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Abstract

Teaching is a very stressful and demanding profession. Sources of chronic stress includes workload, parents and administrators demands, role conflict, role ambiguity which can escalate to a level of burnout like emotional exhaustion, depersonalization and reduced personal achievement This study revisits burnout to explore analytical evidence from the public secondary school teachers and take actions to minimize its ill effect.

This was conducted to six (6) big schools in Cagayan de Oro City. The respondents ($n=297$) were teachers of District 1 and 2 of the city. It employed a combination of quantitative and qualitative design of data collection. It adapted Maslach Burnout Inventory -Educators Survey, Huk (2011) questionnaire on workload and Moss (2015) questionnaire on role conflict and role ambiguity and a Focus Group Discussion. The presentation and analysis of the gathered data used mean, frequency, and standard deviation.

Findings revealed that the demands imposed on teachers particularly on workload, administrative, and parents demand, role conflict and role ambiguity are the sources of teachers' burnout. It further reveals that the teachers are uncertain on how to do their job well due to administrative and parents' demands, and to the many school assignments and requests. This results to teacher's moderate burnout.

A work demand management intervention plan was designed to minimize negative outcome of burnout pressures and increase burnout awareness among the public secondary school teachers in Cagayan de Oro City. To sustain the plan, a strong social support is recommended.

Keywords: Workload, Demand, Conflict, Role Ambiguity, Burnout

Introduction

Teaching is a lifetime mission. To enable the development of the youth, first and foremost, the teacher's love for teaching is essential, with teaching as the soul of the teacher. Teachers play a valuable role in helping children grow. They must realize that they are responsible for shaping the students and igniting the youth, the most powerful resource on earth. To do this, teachers must remain physically and mentally well (Khatun, 2013).

In the advent of the modern world, the teacher is engaged with the continuous curriculum and educational reforms, updating of teaching methodology, the rapid unfolding of technology, and increased social aggressiveness, which made the role of a teacher more complex and diverse. As a result, teaching has been described as one of the most stressful, exhausting, and challenging of all occupations (Ingersall & Merrill, 2010; Khatun, 2013) and emotionally demanding (Fernet et al., 2015), with the hazards of heavy workloads and performance demands which can impair one's physical and psychological well-being (Conley & You, 2014). This results in teachers' burnout.

The concept of burnout was introduced in the early 1970s, and Freudenberger in 1974 presented it academically and technically. The term used for the first time means to describe unsuitable experiences in service jobs and reach the stage in which the individual cannot perform the task effectively (Barari, 2015). In addition, Freudenberger has introduced many signs and symptoms related to burnout, categorized into three groups: physical, psychological, and behavioral symptoms. Physical symptoms include exhaustion, lingering cold, frequent headaches, gastrointestinal disturbances, weight loss, sleeplessness, and shortness of breath. Psychological symptoms include changeable mood, irritability, depression, loss of caring for people, cynical

attitude, increased frustration, and feelings of helplessness. Behavioral symptoms include a deterioration in work performance and absenteeism. Inclusive is the comprehensive account that deals with various global pieces of evidence through research on teacher burnout.

In China, teachers experienced a high emotional exhaustion and low professional efficacy associated with familiar coworkers' support and low reward. They increased job demand (Wang et al., 2015), while African teachers have a prevalence of burnout, psychological distress, and low level of dissatisfaction manifested by increased absenteeism from work, work overload, and school violence of teachers (Mafukata, 2014). Mediterranean studies found burnout significant to teachers' social-economic status, organizational commitment, and age concerning emotional exhaustion (Eslamdost, 2014). A survey among Turkish teachers (Kis, 2014) found that single educators have high emotional exhaustion and depersonalization dimensions, whereas low personal achievement dimensions are similar to married ones.

Moreover, a meta-analysis on teacher burnout encompassed fifteen years of published and unpublished studies from January 2000 to January 2015, with participants from rural or urban elementary, middle and secondary schools. The result indicated a positive relationship between emotional exhaustion and work overload, role conflict, role ambiguity, and student behavior (Stewart, 2015).

In the Philippines, the Department of Education faces a problem resulting in teachers' burnout. These problems include the shortage of teachers, lack of classrooms, huge class sizes, books, proportioned seats among students, and water and sanitation facilities (Addressing the Classroom Shortage, 2014). It has cold comfort to know that the Philippines is not alone in suffering from a shortage of teachers (Editorial-empowering-teachers, 2015). Because of the slow implementation of DepEd's school building program, a massive lack remains in the face of enormous demand for classrooms. Another editorial from the Philippine Star daily says that the Department of Education based their insistence that there is no classroom shortage in the Philippines on the wrong and inappropriate formula (Editorial-classroom-shortage 2015). Still, it remains to be resolved both in the urban and rural areas.

In addition, the school that has 60 to 70 students crammed in a classroom is considered congested, which puts the ideal class size at 45 in high school and 35 in the elementary (Deped-3-day-class-week-mulled-for-crowded-schools, 2014). Another transformation in the Department of Education was the K to 12 Curriculum and the new implementation of the Senior High School Program.

These transformations made the teachers a receptacle to change since new agendas are added to the curriculum. Given the pressures in the Philippine scenario, the teacher might not feel the early signs of burnout since this does not come suddenly but rather in a time. Unfortunately, teachers who become burnout or think that they are not making a difference do not necessarily seek help or guild but sometimes remain on the job for economic need, impacting school culture (Thornqvist, 2011).

The researcher has observed signs of burnout among teachers in Cagayan de Oro City like irritability towards work and students, loss of enthusiasm, and decreased participation to whatever cause that may be detrimental to the underlying commitment to the Department of Education (DepEd)-Quality Education. The burnout phenomenon could be associated with the teaching and task-related demands of the school that teachers are engaged with for a lifetime.

To minimize the impact of demands among teachers, this study will be conducted to revisit these demands, explore the burnout subscales and reinforce the teachers' awareness of the process of burnout through an intervention on burnout management.

Theoretical and Conceptual Framework

This study assumes that burnout gradually alienates teachers from performing well to emotional exhaustion, reduced personal achievement, and depersonalization. This assumption is based on the psychological construct of burnout, first conceptualized by Freudenberg (1974, 1975, 1977) and later operationalized by Maslach (1982).

In Maslach's original scheme, burnout has three dimensions: emotional exhaustion, depersonalization, and reduced personal achievement. Maslach's research on burnout gives rise to the collaboration with Jackson in 1981 and to the construction of an instrument to measure burnout: The Maslach Burnout Inventory (MBI). Later, other versions of the MBI were developed, including one for the education sector: The Maslach Burnout Inventory – Educators Survey (MBI-ES). It consists of 30 items across three dimensions: emotional exhaustion (EE), which measures feelings of being emotionally overextended and exhausted by one's work; depersonalization dimension (DEP) assesses the impersonal response toward recipients of one's care or service and reduced personal achievement. Finally, personal achievement (PA) measures feelings of competence and success in working with people. Burnout is considered a continuous variable, ranging from low, moderate, and high levels of consistency.

Another theory in this study is the Apple Theory of Work Intensification. The concept of work intensification has its origin in the labor process and was proposed in the United States of America by Michael Apple in 1986. Apple suggested that intensification has multiple effects on teachers. First, it has an immediate impact on their working practices, their motivation to teach, their lives at work, and even the lives of their families who live around them. It has characteristics like lack of time to keep up to one's field, reduces opportunities for interaction with colleagues, chronic overload that fosters dependent on outside experts, reduces the quality of service, creates scarcity of time, and reduces the time for preparation (Sugden, 2010). Workload has been identified as the most significant predictor of teacher job burnout (Fernet et al., 2015). Its contributing factors to teachers' work overload include excessive paperwork, oversized classes, classes with differentiated learning abilities, imposed time constraints, and the need to teach subjects outside the teachers' particular academic area (Stewart, 2015).

To evidence this study, a distinct theory based on role stress theory was initially theorized by Katz and Khan in 1966 and then by Rizzo et al. in 1970. Role ambiguity may result from a lack of vague policies and procedures; and the supervisor's failure to communicate effectively. At the same time, role conflict is the simultaneous occurrence of two or more expectations, such the compliance of the other would make the work more difficult.

Rizzo expands the measures of role stressors like role conflict and role ambiguity and develops them into two independent quantifiably measured factors about an individual's certainty about duties, authority, allocation of time, relationship with others, clarity of directives, and policies (Moss, 2015). Role conflict is a demand placed upon an individual when they experience conflicting expectations and tend to impose their own role expectations or rely on self-perceived definitions to remedy a situation.

On the other hand, role ambiguity occurs when an individual lacks understanding of their expectations. This is broadened like inconsistent or unclear student discipline procedure; states mandates require the restructuring of the curricula and a change in pedagogical constructs. Teachers perceived themselves as being held in low regard (Conley & You, 2014). This results in reduced job satisfaction decreased commitment and increased anxiety and burnout.

It is a reality nowadays that teaching is becoming more and more challenging. As the curriculum transforms into a better one, teachers are also given another fold of responsibility to accomplish. Therefore, teachers are in turmoil about what priority thing to do to achieve desired goals. The researcher observes teachers who felt the anxiety settle for the less and becomes fewer achievers. There are times that teachers are given a lot of responsibilities simply because they only bear the qualification or skills to do a task. The teachers, in the end, become overburdened.

Therefore, the researcher assumes that burnout generates from the work demand of the school, such as workload, role conflict, and role ambiguity, which contribute to burnout among the public secondary school teachers. Additionally, it also assumes that the research respondents will complete the instruments in their entirety for consideration in this study. Lastly, the research respondents are honest in their responses to survey questions because the cover letter thoroughly explained anonymity.

The result of this study could be an avenue in making an intervention plan to increase awareness of

burnout among secondary school teachers in the public schools in Cagayan de Oro City. In this way, teachers become aware of burnout, and those on the verge of burnout will be given an earlier intervention.

Related Literature

The appreciation of the current research study can only be attained through a rigorous review of its related literature and research studies from foreign and local settings. The presentation of the review starts from the review of related literature studies in a foreign setting, then the review of related literature studies in the local setting.

The issue of stress and burnout has been an alarming phenomenon globally. It is assumed that the 21st century gave birth to the emergence of educational transformation; as such, schools set new goals and broadened the curriculum to compete globally to suit diverse learners and skills.

Today, students live in a modern society that is interconnected in preparing them to be more competitive. To this change, classrooms should be healthy, safe, engaged, and supported. In addition, school administrators, parents, educators, and community members, must have the ability to meet challenges and share strengths.

Teaching is a unique profession in terms of responsibility towards students' welfare and well-being. It is regarded as one of the world's top ten most stressful professions (Jenaabadi, 2015). Teachers encounter various stressors, such as workload, role overload, insufficient salary, and student discipline; however, the main problem occurs when teachers' capacities are not sufficient to fulfill workplace demands. These stressors may eventually lead to job burnout. Studies have shown that teaching is a stressful task, and almost one-fourth of teachers have stress during teaching. Western countries and the east of Europe had about 10 to 40 percent of teachers exposed to stress and burnout. These percentages reached 50 to 70 percent in Iran, Japan, and Taiwan (Sadighi, 2015).

Thornqvist (2011) says burnout does not happen suddenly but from a long pattern. The cascade of minor annoyances in work gathers momentum, and one may fall prey to stress. There is a feeling of self-neglect, slow disintegration that eventually erodes passion and compassion (Durr, 2014). The stressful events to a regular contact professional such as a teacher may create anxiety, anger, and frustration resulting from any aspect of work.

Kassen et al. (2013) examine the teaching-related stress from two culturally western countries and culturally eastern countries, namely: Canada, England, Hong Kong, and Thailand. The results suggest that the teachers' self-efficacy changes how work stress influences the commitment to continue teaching. Sadeghi et al. (2015) find out that in the western countries and east of Europe, teachers have stress which affects the self-well-being and performance. From the organizational perspective, stress can translate an unproductive behavior (Kumar, 2013), such as alienation, apathy, and absenteeism.

McCormick and Barnett (2011) hypothesize similar with the study of Proulx (2016) the relationships between stress and burnout dimensions to randomly selected high schools in New South Wales, Australia, using established instruments of Maslach Burnout Inventory. But, again, the findings view stress and burnout as overwhelmingly a psychological phenomenon.

Kao (2015) argues that excessive workload would lead to lack of spontaneity and creativity; inadequate salary (Ngagaya, 2015); role overload (Klassen et al., 2013); perpetual changes and expectations that are in constant flux with school reform; and conflict between school policy (Yun-Kyung Cha, 2014) on one's own beliefs that can compromise the teacher's integrity.

The concept of stress remains a vital topic worthy of academic study within educational institutions. The works of Sadighi, Kumar, and Mapfumo highlight similar harmful effects of stress, both psychological and physiological. However, Sadighi meaningfully establishes that extroversion has a reverse relationship to burnout since this personality type does not easily influence problems. While the study of Kumar interestingly notes that female teachers have a high level of occupational stress than male teachers and differ significantly on role ambiguity, role conflict, powerlessness, and peer relationship. On the other hand, Mapfumo's findings

in Eastern Zimbabwe reveal that mainstream teachers were stressed mainly by lack of government support, lack of resources, less time spent on individual pupils, oversized classes, and heavy workload.

Teachers' workload is not only limited to face-to-face teaching in the classroom. The teacher requires a lot of work before and after teaching, such as preparing teaching materials, teaching and learning activities, and evaluating student learning outcomes. This also includes planning, implementing the learning process, assessing the results of the evaluation of homework, guiding students, serving the parents of students in school hours and home, visiting the students, and carrying out cooperation in helping troubled students.

Shafie et al. (2014) studied teachers' workload in a quantitative research method who only taught five classes. The findings reveal that teachers do not teach only one level but teach until three levels. Teachers are indeed loaded with the different syllabi of varying levels. Teachers' preparation to teach also increases as they must provide materials for three different levels. Teachers have a heavy load in terms of teaching hours because most of them teach between 21 to 26 hours per week. In addition, the teachers were found to have an enormous number of classes. In this workload situation, the teachers could not develop teaching materials and, hence, there was no innovation in teaching and learning.

Another study about burnout was conducted in Ethiopia. There was a massive expansion in Ethiopia's education to transform the country's educational system. It was fueled by the government's promise to meet its educational goals in achieving universal primary education in 2015 and secondary education in 2020. As a result, a tremendous achievement has been made in quantitative expansion, but the quality of education has deteriorated, and students' achievement declined. This made Gemeda (2015) conduct a study. He collected data via interviews and focus group discussions from 37 purposively sampled teacher participants. The data analysis resulted in intensifying teachers' work, wages, and incentives. An excerpt highlights the concern of the participants:

"The classrooms are overcrowded, and consequently we have to assess many students and keep their profile. The curriculum references content is very broad, so we have to rush to cover it. We are also overloaded with non-instructional duties, such as organizing clubs, participating in different meetings, engaging in various committees. "So, we are very stressed, confused and in a dilemma over what to do and not to do." (Teacher 9)

This explains that the increase and intensification of teachers' workload impede teachers' participation in professional development and cause them to lose their focus since they are distracted by multiple, contradictory, and often confusing demands.

"We were overloaded with multiple tasks. For instance, I was teaching 25 hours a week, preparing lesson plans, tutoring students, and coordinating extracurricular activities. We were in a difficult situation, making it hard to help our students as we were being bombarded by different tasks and responsibilities. Accordingly, it was difficult for us to find time for the CPD program". (Teacher 8)

The participants point out that the increased workload changed in the demographic characteristics of students, changes to assessment procedures, the intensification of non-instructional duties, and too broad the curriculum content. The respondents' experiences indicate that teachers' workload was increased and intensified, causing them to be stressed; and affecting their participation in professional development. Apple (2000) states that intensification is one of the most tangible ways teachers' working conditions are eroded.

Relative to this, Bueno (2011) says that extra work such as excessive paperwork may accrue for teachers and have little reference time to do the instructions, which interferes with teachers' creative abilities. In addition, teachers will have little time to do necessary research and experimentation to create an innovative lesson. Teachers, therefore, must be given a reasonable workload so that they may not feel overburdened

(Sharma, 2015).

Huk (2011) finds workload positively related to burnout. It was assessed by asking parental and administrative expectations for quality of teaching and student academic performance.

Sugden's (2010) phenomenological study determines how workload intensification impacts teacher performance and well-being whether workload intensification is a primary factor in teachers' choosing to leave the profession early. Apple's workload intensification thesis was the theoretical framework for this study. Quantitative data was obtained via a survey of the east coast of the Canadian province. It was analyzed using the chi-square test to determine the relationship between workload intensification and each of the two dependent variables: performance and well-being. Findings intensify how workload impacts teachers' performance and well-being. Also, it indicates workload intensification as a primary factor of teachers' choosing to leave the profession early.

In South Africa, Mafukata and Mudao (2014) deepen the study on teachers' mass resignation and early retirement in public schools. It was conducted to the three circuits in South Africa through qualitative and quantitative data with a closed-ended questionnaire using job factors like subject taught, workload, experience, qualification, remuneration, and working conditions. The result reveals that the abnormal and excessive workload was one of the top contributors to teachers' resignation.

The authors further elaborate that most of the teachers in South African schools, especially in mathematics and physical science, lack knowledge of the subject they teach. In addition, too many teachers were leaving the system without being replaced, compounding the teachers' workload. Finally, teachers expressed poor remuneration and incentives in their early retirement, exhaustion, burnout, and fatigue.

Teacher workload issues have been documented in Canada, just like in other countries (Germain 2014). Teachers identify sources of stress associated with their conditions of professional practice. Significant stressors include issues related to class composition and students with special educational needs, lack of time for planning with colleagues, lack of time for marking and grading student work, insufficient human and material resources to support the curriculum. It is noteworthy that lack of time is a theme that cuts across several of the stressors identified by teachers. It is recommended to reduce decision-making authority for teachers to shape educational delivery to address students' academic needs.

Based on workload in teaching per week, Macundan (2010) investigated 184 Malaysian English teachers from primary and secondary schools. The time was categorized into <10, 11-20, 21-30, and >30. Findings revealed that those with more than 10 hours per week wear out emotionally though those with less than 30 hours face depersonalization and reduced personal achievement. This shows that emotional exhaustion is controlled by less workload while the 30 hours per week help teachers over depersonalization.

An investigation on how organizational justice affects employees' workload and job satisfaction in Public and Private schools at the secondary level consisted of all teachers of Lahore City, Pakistan, from public and private schools. Fifty teachers were selected from five governments, and 50 teachers were selected from 5 private schools. Chughati and Perveen's (2013) findings show that overall, government schoolteachers are more flexible and satisfied with their working hours and working conditions than private school teachers.

The workload of public-school teachers is comparatively low than that of private school teachers. Public school teachers are more satisfied with their job than private school teachers. Public school teachers are more experience as compared to private teachers. Public and private school teachers are not happy with their increment or other extra-work benefits. Nevertheless, an impressive finding suggests that public school teachers are more flexible and satisfied with their working hours and working conditions than private school teachers. The study recommends that successful teachers show promising results in their subjects if given incentives for their job satisfaction; thus, every teacher's workload should be reasonable.

In contrast with the widely held view on the deteriorating effect of work overload, research has found a significant association between decreased workload and low burnout. When workload does not exist (Talmor, 2015), an individual finds one's work challenging, and the more likely the individual finds a sense of fulfillment at work and less burnout. Crotwell (2011) indicates time management as a solution. The

conceptual framework proposed that the increased pressure on the teacher to do more work in less time can result in teacher burnout. The findings of Crowell seem to be consistent with McKinley's (2016). The implication is the importance of time management in elementary school teachers, especially in balancing effective instruction to students and managing professional workload.

Foster (2015) argues in response to the workload challenge among teachers in England. He mentions "unnecessary and unproductive workload," which are inputting, monitoring and analyzing data, lesson and weekly planning, attending staff meetings add up to teacher's activity in school. Suggestions to modify marking assignments, increase time for planning, and preparation and assessment have been complied with.

On the contrary to the above findings, Mujtaba and Reiss (2013) argue stress differently through the development of positive stress in teachers within secondary schools in England. Coping mechanisms were used to help alleviate distressful circumstances. Acceptance of distressful events as learning experiences helped teachers grow personally and as teachers. This would explain why some teachers who experience stress, when they use the suitable coping mechanisms, the right professional and personal support, and the right frame of mind, can produce a positive, healthy way of becoming stress-free.

Because of the local scenario, the Department of Education (DepEd) released Order no.9, s.2005 on Instituting Measures to Increase Engaged Time-on-Task. This states that to arrest the deteriorating quality of education, one of the immediate tasks that need to be undertaken is to increase engaged time-on-task. The objective is to meet the required number of school days in every school year and the time allotment for the different subjects in every school day by lessening activities that take teachers and students away from the classroom, maximizing the time allotment for every subject, and reducing the non-teaching duties of teachers. Therefore, the prescribed school days shall be strictly spent on engaged time-on-task as a matter of policy. A school day is devoted to instructional relevant activities according to engaging students in learning the curriculum's lessons. Any school day or part of the school day spent otherwise is disruption. This would mean that teachers must perform the responsibilities required of them.

By the guidelines on Teacher Work Engagement, the Department of Education (DepEd) released Memorandum no.291, s.2008, on Guidelines for the Implementation of Civil Service Commission Resolution No. 080096 on working hours for Public School Teacher which provides an appropriate interpretation of section 13 of Republic Act no.4670, the Magna Carta for the Public-School teachers. Accordingly, Public-School Teachers are not exempted from the eight (8) hours workday provided in R.A.No.1880. The limitation is in R.A. No. 4670 pertains to the time devoted to actual classroom teaching, which shall not exceed six (6) hours in a day. The remaining two (2) hours of work to the required eight (8) hours workday may be spent within or outside the school premises subject to the guidelines of the Secretary of Education.

However, in the light of bringing quality education among Filipino children, the issues and concerns in the Department of Education are still on the ground of rehabilitation. For instance, Eastern Visayas lack classrooms and a shortage of chairs that cannot accommodate the number of students in the school, similar to Zamboanga City. The "bring your chair" dismayed the parents and children in Albay province. In Leyte, the school principal said that organizations promise to rebuild. Still, it is simply a promise (Government urged to address classroom shortages first, Daily Inquirer, September 2014). These concerns might tantamount to an ill effect on teaching and learning in the long run.

The literature review on burnout supports discovering the underlying concept as supported by the authors to understand a clear view of burnout. Warrad's (2012) diligent search attests in the 1950s and 1960s, Hans Selye discovered the first breakthrough in studying stress in the human body. He found that the human body reacts to stress in three major stages: alarm, resistance, and exhaustion. In 1970s, Dr. H.J. Freudenberger, an American psychologist, discovered that prolonged stress in the human body results in emotional and physical exhaustion, ultimately leading to burnout.

In the 1980s, 1990s, and 2000s, psychologist Christina Maslach took respective and collective theories to occupational burnout. Maslach, through extensive research, developed a tool to measure burnout called the "Maslach Burnout Inventory" (MBI). Maslach discovered this social phenomenon and focused on social

interactions and work environment while researching, creating, and finalizing the MBI. It derived three components of burnout: Emotional Exhaustion, Depersonalization, and Reduced Personal Achievement. Burnout is a process, starting with emotional exhaustion, then extending to depersonalization and reduced personal achievement.

Through extensive and multilevel research, Maslach found that burnout is a continuum of the three components. Then from many studies, burnout is commonly seen among service industry workers such as doctors, nurses, lawyers, teachers, academics, police officers, bankers, social workers, child minders, customers' service representatives, and any managerial level (Guner, 2016).

The emotional exhaustion dimension is related to the size of the individual's stress; it comes to the fore more than the other burnout dimension. Emotional exhaustion is the overuse or overwhelming of one's emotion through extensive demands from others, leading to the feeling of barrenness. As a result, the individual can no longer continue meeting the demands. This loss of passion (Lautungmeesakun & Wichian, 2016) drive, motivation, and seriousness of work results in poor teaching practices, resulting in poor student performance and low achievement.

Individuals suffering from depersonalization become unresponsive to other people's needs. Depersonalization causes negative, detached, calloused, dehumanizing actions towards other individuals for no reason, feeling little or no self-worth, and feeling of reduced personal achievement, with no desire to accomplish job-related tasks and assignments. As burnout grows, job performance decreases (Soliman, 2016), job satisfaction (Rosales, 2013), job commitment, and quality service. In addition, burnout increases absenteeism (Vignoli et al., 2016), low morale, and job turnover (Wang et al., 2015). All these signs are related to burnout a reduced personal achievement.

Researchers identified burnout triggers among teachers. These include the poor professional relationship with co-workers, work overload (Ost, 2015), too many non-educational duties (Williams, 2015), lack of resources and lack of support (Stewart, 2011), strict timeline deadlines (Egu, 2013), and role conflict and role ambiguity (Richards et al., 2016). The lack of time to perform the task is crucial among teachers. It added to intense workload (VanDroogenbroack, 2014) proven to be the source of stress among teachers. A significant relationship was found in age, gender (Sahigdi, 2015), marital status (Kis, 2014), and educational qualification (Li, 2015). The organizational issue includes class size and over-crowded classrooms, lack of physical space for movement, complex seating arrangements which limit the student and teacher movement, and personal interaction. Hence, burnout becomes an eye-tracking study that did a profound investigation on burnout both in Asia and Europe.

Mafukata's (2014) study shows an intense burnout among African schools. In this study, the abnormal and excessive workload significantly contributed to teacher resignations and early retirement in the Vhembe District. Heavy workload, especially among smaller schools where teachers teach so many subjects in various grades, has been cited as a major cause of teacher fatigue and turnover. In addition, dissatisfaction was manifested by increased absenteeism from work. A possible explanation for this result linked South Africa to lack effective recruitment of teachers primarily because of its economy, which remains weak.

Arriaran (2011) explores teacher workplace characteristics in Southern California that may influence teacher burnout, focusing on middle schools due to declining student motivation. Regression analyses indicated that role conflict was a statistically significant predictor of burnout, and role ambiguity was a predictor of work satisfaction.

Nigeria has the prevalence of burnout with 40% emotional exhaustion due to stress from work overload and poor remuneration (Okwaragi et al., 2014). A high level of emotional exhaustion was significantly associated with high extrinsic effort and high over-commitment. The most striking result of the study found low superior support, low level of professional efficacy associated with low coworker support, low reward, and high job demand contributed to emotional exhaustion.

In Makundan and Khandehroo's (2010) study, Malaysia has deliberately focused on the English teachers' burnout and its relation with their demographics of age and workload. The findings showed that

burnout is evident at high levels in all dimensions. In addition, some age and workload categories demonstrated significant relations with emotional exhaustion, depersonalization, and reduced personal achievement.

The study sample was the 184 participants randomly selected from which the response rate was 65%. About 63% of whom were females. They were all English teachers in primary and secondary schools. As for their age range, 61% of the participants were between 26 to 45. Out of four age groups, the first three younger groups proved to be emotionally exhausted; however, the participants above 45 have not encountered such a problem. High levels of depersonalization and reduced personal achievement result in demographic factors: age and workload. The teaching workload reported by the teachers was the number of hours per week categorized in four groups of 10- hour intervals. Those with more than ten hours per week wear out emotionally though less than 30 hours face depersonalization and reduced personal achievement. This shows that emotional exhaustion is controlled by less workload while more than 30 hours per week help teachers overcome depersonalization. It is concluded that it might be helpful if teachers do not have to be overloaded by teaching hours inside or outside the school context; instead, school administrators grant more opportunities for extracurricular activities to overcome the syndrome.

Teacher educators in Haryana were subjected to the burnout phenomenon in the study of Sahni and Deswal (2015). The main instrument used for data gathering was the Maslach Burnout Inventory-Educator Survey (MBI-ES) which evaluated the burnout levels of the teacher educators in the three dimensions of emotional exhaustion, depersonalization, and reduced personal achievement. Descriptive and univariate statistics were used in the data analysis. It was found that the qualification, years of teaching experience, occupational stress, psychological well-being were significant indicators of burnout among the teacher educators. In contrast, gender and teaching subjects were not significantly related to burnout syndrome.

Interestingly, while these stressors are quite common across settings in the teaching profession, teachers do not react uniformly to these stressors. For example, mean scores of emotional exhaustion, depersonalization, and reduced personal achievement among teacher educators who are low and high in psychological well-being differ significantly.

A meta-analysis explored by Stewart (2015) the phenomenon of teacher burnout- the most significant contributor to teacher attrition. It encompassed fifteen years of published and unpublished studies from January 2000 to January 2015 to 116 studies whose participants were from the rural and urban elementary, middle and secondary schools. Study characteristics include age, gender, grade level taught, type of student-led, nationality, and time with the organization. The investigation yielded the major finding that a statistically significant positive relationship exists between emotional exhaustion and demand. In this thorough analysis of burnout, Stewart concluded that as the workload is placed upon an individual, the person tends to experience greater emotional exhaustion. The study implies that educational leaders must review policies and procedures regarding teachers' responsibilities and clarify role expectations.

A teacher burnout study by Maslach was administered over a sample of 100 secondary school teachers of Siliguri Municipal Corporation in Jalpaiguri Educational District of West Bengal (Khatun, 2013). The study notably found a significant difference in sex, age group, experience, subject taught, and training. The findings further indicate that secondary school teachers experience higher stress due to demanding situations while dealing with adolescent students. Overcrowded classes, heavy syllabus, low salary, inadequate facilities, service conditions, and pressure from the public and government make teachers' work more complex. Therefore, the stress for teachers is expected to rise due to an imbalance of work demands.

To address the globally acknowledged problems of burnout among teachers, Sachdeva and Narwal (2015) focus especially among private, professional institutions. It included two phases. The first phase of the study uses Maslach Burnout Inventory to observe the levels of burnout. In the second phase of the study, an attempt has been made to keep the differences in 3 factors of job burnout like emotional exhaustion, depersonalization, and personal achievement, based on four demographic variables, such as age, education, gender, and marital status. It confirmed that teachers working in private, professional institutions report a

high level of burnout. Depersonalization level was higher while personal achievement was low. However, no noticeable differences were found in the dimensions of job burnout on age, gender, marital status, and education, but overall, job burnout was higher than the standard level.

Contrary to other literature, the burnout investigation of Mulvaney (2013) found no significant difference between the three dimensions of burnout and marital status or years of teaching experience among high school teachers in a rural Arizona school. As surveyed from a convenience sample of two comprehensive high schools, the study confirms that female teachers reported a higher level of emotional exhaustion than males. Teachers who participated in the American Heart Association's minimum aerobic exercise with moderate and vigorous aerobics experienced higher levels of personal achievement.

According to Amimo (2012), while it is true that every teacher experience burnout at some point in their career, it is strange to know that many ordinary teachers who are victims do not seem to understand much about teacher burnout. Furthermore, the synthesis of Amimo's research shows that teachers who joined the profession while on fire and soon experienced burnout could not understand why or how to fix their problems.

The conflicts and entanglements teachers face call for the adoption of a buffer to burnout in their teaching. This is called "adventurous teaching. Teachers must learn to handle uncertainty, abandon rigid routines, take more risks while embracing incredible flexibility and dynamic responsiveness, expect the unexpected and be ready to learn from the challenges and surprises of each school day.

In line with the debilitating effect of burnout, the field of positive psychology affords a new perspective that targets the construct of well-being like the character strength, hope, and optimism associated with authentic happiness. Ilies et al. (2015) evaluated the effect of a strength-based intervention on teachers' overall happiness. Findings indicated the teachers experienced a significant increase in work satisfaction and a significant decrease in the negative dimension of teacher's mental health, including stress and emotional exhaustion

Rizzo, House, and Lirtzman (1970) expand the measures of role stressors, the role conflict, and role ambiguity and develop them into two independent quantifiably measured factors about an individual's certainty about duties, authority, allocation of time, relationships with others, clarity of directives, and policies. Role conflict was linked to incongruities of perceptions of individual role requirements and incompatibility of job demands. Low, inconsistent, and unclear expectations may result in role conflict.

Khan (2014) defines role conflict as a mismatch between a job and its description, expectations, and job incompatibility where congruity will be tested upon the impact of job performance. A growing number of teachers experience conflicting roles in performing non-educational tasks that interfere with their relationship with their students (Hooper, 2013).

Differing and conflicting role expectations occur as the role forces arise. Role conflict manifests when an ambiguous or incompatible role will conflict with the organizational inputs from policies, rules, or personal standards or values. Role conflict occurs when demands and expectations are incompatibly placed on workers working within two or more groups that have different ways of accomplishing the task of finding themselves facing unrealistic demands. Role conflict has been a consistent predictor of emotional exhaustion and depersonalization in teacher samples that did not specifically identify special or general education teachers.

Result confirms that the role conflict is emerging among employees due to unnecessary control command, not providing clear information about the organizational strategy, and unwanted responsibilities, which management has a poor communication climate. This investigation of Al-Kahtani and Allan (2015) included 368 subordinate staff of Abdulaziz University of Saudi Arabia. Communication Climate Inventory was used with the role conflict theory. It is suggested that superiors must consider the feelings and thoughts of others to reduce the role conflict.

Williams (2015) sampled approximately 60 public schools of varying grade configurations in rural and urban districts of northern Alabama. The focus was on elementary schools with K to 6 grades on principal

collegial leaders. Role conflict as one of the variables results from incompatible role expectations. This means principal collegial leaders must schedule collaborative meetings throughout the school year for classroom teachers and those from specialized roles, such as reading coaches or special education teachers, who will be required to work together collaboratively with the same students. This allows these teachers to discuss instructional strategies, behavior modification and identify goals for student achievement. One of the most challenging areas of teacher role stress is role overload, the work demands, and the time available to fulfill those demands. Teachers are overloaded with the demands of their jobs. Collegial principal leaders can attempt to limit the number of demands on teachers, such as outside duties or limiting redundant paperwork.

According to Rizzo et al. (1970), role ambiguity lacks information required to fulfill any organizational responsibility or duty. The lack of job-related details concerning various aspects of job specifics in what to do in the role of a teacher can involve role ambiguity. The teacher holding a position is unsure what all the roles will entail performing.

Moss (2014) sample included 72 special educators and 73 general educators co-taught at eight urban elementary schools. Co-teachers are subject to various stressors, including role challenges for teachers who are accustomed to working independently. The regression analyses indicated that role ambiguity was significantly related to personal achievement in both special and general education co-teachers. At the same time, emotional exhaustion was associated considerably with role conflict in both special and general education co-teachers. Findings manifest that co-teachers are susceptible to burnout as with traditional teachers. In addition, role ambiguity influenced personal accomplishment in both general education co-teachers and special education co-teachers. In conclusion, it was recommended that teachers become aware of their stressors and utilize services available to reduce or control experiences of burnout due to uncertainty or conflict in a role.

The foreign literature and studies review provides information and insights about stress exposure among teachers in various scenarios worldwide. These include work overload, role ambiguity, conflict, pressures of the teacher's role, inadequate resources, poor working conditions, lack of professional recognition, low remuneration, lack of involvement in decision-making, lack of effective communication, staff conflicts, and pupil misbehavior. However, most findings corroborate burnout as a response to stress at work characterized by negative attitudes and feelings toward the people with whom one works and toward the profession itself due to lack of personal fulfillment at work, together with a sense of being emotionally exhausted as supported by the theory of Maslach and Hans Selye on role conflict. To this effect, the current study gains a better understanding of the different variables that affect burnout which is the focus of this study. These build interest to this recent research to address stress and burnout among public secondary school teachers in Cagayan de Oro City.

This review will find out factors contributing to stress resulting in burnout among secondary school teachers in public schools in the Philippines. In the Philippine scenario, the Department of Education has concerns about lifting the system. First, the 1987 Philippine Constitution provides that public secondary education is free. The right of every Filipino to quality primary education is further emphasized in Republic Act 9155 or the Governance of Basic Education Act of 2001 along with Republic Act 6655 or the Free Secondary Education Act. These laws reaffirm the policy of the State to protect and promote the rights of all Filipinos by providing children free and compulsory education at the elementary and high school levels. These legal mandates resulted in increased enrollment in public elementary and secondary schools. It causes an influx of enrolment, resulting in large classes. This proportionally affects chairs in the classrooms, the number of classrooms, and most, the number of teachers who will deliver the instructions.

Education Secretary Leonor Briones says the Department of Education (DepEd) needs to fill more than 30,000 teaching positions, especially in the fields of Science and Math, in its implementation of the K to 12 education reform program. In an article from Inquirer news info, Secretary Briones says, "We need a huge army of teachers; we'll recruit more," she claims, noting that the demand for K to 12 educators was still high despite the employment of 195,302 public school teachers between 2010 and 2016. However, to date, the DepEd is

continuing to fill in the gap of this problem.

Second, today's generation is being confronted with so many challenges of globalization. A few years from now, the world may be different. The transformation of the educational system into an excellent structure that is adaptive to global changes is essential to give the best quality education. It is not just a process of revising a particular syllabus or updating it or using a different teaching strategy. Innovative teachers who are the forerunners must be ready to embrace change, adapt to change, and even initiate change. For this matter, teachers are bombarded with diverse work demands, which triggers exhaustion to work and self.

Third, DepEd Order 42, s. 2016 known as the Policy Guidelines on Daily Lesson Preparation for the K to 12 Basic Education Program, was crafted to help teachers deliver quality instruction based on sound instruction planning. However, on behalf of the teachers, the Alliance of Concern Teachers (ACT) and the Teachers' Dignity Coalition (TDC) air the woes and complaints of teachers. They said," the DLLs cause additional yet unnecessary hardship to teachers and writing them to take away precious time better spent for developing teaching aids and, of course, rest and another clerical task of the teaching personnel.

Cagayan de Oro City, as a fast-growing city, is currently engaged with the rapid educational transformation brought by the K to 12 programs in the Department of Education. With this, teachers' responsibility and accountability increased. Therefore, it is fit for the researcher to study probable conditions as stated among teachers.

Damulo (2012) intends to discover the facts behind the mainstream preconceptions correlating burnout and self-efficacy levels among 103 Physical Education teachers coming from public and private secondary schools in Cagayan de Oro City. Findings reveal that higher levels of self-efficacy did not correlate with higher levels of burnout using the variables. A significant relationship was found in sex; however, male teachers tend to exhibit a strong and positive correlation between burnout and self-efficacy compared to female teachers.

Abe-Abe's (2016) findings support teachers who get stressed with their work, especially in culture, role, demands, relationship, and personal life. Female teachers become more stressed due to the double burden because they do their duties and responsibilities in school and at home. Marital status teaching position not significantly related with personal and work stressors.

These local studies give an avenue to further the study on the sources of stress which trigger the depleted energy among teachers. A lot of paper works, sex, marital status, and work performance are some factors that contribute to stress and burnout. Notably, the local review inspires the current study to continue its search for the demands that contribute to burnout among the teachers in the educational environment where the study is conducted. It enriches its theoretical framework. It helps to see this problem in the Philippines while addressing it locally.

Research Methodology

This study used a mixed research design, a combination of quantitative and qualitative research methods. It uses a quantitative approach to answer RQ1. What are the characteristics of the public secondary school teachers in terms of gender, age, marital status, teaching position, educational qualification, monthly net income, and teaching experience?; RQ2. What is the workload status among the public secondary school teachers in terms of Number of Classes per day; Number of Students in the Classroom; Number of Hours Spent in Correcting Papers per week; and Number of Hours Spent Preparing Lessons per week?; RQ4 What are the demands that contribute to burnout among the public secondary school teachers?; RQ5 What burnout dimensions do these secondary school teachers experience? The research mentioned above questions employed survey questionnaires.

The study used qualitative research to answer RQ3. To what extent would the teachers experience demanding work from parents and administration? And RQ6 Based on the findings of this study, what

intervention can be designed to minimize burnout among the teachers? The aforementioned research questions used focus group discussion. The researcher used the quantitative research method for the research involved description, recording, analysis, and interpretation of the different variables used in the study. However, the researcher also used the qualitative research method. It allows her to describe better the extent of burnout among the teachers in the public secondary schools in Cagayan de Oro City and design intervention programs to minimize burnout among the secondary school teachers making their teaching jobs light and inspiring.

The study used three instruments: a survey questionnaire and focus group discussion. A ten-item measure was adapted on work demand by the researcher from the study of Huk (2011). It assessed the teacher workload like quantity work demands, such as the number of classes taught per day, the average number of students in the classroom, the number of hours spent correcting papers per week, and the number of hours spent preparing lessons per week. Quantities calculated scoring. The scores were summed up to create the total quantity of workload score.

Demandingness was assessed by asking about parental and administration expectations. Examples of those questions included "Parents' expectations for student academic performance are too high,"; "Administration expectations for my teaching are too high," and "Students in this school are generally well prepared to begin learning the content specified for this academic year." The respondents rate the accuracy of the statements on a 4-point Likert Scale as At All Times (4), Most of the Time (3), (2) Sometimes (2), and Never (1).

Role conflict consisted of ten items as well as a role ambiguity scale. The measure uses a 4-point, Likert-type scale format, ranging from "At All Times" to "Never" for both role conflict and role ambiguity scales. Evaluation of the role conflict and role ambiguity scales was consistent with the following: At All Times (4), Most of the Time (3), Sometimes (2), and Never (1).

The study used the modified Maslach Burnout Inventory Educators Survey (MBI-ES). The MBI-ES was developed by Maslach et al. (1996) to measure attitudinal levels of burnout among educators, including co-teachers. The purpose of this survey is to discover how educators view their job and the people with whom they work closely. It is divided into three parts: Emotional Exhaustion, Depersonalization, and Reduced Personal Achievement.

The researcher adapted the MBI-ES instrument to use a high, moderate to low scale on Emotional Exhaustion, Depersonalization, and Personal Achievement.

Further, focus group discussions were conducted randomly among teachers to draw out ideas about burnout and its implications. The study involves data collection, presentation, interpretation, and analysis using descriptive statistics, including the frequency distribution, percentage, mean and standard deviation.

The descriptive statistics using the mean, frequency, percentage, and standard deviation were used in the following variables in this study: workload as to the number of classes taught per day, the average number of students in the classroom, number of hours in correcting papers per week and number of hours spent in preparing lessons per week; administrative and parents demandingness and demands like role conflict and role ambiguity. This also includes the burnout variables such as emotional exhaustion, depersonalization, and reduced personal achievement. Analysis and interpretation of the gathered data were facilitated through descriptive statistics using the mean, frequency, percentage, and standard deviation. They were utilized to describe the variables in the study.

Focus group discussion was used in this study. It consists of carefully designed discussions that allow respondents to express their points of view by ascertaining their perceptions, feelings, opinions, and thoughts in a group setting. This provided the researcher with information in measuring the quality and impact of demandingness on burnout.

Results and Discussions

Problem 1: What are the characteristics of the public secondary school teachers in terms of gender, age, marital status, teaching position, educational qualification, monthly net income, and teaching experience?

The characteristics of the public secondary school teachers are the intervening variables in the study. Several studies claim these variables as significantly related to burnout.

For instance, female quickly gets stressed than male; younger teachers possess higher vitality and quickly adopt change yet older teachers are seasoned to stress; married individuals are vulnerable to the many work in school since it competes with the responsibilities at home; higher teaching position and higher educational qualification suggests more work demand; monthly net income stabilizes focus and high motivation, and teaching experience neutralizes stress that is the longer one stays in the work, the better one can manage stressful conditions.

The distribution of the respondents in terms of gender reveals that 208 (70.03 %) of the respondents were female, and 89 (29.97%) were male. More female teachers were than males among the big schools covered in this study. This goes to show that teaching is a female-dominated profession. This finding affirms the result in the study about Women and Education by Turcotte (2011) and Wood (2012), as cited by Lusterio (2015), that women make up the majority of workers in education-related occupations. She added that the proportion of women is especially high at elementary and secondary levels, where they make up 84% of the teaching staff. In terms of sexes, several studies have reported that male or female predictors of burnout. For example, Mashhady (2012) found female teachers significantly exhausted due to work overload in school and at the same time in the home as housekeepers.

This substantiates the findings of Al-diyar et al. (2013), which results in high burnout among females since they lack coping strategies and oversensitivity to problems while male teachers as counterparts have their feelings suppressed on contradicting ideas and activities, seek emotional support and emotional release yet more resentful and cynical (Shaheen & Mahmood, 2016). Likewise, Kumar (2014) and Sadighe (2015) confirm female teachers have a high level of occupational stress. However, contrary to the claim, Goswani (2013) found that female teachers do not differ significantly from their male counterparts in their burnout syndrome in all dimensions.

A display on the distribution of the respondents in terms of age shows that 107 (36.03 %) were aged 25-34 while 12 (4.04%) were 55 years old and above. This indicates that teachers covered in the study are younger. It implies that young teachers have to battle not just being inexperienced but the pressure of the teaching environment. Gardner (2013), as cited by Lusterio (2015), states that to be effective in the classroom, teachers must have energy and enthusiasm as the qualities shown by young teachers. Sadighi (2015) confirms that younger teachers are more motivated and energetic in dealing with stressful situations. Therefore, they can easily adjust to the new situation and cope with the demands more effectively. Dumaguig (2015) goes with Sadighi's contention. He says the first few years in teaching seem to be critical among novice or beginning teachers and most likely would quickly get stressed since they are not experienced in the field. At the same time, studies of Goswani (2013) and Mousavy (2014) confirm older teachers demonstrate burnout.

In older age, teachers' role burden usually gets diluted because their potentiality has increased to analyze their role; thus, they could perform better. Moreover, older teachers are more experienced and adaptable to the environment and more ready to cope with stress. In this line, Ju et al. (2014) say abilities improve with age and experience and that as teachers gain experience over time, their emotion-related skills may also improve. Contrary to Rosman and Khan's findings (2014), the claim is no gender difference in burnout but only age as related to exhaustion because emotional exhaustion is high in older age.

Marital status is another intervening variable to consider. It presents that 217 (73.06%) of the respondents were married, with a sharp contrast of 9 (3.03%) separated. It means that most of the respondents were married, and only a few were separated. Farshi et al. (2014), Shaheen (2015), and Van der Westhuizen

et al. (2015) evidence single or married teachers do not differ with regards to becoming exhausted, cynical, and accomplishing the job task. Both manifest the same feeling in the line of work. This study suggests a different result from Mousavy et al. (2015), Sadighi and Mashhady (2012). The results reveal that married individuals are more prone to burnout feeling. This is because that is-married teacher faces a higher burden of responsibility and more challenges balancing family affairs and their profession. Mashhady reveals an exciting result concerning marital status. He concludes that marriage has a stabilizing effect which may provide a fulfilling relationship and social connection. This means married teachers are mentally and psychologically stable. So they are less stressed and burnout.

It depicts another distribution of respondents in terms of a teaching position. It shows that 223 (75.08%) were Teacher I and 2 (0.67%) were Master Teacher II. This signifies that the majority of the respondents were Teacher 1. Therefore, it can be depicted that the majority of the teachers had remained in the Teacher 1 position. But the respondents are younger teachers, so they need to earn more years to accelerate their teaching position. However, it is also reflected in this table that the majority of the respondents hold master's units. So as years are gained in teaching, the teaching position increases.

It is where stress forbearance comes in. The qualities like exercising a high degree of tolerance, using a coping mechanism to handle tension creatively, controlling the negative manifestation of emotion, and channeling negative emotion to positive and constructive endeavors. Williams and Dikes (2015) support a strong positive correlation between years of experience and emotional exhaustion. Increasing years in service at work reported more emotional exhaustion. These correlations may be explained by having more responsibility during years, accumulating more stress during work, and experiencing feelings of tiredness facing almost the same problems and difficulties every day.

That is to say, as the number of years a teacher teaches increases, so too does stress. Administrators should be aware of this and watch for signs of stress among veteran teachers. A higher degree of educational attainment might tend toward burnout. Administrators should give these teachers options for stimulating challenges or other opportunities for advancement and recognition.

In terms of educational qualification, Table 1 shows a distribution of 172 (57.91%) were with M.A. units, and 2 (0.67%) were full-fledged doctoral degree holders. This means that majority of the teachers have the required qualifications for secondary school teachers. The survey conducted by Aftab and Khatoun (2015) shows the level of stress experienced among teachers with their corresponding qualifications. Teachers who attained a lower level of qualification would be more susceptible to demands from others, not confident with their beliefs, and later develops burnout on their job. However, with the higher degree holder as their counterparts, they entered the profession and possessed a deep knowledge of the subject, so they experienced less stress. The result of Basuglo et al. (2016) explained that as the educational status of the teacher goes higher, the expectations from the professional go higher, too. Such, master's degree graduates are more burned out than bachelor's degree graduates. This is because the more educational qualifications one possesses, the higher the knowledge, skills, and expertise so as the more work engagement will be in the field of teaching.

Other findings of the study show low burnout scores with less qualified teachers whereas high burnout with high qualification. Teacher qualification is an excellent determinant of assigning classes for teaching. Familiar qualification teachers are given with small grades, and more qualified teachers are likely to teach at high-grade levels and have more workload that causes job stress (Shaheen & Mahmood, 2016). In addition, the study says low burnout scores with less qualified teachers whereas high burnout with high skilled teachers. Expectations of low qualified teachers do not agitate them to seek better job options, while high qualified teachers keep looking for jobs that fit their potentials and skills other than teaching. Similarly, they expect high from a teaching job.

Monthly Net Income discloses 149 (50.16%) respondents have a monthly net income of P 3, 000.00 – P 5,999.99, and 39 (13.13%) have a monthly income of P 15,000.00 and more per month. This means that majority of the teacher-respondents have a monthly net income of P 3, 000.00 – P 5,999.99. It explains that

teachers in public schools have a struggling monthly net income below the monthly poverty threshold. The data suggest that the net income of the teachers is not enough for food and other necessities for survival. Teachers augment income in some other way to suffice to live could be damaging to the teacher's performance since teaching needs focus, commitment to time, and preparation and planning.

Teaching as a demanding job needs to be reimbursed well. Nyagaya (2015) says salaries assist people to attain basic needs and are also instrumental to being productive. If dissatisfied employees remain in the organization, they may engage in counterproductive behaviors, such as poor service, destructive rumors, theft and sabotage of equipment, absenteeism, and turnover. The income of being a teacher is not in balance with the job responsibilities and stress levels. Many junior teachers resign from their posts within five years of being hired (Erdiller & Dogan, 2015).

Some teachers moonlight to augment income and even to the point of selling stuff to support daily family expenses. The study of Omondi and Kariuki (2017) expresses majority of respondents say that the salary paid to teachers is inadequate, and 58.3% say that there are salary delays, primarily when one is newly employed. This causes stress to the respondents. Gemeda (2015) studied sampled teachers in Ethiopia. He found the intensity of exhaustion in terms of the teachers' salaries. Their monthly income runs out before the month ends without even covering their living expenses. The respondents indicated that the basic needs (foods, shelter, and clothing) fundamental for survival were not being met. Here are examples of excerpts highlighting these concerns:

"The government 'talked' too much about the school reform agenda. However, teachers, one of the most important components in an education system, were ignored. Their worries, concerns and problems were disregarded. Economically teachers are in a bad situation. They are not able to cover their monthly living expenses. Imagine the instruction that teachers deliver in the classroom while lacking access to basic requirements such as food, shelter and clothing. Think of what develops in students' minds, particularly regarding the teaching profession, when they see teachers starved of food, always wearing the same clothes, looking physically unattractive." (FGD 1)

This shows that teachers' salary is equally essential in order to focus the delivery of quality instruction. Teachers need a better income in their quest to meet their family's basic needs. However, Aftab and Khatoon (2015) say that the teachers with higher monthly income are not necessarily have no stress than their colleagues with lower monthly income or vice versa. There is no difference between being high-paid teachers or low-paid teachers. This means that teaching is more of a responsibility for a salary priority. Teachers are service-committed individuals.

Teaching experience distribution in Table 1 presents 86 (28.96 %) of the respondents were into teaching for five (5) years, and 27(9.09%) were twenty-six (26) years and above in teaching. This means that majority of the teacher- respondents have a teaching experience for five (5) years. A teacher working within the first five years of teaching experience is also used interchangeably with the beginning, apprentice, and neophyte.

Dumaguig (2015) says the first few years in teaching seem critical among novice or beginning teachers. This was proven in the study of Morgan and Craig (2016). It found out that teachers with 16-25 years of experience teaching were more likely to report that the job had become more demanding and stressful than were teachers with fewer years experience.

Ladd (2013), cited by Williams (2015), says that experience does matter what teachers can provide compared to their less experienced peers. Ladd's findings revealed three areas where experience does matter: experienced teachers are more effective in raising student achievement than the less experienced counterparts;

teachers do better in teaching and learning curriculum as they gain experience, and experienced teachers strengthen education in another way beyond the classroom. But Huk (2011) identifies novice teachers as a highly effective teaching workforce. This group has more tremendous energy than the experienced teachers; thus, they perform better. Moreover, those who had been in the teaching profession for more than 25 years had good knowledge about the level of stress being in the teaching profession for a good period (Omondi & Kariuki, 2017).

However, the study of Goswami (2013) highlights teachers who stayed long in the profession have reduced personal accomplishment. This is so because they already feel bored and routine of their job, reducing excitement and motivation. Also, Okwaraji and Aguwa found that elderly teachers feel tired quicker than the younger ones since teaching requires the teacher to stand in front of the students and talk for a long time throughout the school period while teaching.

In sum, the characteristics of the respondents are as follows: gender, age, marital status, teaching position, educational qualification, monthly net income, and teaching experience. Furthermore, the general profile of the teachers as an intervening variable in this study implies that these characteristics may contribute to burnout among teachers in the public secondary schools in Cagayan de Oro City.

Problem 2: What is the status of workload among the public secondary school teachers in terms of the number of classes taught per day, the average number of students in the classroom, number of hours spent in correcting papers per week, and number of hours spent preparing for lessons per week?

Indeed, it is essential to find out the workload status among the public-school teachers against burnout. The data revealed that 163 (54.88%) of the respondents held 6-7 classes per day while 21 (7.07%) held 2-3 classes. This means that teachers were holding more classes. It implies that the number of classes taught as teachers' workload contributes to performance simply because the more work the teacher places on, the more stressed being experienced over the standard of work they perform (Huk, 2011). In addition, teaching preparation at different levels makes the load heavier (Shafie et al., 2014).

From the recent study of Omondi and Kariuki (2017), teachers in Kenya claim their schoolwork is very stressful. Their classes were overloaded, which made the preparation and evaluation bulky. "Too many lessons beyond our capability, and we need to take work assignments home," said one of the teachers.

A Focus Group Discussion was conducted among random participants from the schools in this study. The question "What do you think is the main cause of burnout" discloses common answers from the teachers. They said and quoted:

"We are teaching subjects not our major field," "We are given with more than six loads," We are given unfair teaching loads," "We are given a lot of reports and tasks to do beyond our assigned tasks as a teacher."

These responses imply that teachers cannot give more attention to instructions but to assigned tasks. Typically, teachers interact with their students inside and outside the classroom. Besides classroom interactions, test paper preparations, extracurricular activities, teaching material preparations, and teaching enhancement are some of the tasks teachers would have to do outside of regular school hours. Demanding workloads increase accountability (Stewart (2015). For the teachers to be effective in the teaching and learning process, they must be given a reasonable load. Perhaps, the school head or the subject coordinators must be sensitive enough to the needs of the teachers. To overwork the teachers may not give the best output.

The average number of students in the classroom, as gleaned in Table 2, discloses 125 (42.09%) percent of the respondents held 36 – 40 students in the classroom, while 18 (6.06%) held 46 students above students in the classroom. This means most public secondary schools' classrooms consist of 36-40 students. This class size is ideal per DepEd Order No.21, s.2006, known as the Guidelines for the Organization of Classes implemented concerning DepEd Order Nos. 32, s.2003 and 62, s.2004, the ideal class size is 50 students. This points out that class size is average. This class size can be managed well by teachers regardless of age, sex, and teaching experience.

Contrary to the findings of the study, Tonder (2015) emphasizes the effect of larger classes-such as reporting learner performance becomes more complex, teachers do not have the time to compile reports during school hours which means they have to do it after the school hours. It is challenging to control learners' misbehavior. This reduces the time of the teachers for the preparation of the lesson, thus inciting stress.

Another workload distribution in Table 2 is the number of hours spent correcting papers. It displays 119 (40.07%) respondents spent 10 hours or more correcting papers per week while 42 (14.14%) spent 7-9 hours correcting papers per week.

This means that the ten (10) hours or more minutes per week to be divided with five recitations days per week derived two (2) hours every day spent correcting papers alone for every subject taught. This implies that the time spent correcting papers was a bit longer due to the bulk of exercises to check from the many classes assigned to the teacher. In addition, the amount of paperwork occupies an extensive amount of time which reduces the teachers' available time in the preparation, marking, assessment, and dealing with learner behavior (Mouton et al.2013).

Bueno (2011) says that extra work such as excessive paperwork may accrue for teachers and have little reference time to do the instructions, which interferes with students' creative abilities. Teachers will have little time to research and experiment to create an innovative lesson. Ilies (2015) affirms that a high amount of work and working fast and under time pressure affect work conditions and other professional duties. Germain (2014) relates to lack of time for planning, lack of time for marking and grading student work are sources of stress among teachers. To lessen the burden among teachers, they must be given a reasonable workload. Viewed collectively, this suggests that increased paperwork equates to increased stress, and conversely, less additional paperwork equates to less stress.

The last indicator in Table 1 is the number of hours spent preparing lessons per week. It discloses that 104 (35.02%) of the respondent spent 10 hours or more preparing the class per week and 27 (9.09 %) for 3 hours per week. Therefore, it implies that the respondents prepare lessons two hours per recitation day per subject.

The basis in the lesson plan preparation is the implementation of RA No. 10533 or the Enhanced Basic Education Act of 2013. The Department of Education (DepEd) issues DO 42, s. 2016 on the *Policy Guidelines on Daily Lesson Preparation for the K to 12 Basic Education Program*. Planning lessons is fundamental to ensuring the delivery of teaching and learning in schools. These guidelines aim to support teachers in organizing and managing their classes and lessons effectively and efficiently and ensuring learning outcomes.

This guideline aligns with DepEd Order No. 70,s. 2012 states that beginning 2012-2013, teachers must have more time to prepare the necessary instructional material and student-centered activity using the Daily Lesson Log (DLL). With the initial implementation, teachers need to prepare one's lesson plans. However, the data suggests additional time aside from checking the papers, which means these suggested workloads over the two (2) hours allocated for the teachers' instructional time are not enough. From this context, it shows that the allotted time for the teachers to do related activities aside from the six (6) hours the instructional time is depriving the most important time for educators which is teaching and learning' (Tonder 2015) thus Craith (2016) emphasizes that time shortage interferes the time that is intended for teaching.

Moreover, Macundan (2010) attests in his study that those workloads with more than 10 hours per

week make teachers wear out emotionally. The result in Droogenbroeck's (2014) investigation shows that excessive workload is positively related to emotional exhaustion. The constraints teachers felt due to the rigid curriculum can be seen from the following quote by one of the research participants:

"I don't know, when I enter the classroom, which flows my lesson will take: from the first question asked, repeating the last lesson, whether one of the students will ask an interesting question, whether that question will lead us in some different direction from what I wrote down in my detailed preparations. When children show initiative to do something in a group, they have organized themselves well around a particular task, and I have to tell them: "You can't make that presentation today. Today, I'm doing this and that".

Teachers must be given a fair workload to perform effectively without being stressed. With less workload (Talmor, 2015), an individual finds work challenging; the more likely the individual finds a sense of fulfillment.

Problem 3: To what extent would the teachers experience demandingness of work from parents and administration?

The extent of demandingness from the parents and administration that the public secondary school teachers experience is overwhelming. Examining its effect on teachers' burnout requires indicators to anchor the analysis. Therefore, the questionnaire of the study of Huk (2011) was adapted.

The indicator "Parents' expectation for me to take charge of their children when in school are too high" shows 3.42(SD =0.70) with a description of "At All Times." This means that the parents entrust their children's achievements highly, including discipline to the teachers in school. It implies that parents impose too much on the teachers' responsibility for their children.

The Family Code of the Philippines, Chapter 2, Article 18 on Parental Authority states that the school, its administration, and teachers, or the individual entity or institution engaged in the child shall have special parental authority and responsibility for the minor child while under their supervision, instruction or custody. It is therefore understood that parents share responsibilities with teachers and administrators. Therefore, teachers never take full responsibility for the children while in school. However, parents must involve in aspects of discipline or instructions. This minimizes the many work demands of the teacher.

The Focus Group Discussion in this study shows responses from the respondents to the question "What do you think is the main cause of teacher burnout among secondary school teachers" like students' behavioral problems, others label it as students' misbehavior, and students' meaningless behavior. In this scenario, teachers need parents as counterparts who can assist their routine work and minimize overburdened teachers. Teachers expect parents to engage in "joint problem solving" about student behavior (Bryk et al., 2010 & Kraft et al., 2013) and interaction of their child's schoolwork.

The lowest indicator, "Parents contact me regarding their children's performance too much," has the lowest mean of 2.80 with a standard deviation of 0.78. This implies that the parents have less demand towards their children's performance, that parents leave it all to the teachers the achievement or the failure of their children. This evidence is the lowest indicator of parents' demandingness. While parents highly demand from the teachers to take care of their children in school, parents show less interest in student performance.

It must be noted that when a child attends school, the parent's role as a teacher does not cease (Sad 2013). Parents must be considered a constant and principal component of the curriculum. Success at school is guaranteed if parents support school-based instruction. Unfortunately, some parents expect more from teachers and assume teachers to be answerable for everything. This may become a potential cause of stress for teachers (Rosman & Khan, 2013).

These emerging problems to balance various demands of the parents and administration are left to teachers to make their own decisions on how to cope with a situation that can decrease stress. Fernet et al. (2012), Gavish and Friedman (2010), and Hammett (2013) emphasize that administrative support is necessary for teachers to feel empowered and confident in their classroom practices.

On the other hand, the indicator "Administration expectation for me to follow the school rules and regulations are too high" reveals 3.48 (SD=0.76) with a description of "At All Times." This means that the administration strictly imposes the school's rules and regulations for teachers to follow. This implies that the teachers must abide by the policies and guidelines in the school.

Droogenbroeck et al. (2014) identify between teaching-related and nonteaching-related workload. Related-related class preparation and teaching, while non-teaching related are those from the administration, attending meetings, documentation, and extra-curricular activities. Teachers react in complex ways as they become "technical professionals" who follow what policy dictates and cannot do things creatively in their workplace. In other words, there is greater accountability of teachers on detailed documentation. The FGD in this study affirms teachers' comments like:

"We accomplish reports rushly," Stressful paperwork and reports which consume our time, "We are stressed with schoolwork which includes the preparation of many narrative reports and compilation of documents for the School-Based Management and IPCRF," and "Narrative reports have strict deadlines. "

The evidence in Morgan and Craith's (2016) study is equally the same as the researcher's findings. A great many remarks, which are almost one-third says:

"The amount of paperwork is killing us," Sometimes you feel it is more important than teaching, "I spend more time in completing forms," "No end of paperwork," and "Various distractions that get into the way of teaching, I just want to get on my job and teach."

The intensification of the teaching profession, which teachers have to comply with according to their workload, competes with additional administrative tasks. It is a culprit that gives rise to stress among teachers. These high-level tasks increase accountability narrowed teaching-related jobs over organizational demand, making teachers stressed in their workplace.

Another significant response about administrative demand on the FGD conducted by the researcher shows adverse reactions about administrators like:

"Administrators who never listen to teachers need," "Administrators who never understand personal problems," "Administrators who think they are always right," and "Administrators who lie. "

Administrators are the leaders, yet with these preceding observations, their high expectation from teachers defeats their conduct not worth emulating in the system, which can cause burnout. Principals need to put their professional knowledge into action to create, support and protect teachers from competing demands and expectations for success.

The demands and expectations from the parents and the administration are too much for teachers to respond to, considering the various tasks that the teachers will comply with. Moreover, the demand from both parents and administration is most of the time; it implies time and effort from teachers, which teachers feel tight and burdened, for there are more important tasks to perform.

Problem 4: What demands contribute to burnout among public secondary school teachers?

Two demands contribute to burnout among the public secondary school teachers: role conflict and role ambiguity. Role ambiguity results from a lack of information and therefore missing clarity in a specific job position. This leads employees to be uncertain about their role, job objectives, and associated responsibilities. Expectations of colleagues and supervisors also may be unclear.

Role conflict arises when a person is confronted with two or more conflicting or opposing role

expectations and the corresponding role demands of others. This leads to a psychological conflict in which the employee will not be capable of fulfilling every expected role simultaneously. Role stress can occur in every job position. The complexity of organizations, organizational change, and switching positions can increase the amount of role ambiguity. The findings of these demands are presented in tables, then discussed, analyzed, and interpreted. Finally, the questionnaire of Moss (2015) is adapted.

The indicator "I have to do things that should be done differently" obtained the highest mean of 3.01 (SD=0.72), while the indicator "I work on unnecessary things" obtained the lowest standard of 2.13 (SD = 0.97). It got an overall mean of 2.59 (SD=0.59) with the "Most of the Time" description. The highest indicator, "I have to do things that should be done differently," means the teachers conflict with which role to comply with first. It is difficult to get a day off from all roles simultaneously and end up the day being too tired to give the best to do all the jobs well.

This implies that conflicts can be seen in disagreement, which indicates issues related to the task, the degree of contradiction, or incompatibility of expectations associated with the role. Role conflict emerges when the responsibilities of the individual are not rightly or adequately defined. The compliance with one makes it more challenging to comply with the other.

The findings of Al-Kahtani and Allam (2015) confirm that role conflict is emerging among juniors due to unnecessary control command, not providing clear information about the organizational strategy. For example, elementary education teachers must teach all subjects throughout the day. Yet, they are now being directed to focus on one subject under the supervision of a literacy coach.

Relative to the finding of this study is an exciting observation found in the Focus Group Discussion conducted to the teachers, from the question "What do you think is the main cause of teachers' burnout among the secondary school teachers?" It exposes responses that the teachers experienced conflicting demands in their roles in school. FGD responses like:

"There is too much-unrelated work assigned to us"; "We are given the assignment as coordinator and leader "; "Given designations and tasks overlaps our responsibilities as a teacher"; "We are confused what to do and what to comply first"; "Assigned work and special tasks given to us is beyond our knowledge and capacity."

It implies that the teacher-respondents experienced being torn into multiple directions and unable to find a way to perform divergent roles. This has the same observation in Gameda's (2015) study among purposively sampled participants. Teacher 9 says, "We are confused, and we are in a dilemma over what to do and not to do." In other words, the mismatches between the job and its description, expectations, and incompatibility impact an individual's performance. Olivares-Faúndez et al. (2014) posit that role is a significant trigger for burnout among teachers when they are liable to answer to two or more superiors in their different parts.

Experiencing incompatible or irreconcilable expectations associated with multiple roles is presumed to be psychologically uncomfortable for individuals, generating adverse emotional reactions. Therefore, task objectives and expected outputs must be developed and maintained where teachers are consulted and provide feedback on their job.

The lowest mean was shown in the indicator "I work on unnecessary things" (M=2.13, SD=0.97). This means that the teachers focus on performing their duties and responsibilities by spending fruitfully in school. This is so because they have limited time to comply with teaching-related activities like checking the students' output, planning, researching, and making instructional materials. Teachers maximize their time in school since it does not limit only to instructions but to a horizon including discipline, personal, or family problems that affect their school performance.

The findings show that role ambiguity among teachers in public secondary schools results in moderate teacher burnout. Teachers experienced role conflict most of the time. It implies that teachers feel stressed and unhappy working in the school doing tasks against multiple tasks.

The indicator “I know what my responsibilities are” got the highest mean of 3.77 (SD=0.53), while the indicator “I feel certain about how much authority I have” got the lowest mean of 3.77 (SD=0.53). The overall mean rating was 3.52 (SD = 0.46) and described as “At All Times.” This means that the respondents were confused about their duties and responsibilities as teachers given two or more different tasks. It implies that teachers were confused about dealing with and accomplishing functions due to their vague duties and procedures. One must be confident about what expectations are going to comply with.

Several researchers have conceptualized role ambiguity as lacking information required to fulfill any organizational or individual responsibility or duty. According to Williams (2015), role ambiguity is the lack of clear, consistent information regarding a person's occupation's rights, obligations, and responsibilities and how they can be best performed. The ambiguity of priorities exists when there is confusion about what needs to be done and the order in which to do it. In their study, Eatough et al. (2011) found role ambiguity the solid relation for burnout. He further stressed that it is a stressor that threatens and impedes an individual's work achievements. In other words, when teachers lack the understanding of what is expected of them, this leads to more stress.

Al-Kahtani and Allam (2015) corroborate the idea of Eatough et al. (2011), which found the simultaneous occurrence of two or more sets of pressure such that the compliance with one role would make the other more difficult. It is essential to understand that when roles are uncertain, one will find difficulty attaining a task. The clearer the position, the more the roles will be achieved. Several studies on role conflict and ambiguity, such as LI, Jiang, Yao and Li (2013), attest to the adverse effects of role conflict and role ambiguity on workload. It generally diminishes the productivity of employees.

That poor role definition arises from the lack of clarity in teachers' objectives, key accountabilities, and their job's overall scope of responsibilities. As a result, teachers must perform a role that goes against their values or even job demands incompatible with one's capacity. The situation can create confusion, stress and deplete enthusiasm towards work. Teachers could be saved from exposure to uncertainties on roles by minimizing unclear work demands.

Overall, the findings disclose that teachers are experiencing role ambiguity in the school at all times. This implies that teachers are assigned tasks with vague instructions or those set are beyond the job description with no proper orientation. Role ambiguity is a significant stressor identified in this study.

Problem 5: What burnout dimensions do these secondary school teachers experience?

Burnout among the Public Secondary School Teachers based on burnout illustrates the need for intervention. Maslach Burnout Inventory-Educators Survey (MBI-ES) is the basis of the survey questions for the teacher respondents. This is adapted and modified in the context of the study.

Data reveals that the majority of the respondents confirm emotional exhaustion is experienced with the highest mean rating of 25.00 (SD = 7.22). This means that respondents experience burnout at a moderate level. It implies that the teachers are experiencing fatigue, frustration, and stress during teaching. That is to say; when teachers react to more physical, mental, or emotional pressure, it causes stress which interferes with the expected level of functioning—the constant exposure results in fatigue, which undermines performance both to the students, and the school.

According to Maslach, burnout dimensions are sequential; thus, emotional exhaustion comes to the fore more than the other burnout dimension. The onset of burnout is characterized by a gradual loss of idealism, energy, goals, resulting in emotional overload and exhaustion. It could be manifested by the overuse or overwhelming emotion through extensive demands from others, leading to the feeling of the barrenness of which the individual can no longer continue meeting the demands. As a result, there is a feeling of depletion of energy or the draining of emotional resources, the feelings of being overextended and depleted. For example, when a professional teacher is emotionally exhausted, the teacher starts experiencing physical and psychological symptoms that hamper work.

Emotional exhaustion is an essential dimension of burnout and is widely studied. In this study, Gameda (2015) proves the three burnout dimensions among the teachers in Ethiopia who face a challenge in their educational system in an effort of the government to change the curriculum. The teachers experienced the intensification of workload such as overcrowded classrooms, additional subjects taught multiple tasks aside from instructional duties and attending meetings from the various school organization. Other teachers complained about extended time in preparing the lesson and tutoring students. The same findings with Mafukata and Mudao (2014) as exhaustion experienced by teachers in South Africa related to excessive workload, poor remuneration, and lack of subject knowledge being taught. Thus, many teachers were leaving the system. Teachers retire early, having experienced exhaustion, fatigue, and burnout.

Other sources of exhaustion revealed in Okwaragi et al.'s (2014) study were low superior and co-workers support, age, gender, and marital status (Sachdeva & Narwal, 2015). The intensification of teachers' work is another challenge to teachers' work conditions. These data signaled that teachers were overloaded with instructional tasks and non-instructional activities that absorbed a bulk of their time and energy. The respondents in this study say:

"Too much work and other assignments are given from time to time," "Reports consume my time instead of doing visual aids and checking papers," "Reports and tasks are done beyond our regular assigned tasks," "My students are hard-headed, and they need to be followed and monitored, but I need to finish reports with rush deadlines"

These responses corroborated what Apple theorizes as "more and more has to be done; less and less time is available to do it." Teachers performed an increasing number of imposed tasks for which they lacked adequate time and resources and opportunities for creativity, reflection, and engagement in pedagogical work. This diminishes the enthusiasm of teachers towards work. The loss of passion (Lautungmeesakun & Wichian, 2016) drive, motivation, and seriousness of work results in poor teaching practices, leading to poor student performance and low achievement. It eventually develops a negative attitude towards students and their work performance. Thus, teachers become stressed, and they are gradually burnout.

Schools nowadays face changes and challenges since teachers' roles and responsibilities are now more diversified and complex than before. Therefore, it is indisputable that teachers should be encouraged and supported to develop professionally and renew their capacity continuously to ensure the availability of quality education for all students.

Depersonalization is the second dimension indicates the lowest mean of 18.13 (SD=6.92). This has a description of "Moderate." It means that the respondents are moderately depersonalized by distancing themselves from others. This implies teachers experience a lack of feeling and impersonal response towards clients and colleagues in the workplace. This is a feeling as one cannot grasp conversations or even concentrate. Furthermore, it makes things around as they are causing a lot of pressure.

The second dimension of Maslach, depersonalization as next to emotional exhaustion, points to the development of indifferent and negative attitudes towards others and impersonal and dehumanized perception. Individuals begin to feel ineffective on the job, and the self-evaluation accomplishments are likely to become negative. There is low professional esteem which significantly affects the individual's ability to function. One separates from the colleague, family, and friends. Disengagement in teachers is a negative feeling and is dangerous for the smooth functioning of the institution. There is a cold and distant attitude toward clients and students and a reaction to blaming them for their poor job performance (Brouwers & Tomic, 2016).

The respondents' FDG on the cause of burnout showed manifestations of detachment. Responses like:

"Administrators who never listen to teachers' need"; "Administrators who do not understand our personal problems"; "Administrators who think they are always right"; and "Administrators who lie."

These responses imply teachers to distance from superiors. These suggest silence rather than being

involved, which manifests through physical isolation by distancing oneself emotionally (Roloof & Brown, 2011). This may yield a more rapid use of one's energy, such distancing as an immediate reaction. Not trusting significant others in school (Okwaraji & Aguwa, 2015) can reduce teachers' sense of personal accomplishment. Maslach states that depersonalization is a coping response by which individuals may distance themselves psychologically to stem the demands on their emotional reserves. The callous, cynical, or detached way they deal with the situation is a type of emotional buffer. When one distances, one can slowly regain esteem with social support (Droogenbroeck, Spruyt & Vanroelen, 2014) from colleagues. An appreciative stance working with students and parents helps teachers reduce depersonalization. Ju et al. (2014) assert that teachers with supportive administrators and supervisors and receive positive feedback about their skills and abilities may lead to lower burnout or no burnout at all. The study indicated that colleagues and administrative support significantly reduce role ambiguity's impact on the depersonalization of burnout.

Disengagement in teaching is dangerous to the institution and the learners themselves. Moreover, a display of depersonalization orchestrates detrimental outcomes on the employees' performance effectiveness, which may influence the overall organizations' performance (Totawar & Nambudiri, 2012).

This condition is not temporary but becomes chronic over time; it can cause a state of intense discomfort which impedes them from being professionally efficient (Malizia, 2016). However, Maslach burnout is not only in terms of negative symptoms but also as a continuum. On the positive side, the individual's willingness to work with energy, be emotionally involved and feel effective in his work again.

Furthermore, the table shows the mean of 19.60 (SD=6.19) for the reduced personal achievement burnout dimension. It has a description of "Moderate." This means that the respondents feel decreased accomplishment in their job as teachers.

It implies that the teachers feel incompetent at work. Unqualified and burnout individuals show doing busy work but not engaged in what they are doing, or they wish to do something but miss even the more minor points of accomplishment. They wear down motivation.

Maslach's accomplishment as the third measure of burnout refers to declining capability and productivity and being indifferent or cynical toward others. It represents the self-estimation dimensions. Personal accomplishment becomes defective when the workplace is marked by a lack of social support. This situation is seen in teachers' decrease in feelings of accomplishment and personal inefficiency beliefs. It indicates low motivation, lack of control, despair, and even loss of self-respect. For instance, teachers who perceive that they have insufficient time to accomplish their work may feel exhausted due to the demands of their job and low self-esteem, and lack of motivation. Motivational factors have an active role in the burnout process. In other words, this affects mainly teachers' psychological well-being.

Competent and confident teachers who perform at a high level are recognized and rewarded for accomplishments and contributions to the organization. Not getting the recognition though one feels deserves may not be doing as good as the superior thinks, or lack of praise and incentives is disappointing and demotivating (Hurlahe, 2014).

Jimenez and Dunkl (2017) point out social support in the workplace has a moderating effect on the outcome of personal accomplishment, which correlates with the findings in the study of Maslach. In other words, the teachers' educative community becomes the emotional buffer to reengage burnout to a level of accomplishment. Therefore, the FGD in this study gathers responses among teacher-respondents suggested ways of alleviating stressful conditions like:

"Focus is important despite many reports to do," "Teachers are entitled to be happy," "Time management is essential to realize my task on time," "Patience and anger management is necessary to remain calm amidst pressure in my teaching," "We need the support of our Principal and understand our needs," "I want a healthy relationship towards colleagues."

In general, the respondents indicate an overall mean of 20.91 (SD=5.97) with a description of moderate burnout among the three burnout dimensions. This means that the respondents are dissatisfied

concerning work demands role overload that hampers performance in the job. Getting the teachers to reach their full potential under stressful conditions is a tough challenge, but this can be achieved through motivation. A motivated and competent workforce increases productivity. In addition, if employees feel appreciated for their work and are involved, there is no impact of stress; instead, an enhanced enthusiasm and motivation to better productivity and loyalty.

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