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Research Article

Factors Affecting the Level of Exhaustion among Public School Teachers in Catbalogan City

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ABSTRACT

Teachers' exhaustion is a prevalent issue that affects their well-being and job performance. It is crucial for educational institutions and policymakers to address these factors and implement strategies to support and prioritize the well-being of teachers. Teaching is a demanding profession that requires high levels of energy and commitment. The study aimed to assess the factors affecting the level of exhaustion of single and married teachers in public schools in Catbalogan City Division. This study utilized a descriptive-correlational research design. Accordingly, "Financial Background", and "Financial Components" ranked 1st, and 2nd among 7 factors affecting exhaustions to teacher-respondents, thus, the Composite Mean= 3.65 with descriptive interpretation of "Agree." Further, there was a low positive association between *Civil Status*, and *Years of Teaching*; and *Level of Exhaustion*. Moreover, there was no significant correlation between *Civil Status* and *Level of Exhaustion*. The findings suggest a complex interplay between civil status, years of teaching, and levels of exhaustion among educators. While years of teaching experience shows a low positive association with exhaustion, civil status alone does not significantly correlate with exhaustion levels. Future research could further explore the specific contextual factors in Catbalogan City and similar settings to better understand the dynamics of teacher exhaustion. Additionally, longitudinal studies could provide insights into how teachers' experiences of exhaustion evolve over time and the role of coping strategies in mitigating burnout.

Keywords: *level of exhaustion, single and married teachers, public schools, teachers job performance, Catbalogan City*

Introduction

Teachers play a crucial role in shaping the future of society by educating and mentoring students. However, the demanding nature of

their profession often leads to exhaustion and burnout (Nwoko et al., 2023; Taylor, 2023). One of the primary factors contributing to teachers' exhaustion is their heavy workload

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and time pressure, as they often have to juggle multiple responsibilities, including lesson planning, grading papers, attending meetings, and engaging in extracurricular activities (Larsen et al., 2023). The constant pressure to meet deadlines and manage competing demands can lead to chronic stress and exhaustion (Bell, 2023). Teachers also experience emotional labor, which involves managing their emotions while interacting with students, parents, and colleagues (Ma et al., 2023). This emotional labor can be draining and contribute to teachers' exhaustion. Additionally, teachers' exhaustion can be attributed to a lack of support and resources (Levine Brown et al., 2023).

Teacher exhaustion is a significant issue that impacts educational outcomes, teacher retention, and the overall school environment. The balance between professional responsibilities and personal life is another critical factor (Byrnes, 2024). Married teachers may experience different stressors compared to single teachers due to family obligations and often juggle their teaching responsibilities with family duties, which can exacerbate exhaustion (Zhang et al., 2022; Boamah et al., 2022). Teachers' exhaustion is a prevalent issue that affects their well-being and job performance. Factors such as workload, emotional labor, and lack of support contribute to this exhaustion, leading to decreased job satisfaction, reduced teaching effectiveness, and increased attrition rates. It is crucial for educational institutions and policymakers to address these factors and implement strategies that prioritize the well-being of teachers. Teaching is a demanding profession that requires high levels of energy and commitment (Zhang et al., 2022; Nwoko et al., 2023).

The study aimed to assess the factors affecting the level of exhaustion of public school teachers in Catbalogan City Division with the aim of crafting a psychosocial program for teachers. Specifically, the study sought answers to the following questions:

1. How may the respondents assess the factors that affect the level of exhaustion?
2. Is there a significant relationship between the personal profile of the teacher respondents and the factors affecting their level of exhaustion?

3. Is there a significant difference in the assessment of exhaustion levels among teacher respondents based on marital background and teaching experience?

Methods

This study utilized a quantitative methodology (Cuyugan et al., 2017; Dasig et al., 2023). In particular, this study employed a descriptive-correlational research design to describe and correlate factors affecting the level of exhaustion among single and married teachers in public schools in Catbalogan City (Gao et al., 2021; Cervantes et al., 2022). A survey was utilized to collect primary data, comprising items related to personal and professional factors that potentially contribute to exhaustion, such as marital status, age, years of experience, educational stage, and school sector (Cuyugan et al., 2023).

Data was analyzed using SPSS software, employing descriptive statistics to describe and appraise the respondents' perceptions. Inferential statistics were used to test hypotheses and determine whether significant differences exist in the level of exhaustion between single and married teachers in the public schools of Catbalogan City. Slovin's formula was applied for sample size determination, and

Result and Discussion

1. Respondents Assessment of the Factors that Affect the Level of Exhaustion

Table 1 presents the respondents assessment of the factors that affect the level of exhaustion. Accordingly, "*Marital Background*" and "*Financial Background*" have $\bar{x} = 3.76$, and consequently ranked 1st among 7 factors affecting exhaustions to teacher-respondents. Further, "*Financial Components*" with $\bar{x} = 3.68$, and "*Lifestyle*" with $\bar{x} = 3.64$ "*Occupation*" with $\bar{x} = 3.61$, and consequently, ranked 2nd, 3rd, and 4th among 7 factors affecting exhaustions to teacher-respondents, respectively. Furthermore, "*Wellness Activities*" has an $\bar{x} = 3.57$, while the "*Psychological well-being*" has a $\bar{x} = 3.53$ and were ranked 5th and 6th among 7 factors affecting exhaustions to teacher-respondents.

Table 1. Respondents Assessment of the Factors Affecting the Level of Exhaustion

Factor Affecting Exhaustion	Weighted Mean	Rank	Descriptive Interpretation
1. Marital Background	3.76	1	Agree
2. Lifestyle	3.64	3	Agree
3. Wellness Activities	3.57	5	Agree
4. Financial Components	3.68	2	Agree
5. Financial Background	3.76	1	Agree
6. Occupation	3.61	4	Agree
7. Psychological well-being	3.53	6	Agree
Composite Mean	3.65	3	Agree

Overall, the factors affecting exhaustion have a composite mean of 3.65, with a descriptive interpretation of “Agree.” This indicates a consensus among respondents on the contributing factors to teacher exhaustion, as both single and married teachers report similar experiences. The composite mean of 3.65 suggests agreement on the significant impact of workload. The increasing demands of paperwork, lesson planning, and extracurricular activities notably elevate stress levels among teachers (Nwoko, Emeto, Malau-Aduli, & Malau-Aduli, 2023).

2. Relationship between the Profile of the Teacher Respondents and the Factors Affecting their Level of Exhaustion

a. Civil Status and Level of Exhaustion.

A Pearson correlation was performed to determine if there is a correlation between variables Civil Status and Level of Exhaustion as shown in table 2. The result of the Pearson correlation showed that there was no significant correlation between *Civil Status* and *Level of Exhaustion*, $r(181) = 0.12$, $p = .11$. Thus, we cannot reject the null hypothesis; hence, the null hypothesis is accepted.

Table 2. Correlation of Civil Status and Level of Exhaustion

SUMMARY OUTPUT									
Regression Statistics									
Multiple R									0.12
R Square									0.01
Adjusted R Square									0.01
Standard Error									0.46
Observations									183.00
ANOVA									
	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>				
Regression	1.00	0.55	0.55	2.57	0.11				
Residual	181.00	38.32	0.21						
Total	182.00	38.86							
	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>	<i>Lower 95%</i>	<i>Upper 95%</i>	<i>Lower 95.0%</i>	<i>Upper 95.0%</i>	
Intercept	0.72	0.37	1.97	0.05	0.00	1.44	0.00	1.44	
Level of Exhaustion	0.16	0.10	1.60	0.11	-0.04	0.36	-0.04	0.36	

This finding indicates that civil status does not significantly impact the exhaustion levels of teachers in this context, leading to the acceptance of the null hypothesis. The levels of

exhaustion may be influenced by a complex interplay of variables, including employment status, social support, and individual coping mechanisms, rather than civil status alone. Addition-

ally, the sample size and demographic characteristics of the study population may also affect the findings. These results align with previous research that similarly found no significant correlation between civil status and exhaustion (Norly, Ab Razak, & Hafeez, 2023).

b. Years of Teaching and Level of Exhaustion

The result of the Pearson correlation showed that there was no significant correlation between *Years of Teaching* and *Level of Exhaustion*, $r(181) = 0.07$, $p = .356$ as shown in table 3.

Table 3. Correlation of Years of Teaching and Level of Exhaustion

SUMMARY OUTPUT								
Regression Statistics								
Multiple R								0.07
R Square								0.005
Adjusted R Square								-0.001
Standard Error								0.718
Observations								183
ANOVA								
	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>			
Regression	1	0.442	0.442	0.858	0.356			
Residual	181	93.306	0.516					
Total	182	93.749						
	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>	<i>Lower 95%</i>			
Intercept	0.971	0.571	1.702	0.090	-0.155	2.097	0.155	2.097
Level of Exhaustion	0.144	0.156	0.926	0.356	-0.163	0.452	0.163	0.452

Thus, we cannot reject the null hypothesis; therefore, it is accepted. The findings suggest that teacher exhaustion is a multifaceted issue influenced by various factors, indicating that years of teaching experience alone do not significantly correlate with levels of exhaustion. This underscores the need for a more nuanced understanding of the factors contributing to teacher burnout and highlights the importance of support systems and professional development in mitigating exhaustion (Çevik, 2023; Antoniou, Polychroni, & Vlachakis, 2006).

3. Test of Difference on the Level of Exhaustion among Teacher Respondents based on Civil Status and Teaching Experience

3.1 Difference on the Level of Exhaustion among Teacher Respondents based on Civil Status

As reflected in table 4, a two-tailed t-test for independent samples (equal variances not assumed) showed that the difference between Civil Status and Level of Exhaustion with respect to the dependent variable was statistically significant, $t(335.17) = -55.09$, $p = <.001$, 95% confidence interval $[-2.42, -2.26]$. Thus, the null hypothesis is rejected.

Table 4. t-Test for independent samples

	t	df	p	Cohen's d
Equal variances	-55.09	364	<.001	5.76
Unequal variances	-55.09	335.17	<.001	5.76

Catbalogan City, similar to many urban areas, presents unique challenges for teachers, such as high student-to-teacher ratios, limited

resources, and socio-economic stressors. Understanding the role of civil status in teacher exhaustion can aid in developing targeted

interventions to support teacher well-being. This finding aligns with previous research indicating that married teachers tend to experience less exhaustion compared to their single counterparts (Bakker, Demerouti, & Sanz-Vergel, 2017).

3.2 Difference on the Level of Exhaustion among Teacher Respondents based on Years of Teaching Experience

As shown in table 5, a one-factor analysis of variance has shown that there is no significant difference between the categorical variable Years of Teaching and the variable Level of Ex-

haustion $F = 0.82, p = .443$. Thus, with the available data, the null hypothesis is not rejected. This finding supports the null hypothesis, suggesting that The number of years teachers have been in the profession does not significantly impact their level of exhaustion. In contrast, teachers with fewer years of experience reported higher levels of emotional exhaustion compared to their more experienced counterparts (Antoniou, Polychroni, & Vlachakis, 2006). Similarly, veteran teachers in Norway develop coping mechanisms over time, which may help reduce their levels of exhaustion (Skaalvik & Skaalvik, 2017).

Table 5. ANOVA

	Sum of Squares	df	Mean Squares	F	p
Years of Teaching	0.19	2	0.1	0.82	.443
Residual	21.05	180	0.12		
Total	21.24	182			

Conclusion

The finding that there is no significant correlation between years of teaching and level of exhaustion among public school teachers in Catbalogan City aligns with some previous studies, while contrasting with others that suggest a phase model of burnout. Contextual factors and demographic variables, such as marital status, might play a role in shaping these outcomes. The findings suggest a complex interplay between civil status, years of teaching, and levels of exhaustion among educators. While years of teaching experience shows a low positive association with exhaustion, civil status alone does not significantly correlate with exhaustion levels. This implies that the role of supportive school leadership in mitigating exhaustion among teachers highlighting the importance of a positive work environment. Based on the findings, it is recommended that educational authorities in Catbalogan City consider implementing support programs for single teachers, such as counseling services, peer support groups, and professional development

workshops focusing on stress management. Future research should explore additional personal and professional factors contributing to teacher exhaustion to develop comprehensive support strategies. Future research could further explore the specific contextual factors in Catbalogan City and similar settings to better understand the dynamics of teacher exhaustion. Additionally, longitudinal studies could provide insights into how teachers' experiences of exhaustion evolve over time and the role of coping strategies in mitigating burnout.

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