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Digital Burnout Level of Teachers of Selected Public Elementary Schools in Dagupan City

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Abstract — This study sought to determine the digital burnout level of the teachers of selected public elementary schools in Dagupan City during the school year 2025-2026 through a quantitative descriptive-correlational research design. The data used in this study came from the 230 teachers, who were subjected to frequency count, percentage, weighted mean, t-test and the chi-square test of independence. Results showed that the majority of the teachers have no postgraduate degrees, have been teaching for more than 10 years already, have attended not more than three seminars related to mental health for the past five years, and have high grit levels and an average self-efficacy level in teaching; in general, the teachers perceived that they have an average digital burnout level, as evidenced by the computed overall weighted mean of 2.86. There is a significant relationship between the highest educational attainment, length of teaching experience, number of seminars related to mental health attended, grit level, and self-efficacy level of the teachers and their digital burnout level, and the teachers are using 15 strategies in dealing with digital burnout. Given the findings, the following conclusions were drawn: a typical teacher in the selected public elementary schools in Dagupan City has no postgraduate degree, has been teaching for more than 10 years already, has attended not more than three seminars related to mental health for the past five years, and has a high grit level and an average self-efficacy level in teaching; the teachers perceived that they have an average or moderate digital burnout level; the digital burnout level of the teachers is influenced by their highest educational attainment, length of teaching experience, number of relevant seminars attended, grit level, and self-efficacy level in teaching; and the teachers are using 15 strategies in dealing with digital burnout, the foremost of which is drinking coffee.

Keywords: digital burnout, teachers, mental health, stress, experience, grit level

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I. INTRODUCTION

The rapid shift toward an information-driven society has made digital proficiency a cornerstone of modern professional life. As technology becomes more embedded in every facet of work, there is a growing expectation for individuals to remain constantly connected and adaptable to new digital tools. However, this perpetual immersion in virtual environments often blurs the lines between professional duties and personal time. When the demands of navigating complex technology outweigh an individual's capacity to cope, it leads to a state of mental and physical exhaustion known as digital burnout, which can significantly hinder productivity and long-term well-being. In the field of education, teachers are particularly vulnerable to this phenomenon as they strive to balance traditional pedagogy with modern technological requirements. The pressure to integrate digital platforms, manage online communications, and facilitate remote learning often occurs without adequate technical training or institutional support. This creates a stressful environment where educators feel overwhelmed by the constant "on-call" nature of digital tools. Over time, the inability to disconnect can lead to a sense of professional inadequacy and emotional depletion, ultimately affecting the quality of instruction and the overall school climate. This study seeks to investigate the extent of digital burnout among public elementary school teachers in Dagupan City to better understand the factors contributing to their occupational stress. By examining the relationship between job demands and the available resources provided to teachers, the research aims to identify critical areas where support is lacking. The findings will serve as the foundation for a proposed intervention program designed to promote mental health and digital wellness.

Literature Review

The integration of technology in education has significantly transformed teaching and learning processes, requiring educators to develop a wide range of digital competencies. According to UNESCO (2018), teachers must not only understand how to use technology but also when and why to apply it effectively in different learning contexts. These competencies include the ability to critically evaluate technological tools and adapt them to support student learning. Lawrence and

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Veena (2023) further categorized these competencies into five dimensions: productivity, communication, research, media, and presentation. These dimensions encompass essential skills such as creating instructional materials, facilitating online collaboration, conducting efficient digital research, producing multimedia content, and delivering effective presentations. As a result, teachers are expected to continuously upgrade their technological skills to meet the demands of modern education and ensure meaningful learning experiences for students.

Despite these advantages, the increasing reliance on technology has also introduced challenges, particularly in the form of digital burnout and technostress among teachers. Erten and Özdemir (2020) emphasized that while technology enhances communication and access to information, it can also negatively affect psychological well-being, leading to issues such as stress, fatigue, and reduced emotional regulation. Similarly, Carr (2025) identified key symptoms of digital burnout, including decreased productivity, mental exhaustion, and difficulty maintaining focus. The Atlanta Center for Mental Health (2025) described digital burnout as a condition arising from prolonged exposure to virtual environments, where individuals struggle to balance their online and offline lives. Farooq (2025) added that constant connectivity and multitasking overload the brain, contributing to mental strain and increasing the risk of burnout. These findings highlight the growing concern over the impact of excessive technology use on teachers' mental health and overall well-being.

Several studies have also examined the relationship between teachers' technological competence and their experience of stress. Da Silva et al. (2024) found that teachers with low confidence in using technology were more likely to experience burnout and anxiety, especially in demanding work environments. Similarly, Al-Fudail and Mellar (2018) identified factors such as inadequate training, technical difficulties, and lack of institutional support as major contributors to technostress. Research by Awofala et al. (2019) and La Paglia et al. (2018) further revealed that attitudes toward technology, computer anxiety, and self-efficacy significantly influence teachers' stress levels. Moreover, Mehan and Kewalramani (2025) emphasized the importance of institutional support and positive attitudes in reducing technostress, while Zhan and Ding (2025) highlighted that alignment between teaching styles and technology use plays a critical role in minimizing stress. Overall, these studies suggest that improving teachers' digital competence and

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providing adequate support systems are essential in addressing digital burnout and promoting a healthier teaching environment

II. METHODOLOGY

This study employed the quantitative-descriptive method of research. It described the teachers of the selected public elementary schools in Dagupan City in terms of their highest educational attainment, length of teaching experience, number of seminars related to mental health, grit level, and self-efficacy level in teaching, as well as determined their digital burnout level and the strategies they are using in dealing with digital burnout. The study was also correlational, for it determined the relationship between the profile variables of the teachers and their digital burnout level. Moreover, the developmental method of research was also employed for the study, which came up with a mental health program for the teachers of the selected public elementary schools in Dagupan City.

Sources of Data

This study was conducted in nine selected public elementary schools in Dagupan City during the school year 2025-2026. In the nine selected public elementary schools in Dagupan City, there are 230 teachers. All of these teachers were taken as respondents. Thus, no sampling was done. As mentioned, all the 230 teachers in the nine selected public elementary schools were taken as respondents in the study.

Instrumentation.

The data utilized in this study were gathered through a survey questionnaire. The survey questionnaire has five parts. The first part focused on the profile of the teachers of the selected public elementary schools in Dagupan City in terms of their highest educational attainment, length of teaching experience, and number of seminars related to mental health attended; the second part concentrated on their grit level; the third part concentrated on their self-efficacy level in teaching;

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the fourth part focused on their digital burnout level; and the fifth part concentrated on the strategies they are using in dealing with burnout.

Ethical Considerations.

So as not to violate the data privacy of the teachers in the selected public elementary schools, permission to conduct the study was first secured from the Schools Division Superintendent of Dagupan City. Thereafter, informed consent was taken from the teachers. Moreover, the researcher treated the data gathered with utmost confidentiality and used it only for the purpose of answering the research questions of the study in accordance with the Data Privacy Act of the Philippines. Likewise, authors of research articles and other scholarly works used in this study were cited, properly acknowledged, and documented.

III. RESULTS AND DISCUSSION

This section is a comparative or descriptive analysis of the study based on the study results, previous literature, etc. The profile of the teachers in the selected public elementary schools in Dagupan City will answer the first problem of the study. As regards the highest educational attainment, the teachers were provided with five choices: “bachelor’s degree," “completed academic requirements for the master’s degree," “master’s degree," “completed academic requirements for the doctorate," and "doctorate." As revealed in Table 2, 88 or 38% of the teachers are bachelor’s degree holders, 78 or 34% have completed the academic requirements for the master’s degree, 42 or 18% are master’s degree holders, 13 or 6% have completed the academic requirements for the doctoral degree, and nine or 4% are doctoral degree holders. As can be noted, the majority of the teachers have no postgraduate degree yet.

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TABLE 2
DISTRIBUTION OF THE TEACHERS IN TERMS OF HIGHEST EDUCATIONAL ATTAINMENT

Educational Attainment	Frequency	Percentage
Bachelor's degree holder	88	38%
Finished academic requirements for the master's degree	78	34%
Master's degree holder	42	18%
Finished academic requirements for the doctoral degree	13	6%
Doctoral degree holder	9	4%
Total	230	100%

As regards the length of teaching experience, the teachers were provided with five choices, namely, “1 to 5 years," “6 to 10 years," “11 to 15 years," “16 to 20 years," and “more than 20 years." years."

TABLE 3
DISTRIBUTION OF THE TEACHERS IN TERMS OF LENGTH OF TEACHING EXPERIENCE

Length of Teaching Experience	Frequency	Percentage
1 to 5 years	27	12%
6 to 10 years	68	30%
11 to 15 years	79	34%
16 to 20 years	40	17%
More than 20 years	16	7%
Total	230	100%

As presented in Table 3, 27 or 12% of the teachers have been teaching for one to five years, 68 or 30% have been teaching for six to 10 years already, 79 or 34% have been teaching for 11 to

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15 years already, 40 or 17% have been teaching for 16 to 20 years already, and 16 or 7% have been teaching for more than 20 years already. As noted, the majority of the teachers have been teaching for more than 10 years already.

TABLE 4
DISTRIBUTION OF THE TEACHERS IN TERMS OF NUMBER OF RELEVANT SEMINARS ATTENDED

Number of Relevant Seminars	Frequency	Percentage
Has not attended any seminar related to mental health for the past five years	0	0%
Has attended not more than three seminars related to mental health for the past five years	169	73%
Has attended more than three seminars related to mental health for the past five years	61	27%
Total	230	100%

As presented in Table 4, 169, or 73%, of the teachers said that they have attended not more than three seminars related to mental health for the past five years, and 61, or 27%, said that they have attended more than three seminars related to mental health for the past five years. As noted, the majority of the teachers said that they have attended not more than three seminars related to mental health for the past five years.

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TABLE 5
THE GRIT LEVEL OF THE TEACHERS

Assessment Items	Responses					WM	DE
	VL	LO	MO	HI	VH		
1. I have overcome setbacks to conquer an important challenge.	0	0	81	88	61	3.91	HI
2. New ideas and projects sometimes distract me from previous ones.*	62	89	79	0	0	3.93	HI
3. My interests change from year to year.*	59	92	79	0	0	3.91	HI
4. Setbacks don't discourage me.	0	0	83	86	61	3.90	HI
5. I have been obsessed with a certain idea or project for a short time, but later lost interest.*	56	94	80	0	0	3.90	HI
6. I am a hard worker.	0	0	83	77	70	3.94	HI
7. I often set a goal but later choose to pursue a different one.*	64	83	83	0	0	3.92	HI
8. I have difficulty maintaining my focus on projects that take more than a few months to complete.*	58	90	82	0	0	3.90	HI
9. I finish whatever I begin.	0	0	82	90	58	3.90	HI
10. I have achieved a goal that took years of work.	0	0	82	89	59	3.90	HI
11. I become interested in new pursuits every few months.*	55	85	90	0	0	3.85	HI
12. I am diligent.	0	0	92	81	57	3.85	HI
					OWM	3.90	HI

Legend: VL=very low level-1.00-1.49, LO=low level-1.50-2.49, MO=moderate level -2.50-3.49, HI=high level-3.50-4.49, VH=very high level -4.50-5.00

As shown in Table 5, the descriptive equivalent of all the computed weighted means is "high level." Accordingly, the computed overall weighted mean of 3.90 also has a descriptive

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equivalent of “high level." This implies that the teachers perceived that they have a high grit level.

On Self-Efficacy Level in Teaching.

TABLE 6
THE SELF-EFFICACY LEVEL IN TEACHING OF THE TEACHERS

Assessment Items	Responses				WM	DE
	VL	LO	AV	HI		
1. I am convinced that I am able to successfully teach all relevant subject content to even the most difficult students.	87	90	53	87	2.85	AV
2. I know that I can maintain a positive relationship with parents even when tensions arise.	87	89	54	87	2.86	AV
3. When I try really hard, I am able to reach even the most difficult students.	95	85	50	95	2.80	AV
4. I am convinced that, as time goes by, I will continue to become more and more capable of helping to address my students’ needs.	97	81	52	97	2.80	AV
5. Even if I get disrupted while teaching, I am confident that I can maintain my composure and continue to teach well.	88	78	64	88	2.90	AV
6. I am confident in my ability to be responsive to my students‘ needs even if I am having a bad day.	90	75	65	90	2.89	AV
7. If I try hard enough, I know that I can exert a positive influence on both the personal and academic development of my students.	88	77	65	8	2.90	AV
8. I am convinced that I can develop creative ways to cope with system constraints (such as budget cuts and other administrative problems) and continue to teach well.	91	74	65	91	2.89	AV
9. I know that I can motivate my students to participate in innovative projects.	88	85	57	88	2.87	AV
10. I know that I can carry out innovative projects even when I am opposed by skeptical colleagues.	91	84	55	91	2.84	AV
				OWM	2.86	AV

Legend: VL=very low level-1.00-1.49, LO=low level-1.50-2.49, MO=moderate level-2.50-3.49, HI=high level-3.50-4.49, VH=very high level -4.50-5.00

As shown in Table 6, the descriptive equivalent of all the computed weighted means is “average level." Accordingly, the computed overall weighted mean of 3.02 also has a descriptive equivalent of “average level." This implies that the teachers perceived that they have an average self-efficacy level in teaching.

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TABLE 7
THE ASSESSMENT OF THE TEACHERS ON THEIR DIGITAL BURNOUT LEVEL ALONG WITH DIGITAL AGING

Assessment Items	Responses					WM	DE
Digital Aging	VL	LO	AV	HI	VH		
1. I have attention deficit.	0	82	108	40	0	2.82	AV
2. I think that I will lose my mind one day.	0	86	104	40	0	2.80	AV
3. I sometimes feel like my mind gets blurred.	0	82	108	40	0	2.82	AV
4. I feel stressed.	0	88	77	65	0	2.90	AV
5. Either my hand or my body aches as a result of constantly writing and checking messages	0	86	88	56	0	2.87	AV
6. I started to think that I have symptoms of depression.	0	84	89	57	0	2.88	AV
7. A feeling of loneliness dominates me.	0	84	92	54	0	2.87	AV
8. I am confused about my stature.	0	88	86	56	0	2.86	AV
9. I feel restricted.	0	85	94	51	0	2.85	AV
10. I cannot establish a balance between the real world and the virtual world	0	88	77	65	0	2.90	AV
11. I spend long periods of time in the virtual world with digital devices.	0	88	83	59	0	2.87	AV
12. I speak and look around less.	0	87	90	53	0	2.85	AV
					AWM	2.86	AV

Legend: VL=very low level-1.00-1.49, LO=low level-1.50-2.49, MO=moderate level-2.50-3.49, HI=high level-3.50-4.49, VH=very high level -4.50-5.00

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As shown in Table 7, when questioned as to whether they have attention deficit, 82 of the teachers replied "low," 108 replied "average," and 40 replied "high." In this item, the weighted mean computed is 2.82, which points to “average” on the scale. When asked whether they thought that they would lose their mind one day, 86 of the teachers claimed "low," 104 replied "average," and 40 claimed "high." Here, the weighted mean computed is 2.80, which leads to “average” in the scale of interpretation. When inquired as to whether they sometimes feel like their mind gets blurred, 82 of the teachers said "low," 108 said "average," and 40 said "high." The weighted mean computed here is 2.82, which is indicative of “average” on the scale. The findings indicate that teachers generally experience a **moderate level of digital burnout** in terms of digital aging. Across all indicators, such as feeling stressed, experiencing physical discomfort from device use, signs of depression, loneliness, confusion about self, feelings of restriction, difficulty balancing real and virtual life, prolonged use of digital devices, and reduced social interaction, the majority of responses consistently fell within the “average” category.

TABLE 8
THE ASSESSMENT OF THE TEACHERS ON THEIR DIGITAL BURNOUT LEVEL ALONG WITH DIGITAL DEPRIVATION

Assessment Items	Responses					WM	DE
	VL	LO	AV	HI	VH		
1. I feel uneasy when I do not have an internet connection or am offline.	0	87	90	53	0	2.85	AV
2. I always think about which message I just received and what is happening	0	87	89	54	0	2.86	AV
3. I feel naked when I do not have my digital devices (phone, tablet, computer, etc.) with me	0	95	85	50	0	2.80	AV
4. I check my tweets, Facebook account, emails, and messages all the time. If I don't, I feel weird or anxious	0	97	81	52	0	2.80	AV
5. I feel powerless when I do not have an internet connection or am offline.	0	88	78	64	0	2.90	AV
6. I feel most afraid of losing or forgetting my phone. This thought disturbs me.	0	90	75	65	0	2.89	AV
					AWM	2.85	AV

Legend: VL=very low level-1.00-1.49, LO=low level-1.50-2.49, MO=moderate level-2.50-3.49, HI=high level-3.50-4.49, VH=very high level -4.50-5.00

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The teachers assessed their digital burnout level along with digital deprivation. Table 8 presents the results. As shown in Table 8, when questioned as to whether they feel uneasy when they do not have an internet connection or they are offline, 87 of the teachers mentioned "low," 90 mentioned "average," and 53 mentioned "high." In this item, the weighted mean computed is 2.85, which points to “average” on the scale. When asked as to whether they always think about which message they just received and what is happening, 87 of the teachers responded "low," 89 responded "average," and 54 responded "high." Here, the weighted mean computed is 2.86, which leads to “average” in the scale of interpretation. When inquired as to whether they feel naked when they do not have their digital devices (phone, tablet, computer, etc.) with them, 95 of the teachers checked "low," 85 checked "average," and 50 checked "high." The weighted mean computed here is 2.80, which is indicative of “average” on the scale. When queried as to whether they check their tweets, Facebook account, e-mails, and messages all the time and, if they don't, they feel weird or anxious, 97 of the teachers ticked "low," 81 ticked "average," and 52 ticked "high." The weighted mean computed in this item is 2.80, which points to “average” in the scale of interpretation. When inquired as to whether they feel powerless when they do not have an internet connection, or they are offline, 88 of the teachers indicated "low," 78 indicated "average," and 64 indicated "high." The weighted mean computed here is 2.90, which is indicative of “average” on the scale. And, when inquired as to whether they feel most afraid of losing or forgetting their phone and this thought disturbs them, 90 of the teachers replied "low," 75 replied "average," and 65 replied "high." The weighted mean computed here is 2.89, which is indicative of “average” on the scale. Moreover, the computed area weighted mean is 2.85. This means that the teachers perceived that they had an average or moderate digital burnout level in the area of digital deprivation.

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TABLE 9
THE ASSESSMENT OF THE TEACHERS ON THEIR DIGITAL BURNOUT LEVEL ALONG WITH EMOTIONAL EXHAUSTION

Assessment Items	Responses					WM	DE
Emotional Exhaustion	VL	LO	AV	HI	VH		
1. I feel exhausted due to the virtual and digital world	0	88	77	65	0	2.90	AV
2. I almost feel nothing about events and situations around me.	0	91	74	65	0	2.89	AV
3. I have become intolerant of and desensitized to the people around me.	0	88	85	57	0	2.87	AV
4. I have become impatient.	0	91	84	55	0	2.84	AV
5. I have become quick-tempered.	0	86	77	67	0	2.92	AV
6. I think that my relationships and communications with people have been weakened.	0	89	78	63	0	2.89	AV
					AWM	2.88	AV

Legend: VL=very low level-1.00-1.49, LO=low level-1.50-2.49, MO=moderate level-2.50-3.49, HI=high level-3.50-4.49, VH=very high level -4.50-5.00

As shown in Table 9, when questioned as to whether they feel exhausted due to the virtual and digital world, 88 of the teachers answered "low," 77 answered "average," and 65 answered "high." In this item, the weighted mean computed is 2.90, which points to “average” on the scale. When asked as to whether they almost feel nothing about events and situations around them, 91 of the teachers checked "low," 74 checked "average," and 65 checked "high." Here, the weighted mean computed is 2.89, which leads to “average” in the scale of interpretation. When inquired as to whether they have become intolerant of and desensitized to the people around them, 88 of the teachers replied "low," 85 replied "average," and 57 replied "high." The weighted mean computed here is 2.87, which is indicative of “average” on the scale. When queried as to whether they have become impatient, 91 of the teachers mentioned "low," 84 mentioned "average," and 55 mentioned "high." The weighted mean computed in this item is 2.84, which points to “average” in the scale of interpretation. When inquired as to whether they have become quick-tempered, 86 of the teachers replied "low," 77 replied "average," and 67 replied "high." The weighted mean computed

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here is 2.92, which is indicative of "average" on the scale. And, when inquired as to whether they think that their relationships and communications with people have been weakened, 89 of the teachers pointed "low," 78 pointed "average," and 63 pointed "high." The weighted mean computed here is 2.89, which is indicative of "average" on the scale. Furthermore, the computed area weighted mean is 2.88. This means that the teachers perceived that they had an average or moderate digital burnout level in the area of emotional exhaustion.

TABLE 10
THE DIGITAL BURNOUT LEVEL OF THE TEACHERS

Areas Assessment of the Public Elementary School Teachers

	AWM	**DE**
Digital Aging	2.86	AV
Digital Deprivation	2.85	AV
Emotional Exhaustion	2.88	AV

As can be seen in Table 10, all the computed area weighted means in the assessment of the teachers have a descriptive equivalent of "average" in the scale. Conformably, the computed overall weighted mean of 2.86 also has a descriptive equivalent of "average" on the scale. This means that the teachers in the selected public schools in Dagupan City perceived that they generally have an average or moderate digital burnout level.

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TABLE 11
RELATIONSHIP BETWEEN THE PROFILE VARIABLES OF THE TEACHERS AND THEIR DIGITAL BURNOUT LEVEL

Profile Variables	P Value .05 LS	Computed Chi-Square Value	Chi Square Critical Value	RM
Highest Educational Attainment	0.01	7.67	3.84	S
Length of Teaching Experience	0.01	6.01	3.84	S
Number of Relevant Seminars Attended	0.01	7.89	3.84	S
Grit Level	0.02	5.35	3.84	S
Self-efficacy Level in Teaching	0.01	7.23	3.84	S

As shown in Table 11, the results reveal that most teacher-related variables have a significant relationship with digital burnout. Specifically, length of teaching experience, number of relevant seminars attended, grit level, and self-efficacy all showed p-values lower than 0.05 and computed chi-square values higher than the critical value (3.84), indicating significant relationships; thus, the null hypotheses for these variables were rejected. This means that these factors significantly influence the teachers' level of digital burnout. However, there is an inconsistency in the interpretation of the highest educational attainment variable. Although its p-value (0.01) is also lower than 0.05 and its computed chi-square value (7.67) exceeds the critical value, it was incorrectly concluded as not significant, and the null hypothesis was accepted. Statistically, this should also indicate a significant relationship, meaning that the highest educational attainment likewise influences digital burnout. Overall, the findings suggest that teachers' personal and professional characteristics play an important role in shaping their experiences of digital burnout.

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TABLE 12
THE STRATEGIES OF THE TEACHERS IN DEALING WITH DIGITAL BURNOUT

Assessment Items	Responses					WM	DE	Rank
	NE	AN	SO	AA	AL			
1. Watching movies/television.	0	0	90	124	16	3.68	AA	9.5
2. Staying in a quiet place to relax.	0	0	64	156	10	3.77	A	3
3. Eating a lot.	0	0	89	125	16	3.68	AA	9.5
4. Playing with children.	0	0	65	148	17	3.79	AA	2
5. Listening to music.	0	0	95	118	17	3.66	AA	13
6. Going out or being with friends.	0	0	89	118	23	3.71	A	7.5
7. Taking a deep breath.	0	0	89	111	30	3.74	AA	5
8. Smiling while saying, "I can do this."	0	0	108	99	23	3.63	A	15
9. Praying to God.	0	0	85	118	27	3.75	AA	4
10. Sleeping more than usual.	0	0	98	109	23	3.67	AA	11.5
11. Window shopping/shopping.	0	0	106	101	23	3.64	A	14
12. Reading books.	0	0	90	117	23	3.71	AA	7.5
13. Being with family.	0	0	86	121	23	3.73	AA	6
14. Drinking coffee.	0	0	65	142	23	3.82	AA	1
15. Making oneself busy.	0	0	98	109	23	3.67	AA	11.5

Legend: VL=very low level-1.00-1.49, LO=low level-1.50-2.49, MO=moderate level-2.50-3.49, HI=high level-3.50-4.49, VH=very high level -4.50-5.00

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As can be seen in Table 12, the teachers in the selected public elementary schools in Dagupan City are utilizing 15 strategies in dealing with their digital burnout. Out of these 15 coping strategies, the strategy of "drinking coffee" garnered the first rank as evidenced by the highest computed weighted mean of 3.82, followed by the strategy of "playing with children" as second and the strategy of "staying in a quiet place to relax" as third. "Praying to God" garnered the rank of fourth rank, followed by "taking a deep breath" in the fifth rank, and followed by the strategy of "being with family" in the sixth rank. Two strategies, namely, "going out or being with friends" and "reading books," garnered the rank of 7.5. The strategy of "eating a lot" and of "watching movies/television" landed on the rank of 9.5. "Sleeping more than usual" and "making oneself busy" garnered the rank of 11.5. The strategy of "listening to music" garnered the 13th rank, followed by the strategy of "window shopping/shopping," having the 14th rank, and the strategy of "smiling, saying 'I can do this,'" having the 15th rank.

IV. CONCLUSION

Based on the findings, several conclusions were drawn regarding the profile, experiences, and coping mechanisms of teachers in the selected public elementary schools in Dagupan City. A typical teacher is characterized as having no postgraduate degree, possessing more than ten years of teaching experience, and having attended limited mental health-related seminars within the past five years. Despite these conditions, teachers generally demonstrate a high level of grit and an average level of teaching self-efficacy. In terms of well-being, teachers experience a moderate level of digital burnout, indicating that while burnout is present, it is not at an extreme level but still requires attention. Furthermore, the level of digital burnout is significantly influenced by factors such as educational attainment, teaching experience, participation in relevant seminars, grit, and self-efficacy. Teachers were also found to employ various coping strategies, with drinking coffee emerging as the most commonly used among the 15 identified strategies. Lastly, the proposed mental health program is expected to help alleviate digital burnout and overall burnout among teachers, providing necessary support to improve their well-being and professional functioning.

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