

WORK-LIFE BALANCE AND BURNOUT AMONG PUBLIC SENIOR HIGH SCHOOL TEACHERS IN MARIKINA CITY: A CORRELATIONAL STUDY

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ABSTRACT

This study investigated the relationship between work-life balance and burnout among Senior High School teachers in selected public schools in Marikina City, Philippines. The study employed a descriptive-correlational research design. A total of fifty-five (55) Senior High School teachers were selected as respondents using stratified random sampling. Data were collected through a structured survey questionnaire and analyzed using appropriate statistical tools, including descriptive statistics, independent samples t-test, one-way analysis of variance, and the Pearson Product-Moment Correlation Coefficient. The findings revealed that the majority of respondents were within the 31–40 age bracket, predominantly female, mostly married, and represented varying levels of teaching experience. However, burnout levels were found to significantly differ when respondents were grouped according to age and marital status, while no significant differences were observed with respect to gender and years of teaching experience. Furthermore, the results indicated a moderate negative correlation between work-life balance and burnout ($r = -0.4632$), implying that higher levels of work-life balance are associated with lower levels of burnout among teachers. The study concludes that work-life balance is a significant factor in mitigating burnout among Senior High School teachers. The results underscore the importance of fostering supportive work environments that enable teachers to effectively manage their professional and personal roles. Consequently, it is recommended that school administrators and relevant stakeholders strengthen institutional wellness initiatives, implement effective workload management strategies, and provide sustained organizational support to enhance teacher well-being and reduce the incidence of burnout.

Keywords: *work-life balance, burnout experience, institutional support, workload*

INTRODUCTION

Work-life balance has increasingly become a critical concern in contemporary professional settings, particularly in occupations characterized by high levels of stress such as teaching. As one of the most demanding professions cognitively, emotionally, and physically, teaching requires individuals to manage multiple responsibilities that often extend beyond standard working hours. Work-life balance refers to an individual's ability to effectively manage competing demands between professional obligations and personal life without one adversely affecting the other (Bhende et al., 2020). In the context of Senior High School (SHS) teachers, this challenge is further intensified by instructional demands, administrative tasks, and the emotional labor associated with student engagement (Nápoles et al., 2022).

In the Philippine educational context, particularly in public school systems, teachers frequently encounter heavy workloads, curriculum demands, and additional administrative responsibilities that extend beyond classroom instruction. These challenges are evident in urban areas such as Marikina City, where a dynamic and high-performing educational system places increasing expectations on teachers to meet academic standards and institutional requirements. While such demands contribute to educational quality, they may also create conditions that compromise teachers' ability to maintain a healthy work-life balance. Studies have shown that excessive workload and role conflict significantly disrupt teachers' well-being and contribute to occupational stress (Collie et al., 2012; Klassen & Chiu, 2010).

Closely associated with work-life balance is the phenomenon of burnout, a psychological syndrome resulting from chronic exposure to work-related stress. Burnout is characterized by emotional exhaustion, depersonalization, and a diminished sense of personal accomplishment (Maslach & Leiter, 2016). Within the teaching profession, burnout has been linked to reduced job satisfaction, decreased teaching effectiveness, and increased turnover intentions (Agyapong et al., 2022). Empirical evidence suggests that teachers who experience difficulty in managing work and personal responsibilities are more vulnerable to burnout, indicating a strong and inverse relationship between work-life balance and burnout (Cui, 2022).

Despite growing awareness of teacher well-being, existing studies reveal several limitations. Much of the literature has been conducted in international contexts, with limited focus on localized settings such as Philippine public schools. Moreover, while qualitative studies provide valuable insights into teachers' experiences, there remains a need for quantitative research that establishes measurable relationships between work-life balance and burnout. In addition, although wellness programs and institutional interventions have been increasingly implemented, their effectiveness in improving work-life balance and reducing burnout remains underexplored, particularly within urban school divisions such as Marikina City.

Given these considerations, the study seeks to examine the relationship between work-life balance and burnout among Senior High School teachers in selected public schools in Marikina City. By providing empirical and context-specific evidence, the study aims to contribute to the existing body of knowledge and inform the development of

targeted interventions that promote teacher well-being, enhance professional performance, and support a more sustainable educational environment.

The increasing demands placed on teachers have led to growing concerns regarding their overall well-being. Studies have shown that excessive workload is significantly associated with burnout, emotional exhaustion, and job dissatisfaction among educators (Ridwan et al., 2022). These conditions are not limited to specific regions and are likely present in urban public school systems such as those in Marikina City, where teachers must meet both academic and administrative expectations. Consequently, prolonged exposure to such demands may negatively affect teachers' mental health, increase turnover intentions, and compromise the quality of instruction delivered to students (Ajuwon et al., 2024).

In response to these challenges, educational institutions have introduced various wellness initiatives aimed at supporting teachers' physical, emotional, and psychological well-being. Programs such as wellness centers, mental health seminars, and stress management activities have been implemented to address burnout and improve work-life balance. While these initiatives reflect a growing institutional commitment to teacher welfare, there remains a lack of empirical evidence evaluating their effectiveness in reducing burnout and improving work-life balance among teachers.

Furthermore, contemporary discourse on teacher burnout has become increasingly visible in digital spaces, where educators openly share experiences of stress, workload, and professional dissatisfaction. These narratives highlight the persistence of burnout and reinforce the need for systematic investigation into its underlying causes and associated factors. Despite these observations, there remains limited quantitative research examining how work-life balance influences burnout among teachers, particularly within the specific context of Senior High School educators in Marikina City.

Teacher Workload and Work-Life Balance

The concerns of work-life balance of Filipino school teachers in particular, the Senior High School (SHS) teachers, have become an important topic for discussion since it has value in considering teacher wellbeing and performance. Studies have consistently shown that maintaining a balance between professional and personal responsibilities contributes positively to teachers' effectiveness and satisfaction. For instance, Wahab and Arazo (2024) found that teachers with better work-life balance demonstrated improved performance in face-to-face classes, highlighting the importance of equilibrium in managing teaching demands. Similarly, Dalid (2025) reported that work-life balance significantly contributes to job satisfaction among elementary teachers, reinforcing its role in promoting positive work outcomes. In addition, Li and Albattat (2025) emphasized that work-life balance is a strong predictor of teacher performance, suggesting that teachers who manage their time and responsibilities effectively are more productive and engaged in their work. Time management and personal organization have also been identified as essential components of work-life balance. Arcenas et al. (2025) highlighted that effective time management enables teacher-coaches to balance multiple responsibilities, reducing stress and enhancing productivity. Supporting this, Bisht (2025) noted that structured

management of time and responsibilities is a key strategy in achieving sustainable work-life balance among educators. Furthermore, Duran et al. (2024) found that teachers with higher levels of work-life balance tend to report better emotional and mental well-being, indicating that balance is closely linked to psychological health.

Despite its importance, work-life balance is often challenged by personal and contextual factors. Gender, for instance, has been explored in several studies with mixed findings. Mayya et al. (2021) reported some differences in work-life balance between male and female teachers, although these differences were not always significant. Similarly, Sahni et al. (2025), through a systematic review, concluded that gender differences in work-life balance are largely influenced by social and environmental contexts rather than gender itself. Marital status has also been examined as a potential influencing factor. Delavin and Pogoy (2023) found that married female teachers face greater challenges in balancing work and family responsibilities, particularly during demanding periods such as the pandemic. Likewise, Ullah (n.d.) emphasized that work-family conflict is a significant issue among married teachers, often affecting their ability to maintain balance. Moreover, two bodies of literature have attracted attention to the negative effects of long work hours and the lack of institutional support that can be bothersome and cause significant stress and burnout to teachers. According to Woodclap (2025), a significant proportion of teachers experience burnout due to high workload and time pressure, making it a widespread issue in the profession. Empirical studies further support this, with Magtalas and Eduvala (2024) identifying workload as a key factor contributing to burnout among teachers. Similarly, Emeljanovas et al. (2023) found that emotional health and work-related stress are strongly linked to burnout, emphasizing the role of psychological and environmental factors. The influence of demographic variables on burnout has also been extensively studied. Alghamdi and Sideridis (2025) found that age and teaching experience can influence burnout levels, with variations observed across different groups. However, other studies suggest that these effects are not always consistent. For instance, Bian and Jiang (2026) reported that gender and experience do not significantly affect occupational stress and psychological symptoms among teachers. Similarly, Falebita et al. (2026) concluded that burnout is more strongly influenced by workload and motivation rather than gender differences. A meta-analysis by Erden et al. (2023) further supports this, indicating that demographic variables such as gender and marital status have minimal effects on teachers' well-being and burnout.

Another important factor related to burnout is work-family conflict. Zhou (2026) highlighted that conflict between professional and personal roles significantly contributes to stress and burnout, particularly among teachers with greater family responsibilities. Agbayani-Pineda (2025) also found that emotional labor and resilience play crucial roles in determining burnout levels, suggesting that individual coping mechanisms are important in managing stress. These findings are supported by Ismail et al. (2025), who emphasized that burnout is negatively associated with work-life balance, with improved balance leading to better academic productivity and reduced stress.

Synthesized from the literature, an imbalance between workload and the time for self-make many Filipino SHS teachers emotionally exhaust with little job satisfaction (Agyapong et al., 2022). Restoring this balance is absolutely important to the overall

mental health and wellbeing of the teachers themselves. In the Philippines, the loads of numerous academic tasks are confused with the hours spent in the classroom in educating students to the point that there is no time for him/her to experience the happenings in his/her personal life activities. The pressure is evident in the mental health and that, in turn, also leads to teachers experiencing burnout and being unhappy in their work and there are a number of studies about the Filipino teacher. More worrisome is the condition of urbanized communities like Marikina where imbalance in the work life dynamics of teachers in the work and personal front was identified as one of the major causes of stress and negative mental health experience of teachers. Those teachers who suffer from work-life conflict have feelings of detachment and frustrations which in turn have an effect on job satisfaction and performance (Collie, 2021; Kush et al., 2021). Intervention measures which would help to reduce teacher burnout include professional development and proper administrative support. The given idea can also be supported by the findings of Disilio and Callo (2024), who state that a high level of teachers' well-being contributes to the stability of organizations as well as enhances commitment in educational facilities. In contrast, poor well-being has a negative influence on educational reforms and raises the level of teacher absenteeism, which indicates the significance of an enabling environment among teaching staff. Therefore, it is one of the most important intervention strategies in education to reduce teachers' burnout, from the point of view of their work-life balance. Professional Development and Adequate Administrative Support are Key Solutions to Reduce Burnout although respect and continuous development (learning community) are the key ingredients for de-escalating the stress level, they also improve the health and wellbeing of teachers (Agyapong et al., 2022; Collie, 2021). Furthermore, teachers should be provided with mentorship programs and other forms of collaboration between them where they can learn coping skills from one another, promote positive mental health, and engagement at work (Agyapong et al., 2022; Collie, 2021).

Institutional Support

The issue of burnout in the Philippine education system among teachers is increasingly becoming an issue of concern with the dynamics and challenges. Researchers have identified several factors that have led to high stress and emotional exhaustion amongst educators and some of these factors have been identified to include heavy workloads in addition to the unsupportive administration as well as difficulties in balancing between work and life. Based on the case in Metro Manila involving elementary school, where Cruz (2020) accommodated mostly the teachers possessing workload exceedingly enough to teach, among 12 other workload surpluses to work in the role of the administrator, which also played a role in the levels of fatigue and emotional exhaustion. This is consistent with Arceta (2020) who notes a clear negative correlation between well-being at work and well-being work-life balance, and concludes that when teachers have no control over their workload their experiences of working and home life are overwhelming. Studies also indicate that these two variables are inversely related, with better work-life balance associated with lower burnout levels. Sanza (2025) found that organizational support and work-life balance significantly reduce burnout among teachers, highlighting the importance of institutional interventions. Similarly, Ismail et al. (2025) reported that maintaining balance helps mitigate the effects of stress and

enhances overall well-being. These findings suggest that work-life balance serves as a protective factor against burnout, reinforcing its importance in the teaching profession.

These results suggest an urgent need for systems of workflow management and associated policy support interventions in the workplace. The problem is also stressed out by the research of Casinillo et al., (2024) in the educational crisis in Latin America in which it is informed that emotional support is important for the school administration. Their studies have shown that a lack of support has a negative effect on the incidence of burnout cases, as teachers who feel unsupported by their superiors find it more difficult to carry out their responsibilities and experience emotional well-being. This suggests that school culture and leadership are important considerations in the experience and wellbeing of educators and that mentorship and communication may be effective strategies to mitigate burnout. Fabella et al. (2023) highlighted the direct impact of work-life balance policies on teacher burnout in larger metropolitan cities such as Davao. Teachers who took part in the flexibility of the work schedule, professional development on stress management, and those who were financially supported and were given enough time for themselves, were less likely to experience burnout. These results imply that intervention strategies and policy should be implemented to enhance teacher well-being, for the benefit of those working in the profession and ultimately to enhance educator and learner performance. Also, he emphasized that peer assistance networks were needed because teachers who experienced favorable workplace conditions and well established collaborative relationships with their colleagues had a reduced rate of emotional exhaustion and depersonalization. This conclusion suggests that a community organizing in the educational environment is a preventative measure that can decrease the burnout rates of the educators in question that in turn may improve the general morale and the general efficiency of the classroom in which the lectures may be delivered effectively

Additionally, wellness programs and institutional initiatives, such as professional development workshops, stress management seminars, and peer collaboration networks, have been shown to reduce teacher burnout. The Q.C. SDO Teachers & Employees Wellness Center, the nationwide “Safe Schools, Safe Kids” initiative, and the Gabay Guro 2024 Health & Wellness Festival in the Philippines provide structured programs that promote teacher well-being (Fabella et al., 2023).

International Perspectives on Teacher Burnout

Teacher burnout is a global concern influenced by workload, institutional support, and social dynamics.

- In the United States, Gutentag & Asterhan (2022) found that teachers in under-resourced schools experience higher burnout due to emotional exhaustion and heavy workload.
- UK studies indicate that teacher autonomy and supportive colleague relationships mitigate burnout and promote professional engagement (Cacciamani et al., 2022).

- In Australia, professional development and collegial learning programs provide teachers with coping skills and resilience-building strategies, which reduce burnout (Shen et al., 2020).
- Finnish studies show that even in high-quality educational systems, teachers face burnout due to high job demands and insufficient support, highlighting that environmental factors significantly influence teacher well-being (Salmela et al., 2019).

These international findings suggest that structured institutional support, autonomy, and professional development are crucial to reducing burnout and improving teacher effectiveness.

Work-life Balance and Burnout Relationship

Work-life balance and burnout are closely interconnected constructs that significantly influence teachers' well-being and professional effectiveness. Work-life balance refers to an individual's ability to manage the demands of work and personal life, while burnout is characterized by emotional exhaustion, depersonalization, and reduced personal accomplishment resulting from prolonged stress (Maslach & Leiter, 2016). In the teaching profession, where responsibilities extend beyond classroom instruction, maintaining this balance remains a persistent challenge.

Studies consistently show that work-life balance has a significant relationship with burnout, often in an inverse direction. Teachers who experience poor work-life balance are more likely to suffer from emotional exhaustion and stress, which eventually lead to burnout (Agyapong et al., 2022). Similarly, the Job Demands–Resources model explains that excessive job demands increase burnout, while resources such as time management and work-life balance help mitigate its effects (Bakker & Demerouti, 2007). This indicates that work-life balance functions as a protective factor against burnout.

Local studies further support these findings. In the Philippine context, Magtalas and Eduvala (2024) found that workload and time management significantly influence burnout among teachers, highlighting the role of work-life balance in managing stress. Likewise, Duran et al. (2024) reported that teachers with better work-life balance demonstrate improved emotional well-being and lower levels of stress. These findings suggest that teachers who are able to effectively manage their responsibilities are less vulnerable to burnout.

Moreover, studies emphasize that organizational factors play a crucial role in shaping both work-life balance and burnout. Supportive school environments, reasonable workload distribution, and access to institutional resources contribute to improved balance and reduced burnout (Collie et al., 2012). Conversely, excessive workload and lack of support tend to intensify stress and emotional exhaustion among teachers.

Theoretical Framework

This study is grounded on two complementary theoretical perspectives: Hobfoll's Conservation of Resources (COR) Theory and the Job Demands–Resources (JD-R) Model, which together provide a comprehensive explanation of how work-life balance influences burnout among teachers.

Hobfoll's (1989) Conservation of Resources (COR) Theory posits that individuals are motivated to acquire, maintain, and protect valued resources, including personal, social, and organizational resources. Stress occurs when these resources are threatened, lost, or insufficient to meet demands, while burnout develops as a result of prolonged resource depletion. In the teaching profession, continuous exposure to high workload, emotional demands, and time pressure can gradually deplete teachers' energy and psychological resources, leading to emotional exhaustion and reduced professional functioning. Hobfoll et al. (2018) further expanded this perspective by emphasizing that resource loss tends to occur in cycles, wherein initial depletion makes individuals more vulnerable to further loss, thereby increasing the likelihood of burnout.

Complementing this perspective is the Job Demands–Resources (JD-R) Model (Bakker & Demerouti, 2007), which explains burnout as a function of the interaction between job demands and available resources. Job demands—such as heavy teaching loads, administrative responsibilities, and emotional labor—require sustained effort and are associated with physiological and psychological strain. In contrast, job resources—such as autonomy, social support, and work-life balance—help individuals cope with demands, reduce stress, and maintain motivation. Within this framework, work-life balance can be conceptualized as a critical resource that enables teachers to manage competing responsibilities and prevent excessive strain.

The integration of COR Theory and the JD-R Model provides a strong theoretical basis for understanding burnout among teachers. COR Theory emphasizes the process of resource depletion and recovery, while the JD-R Model explains how workplace conditions contribute to this process. When teachers experience poor work-life balance, they are more likely to experience resource loss, leading to increased stress and eventual burnout. Conversely, maintaining a healthy balance between work and personal life helps preserve resources, interrupt loss cycles, and promote well-being.

Empirical literature supports this theoretical linkage. Studies have shown that burnout among teachers is associated with emotional exhaustion, reduced job satisfaction, and diminished work engagement (Maslach & Leiter, 2016; Skaalvik & Skaalvik, 2017). Furthermore, burnout has been found to negatively affect both teacher effectiveness and student outcomes, highlighting its broader implications within the educational system (Madigan & Kim, 2021). These findings suggest that the availability of sufficient resources—such as time, support, and balance—plays a crucial role in mitigating burnout.

Conceptual Framework

The conceptual framework of the study illustrates the relationship between work-life balance and burnout among Senior High School teachers, while also considering the role of selected demographic variables and the resulting program intervention. In this framework, work-life balance is treated as the independent variable, while burnout is the dependent variable, indicating that variations in teachers' ability to balance professional and personal responsibilities are expected to influence their level of burnout. The framework further incorporates demographic variables—specifically age, gender, marital status, and years of teaching experience—as intervening or grouping variables. These variables are not treated as primary predictors but are included to determine whether differences exist in work-life balance and burnout across distinct teacher profiles.

The bidirectional arrow between work-life balance and burnout in the framework suggests a reciprocal relationship, wherein not only can poor work-life balance lead to increased burnout, but high levels of burnout may also impair a teacher's ability to maintain balance.

Finally, the framework includes program implementation as an outcome component derived from the findings of the study. Based on the identified relationship between work-life balance and burnout, as well as differences across demographic variables, the study aims to propose an intervention program designed to improve teachers' work-life balance and reduce burnout.

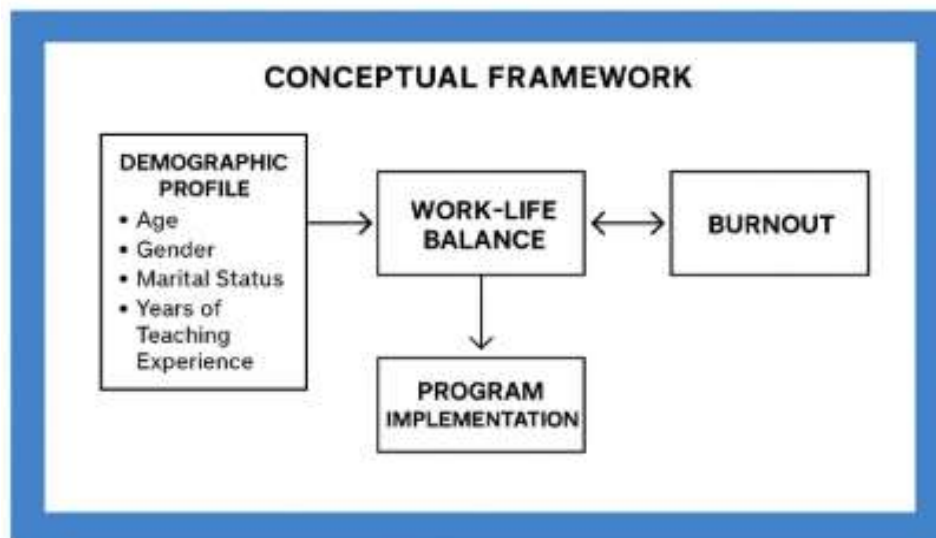


Figure 1
Schematic Diagram of the Conceptual Framework of the Study

Research Questions

This study investigated the relationship between work-life balance and burnout among SHS teachers in selected schools in Marikina City. Specifically, it sought to answer the following questions:

1. What is the demographic profile of the participants in terms of:
 - 1.1 Age
 - 1.2 Gender
 - 1.3 Marital status
 - 1.4 Years of teaching experience
2. What is the level of work-life balance among SHS teachers in Marikina City?
3. What is the level of burnout experienced by SHS teachers in Marikina City?
4. Is there a significant difference between the levels of work-life balance among SHS teachers in Marikina City when grouped according to profile variables?
5. Is there a significant difference between the levels of burnout experienced by SHS teachers in Marikina City when grouped according to profile variables?
6. Is there a significant relationship between the work-life balance and the burnout level among SHS teachers in Marikina?
7. What program can be implemented based on the results of the study?

Hypotheses

Null hypothesis 1: There is no significant difference in the levels of work-life balance among Senior High School teachers in Marikina City when grouped according to profile variables.

Null hypothesis 2: There is no significant difference in the levels of burnout among Senior High School teachers in Marikina City when grouped according to profile variables.

Null hypothesis 3: There is no significant relationship between work-life balance and burnout among Senior High School teachers in Marikina City.

Scope and Delimitation

This study focuses on the relationship between work-life balance and burnout among public senior high school (SHS) teachers in Marikina City, Philippines. It targets teachers who are actively teaching in public schools during the time of the study. The research aims to examine how work-life balance and burnout interact and affect teachers' well-being within the teaching profession. Only teachers who are currently engaged in teaching duties are included in the study.

The study is deliberately limited in several ways to maintain focus and clarity:

1. It is geographically restricted to public SHS teachers in Marikina City and does not include teachers from other cities or private schools.

2. Only the variables of work-life balance and burnout are examined. Other factors affecting teacher well-being, such as administrative support, job satisfaction, or personal life events, are not considered.
3. Teachers on extended leave or assigned to non-teaching roles are excluded from the study.

These delimitations ensure that the research remains focused on its core objectives while acknowledging that the results may not be generalizable beyond the selected population or variables.

METHODOLOGY

This study employed a descriptive-correlational research design, which is appropriate for examining the relationship between work-life balance and burnout among Senior High School teachers in Marikina City. A descriptive-correlational design allows the researcher to systematically describe existing conditions while simultaneously determining the degree of association between variables without manipulating them (Creswell & Creswell, 2018). This design is particularly suitable when the objective is to investigate naturally occurring relationships and identify patterns among variables as they exist in real-world settings.

In the context of this study, the design enables the examination of how work-life balance is associated with burnout, as well as the identification of differences in these variables when grouped according to demographic characteristics. Correlational research is widely used in educational and psychological studies to determine whether relationships exist between variables and to estimate the strength and direction of such relationships (Fraenkel et al., 2019). Furthermore, this approach aligns with the conceptual framework of the study, which posits that work-life balance influences burnout levels among teachers. The use of this design provides a sound basis for developing evidence-based intervention programs aimed at improving teacher well-being.

Locale of the Study

The study was conducted among Senior High School (SHS) teachers in Marikina City, Philippines, a highly urbanized area in Metro Manila known for its structured and progressive educational system. Marikina City is recognized for its emphasis on quality education and institutional support for both learners and educators, making it an appropriate setting for examining work-life balance and burnout among teachers. The research covered selected public secondary schools offering Senior High School programs under the Department of Education (DepEd). These schools represent diverse teaching environments with varying workloads, administrative demands, and student populations. The participating schools and their total number of SHS teachers are presented below:

Table 1. Participating Schools in Marikina City and Total Number of SHS Teachers.

Name of School	Total No. of SHS Teachers
Marikina High School	36
Barangka National High School	10
Tañong High School	25
Sta. Elena High School	32

These schools were selected based on accessibility, population size, and their representation of public Senior High Schools in Marikina City. Collectively, they provide a sufficient population base to obtain a representative sample for the study

Respondents of the Study

The respondents of this study consisted of Senior High School teachers currently employed in the selected public schools in District I, Marikina City. The study focused on teachers handling Grades 11 and 12, as these levels typically involved more complex instructional demands, which may influence work-life balance and burnout. A total sample size of 50 teachers was obtained and utilized in this study. The adequacy of this sample size is supported by statistical considerations in correlational research. According to Cohen (1992), a minimum sample size of 50 is sufficient to detect a moderate effect size ($r \approx 0.30\text{--}0.50$) at a 0.05 level of significance with acceptable statistical power. Additionally, Hair et al. (2019) suggest that a sample size of at least 30–50 respondents is adequate for basic statistical analyses such as correlation and ANOVA, particularly in exploratory studies. Thus, the selected sample size is considered sufficient to yield reliable and interpretable results while maintaining feasibility in data collection.

The researcher used a non-probability purposive convenience sampling in identifying the participants to be included in the research.

The inclusion criteria were as follows:

- Teachers currently teaching Senior High School (Grades 11 and 12)
- Teachers with at least one year of teaching experience
- Teachers who voluntarily agreed to participate

Teachers who were on leave, newly hired with less than one year of service, or not assigned to SHS levels were excluded. This ensured that respondents possessed relevant experience related to the study variables,

Research Instrument

The primary data-gathering tool for this study was a structured survey questionnaire, divided into two main sections. The first section measured work-life balance, focusing on teachers' ability to manage professional and personal responsibilities. The second section assessed burnout, specifically in terms of emotional exhaustion, depersonalization, and reduced personal accomplishment.

The questionnaire was adapted from existing validated instruments and relevant literature to ensure content validity. Work-life balance measures were grounded on established frameworks that examine the quality of work life and balance between work and personal domains (Bhende et al., 2020). Meanwhile, burnout indicators were based on widely accepted constructs in educational and psychological research, particularly those examining emotional exhaustion and its effects on teacher well-being (Hahnel et al., 2020).

To ensure the validity and reliability of the instrument, the questionnaire was subjected to expert evaluation by professionals in education and research. Their feedback was used to refine the items and ensure alignment with the study objectives.

Data Gathering Procedure

Data for this study were collected using a structured survey questionnaire administered systematically to ensure accuracy, reliability, and ethical compliance. The instrument was carefully designed and validated by experts to ensure clarity and relevance. Respondents, consisting of selected Senior High School teachers in Marikina City, were identified using an appropriate sampling method to ensure representation.

Prior to data collection, permission was secured from school authorities, and informed consent was obtained from participants, emphasizing voluntary participation and confidentiality. The questionnaires were distributed through suitable means, with clear instructions provided to facilitate accurate responses. Respondents were given a two-week period to complete the survey, with follow-up reminders to improve response rates. Upon collection, the data were reviewed for completeness and consistency, then systematically organized, coded, and entered into statistical software in preparation for analysis.

Statistical Treatment of Data

This research aims to provide answers to the following statement of the problem through these statistical treatments:

Research Question 1: What is the demographic profile of the respondents in terms of age, gender, marital status, and years of teaching experience?

To determine the demographic profile of the respondents, the data gathered was subjected to frequency distribution and percentage.

Research Question 2: What is the level of work-life balance among SHS teachers in Marikina City?

To determine the level of work-life balance, the data gathered was subjected to weighted mean.

Table 2. Interpretation Guide for Weighted Mean.

Scale Range	Verbal Interpretation
4.21 – 5.00	Always
3.41 – 4.20	Often
2.61 – 3.40	Sometimes
1.81 – 2.60	Rarely
1.00 – 1.80	Never

Research Question 3: What is the level of burnout experienced by SHS teachers in Marikina City?

To determine the level of burnout experienced, the data gathered was subjected to weighted mean using the same interpretation in Table 2.

Research Question 4: Is there a significant difference between the levels of work-life balance among SHS teachers in Marikina when grouped according to profile variables?

To determine the significant difference between work-life balances the data gathered was subjected to t-test or ANOVA.

Research Question 5: Is there a significant difference between the levels of burnout experienced by SHS teachers in Marikina when grouped according to profile variables?

To determine the significant difference between burnout experiences and profile variables, the data gathered was subjected to t-test or ANOVA.

Research Question 6: Is there a significant relationship between the work-life balance and the burnout level among SHS teachers in Marikina?

To determine the significant relationship between work-life balance and burnout, the Pearson Product-Moment Correlation Coefficient (r) was used.

Table 3. Interpretation of r-values.

r-value	Strength of Relationship
0.80 – 1.00	Very High Positive Correlation
0.60 – 0.79	High Positive Correlation

0.40 – 0.59	Moderate Positive Correlation
0.20 – 0.39	Low Positive Correlation
0.00 – 0.19	Very Low / Negligible

Decision Rule:

If $p\text{-value} < 0.05$, reject the null hypothesis and conclude that there is a significant relationship between work-life balance and burnout among SHS teachers.

Research Question 7: What training program can be implemented based on the result of the study?

The findings from the statistical analyses will serve as the basis for proposing a practical and data-driven training program aimed at improving work-life balance and addressing burnout among SHS teachers.

Ethical Considerations

This study was conducted in full compliance with established ethical standards to ensure the protection of participants' rights, privacy, and overall welfare. Formal approval was obtained from the Department of Education (DepEd) and school authorities prior to data collection. Participants were provided with informed consent, clearly explaining the purpose, procedures, and voluntary nature of the study, with the option to withdraw at any time without penalty. Confidentiality and anonymity were strictly maintained through the use of coded responses and secure, password-protected data storage accessible only to the researcher. All data were used solely for academic purposes and handled in accordance with ethical research standards. Measures were also implemented to minimize survey bias, including the use of clear and neutral questionnaire items, standardized instructions, validated instruments, and ensuring a non-threatening environment to reduce social desirability bias and encourage honest responses. Finally, the study adhered to principles of academic integrity, with all sources properly cited following APA guidelines and strict observance of anti-plagiarism standards.

RESULTS

Demographic Profiles of Respondents

This section presents the profile of SHS teachers in selected school is Marikina City. To determine the distribution of respondents, descriptive statistics was used to show frequency and percentage distributions of the respondents. The following table show the computed distribution according to profile variables. The data are presented in Tables 4, 5, 6, and 7.

Table 4. Profile of the respondent in terms of age.

Below 25	2	3.64
25-30	16	29.09
31-40	17	30.91
41-50	13	23.64
Above 50	7	12.73
Total	55	100

As shown in Table 4, the distribution of respondents according to age shows that most of the respondents are from age group 31-40 years old with a frequency of 17 out of 55 respondents or equivalent to 30.91%. This is followed by 16 out of 55 from age group 25-30 years old with equivalent percentage of 29.09%. respondents from age group 41-50 represented the 23.64% of the respondents or 13 out of 55. While only a small percentage belongs to age groups Below 24 years of and above 50 years old having frequencies of 2 (3.64%) and 7 (12.73) out of 55, respectively.

Table 5. Profile of the respondent in terms of gender.

Sex	Frequency	Percentage
Male	22	40
Female	33	60
Total	55	100

Table 5 shows the distribution of respondents according to gender. As observed it can be observed that females answered the most among the respondents with a frequency of 33 out 55 or 60% while male respondents account for the remaining 22 out of 55 which is equivalent to 40% of the total respondents.

Table 6. Profile of the respondent in terms of marital status.

Sex	Frequency	Percentage
Single	26	47.27
Married	28	50.91
Widowed	1	1.82
Total	55	100

Table 6 on the other hand shows the distribution of respondents based on marital status. As shown, married respondents accounts for 50.91% or 28 out of 55, while 26 out of 55 or 47.27% of the respondents are single. Meanwhile, only 1 of the total respondents is widowed which is equivalent to 1.82%.

Table 7. Profile of the respondent in terms of years of experience.

Years of Experience	Frequency	Percentage
<1	1	1.82
1-3	16	29.09
4-6	14	25.45
7-10	10	18.18
>10	14	25.45
Total	55	100

Finally, respondents were also classified according to the number of years of their teaching experience. Table 7 shows the distribution of the respondents where most of the respondents have teaching experience of 1-3 years with a percentage of 29.09% or 16 out of 55. Respondents with 4-6 years and more than 10 years of teaching experience follows with a frequency of 14 out of 55 for each group, equivalent to 25.45% each. 10 out of 55 (18.18%) respondents have 7-10 years of teaching experience, while only 1 novice teacher responded, with a percentage score of 1.82%.

Level of Work-Life Balance Among SHS Teachers in Marikina City

To determine the level of work-life balance of the respondents, weighted mean was computed based on the gathered data. The results were interpreted using the interpretation scale in Table 2.

Table 8. Level of work-life balance among SHS teachers in Marikina City.

No.	Work-life Balance Indicators	Mean	SD	Interpretation
1	I am able to balance my work responsibilities with my personal life.	4.20	0.73	Often
2	My work demands interfere with my personal life.	3.75	0.78	Often
3	I am able to fulfill my family and personal commitments while managing my teaching duties.	4.09	0.65	Often
4	I experience stress when balancing work and personal life.	3.29	0.88	Sometimes
5	I sacrifice personal time because of work responsibilities.	3.55	0.86	Often
6	I bring work-related tasks home that reduce my personal time.	3.51	1.02	Often

7	I have enough time to rest after completing my teaching responsibilities.	3.42	0.81	Often
8	My work schedule allows me to participate in family or personal activities.	3.73	0.71	Often
9	I think about work matters during my personal or family time.	3.53	0.84	Often
10	I feel that my work responsibilities prevent me from relaxing outside of school hours.	3.07	0.88	Sometimes
Overall		3.61	0.37	Often

Table 8 shows the level of work-life balance among SHS teachers in Marikina City per indicators and the overall. The results indicate that the overall level of work-life balance among Senior High School teachers is “Often” ($M = 3.61$, $SD = 0.37$), suggesting that respondents generally experience a favorable balance between their professional and personal responsibilities. The standard deviation of 0.37 indicates low variability in responses, implying that teachers have relatively consistent perceptions regarding their work-life balance.

Among the indicators, teachers reported high agreement in their ability to balance work responsibilities with personal life ($M = 4.20$) and fulfill family and personal commitments while managing teaching duties ($M = 4.09$), both interpreted as “Often.” These results indicate that teachers generally possess effective time management and role integration skills. The relatively moderate standard deviations for these items (e.g., $SD = 0.73$ and $SD = 0.65$) suggest some variation in experiences, but overall responses remain clustered toward agreement.

Level of Burnout Experienced by SHS Teachers in Marikina City

Similar to the level of work-life balance, weighted mean is used to determine the level of burnout experienced by SHS teachers in Marikina City. The result was also interpreted using the same interpretation scale mentioned on the previous section.

Table 9. Level of burnout experience among SHS teachers in Marikina City.

No.	Burnout Indicators	Mean	SD	Interpretation
1	I feel emotionally drained from my work as a teacher.	2.84	1.01	Sometimes
2	I feel exhausted at the end of the workday.	2.58	1.03	Sometimes

3	I feel emotionally tired even before the workday begins.	3.02	1.01	Sometimes
4	I feel a sense of detachment or lack of connection with my students.	3.42	1.07	Often
5	I feel that my work as a teacher is no longer meaningful or fulfilling.	3.69	1.09	Often
6	I feel physically tired because of my teaching responsibilities.	3.15	1.16	Sometimes
7	I feel overwhelmed by my workload.	2.89	0.85	Sometimes
8	I feel impatient with students or colleagues at work.	3.31	1.02	Sometimes
9	I feel that I am not as effective in my teaching as I used to be.	3.58	1.13	Often
10	I feel emotionally exhausted even before the workday begins.	3.40	1.16	Sometimes
Overall		3.19	0.86	Sometimes

The results as presented in Table 9 indicate that the overall level of burnout among Senior High School teachers is interpreted as “Sometimes” ($M = 2.81$, $SD = 0.86$), suggesting that respondents experience burnout at a moderate level. The standard deviation of 0.86 indicates a relatively moderate variability in responses, implying that while many teachers share similar experiences of burnout, there is still noticeable variation in how burnout is perceived and experienced across respondents.

Difference Between the Levels of Work-Life Balance Among SHS Teachers in Marikina City When Grouped According to Profile Variables.

To determine if there is a significant difference between the level of work-life balance among SHS teachers in Marikina when group according to profile variables, two tests were used by the researcher. The data were analyzed using an independent samples t-test for variables with two groups (e.g., gender) and one-way ANOVA for variables with three or more groups (e.g., age, years of experience, and marital status).

Table 10. One-way ANOVA test between respondents' age and work-life balance level.

Source (Age groups)	Analysis of Variance				
	SS	df	MS	F	p-value
Between groups	0.9382	4	0.2345	1.80	0.1429
Within groups	6.5029	50	0.1301		
Total	7.4411	54	0.1378		

Data reveals in Table 10 that the computed p-value (0.1429) is greater than the alpha value (0.05) indicating that there is no significant difference in work-life balance across age groups. The computed F-ratio (1.80) also indicates that between-group variance is not substantially larger than that within-group variance. The results showed that although mean differences exist among age groups, these differences are not statistically significant.

Table 11. Two sample t-tests between respondents' gender and work-life balance level.

Group	n	Mean	Std. error	Std. dev.	t-value	p-value
Male	22	3.695	0.0567	0.4248	1.36	0.1796
Female	23	3.558	0.0906	0.3260		
Mean Difference (male-female) = 0.1379						

Table 11 showed that the computed $t(53) = 1.63$ and p-value (0.1796) is greater than the alpha value (0.05) which means that there is no significant difference in work-life balance between male and female respondents. Although male respondents reported a slightly higher mean of 3.695 than female respondents of mean 3.558, the difference (0.1379) has practically weak effect and therefore, not statistically significant.

Table 12. One-way ANOVA test between respondents' marital status and work-life balance level.

Source (Marital Status)	Analysis of Variance				
	SS	df	MS	F	p-value
Between groups	0.5216	2	0.2608	1.96	0.1512
Within groups	6.9195	52	0.1331		
Total	7.4411	54	0.1378		

The results in Table 12 of a one-way ANOVA test between marital status and work-life balance. The data shows that the computed F-ratio (1.96) and p-value (0.1512) suggest no significant difference in work-life balance among teachers when grouped according to marital status. The F-ratio of 1.06 indicates only small differences between groups relative to within-group variability. Since the computed p-value of 0.1512 is greater than the alpha value of 0.05, the difference is not statistically significant.

Table 13. One-way ANOVA test between respondents' years of teaching experience and work-life balance level.

Source (Marital Status)	Analysis of Variance				
	SS	df	MS	F	p-value
Between groups	0.4989	4	0.1247	0.90	0.4720
Within groups	6.9421	50	0.1388		
Total	7.4411	54	0.1378		

As can be seen in Table 13, the computed p-value of 0.4720 is greater than alpha value (0.05), hence, there is no statistical evidence to support significant difference between work-life balance of teachers and their number of years of teaching experience. F-ratio of 0.90 indicates that variance between groups is almost similar to the variance of within-groups.

Difference Between the Burnout Experience Among SHS Teachers in Marikina City When Grouped According to Profile Variables

To determine if there are significant differences between the burnout experience among SHS teachers in Marikina City when grouped according to their profile variables, similar tests to the previous section were conducted.

Table 14. One-way ANOVA test between respondents' age and burnout experience.

Source (Age groups)	Analysis of Variance				
	SS	df	MS	F	p-value
Between groups	9.5343	4	2.3836	3.95	0.0073
Within groups	30.1668	50	0.6033		
Total	39.7011	54	0.7352		

Table 14 shows the results of one-way ANOVA between the respondents' age and their burnout experience. It turned out that; there is a significant difference in burnout levels among teachers when grouped according to age. This came from the computed p-

value of 0.0073, which is less than the alpha value of 0.05. The F-ratio (3.95) also indicates that between-group variance is substantially larger than within-group variance.

Table 15. Two sample t-tests between respondents' gender and burnout experience.

Group	n	Mean	Std. error	Std. dev.	t-value	p-value
Male	22	2.8091	0.1914	0.8976	-0.025	0.980
Female	23	2.8152	0.1469	0.8438		
Mean Difference (male-female) = -0.0061						

In terms of respondents' gender and burnout experience, Table 15 shows the result of two sample t-tests. The computed t-value is -0.025 and p-value of 0.980 (<0.05) which indicates that there is no significant difference in burnout experience among respondents when grouped according to gender. Although female respondents reported a slightly higher mean burnout score (2.8152) compared to male respondents (2.8091), the difference (-0.0061) is negligible and is statistically insignificant. The results suggest that burnout levels are statistically identical across cross gender groups indicating that gender has no influence at all in burnout experience in this data set.

Table 16. One-way ANOVA test between respondents' marital status and burnout experience.

Source (Marital Status)	Analysis of Variance				
	SS	df	MS	F	p-value
Between groups	4.5376	2	2.2688	3.36	0.0426
Within groups	35.1635	52	0.6762		
Total	39.7011	54	0.7352		

Table 16 shows the results of one-way ANOVA marital status and level of burnout experience by SHS teachers. The results showed a computed p-value of 0.0426 which is less than the alpha value Of 0.05, indicating that there is significant difference in burnout level among respondents when group according to marital status. The F-ratio of 3.36 also indicates that between-group variation is meaningfully larger than within-group variation suggesting that burnout level differ across marital status in a non-random way. Hence, from this data set, marital status is a relevant factor influencing burnout.

Table 17. One-way ANOVA test between respondents' years of teaching experience and burnout experience.

Source (Marital Status)	Analysis of Variance				
	SS	df	MS	F	p-value

Between groups	2.0943	4	0.5236	0.70	0.5982
Within groups	37.6068	50	0.7521		
Total	39.7011	54	0.7352		

The results of the one-way analysis of variance revealed that there is no significant difference in burnout levels among teachers when grouped according to years of teaching experience, F-ratio = 0.70, $p = 0.5982$. This indicates that burnout is experienced at relatively similar levels regardless of whether teachers are in the early, middle, or later stages of their careers.

Relationship Between the Work-Life Balance and the Burnout Level Among SHS Teachers in Marikina City

To determine the significant relationship between work-life balance and burnout, the Pearson Product-Moment Correlation Coefficient (r) was used. The interpretation of r -values below was also used as presented in Table 3.

Table 18. Correlation of work-life balance and burnout experience of SHS teachers in Marikina City.

	Burnout Experience	Work-life Balance
Burnout Experience	1.000	
Work-life Balance	(r -value)-0.4632	1.000

As shown in Table 18, the computed Pearson correlation coefficient ($r = -0.4632$) indicates a moderate negative relationship between work-life balance and burnout among Senior High School teachers in Marikina City. This means that as teachers' work-life balance improves, their level of burnout tends to decrease. It is important to clarify that while the magnitude of the relationship is moderate, the direction is negative, not positive. This suggests a meaningful inverse association between the two variables, although not strong enough to imply a deterministic relationship.

Proposed Intervention Program for the Teachers

A Teacher Resilience and Work-Life Balance Program is recommended to help reduce burnout among teachers. The program should focus on improving time management, setting boundaries, and managing stress through coping and emotional regulation strategies. It should also address work–family conflict and provide support based on teachers' career stages. In addition, the program should strengthen organizational support through better communication and access to resources. Through workshops and group activities, the program aims to reduce burnout by improving both personal coping skills and workplace conditions.

DISCUSSION

The study sought to examine the relationship between work-life balance and burnout among Senior High School teachers in Marikina City, with particular attention to differences across demographic variables and the strength of association between the two constructs. The findings provide empirical evidence that, while teachers generally maintain a favorable level of work-life balance, burnout remains evident at a moderate level and varies across specific groups. Moreover, the results establish a statistically meaningful inverse relationship between work-life balance and burnout, reinforcing the assumption that balance between professional and personal responsibilities plays a critical role in teacher well-being.

This section discusses these findings in relation to existing theoretical frameworks and empirical studies, highlighting their implications for educational practice and teacher support systems.

Demographic Profiles of Respondents

The demographic profile of the respondents provides important context for interpreting the study's findings on work-life balance and burnout. The majority of participants were within the 31–40 age group, indicating that most respondents are in the mid-career stage, a period typically associated with increased professional responsibilities and role stability. This age distribution suggests that respondents are likely balancing career advancement with personal and family obligations, which may influence both their work-life balance and susceptibility to burnout.

In terms of gender, the sample was predominantly female (60%), reflecting the broader trend in the teaching profession where women constitute a larger proportion of the workforce. This composition is relevant, as gender roles—particularly in relation to family responsibilities—may shape experiences of work-life balance, although the study later found no significant differences in outcomes based on gender. Regarding marital status, the majority of respondents were married (50.91%), indicating that many teachers are likely managing both professional duties and family responsibilities simultaneously. This dual role may contribute to variations in stress levels and burnout, particularly as marital obligations increase demands outside of work.

With respect to teaching experience, most respondents had 1–3 years of experience, followed by those with 4–6 years and more than 10 years, suggesting a distribution that includes both early-career and more experienced teachers. The presence of a substantial number of less experienced teachers may indicate higher adjustment demands, while more experienced teachers may face accumulated workload pressures over time. This variation in experience levels provides a useful basis for examining how career stage influences burnout and work-life balance.

Level of Work-Life Balance Among SHS Teachers in Marikina City

The findings of the study indicate that the level of work-life balance among Senior High School teachers in Marikina City is generally high, as reflected by an overall mean of 3.61 (“Often”) with a low standard deviation of 0.37, suggesting consistent perceptions among respondents. This implies that most teachers are able to effectively manage their professional responsibilities alongside their personal and family roles. Such consistency indicates that work-life balance is not highly polarized within the group, but rather experienced in a relatively stable manner across respondents.

Such findings support previous studies which emphasize that teachers who are able to maintain balance tend to exhibit stable levels of well-being and professional functioning (Bhende et al., 2020; Duran et al., 2024). Additionally, the results also align with the findings of Greenhaus and Allen (2011), who noted that individuals with better work-life balance demonstrate greater control over competing demands and reduced stress.

However, certain indicators reveal areas of concern. Teachers reported that they sometimes experience stress when balancing work and personal life ($M = 3.29$, $SD = 0.88$) and feel that work responsibilities prevent them from relaxing outside school hours ($M = 3.07$, $SD = 0.88$) (as can be seen in Table 8). The higher standard deviations in these items indicate greater variability, suggesting that while some teachers manage stress effectively, others experience more pronounced difficulties. Additionally, indicators such as bringing work-related tasks home ($M = 3.51$, $SD = 1.02$) and sacrificing personal time ($M = 3.55$, $SD = 0.86$) further reflect inconsistencies in teachers’ experiences, highlighting that work demands still encroach on personal life for some respondents. These findings are consistent with Agyapong et al. (2022), who reported that workload and job demand often disrupt work-life balance and contribute to stress among teachers.

The overall high mean combined with low variability suggests that work-life balance is generally maintained among teachers; however, the variation in specific indicators indicates that not all teachers experience balance equally. This supports the theoretical perspective that work-life balance functions as a resource that helps mitigate stress and burnout, but when compromised, it can lead to negative outcomes (Bakker & Demerouti, 2007; Maslach & Leiter, 2016). The presence of variability in stress-related indicators suggests that certain groups of teachers may be more vulnerable to imbalance, which may eventually contribute to burnout.

Overall, the findings highlight that while teachers generally experience a stable and positive level of work-life balance, there are underlying challenges associated with workload and time demands. The variation in responses across specific indicators underscores the need for targeted interventions to support teachers who experience difficulty in maintaining balance, thereby preventing potential escalation into burnout and promoting sustained well-being.

Level of Burnout Experienced by SHS Teachers in Marikina City

Results presented in Table 9 suggests that some teachers experience higher levels of burnout than others, possibly due to differences in workload, personal circumstances, or coping mechanisms. These findings are consistent with literature indicating that burnout levels among teachers can vary depending on contextual and individual factors (Agyapong et al., 2022; Madigan & Kim, 2021).

In terms of the dimensions of burnout, teachers sometimes experience emotional exhaustion, reflecting feelings of fatigue and depletion due to prolonged teaching demands. This aligns with Maslach and Leiter (2016), who identified emotional exhaustion as the central dimension of burnout. The presence of depersonalization suggests that teachers occasionally develop a detached or less emotionally involved attitude toward their work, which may serve as a coping response to stress. Such responses are commonly observed in environments characterized by high job demands and limited resources (Skaalvik & Skaalvik, 2017).

Despite these experiences, teachers generally maintain a sense of personal accomplishment, although occasional feelings of inefficiency may still occur. This indicates that burnout, while present, has not fully undermined teachers' confidence in their professional capabilities. However, the observed variability in responses (as indicated by the standard deviation) suggests that some teachers may already be experiencing higher levels of burnout, which could affect their performance if not addressed. Madigan and Kim (2021) noted that even moderate levels of burnout can have implications for teaching effectiveness and student outcomes.

The moderate level of burnout and the observed variability support the earlier findings on work-life balance, where teachers reported generally maintaining balance but still experiencing stress and work-related pressures. This is consistent with the Job Demands–Resources (JD-R) Model, which posits that burnout occurs when job demands exceed available resources (Bakker & Demerouti, 2007). The variation in burnout levels suggests that while some teachers are able to effectively manage their resources, others may be more vulnerable to stress due to insufficient support or imbalance in work and personal life.

Overall, the findings indicate that burnout among teachers is present at a manageable but variable level. The moderate standard deviation highlights the need for targeted interventions that address not only the general population but also those teachers who may be at greater risk. Strengthening work-life balance, improving institutional support, and implementing wellness programs are essential to prevent the escalation of burnout and to promote sustained teacher well-being (Agyapong et al., 2022).

Difference Between the Levels of Work-Life Balance Among SHS Teachers in Marikina City When Grouped According to Profile Variables

The results presented in Table 10 showed that although mean differences exist among age groups, these differences are not statistically significant. This result is consistent with recent studies focusing on the wellness of teachers across different countries. Wahab & Arazo (2024) conducted a study in South and North Madalum District Schools, Division of Lanao del Sur II focusing on the quality of work-life balance of teachers in face-to-face classes showing results that demographics including age often do not significantly affect work-life balance. While some suggest that age may influence work-life balance indirectly through life stages, it is not a direct factor (Arcenas et al., 2025). Work-life balance is more linked to job satisfaction, burnout, and performance (Dalid, 2025).

In terms of gender, it does not significantly influence work-life balance based on results presented in Table 11. These results also conform to the recent studies suggesting gender is not always a strong determinant of work-life balance among professionals including teachers. For instance, a study by Mayya et al. (2021) found out that male teachers reported relatively better work-life balance than female teachers, however, the difference is context-specific and does not fully support gender as a main factor. In addition, work-life balance disparities may exist, but these cannot be understood solely through a gender-focused comparison. This requires more targeted workplace policies, work arrangements, and institutional support (Sahni et al., 2025).

Simimilarly, results suggest that marital status does not appear to be a strong predictor of work-life balance in this data set as can be seen in Table 12. In a study conducted by Li and Albattat (2025), findings emphasized that workload and demands are more considered primary factors instead of personal characteristics like marital status. While some studies suggest that female teacher might tend to have a greater pressure in balancing roles due to family responsibilities (Delavin & Pogoy, 2023), there is no enough evidence to show that marital status can be a standalone factor for differences in balancing between work and personal life (Ullah, n.d.).

Because differences across years of teaching experience are minimal and random, this also suggests that teaching experience does not meaningfully influence work-life balance (see Table 13). As mentioned, teachers tend to be influenced more by institutional and work-related factors rather than demographic profile factors (Wahab & Arazo, 2024). According to the findings of Arcenas et al. (2025), differences in the work-life balance and years of service among teachers are not consistently significant across different groups, indicating limited influence.

Difference Between the Burnout Experience Among SHS Teachers in Marikina City When Grouped According to Profile Variables

Results as shown in Table 14 revealed that burnout levels vary across age groups, suggesting that differences in experience depend on age. This result is supported by

recent studies indicating that age is associated with variations in burnout among teachers. Alghamdi and Sideridis (2025) found that age was a significant predictor of burnout among teachers, with older teachers showing higher burnout levels. In addition, younger teachers' burnout level is linked to adjustment and stress while older teachers' burnout level is linked to long-term pressure (Wooclap, 2025).

In terms of respondents' gender and burnout experience, Table 15 shows the result of two sample t-tests. The results suggest that burnout levels are statistically identical across cross gender groups indicating that gender has no influence at all in burnout experience in this data set. The study of Bian and Jiang (2026) confirms these results highlighting that gender has no practical significant difference when it comes to stress among teachers. This result challenges the universal assumptions on stress patterns among genders (Bian & Jiang, 2026). While some research shows that female teacher may experience higher burnout level, often due to workload and other family related responsibilities (Falebita et al., 2026), others report inconsistent findings where some showing males having equal or higher burnout level (Agyapong et al., 2022). These inconsistencies only further support that gender differences may exist but are inconsistent and context-specific, not universal, hence, it cannot be considered as a direct factor influencing the burnout level experienced by teachers across different genders.

Table 16 shows the results of one-way ANOVA marital status and level of burnout experience by SHS teachers. The results showed a computed p-value of 0.0426 which is less than the alpha value of 0.05, indicating that there is significant difference in burnout level among respondents when group according to marital status. The F-ratio of 3.36 also indicates that between-group variation is meaningfully larger than within-group variation suggesting that burnout level differ across marital status in a non-random way. Hence, from this data set, marital status is a relevant factor influencing burnout.

The findings of the study revealed a significant difference in burnout levels when respondents were grouped according to marital status. However, existing literature suggests that the influence of marital status on burnout is generally weak and indirect. Studies indicate that marital status does not independently predict burnout but may contribute to variations through increased work-family conflict and role demands (Erden et al., 2023; Zhou, 2026; Agbayani-Pineda, 2025). Furthermore, broader evidence highlights that burnout among teachers is primarily driven by organizational and work-related factors such as workload, stress, and emotional demands rather than demographic characteristics (Wooclap, 2025). This suggests that while differences may exist within specific contexts, marital status should not be considered a primary determinant of burnout.

Lastly, the results of the one-way analysis of variance presented in Table 17 revealed that there is no significant difference in burnout levels among teachers when grouped according to years of teaching experience, F-ratio = 0.70, $p = 0.5982$. This indicates that burnout is experienced at relatively similar levels regardless of whether teachers are in the early, middle, or later stages of their careers. The finding suggests that length of service alone does not account for variations in burnout, as both novice and

experienced teachers may encounter comparable levels of stress due to adjustment demands, workload pressures, or prolonged exposure to teaching responsibilities (Emeljanovas et al., 2023).

This result is supported by recent studies which emphasize that burnout is more strongly influenced by organizational and work-related factors rather than demographic variables such as years of experience (Magtalas, & Eduvala, 2024). Research has shown that workload, emotional demands, and work environment are key determinants of burnout among teachers (Agyapong et al., 2022). Similarly, studies indicate that demographic characteristics, including experience, tend to have weak or inconsistent effects on teachers' well-being (Erden et al., 2023). These findings suggest that burnout is a multidimensional phenomenon shaped primarily by contextual factors.

Relationship Between the Work-Life Balance and the Burnout Level Among SHS Teachers in Marikina City

As shown in Table 18, the computed Pearson correlation coefficient ($r = -0.4632$) indicates a moderate negative relationship between work-life balance and burnout among Senior High School teachers in Marikina City. This means that as teachers' work-life balance improves, their level of burnout tends to decrease. It is important to clarify that while the magnitude of the relationship is moderate, the direction is negative, not positive. This suggests a meaningful inverse association between the two variables, although not strong enough to imply a deterministic relationship.

The strength of the correlation indicates that work-life balance is a significant but not sole predictor of burnout. Other factors such as workload intensity, institutional support, and individual coping strategies may also contribute to variations in burnout levels. Nonetheless, the negative correlation implies that teachers who are able to effectively manage their professional and personal responsibilities are less likely to experience emotional exhaustion, depersonalization, and reduced personal accomplishment. This supports the interpretation that work-life balance functions as a protective factor against burnout.

This finding is also consistent with Hobfoll's (1989) Conservation of Resources (COR) Theory, which posits that individuals experience stress and burnout when their personal and professional resources are depleted. Work-life balance can be viewed as a critical resource that helps preserve energy, emotional stability, and psychological well-being. When teachers are able to maintain balance, they are better equipped to prevent resource loss and avoid burnout. Conversely, imbalance accelerates resource depletion, increasing vulnerability to stress and emotional exhaustion (Hobfoll et al., 2018).

Similarly, the results align with the Job Demands–Resources (JD-R) Model (Bakker & Demerouti, 2007), which explains that burnout occurs when job demands exceed available resources. In this context, work-life balance serves as both a personal and organizational resource that helps teachers cope with demands such as workload, administrative responsibilities, and emotional labor. The moderate negative correlation

suggests that when this resource is strengthened, it buffers the impact of job demands and reduces the likelihood of burnout.

Empirical studies further support this relationship. Agyapong et al. (2022) found that high workload and work-related stress significantly increase burnout among teachers, particularly when work-life balance is compromised. In contrast, teachers who maintain a healthy balance between work and personal life experience lower levels of emotional exhaustion and psychological strain. Similarly, Duran et al. (2024) reported that improved work-life balance is associated with better emotional well-being and reduced stress among educators. Madigan and Kim (2021) also emphasized that burnout negatively affects both teacher performance and student outcomes, reinforcing the importance of addressing factors such as work-life balance.

Recent literature continues to highlight this inverse relationship. Studies have shown that work-life balance enhances resilience and reduces the negative effects of occupational stress, thereby lowering burnout levels (Ismail et al., 2025). Additionally, maintaining balance allows individuals to regulate their time, energy, and emotional resources more effectively, which contributes to improved job satisfaction and reduced burnout (Bisht, 2025). Research in educational settings also indicates that factors such as excessive workload, administrative demands, and role conflict disrupt work-life balance and significantly contribute to burnout (Sanza, 2025).

The findings confirm that while burnout among teachers is influenced by multiple factors, work-life balance plays a crucial role in mitigating its effects. The moderate negative correlation suggests that improving teachers' ability to manage their professional and personal responsibilities can meaningfully reduce burnout, although additional support systems and interventions may be necessary to address other contributing factors. Overall, the results highlight the importance of promoting work-life balance as a key strategy in enhancing teacher well-being and sustaining effective teaching performance.

Proposed Intervention Program for the Teachers

Based on the findings, a Teacher Resilience and Work-Life Balance Enhancement Program is recommended to address burnout among teachers. The program should focus on developing skills in time management, boundary setting, and prioritization to improve work-life balance, as well as strategies for stress management and burnout prevention, including emotional regulation and coping techniques. It should also incorporate sessions on managing work-family conflict, particularly for teachers with greater personal responsibilities, and provide career-stage support tailored to the varying needs of teachers across different age groups. Additionally, the program should promote organizational support through improved communication, collaboration, and access to institutional resources. Implemented through workshops, group discussions, and reflective activities over several weeks, this program aims to reduce burnout by addressing both individual coping mechanisms and contextual work-related.

Summary of Findings

1. The majority of respondents were aged 31–40 years (30.91%), predominantly female (60%), and mostly married (50.91%). In terms of teaching experience, most respondents had 1–3 years of experience (29.09%), followed by those with 4–6 years and more than 10 years, indicating a mix of early-career and experienced teachers.
2. The overall level of work-life balance among teachers was rated as “Often” ($M = 3.61$, $SD = 0.37$), indicating that respondents generally maintain a favorable balance between their professional and personal responsibilities. The low standard deviation suggests that responses were highly consistent, reflecting a shared experience of relatively stable work-life balance across respondents.
3. Burnout among teachers was interpreted as “Sometimes” ($M = 3.91$, $SD = 0.86$), indicating a moderate level of burnout. The higher standard deviation reflects greater variability in responses, suggesting that while some teachers experience manageable levels of burnout, others may be experiencing more pronounced symptoms.
4. Statistical analysis revealed no significant differences in work-life balance when grouped according to demographic variables. Specifically, gender ($p = 0.1796$), age ($F = 1.80$, $p = 0.1429$), marital status ($F = 1.96$, $p = 0.1512$), and years of teaching experience ($F = 0.90$, $p = 0.4720$) all showed non-significant results. These findings indicate that work-life balance is consistent across different demographic groups, suggesting that teachers experience similar levels of balance regardless of personal characteristics.
5. The analysis showed that burnout levels significantly differ when grouped according to age ($F = 3.95$, $p = 0.0073$) and marital status ($F = 3.36$, $p = 0.0426$), indicating that these factors influence burnout experiences among teachers. In contrast, gender ($p = 0.9798$) and years of teaching experience ($F = 0.70$, $p = 0.5982$) showed no significant differences, suggesting that burnout is not affected by these variables. Overall, burnout appears to be selectively influenced by certain demographic factors, particularly age and marital status.
6. The study found a moderate negative correlation ($r = -0.4632$) between work-life balance and burnout, indicating a statistically meaningful inverse relationship. This implies that as work-life balance improves, burnout levels decrease. The strength of the relationship suggests that work-life balance is a significant protective factor, although not the sole determinant of burnout among teachers.
7. Based on the findings of the study, A Teacher Resilience and Work-Life Balance Enhancement Program is recommended to help reduce burnout among teachers. The program should focus on improving time management, boundary setting, stress management, and coping strategies, while also addressing work–family conflict and providing support across different career stages. It should further strengthen organizational support through communication, collaboration, and access to resources, implemented through workshops and structured activities.

Conclusions

1. According to the respondents' profile, the majority of the workforce consists of married, female instructors in their early to mid-career stage, especially those in the 31–40 age range. A balanced mix of new and seasoned teachers is suggested by the distribution of teaching experience, with a concentration in the 1–3-year range and a noticeable presence of more experienced educators. This variety of experiences could help create a dynamic workplace where new ideas and tried-and-true methods coexist. All things considered; the demographic makeup shows a stable but changing teaching population that can adjust to the demands of the classroom.
2. Teachers' overall work-life balance was scored as "Often" ($M = 3.61$, $SD = 0.37$), suggesting that respondents typically maintain a good balance between their personal and professional obligations. The low standard deviation indicates that the replies were very consistent, indicating that all respondents had a comparatively steady work-life balance.
3. There were no significant differences in work-life balance when teachers were grouped according to gender, age, marital status, and years of teaching experience, implying that work-life balance is relatively stable across demographic characteristics.
4. Burnout levels were not significantly influenced by gender and years of teaching experience, suggesting that these factors do not play a major role in determining teachers' experience of burnout.
5. Significant differences in burnout were observed when teachers were grouped according to age and marital status, indicating that life stage and personal responsibilities may contribute to variations in burnout levels.
6. A moderate negative relationship was found between work-life balance and burnout, demonstrating that better work-life balance is associated with lower levels of burnout among teachers.
7. The results highlight the need for a thorough Teacher Resilience and Work-Life Balance Enhancement Program in order to reduce teacher burnout. The suggested program is a calculated reaction to the difficulties teachers encounter in juggling their personal and professional obligations, given the recognized need to improve both institutional support networks and individual coping strategies.

Recommendations

Based on the findings of the study and the conclusions drawn, the following recommendations were offered:

1. To meet the diverse demands of early-career and veteran teachers, it is recommended that professional development programs be differentiated. Pairing inexperienced instructors with more seasoned educators can improve mentoring programs by promoting knowledge exchange and skill improvement. In order to encourage work-life balance, school managers should also think about putting in place support systems that are sensitive to the requirements of married and predominately female instructors, like flexible scheduling or wellness initiatives. In

order to further inform policy and program creation, future research may examine how these demographic characteristics affect instructional practices and teaching efficacy.

2. It is recommended that school administrators maintain and improve current work-life balance-promoting rules and procedures, such as reasonable workloads, transparent task distribution, and encouraging leadership. To further promote teachers' well-being, institutions may also implement or improve stress management programs, flexible work schedules, and wellness initiatives. Teachers' work-life balance should also be regularly monitored to make sure that any new issues are dealt with right away. In order to direct the creation of focused interventions, future studies may examine particular elements that contribute to this advantageous equilibrium.
3. Teachers are encouraged to adopt effective time management strategies, establish clear boundaries between work and personal life, and actively engage in stress management practices to maintain a healthy balance and reduce burnout.
4. Schools may develop and implement structured intervention programs focusing on work-life balance, stress reduction, and coping strategies to enhance teachers' overall well-being and job satisfaction.
5. Future studies may explore additional variables such as organizational support, workload intensity, and psychological factors to further explain burnout and work-life balance, as well as employ larger samples or different research designs to validate and extend the findings of this study.
6. As a strategic approach to lowering burnout, it is advised that educational institutions and schools give priority to programs that improve teachers' work-life balance. Policies that support fair teaching assignments, realistic workloads, and enough time for personal obligations and rest should be put in place by administrators.
7. As part of their professional development programs, educational institutions are advised to formally adopt and implement the suggested Teacher Resilience and Work-Life Balance Enhancement Program. In order to guarantee that the curriculum is given successfully through organized seminars, group discussions, and reflective exercises, school administrators should allot enough time, money, and resources.
8. To assist teachers in maintaining a balance between their personal and professional life, schools are also urged to offer structured support systems like wellness activities, stress reduction programs, and time management training. To avoid excessive job demands, flexible work arrangements and distinct boundaries between work and non-work time should be emphasized.
9. Teachers' sense of balance and wellbeing can be further improved by cultivating a supportive workplace culture through transparent communication, teamwork, and approachable leadership. To spot new issues and direct prompt solutions, teachers' work-life balance and burnout levels should be regularly assessed.
10. The program's efficacy in lowering burnout and enhancing work-life balance should be continuously monitored and evaluated. Future studies may examine the program's long-term effects on teachers' performance and well-being, while participant feedback should be used to maintain and improve it.

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