School Support and Instructional Leadership on Teacher Burnout

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Abstract: This quantitative descriptive-correlational study aimed to determine the levels of school support, instructional leadership, and teacher burnout, examine the relationships among these variables, and identify the best predictor of teacher burnout among public school teachers in the Division of Valencia City during the 2025 academic year. The study involved 250 teachers who provided data on school support (stakeholders' involvement, instructional resource allocation, collaboration opportunities), instructional leadership (developing and communicating shared goals, mentoring and providing feedback, promoting professional development), and burnout (exhaustion, cynicism/depersonalization, diminished personal accomplishment/inadequacy). Descriptive statistics, Pearson correlation, and multiple regression analyses were utilized to analyze the data.

Results revealed that school support was rated moderate to high, with collaboration opportunities scoring highest. Instructional leadership was generally perceived as high, particularly in promoting professional development and developing shared goals, although mentoring received a moderate rating. Teacher burnout was notably high across all dimensions measured. Correlation analyses showed significant negative relationships between both school support and instructional leadership with burnout. Multiple regression identified mentoring and providing feedback, alongside promoting professional development, as significant negative predictors of burnout, explaining 5.7% of its variance. These findings underscore the importance of effective instructional leadership and supportive school environments in mitigating teacher burnout and suggest areas for targeted leadership and support interventions.

Keywords: *Stakeholders' Involvement, Collaboration Opportunities, Emotional Exhaustion, Descriptive-Correlational, Quantitative.*

I. INTRODUCTION

Teacher burnout has become an increasingly serious concern within the Philippine education system, marked by emotional exhaustion, depersonalization, and a reduced sense of personal accomplishment (Maslach & Jackson, 2016). Filipino teachers face mounting demands such as excessive paperwork, administrative responsibilities, large class sizes, and heightened performance expectations, making teaching one of the most emotionally taxing professions. Prolonged burnout negatively affects teachers' motivation, instructional effectiveness, and overall well-being, ultimately influencing student learning outcomes.

In response to growing mental health concerns, the Philippine government enacted Republic Act No. 12080, or the Basic Education Mental Health and Well-Being Promotion Act, in December 2024. This landmark policy institutionalizes mental health programs in basic education, emphasizing preventive measures, awareness campaigns, and support systems for teaching personnel. However, while the law provides a national framework, localized empirical studies examining school-based responses to teacher burnout remain limited.

Existing Philippine studies highlight widespread burnout caused by work overload and ancillary tasks, underscoring the urgency of localized research. This study addresses this gap by examining teacher burnout in public schools in Valencia City, Bukidnon, with particular focus on school support and instructional leadership. Understanding how these school-level factors influence burnout may help schools foster more supportive and resilient teaching environments.

➤ *Statement of the Problem*

This research aimed to evaluate the influence of school support and instructional leadership on teacher burnout in the Division of Valencia City, Bukidnon.

➢ *Specifically, the Study Sought to Answer the Following Questions:*

• *What is the Level of School Support in Terms of:*

✓ Stakeholders' involvement,
✓ Instructional resource allocation, and
✓ Collaboration opportunities?

• *What is the Level of Instructional Leadership in Terms of:*

✓ Developing and communicating
✓ Shared goals, mentoring and
✓ Providing feedback, and
✓ Promoting professional development?

• *What is the Level of Teachers' Burnout in Terms of:*

✓ Exhaustion,
✓ Cynicism/depersonalization, and
✓ Diminished personal accomplishment or inadequacy?

• *Is There a Significant Relationship Between Teacher Burnout and:*

✓ School support
✓ Instructional leadership?

• *Which Variable Best Predicts Teacher Burnout?*
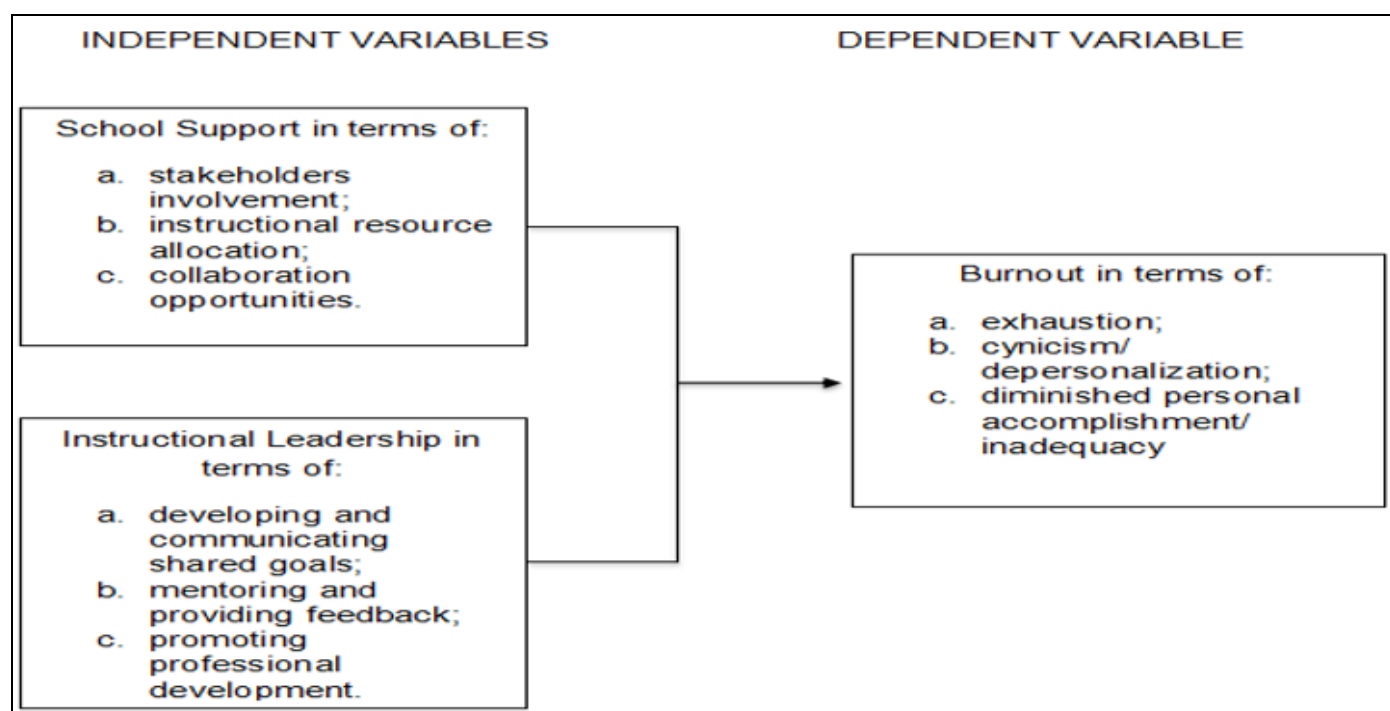
II.   METHODOLOGY

➢ *Research Paradigm*

Fig1 Shows the Relationship of School Support, Instructional Leadership and Teacher Burnout

➢ *Research Design*

This study used a quantitative, descriptive-correlational research design to explore the relationships among school support, instructional leadership, and teacher burnout. The goal was to determine the levels of each variable, examine their interrelationships, and identify which factor best predicts teacher burnout.

➢ *Instrumentation*

This study utilized adopted standardized questionnaires to measure the variables of school support, instructional leadership, and teacher burnout. Each instrument is selected based on its established reliability and relevance to the study's objectives. The first part aims to measure the respondents' school support level. The second part aims to measure the respondents' instructional leadership level. Meanwhile, the third part intends to measure the respondents' burnout.

The first independent variable, school support, encompasses three core dimensions: stakeholders' involvement, instructional resource allocation, and collaboration opportunities. The instrument used to assess this variable was adopted from the study of Obeso (2024), titled "School Support and Management Strategies on the Workload Delivery of Secondary School Teachers." This tool was selected due to its contextual relevance to the Philippine educational setting and its emphasis on support mechanisms that significantly influence teachers' experiences and performance.

➢ *Statistical Tools*

This study employed descriptive statistics such as the mean to determine the levels of the key variables, namely school support, instructional leadership, and teacher burnout. Pearson Product–Moment Correlation Analysis was used to examine whether significant relationships exist between

school support and instructional leadership and teacher burnout.

Multiple Regression Analysis was employed to determine the extent to which the independent variables predict teacher burnout. Specifically, this inferential technique was used to identify which among the predictor variables significantly contributes to the variance in teacher burnout among teachers.

➤ *Research Hypotheses*

- Ho1: There is no significant relationship in school support, instructional leadership, and burnout
- Ho2: The school support and instructional leadership do not predict the burnout of the teachers in the Division of Valencia City.

III. RESULTS AND DISCUSSION

Table 1 School Support

Indicators	Mean	SD	Interpretation
Collaboration Opportunities	3.52	.45	High
Stakeholders Involvement	3.49	.49	Moderate
Instructional Allocation	3.49	.49	Moderate
Overall Mean	3.50	.39	Neutral

The study examined teachers' perceptions of school support across collaboration opportunities, stakeholders' involvement, and instructional resource allocation. Results showed an overall mean of 3.50 (SD = 0.39), indicating a moderate level of school support. This suggests that while schools provide reasonable assistance to teachers, further improvements are needed to create a more supportive teaching environment.

Collaboration opportunities emerged as the strongest domain, with a high mean of 3.52, reflecting a positive culture of teamwork, professional dialogue, and shared practice among teachers. Such collaborative structures have been linked to higher job satisfaction, instructional effectiveness, and teacher morale. In contrast, stakeholders' involvement and instructional resource allocation both obtained moderate ratings (M = 3.49), revealing existing gaps in participatory engagement and resource distribution. Although stakeholders are involved in school activities, their role in decision-making remains limited. Likewise, resource allocation efforts are constrained by budget limitations and minimal teacher input. Overall, the findings indicate that strengthening stakeholder participation and aligning resources with teachers' needs could enhance school support and improve instructional effectiveness.

Table 2 Instructional Leadership

Indicators	Mean	SD	Interpretation
Promoting Professorial Development	3.78	.42	High
Developing and communicating goals	3.52	.46	High
Mentoring and providing feedback	3.49	.49	Moderate
Overall Mean	3.60	.33	High

The findings indicate that instructional leadership in schools is perceived at a high level, with an overall mean of 3.60 (SD = 0.33). This suggests that school leaders generally demonstrate effective leadership practices that support teaching and learning. Among the indicators, promoting professional development received the highest rating (M = 3.78), reflecting teachers' positive perceptions of leadership efforts in fostering continuous learning and professional growth. Such initiatives are associated with improved instructional practices, higher teacher confidence, and reduced emotional exhaustion. Developing and communicating shared goals also rated high (M = 3.52), indicating that school leaders successfully promote a shared vision that guides instructional practices and strengthens collaboration among teachers. In contrast, mentoring and providing feedback obtained a moderate rating (M = 3.49), suggesting an area for improvement. While mentoring practices are present, their consistency and depth may be limited due to administrative demands. Overall, the results highlight strong instructional leadership, particularly in professional development and goal alignment, while underscoring the need to strengthen mentoring and feedback mechanisms.

Table 3 Teacher Burnout

Indicators	Mean	SD	Interpretation
Exhaustion	4.06	.60	High
Cynicism/ Depersonalization	4.00	.68	High
Diminished Personal/Accomplishment/ Inadequacy	3.98	.57	High
Overall Mean	4.01	.38	High

The results reveal a high level of teacher burnout across the three dimensions of exhaustion, cynicism/depersonalization, and diminished personal accomplishment, with an overall mean of 4.01 (SD = 0.38).

This indicates that teachers frequently experience emotional, social, and cognitive strain in their professional roles, posing serious concerns for teacher well-being and instructional quality. Among the dimensions, exhaustion emerged as the most pronounced (M = 4.06), reflecting widespread emotional and physical fatigue caused by heavy workloads, long hours, and sustained emotional labor. Cynicism or depersonalization also rated high (M = 4.00), suggesting emotional detachment and growing disillusionment with work and professional relationships as coping responses to prolonged stress. Diminished personal accomplishment followed closely (M = 3.98), indicating persistent feelings of inadequacy and reduced professional confidence despite continued effort. Collectively, these findings highlight a critical burnout situation among teachers, underscoring the urgent need for supportive school environments, effective leadership, and targeted interventions to protect teacher well-being and sustain educational quality.

Table 4 Correlation Analysis on School Support, Instructional Leadership and Teacher Burnout

INDICATORS	R-VALUE	P-VALUE
School Support		
School Support	-.198	.002**
Stakeholders Involvement	-.165	.009**
Instructional Resource allocation	-.165	009**
Collaboration Opportunities	-.160	.011*
Instructional Leadership	-.214	.001**
Developing and Communicating Shared Goals	-.130	.040*
Mentoring and Providing Feedback	-.165	.009**
Promoting Professional Development	-.174	.006**

The correlation analysis examined the relationships among school support, instructional leadership, and teacher burnout. Results revealed significant negative correlations between teacher burnout and school support (r = −0.198, p = .002) as well as instructional leadership (r = −0.214, p = .001), indicating that higher levels of support and effective leadership are associated with lower burnout. All sub-dimensions of school support—stakeholder involvement, instructional resource allocation, and collaboration opportunities—showed significant inverse relationships with burnout. Likewise, instructional leadership components, including shared goal development, mentoring and feedback, and professional development, were all negatively correlated with burnout.

Although the correlations ranged from low to moderate, their consistency and statistical significance highlight meaningful associations, with instructional leadership showing the strongest relationship. These findings align with burnout theory, which emphasizes workplace resources as protective factors against stress and disengagement. Supported by local and international studies, the results underscore the importance of strengthening school support systems and instructional leadership. Consequently, the null hypothesis was rejected, confirming significant relationships among the variables.

Table 5 Regression Analysis on School Support, Instructional Leadership and Teacher Burnout

Coefficients					
	Unstandardized Coefficients		Standardized Coefficients		
Model	B	Std. Error	Beta	t	Sig
(Constant)	5.059	.270		18.717	.000
Promoting professional development	-.157	.056	-.173	-2.808	.005
Mentoring and providing feedback	-.128	.048	-.164	-2.659	.008
R=.239	R$_2$=.057	F-VALUE=7.527	PROB=.001		

The regression analysis examined the extent to which instructional leadership practices—specifically promoting professional development and mentoring and providing feedback—predict teacher burnout in the Division of Valencia City. Results showed a multiple correlation coefficient of R = 0.239 and a coefficient of determination of R² = 0.057, indicating that these leadership indicators jointly explain about 5.7% of the variance in teacher burnout. Although the explained variance is modest, the overall model was statistically significant (F = 7.527, p = 0.001), demonstrating that instructional leadership plays a meaningful role in influencing teacher well-being. Both predictors showed significant negative effects on burnout, with promoting professional development (B = −0.157, p =

0.005) and mentoring and providing feedback (B = −0.128, p = 0.008) associated with reduced burnout levels. These findings led to the rejection of the null hypothesis and support existing literature emphasizing that leadership practices fostering teacher growth and support are essential in mitigating stress, enhancing resilience, and reducing burnout among teachers.

IV. CONCLUSION AND RECOMMENDATIONS

Instructional leadership was rated high overall, particularly in promoting professional development and communicating shared goals; however, mentoring and feedback were only moderately practiced, indicating a need

for more personalized instructional support. Alarmingly, teachers reported high levels of burnout across exhaustion, cynicism/depersonalization, and diminished personal accomplishment, reflecting serious emotional and psychological strain.

Results further showed significant negative relationships between burnout and both school support and instructional leadership, confirming their protective role against teacher stress. Regression analysis identified promoting professional development and mentoring with feedback as significant predictors of burnout, underscoring leadership's influence on teacher well-being. Based on these findings, it is recommended that education leaders strengthen stakeholder engagement, improve resource allocation, enhance mentoring systems, institutionalize wellness programs, and prioritize leadership capacity-building. Future research should explore additional factors influencing burnout to inform more comprehensive and sustainable interventions.

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