
Extent of Implementation of Deped Order 002, S. 2024 And Deped Memorandum No. 052, S. 2023, Job Burnout and Satisfaction Level Among Public Secondary School Teachers

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Abstract — This study examined the extent of implementation of DepEd Order 002, s. 2024 and DepEd Memorandum No. 052, s. 2023 and their relationships with job burnout and job satisfaction among public secondary school teachers in General Santos City National High School during School Year 2025-2026. It used a quantitative descriptive correlational design with data gathered from 100 teachers and school personnel through validated instruments measuring perceived policy implementation, job burnout, and job satisfaction. Results showed that teacher profile variables were significantly related to perceptions of policy implementation. Higher levels of implementation were significantly associated with lower levels of job burnout, while the relationship with job satisfaction was statistically significant but weak. A significant inverse relationship was also found between job burnout and job satisfaction. These findings suggest that effective implementation of workload and administrative policies helps reduce burnout but does not fully ensure higher job satisfaction. The results highlight the need for a structured wellness plan and an updated Enhanced School Form 7 to address workload balance, psychosocial support, and systematic monitoring of teacher well-being.

Keywords: Job Satisfaction, Teacher Burnout, Removal of Non-Teaching Tasks, Correlational, Secondary School Teacher

I. INTRODUCTION

Background and Rationale

Teacher well-being ties to the quality of teaching and the achievement of students, which makes it a priority in the field. Teaching used to be considered a relatively secure and service-based profession; however, it is increasingly coming under the negative impact of large class sizes, excessive administrative demands, and policies. In the Philippines, the Basic Education Act of 1982 and the following policies have tried to focus on the problems of large class sizes caused by excessive student enrolments and limited teacher supply. Unless a policy is adaptively responsive to the problems at hand, it will lead to teacher burnout. Thus, to achieve a balance between teacher welfare and the problems posed by excessive teacher workloads, policies must be responsive to the problem of 'burning out' of teachers.

Most recent policies - Republic Act No. 11036 (Mental Health Act), the recent guidelines of the Civil Service Commission, and DepEd Order No. 005, s. 2024, which provides mental health assistance and rationalization of administrative workloads through role clarification of teachers, begins to address these issues. Job burnout, which is often characterized by emotional exhaustion and depersonalization, is the opposite of job satisfaction. For teachers, job satisfaction is the precondition to exercising teaching roles effectively and is a protective factor that assists in retaining teachers. In urban areas where the teacher has many roles to fulfil (including administrative ones), the inequity of the educational system in urban areas is at its worst.

In the Philippine educational system, the combination of high student enrolment and, therefore, class sizes, and the teacher staffing levels that may result in large classes and more non-teaching roles is problematic. As there are existing policies, it may be assumed that they will be sufficient to be effective in combating the issues at hand, but inconsistent application of policies and resource availability limit their success. Though the relationship between burnout, job satisfaction, and teacher performance has been studied outside the Philippines, there is a dearth of local studies on the subject.

With the rapid urbanization and educational demand, General Santos City proves relevant. Although first accounts describe elevated teacher stress and minimal support, broad school-based

studies are absent. This study seeks to explore the correlation of burnout, job satisfaction, workload, and teacher performance at General Santos City National High School during the 2025-2026 academic year. The results are directed towards policy formation, redistribution of work, and teacher assistance systems, and add localized evidence to the research.

Related Literature

Conceptual Literature

Conceptual literature highlights that because teacher burnout is tied to both psychological and physiological ramifications, it stands to reason that it lessens the ability to deliver instruction. Burnout is related to chronic stress, fostering absenteeism, diminishing productivity, and the quality of teaching.

The Job Demands-Resources (JD-R) model of educational psychology describes teacher wellbeing and provides the most pertinent foundational theory. It distinguishes between two lines of workplace components: demands of the job (p.e, workload, size of class, administrative work) and resources that can be found at work (e.g., supportive leadership, work autonomy, opportunity for development, etc.). This model hinges on two processes: a health impairment model, which inevitably leads to burnout, and a motivational model, which improves engagement and performance.

The list of conceptual variables that impact teacher wellbeing is long, but it includes self-efficacy, emotional regulation, and self-characteristics like optimism. Stress buffers and job satisfaction enhancers, personal resources of the aforementioned types, sacrifice and spend for the systems. The quality of leadership and the collegial support are important.

While most components affecting job satisfaction are primary determinants of stress and burnout, workload remains paramount. Non-instructional duties that reduce prep time are particularly pernicious. Technostress, the stress derived from the on-the-job support insufficiencies, is emerging as the modern stressor. Inadequate support in training and tech infrastructure generates an overwhelming stress.

Work and job satisfaction are intertwined in the sense that both job satisfaction and dissatisfaction are described as the result of, and the cause of, the state of the workplace. It is influenced by recognition, compensation, professional development, and supportive leadership.

In the Philippines, literature shows that there are specific cultural and systemic issues at play. The role of a teacher goes beyond instructing, and the multitude of roles that a teacher must play increases stress. Burnout is viewed as a cumulative process resulting from a number of stressors that are experienced on a daily basis. Job satisfaction, on the other hand, has more to do with recognition, relationships with peers, and the sense of self as a professional than the economic reward.

Teacher performance is multidimensional and includes the actual teaching, the results of the students, and engagement with the community. However, too many demands of a managerial nature can divert attention away from the teaching, creating a paradox between the obligations of teaching and the quality of teaching.

In summation, the literature points out that there is a strong interrelation between burnout, job satisfaction, and performance, and in order to positively impact the mental health of the teachers and the educational system, it must be addressed from a systemic, integrated, and holistic perspective.

Research Literature

Empirical evidence shows that teacher satisfaction leads to greater motivation, engagement, and retention, while burnout adversely impacts teaching quality and student performance. The key to teacher wellbeing has been found, internationally, to be supportive leadership, reasonable workloads, and autonomy to make professional decisions.

Research studies done in many nations have shown that burnout leads to emotional exhaustion, diminished teaching quality, and decreased student performance. In contrast, burnout produces positive effects and resiliency.

The OECD Teaching and Learning International Survey, one of the many large-scale studies, has shown that teacher support and workload are the most important factors when determining teacher satisfaction. Satisfaction is positively correlated with greater commitment and performance in the classroom.

Workload is one of the leading factors of teacher dissatisfaction and burnout, with administrative duties and large classes contributing to the issue. Teachers experience improved outcomes when policies are enacted that cut administrative duties and improve professional support.

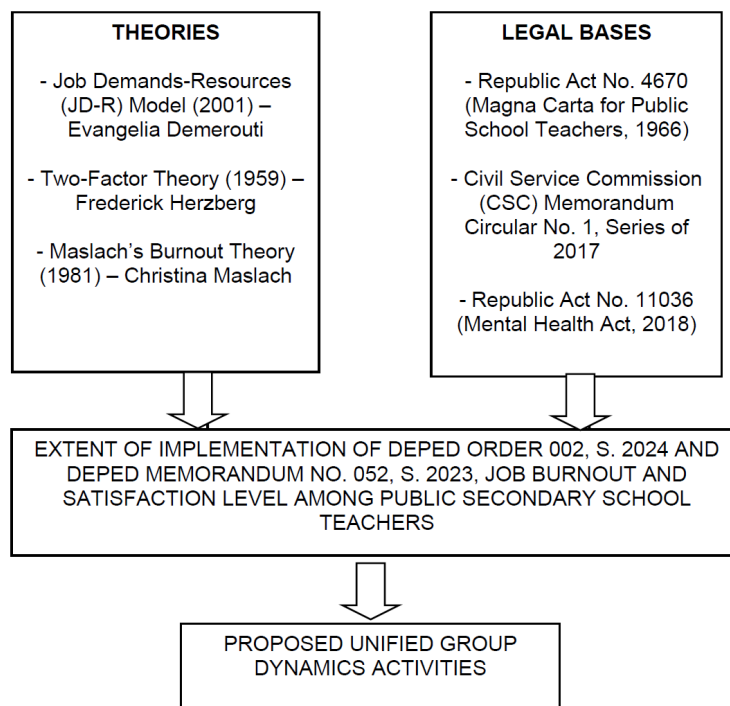
In the Philippines, localized studies state that teacher burnout is moderate to high and is significantly correlated to large workloads, large classes, and frequent changes to the curriculum. Conditions of work, availability of teaching materials and resources, and supportive administration reveal the most variability in teacher job satisfaction.

Recent studies have shown that the implementation of workload rationalization policies is incomplete and inconsistent. In some schools, teacher satisfaction and burnout have improved, while others have less of an improvement due to insufficient resources and supervision.

Research indicates a need for studies that look at the relationship between the implementation of policies, burnout, job satisfaction, and teacher performance.

Framework of the Study

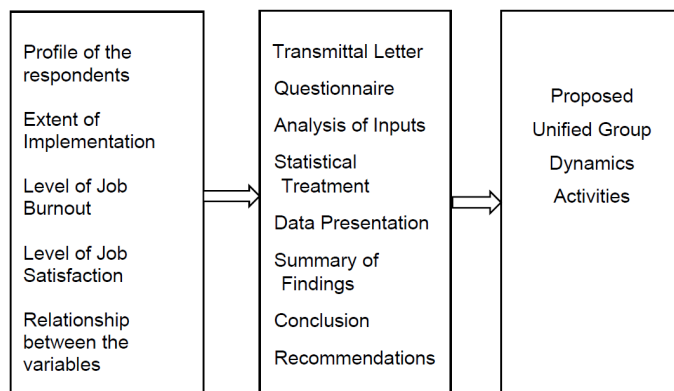
Theoretical Background



This research is focused on three theories that relate to teacher functional experience, workload, and teacher functional experience. The Job Demands and Resources Model (JD-R) indicates that when job demands are high and job resources are low, burnout will ensue. However, job resources are high, and positive job outcomes, including job satisfaction and job engagement, will result. Two Factor Theory, outlined by Herzberg, states that for optimal performance and to avoid dissatisfaction, both intrinsic motivators and extrinsic hygiene factors are required. Maslach describes Burnout Theory and states that chronic stress will result in emotional exhaustion, depersonalization, and a reduction in personally perceived accomplishments. All three sum up that while teacher outcomes are determined by psychological (or behavioral) and environmental (organizational) factors, situational (or contextual) factors are equally important.

In addition, the study is based on Philippine laws that ensure the welfare of teachers. These laws include Republic Act No. 4670 (Magna Carta for Public School Teachers), which provides for the improvement of teacher working conditions, and Republic Act No. 11036 (Mental Health Act), which provides for the improvement of teacher mental health. Other noted frameworks include Civil Service Commission Policies and DepEd workload rationalization orders (which aim to remove non-teaching assignments from a teacher's job). These laws provide for a better equilibrium that should exist between employee job demands and resources, and the improvement of teacher functional experience.

Conceptual Integration



This framework combines theory with policy to analyze the interrelationships of workload policies, burnout, job satisfaction, and teacher performance. It posits that the interplay of job demands and job resources, combined with the proper policies, is critical to the enhancement of the education system.

Research Problem

This research assessed the extent of implementation of DepEd Order 002, s. 2024 and DepEd Memorandum No. 052, s. 2023 and its effects on the job burnout and satisfaction among public secondary school teachers in General Santos City National High School, DepEd Schools

Division of General Santos during the School Year 2025-2026, with the end view of proposing a sustainability wellness plan.

Specifically, this study sought answers to the following questions:

1. What is the profile of the respondents:

- 1.1 age
- 1.2 sex
- 1.3 Civil status
- 1.4 Highest educational attainment
- 1.5 years of teaching;
- 1.6 teaching load;
- 1.7 assigned ancillary tasks;
- 1.8 specialization;
- 1.9 grade level taught;
- 1.10 distance from home to school;
- 1.11 Number of relevant trainings and seminars attended;
- 1.12 net take-home pay?

2. As perceived by the respondents, what is the extent of implementation of DO 002, S. 2024, in terms of:

- 2.1 awareness and orientation;
- 2.2 extent of removal of administrative tasks:
- 2.3 support mechanisms;
- 2.4 Impact on teachers' workload and instruction;
- 2.5 challenges and recommendations?

3. As perceived by the respondents, what is the extent of implementation of DepEd Memorandum No. 052 s. 2023 in terms of:

- 3.1 awareness and orientation;

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- 3.2 adoption and implementation of eSF7;
 - 3.3 capacity building and technical support;
 - 3.4 Efficiency and Benefits of eSF7
 - 3.5 challenges and recommendations?
4. As perceived by the respondents, what is the level of job burnout of the teachers in terms of:
 - 4.1 work overload;
 - 4.2 administrative support;
 - 4.3 conflict resolution;
 - 4.4 limited recognition;
 - 4.5 Work-life balance?
 5. As perceived by the respondents, what is the level of job satisfaction of teachers in terms of:
 - 5.1 supportive leadership;
 - 5.2 Personal Growth Opportunities
 - 5.3 positive work environment;
 - 5.4 fair compensation and benefits;
 - 5.5 student success and recognition?
 6. Is there a significant relationship between respondents' profile and their perceived extent of implementation of DO 002, S. 2024?
 7. Is there a significant relationship between respondents' profile and their perceived extent of implementation of DepEd Memorandum No. 052 s. 2023?
 8. Is there a significant relationship between respondents' profile and their perceived level of job burnout among teachers?
 9. Is there a significant relationship between respondents' profile and their perceived level of job satisfaction of teachers?
 10. Is there a significant relationship between respondents' perceived extent of implementation of DO 002, S. 2024, and DepEd Memorandum No. 052 s. In 2023, the levels of job burnout and the level of job satisfaction among teachers?
 11. Based on the findings, what sustainability wellness plan can be proposed?
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Null Hypotheses. The following null hypotheses were tested in the conduct of the study:

H01. There is no significant relationship between respondents' profile and their perceived extent of implementation of DO 002, S. 2024.

H02. There is no significant relationship between respondents' profile and their perceived extent of implementation of DepEd Memorandum No. 052 s. 2023.

H03. There is no significant relationship between respondents' profile and their perceived level of job burnout among teachers.

H04. There is no significant relationship between respondents' profile and their perceived level of job satisfaction of teachers.

H05. There is a significant relationship between respondents' perceived extent of implementation of DO 002, S. 2024 and DepEd Memorandum No. 052 s. In 2023, the level of job burnout and the level of job satisfaction of teachers.

II. METHODOLOGY

Research Design

This study adopted a quantitative descriptive-correlational research approach to analyze the relationships between the extent of implementation of DepEd issuances, job burnout, job satisfaction, and teacher performance during SY 2025–2026.

The descriptive aspect aimed to assess the status of policy implementation, burnout, and job satisfaction among teachers. The correlational aspect, on the other hand, aimed to determine the strength and direction of the relationships among the aforementioned variables without any experimental manipulation. This approach enhanced the ecological validity of the study by capturing the school environment and facilitating the discovery of relevant relationships to guide evidence-based conclusions.

Sample of the Study

One hundred respondents from General Santos City National High School participated in the study and were selected through simple random and quota sampling methods. The breakdown of participants included:

85 teachers (85%), 15 school administrators (15%), comprising school heads, assistant heads, and coordinators

Participation was voluntary, and only those who agreed were included. This type of sampling guaranteed representation from both the teaching and the administrative side pertaining to the study variables.

Measures

Data were collected using validated survey questionnaires adapted from established instruments:

- Maslach Burnout Inventory – Educators Survey (MBI-ES)
- Teacher Job Satisfaction Scale (TJSS)

The instrument consisted of five parts:

1. Respondent Profile – demographic and professional characteristics
2. Extent of Implementation of DepEd Order 002, s. 2024
3. Extent of Implementation of DepEd Memorandum No. 052, s. 2023
4. Level of Job Burnout
5. Level of Job Satisfaction

Responses were measured using Likert scales, where higher scores indicated higher levels of implementation, burnout, or satisfaction. The instrument underwent expert validation and pilot testing, resulting in a Cronbach's Alpha of 0.81, indicating acceptable reliability.

Procedures

Approval was secured from school authorities prior to data collection. After approval, questionnaires were distributed to respondents. Responses were assigned numerical weights based on predefined scales for burnout and satisfaction. Data were then compiled and supported by documentary analysis to strengthen interpretation. These procedures ensured systematic data gathering aligned with the study objectives.

Data Processing

Data were analyzed using appropriate descriptive and inferential statistical tools:

- Frequency and Percentage – for demographic profiles
- Weighted Mean – for burnout and job satisfaction levels

To ensure statistical validity, normality tests were conducted using:

- Shapiro–Wilk test
- Skewness and kurtosis analysis
- Q–Q plots

For relationship analysis, the following were used:

- Pearson's r and Spearman ρ – for continuous variables
- Point biserial correlation and Mann–Whitney U test – for sex differences

- Eta correlation and Kruskal–Wallis H test – for categorical variables

These techniques enabled a comprehensive analysis of relationships among variables and respondent characteristics.

Scoring Procedure

Standardized scoring systems were used to interpret responses:

- DepEd Issuances Implementation – 4-point scale (Least to Excellent)
- Job Burnout – 5-point scale (Least to Excellent)
- Job Satisfaction – 4-point scale (Least to Very High)

Each scale included corresponding parameter ranges and verbal interpretations to ensure consistent evaluation of results. Higher mean scores indicated higher levels of the measured variables.

Ethical Considerations

The study adhered to ethical standards to protect participants and ensure research integrity:

- Voluntary participation with the right to withdraw at any time
- Informed consent obtained from all participants
- Confidentiality and anonymity ensured through data anonymization
- Compliance with the Data Privacy Act of 2012 (RA 10173)

Data were securely stored in password-protected files, and physical documents were safeguarded and disposed of properly. Potential risks, such as psychological discomfort, were addressed by providing access to support services. Transparency and objectivity were maintained throughout the research process, ensuring accurate reporting of findings and ethical handling of all data.

III. RESULTS and DISCUSSION

Results and Discussion

Context for interpreting results was provided by respondents being described by demographic and professional characteristics. Most teachers aged 31-40 years signify a mid-career workforce with teaching experience and engagement. The varying age, especially the lack of older teachers, indicates issues of potential long-term retention. Regarding sex, most respondents being female is aligned with teaching profession demographics. Resultantly, the findings predominantly capture the teaching experience of females, especially with regard to the workload and burnout.

Concerning marital status, most of the respondents being married signifies that a good number of teachers simultaneously handle their profession and family, which is likely to impact their stress and job satisfaction. A good number of teachers being at the postgraduate level hints at their high professional qualification. Subsequently, the academic demands contribute to the workload. Most of the respondents who were in the early to mid-career stages had teaching experience, which increases the risk of workload-related stress owing to the adjustments and expanding responsibilities.

Most teachers reported having a heavy teaching load, with many of them having 301 minutes or more of teaching, which indicates instructional demands that are likely to contribute to burnout and negatively impact job satisfaction.

Teachers state they have no extra activities, which may mean that policies for decreasing workloads have some success. It could also mean that extra assigned duties may still have an impact on the workload. Teachers from all areas and grade levels show that there are instructional

demands and probably some differences in stress. Most of the respondents lived close to their work, which reduced stress. However, some still had long commuting times.

There was variation in the training and seminar participation. Most teachers attended a few of them, which is a sign of restricted professional development opportunities. Also, many teachers had low net take-home pay, which is probably a contributing factor to job dissatisfaction and financial stress.

What the respondents expressed shows that most of them are mid-career, female, average-experienced teachers. They have high instructional demands, low financial means, and professional support, which probably have an impact on job dissatisfaction, performance, and burnout.

EXTENT OF IMPLEMENTATION OF DO 002, S. 2024: IMMEDIATE REMOVAL OF NON-TEACHING ADMINISTRATIVE TASKS

Awareness and Orientation

Most evaluators rated the implementation of DO 002. 2024, in terms of awareness and orientation, to be positive. This supports the claim that teachers received adequate information regarding both the policy and its goals. The policy was formulated, and intake was created, during the time of policy enforcement. Deficit in the leaflet distribution created a range of feedback inconsistencies that may arise from a lack of uniform understanding during the enforcement of the policy. Feedback creates bottom-up comprehension of the policy. This feedback recommends that sufficient leafleting creates policy understanding and enhances cohesion during implementation of the policy.

Extent of Removal of Administrative Tasks

Student engagement in the administrative processes was rated to be excellent. This positively affects the evaluation of the policy initiative to decrease the administrative load on teachers. The complemented policies were evaluated to be positively reinforcing in all grades and subject divisions. However, the paperwork and the documented evaluation of the policy remained nonexistent. This feedback creates a positive structural appreciation of the policy and the refined elaboration of the compliance.

Support Mechanisms (Staffing, Delegation, Resources)

All other support mechanisms for policy implementation have been rated as excellent once more due to the successful positive staff administration support, successful positive task delegation, and successful positive resource provision. Administrative support, positive task delegation, and positive resource provision led to the successful redistribution of administrative tasks and less role stress for teachers. However, fewer positive ratings for the clarity of task delegation and positive training suggest that the operational framework and positive training have yet to be thoroughly completed. More positive training and a more complete operational framework will be critical to the positive administrative support of teachers, as well as the positive implementation of policy support tasks in the future.

Impact on Teachers' Workload and Instruction

The positive effect on teachers' workloads and instructional practices has been rated positively due to significant positive changes to teaching conditions. Teachers identified improvements in direct student engagement and lesson preparation, as well as the instructional tasks themselves. Teacher instructional stress and teaching instructional quality were rated as positive. The dominant effect of this policy was the positive enhancement of teaching and learning effectiveness. One of the most direct impacts of this initiative was that teachers were no longer

responsible for routine administrative tasks and were able to concentrate on the more critical functions of teaching, which resulted in improved outcomes for students.

Challenges and Recommendations

Although the significant impact positively achieved its objectives, there were several identified problems. Insufficient support personnel, unequal implementation of positive aid to teachers, unclear definitions for task assignment, and problems with positive communication and positive coordination were identified. These challenges revealed the need for strong communication and coordination with clear role definition. Addressing these challenges is critical to sustained policy implementation and will help prevent teachers from returning to old administrative tasks.

Overall, the implementation of DO 002. 2024 has also drastically decreased administrative workload; however, the sustained benefits of this initiative still require further enhancements in staffing, communication, and monitoring.

EXTENT OF IMPLEMENTATION OF DEPED MEMORANDUM NO. 052, S. 2023: ADOPTION OF eSF7

Awareness and Orientation

Implementation in terms of awareness and orientation showed a good rating, which suggests that teachers were aware of the purpose of the eSF7 adoption. Still, the orientation showed little engagement, and the clarity of each component of the orientation left the teachers with questions. This shows that the orientation lacked information. It shows a need for additional training to assist teachers in feeling more comfortable with the use of the eSF7.

Overall Implementation Insight

The level of the implementation of eSF7 adoption is moderate, and the level of awareness is weak in terms of the training, technical, and support consistently applied. The level of resource, technology, and support for the institution determines the way that moderately adopted eSF7 is used. There is a need to address the digital administrative burden placed on teachers with the adoption of eSF7.

IV. CONCLUSIONS

The study found which shows that teacher workload is still a primary concern, as there is still a need for non-teaching role tasks that need to be addressed. Most teachers have a significant concern as stress is pushed on them from their implementation of the DepEd Order 002, which, as of 2024, is significant because lessened stress from being expected to do administrative and non-instructional tasks. This has contributed to teacher stress, which has allowed them to be more present in their classrooms and perform their required roles and responsibilities in teaching.

On the other hand, while there is less administrative work, there is still the issue of paperwork, a lack of personnel, and other inconsistent implementations. There have been some improvements to the DepEd Memo 052 s. 2023 (eSF7), and teachers have some knowledge of it, but they will require more training and technical assistance, as well as more consistent implementation, to fully utilize the system.

Moreover, there are factors that affect the teacher's burnout and job satisfaction, such as workload, pay, professional development, support from the institution, and policy implementation. Most teachers still feel psychologically unsafe and stressed as policy development has improved their work conditions, but the lack of finances and still required high instructional demands have not changed the teachers' plight.

The research has shown that when policies are implemented with support for teachers and work is equitably distributed, teacher satisfaction, burnout, and instructional time will improve.

V. RECOMMENDATIONS

The study proposes strengthening the consistent implementation of DepEd Order 002, s. 2024 through monitoring, communication, and distribution of written instructions. Increase administrative support staff to remove non-teaching tasks sustainably and clarify workflow to avoid role ambiguity.

Other training and capacity-building programs, especially using eSF7, need to be strengthened, and all teachers must have equal access to these. Resources, including technology and instructional materials, must be provided to enhance administrative and teaching efficiency.

Teacher wellness programs, such as stress management, mental health, and work-life balance, will address the burnout and job satisfaction issues. Improved and more substantial financial rewards will enhance motivation, retention, and job satisfaction.

Future studies must be conducted to validate findings in other areas and determine additional factors impacting teachers' workloads, well-being, and performance. This will broaden the study's horizons.

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