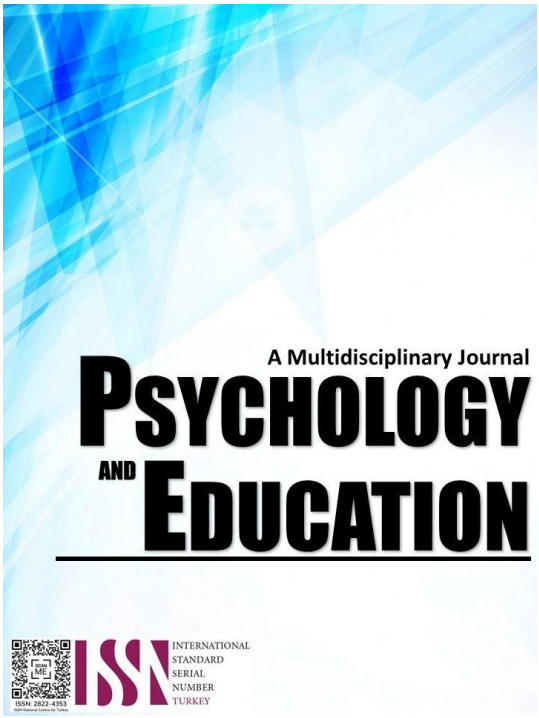
EMPOWERED TO LEAD: THE RELATIONSHIP BETWEEN LEADERSHIP PRACTICES, TEACHER'S BURNOUT, AND WORK PERFORMANCE



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Research Article

Empowered to Lead: The Relationship between Leadership Practices, Teacher's Burnout, and Work Performance

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Abstract

This study examines the relationship between leadership practices, burnout, and work performance among public school teachers in an urban district, employing a mixed-methods design. 100 respondents completed a researcher-made survey to assess transformational, instructional, collaborative, decision-making, problem-solving, professional, and ethical leadership practices and their influence on teacher burnout and work performance. Additionally, interviews with 10 participants explored leadership challenges, coping mechanisms, and perceptions of effective leadership. Data analysis employed descriptive statistics and Pearson's r correlation to determine the strength and significance of relationships. Results show that teacher leadership practices exert a strong positive influence on work performance, with mean scores between 3.28 and 3.62 across key leadership dimensions. Despite experiencing emotional exhaustion and workload stress, teachers generally demonstrate resilience, maintain positive attitudes, and sustain professional commitment without perceiving themselves as fully burned out. Qualitative findings highlighted challenges such as role conflict, lack of support, resource limitations, resistance to change, and work overload, which teachers manage through collaboration, reflective practice, professional development, and adaptive strategies. Based on these results, a comprehensive empowering leadership framework is proposed, integrating a collaborative, supportive leadership environment and clear and open communication to enhance teacher well-being, reduce burnout, and improve work performance and commitment. Implementing this framework in educational institutions is strongly recommended. It provides strong administrative support and continuous evaluation, which together promote sustainable teacher leadership and positive educational outcomes.

Keywords: *leadership practices, burnout, work performance, empowering leadership*

Introduction

Teaching is a rewarding profession; however, it faces growing challenges that contribute to increasing teacher burnout, characterized by mental exhaustion, depersonalization, and reduced sense of professional efficacy (Allam et al., 2021; Ruloff et al., 2022). Such burnout not only threatens teacher retention but also undermines the quality of education and school performance (Tagayon & Obiso, 2025). In this context, leadership emerges as a critical factor, as the support provided by school leaders significantly influences teachers' well-being and their ability to cope with daily demands.

While prior research has investigated the general impact of leadership on teacher wellness and work performance, this study seeks to fill a specific gap by focusing on how empowering leadership practices can reduce burnout and enhance work performance among public school teachers. This study remains underexplored, especially within the Philippine educational setting. Unlike other studies that broadly consider leadership practices or burnout in isolation, this study zeroes in on empowerment as a key leadership element, thereby offering a more nuanced understanding of its role.

Building on both global and local research, this study also aligns itself with relevant legal frameworks, such as the Magna Carta for Public School Teachers (Republic Act No. 4670) and Department of Education Order No. 42, s. 2017, which underscore teacher welfare, professional growth, and supportive leadership as national priorities. This grounding strengthens the study's relevance and applicability.

This study examines how empowering leadership practices relate to teacher burnout and work performance in Philippine public schools. It refines the empowerment leadership framework in theory. In practice, it equips school leaders with strategies to boost teacher resilience. On policy, it guides welfare initiatives under RA 4670 and DepEd Order No. 42, s. 2017. Ultimately, these contributions benefit teachers, students, and the educational system.

Research Questions

This study aimed to explore the relationship between leadership practices and the public school teachers' burnout and work performance. Particularly, it sought answers to the following:

1. How do respondents perceive their leadership practices in terms of:
    1.1. transformational leadership;
    1.2. instructional leadership;
    1.3. collaborative leadership;
    1.4. decision-making and problem-solving leadership; and
    1.5. professional and ethical leadership?

2. How do respondents perceive their burnout in terms of:
   2.1. depersonalization;
   2.2. reduced personal accomplishment;
   2.3. workload and role stress; and
   2.4. work-life imbalance?
3. How do respondents perceive their work performance in terms of:
   3.1. instructional competence;
   3.2. classroom management;
   3.3. professional growth and development;
   3.4. collaboration and teamwork; and
   3.5. commitment and work attitude?
4. What are the challenges encountered by the respondents in their leadership practices?
5. What coping mechanisms do the respondents employ to address their burnout?
6. What leadership practices may be adopted to enhance the respondents' work performance?

Literature Review

Leadership Practices in Public Schools: An Overview

Leadership practices are methods school leaders use to guide and inspire staff in public schools. In the Philippines, principals and administrators introduce initiatives to improve teacher effectiveness and learning outcomes. Leadership practices transformational, transactional, democratic, and strategic influence on school culture and operations. For example, transformational leadership centers on shared vision and motivation, while transactional leadership focuses on task management and rewards (Intud & Ferenal, 2021). This collaborative approach is central to this study, emphasizing how empowering teachers through inclusive practices reduces burnout and enhances performance.

Transformational leadership is widely recognized as more effective than transactional leadership in settings that demand vision, motivation, and change (Usman, 2020). It involves creating and communicating an inspiring vision, aligning staff toward shared goals, and fostering intrinsic motivation through empowerment and professional growth (Deng et al., 2023; Usman, 2020). Unlike transactional leadership's focus on rewards and order, transformational leadership encourages creativity, innovation, and continual development by making learning integral (Litz & Blaik-Hourani, 2020; Prestiadi et al., 2021).

Instructional leadership is crucial for improving teaching quality and student success, primarily through the principal's role in coordinating, supervising, and enhancing curriculum and instruction (Aureada, 2021). It involves guiding teachers, setting clear goals, and fostering a high-performance environment. No universal definition of instructional leadership exists, as its interpretation varies by school context and leadership practices. Leaders adapt their roles to specific needs, leading to varied understandings of effective instructional leadership.

Collaboration is key to addressing complex educational challenges, with system leaders fostering collective progress. Toikka and Tarnanen (2024) emphasize that effective system leaders build trust through listening. This trust enables the collaboration needed to solve difficult problems. They highlight three core skills: seeing and communicating the broader system, facilitating reflective and trust-building conversations, and leading innovation that transforms reactive responses into proactive solutions. Collaboration is both a process and an outcome requiring leaders' intention.

Decision-making and problem-solving are essential for school leadership, as they combine intuitive judgment and analysis. Bullini Orlandi and Pierce (2020) divide decision-making into two styles: intuition, which involves rapid, automatic judgments, and analysis, which is more deliberate. This reflects Gladwell's (2006) "blink" concept, where experience enables fast, insightful choices. Leaders' reliance on intuition versus analysis differs by personality and context.

Ethical leadership is critical in shaping a positive school climate grounded in trust, fairness, and transparency. It enhances teacher morale, student engagement, and overall institutional effectiveness by creating a culture where values guide daily interactions and decisions (Educational Leadership Degree, 2023; Arar & Saiti, 2022). Ethical leaders demonstrate courage and adaptability they make difficult, value-driven choices while navigating the complexities and challenges characteristic of educational environments.

Recent research highlights the complementary roles of intuition and analysis in leadership. Experienced principals often use intuition for rapid decisions in urgent or unclear situations, while analysis guides complex policy development (Lee, 2025). Tierney (2023) notes that combining instincts and analysis helps leaders respond flexibly and optimize outcomes. This balance ensures decisions are timely and considered crucial for navigating today's school leadership.

The Burnout Crisis: Impact on Educators

Teacher burnout is a well-established psychological syndrome characterized by emotional exhaustion, depersonalization, and a diminished sense of personal accomplishment (Freudenberger, as cited in Edú-Valsania et al., 2022). It develops gradually from

prolonged exposure to workplace stressors and significantly affects teachers' cognitive, emotional, and behavioral functioning (Wullur & Werang, 2020). Importantly, burnout is not solely an individual issue but is strongly influenced by organizational factors, particularly the quality of leadership and available support systems (Van Dam, 2021). Effective leadership that prioritizes empowerment, ethical practice, and teacher support plays a critical role in preventing burnout and sustaining teacher performance (Casarella, 2020). Understanding these leadership dimensions offers important insight into how school environments can be structured to reduce burnout while simultaneously enhancing teacher effectiveness.

The emphasis on emotional exhaustion in this body of research aligns closely with the focus of the current investigation, highlighting how leadership practices influence teacher well-being and effectiveness. Both recognize emotional exhaustion as a critical factor driving burnout, directly affecting teachers' capacity to perform and engage positively in their roles. While the reviewed study primarily documents the consequences of emotional exhaustion, the present investigation extends this understanding by exploring how specific leadership behaviors can alleviate this symptom and improve work outcomes. This complementary perspective underscores the importance of targeted leadership interventions to support teachers emotionally and enhance overall school performance.

From a leadership perspective, viewing depersonalization reveals pathways for intervention. School leaders who cultivate autonomy and build trust can reduce depersonalization by reigniting teachers' intrinsic motivation and passion (Fardous & Afzal, 2022). In addition, prioritizing emotional support and fostering a strong sense of community are essential, as these approaches counteract isolation and cynicism, promoting teacher well-being and enriching student learning experiences.

Reduced personal accomplishment (PA) is a core component of teacher burnout, reflecting a diminished sense of effectiveness and engagement in professional roles. It arises when teachers perceive themselves as less successful or capable compared to their peers, leading to decreased feelings of productivity and achievement (Allam et al., 2021). Consequently, this negative self-assessment often results in withdrawal from responsibilities and difficulty meeting performance expectations.

Kara (2020) highlights that a gap between teachers' aspirations and actual achievements can erode motivation and confidence, thereby deepening the burnout experience. Conversely, Roloff et al. (2008) emphasize that teachers who adopt a growth-oriented mindset view challenges, such as managing difficult students, as opportunities for development. This perspective fosters resilience and protects against reduced personal accomplishment.

This emphasis on reduced personal accomplishment corresponds with the current study's examination of the impact of leadership on teacher burnout and work performance. Both studies acknowledge that leadership behaviors—such as offering support, development opportunities, and recognition—are essential in cultivating teacher self-efficacy and resilience. Alongside existing research focused on psychological constructs such as self-efficacy and motivation, the present study contextualizes these within leadership practices in public schools, clarifying specific methods by which leaders can augment teacher engagement and alleviate the effects of burnout.

Research examining the interplay between teacher workload, stress, and work performance presents a complex and sometimes contradictory picture. Rashid et al. (2024) observed that female teachers often report higher stress levels, but the direct relationship between workload and stress is inconsistent, despite many acknowledging heavy workloads. Conversely, Mulyadi et al. (2024) established a clearer link, showing that increased workload heightens stress, which partially mediates the negative effect of job demands on work performance. Similarly, Jomuad et al. (2021) identified workload as a primary stressor contributing to physical and mental exhaustion that disrupts teachers' work-life balance (Geronimo & Olegario, 2020).

Job satisfaction also plays a crucial role in performance. Hrikova et al. (2020) noted a paradox where certain supervision styles might reduce performance, while job security positively correlates with enhanced teacher output. This underscores the importance of leadership in shaping teacher motivation and effectiveness.

Despite the challenges of high workloads and burnout risk, Jomuad et al. (2021) reported that teachers generally sustain decent performance, reflecting their resilience and dedication. Accordingly, they advocate for innovative workload management strategies by school leaders to reduce stress and maintain teacher effectiveness. Supporting this, studies with Senior High School teachers in Cebu (2025) indicate that workload may sometimes improve performance in specific tasks like lesson preparation and teaching hours; however, stress responses to workload vary individually. Thus, recommendations include minimizing non-teaching duties and improving technological support to enable teachers to concentrate more fully on core instructional responsibilities.

Moreover, the benefits of maintaining a strong work-life balance go beyond individual health; they contribute to heightened job satisfaction, stronger organizational commitment, and reduced risks of burnout and turnover. Educational leaders and policymakers have a critical role in fostering supportive and flexible work environments that honor teachers' personal lives and empower their professional success. Such a holistic approach provides teachers with the time and resources necessary for self-care and family responsibilities, which in turn boosts energy, focus, and productivity in the classroom.

The Core of Education: Teacher Performance

Education is fundamental to national development, with teachers playing a central role in facilitating learning and shaping student growth. The quality of teaching, driven by teachers' skills and dedication, critically influences both academic outcomes and the holistic development of learners. Accordingly, excellent teaching is indispensable to the success of educational systems.

Instructional competence is critical for preparing pre-service teachers to confidently transition into professional teaching roles (Pellerone et al., 2020). It encompasses essential teaching behaviors that promote meaningful learning, such as asking effective questions, leading discussions, providing clear instructions, explaining concepts, and demonstrating strong subject knowledge. Moreover, it includes competencies in lesson planning, organizing content, maintaining focus, and managing the classroom environment (Asirit et al., 2022). Developing instructional competence requires comprehensive initial training during higher education, along with ongoing professional development, recognizing that initial preparation alone often falls short (Laniton et al., 2022).

Classroom management is fundamental to creating an environment conducive to effective learning while supporting students' social and moral development (Stahnke & Blömeke, 2021). Teachers significantly influence student learning by establishing mental, emotional, physical, and intellectual boundaries that facilitate productive teaching (Burden, 2020). Moreover, adopting a proactive approach fosters a calm and focused classroom, enabling meaningful learning and promoting students' social and ethical growth. Management styles vary widely, from highly structured to more flexible and innovative, reflecting different teaching philosophies (Wolff et al., 2021; Lazarides et al., 2020).

Professional growth and development are essential for teachers aiming to advance their careers and achieve lasting job satisfaction. These opportunities include formal education, training programs, conferences, and mentoring, all of which help teachers stay current, enhance their skills, and maintain competitiveness in the field (Sancar et al., 2021). Moreover, Padillo et al. (2021) assert that ongoing professional development keeps teachers updated on educational trends and technologies, expands their knowledge, and increases motivation and job satisfaction. Teachers who engage in continuous learning are typically more committed and productive, which is reflected in improved teaching quality and student outcomes.

The importance of collaboration highlighted in this study complements the current investigation's focus on leadership practices that encourage teamwork and collective efficacy among teachers. Both emphasize the role in enhancing teacher development, motivation, and educational outcomes. While existing literature discusses models and benefits of teacher and student collaboration broadly, the present study specifically examines how leadership influences collaborative behaviors and reduces burnout in public school settings. It offers actionable insights into cultivating a collaborative culture that supports teacher well-being and performance.

Attitude and commitment are crucial qualities that significantly influence teacher effectiveness and job performance in the Philippine education system. Magtoltol and Oropa (2025) emphasize that teachers who maintain a positive attitude toward students, parents, administrators, and colleagues foster a vibrant and supportive learning environment. Moreover, such positivity fuels their motivation to adopt innovative teaching methods that enhance student engagement. Commitment reflects teachers' dedication to their profession, continuous learning, and responsibility, expressed through hard work, punctuality, and willingness to go beyond regular duties to achieve educational objectives.

Despite these findings, Natividad et al. (2025) identify a research gap regarding the combined effects of attitude and commitment on teacher performance, especially within the Philippine Department of Education context. Much existing research stems from Western settings, emphasizing the need for localized investigation to inform relevant strategies.

Local studies uphold these ideas: teachers' attitudes toward granting student autonomy and classroom management strongly predict their organizational commitment (Durog & Resurreccion, 2024). Furthermore, research shows that teachers with positive attitudes and innovative teaching approaches significantly increase student motivation and engagement, demonstrating how mindset influences broader learning outcomes (Abun et al., 2021). Positive attitudes also correlate with greater self-confidence in teaching abilities, reinforcing classroom effectiveness (Durog & Resurreccion, 2024).

The Challenges Faced by the Respondents in Their Leadership Practices

Several studies identify multifaceted challenges in educational leadership that closely align with the struggles of public school leaders in your study. Tintore, Cunha, Cabral, and Alves (2022) note that managing organizational change and overcoming staff resistance are critical obstacles impeding effective leadership. This aligns with the findings, where respondents reported resistance to leadership-driven initiatives as a factor that worsens teacher burnout and weakens performance.

Moreover, Akdeniz and Konaklı (2022) highlight teachers' resistance to change as a significant barrier affecting leadership efficacy. Such resistance contributes to leadership strain, which correlates with the burnout dimensions observed in the study, such as emotional exhaustion and depersonalization, which leadership practices can fuel. In addition, the empirical study by Allam, Malik, and George (2021) clarifies how emotional exhaustion, depersonalization, and reduced personal accomplishment interconnect to affect job satisfaction. This is similarly examined in the study with emphasis on transformational leadership's role in mitigating burnout effects. Complementing this, Bakker and Schaufeli (2000) introduce the concept of burnout toxicity among teachers, a phenomenon reflected in the respondents' experiences due to leadership pressures and workload demands.

Furthermore, Khan et al. (2020) demonstrate transformational leadership's positive impact on reducing burnout and enhancing work performance. This resonates strongly with the study evidence that effective leadership practices can alleviate burnout while improving teacher effectiveness. Collaboration is also essential in leadership contexts. Andaya and Quinito (2025) emphasize that teacher leadership behaviors and collaborative practices are vital for instructional improvement, aligning with the findings that highlight

collaboration as both a leadership challenge and a coping mechanism for burnout. Similarly, Artillero (2025) recognizes teacher collaboration's positive influence on student achievement, while acknowledging the challenges of sustaining consistent collaborative environments.

The Coping Mechanisms by the Respondents in Addressing Burnout

The coping mechanisms employed by respondents to address burnout in this study are supported and enriched by several well-chosen studies, providing insights into effective strategies in educational leadership and teaching contexts. Accordingly, Morales and Ventura (2022) explored occupational stress and coping styles among elementary school teachers in the Philippines. They found that problem-focused coping strategies, such as time management and seeking social support, effectively reduce burnout and enhance job performance. This finding aligns closely with the study's observations that respondents utilize collaborative leadership and peer support as key mechanisms to manage stress and burnout, emphasizing the protective role of teamwork in educational settings.

Moreover, Zabala, Amparo, Aquino, and Basa (2022) investigated teachers' burnout levels and coping strategies during the pandemic, highlighting adaptive strategies such as participating in professional development and engaging in reflective practices. This study resonates with the findings, where continuous professional growth and leadership development were identified as crucial buffers against burnout. In addition to pandemic-related stressors, research broadens applicability by capturing general burnout coping mechanisms in the public school context.

Link Between Leadership, Burnout, and Work Performance

Leadership plays a pivotal role in shaping teacher burnout levels and work performance by creating environments that either support or hinder educator well-being. Research consistently indicates that poor leadership marked by ineffective communication, unrealistic workload expectations, and a lack of recognition worsens teacher stress, emotional exhaustion, and disengagement (Khan et al., 2020). In contrast, leadership characterized by emotional intelligence, including empathy, relationship building, and inclusive communication, helps alleviate burnout symptoms such as emotional exhaustion and depersonalization, fostering professional fulfillment and sustained teacher engagement (Usman, 2020; Nørgaard, 2022; Edú-Valsania et al., 2022).

In the Philippine context, culturally and institutionally responsive leadership approaches are critical. Collaborative decision-making, ongoing supportive feedback, and empathetic practices effectively reduce teacher pressures and enhance motivation (Dominado & Valdez, 2021). Moreover, democratic and participatory leadership styles are linked to lower teacher stress, while authoritarian styles elevate burnout risks (Malapad et al., 2025). Leaders who manage resources efficiently, provide emotional support, and promote teacher autonomy significantly contribute to teacher success and help mitigate turnover (Kaiser & Thompson, 2021; Wang'ombe, 2023).

The critical role of leadership in addressing teacher burnout and enhancing work performance aligns closely with the focus of the current investigation. Both emphasize leadership's capacity to create supportive, motivating environments that sustain teacher engagement and reduce stress. While the reviewed research highlights general leadership practices and emotional intelligence, the present study further investigates specific leadership practices within public schools that directly influence burnout dimensions and work performance.

Leadership Practices in Enhancing Work Performance

Leadership practices, particularly transformational leadership, play a critical role in enhancing work performance in educational settings. Transformational leadership emphasizes inspiring and motivating employees to exceed expectations, fostering a collaborative and innovative work environment that directly impacts teachers' effectiveness and job satisfaction.

A study by Yu and Jang (2024) in Chinese private universities found that transformational leadership positively influences teachers' work performance through organizational vision, intellectual stimulation, and personal recognition. Leaders who articulate a compelling vision encourage teachers to engage beyond their formal roles, fostering innovation and collaboration. Intellectual stimulation motivates teachers to adopt new teaching methods and embrace continuous learning, while personal recognition enhances dedication and morale. These findings align with the study by demonstrating how leadership practices energize teacher commitment and performance. However, the cultural and institutional contexts differ, as the study focuses on public schools.

Moreover, transformational leaders in schools develop a clear vision and mission that resonates with teachers and students, which is fundamental in guiding collective efforts and improving work outcomes (Park, 2022). Encouraging professional development is another key leadership practice, allowing teachers to enhance their skills and innovate in their instructional approaches. This mirrors the findings, emphasizing that ongoing professional growth is vital for coping with burnout and elevating work performance.

However, some aspects of transformational leadership, such as inspirational communication and supportive leadership, have shown mixed results regarding their direct impact on work performance, suggesting variability dependent on contextual factors (Yu & Jang, 2024). This note highlights a potential area for deeper exploration in the study, where these leadership dimensions might interact differently with public school teachers' burnout and work outcomes.

Methodology

Research Design

This study employed a descriptive quantitative design, supplemented by qualitative data, to comprehensively determine the relationship between leadership practices, teacher burnout, and work performance within public schools in the Caloocan North IV district. The quantitative component involved the collection and analysis of measurable data, such as teacher demographics, workload intensity, including both instructional and ancillary duties, burnout levels, and self-assessments of work performance. These data provided clear patterns and statistical relationships essential for understanding the prevalence and extent of the issues studied. However, quantitative data alone could not fully capture the nuances of teachers' personal experiences. To address this, qualitative data gathered through interviews and open-ended survey responses offered rich, contextualized insights into how teachers' perceptions of leadership practices could improve work performance, their coping mechanisms for burnout, and the challenges they faced in leadership practices. This mixed-methods approach was justified and was appropriate as it aligned with Creswell and Creswell's (2023) framework for integrating quantitative and qualitative techniques to provide both generalizable trends and an in-depth understanding of complex phenomena. Combining these methods enhanced the study's validity and reliability by triangulating data sources, reducing bias, and deepening interpretation. Furthermore, it enabled a comprehensive exploration of contextual and personal factors influencing workload and performance, thereby offering a holistic view of the challenges faced by teachers in Caloocan North IV.

Respondents

This study involved a total of 100 respondents from public schools within the Caloocan North IV district. For privacy purposes, the schools were referred to as School A and School B. The study locale was an urban district characterized by a diverse teaching population serving both elementary and secondary levels in public educational institutions.

The respondents consisted of public school teachers from Elementary and Secondary levels within the district. Selection of respondents was carried out using purposive sampling to ensure that participants met specific inclusion criteria relevant to the study's focus on leadership practices and teacher burnout. The inclusion criteria were: (1) active employment as a public school teacher within the district, (2) teaching experience of at least one year to ensure familiarity with school leadership dynamics, and (3) willingness to participate in the study. Teachers currently on extended leave or those without direct classroom responsibilities were excluded to maintain consistency in the data regarding work experience and leadership exposure.

The sample profile reflected a predominance of mid-career teachers: 56% of respondents were aged 41–50 years, 29% were aged 31–40 years, and 15% were between 20 and 30 years old. Gender distribution showed a significant majority of females at 89%, with males comprising only 11%, highlighting a notable gender imbalance that reflected broader trends in education staffing. In terms of length of service, 39% had 11 to 20 years, 37% had 10 years or less, and 24% had 21 years or more, indicating a balanced representation of early, mid, and late-career educators. Regarding educational attainment, 29% held a bachelor's degree, 30% had completed some coursework toward a master's degree, and 28% had earned a master's degree. Smaller proportions included 6% with some doctoral coursework and 7% having attained doctoral degrees. This distribution illustrated active professional development among respondents, though few held terminal degrees. Almost half (48%) of them worked as Teacher I, while 22% worked as Teacher II and Teacher III, and 8% worked as Master Teacher I. No one who answered the question was a Master Teacher II or higher. Many responders had ancillary services: 43% had none, 33% were grade/level chairpersons, 4% were coordinators, and 1% were registrars. These roles added to the workload, which could affect burnout and performance. Distribution of respondents by school level was balanced with 60% from elementary schools and 40% from high schools, ensuring diverse perspectives across educational stages.

In addition to the quantitative data collection, the researcher invited 10 teachers from the total pool of respondents to participate in a qualitative interview. The interviews aimed to supplement the statistical findings by exploring the subjective aspects of their personal experiences with leadership practices, challenges faced in leadership roles, coping strategies for burnout, and perceptions of effective leadership approaches to enhance work performance.

Instrument

The researcher developed a structured research instrument specifically designed to assess the relationship of leadership practices between burnout and work performance within public schools in the Caloocan North IV district.

The instrument was organized into four key parts. Part I gathered basic demographic information such as age, gender, years of service, highest educational attainment, current position, ancillary services, and type of school. This information provided a comprehensive profile of the respondents and allowed for subgroup analyses within the sample. Part II explored leadership practices by assessing various dimensions, including transformational, instructional, collaborative, decision-making, problem-solving, and professional-ethical leadership. Part III measured burnout, capturing emotional exhaustion, depersonalization, reduced personal accomplishment, workload-related stress, role conflicts, and challenges in balancing work and life. Part IV focused on work performance, evaluating instructional skills, classroom management, professional growth, collaboration, and overall commitment and work attitude. Each section employed Likert-scale items, which enabled teachers to self-rate their experiences and performance levels.

To support the quantitative component of the study, the researcher prepared probing interview questions aimed at gaining deeper insights into the respondents' experiences, leadership challenges they encountered, strategies for coping with burnout, and leadership practices they perceived as effective in enhancing their work performance. These probing questions helped to enrich the qualitative findings by providing meaningful qualitative data that reflected the lived experiences and perspectives of the teacher participants.

Procedure

The study followed a systematic and ethical procedure from topic approval through data collection to ensure the integrity and reliability of the research process. Initially, the researcher secured permission from the Division of Caloocan to conduct the study in public schools under the Caloocan North IV district. Upon securing the permit, official communication, including a formal letter and the permit itself, was submitted to the principals of the selected schools. During this phase, the researcher presented the study's objectives, methodology, and data collection instruments to the school leaders to gain their approval and support, which facilitated smooth collaboration.

For data collection, the researcher employed a mixed-method approach. The quantitative phase involved administering a structured questionnaire to teacher participants. Considering the teachers' busy schedules and preferences for digital communication, the questionnaire was distributed through Google Forms. The link was shared via the teachers' official group chats with clear instructions about the study's purpose, confidentiality assurances, and the voluntary nature of participation. This method optimized accessibility and participation while maintaining ethical standards.

In complement to the survey, a qualitative phase was conducted by selecting 10 teachers for in-depth one-on-one interviews. These interviews used open-ended questions to explore in great depth the leadership challenges faced by teachers, the coping strategies they employed to manage burnout, and their perspectives on leadership practices that could enhance work performance. Together, the quantitative and qualitative phases provided comprehensive insights supporting the research objectives.

Prior to these data collection activities, a dry run or pilot testing was conducted with a group of 10 public school teachers who shared similar demographic and professional characteristics with the actual study respondents. Importantly, these pilot participants were excluded from the main data collection to avoid response bias. The pilot tested the clarity, relevance, and usability of the instruments, and adjustments were made where necessary to improve the flow and comprehension of survey items and interview questions.

The integrity of the survey instrument was further confirmed through reliability testing using Cronbach's alpha, which yielded a value of .926 across the 75-item questionnaire. This high coefficient demonstrated excellent internal consistency, affirming that the instrument items reliably measure the intended constructs.

Following pilot testing and any necessary revisions based on feedback, the finalized instruments were administered for actual data collection. The researcher ensured the ethical handling and secure retrieval of the data to maintain respondent confidentiality and data accuracy throughout the study process. This thorough and reflective approach contributed to the rigor and validity of the research findings.

Data Analysis

After collecting the survey questionnaires, the data were processed and analyzed using SPSS version 26. The internal consistency of the research instrument was evaluated through Cronbach's Alpha, with values interpreted from excellent ($\alpha \geq 0.9$) to unacceptable ($\alpha < 0.5$). The study employed two four-point Likert scales: one measured leadership practices and work performance (4–Excellent to 1–Fair) and another assessed teacher burnout (4–Strongly Agree to 1–Strongly Disagree). Means and standard deviations were computed to determine respondents' assessments, while corresponding mean ranges were used for verbal interpretation. To examine the relationship between leadership practices, teacher burnout, and work performance, the study utilized the Pearson Product-Moment Correlation, with coefficients interpreted from very weak (.00–.19) to very strong (.80–1.00). The data were gathered through a systematic and ethical process beginning with securing approval from the Division of Caloocan and school principals. A mixed-method design was employed: quantitative data were collected through Google Forms distributed via teachers' group chats, and qualitative insights were obtained through in-depth interviews with ten selected teachers. Prior to actual data collection, the instruments underwent pilot testing with ten teachers to ensure clarity and usability, and reliability testing produced an excellent Cronbach's alpha of .926 for the 75-item questionnaire. The finalized tools were then administered, with the researcher ensuring confidentiality, accuracy, and ethical handling of all data throughout the process.

Qualitative findings highlighted challenges such as role conflict, lack of support, resource limitations, resistance to change, and workload overload, which teachers managed through collaboration, reflective practice, professional development, and adaptive strategies. Based on these results, a comprehensive empowering leadership framework was proposed, integrating a collaborative, supportive leadership environment and clear and open communication to enhance teacher well-being, reduce burnout, and improve work performance and commitment. Implementing this framework in educational institutions was strongly recommended. It provided strong administrative support and continuous evaluation, which together promoted sustainable teacher leadership and positive educational outcomes.

Ethical Considerations

The researcher thoroughly ensured the ethical conduct of the study by adhering to a comprehensive set of protocols designed to protect the rights, safety, and confidentiality of all participants. Prior to data collection, formal approval was obtained from the academic institution overseeing the research, and the school administration was fully informed about the research process. Participation was entirely voluntary, with clear communication to all respondents regarding the study's purpose. Participants were explicitly informed that their involvement carried no penalties for refusal or withdrawal at any stage, affirming their autonomy and freedom of choice throughout the process.

To comply with the Philippines' Data Privacy Act of 2012 (Republic Act No. 10173), the researcher implemented strict data privacy protections. All data collected was anonymized and stored securely, with personal identifiers removed to prevent unauthorized access or breaches of privacy. Teachers involved in qualitative interviews gave formal consent, and their confidentiality was maintained by using pseudonyms and general descriptors during analysis and reporting.

The researcher also ensured transparency about the handling, use, and storage of personal data, following the principles of transparency, legitimate purpose, and proportionality mandated by the Data Privacy Act. Data was stored in encrypted formats and was accessed only by authorized personnel connected to the study.

Results

This section presents the findings according to the study's research questions. To compare the means and find out the significance between variables, multiple linear regression was computed using IBM SPSS 26.0.

Relationship of Leadership Practices on Burnout and Work Performance

This part is composed of tables that detail the respondents' assessment of their leadership practices across several dimensions relevant to the study. Specifically, the tables present essential information about the respondents' perceived leadership practices, burnout, and work performance. The relationship between the respondents' assessment of their leadership practices and their burnout and work performance. Indicated here are the challenges in leadership practices and coping mechanisms of respondents on burnout. Lastly, their views on leadership practices may be adopted to enhance their work performance.

The findings reveal that public-school teachers in Caloocan North IV generally perceive their school leadership practices to be excellent, as shown by the overall mean of 3.41. Among the five leadership dimensions, Professional and Ethical Leadership received the highest rating, indicating that teachers recognize their leaders as principled, fair, and professional in their actions.

This is followed by Instructional, Collaborative, and Decision-making and Problem-solving Leadership, all of which were likewise rated excellent. These results suggest that school leaders are actively guiding instruction, fostering teamwork, and facilitating sound decision-making—conditions that typically support an effective and positive school climate.

Despite these favorable leadership assessments, teachers reported experiencing a moderate level of burnout, with an overall mean of 2.49 (interpreted as Disagree or low burnout). Emotional exhaustion was the most prominent indicator (M = 2.78), followed by workload and role stress (M = 2.62), both falling under "Agree," suggesting that teachers feel tired and overwhelmed at times.

However, burnout indicators such as depersonalization, reduced personal accomplishment, and work–life imbalance were rated lower, meaning teachers generally do not feel detached, unproductive, or unable to balance work responsibilities. This pattern implies that while teachers experience pressure, many still maintain intrinsic motivation and a sense of purpose in their roles.

Teachers' work performance was rated excellent overall (M = 3.54), with high scores across instructional competence, classroom management, professional growth, teamwork, and work attitude. Classroom management obtained the highest mean (3.58), indicating teachers' strong ability to maintain discipline, manage learning environments, and engage students effectively. High performance in collaboration and commitment further demonstrates the professionalism and dedication of teachers despite challenges.

The correlation results present a nuanced understanding of how leadership practices relate to burnout and performance. As reflected in Table 4, leadership practices had very weak and mostly non-significant negative correlations with all indicators of burnout, except for Professional and Ethical Leadership with reduced personal accomplishment ($r = –.223$, $p = .026$) and work–life balance ($r = –.206$, $p = .040$). These significant weak negative correlations imply that teachers who perceive their leaders as ethical, supportive, and principled are less likely to feel ineffective or struggle with balancing work demands. Although the relationships are weak, they indicate that ethical leadership plays a small but meaningful role in preventing burnout.

In contrast, leadership practices showed moderate to strong positive correlations with teachers' work performance across all indicators, as seen in Table 5. Transformational and Instructional Leadership demonstrated strong and significant relationships with instructional competence and classroom management. These patterns suggest that when leaders model visionary, supportive, and instruction-focused behaviors, teachers' performance improves significantly.

Collaborative, decision-making, and ethical leadership also displayed moderate to strong correlations with professional growth,

teamwork, and work attitude, highlighting the importance of participatory and integrity-based leadership in cultivating a motivated and high-performing teaching workforce.

The relationship between burnout and work performance (Table 6) revealed mostly very weak negative correlations, with only reduced personal accomplishment showing significant weak negative relationships with instructional competence ($r = –.204$, $p = .042$) and classroom management ($r = –.197$, $p = .049$). This finding suggests that when teachers feel less effective or accomplished, their performance in instruction and classroom management may decline slightly. However, the generally weak correlations indicate that burnout does not strongly impair performance, possibly due to teachers' resilience and strong work commitment, as reflected in their excellent performance ratings.

Qualitative findings (Tables 7–9) support and deepen the quantitative results. Teachers identified key challenges in leadership roles, including role conflict, lack of administrative support, limited resources, resistance to change, and heavy workloads. These challenges mirror the moderate burnout levels reported quantitatively, especially regarding emotional exhaustion and workload stress. Teachers' coping mechanisms—such as time management, peer support, professional development, and self-care—highlight their proactive strategies to prevent burnout from escalating.

Notably, teachers emphasized the value of collaboration, clear communication, supportive environments, professional growth opportunities, and recognition. These themes align strongly with the leadership practices rated as excellent, reinforcing the importance of supportive leadership in enhancing teacher well-being and performance.

Table 1. *Summary of the Respondents' Assessment of Their Leadership Practices*

Items considered	*Mean*	*S.D.*	*V.I.*
1.1 Transformational Leadership	3.28	.567	E
1.2 Instructional Leadership	3.49	.519	E
1.3 Collaborative Leadership	3.38	.576	E
1.4 Decision-making and Problem-solving Leadership	3.33	.571	E
1.5 Professional and Ethical Leadership	3.56	.511	E
Overall	3.41	.494	E

Legend: 3.25 – 4.00 Excellent (E), 2.50 – 3.24 Very Good (VG), 1.75 – 2.49 Good (G), 1.00 – 1.74 Fair (F)

Table 1 shows the respondents' assessment of their leadership practices across five dimensions. The data indicate that Professional and Ethical Leadership received the highest mean rating of 3.56 (SD = 0.511), described as "Excellent", while Transformational Leadership received the lowest mean rating of 3.28 (SD = 0.567), also described as "Excellent". The overall mean score for leadership practices is 3.41 (SD = 0.494), described as "Excellent", suggesting that the respondents consistently demonstrate effective leadership behaviors across multiple domains.

Table 2. *Summary of the Respondents' Assessment of Their Burnout*

Items considered	*Mean*	*S.D.*	*V.I.*
2.1 Emotional Exhaustion	2.78	.661	A
2.2 Depersonalization	2.29	.670	D
2.3 Reduced Personal Accomplishment	2.32	.712	D
2.4 Workload and Role Stress	2.62	.661	A
2.5 Work-life Imbalance	2.41	.724	D
Overall	2.49	.581	D

Legend: 3.25 – 4.00 Strongly Agree (SA), 2.50 – 3.24 Agree (A), 1.75 – 2.49Disagree (D), 1.00 – 1.74 Strongly Disagree (SD)

Table 2 shows the respondents' assessment of their burnout across five dimensions. The data indicate that Emotional Exhaustion received the highest mean rating of 2.78 (SD = 0.661), described as "Agree", while Depersonalization received the lowest mean rating of 2.29 (SD = 0.670), described as "Disagree". The overall mean score for burnout is 2.49 (SD = 0.581), described as "Disagree", suggesting that, in general, the respondents perceive a low level of burnout in their professional roles.

Table 3. *Summary of the Respondents' Assessment of Their Work Performance*

Items considered	*Mean*	*S.D.*	*V.I.*
3.1 Instructional Competence	3.51	.492	E
3.2 Classroom Management	3.58	.510	E
3.3 Professional Growth and Development	3.45	.523	E
3.4 Collaboration and Teamwork	3.51	.511	E
3.5 Commitment and Work Attitude	3.62	.481	E
Overall	3.54	.453	E

Legend: 3.25 – 4.00 Excellent (E), 2.50 – 3.24 Very Good (VG), 1.75 – 2.49 Good (G), 1.00 – 1.74 Fair (F)

Table 3 shows the respondents' assessment of their work performance across five dimensions. The data indicate that Commitment and Work Attitude received the highest mean rating of 3.62 (SD = 0.481), described as "Excellent", while Professional Growth and Development received the lowest mean rating of 3.45 (SD = 0.523), also described as "Excellent". The overall mean score for work performance is 3.54 (SD = 0.453), described as "Excellent", suggesting that the respondents consistently demonstrate high levels of

performance in their professional duties.

Table 4. *Relationship Between the Respondents' Assessment of Their Leadership Practices and Their Burnout*

Teaching Burnout		*Leadership Practices*				
		Transformational Leadership	*Instructional Leadership*	*Collaborative Leadership*	*Decision-making and Problem-solving Leadership*	*Professional and Ethical Leadership*
Emotional Exhaustion	Pearson r Coefficient	-.060 (Very weak negative correlation)	-.047 (Very weak negative correlation)	-.030 (Very weak negative correlation)	-.059 (Very weak negative correlation)	.003 (Very weak correlation)
	Sig. p-value	.555 (Not Significant)	.641 (Not Significant)	.771 (Not Significant)	.560 (Not Significant)	.978 (Not Significant)
Depersonalization	Pearson r Coefficient	-.054 (Very weak negative correlation)	-.143 (Very weak negative correlation)	-.115 (Very weak negative correlation)	-.084 (Very weak negative correlation)	-.148 (Very weak negative correlation)
	Sig. p-value	.595 (Not Significant)	.155 (Not Significant)	.254 (Not Significant)	.406 (Not Significant)	.142 (Not Significant)
Reduced Personal Accomplishment	Pearson r Coefficient	-.168 (Very weak negative correlation)	-.172 (Very weak negative correlation)	-.165 (Very weak negative correlation)	-.165 (Very weak negative correlation)	-.223 (Weak negative correlation)
	Sig. p-value	.095 (Not Significant)	.087 (Not Significant)	.101 (Not Significant)	.100 (Not Significant)	.026 (Significant)
Workload and Role Stress	Pearson r Coefficient	-.053 (Very weak negative correlation)	.006 (Very weak correlation)	-.009 (Very weak negative correlation)	.001 (Very weak correlation)	-.047 (Very weak negative correlation)
	Sig. p-value	.603 (Not Significant)	.956 (Not Significant)	.925 (Not Significant)	.990 (Not Significant)	.639 (Not Significant)
Work-life Balance	Pearson r Coefficient	-.222 (Weak negative correlation)	-.192 (Very weak negative correlation)	-.194 (Very weak negative correlation)	-.142 (Very weak negative correlation)	-.206 (Weak negative correlation)
	Sig. p-value	.027 (Significant)	.056 (Not Significant)	.053 (Not Significant)	.160 (Not Significant)	.040 (Significant)

Table 4 presents the relationship between the respondents' leadership practices and their burnout. The data show that most leadership dimensions have very weak negative correlations with burnout indicators, suggesting that higher leadership practices are generally associated with slightly lower burnout levels.

Specifically, Reduced Personal Accomplishment showed a weak negative correlation with Professional and Ethical Leadership ($r = -.223$, $p = .026$), indicating a significant relationship where higher ethical leadership is associated with lower feelings of reduced accomplishment. Work-life Imbalance also demonstrated weak negative correlations with Transformational Leadership ($r = -.222$, $p = .027$) and Professional and Ethical Leadership ($r = -.206$, $p = .040$), suggesting that effective leadership may help maintain a healthier work-life balance.

Other burnout dimensions, including Emotional Exhaustion, Depersonalization, and Workload and Role Stress, showed very weak and non-significant correlations across leadership dimensions, implying minimal impact. Overall, the findings indicate that while leadership practices have some influence in reducing specific burnout factors, most burnout dimensions remain largely unaffected.

Table 5. *Relationship Between the Respondents' Assessment of Their Leadership Practices and Their Work Performance*

Teaching Burnout		*Leadership Practices*				
		Transformational Leadership	*Instructional Leadership*	*Collaborative Leadership*	*Decision-making and Problem-solving Leadership*	*Professional and Ethical Leadership*
Instructional Competence	Pearson *r* Coefficient	.606 (Strong correlation)	.627 (Strong correlation)	.567 (Moderate correlation)	.601 (Strong correlation)	.623 (Strong correlation)
	Sig. *p*-value	.000 (Significant)	.000 (Significant)	.000 (Significant)	.000 (Significant)	.000 (Significant)
Classroom Management	Pearson *r* Coefficient	.671 (Strong correlation)	.672 (Strong correlation)	.628 (Strong correlation)	.636 (Strong correlation)	.670 (Strong correlation)
	Sig. *p*-value	.000 (Significant)	.000 (Significant)	.000 (Significant)	.000 (Significant)	.000 (Significant)
Professional Growth and Development	Pearson *r* Coefficient	.530 (Moderate correlation)	.585 (Moderate correlation)	.553 (Moderate correlation)	.581 (Moderate correlation)	.645 (Strong correlation)

	Sig. *p*-value	.000 (Significant)	.000 (Significant)	.000 (Significant)	.000 (Significant)	.000 (Significant)
Collaboration and Teamwork	Pearson *r* Coefficient	.526 (Moderate correlation)	.585 (Moderate correlation)	.606 (Strong correlation)	.586 (Moderate correlation)	.611 (Strong correlation)
	Sig. *p*-value	.000 (Significant)	.000 (Significant)	.000 (Significant)	.000 (Significant)	.000 (Significant)
Commitment and Work Attitude	Pearson *r* Coefficient	.569 (Moderate correlation)	.545 (Moderate correlation)	.530 (Moderate correlation)	.546 (Moderate correlation)	.643 (Strong correlation)
	Sig. *p*-value	.000 (Significant)	.000 (Significant)	.000 (Significant)	.000 (Significant)	.000 (Significant)

Table 5 presents the relationship between the respondents' leadership practices and their work performance. The data indicate that all leadership dimensions have moderate to strong positive correlations with the various aspects of work performance, and all correlations are statistically significant (p = .000), suggesting that higher leadership practices are associated with better work performance.

Specifically, Classroom Management showed the strongest correlations across all leadership dimensions, with Pearson r values ranging from .628 to .672, indicating that effective leadership significantly supports the creation of organized and productive learning environments. Instructional Competence also demonstrated strong positive correlations, particularly with instructional (r = .627) and professional and ethical leadership (r = .623), highlighting the role of leadership in enhancing teaching effectiveness.

Other performance dimensions, including Professional Growth and Development, Collaboration and Teamwork, and Commitment and Work Attitude, showed moderate to strong positive correlations with all leadership dimensions, emphasizing that leadership practices contribute to overall teacher effectiveness and professional engagement. Overall, the findings suggest that respondents' leadership practices significantly enhance work performance across multiple domains.

Table 6. *Relationship Between the Respondents' Assessment of Their Burnout and Their Work Performance*

Teaching Burnout		*Leadership Practices*				
		Emotional Exhaustion	*Depersonalization*	*Reduced Personal Accomplishment*	*Emotional Exhaustion*	*Depersonalization*
Instructional Competence	Pearson *r* Coefficient	-.060 (Very weak negative correlation)	-.150 (Very weak negative correlation)	-.204 (Weak negative correlation)	.019 (Very weak correlation)	-.165 (Very weak negative correlation)
	Sig. *p*-value	.556 (Not Significant)	.136 (Not Significant)	.042 (Significant)	.851 (Not Significant)	.101 (Not Significant)
Classroom Management	Pearson *r* Coefficient	-.013 (Very weak negative correlation)	-.075 (Very weak negative correlation)	-.197 (Very weak negative correlation)	.023 (Very weak correlation)	-.122 (Very weak negative correlation)
	Sig. *p*-value	.896 (Not Significant)	.457 (Not Significant)	.049 (Significant)	.818 (Not Significant)	.228 (Not Significant)
Professional Growth and Development	Pearson *r* Coefficient	.025 (Very weak correlation)	-.056 (Very weak negative correlation)	-.083 (Very weak negative correlation)	.087 (Very weak correlation)	-.081 (Very weak negative correlation)
	Sig. *p*-value	.805 (Not Significant)	.578 (Not Significant)	.411 (Not Significant)	.387 (Not Significant)	.425 (Not Significant)
Collaboration and Teamwork	Pearson *r* Coefficient	.030 (Very weak correlation)	-.050 (Very weak negative correlation)	-.132 (Very weak negative correlation)	.091 (Very weak correlation)	-.077 (Very weak negative correlation)
	Sig. *p*-value	.768 (Not Significant)	.619 (Not Significant)	.191 (Not Significant)	.367 (Not Significant)	.448 (Not Significant)
Commitment and Work Attitude	Pearson *r* Coefficient	-.025 (Very weak negative correlation)	-.067 (Very weak negative correlation)	-.234 (Weak negative correlation)	-.034 (Very weak negative correlation)	-.211 (Weak negative correlation)
	Sig. *p*-value	.803 (Not Significant)	.509 (Not Significant)	.019 (Significant)	.740 (Not Significant)	.035 (Significant)

Table 6 presents the relationship between the respondents' burnout and their work performance. The data show mostly very weak negative correlations, suggesting that higher levels of burnout are generally associated with slightly lower work performance, though many correlations are not statistically significant.

Specifically, Reduced Personal Accomplishment demonstrated a weak negative correlation with Instructional Competence (r = −.204, p = .042) and Classroom Management (r = −.197, p = .049), indicating that teachers who feel less accomplished tend to perform lower

in teaching and classroom management. Additionally, Commitment and Work Attitude showed weak negative correlations with Reduced Personal Accomplishment ($r = -.234$, $p = .019$) and Work-life Balance ($r = -.211$, $p = .035$), suggesting that lower personal accomplishment and poorer work-life balance may slightly reduce teachers' dedication and motivation.

Other burnout dimensions, including Emotional Exhaustion, Depersonalization, and Workload and Role Stress, exhibited very weak and mostly non-significant correlations across performance indicators, implying minimal impact. Overall, the findings suggest that certain aspects of burnout, particularly Reduced Personal Accomplishment and Work-life Balance, have measurable negative effects on work performance. In contrast, other burnout factors appear to have little influence.

Table 7. *Teachers' Challenges Encountered in their Leadership Practices*

Themes	*Significant Statements*
1. Role Conflict	Verbatim: I think yong pagiging grade chairman at the same time classroom teacherko dapat mababalanse ko. "It is very important to consider balancing my teaching responsibilities and leadership duties is very challenging. (Teacher Participant 3) Verbatim: Minsan may task ako bilang chairman tas yung mga sarili kong task as teacher like mga forms hirap minsan kasi di ko na alam uunahin. ""It is difficult to prioritize leadership tasks alongside classroom work." (Teacher Participant 8) "Sometimes, the demands of leadership affect my teaching focus negatively." (Teacher Participant 1) "The blurred line between teacher and leader roles causes stress." (Teacher Participant 7)
2. Lack of Support	Verbatim: Malas mo pa pag yung principal mow ala man lang suporta sayo. "I often feel unsupported by administration when leading initiatives." (Teacher Participant 5) Verbatim: Malas mo pa pag yung principal mow ala man lang suporta sayo. "Leadership efforts sometimes lack proper backing from the school management." (Teacher Participant 6) Verbatim: Meron kasing mga admin na basta lang ibababa sayo memo tas pag nagreklamo mga kasamahan mo hindi ka rin nila matulungan sumagot. "There is limited guidance on carrying out leadership roles effectively." (Teacher Participant 2) "Without administrative support, leadership becomes overwhelming." (Teacher Participant 7)
3. Resource Limitations	"Limited resources restrict the scope of what I can do in leadership." (Teacher Participant 10) "I struggle because leadership tasks require time and material resources that are scarce." (Teacher Participant 3) Verbatim: Eto reality madalas sa bulsa pa naming galing ang panggastos. "The lack of funding and materials hinders leadership initiatives." (Teacher Participant 4) "Insufficient resources make leadership challenging to sustain." (Teacher Participant 7)
4. Resistance to Change	Verbatim: Madalas ayaw nila ng bago. "Some colleagues resist new ideas, making leadership progress slow." (Teacher Participant 3) Verbatim: Madami kasi madalas reklamo walang kilos. "Resistance from staff can be discouraging when leading change." (Teacher Participant 9) "Trying to implement improvements often meets reluctance." (Teacher Participant 10) "Resistance to change limits leadership effectiveness." (Teacher Participant 7)
5. Workload Overload	"Leadership responsibilities add to my already heavy workload." (Teacher Participant 3) Verbatim: Mahirap minsan pagsabayin pagiging chairman at classroom teacher. "Juggling teaching and leadership demand often leads to burnout." (Teacher Participant 8) "The additional leadership tasks increase my daily stress." (Teacher Participant 1) "Work overload impacts my ability to lead effectively." (Teacher Participant 7)

Table 7 presents the significant challenges teachers face in their leadership practices, categorized into five major themes. The data show that Role Conflict emerged as a prominent challenge, with teachers reporting difficulty in balancing classroom responsibilities and leadership duties. For instance, one participant shared, "It is very important to consider balancing my teaching responsibilities and leadership duties is very challenging" (Teacher Participant 3).

Lack of Support was also frequently mentioned, as some teachers felt that administrative backing and guidance were insufficient for effectively carrying out leadership roles. Resource Limitations presented another challenge, with participants noting that scarcity of time, materials, and funding restricted the scope of their leadership initiatives.

Resistance to Change emerged as a barrier, with colleagues' reluctance to adopt new ideas hindering leadership progress. Finally, Workload Overload was highlighted, as the combination of teaching and leadership tasks contributed to stress and affected teachers' ability to perform optimally. Overall, these findings suggest that effective leadership is influenced not only by individual skills but also by organizational support, resources, and collaborative culture.

Table 8 presents the coping mechanisms employed by teachers to manage burnout, organized into four key themes. The data show that Time Management is a primary strategy, with participants allocating specific hours for leadership tasks, setting priorities, and scheduling breaks to reduce stress. One teacher shared, "I allocate specific hours for leadership tasks to avoid burnout" (Teacher Participant 3), highlighting the importance of structured work routines.

Table 8. *Teachers' Coping Mechanisms to Address their Burnout*

Themes	*Significant Statements*
1. Time Management	Verbatim: *May oras ako nilalaan sa bawat task.* "I allocate specific hours for leadership tasks to avoid burnout." (Teacher Participant 3) Verbatim: *As leader mahigpit ako sa deadline, para naman on time lahat. Need Talaga priorities ang mga bagay.* "Setting priorities helps me balance work demands and self-care." (Teacher Participant 4) Verbatim: *Pag my budget naglalaan ako ng oras para maiba schedule ko sa araw araw. Mag mall ako or parlor.* *"*I make sure to schedule breaks to recharge mentally." (Teacher Participant 6) " Effective time management reduces my stress levels." (Teacher Participant 7)
2. Peer Support	"Talking with colleagues provides much-needed emotional support." (Teacher Participant 5) Verbatim: *Lumalabas ako with friends.* "Sharing challenges with peers helps me feel less isolated." (Teacher Participant 10) "Collaboration alleviates leadership stress." (Teacher Participant 9) Verbatim: *My friends ako within the school kaya yung mga advices nila nakakatulong sa akin.* "Support from fellow teachers motivates me to keep going." (Teacher Participant 2)
3. Professional Development	Verbatim: *Kapag my mga pa seminar grab ko kasi way yon para makalabas ako at may matutuhang bago.* "Attending workshops boosts my leadership skills and confidence." (Teacher Participant 6) "Learning new strategies helps me manage burnout better." (Teacher Participant 8) "Development activities keep me engaged and less stressed." (Teacher Participant 10)
4. Self-Care Practices	Verbatim: *Nagmamasteral ako ngayon, I think outlet din yon.* "Continuous growth helps mitigate leadership pressures." (Teacher Participant 7) Verbatim*: Videoke with friends saka ME time.* "I prioritize rest and hobbies outside work to maintain balance." (Teacher Participant 5) "Self-care routines help me recover from work stress." (Teacher Participant 9) "Exercise and relaxation are vital to cope with burnout." (Teacher Participant 2) "Mindfulness helps reduce leadership-related anxiety." (Teacher Participant 6)

Peer Support also emerged as an important mechanism, with teachers reporting that talking with colleagues, sharing challenges, and receiving advice provides emotional support and motivation. Professional Development serves as a coping strategy, as attending workshops, learning new strategies, and pursuing further studies boost confidence, skills, and engagement, helping teachers manage leadership pressures. Lastly, Self-Care Practices were emphasized, including hobbies, rest, exercise, and mindfulness routines, which help teachers recover from work-related stress and maintain overall well-being. Overall, the findings indicate that a combination of organizational strategies, social support, continuous learning, and personal self-care contributes to effective burnout management among teachers.

Table 9. *Teachers' Views on Leadership Practices may be Adopted to Enhance their Work Performance*

Themes	*Significant Statements*
1. Collaborative Leadership	"Working closely with colleagues improves team performance." (Teacher Participant 3) Verbatim: As a leader nagtatanong din ako sa kanila kung ano sa tingin nila ang pwede tapos pag uusapan naming sa grupo. "Shared decision-making empowers teachers and boosts morale." (Teacher Participant 8) "Collaborative leadership helps us achieve better outcomes." (Teacher Participant 1)
2. Clear Communication	Verbatim: Naniniwala kasi ako kung transparent ako sa kanila at hinahayaang ko silang mainvolve mas motivated sila sa grupo less ang conflict. "I believe leadership works best when it is inclusive and transparent." (Teacher Participant 7) "Clear and open communication avoids misunderstandings." (Teacher Participant 5) "Frequent updates enhance trust and coordination." (Teacher Participant 9) "Effective communication aligns the team towards common goals." (Teacher Participant 10) "Transparency promotes accountability in leadership." (Teacher Participant 6)
3. Supportive Environment	Verbatim: Mas Maganda kasi yung nagkakaisa kayo sa grupo mas magaan. "Feeling supported motivates me to perform better at work." (Teacher Participant 1) "Leadership that nurtures growth encourages excellence." (Teacher Participant 2) Verbatim: Tayo kasing mga teacher mababaw lang tayo simpleng marecognize lang tayo sa nagagawa satin magaan na sa pakiramdam. "A culture of recognition improves teacher engagement." (Teacher Participant 10) "Support from leaders makes challenges easier to face." (Teacher Participant 7)
4. Professional Growth	"Opportunities for leadership training enhance my skills and confidence." (Teacher Participant 3) "Continuous learning keeps me motivated and effective." (Teacher Participant 8) "Growth-oriented leadership improves work quality." (Teacher Participant 6) "Investing in development leads to better performance." (Teacher Participant 7)
5. Recognition and Feedback	Verbatim. Importante yung feedback nila para alam natin san dapat mag improve. "Receiving feedback helps me improve continuously." (Teacher Participant 6) Verbatim. Mas motivated tayo kumilos kung naaappreciate mga ginagawa natin. "Acknowledgement

of efforts boosts morale and productivity." (Teacher Participant 1)
"Constructive feedback fosters professional growth." (Teacher Participant 10)
"Recognition inspires me to take on leadership roles willingly." (Teacher Participant 7)

Table 9 presents teachers' perspectives on leadership practices that can enhance work performance, organized into five main themes. The data reveal that Collaborative Leadership is highly valued, as teachers emphasized working closely with colleagues, sharing decisions, and fostering inclusivity to improve team performance and morale. One participant noted, "I believe leadership works best when it is inclusive and transparent" (Teacher Participant 7).

Clear Communication was identified as essential, with teachers highlighting that open and frequent communication aligns the team, reduces misunderstandings, and promotes accountability. Supportive Environment emerged as another key factor, with teachers stating that recognition, encouragement, and a nurturing leadership culture motivate them to perform better and face challenges confidently.

Professional Growth was emphasized, with participants acknowledging that leadership training and continuous learning enhance skills, confidence, and work quality. Lastly, Recognition and Feedback were reported as important, as constructive feedback and acknowledgment of efforts boost morale, inspire engagement, and foster continuous improvement. Overall, these findings suggest that adopting collaborative, communicative, supportive, and growth-oriented leadership practices can significantly enhance teachers' work performance.

Discussion

The research's principal goal is to examine the relationship between leadership practices, burnout and work performance among public school teachers. The purpose of this research is to explore how various leadership practices influence burnout levels and work performance outcomes in this population. Thus, this analysis used descriptive statistics and Pearson's r correlation to determine the strength and significance of relationships. The research also established the magnitude of impacts that occur between and within the variables in this study. The analysis further establishes a substantial association between effective leadership practices and reduced burnout, as well as enhanced work performance, highlighting the critical role of leadership in shaping employee well-being and productivity.

The findings of the study reveal a predominantly positive assessment of leadership practices among public-school teachers in Caloocan North IV. As shown in Table 1, teachers rated all five dimensions of leadership—transformational, instructional, collaborative, decision-making, and professional and ethical leadership—as excellent, with an overall mean of 3.41. The highest rating was given to Professional and Ethical Leadership (M = 3.56), suggesting that teachers perceive their school leaders as principled, fair, and consistent in modelling ethical behavior. These results imply that leadership in the district is characterized by integrity, professionalism, and support for instructional improvement. Such positive assessments are aligned with the idea that ethical and instructional leaders contribute to a school climate that facilitates motivation, collaboration, and performance.

Despite strong leadership perceptions, teachers reported experiencing low to moderate levels of burnout (Table 2), with an overall mean of 2.49 interpreted as "Disagree." This indicates that teachers do not strongly experience burnout symptoms; however, Emotional Exhaustion (M = 2.78) and Workload and Role Stress (M = 2.62) were the most notable indicators. These findings suggest that demanding workloads and simultaneous roles as classroom teachers and leaders contribute to fatigue and stress, a theme that is further explained in the qualitative data. Nonetheless, teachers do not generally encounter high levels of depersonalization, reduced personal accomplishment, or work–life imbalance, implying that many still retain positive motivation and fulfillment in their roles.

Teachers' work performance was likewise rated excellent (M = 3.54), as shown in Table 3. The highest scores were observed in Classroom Management (M = 3.58) and Commitment and Work Attitude (M = 3.62), indicating that teachers maintain strong professionalism, effective management skills, and collaboration with colleagues. High ratings in professional growth and teamwork further show that teachers remain dedicated to continuous improvement despite challenges.

Correlation results provide deeper insights into the interplay of leadership, burnout, and performance. Table 4 shows that leadership practices have very weak negative correlations with most burnout indicators, and the majority are not statistically significant. This suggests that while good leadership may help alleviate burnout, its direct impact on reducing emotional exhaustion, depersonalization, or workload stress is minimal. However, Professional and Ethical Leadership showed a significantly weak negative relationship with reduced personal accomplishment and work–life balance. This implies that ethical leaders—those who support, guide, and acknowledge teachers—may help reinforce teachers' sense of accomplishment and improve work–life integration.

In contrast, leadership practices demonstrated strong and significant positive relationships with teachers' work performance across all indicators (Table 5). Transformational and instructional leadership had strong correlations with instructional competence and classroom management. This indicates that when leaders inspire, guide instruction, and empower teachers, work performance improves substantially. Collaborative, decision-making, and ethical leadership also exhibited moderate to strong correlations with professional growth, teamwork, and commitment. These findings emphasize that leadership has a more powerful impact on improving teacher performance than on reducing burnout.

The relationship between burnout and work performance (Table 6) was generally very weak and mostly non-significant, except for

reduced personal accomplishment, which showed weakly significant negative correlations with instructional competence and classroom management. This suggests that teachers who feel less accomplished may experience slight declines in performance. However, the overall weak correlations imply that despite experiencing some stress or fatigue, teachers continue to perform at high levels, demonstrating resilience and strong professional dedication.

The qualitative findings deepen the understanding of these quantitative results. Teachers identified five major challenges in leadership (Table 7): role conflict, lack of administrative support, limited resources, resistance to change, and workload overload. These challenges reflect the earlier findings on emotional exhaustion and workload stress. Teachers' coping mechanisms (Table 8)—time management, peer support, professional development, and self-care—highlight their active strategies to mitigate stress and maintain performance. Importantly, their views on enhancing performance (Table 9) emphasize the need for collaborative leadership, clear communication, a supportive environment, continuous professional growth, and recognition. These themes align with the highest-rated leadership dimensions and further illustrate that supportive and ethical leadership fosters a positive and performance-driven school climate.

Conclusions

The study concluded that public-school teachers in Caloocan North IV perceived their school leaders as demonstrating excellent leadership practices across all dimensions—transformational, instructional, collaborative, decision-making, and professional and ethical leadership—with professional and ethical leadership emerging as the strongest. This indicated that leaders modeling integrity, fairness, and support significantly shaped a positive school climate. Despite this favorable environment, teachers reported only low to moderate levels of burnout, with emotional exhaustion and workload stress as the most prominent concerns. However, they maintained strong motivation and professional commitment amid pressures from multiple roles and heavy responsibilities.

Teachers' work performance was consistently rated excellent, particularly in classroom management, collaboration, and work attitude, demonstrating their effectiveness, dedication, and engagement despite challenges. Correlation analyses revealed that leadership practices had a minimal direct impact on reducing burnout but exerted a strong, significant influence on work performance; conversely, burnout showed very weak relationships with performance, reflecting teachers' resilience.

Qualitative findings illuminated these patterns, as teachers described struggles with role conflict, limited resources, insufficient support, resistance to change, and workload demands, while coping through time management, peer support, professional development, and self-care. They also highlighted how collaborative leadership, clear communication, supportive environments, continuous learning, and recognition enhanced performance.

This study addressed its research questions as follows: (1) Teachers perceived leadership practices as excellent across all dimensions; (2) they reported low to moderate burnout levels with emotional exhaustion and workload as key issues, mitigated by coping strategies; (3) work performance was rated excellent in core areas; and (4) leadership strongly predicted performance but had limited direct effects on burnout, which weakly related to performance. The results confirmed that strong, ethical leadership significantly contributed to elevating teacher performance, especially in the face of exhaustion, by fostering achievement, collaboration, and instructional efficacy. Educational administrators and policymakers must prioritize the subsequent considerations:

Conduct workload assessments and allocate resources to directly mitigate factors contributing to burnout, including emotional exhaustion. Cultivate organized peer support and professional development initiatives to enhance resilience and coping abilities. Enhance open communication and recognition frameworks to augment the beneficial impact of leadership on performance. Such indicators are crucial for maintaining teacher well-being, optimizing performance, and fostering effective, empowering educational environments.

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