teacher well-being.

Additionally, emotional exhaustion directly affects teacher job satisfaction and retention rates, according to Allen, Herst, Bruck, and Sutton (2020). If stressors are not managed, teachers who are moderately emotionally drained may still do their obligations, but they are more likely to develop negative attitudes toward their work.

Table 9. *What level of burnout do teachers have in terms of Depersonalization.*

Indicator	Mean	SD	Interpretation
I experience fatigue upon waking up in the morning and having to confront another day at work.	3.58	0.766	High
I have a doubtful attitude toward the potential of my students.	3.42	0.971	High
I feel as though I treat some of my pupils impersonally, almost like they are inanimate objects	3.17	1.086	Moderate
I feel disconnected or estranged from the upper management.	2.82	0.734	Moderate
I experience insensitivity toward my colleagues.	2.67	0.652	Moderate
My attitude toward my coworkers has gotten worse.	2.51	0.809	Low
My job has caused me to develop greater insensitivity towards my students	2.28	0.693	Low
Overall	2.92	0.597	Moderate

Legend: 5 (4.20–5.00) – Always: Very High; 4 (3.40–4.19) – Often: High; 3 (2.60–3.39) – Sometimes: Moderate; 2 (1.80–2.59) – Rarely: Low; 1 (1.00–1.79) – Never: Very Low

A moderate overall level of depersonalization (mean = 2.92, SD = 0.597) is shown in Table 9, which shows the degree of burnout among instructors as determined by a number of indicators. "I experience fatigue upon waking up in the morning and having to confront another day at work" (Mean = 3.58, SD = 0.766) was the most highly ranked sign, falling under the category of "High depersonalization." This indicates that a large number of teachers are physically and emotionally worn out, which may affect their enthusiasm and drive for teaching. Chronic fatigue may impair general well-being and work effectiveness. Low depersonalization was assigned to the criterion with the lowest rating, "My job has caused me to develop greater insensitivity towards my students" (mean = 2.28, SD = 0.693). This suggests that teachers often maintain empathy and care for their students despite stress and fatigue. The lower score on this metric is encouraging since it shows that there is still a strong professional commitment to students.

Different facets of depersonalization are highlighted by other markers. A high grade was awarded for the statement, "I have a doubtful attitude towards the potential of my students" (Mean = 3.42, SD = 0.971), suggesting that burnout is contributing to a loss of confidence in students' abilities. The statement implies a possible decline in emotional engagement with students, as indicated by the response, "I feel as though I treat some of my pupils impersonally, almost like they are inanimate objects" (Mean = 3.17, SD = 1.086), which suggests moderate depersonalization. A similar classification of "I feel disconnected or estranged from upper management" (Mean = 2.82, SD = 0.734) and "I experience insensitivity towards my colleagues" (Mean = 2.67, SD = 0.652) as Moderate depersonalization shows that although some teachers do feel cut off from peers and leadership, the issue is not severe. Notably, despite burnout, the majority of instructors maintain professional relationships, as evidenced by the Low rating for "My attitude towards my coworkers has gotten worse" (Mean = 2.51, SD = 0.809).

Overall, the statistics show that fatigue and a drop in hope for children's potential are significant problems, even when teachers perceive a moderate level of depersonalization. Nonetheless, low scores on indicators of insensitivity to students and coworkers show that teachers frequently uphold their professional ethics. The presence of minor depersonalization among teachers suggests that, despite their potential lack of extreme emotional detachment, they do harbor some degree of impersonal or cynical views toward their pupils. This can be a coping strategy meant to handle the demanding nature of their work. Depersonalization, according to Allen and Van der Velden (2018), is a psychological reaction in which people approach the people they serve in a dehumanizing or disconnected way. Teachers' connections with students may suffer as a result of this detachment, which would reduce the caliber of assistance and education given. Research indicates that instructors typically suffer from a modest degree of depersonalization.

Day and Gu (2018) found that a high workload, time constraints, and a lack of administrative support greatly exacerbate emotional exhaustion and depersonalization. To maintain emotional distance from the weight of their responsibilities, educators may take a depersonalized approach. Additionally, if the stressors are not adequately handled, instructors with moderate levels of depersonalization run the risk of developing additional burnout symptoms, according to Ruoxi Li et al. (2019).

Table 10. *What level of burnout do teachers have in terms of Personal Achievement.*

Indicator	Mean	SD	Interpretation
It is easy for me to create a relaxed and conducive atmosphere in learning.	3.03	0.693	Moderate
I think I make a positive impact on my co-teachers.	2.60	0.822	Moderate
I feel that I fulfill the requirements established by the management in my school.	2.55	0.997	Low
I feel capable of addressing my students' issues successfully.	2.52	0.819	Low
I have a feeling that my colleagues really appreciate the help I provide.	2.45	0.778	Low
I believe that I was able to contribute much to the institutional aims.	2.02	0.457	Low
Overall	2.53	0.438	Low

Legend: 5 (4.20–5.00) – Always: Very High; 4 (3.40–4.19) – Often: High; 3 (2.60–3.39) – Sometimes: Moderate; 2 (1.80–2.59) – Rarely: Low; 1 (1.00–1.79) – Never: Very Low

According to personal success, instructors' burnout was generally modest (mean = 2.53, SD = 0.438), as shown in Table 10. "It is easy for me to create a relaxed and conducive atmosphere in learning" (Mean = 3.03, SD = 0.693) was the highest-rated indicator, falling under the category of moderate personal success. This suggests that some teachers are able to keep a positive classroom environment even when they are exhausted. The moderate grade, however, indicates that stress and fatigue may occasionally make it challenging to sustain this atmosphere. "I believe that I was able to contribute much to the institutional aims" (Mean = 2.02, SD = 0.457), the criterion with the lowest rating, was categorized as low personal achievement. This suggests that a significant number of educators believe they are not making substantial progress toward their school's objectives, possibly due to excessive workloads, inadequate recognition, or limited professional development opportunities. Burnout can result from such ideas since they sap motivation and morale.

Additional findings support concerns over personal achievement. The moderate rating for "I think I make a positive impact on my co-teachers" (Mean = 2.60, SD = 0.822) suggests that some instructors do, but not always, acknowledge their contributions to their peers. In the meantime, "I feel capable of addressing my students' issues successfully" (Mean = 2.52, SD = 0.819), "I feel that I fulfill the requirements established by the management in my school" (Mean = 2.55, SD = 0.997), and "I have a feeling that my colleagues really appreciate the help I provide" (Mean: 2.45, SD: 0.778). Everything was received. Low ratings suggest that many educators struggle to meet institutional objectives, address student concerns, and feel appreciated by their peers. These results collectively suggest that teachers experience burnout due to their own performance, with many believing they are undervalued for their contributions and unsuccessful in their roles. Even while some are successful in fostering a positive learning environment in the classroom, sentiments of institutional underappreciation and professional inadequacy endure. Teachers' modest levels of personal achievement indicate that

they are generally capable and successful in their roles. Low levels of burnout in this dimension suggest that teachers are likely to feel successful in having a significant influence on their students, be content with their achievements, and maintain a good self-evaluation. Even while their feeling of personal achievement remains unharmed, this means that these teachers may nevertheless experience burnout in other ways, such as emotional exhaustion or depersonalization.

According to Mengyao and Yuanyuan (2019), teachers who felt successful in their roles were less likely to experience burnout overall. When confronted with work-related issues, they were more likely to exhibit resilience, engage in constructive relationships with students, and employ proactive coping strategies. Additionally, even under stressful circumstances, teachers who have high self-efficacy—a strong belief in their capacity to influence students' learning—are less prone to burnout, according to Schaufeli and Enzmann (2018). Low levels of personal accomplishment burnout have significant effects on teacher support initiatives and educational policy. Schools should take advantage of this benefit by providing opportunities for professional growth that increase teachers' sense of accomplishment. Teachers might feel more productive and content with their work if they receive regular feedback, mentorship, and acknowledgement for their achievements. However, in order to ensure teachers' general well-being and productivity, efforts to maintain or improve personal accomplishment must be coupled with programs that address other burnout characteristics.

Table 11 illustrates a substantial correlation between work-life balance, organizational support, and burnout among teachers. This association was assessed using a number of variables, each of which has its own r-value and p-value.

Table 11. *Test of significant relationship between burnout teachers, organizational support, and work life balance.*

Variable	r	p-value	Interpretation
Organizational Support	-.018	.842	Not Significant
Work Life Balance	.005	.997	Not Significant

The results show a high correlation between work-life balance, organizational support, and teacher burnout. According to the correlation analysis, there is no statistically significant relationship between organizational support and teacher burnout ($r = -0.018$, p-value = 0.842). This suggests that variations in how organizational support is perceived have little bearing on burnout levels. Similarly, there is no significant correlation between burnout and work-life balance ($r = 0.005$, p-value = 0.997), suggesting that teachers' experience of burnout is not significantly impacted by their capacity to balance work and personal obligations. As a result, the null hypothesis remains valid.

The results suggest that organizational efforts alone might not be sufficient to control burnout, as there is no significant correlation found between organizational help, work-life balance, and teacher burnout. This finding aligns with earlier studies that have identified burnout as a complex phenomenon influenced by a range of environmental, psychological, and personal factors, rather than solely by organizational structures (Skaalvik & Skaalvik, 2018). Therefore, if individual coping mechanisms and psychological well-being are not taken into consideration, programs that focus solely on enhancing organizational support may not be successful in reducing burnout. This highlights the need for a more comprehensive approach to managing teacher burnout, one that incorporates both institutional and individual resilience-building initiatives.

Additionally, the lack of a significant correlation between burnout and work-life balance supports research showing that burnout levels may not be as closely correlated with work-life balance as general job satisfaction and well-being (Hakanen et al., 2018). Rather than just being unable to balance their personal and professional responsibilities, teachers may experience burnout due to factors specific to their line of work, such as emotional exhaustion from student interactions and workload intensity. This highlights how important it is to recognize the particular demands of the teaching profession when coming up with burnout-reduction tactics. The lack of a significant correlation between work-life balance and organizational assistance in lowering burnout indicates that educational institutions and schools need to adopt a more sophisticated strategy for promoting the well-being of their teachers.

While organizational support is crucial, Hodges and Clifton (2018) stress that it needs to be tailored to each teacher's unique needs, including providing emotional support, professional development, and creating a positive school climate. In order to prevent burnout, boost job satisfaction, and enhance teachers' general well-being, future interventions should combine organizational techniques with individual coping mechanisms.

Conclusions

The findings led to the following deductions:

The results demonstrate that in important areas of their professional responsibilities, teachers feel a high degree of organizational support. Professional Development and Partnership and Linkage were rated very highly, and support for curriculum management was rated as strong. High levels of satisfaction with their families and personal lives indicate that teachers generally have a healthy work-life balance, according to the research. Their high level of awareness of the importance of maintaining work-life balance shows that they have fully understood and prioritized this factor.

The overall evaluation reveals a moderate degree of burnout, which is characterized by a low sense of personal achievement, moderate emotional exhaustion, and depersonalization. As a result, it was determined that although the person is feeling a great deal of emotional

stress and disengagement from their job, the most concerning aspect is a diminished sense of achievement and productivity at work.

There was no statistically significant correlation between teacher burnout, work-life balance, and organizational support, according to the study. This led to the conclusion that, in the context of the study, teachers' levels of burnout are not directly impacted by work-life balance or organizational support. Therefore, further research is needed to investigate alternative variables that may better explain this phenomenon, as other factors not considered in this study may contribute more significantly to teacher burnout.

Teachers may actively look for extra coping mechanisms to manage burnout, particularly emotional exhaustion and depersonalization, even in the face of robust organizational support and work-life balance. Peer support groups, professional counseling, and self-care activities can all help to lower burnout and enhance individual performance. Since organizational support and work-life balance are not substantially linked to burnout, school administrators may consider other potential causes, such as the amount of labor required, student behavior, or institutional policies. It is possible to conduct ongoing evaluations of teachers' well-being in order to spot new pressures and offer prompt solutions.

Curriculum planners may include resilience training, stress management, and mental health awareness in teacher development programs because of the robust professional development support. It is possible to create curriculum requirements that allow teachers sufficient time for lesson planning, student participation, and personal well-being. To find additional factors that lead to teacher burnout, such as workload demands, interactions between students and teachers, or administrative pressures, more research may be conducted. Further understanding of teachers' actual experiences with burnout and coping mechanisms may be possible through qualitative research. Future studies should also examine intervention strategies that successfully lower burnout and evaluate the long-term impacts on teachers' job performance and general well-being.

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