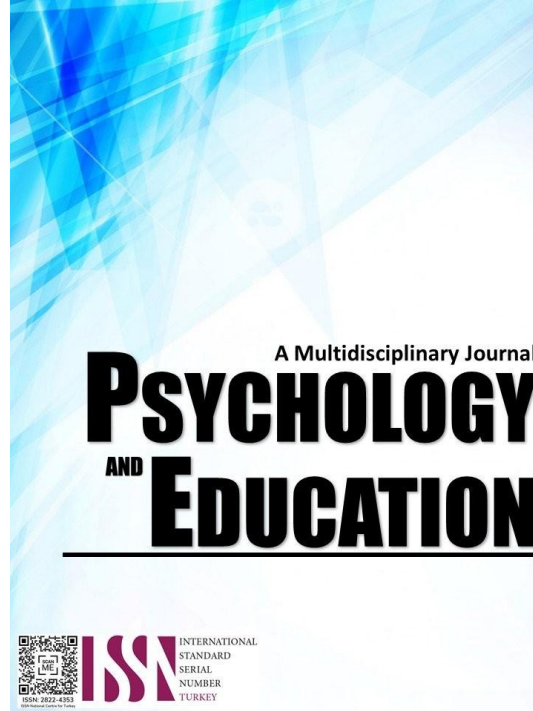


ASSESSING BURNOUT AND SOCIAL SUPPORT OF TEACHERS HANDLING INCLUSIVE CLASSES



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Assessing Burnout and Social Support of Teachers Handling Inclusive Classes

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Abstract

The study aims to assess the degree of burnout and social support received by general education teachers handling inclusive classes at the identified schools in Cebu City Division for the school year 2023-2024. A descriptive correlational research design was employed, with a total of 30 teacher respondents from Abellana National School participating. The gathered quantitative data were statistically treated using frequency, simple percentage, weighted mean, and Pearson Correlation coefficient. The results show that there is no significant relationship between the degree of burnout and emotional exhaustion, depersonalization, personal achievement, and social support in terms of appraisal, belonging, and tangible support. This suggests that general education teachers handling inclusive classrooms have a driving force to transform challenging situations into opportunities for learning among learners with diverse needs. Therefore, it is essential to equip teachers with the necessary skills for the effective implementation of inclusive education in the Philippines. Hence, it is hereby recommended to implement the intervention plan.

Keywords: *special education, burnout and social support, inclusive education, emotional exhaustion, social support, descriptive correlational research design, Cebu City, Philippines*

Introduction

In recent years, there has been a global push to promote inclusive education, which strives to ensure that students with diverse learning needs, including those with disabilities, receive equal educational opportunities alongside their peers. This shift toward inclusive classrooms presents significant challenges for educators who must adapt their teaching methods to accommodate students with varying abilities. While the integration of inclusive education has shown benefits for students (Sharma, 2024), it has also introduced new stressors for teachers that can impact their well-being and, consequently, their effectiveness in the classroom (Skaalvik & Skaalvik, 2020). Recognizing the impact of inclusive education on teacher well-being is crucial for enhancing the overall effectiveness of inclusive practices and ensuring sustainable teacher retention (Shipp, 2024).

The teaching profession is inherently stressful, with burnout rates among educators consistently higher than in many other professions. Teachers often face job-related stress due to long working hours, administrative burdens, and the emotional labor involved in teaching (Wong, 2020). However, the complexity of managing inclusive classrooms, where students have diverse learning needs, can significantly amplify these stressors. In particular, burnout—a state of emotional, physical, and mental exhaustion caused by prolonged stress—has been increasingly reported among teachers in inclusive settings (Candeias et al., 2021). Research indicates that burnout can lead to adverse outcomes such as reduced job satisfaction, poorer teaching performance, and higher turnover rates (Nguyen & Kremer, 2022). Understanding the factors contributing to burnout among teachers who handle inclusive classes is crucial for developing targeted interventions and creating effective support systems (Madigan & Kim, 2021).

Educators working in inclusive classrooms face a unique set of challenges that contribute to burnout. These include diverse learning needs, limited resources, time constraints, lack of training, and difficulties in coordinating with support services such as special education professionals (Candeias et al., 2021). Managing a classroom with a mix of students at different developmental stages and abilities can be overwhelming, especially when teachers are unprepared or lack the necessary support (Tomlinson & Imbeau, 2023). These challenges may exacerbate burnout if not appropriately addressed. However, research suggests that with adequate training, resources, and support, teachers can better manage the demands of inclusive education and mitigate the effects of burnout (Annan-Brew et al., 2023). Thus, creating an inclusive and supportive learning environment that benefits not only students but also promotes teacher well-being is essential.

One critical factor that can help mitigate teacher burnout is social support. Social support, encompassing emotional, informational, and tangible assistance from colleagues, administrators, and the broader school community, serves as a protective factor against burnout (Friesen et al., 2023). Teachers who perceive high levels of social support report lower levels of burnout and greater job satisfaction (Marcionetti & Castelli, 2023). In the context of inclusive education, where teachers face complex challenges, social support can be an essential resource for coping with stress and sustaining motivation (Diab & Green). Exploring the relationship between social support and burnout is crucial for developing strategies that enhance teacher well-being and foster a positive learning environment for students with diverse needs.

While much of the existing research on teacher burnout has focused on general classroom settings, less attention has been given to teachers in inclusive classrooms, particularly in the Philippines, where inclusive education policies are still evolving. The local context presents unique challenges, such as inadequate resources, large class sizes, and limited professional development opportunities for teachers (Espeño et al., 2024). Moreover, there is a gap in the literature regarding how social support influences burnout specifically within the context of inclusive education in the Philippines. This research aims to fill that gap by examining the levels of burnout and

social support among teachers managing inclusive classrooms in Cebu City, Philippines, during the 2023-2024 academic year.

This study is critical because understanding the relationship between burnout and social support can inform the development of targeted policies and interventions that support teachers' mental health and job satisfaction. At Abellana National School, where teachers reported significant challenges in managing inclusive classrooms, this research will provide valuable insights into how burnout can be addressed through social support and how teachers' well-being can be promoted through institutional and community involvement. Furthermore, the findings can inform future efforts to enhance the implementation of inclusive education in the Philippines by targeting the specific needs of teachers.

The study aims to assess the degree of burnout and the level of social support received by teachers in inclusive classrooms, exploring the relationship between these factors and their impact on teachers' ability to manage diverse classrooms effectively. The findings will contribute to the growing body of literature on teacher well-being, especially in the context of inclusive education, and provide actionable recommendations for educational stakeholders.

Research Questions

This study assessed the degree of burnout and the social support received by general education teachers handling inclusive classes at the identified schools in the Cebu City Division for the 2023-2024 school year, providing a basis for the proposed intervention plan. Specifically, it sought answers to the following questions:

1. What is the profile of the respondents in terms of:
 - 1.1. age and gender;
 - 1.2. civil status;
 - 1.3. highest educational attainment;
 - 1.4. field of specialization; and
 - 1.5. length of service?
2. What is the degree of burnout experienced by the respondents in terms of:
 - 2.1. emotional exhaustion;
 - 2.2. depersonalization; and
 - 2.3. personal achievement?
3. What is the level of social support received by the respondents?
4. Is there a significant relationship between burnout and social support received by the respondents?
5. Based on the findings, what intervention plan can be crafted?

Literature Review

Emotional Exhaustion

Emotional exhaustion is the most commonly identified symptom of teacher burnout and is characterized by feelings of being drained or overwhelmed by the demands of work. Teachers in inclusive classrooms are particularly vulnerable to emotional exhaustion due to the complexity of meeting the diverse needs of students, including those with disabilities. In an inclusive setting, teachers are expected to engage with students who require individualized attention while balancing the needs of the rest of the class, leading to significant emotional strain (Khattak et al., 2025). Emotional exhaustion is associated with decreased teacher effectiveness and well-being, which can lead to poor classroom management, lower student engagement, and a decline in the overall quality of education (Puertas et al., 2019). Studies have shown that emotional exhaustion among teachers can lead to a sense of powerlessness, where teachers feel they cannot adequately meet the academic or emotional needs of their students (Lee et al., 2021). Teachers who experience high emotional exhaustion are at risk of burnout, which negatively affects both their personal health and their professional performance (Cuadrado et al., 2021).

Depersonalization

Depersonalization refers to a psychological state in which teachers become emotionally detached from their students, often perceiving them as objects rather than individuals. In the context of inclusive classrooms, teachers may feel overwhelmed by the diverse needs of their students and, as a defense mechanism, develop a sense of detachment or cynicism toward them (Saleem, 2025). Depersonalization is a key indicator of burnout and is often exacerbated in inclusive education settings, where teachers feel the burden of accommodating a range of learning styles and special needs within a single classroom (Gleason, 2025). Research indicates that when teachers perceive their students impersonally, they become less empathetic, which in turn affects the quality of education and student-teacher relationships (Xiang et al., 2022). This emotional distance not only hinders effective teaching but also contributes to a hostile classroom environment, which can impact student engagement and achievement (Li & Xue, 2023).

Personal Achievement

Personal achievement refers to the sense of accomplishment that teachers feel in their professional roles. For teachers working in inclusive classrooms, burnout often leads to a diminished sense of personal achievement, as they struggle to meet the varied needs of

their students. Burned-out teachers often feel ineffective and unable to make a meaningful impact on their students' learning, resulting in decreased job satisfaction (Santoro, 2019). A lack of professional accomplishment in an inclusive setting can lead to low self-efficacy, where teachers perceive their efforts as insufficient despite their hard work. Studies have shown that teachers who experience burnout due to low personal achievement are more likely to leave the profession, contributing to high turnover rates in schools (Räsänen et al., 2020). This reduced sense of success in teaching is particularly concerning in inclusive classrooms, where teachers must balance academic expectations with the need to address students' emotional, social, and developmental needs (Ibarra, 2022).

Analysis of Teacher Burnout

Teacher burnout in inclusive classrooms is a multi-faceted phenomenon, involving emotional exhaustion, depersonalization, and a diminished sense of personal achievement. These indicators collectively contribute to a state of burnout, where teachers feel overwhelmed by their responsibilities and unable to meet the needs of their students. The diverse challenges presented by inclusive education, such as managing students with disabilities, limited resources, and the pressure to perform, heighten the risk of burnout (Brittle, 2020). Emotional exhaustion is particularly pervasive, as teachers struggle to maintain their energy levels while addressing the complex needs of a heterogeneous student body (Wang et al., 2024). Depersonalization, which often follows emotional exhaustion, leads teachers to view students as burdens rather than individuals, thereby reducing their capacity for empathy and engagement (Zhai et al., 2025). Finally, a diminished sense of personal achievement reflects the internal conflict teachers feel when they perceive themselves as ineffective, further contributing to burnout (Ilyavi, 2019). These combined factors create a challenging work environment, ultimately affecting the quality of teaching and student outcomes in inclusive classrooms.

Social Support

Appraisal Support

Appraisal support refers to the feedback, encouragement, and constructive criticism that teachers receive from colleagues, administrators, or mentors. It plays a significant role in enhancing teachers' self-efficacy and coping mechanisms, particularly in challenging environments such as inclusive classrooms. Teachers who receive positive appraisal support are more likely to feel competent and capable of handling the demands of their roles (Collie & Perry, 2019). Research indicates that when teachers receive regular feedback and guidance, they are better equipped to address their professional challenges, which in turn reduces feelings of burnout and increases job satisfaction (Sahito & Vaisanen, 2020). In inclusive classrooms, where teachers are tasked with addressing diverse learning needs, feedback on instructional practices can help them refine their approach, fostering professional growth and reducing stress (Finkelstein et al., 2021).

Belonging Support

Belonging support involves emotional and social connections within the school environment. Teachers who feel a sense of belonging in their professional community are better able to cope with stress and burnout. In inclusive classrooms, where teachers may feel isolated due to the demands of working with students with diverse needs, strong social networks within the school can act as a protective buffer (Farmer et al., 2019). Belonging support can come from colleagues, school administrators, or even students, and it fosters a sense of community and emotional resilience (Fenizia & Parrello, 2025). Teachers who experience strong belonging support are more likely to report higher job satisfaction and better overall well-being, as they feel valued and included in the school's mission (Dreer, 2024).

Tangible Support

Tangible support refers to the practical assistance provided to teachers, including help with classroom resources, lesson planning, and managing administrative tasks. In inclusive classrooms, where the demands on teachers are high, tangible support can significantly reduce workload stress and alleviate burnout (Stoddart, 2024). This support may come in the form of material resources, collaborative planning with colleagues, or administrative assistance. When teachers receive tangible support, they feel more prepared to meet the needs of their students, which can help prevent burnout (Jennings & Min, 2023). Research has demonstrated that tangible support is particularly crucial in resource-constrained environments, where teachers often lack the necessary materials and time to effectively manage inclusive classrooms (Ravet & Mtika, 2024).

Synthesis of Social Support

Social support, encompassing appraisal, belonging, and tangible support, is essential for mitigating teacher burnout. Teachers who receive emotional, professional, and practical support are better equipped to manage the challenges of inclusive education. Appraisal support, through feedback and guidance, helps teachers improve their teaching practices, boosting their sense of competence and reducing feelings of inadequacy. Belonging support fosters a sense of community and connection, helping teachers feel less isolated and more resilient in the face of job stress (Heider, 2021). Tangible support, which provides practical assistance with classroom management and resources, alleviates some of the external pressures that contribute to burnout (Ikram, 2024). Studies consistently show that robust social support networks are associated with lower levels of burnout, greater job satisfaction, and improved overall teacher well-being (Omojemite & Ciske, 2025). In inclusive classrooms, where teachers face unique demands, strong social support can be a key factor in maintaining teacher resilience and effectiveness.

Methodology

Research Design

This study employed a descriptive-correlational research design, aiming to describe and examine the relationships between two key factors: teacher burnout and social support. The descriptive aspect of the design helped identify and categorize the degree of burnout experienced by teachers handling inclusive classrooms, as well as the level of social support they received (Madigan & Kim, 2021).

The correlational component investigated the potential relationships between the degree of burnout and the level of social support received by the teachers. Through this design, the study gathered data that allowed for an analysis of how different forms of social support —emotional, appraisal, belonging, and tangible —related to various dimensions of teacher burnout, including emotional exhaustion, depersonalization, and personal achievement. Data were collected through a structured questionnaire, which provided both qualitative and quantitative insights into the teachers' experiences.

Respondents

The respondents in this study were 30 teachers from Grades 7 to 10 who handled inclusive classes at Abellana National School, Department of Education, Cebu City Division. A lottery-style selection was employed to determine the desired number of participants for the study. A list of all eligible teachers was created, and each teacher was assigned a unique identification number. Random numbers were generated to select respondents, ensuring an unbiased selection process. Once the teachers were selected, they were contacted and informed about the research study, including its purpose, procedures, and expectations. After the selected respondents provided their informed consent, assuring them of their anonymity and confidentiality, the study proceeded with the administration of surveys and interviews. This random selection method ensured the minimization of bias and maintained the research's objectivity and quality.

Instrument

A questionnaire adopted from Jackson and Leiter (1996) was used to assess the degree of burnout experienced by the respondents. This questionnaire was used to collect information in response to the problem at hand. A modified questionnaire form (Cohen et al., 1995) was utilized to measure the Level of social support received by the respondents.

The questionnaire has three parts. The first part would gather the profiles of the respondents in terms of age, gender, civil status, highest educational attainment, field of specialization, and length of service. The second part collects data on the degree of burnout experienced by the respondents, specifically in terms of emotional exhaustion, depersonalization, and personal accomplishment. The third part would gather the level of social support received by the respondents.

The adapted survey questionnaire for burnout experienced by the respondents would include 22 statements intended to describe the degree of burnout you experience as a teacher. The adapted survey questionnaire for describing the social support you receive as a teacher consists of 12 statements. Each statement requires the respondent to select one of five choices. A five-point Likert scale was used. They must choose from the following options.

The scoring procedure for the degree of burnout experienced by the respondents is a scale of 4, with a numerical rating of 3.25 to 4.00, corresponding to a descriptive rating of severe burnout. The verbal interpretation states that the respondent exhibits severe signs of burnout, with a substantial and pervasive impact on their well-being and job performance. Scale of 3, with a numerical rating of 2.50 to 3.24, a descriptive rating of moderate burnout, and a verbal interpretation stating that the respondent demonstrates noticeable signs of burnout, impacting well-being and job performance to a moderate extent. Scale of 2, with a numerical rating of 1.75 to 2.49, a descriptive rating of mild burnout, and a verbal interpretation stating that the respondent experiences occasional signs of burnout, with a slight impact on well-being and job performance. Scale of 1, with numerical rating of 1.00 to 1.74, descriptive rating of minimal burnout, and verbal interpretation stating the respondent exhibits very low signs of burnout, with minimal impact on well-being and job performance.

For the scoring procedure on the level of social support received by the respondents, a scale of 4, with a numerical rating of 3.25 to 4.00, a descriptive rating of exceptional social support, and a verbal interpretation that the respondent receives an outstanding level of social support, with robust assistance and encouragement from a comprehensive network. For the scale of 3, with a numerical rating of 2.50 to 3.24, a descriptive rating of moderate social support, and a verbal interpretation that the respondent experiences a moderate level of social support, receiving assistance and encouragement from various sources. For the scale of 2, a numerical rating of 1.75 to 2.49 corresponds to a descriptive rating of 'low social support,' and a vertical interpretation indicates that the respondent receives occasional social support, but it is limited in scope and may not fully address their needs. For the scale of 1, a numerical rating of 1.00 to 1.74 corresponds to a descriptive rating of minimal social support. A vertical interpretation indicates that the respondent receives minimal social support, with little to no assistance or encouragement from personal or professional networks.

The Data Privacy Act was followed, and total confidentiality was maintained for all collected data.

Data Analysis

The data collected in this study were analyzed using several statistical methods to address the research questions. Frequency count was

employed to determine the number of occurrences of specific units or characteristics within the variables. This method calculated both the absolute (actual number) and relative (percentage) totals, providing an overview of how respondents were distributed across different categories. A simple percentage was used to express the responses for the profile variables, offering a comparative measure between different groups or categories in the dataset. This technique helped to quantify the relationship between the variables and made it easier to interpret the results across the respondent profiles.

To assess the degree of burnout and the level of social support received by the respondents, a weighted mean was applied. This method computes an average where different values are given different weights, allowing for a more accurate representation of the data. The weighted mean is particularly useful when different responses contribute differently to the overall measure. Pearson's r was used to analyze the relationship between burnout and social support. The Pearson correlation coefficient measures the strength and direction of the relationship between two variables, with values ranging from -1.00 to 1.00, indicating either a negative or positive correlation. This statistical tool was used to determine whether social support has a significant influence on the burnout levels experienced by teachers in inclusive classrooms.

Ethical Considerations

This study adhered to ethical guidelines to ensure the well-being of the participants. To ensure informed consent, all participants were provided with detailed information about the study's purpose, procedures, and their rights, including the voluntary nature of participation and the ability to withdraw at any time without penalty. The researcher assured the participants of their confidentiality and anonymity, using pseudonyms to protect their identities and ensuring that no personal information would be disclosed without consent. All data were kept confidential, with codes assigned to respondents to prevent identification. Participants were also informed that their involvement would not cause them harm, and they received assurances that the study would be conducted ethically and honestly, with accurate representation of the findings.

To maintain the ethical integrity of the study, principles of transferability, dependability, and confirmability were applied. Transferability was ensured by thoroughly describing the research context, enabling others to assess the applicability of the findings to different settings. Dependability was maintained by documenting any changes in the research process to ensure consistent results, while confirmability was achieved by cross-checking data collection and analysis procedures to avoid bias. The researcher ensured credibility and trustworthiness through prolonged engagement with the study, gathering sufficient data to accurately represent the participants' experiences. These ethical practices guaranteed that the study was conducted with integrity and respect for the participants.

Results and Discussion

This section presents the degree of burnout and social support received by general education teachers handling inclusive classes at the identified schools in the Cebu City Division for the 2023-2024 school year, serving as the basis for the proposed intervention plan.

Profile of the Respondents

The demographic profile of the teacher-respondents includes their age, gender, civil status, highest educational attainment, field of specialization, and length of service. The frequency and percentage are utilized, and the results are shown below.

Age and Gender

The table outlined the age and gender distribution of teacher-respondents, offering critical insights into the demographic composition of educators in inclusive teaching settings. This data provided a foundational understanding of the sample's structure, highlighting the predominance of female teachers and the representation of various age groups, which may have influenced their experiences, challenges, and access to social support systems. Such demographic patterns were essential for contextualizing subsequent analyses of well-being and professional resilience in inclusive education environments. Table 1 presents the age and gender profile of the teacher respondents.

Table 1. *Age and Gender of the Respondents*

Age (in years)	Female		Male		Total	
	(f)	(%)	(f)	(%)	(f)	(%)
56 and above	5	16.67	2	6.67	7	23.33
46-55	7	23.33	0	0.00	7	23.33
36-45	4	13.33	1	3.33	5	16.67
26-35	10	33.33	1	3.33	11	36.67
Total	26	86.67	4	13.33	30	100.00

The table illustrates the demographic characteristics of the respondents, specifically their age and gender. Among the 30 teachers aged 26–35, ten (33.33%) were female, while only one (3.33%) was male. These teachers were relatively young and new to public service, which suggested their strong willingness to serve Filipino learners with dedication and courage. Additionally, young educators demonstrated resourcefulness and a readiness to address the challenges of teaching learners with special needs.

Conversely, among the 30 teachers aged 36–45, there was a representation of 13.33 percent, consisting of four females and one male.

Furthermore, seven teachers (23.33%) were aged 46–55, all of whom were female. These teachers often served as mentors to novice educators in the general education sector. Lastly, among the five teachers aged 56, two (6.67%) were male. The data reflected a predominance of female teachers in general education, a trend commonly associated with nurturing qualities akin to maternal care, which benefited students in school settings.

According to Bongco and Abenes (2019), the feminization of teaching was a worldwide phenomenon that had been studied for its various implications. Music (2024) found that female teachers had a positive influence on students' mental health and social adjustment due to their nurturing nature, which was often associated with maternal qualities.

Civil Status

Table 2 presents the breakdown of civil statuses among the teacher respondents. The categorizations about marital status were as follows: "Single" referred to individuals who had never been married or had been divorced if previously married. The designation "married" referred to individuals who had legally entered into marriage according to the Philippine Family Code. This category also included those in common-law relationships. Lastly, "widow or widower" described individuals who had experienced the loss of a spouse and had not remarried.

Table 2. *Civil Status of the Respondents*

<i>Civil Status</i>	<i>f</i>	<i>%</i>
Married	21	70.00
Single	7	23.33
Widow	2	6.67
Total	30	100.00

The table presented an overview of the respondents' civil statuses. According to the data, out of 30 respondents, 70 percent (21 individuals) were married. Additionally, seven respondents (23.33%) were single, while two individuals (6.67%) were widowed. This distribution highlighted the significant role of mothers as primary providers of knowledge, particularly for learners with special needs. Furthermore, it reflected the passionate commitment of these teachers to nurturing and educating young minds.

Empowerment played a crucial role in the care of children with special needs, particularly for married mothers and fathers who often had to navigate complex systems to secure essential services for their children. Their marital status was a significant factor in enabling them to effectively advocate for and access timely support, ensuring that their children's educational needs were met. This paper examines maternal empowerment, focusing on how parents advocate for their children, access necessary resources, and employ innovative strategies to promote quality education (Karisa et al., 2021).

Highest Educational Attainment

Table 3 details the highest educational attainment of teacher-respondents, revealing the academic qualifications that underpinned their professional expertise in inclusive education. This data provided insights into the sample's educational profile, which may have influenced instructional strategies, professional development needs, and capacity to address the demands of diverse classrooms. Understanding these qualifications was critical for designing targeted interventions that aligned with teachers' academic backgrounds and career aspirations. Table 3 presents the highest educational attainment of the teacher respondents.

Table 3. *Highest Educational Attainment of the Respondents*

<i>Educational Attainment</i>	<i>f</i>	<i>%</i>
Doctorate Degree	1	3.33
With Doctorate Units	2	6.67
Master's Graduate	4	13.33
With Master's Units	20	66.67
Bachelor's Degree	3	10.00
Total	30	100.00

Table 3 presents the educational background of the respondents. Among the 30 participants, 20 individuals (66.67%) were pursuing master's units in Education. Four respondents (13.33%) held a master's degree, three (10%) had completed a bachelor's degree, two (6.67%) had earned doctoral units, and one (3.33%) had obtained a doctorate. These findings highlighted that most teachers were actively engaging in professional development to acquire the necessary knowledge for serving learners with special educational needs. By enrolling in postgraduate studies, they enhanced their abilities as facilitators of learning in the inclusive education sector.

This collective case study investigated teachers' knowledge, decision-making processes, reasoning, and actions involved in planning and implementing technology-integrated instruction for learners with special needs in schools. The results contributed to the growing body of research on how teachers demonstrate Technological Pedagogical Content Knowledge (TPACK) in practice, particularly within special education contexts. Technological pedagogical knowledge appeared overtly in the teachers' discussions regarding technology-related decisions.

The results showed how teachers engaged in interconnected postgraduate studies that reflected TPACK and Technological Pedagogical

Reasoning and Action (TPR&A). They made various decisions about planning and immediate instructional actions, including comprehension, transformation, instructional interactions, evaluation, reflection, and new comprehension. These findings suggested that personal and professional development efforts should focus not only on increasing teachers' technological knowledge and skills but also on enhancing their decision-making and reasoning regarding effective technology integration in learning settings for learners with special needs (Anderson & Putman, 2022).

Field of Specialization

The table below outlines the fields of specialization among teacher-respondents in general education, highlighting the diverse subject expertise that informed their instructional approaches in inclusive classrooms. This distribution reflected the varied academic backgrounds within the sample, which may have shaped their capacity to address multidisciplinary challenges and adapt pedagogical strategies to diverse learner needs. Analyzing these specializations was essential for identifying subject-specific support mechanisms and fostering collaborative professional development tailored to the demands of inclusive education. Table 4 shows the field of specialization of the teacher respondents in general education.

Table 4. Field of Specialization

<i>Field of Specialization</i>	<i>f</i>	<i>%</i>
Social Studies	4	13.33
English	5	16.67
Values Education	2	6.67
Filipino	7	23.33
Math	3	10.00
Science	4	13.33
TLE	3	10.00
TVE	2	6.67
Total	30	100.00

Among the 30 participating teachers, 23.33% (7 individuals) specialized in Filipino. English teachers accounted for 16.67% (5 respondents), while Social Studies and Science educators each represented 13.33% (4 teachers per subject). Mathematics, Technology, and Livelihood Education (TLE) specialists constituted 10% (3 teachers) each. Values Education and Technical-Vocational Education (TVE) teachers comprised the smallest group at 6.67% (2 teachers each).

Length of Service

The length of service of the teacher respondents is an important factor in understanding their experience and preparedness in managing inclusive classrooms. Table 5 presents the distribution of the respondents based on their years of teaching service in the Department of Education, illustrating a mix of novice and seasoned educators whose combined experiences contribute to the overall capacity of the teaching workforce in inclusive education settings.

Table 5. Length of Service of the Respondents

<i>Length of Service (in years)</i>	<i>f</i>	<i>%</i>
16 and above	16	53.33
11-15	1	3.33
6-10	5	16.67
1-5	8	26.67
Total	30	100.00

Table 5 displayed the respondents' length of service in the Department of Education. Among the 30 participants, the majority (16 teachers, 53.33%) had served for 16 years or more. Eight respondents (26.67%) had one to five years of teaching experience, while five teachers (16.67%) had been teaching for six to ten years. One respondent (3.33%) had been teaching for 11 to 15 years in the Department of Education. This distribution pattern suggested the participants represented a strong professional cohort, as evidenced by their demographic characteristics. While some were new to the profession, their educational qualifications positioned them as competent learning facilitators. Additionally, they benefited from access to experienced mentors who guided novice teachers, while simultaneously receiving mentorship from these newer colleagues regarding innovative and flexible teaching approaches.

As key agents of educational transformation, teachers require comprehensive knowledge and adaptive capabilities to address evolving challenges. The study consequently examined potential relationships between teacher preparedness and both age and professional experience. Binary response analysis revealed that only 26.4% of respondents felt adequately prepared to address their students' diverse needs. Significant negative correlations emerged between CEFI-R dimensions (particularly Dimension 1 [understanding of diversity], Dimension 3 [support systems], and Dimension 4 [community involvement]) and both age and years of teaching experience. These findings indicated that increased age and longer tenure correlated with stronger perceived readiness for inclusive education, serving as sustained motivation for employing specialized instructional strategies for students with exceptional needs (Triviño-Amigo et al., 2022).

Degree of Burnout in Terms of Emotional Exhaustion

Burnout is a complex phenomenon characterized by varying degrees of emotional exhaustion, depersonalization, and a diminished sense of personal accomplishment.

Table 6. Degree of Burnout Experienced by the Respondents in terms of Emotional Exhaustion

S/N	Indicators	WM	Verbal Description
1	I feel emotionally drained by my work.	2.53	Minimal
2	Working with people all day long requires a great deal of effort.	3.30	Mild
3	I feel like my work is breaking me down.	2.73	Mild
4	I feel frustrated by my work.	2.30	Minimal
5	I feel I work too hard at my job.	2.63	Mild
6	It stresses me too much to work in direct contact with people.	2.50	Minimal
7	I feel like I'm at the end of my rope.	1.83	Minimal
Aggregate Weighted Mean		2.55	Minimal

Legend: 4.21-5.00-Severe; 3.41-4.20-Moderate; 2.61-3.40-Mild; 1.81-2.60-Minimal; 1.00-1.80-Very Minimal

The table provided illustrates the extent of burnout experienced by respondents concerning emotional exhaustion. Participants reported feeling close to the limits of their patience when dealing with students in inclusive classrooms, as indicated by a weighted mean of 1.83, which suggests a minimal impact on both well-being and job performance. Additionally, teachers expressed frustration in their work, with a weighted mean of 2.30, also indicating minimal impact. Furthermore, direct interaction with others caused minimal stress for teachers, with a weighted mean of 2.50, while feeling emotionally drained by their work received a slightly higher score of 2.53.

Moreover, the sensation of exerting considerable effort in their job, with a weighted mean of 2.63, and feeling as though their work was taking a toll on them, with a weighted mean of 2.73, were reported. Similarly, expending a great deal of effort throughout the day had a mild impact on well-being and job performance, with a weighted mean of 3.30.

With an aggregated weighted mean of 2.55, it is evident that teachers in inclusive classrooms experienced emotional exhaustion to a certain degree. Stress tends to accumulate from persistent adverse or challenging life events, leading individuals to feel emotionally worn out and drained. For teachers, emotional exhaustion manifests through a range of symptoms, including emotional, physical, and performance-related issues. Overall, the degree of burnout related to emotional exhaustion appears to have a minimal impact on teachers' well-being and job performance.

This aligns with current literature, which notes that while emotional exhaustion can accumulate over time due to ongoing stressors and high interpersonal demands, its severity and consequences vary considerably depending on the intensity and duration of exposure (Philamon, 2021). Thus, the minimal to mild emotional exhaustion observed among these teachers suggests that, although they face the inherent challenges of their roles, their current levels of burnout are not yet significantly detrimental to their overall functioning and effectiveness.

Degree of Burnout in terms of Depersonalization

Depersonalization-derealization arises when an individual experiences a sense of detachment from their own body or perceives their surroundings as unreal, or both. These feelings of depersonalization and derealization can be profoundly unsettling, akin to the sensation of living in a dream.

Table 7. Degree of Burnout Experienced by the Respondents in terms of Depersonalization

S/N	Indicators	WM	Verbal Description
1	I feel I look after specific patients/clients impersonally, as if they are objects.	2.07	Minimal
2	I feel tired when I get up in the morning and have to face another day at work.	2.33	Minimal
3	I have the impression that my patients/clients make me responsible for some of their problems.	2.70	Mild
4	I am at the end of my patience at the end of my work day.	2.37	Minimal
5	I really don't care about what happens to some of my patients/clients.	2.07	Minimal
6	I have become more insensitive to people since I've been working.	2.10	Minimal
7	I'm afraid that this job is making me uncaring.	2.17	Minimal
Aggregate Weighted Mean		2.26	Minimal

Legend: 4.21-5.00-Severe; 3.41-4.20-Moderate; 2.61-3.40-Mild; 1.81-2.60-Minimal; 1.00-1.80-Very Minimal

The table illustrates the extent of burnout experienced by respondents in terms of depersonalization. The data indicate that teachers perceive clients treating them as objects, leading to feelings of depersonalization, which in turn may cause them to become indifferent to the well-being of some clients, as reflected in a weighted mean of 2.07. Additionally, some teachers exhibit increased insensitivity toward people due to their work, with a weighted mean of 2.10, and express concern that their job is causing them to become uncaring, with a weighted mean of 2.17. Moreover, there is a sense of fatigue in facing another day of work, as reflected in a weighted mean of 2.33; yet, they manage to maintain composure and patience at the end of each day, with a weighted mean of 2.37. Overall, these situations indicate a very low level of burnout, with minimal impact on both well-being and job performance.

This suggests that despite feeling depersonalized in an inclusive classroom, teachers are still able to maintain their composure and effectively perform their duties, overcoming the stress of feeling undervalued in the learning environment. As educators, their dedication and passion for teaching are robust, enabling them to make the teaching-learning process meaningful and cater to the diverse needs of the entire school community.

Recent studies support the finding that teachers in the referenced study experienced only minimal levels of depersonalization-related burnout. For instance, research by Riecke (2024) highlights that while depersonalization, characterized by emotional detachment and cynicism, is a significant aspect of burnout, its severity varies by context and individual coping mechanisms. Riecke notes that professionals who maintain a sense of meaning and connection in their work are less likely to experience severe depersonalization, echoing the minimal impact observed among the teachers.

Degree of Burnout in terms of Personal Achievement

The following table presents the degree of burnout experienced by respondents in terms of personal achievement, a critical dimension reflecting perceived professional efficacy and fulfillment.

Table 8. Degree of Burnout Experienced by the Respondents in terms of Personal Achievement

S/N	Indicators	WM	Verbal Description
1	I accomplish many worthwhile things in this job.	1.97	Minimal
2	I feel full of energy.	2.27	Minimal
3	I am easily able to understand what my patients/clients feel.	1.93	Minimal
4	I look after my patients'/clients' problems very effectively.	2.23	Minimal
5	In my work, I handle emotional problems very calmly.	2.07	Minimal
6	Through my work, I feel that I have a positive influence on people.	1.87	Minimal
7	I am easily able to create a relaxed atmosphere with my patients/clients.	1.90	Minimal
8	I feel refreshed when I have been close to my patients/clients at work.	2.13	Minimal
Aggregate Weighted Mean		2.05	Minimal

Legend: 4.21-5.00-Severe; 3.41-4.20-Moderate; 2.61-3.40-Mild; 1.81-2.60-Minimal; 1.00-1.80-Very Minimal

The table highlights the extent of burnout related to personal achievements. The data indicate that all metrics demonstrate minimal signs of burnout, with negligible effects on both well-being and job performance. Among the findings, respondents reported feeling positively influential on people through their work, with a weighted mean of 1.87, easily fostering a relaxed atmosphere with clients, with a weighted mean of 1.90, and effectively understanding clients' feelings, with a weighted mean of 1.93. Additionally, they expressed satisfaction in accomplishing worthwhile tasks in their job, with a weighted mean of 1.97, handling emotional challenges calmly, with a weighted mean of 2.07, and feeling rejuvenated when engaging closely with clients at work, with a weighted mean of 2.13.

Furthermore, effectively caring for clients emerged as a personal achievement valued by respondents, with a weighted mean of 2.23, along with feeling energized, which inspires better job performance, with a weighted mean of 2.27. The aggregate weighted mean for these indicators was 2.05.

These findings suggest that the degree of burnout experienced by respondents regarding personal achievements does not hinder job performance and demonstrates minimal signs of burnout on well-being. This underscores the resilience of teachers in inclusive education, as despite experiencing burnout, they remain committed to fulfilling their duties and providing learners with meaningful experiences and opportunities.

Studies have demonstrated that teachers who maintain a positive sense of their professional impact and effectiveness tend to exhibit greater resilience against the emotional exhaustion and depersonalization components of burnout, even when facing the complex demands of inclusive education environments (Alwaely et al., 2020).

Summary of the Degree of Burnout Experienced by the Respondents

Table 9 presents a summary of the degree of burnout, including emotional exhaustion, depersonalization, and personal achievement.

Table 9. Summary on the Degree of Burnout Experienced by the Respondents

Components	WM	Verbal Description
Emotional Exhaustion	2.55	Minimal
Depersonalization	2.26	Minimal
Personal Achievement	2.05	Minimal
Grand Mean	2.29	Minimal

Legend: 4.21-5.00-Severe; 3.41-4.20-Moderate; 2.61-3.40-Mild; 1.81-2.60-Minimal; 1.00-1.80-Very Minimal

The table above provides a summary of the extent of burnout experienced by the respondents. The data indicated that across all three dimensions, there is a very low level of burnout, with minimal effects on both well-being and job performance. Specifically, in terms of personal achievement, depersonalization, and emotional exhaustion, the aggregated weighted means were 2.05, 2.26, and 2.55, respectively.

This suggests that regardless of the stressful circumstances, teachers can maintain their job performance and prevent burnout from affecting their dedication to their profession, thereby contributing to the development of responsible Filipino citizens. The ability to manage the diverse needs of an inclusive classroom is an inherent skill for teachers. Coping with challenging situations within such a learning environment, including emotional exhaustion, depersonalization, and personal achievement, has minimal impact on teachers' motivation to perform at their best under all circumstances.

A study by Alotaibi et al. (2023) found that teachers who utilize effective coping strategies and receive institutional support report significantly lower levels of burnout, particularly in terms of emotional exhaustion and depersonalization. Similarly, research by Teles et al. (2024) highlights that a strong sense of professional purpose and supportive work environments contribute to lower burnout rates among educators, enabling them to sustain high levels of motivation and job performance despite workplace stressors.

Level of Social Support Received by the Respondents

Social support represents a multidimensional construct encompassing various forms of assistance and resources provided through interpersonal relationships, which significantly contribute to an individual's well-being, resilience, and ability to cope with challenges. The table below illustrates the level of social support received by respondents across different dimensions, including appraisal support (involving constructive feedback and encouragement), belongingness support (related to social companionship and inclusion), and tangible support (involving practical assistance and material aid).

Table 10. *Level of Social Support Received by the Respondents*

S/N	Indicators	WM	Verbal Description
1	If I wanted to go on a trip for a day (for example, to the country or mountains), I would have a hard time finding someone to go with me.	2.33	Minimal
2	I feel that there is no one I can share my most private worries and fears with.	1.73	Very Minimal
3	If I were sick, I could easily find someone to help me with my daily chores.	3.73	Moderate
4	There is someone I can turn to for advice about handling problems with my family.	4.17	Moderate
5	If I decide one afternoon that I would like to go to a movie that evening, I could easily find someone to go with me.	3.90	Moderate
6	When I need suggestions on how to deal with a personal problem, I know someone I can turn to.	4.00	Moderate
7	I don't often get invited to do things with others.	2.30	Minimal
8	If I had to go out of town for a few weeks, it would be difficult to find someone who would look after my house or apartment (the plants, pets, garden, etc.).	2.13	Minimal
9	If I wanted to have lunch with someone, I could easily find someone to join me.	3.87	Moderate
10	If I was stranded 10 miles from home, there is someone I could call who could come and get me.	3.90	Moderate
11	If a family crisis arose, it would be difficult to find someone who could give me good advice about how to handle it.	2.23	Minimal
12	If I needed some help in moving to a new house or apartment, I would have a hard time finding someone to help me.	2.13	Minimal
Aggregate Weighted Mean		3.04	Low

Legend: 4.21-5.00-Exceptional; 3.41-4.20-Moderate; 2.61-3.40-Low; 1.81-2.60-Minimal; 1.00-1.80-Very Minimal

The table displayed the level of social support received by the respondents in terms of appraisal, belonging, and tangible assistance. The results indicate that teachers received minimal support in various aspects. For instance, they reported minimal support in terms of having someone to confide in regarding their private worries and fears, with a weighted mean of 1.73. Similarly, they perceived minimal support when needing assistance with house care, pet care, or during a move to a new residence, with both aspects receiving a weighted mean of 2.13. Additionally, minimal social support was reported in dealing with family crises, as well as in social invitations and finding companions for day trips, with weighted means of 2.23, 2.30, and 2.33, respectively.

However, moderate social support was observed in certain situations. For example, teachers reported finding assistance with daily chores, having someone to turn to during family problems, and finding companions for leisure activities, such as watching movies and dining out. They also reported having someone to share personal problems with and to call for help during long drives, aspects for which they expressed gratitude.

These findings suggest that teachers receive considerable tangible support from friends, colleagues, and loved ones when needed. The sense of belongingness derived from this support helps them maintain a balance between work and leisure, as they feel valued and appreciated by those around them.

Recent research affirms that social support plays a crucial role in teachers' well-being and work engagement, even when overall support is perceived as low or moderate. A study by Maas (2023) found that receiving social support within schools significantly contributes to teachers' well-being, helping them manage job demands and maintain psychological health, especially when tangible and appraisal support are present. Similarly, Dudi and Yadav (2023) reported that more than half of university teachers experienced moderate levels of tangible, belonging, and appraisal support, with social support positively influencing their psychological well-being and ability to cope with occupational stress. These findings are consistent with the current results, which show that while teachers may report minimal

support in some areas, the presence of moderate tangible and emotional support remains vital for balancing work and personal life.

Test of Significant Relationship

Table 11 revealed a significant relationship between the degree of burnout experienced by the researcher, as measured by emotional exhaustion, depersonalization, and personal achievement, and the level of social support received.

Table 11. *Test of the Relationship between Burnout and Social Support Received by the Respondents*

<i>Variables</i>	<i>r-value</i>	<i>Strength of Correlation</i>	<i>p - value</i>	<i>Decision</i>	<i>Remarks</i>
Emotional Exhaustion and Social Support	0.123	Negligible Positive	0.518	Do not reject Ho	Not Significant
Depersonalization and Social Support	-0.292	Negligible Negative	0.117	Do not reject Ho	Not Significant
Personal Achievement and Social Support	0.130	Negligible Negative	0.495	Do not reject Ho	Not Significant

*significant at $p < 0.05$ (two-tailed)

The table above illustrates the correlation between burnout and social support. The results indicate that there was no statistically significant relationship between emotional exhaustion and social support, as well as between depersonalization and social support, and between personal achievement and social support, as evidenced by p-values greater than 0.05, which led to the failure to reject the null hypothesis. This suggests that the level of burnout experienced by respondents is not significantly influenced by the social support they receive. It underscores the resilience of teachers in maintaining a conducive atmosphere for all learners in inclusive classrooms, despite facing challenges. Teachers, as agents of change, remain committed to achieving the vision, mission, and core values of the Department of Education, ensuring that no learner is left behind.

It has been met with skepticism and resistance, most strongly in countries with well-established special education systems. Inclusive education is not without controversy, particularly regarding the right to inclusive education; questions concerning quality, feasibility, and economic sustainability are raised. Some question whether it should be considered a human right; others question whether inclusive education benefits the population with disabilities. It also continues to face economic constraints in implementing the rights of persons with disabilities within the education system. Statistics on the implementation of the Convention on the Rights of Persons with Disabilities worldwide reveal minimal practice, accompanied by various challenges, including inadequate teaching, services, monitoring, and even cultural barriers.

Students with complex and profound disabilities raise particular concerns due to their high level of support needs, which often involve highly individualized measures and specialized staff. There are ongoing debates about whether inclusive school systems are effective in meeting the needs of students with moderate, severe, and complex disabilities, including relevant curriculum content, appropriate adaptations, and specialist services, as well as the development of teacher competencies. The aspects that are still under debate concern curriculum adaptation, individual support, and teacher training within the context of inclusive education (Dell'Anna et al., 2022).

Conclusions

The study's findings led to the conclusion that emotional exhaustion, depersonalization, and personal achievement experienced by general education teachers showed no significant correlation with the appraisal, belonging, and tangible support they received while handling inclusive classes. This underscores the resilience of teachers in inclusive classrooms, as they possess the determination to transform challenging situations into valuable learning opportunities for students with special needs.

In light of the study's findings, it is recommended that the proposed Intervention Plan be implemented to address the challenges faced by general education teachers in handling inclusive classes. This plan is designed to enhance their teaching competencies, promote well-being, and prevent burnout by providing targeted training, mentoring, and professional development. The intervention also aims to foster a more supportive work environment through collaboration, stress management initiatives, and improved access to resources. By adopting this intervention, schools can build a more resilient and empowered teaching workforce capable of delivering effective and inclusive education for all learners.

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