
TEACHERS' BURNOUT ATTRIBUTES AND THEIR PHYSICAL AND MENTAL HEALTH OUTCOMES

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ABSTRACT

This study aimed to examine the Attributes of Burnout and the physical and mental health outcomes of Public School Teachers in Kadingilan 2 District for SY 2025-2026. This study employed a descriptive-correlational research design to examine the relationships between burnout attributes and teachers' physical and mental health outcomes. The respondents of the study were the one hundred twenty-one (121) teachers in Kadingilan 2 District. The result revealed that the level of teachers' burnout attributes in terms of emotional exhaustion was interpreted as always, while depersonalization and reduced personal accomplishment were interpreted as often. In terms of physical health, physical symptoms and flexibility were interpreted as always. In contrast, mental health outcomes of teachers in terms of sleep disturbances and anxiety levels were often interpreted. The result also shows that emotional exhaustion is the burnout dimension most strongly associated with teachers' health, significantly correlating with physical symptoms, reduced flexibility, sleep disturbances, and anxiety. Depersonalization has a significant negative relationship with sleep disturbances and anxiety, suggesting that emotional detachment may slightly buffer mental health impacts. Reduced personal accomplishment significantly affects sleep disturbances, but has no other physical or mental outcomes. These suggest that school administrators implement strategies to reduce emotional exhaustion, such as workload management, stress-reduction programs, and emotional support, and promote wellness activities, professional development, and recognition, which can help enhance personal accomplishment and reduce detachment. Regular monitoring of teachers' physical and mental health is essential to maintain well-being and prevent burnout. Teachers are encouraged to engage in regular self-care practices, stress

management strategies, and professional support systems to help mitigate emotional exhaustion and maintain their well-being.

KEYWORDS: *teachers' burnout attributes, emotional exhaustion, depersonalization, reduced personal accomplishment, physical symptoms, flexibility, sleep disturbances, anxiety level.*

INTRODUCTION

Burnout has emerged as a critical issue in professional and academic settings, characterized by emotional exhaustion, depersonalization, and reduced personal accomplishment. Prolonged exposure to stress and high demands can lead to severe physical and mental health consequences, including chronic fatigue, sleep disturbances, depression, anxiety, and even cardiovascular problems (Ferrer-Roca et al., 2023; Salvagioni et al., 2022; Armon et al., 2021). Despite growing recognition, burnout is often underestimated, resulting in insufficient interventions. Addressing its attributes and consequences is essential for promoting well-being and resilience, particularly through early recognition and supportive policies in workplaces, educational institutions, and healthcare settings.

Existing research underscores burnout's broad impact on both psychological and physiological health, yet gaps remain in understanding its effects across diverse populations and contexts. Most studies focus on healthcare and corporate environments in Western countries, with limited attention to students, educators, and non-Western populations (Leiter, 2022; Schaufeli et al., 2019). This study seeks to fill these gaps by examining burnout's dimensions holistically, integrating qualitative and quantitative insights, and exploring its influence on overall well-being. By doing so, it aims to inform educators, employers, and policymakers about preventive strategies, foster healthier learning and work environments, and contribute to the academic discourse on occupational and educational psychology, ultimately promoting awareness and actionable solutions to mitigate burnout's harmful effects.

Conceptual Framework

This study is anchored in the Job Demands-Resources (JD-R) Model of burnout (Demerouti et al., 2018), which explains burnout as arising from an imbalance between high job demands—such as workload, time pressure, and emotional strain—and insufficient personal or organizational resources, like social support, autonomy, and coping strategies. In the

teaching context, prolonged burnout manifests in emotional exhaustion, depersonalization, and reduced personal efficacy, leading to both physical and mental health consequences. Emotional exhaustion depletes energy reserves, contributing to fatigue, headaches, gastrointestinal issues, and weakened immunity, while depersonalization fosters emotional detachment, stress, and neglect of self-care. Both dimensions exacerbate vulnerability to mental health challenges such as depression, anxiety, and reduced self-worth.

The study further highlights specific relationships between burnout dimensions and health outcomes. Emotional exhaustion is closely linked to physical symptoms and sleep disturbances, creating a cyclical pattern where fatigue and stress worsen sleep quality, and poor sleep intensifies exhaustion. Similarly, depersonalization correlates with both somatic complaints and disrupted sleep, as emotional withdrawal increases stress and prevents restorative routines. By applying the JD-R framework, the study underscores the importance of balancing job demands with adequate resources to prevent burnout, maintain physical and mental health, and support teachers' overall well-being.

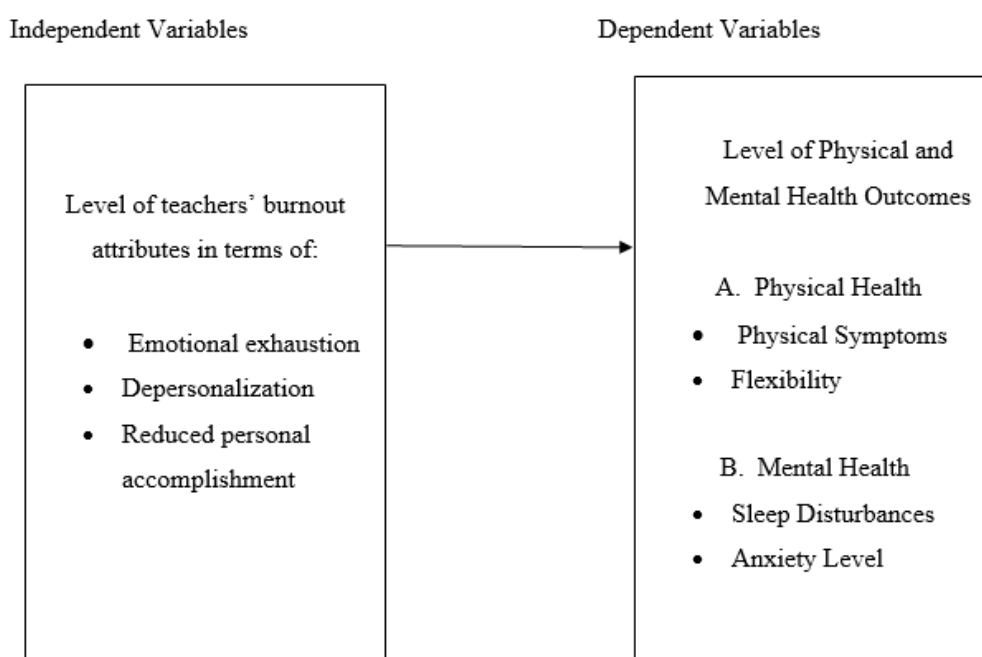


Figure 1. Schematic Presentation Showing the Relationship Between the Independent and Dependent Variables of the Study.

Statement of the Problem

This study aimed to examine the Attributes of Burnout and the physical and mental health outcomes of Public School Teachers in Kadingilan 2 District for SY 2025-2026. Specifically, this study aimed to answer the following questions:

1. What is the level of teachers' burnout attributes in terms of emotional exhaustion, depersonalization, and reduced personal accomplishment?
2. What are the physical and mental health outcomes of teachers?
3. Is there a significant relationship between the teacher burnout attributes and the respondents' physical and mental health outcomes?

Delimitation of the Study

This study examined the attributes of teacher burnout and their physical and mental health outcomes among teachers in Kadingilan 2 District. It covers two major components of burnout: emotional exhaustion and depersonalization, and investigates how these factors relate to physical symptoms and mental health conditions, such as sleep disturbances. The study is descriptive-correlational and intended to assess burnout and health outcomes and determine their relationship. Data were collected through standardized survey questionnaires administered to public school teachers within the district.

Review of the Literature

Level of Teachers' Attributes of Burnout

Emotional exhaustion among teachers has been widely documented as a critical component of burnout, particularly during the COVID-19 pandemic. Özdemir and Doğan (2021) found that Turkish teachers experienced mental fatigue and detachment due to remote teaching, increased workload, and limited administrative support. Similarly, Fernández-Castillo (2021) reported that Spanish teachers facing long working hours and excessive demands showed higher emotional exhaustion, leading to absenteeism and decreased classroom performance. Studies by Boran et al. (2021) and Kim and Asbury (2021) highlighted that lack of emotional regulation training, minimal psychological support, and emotional isolation exacerbated burnout among teachers in Eastern Europe and the United Kingdom. Research in Spain by Molero Jurado et al. (2022) indicated that female and early-career teachers were particularly affected, while Aboagye et al. (2022) showed Ghanaian teachers' emotional fatigue was linked to administrative burdens. Large-scale surveys in China (Li & Wang, 2022) and Latin America (González-Rico et al., 2022) further demonstrated that excessive workload, poor work-life balance, digital fatigue, and blurred work-home boundaries heightened emotional exhaustion, negatively impacting professional engagement and well-being.

Depersonalization, another key dimension of teacher burnout, reflects emotional detachment and reduced empathy toward students. García-Carmona, Marín, and Aguayo (2021) found that stress and workload promoted depersonalization, while Skaalvik and Skaalvik (2021) noted that lack of autonomy and high job demands encouraged teachers to distance themselves emotionally as a protective mechanism. Pressley (2020) and Pellicer et al. (2022) emphasized that abrupt shifts to online teaching during the pandemic intensified feelings of alienation and professional disconnection. In China, Wei, Li, and Zhang (2020) linked depersonalization to low job satisfaction and poor well-being, highlighting the importance of supportive leadership and organizational climate. Bianchi and Verkuilen (2022) reported that teachers exhibit higher depersonalization than other professionals due to the emotional demands of the job, underscoring the need for interventions such as mindfulness programs, stress management workshops, and professional support systems to sustain teacher motivation and effectiveness.

Reduced personal accomplishment (PA), the third dimension of burnout, involves teachers' negative self-evaluation of competence and perceived inefficacy. Skaalvik (2020) observed that overwhelming job demands and limited resources were strongly associated with reduced PA, while Frein (2021) showed that COVID-19 exacerbated feelings of professional inadequacy when self-efficacy declined. Calumno et al. (2021) highlighted the protective effect of self-care on teachers' sense of accomplishment, and studies emphasized the importance of positive student-teacher relationships in maintaining PA. Overall, research suggests that targeted interventions—such as professional development, workload management, social support, and systemic institutional improvements—are essential to restore teachers' confidence, promote well-being, and prevent burnout across emotional exhaustion, depersonalization, and reduced personal accomplishment.

Physical Health Outcomes

Burnout and occupational stress among teachers and other professionals often manifest through physical symptoms that reflect underlying psychological strain. Li et al. (2021) observed headaches, muscle tension, and chronic fatigue among healthcare workers during COVID-19, demonstrating the physical consequences of prolonged stress. Silva et al. (2022) found that teachers with high workloads experienced musculoskeletal pain, gastrointestinal issues, and elevated blood pressure, while Park et al. (2021) reported similar somatic complaints among university students, linking stress to diminished performance and well-

being. Wang et al. (2021) highlighted the connection between burnout and cardiovascular risks, and Giorgi et al. (2021) emphasized that such physical symptoms are widespread across professions, particularly in education and healthcare. Flexibility, as a component of physical health, was highlighted by Schramm (2020), who noted its role in reducing musculoskeletal strain, while Živković (2020) associated higher physical activity and mobility with improved quality of life in teachers. Sanchez (2022) and Felsiha (2023) further demonstrated that active, movement-oriented practices in school settings reduce discomfort and may protect joint health, underscoring the importance of flexibility and physical fitness for educators' well-being.

Mental health outcomes related to burnout are equally significant, with sleep disturbances and anxiety being particularly common. Becker et al. (2021) found that stress-induced insomnia impaired teachers' classroom performance, while Lin et al. (2021) and Kim et al. (2021) showed that disrupted sleep among healthcare workers and students contributed to anxiety, depression, and mental fatigue. Alvaro et al. (2021) emphasized that remote or hybrid work exacerbates sleep disturbances due to blurred work-life boundaries. Teacher burnout also predicts elevated anxiety, depressive symptoms, and lowered resilience, as documented in meta-analyses and reviews by Burbach et al. (2022) and Giallo et al. (2021), with Hakanen et al. (2021) highlighting its impact on absenteeism and functional health. Importantly, intervention studies indicate that modifiable factors such as increased physical activity, enhanced job control, and organizational support can mitigate emotional exhaustion and its physical and mental health consequences (Fisher et al., 2021), emphasizing the need for proactive workplace strategies to protect teacher well-being.

Research Methodology

This study employed a descriptive-correlational research design to examine the relationships between burnout attributes and the physical and mental health outcomes of teachers in Kadingilan 2 District. The descriptive aspect aims to determine the levels of burnout, specifically emotional exhaustion and depersonalization, as well as the extent of physical and mental health outcomes, physical symptoms, and sleep disturbances. The correlational aspect seeks to identify the degree of association between burnout attributes and these health outcomes. Data were collected using standardized survey questionnaires from selected public school teachers in the district, and statistical tools, such as Pearson's correlation coefficient, will be used to analyze relationships among variables.

FINDINGS

Presented below are the findings derived from this study.

The level of teachers' burnout attributes in terms of emotional exhaustion is interpreted as always, while depersonalization and reduced personal accomplishment are interpreted as often.

The level of physical health in terms of physical symptoms and flexibility is interpreted as always. In contrast, mental health outcomes of teachers in terms of sleep disturbances and anxiety levels are often interpreted.

The analysis shows that emotional exhaustion is the burnout dimension most strongly associated with teachers' health, significantly correlating with physical symptoms, reduced flexibility, sleep disturbances, and anxiety. Depersonalization has a significant negative relationship with sleep disturbances and anxiety, suggesting that emotional detachment may slightly buffer mental health impacts. Reduced personal accomplishment significantly affects sleep disturbances but not other physical or mental outcomes. Overall, these results indicate that addressing emotional exhaustion is critical to improving both teachers' physical and mental well-being.

CONCLUSIONS AND RECOMMENDATIONS

Drawing from the study's findings, the following conclusions can be made:

Teachers experience high levels of emotional exhaustion, interpreted as "always," reflecting persistent fatigue and emotional strain in their work. Depersonalization and reduced personal accomplishment were interpreted as "often," indicating moderate detachment and feelings of inefficacy. Emotional exhaustion emerges as the most critical dimension of burnout, significantly affecting both physical and mental health outcomes.

Teachers' physical health shows high levels of strain, with physical symptoms and flexibility interpreted as "always", indicating frequent fatigue, muscle tension, and bodily discomfort. In contrast, mental health outcomes, including sleep disturbances and anxiety, were interpreted as "often," suggesting moderate but recurring stress and worry. These findings highlight that physical health is more severely affected than mental health, emphasizing the cumulative impact of teaching demands on teachers' overall well-being.

The results indicate that emotional exhaustion is the burnout dimension most strongly associated with teachers' health, showing significant correlations with physical symptoms, reduced flexibility, sleep disturbances, and anxiety. Depersonalization demonstrates a significant negative relationship with sleep disturbances and anxiety, suggesting that emotional detachment may provide a slight protective effect on mental health. Reduced personal accomplishment significantly affects sleep disturbances but does not show notable relationships with other physical or mental outcomes. Overall, these findings underscore the importance of addressing emotional exhaustion to promote both teachers' physical and mental well-being.

Derived from the study's conclusions, the following recommendations are proposed:

To the School administrators. That they may implement strategies to reduce emotional exhaustion, such as workload management, stress-reduction programs, and emotional support, promoting wellness activities, professional development, and recognition can help enhance personal accomplishment and reduce detachment. Regular monitoring of teachers' physical and mental health is essential to maintain well-being and prevent burnout.

To the Teachers. They may be encouraged to engage in regular self-care practices, stress management strategies, and professional support systems to help mitigate emotional exhaustion and maintain their well-being.

To the DepEd Officials. That they may implement wellness programs, provide manageable workloads, and foster a supportive organizational climate that promotes collaboration and open communication.

To the Future researchers. That they may explore intervention-based studies, longitudinal designs, and additional variables, such as coping mechanisms and organizational support, to better understand and address teachers' burnout and health outcomes.

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