

## The Influence of Workload, Professional Development, and Emotion Regulation on Teacher Burnout: A Path Model Analysis

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**ABSTRACT :** This study explored the structural relationships among workload, professional development, emotion regulation, and teacher burnout using path analysis. Specifically, it sought to identify the best-fit model explaining teacher burnout in terms of depersonalization, fatigue, and a lack of personal achievement. The study was conducted among teachers in selected public elementary schools in the SOCCSKSARGEN Region, Philippines, using a non-experimental, descriptive-correlational research design. A total of 400 participants were selected through stratified random sampling to ensure appropriate representation across Region XII. Data were analyzed using descriptive statistics, correlation analysis, and path analysis, with model fit assessed using relevant goodness-of-fit indices. Among the three hypothesized models, Model 3 emerged as the most parsimonious and best-fitting, with excellent goodness-of-fit indices. The findings revealed that workload significantly influenced teacher burnout, suggesting that increased work demands may contribute to teachers' experiences of depersonalization, fatigue, and diminished personal achievement. Although emotion regulation and professional development did not demonstrate the same direct influence as workload, their roles may be manifested through indirect pathways and interactions within the structural model. These findings underscore the importance of managing teachers' workload, strengthening the quality and relevance of professional development programs, and supporting the development of effective emotion regulation strategies. The study contributes to the Job Demands–Resources perspective by demonstrating how work demands and personal and organizational resources may interact within a structural model of teacher burnout, while providing evidence to guide school leaders and policymakers in developing interventions that reduce burnout and promote sustainable teacher well-being and effectiveness.

**KEYWORDS** - workload, professional development, emotional regulation, teacher burnout, path model analysis, public elementary school teachers, Region XII, Philippines.

### I. INTRODUCTION

Teacher burnout is a widespread issue characterized by emotional exhaustion, depersonalization, and reduced personal accomplishment (Karanfil & Khatami, 2021). It is primarily caused by excessive workloads, limited planning time, unrealistic expectations, and inadequate resources, leading to stress and job dissatisfaction (Hurley, 2021; Dela Cruz & Macalisang, 2024). Burnout also contributes to high teacher turnover and negatively affects student learning, highlighting the need for stronger support systems and workload management strategies (Mijakoski et al., 2022; Agyapong et al., 2022).

Moreover, teacher burnout is a critical issue that causes emotional exhaustion, reduced professional effectiveness, and physical health problems among educators (Madigan et al., 2023). Studies by Alghamdi & Sideridis (2025) and Campbell (2024) show that more than one-third of teachers experience severe burnout, which contributes to absenteeism, attrition, and intentions to leave the profession (Alghamdi & Sideridis, 2025; Campbell, 2024). Burnout also negatively affects student achievement and motivation, making it a systemic problem that requires urgent intervention (Madigan & Kim, 2020; Campbell, 2024). Recent research shows a strong positive correlation between teacher burnout and workload. Teachers facing high workloads, such as long teaching hours, administrative tasks, and extracurricular duties, report significantly higher levels of burnout (Jomud et al., 2021). Excessive job demands related to duties, energy, and time lead to stress, exhaustion, and reduced well-being (Daniel & Van Bergen, 2023; Maquidato & Bayani, 2024). Workload is a major factor driving teachers to leave the profession, indicating its role in negative career outcomes associated with burnout (Booth et al., 2021). Additionally, administrative overload and emotionally demanding work have a strong impact on teachers' mental health, further contributing to burnout (Ibrahim et al., 2021). Additionally, teacher burnout and professional development show a strong correlation. High-quality training, especially in digital skills and blended learning, can reduce burnout by boosting teachers' self-efficacy, job satisfaction, and adaptability (Ma et al., 2025). However, burnout itself can prevent teachers from participating in or benefiting

from professional development. Research also highlights that empowering leadership, informal learning, and principal instructional management positively influence teachers' professional growth (Booth et al., 2021; Gastanes & Guhao; Jr., 2024). Effective leadership and relevant, accessible training foster continuous improvement, enhance teacher effectiveness, and reduce burnout, while poor support may lead to dissatisfaction and higher attrition. Also, teacher burnout and emotion regulation reveal a significant relationship: the way teachers manage emotions through expressive suppression or cognitive reappraisal directly affects their burnout levels (Chang, 2020). Expressive suppression is closely linked to emotional exhaustion, depersonalization, and reduced personal accomplishment, with depersonalization being most affected (Donker et al., 2020; Daniel & Van Bergen, 2023). In contrast, cognitive reappraisal is negatively associated with burnout and helps reduce stress while supporting emotional well-being (Leung et al., 2024). Equipping teachers with adaptive emotion regulation strategies, such as reappraisal, may thus serve as a protective factor against burnout (Li, 2023; You et al., 2024).

Furthermore, teacher workload encompasses the physical, mental, and time-related demands of instructional and non-instructional responsibilities, including lesson preparation, assessment, documentation, and administrative tasks (Maquidato & Bayani, 2024). Based on the studies by Jomud et al. (2021), Magtala (2024), and Marcojos & Salipong (2026), it consistently shows that excessive workload is associated with higher stress, emotional exhaustion, reduced job satisfaction, and increased teacher burnout. Consistent with the Job Demands–Resources (JD-R) theory, increasing workload contributes to time poverty, depletes teachers' physical and emotional resources, and reduces teaching effectiveness and professional well-being (Kim & Burić, 2020; Collie, 2021; Creagh et al., 2025). However, workload is reflected through duties and obligations, energy expenditure, and time demands, all of which influence employees' and teachers' well-being (Wang et al., 2023; DeHaan et al., 2024; Moreno-Martínez et al., 2025). Excessive workload increases stress, emotional exhaustion, and reduced performance, whereas manageable workloads and adequate institutional support lessen the risk of burnout and promote job satisfaction (Sokal et al., 2020; Pressley, 2021; Edú-Valsania et al., 2022; Daniel & Van Bergen, 2023). Moreover, sufficient recovery, sleep, and effective workload management enable teachers to better cope with work demands and sustain their professional effectiveness (Chen et al., 2022; Hetland et al., 2022).

Moreover, professional development enhances teachers' knowledge, instructional practices, teaching quality, and job satisfaction when it is collaborative, relevant, and supported by strong institutional systems (Dheeraj & Kumari, 2024; Amemasor et al., 2025). However, barriers such as financial constraints, time limitations, heavy workloads, inadequate leadership support, and poorly aligned training reduce its effectiveness (Guzman & Aguilar, 2025; Soleh et al., 2025). Moreover, excessive or poorly implemented professional development may increase workload, stress, and emotional exhaustion, thereby contributing to teacher burnout instead of reducing it (Sokal et al., 2020; Pressley, 2021). Nevertheless, Effective professional development enhances teaching effectiveness, professional growth, and teacher satisfaction when it is continuous, relevant, and responsive to teachers' needs (Dheeraj & Kumari, 2024; Amemasor et al., 2025). Research further indicates that accessible and well-supported professional development improves teachers' self-efficacy, adaptability, and well-being while reducing emotional exhaustion and burnout (Kim & Burić, 2020; Collie, 2021; Yang & Du, 2024; Ma et al., 2025). However, poorly implemented programs and barriers such as limited time, heavy workloads, inadequate resources, and weak leadership support diminish these benefits and hinder teachers' professional growth (Kurteshi & Rustemi, 2025; Guzman & Aguilar, 2025; Soleh et al., 2025). Additionally, emotion regulation, particularly cognitive reappraisal and expressive suppression, plays a significant role in teachers' well-being and professional performance (Doyle et al., 2024; Gu et al., 2025). Studies consistently show that cognitive reappraisal is associated with lower burnout, greater resilience, and better instructional effectiveness, whereas expressive suppression is linked to emotional exhaustion, depersonalization, anxiety, and reduced teaching quality (Doyle et al., 2024; Pante & Siena, 2025; Xu et al., 2026). Similarly, inadequate emotion regulation and the frequent use of expressive suppression increase teachers' risk of burnout, highlighting the importance of developing adaptive emotional regulation strategies (Donker et al., 2020; Burić et al., 2020; Taxer & Frenzel, 2020; Chang, 2020; Daniel & Van Bergen, 2023).

On the other hand, cognitive reappraisal and expressive suppression are contrasting emotion regulation strategies that significantly influence teacher burnout. Cognitive reappraisal is associated with lower burnout, greater resilience, self-efficacy, emotional well-being, and instructional effectiveness, whereas expressive suppression is linked to higher burnout, stress, anxiety, and reduced teaching quality (Doyle et al., 2024; Gu et al., 2025; Pante & Siena, 2025; Xu et al., 2026). Moreover, effective emotion regulation functions as a personal resource that

helps teachers manage workplace demands, reduce emotional exhaustion, and strengthen resilience, ultimately protecting them from burnout (Taxer & Gross, 2021; Li, 2023; Yang & Du, 2024; Leung et al., 2024; You et al., 2024; Brandão et al., 2025). Also, Teacher burnout is characterized by emotional exhaustion, reduced personal accomplishment, and depersonalization, with emotional exhaustion being the most prevalent dimension among teachers (Wang et al., 2024; Agyapong et al., 2024). Studies indicate that positive teacher–student relationships, greater autonomy, and stronger teaching motivation help reduce burnout, while stress increases the risk of emotional exhaustion, reduced personal accomplishment, and depersonalization (Wang et al., 2024; Agyapong et al., 2024). Furthermore, professional efficacy, supportive school environments, manageable workloads, and resilience-building strategies are essential for mitigating burnout and promoting teachers’ well-being (Farber & Bishop, 2025; Arango-Lasprilla et al., 2025).

Conversely, teacher burnout is reflected in emotional exhaustion, a lack of personal accomplishment, and depersonalization, with the severity of these symptoms influenced by workplace conditions and personal resources. Positive teacher–student relationships, autonomy, and teaching motivation help reduce emotional exhaustion, whereas high stress is associated with greater emotional exhaustion, lower professional accomplishment, and higher depersonalization (Wang et al., 2024; Agyapong et al., 2024). Moreover, supportive working conditions, resilience, and professional efficacy mitigate burnout, while excessive workload and unfavorable school environments intensify its negative effects (Farber & Bishop, 2025; Arango-Lasprilla et al., 2025). This study is anchored on the Job Demands–Resources (JD-R) Theory of Demerouti, Bakker, Nachreiner, and Schaufeli (2001), which explains how job demands and job resources interact to influence employee well-being and burnout. The theory posits that excessive demands, such as heavy workload and prolonged effort, increase the risk of exhaustion and burnout when not balanced by adequate resources, including professional development opportunities, organizational support, and positive work environments (Demerouti et al., 2001; Bakker & Demerouti, 2007; Jomoad et al., 2021). Moreover, personal resources such as emotion regulation help teachers cope with workplace pressures, enhance resilience, and reduce emotional exhaustion, thereby lowering the likelihood of burnout (Li, 2023; Yang & Du, 2024; Schaufeli & Taris, 2014). Supporting this theory are Emotional Labor Theory, Social Cognitive Theory, and Maslach’s Burnout Theory, which explain the factors contributing to teacher burnout. Emotional Labor Theory posits that teaching requires constant emotional regulation and that emotional exhaustion may result from this (Hochschild, 1983; Taxer & Gross, 2021). Strong emotional control makes people better able to manage stress at work. This was the highlight of social cognitive theory that emphasizes the value of self-regulation and independence (Bandura, 1986). Meanwhile, Maslach’s Burnout Theory describes burnout as a multidimensional condition characterized by emotional exhaustion, depersonalization, and reduced personal accomplishment resulting from prolonged exposure to stressors (Maslach et al., 2001).

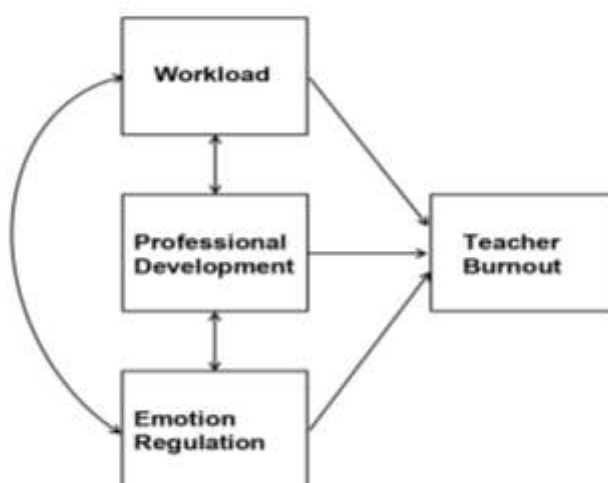


**Figure 1.** The study's conceptual framework shows the direct relationships among Workload, Professional Development, Emotion Regulation, and Teacher Burnout.

Figure 1 illustrates the hypothesized relationships among workload, professional development, emotion regulation, and teacher burnout. Workload, professional development, and emotion regulation are the exogenous variables, while teacher burnout, measured through depersonalization, fatigue, and lack of personal achievement,

is the endogenous variable. The directional arrows represent hypothesized direct effects: workload is expected to positively influence burnout, whereas professional development and effective emotion regulation are expected to influence burnout negatively. These relationships are anchored in the Job Demands–Resources (JD-R) Theory and supported by empirical studies linking excessive workload to burnout and professional development and adaptive emotion regulation to improved teacher well-being.

The framework recognizes the interrelationships among workload, professional development, and emotion regulation within the school setting. Workload is viewed as a job demand that may increase burnout, while professional development and emotion regulation serve as resources that may help reduce burnout. The proposed relationships provide the theoretical and empirical basis for testing alternative structural models and determining the model that best explains teacher burnout. Thus, the framework guides the study of the factors influencing burnout among public elementary school teachers in the SOCCSKSARGEN Region. Despite the increasing body of research on teacher burnout, limited studies have simultaneously examined workload, professional development, and emotion regulation within a single structural model to explain their direct and indirect effects on burnout. Most recent investigations have analyzed these variables independently or employed correlational approaches, leaving the complex interplay among job demands, professional resources, and personal psychological resources insufficiently explored (Farhi & Rubinstein, 2024; Ehlert et al., 2025; Xu et al., 2026). Moreover, there remains a scarcity of context-specific evidence from the Philippine basic education system, underscoring the need for localized studies to develop comprehensive models of teacher burnout that are responsive to the realities of public school teachers (Brandão et al., 2025; Gamalo & Abellana, 2025).

The study is timely because public school teachers continue to experience increasing instructional and administrative demands, curriculum reforms, and expanding professional responsibilities that heighten their risk of burnout. Surveying public elementary school teachers in the SOCCSKSARGEN Region provides localized empirical evidence reflecting the region's unique working conditions, organizational challenges, and resource constraints, which may differ from those reported in international studies (Gamalo & Abellana, 2025; Xu et al., 2026). The findings are expected to guide school leaders and policymakers in designing evidence-based interventions, professional development initiatives, and teacher well-being programs that can reduce burnout and improve educational outcomes. The main purpose of the study is to determine the best-fit path model on teacher burnout. It has the following specific objectives: to determine the level of Workload in terms of the indicators of duties and Obligations, energy, and time. To describe the level of Professional Development in terms of Effectiveness, Needs, and Barriers. To ascertain the level of Emotion Regulation in terms of cognitive reappraisal and expressive suppression. To determine the level of burnout in terms of indicator workload, professional development, and emotion regulation. To determine whether there are significant correlations between workload and burnout, between professional development and burnout, and between emotion regulation and burnout. Finally, to determine the best-fit path model that explains teacher burnout.

Correspondingly, this study will test its hypothesis using a 0.05 level of significance, assuming that teacher workload, professional development, and emotion regulation are not meaningfully linked to teacher burnout, and that there is no significant relationship or best-fit model between these variables and teacher burnout. Specifically, it aims to determine whether there are significant correlations between workload and teacher burnout, professional development and teacher burnout, emotion regulation and teacher burnout, and work environment and teacher burnout, and to identify the best-fit structural model explaining teacher burnout.

This study is globally significant because it addresses teacher burnout, a persistent issue affecting teacher well-being, instructional quality, and student learning across educational systems worldwide. By examining the influence of workload, professional development, and emotion regulation on teacher burnout, the study contributes to the achievement of Sustainable Development Goal (SDG) 4: Quality Education, SDG 3: Good Health and Well-Being, and SDG 8: Decent Work and Economic Growth through promoting supportive work environments, teacher mental wellness, and sustainable professional practices. The findings provide evidence that can guide educational leaders and policymakers in developing interventions that improve teacher well-being, strengthen instructional effectiveness, and foster resilient and inclusive educational institutions. Ultimately, the study contributes to advancing educational policies and practices that support both teacher welfare and quality education. This study offers valuable insights for teachers, school heads, the Department of Education, and future researchers by identifying the factors that influence teacher burnout and the resources that help mitigate its effects. Teachers may use the findings to strengthen emotion regulation, enhance resilience, and engage in meaningful professional development. At the same time, school heads can utilize the results to improve workload management, foster supportive school climates, and implement programs that promote teacher well-

being. For the Department of Education, the findings provide empirical evidence for strengthening policies and interventions that enhance working conditions, professional growth, and teacher retention. Moreover, future researchers may build on this study by exploring additional variables, employing longitudinal or experimental research designs, and validating the proposed structural model across different educational contexts.

## II. METHODS

This section presents the study's research methods, including the research respondents, materials, and instruments, and design and procedure.

**Research Respondents :** The study was conducted in the SOCCSKSARGEN Region (Region XII), covering the provinces and cities of South Cotabato, Cotabato Province, Sultan Kudarat, Sarangani, Tacurong, Kidapawan, Koronadal, and General Santos City. The target population comprised 22,953 full-time public elementary school teachers, from whom a total sample of 400 respondents was selected through an appropriate sampling procedure. The distribution of respondents across the school divisions was as follows: 9 (2.18%) from Tacurong City, 14 (3.42%) from Kidapawan City, 15 (3.71%) from Koronadal City, 47 respondents (11.83%) from General Santos City, 62 (15.43%) from Sarangani, 71 (17.64%) from South Cotabato, 72 (17.98%) from Sultan Kudarat, and 110 (27.82%) from Cotabato Province. This distribution ensured the inclusion of teachers from all identified school divisions in the region and provided adequate representation of the target population. A sample of 400 teachers was selected, considered adequate for path analysis and structural equation modeling because it provides sufficient statistical power, stable parameter estimates, and a reliable model fit (Wolf et al., 2013; Hair et al., 2019; Kline, 2023). The adequacy and representativeness of the sample were further confirmed using the RaoSoft Sample Size Calculator with a 5% margin of error, a 97% confidence level, and a 50% response distribution, which is appropriate for testing the hypothesized path model (Westland, 2010).

The distribution of samples follows a stratified random sampling technique, in which participants are proportionally allocated based on population data from the Regional Office to ensure representation across different school divisions. Simple random sampling would be applied to selected schools and teacher-respondents within each stratum to minimize selection bias and enhance the validity of the results. This combined sampling approach was widely recommended in educational research to achieve both representativeness and randomness (Etikan & Bala, 2020; Sharma, 2022). Such procedures ensure that all subgroups within the population are adequately represented while maintaining equal chances of selection. Participants would be full-time public elementary school teachers who had been actively teaching for at least one academic year at the selected schools and were willing to provide informed consent. This design would allow respondents to be in the field long enough to gain experience with features of teaching and institutional settings that may affect the outcomes of interest. Teachers who were not currently teaching, those employed in private schools, or those with less than one year of experience would also be excluded to avoid bias related to insufficient exposure to the teaching environment. Participants were informed of their right to withdraw from the study at any time for any reason, without judgment or penalty, in accordance with the ethical standards of voluntary participation and data accuracy (Patten & Newhart, 2017; Smiling, 2023; Aguinis et al., 2020; American Psychological Association, 2020). These criteria were established to ensure the reliability, relevance, and ethical conduct of the research. In terms of professional rank, the largest proportion of respondents was Teacher I, with 155 (38.75%), followed by Teacher III, with 100 (25.00%), and Teacher II, with 84 (21.00%). The remaining respondents were Master Teacher I (47; 11.75%), Master Teacher II (9; 2.25%), and Master Teacher III (5; 1.25%). In terms of teaching experience, most respondents had 7–10 years of service, with 91 (22.75%), followed by those with 1–3 years of service, with 64 (16.00%). The distribution shows that the study included teachers with varied levels of professional experience, providing a diverse representation of respondents in terms of career background.

## III. MATERIALS AND INSTRUMENT

The study utilized four adapted standardized instruments to measure the key variables: workload, professional development, emotional regulation, and teacher burnout. To measure workload, items were adapted from the Reilly Role Overload Scale (Reilly, 1982), as cited in Maquidato and Bayani (2021), which assessed teachers' perceived duties, obligations, energy demands, and time pressure. Professional development was measured using selected items from the Teaching and Learning International Survey (TALIS) 2018 questionnaire developed by the Organization for Economic Co-operation and Development (OECD), as cited in the study of Booth et al. (2021) that focuses on teachers' engagement in professional learning activities, such as their perceived effectiveness, needs, and barriers. Emotional regulation was assessed using a modified version of the Emotion

Regulation Questionnaire (ERQ) by Gross and John (2003), as used in the study by Daniel and Van Bergen (2023), which examined teachers' use of strategies such as cognitive reappraisal and emotion regulation. Teacher burnout was measured using the Friedman Teacher Burnout Scale (1999), as cited in Saloviita and Pakarinen (2021), which assessed levels of emotional exhaustion, depersonalization, and diminished personal accomplishment. Selected items from this instrument were retained and slightly modified to reflect the current educational context. All instruments were sourced from credible studies and adapted to ensure cultural and contextual relevance to the public school setting in the SOCCSKSARGEN Region. Furthermore, only items aligned with the research objectives were retained, and the instruments were reorganized to reflect the actual conditions experienced by teachers in the region.

The questionnaires employed a five-point Likert scale to measure respondents' perceptions of each indicator, with responses ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The weighted mean scores were interpreted using the following descriptive levels: 4.21–5.00 (Very High), indicating strong agreement; 3.41–4.20 (High), indicating agreement; 2.61–3.40 (Moderate), indicating moderate agreement; 1.81–2.60 (Low), indicating disagreement; and 1.00–1.80 (Very Low), indicating strong disagreement. These descriptive interpretations provided a consistent basis for assessing the levels of workload, professional development, emotion regulation, and teacher burnout among the respondents. The uniform interpretation scale also facilitated meaningful comparisons of the respondents' ratings across all variables. Expert and pilot validation were conducted to ensure the instruments' validity and reliability. Five internal validators and one external validator, an expert in the field of research, evaluated the instruments, yielding an average score of 4.64, which indicates extremely high validity. After validation, a pilot test was administered to 50 teachers in the Malungon 1 District. Workload ( $\alpha = 0.866$ ), professional growth ( $\alpha = 0.824$ ), emotional regulation ( $\alpha = 0.868$ ), and teacher burnout ( $\alpha = 0.923$ ) all demonstrated high internal consistency using Cronbach's alpha reliability analysis. Alpha values above 0.80 imply good reliability, and values above 0.90 suggest excellent reliability based on the standard interpretation. These results confirm that the instruments were reliable and appropriate for use in the study.

#### **IV. DESIGN AND PROCEDURE**

This study employed a non-experimental descriptive-correlational quantitative research design, specifically utilizing path model analysis to examine the relationships among workload, professional development, emotional regulation, and teacher burnout. Quantitative research, as explained by Creswell (2014), focuses on measuring variables and analyzing numerical data to explain relationships, patterns, and trends. The non-experimental nature of the study means that variables were observed as they naturally occur without manipulation. This design is appropriate because it allows the researcher to determine how multiple independent variables influence teacher burnout and to identify possible relational structures based on statistical evidence. To further analyze these relationships, the study employed path model analysis, a multivariate statistical technique for examining direct and indirect relationships among variables within a hypothesized model. According to Byrne (2016), path analysis is particularly useful for testing theoretical frameworks involving multiple interrelated variables and directional effects. In this study, path model analysis was used to test the hypothesized model and identify the best-fit model explaining teacher burnout among public school teachers in Region XII (SOCCSKSARGEN). The model was assessed using several goodness-of-fit indices. A non-significant p-value greater than 0.05 indicates a good model fit (Joreskog & Sörbom, 1996), while the Chi-square to Degrees of Freedom ratio should fall between 0 and 2 (Kline, 1998; Marsh & Hocevar, 1985). In addition, the Root Mean Square Error of Approximation (RMSEA) should be below 0.05, with a corresponding P-close value greater than 0.05 (MacCallum, Browne, & Sugawara, 1996). Furthermore, the Normed Fit Index (NFI), Tucker-Lewis Index (TLI), Goodness-of-Fit Index (GFI) (Tabachnick & Fidell, 2007), Comparative Fit Index (CFI) (West, Taylor, & Wu, 2012), and other fit indices should all exceed 0.95 to indicate an acceptable model fit.

The data collection process followed systematic procedures to ensure accuracy and ethical compliance. First, a formal request was submitted to the Schools Division Office and the respective school heads in Region XII to secure permission to conduct the study. Upon approval, respondents were oriented about the purpose of the study and were asked to provide informed consent. The validated questionnaire was then administered to selected public school teachers in the region. Data collection was conducted over approximately two to three weeks to ensure sufficient time to retrieve completed instruments. After collection, responses were checked for completeness, coded, and organized for tabulation and statistical analysis. To achieve the research objectives, both descriptive and inferential statistical treatments were employed. Descriptive statistics, such as mean and standard deviation, were used to determine the levels of workload, professional development, emotional regulation, and teacher burnout. Inferential statistics included Pearson's  $r$  correlation analysis to examine the

relationships among variables. Also, path analysis was employed to critically examine these relationships and determine the best-fitting model to address teacher burnout. These statistical procedures and techniques, along with thorough analysis of the gathered data, ensured and strengthened the reliability and validity of the research findings. The study adhered to the ethical standards of the University of Mindanao Ethics Review Committee (UMERC) with Protocol No. UMER-2026-098. Ethical clearance and the necessary permissions from the Department of Education were obtained before data collection. Participants were informed of their rights, including the right to voluntary participation, the right to withdraw, and the confidentiality of their responses, in accordance with the Data Privacy Act of 2012. Written informed consent was obtained, and all data were anonymized and used exclusively for academic purposes to ensure transparency, participant welfare, and research integrity (Creswell & Creswell, 2018; Kang & Hwang, 2023).

## V. RESULTS AND DISCUSSION

This section presents the results and findings of the study. The first part describes the levels of workload, professional development, emotion regulation, and teacher burnout. The second part presents the significance levels of the relationships between workload and teacher burnout, between professional development and teacher burnout, and between emotion regulation and teacher burnout. Then, the third part presents the different generated Path Models and identifies the best-fit model explaining teacher burnout of public elementary school teachers in the Department of Education in Region XII.

**Workload :** Table 1 presents the level of workload among teachers in terms of duties and obligations, energy, and time. The overall mean of 3.70 (SD = 0.669) indicates a high level of workload among the respondents, suggesting that teachers frequently experience substantial work demands. Among the indicators, duties and obligations obtained the highest mean of 3.86, followed by time with a mean of 3.72, while energy recorded the lowest mean of 3.51; nevertheless, all three indicators were interpreted as high. These results indicate that teachers experience considerable workload, particularly in fulfilling their varied duties and obligations, managing available time, and sustaining the energy required to perform their professional responsibilities.

Table 1  
*Level of Workload*

| Indicator              | SD           | Mean        | D.E.        |
|------------------------|--------------|-------------|-------------|
| Duties and Obligations | 0.647        | 3.86        | High        |
| Energy                 | 0.857        | 3.51        | High        |
| Time                   | 0.778        | 3.72        | High        |
| <b>Overall</b>         | <b>0.669</b> | <b>3.70</b> | <b>High</b> |

The findings imply that teachers are regularly engaged in multiple instructional and non-instructional responsibilities that require careful organization and prioritization. The highest rating for duties and obligations suggests that teachers frequently have to attend to multiple responsibilities, including lesson preparation, assessment, documentation, administrative tasks, and other school-related duties. In contrast, the high rating for time indicates the need to accomplish these responsibilities within limited working hours. Meanwhile, the high rating for energy suggests that performing these duties requires sustained physical and psychological effort from teachers. These implications are consistent with the study's conceptualization of workload as encompassing the physical, mental, and time-related demands associated with teachers' instructional and non-instructional responsibilities. The finding supports the empirical evidence showing that excessive workload is associated with increased stress, emotional exhaustion, reduced job satisfaction, and teacher burnout. Jomud et al. (2021), Magtala (2024), and Marojos and Salipong (2026) consistently reported that excessive workload contributes to negative outcomes among teachers, while Maquidato and Bayani (2024) emphasized the physical, mental, and time-related demands arising from instructional and administrative responsibilities. The present finding also supports Kim and Burić (2020), Collie (2021), and Creagh et al. (2025), whose studies indicate that increasing workload contributes to time poverty, depletion of physical and emotional resources, and reduced professional well-being. Thus, the high overall workload observed among the respondents is consistent with the existing empirical literature and with the Job Demands–Resources theory, which explains that excessive job demands can deplete teachers' resources and increase their vulnerability to burnout.

**Professional Development :** Table 2 presents the level of professional development among teachers in terms of effectiveness, needs, and barriers. The overall mean of 4.05 (SD = 0.481) indicates a high level of professional development among respondents, suggesting that teachers generally perceive such opportunities positively. Among the indicators, needs obtained the highest mean of 4.55, interpreted as very high, followed by effectiveness with a mean of 4.40, also interpreted as very high. In contrast, barriers obtained the lowest mean of 3.20, interpreted as moderate. These results indicate that teachers have strong professional development needs and perceive available professional development activities as highly effective. However, certain barriers continue to affect their participation and access.

Table 2  
*Level of Professional Development*

| Indicators     | SD           | Mean        | D.E.        |
|----------------|--------------|-------------|-------------|
| Effectiveness  | 0.556        | 4.40        | Very High   |
| Needs          | 0.538        | 4.55        | Very High   |
| Barriers       | 0.987        | 3.20        | Moderate    |
| <b>Overall</b> | <b>0.481</b> | <b>4.05</b> | <b>High</b> |

The findings imply that teachers recognize professional development as an important means of addressing their professional learning needs and improving their teaching practice. The very high rating for needs suggests that teachers require continuous opportunities to enhance their knowledge, skills, instructional practices, and professional competencies. In contrast, the very high rating for effectiveness indicates that they perceive professional development activities as useful in supporting their teaching performance and professional growth. However, the moderate rating for barriers suggests that factors such as limited time, financial constraints, heavy workload, inadequate resources, and insufficient institutional support may still restrict teachers' full participation in professional development activities. Thus, professional development can be a valuable resource for teachers, but its benefits may be constrained when access and implementation are limited by structural and organizational constraints. The findings support the importance of relevant, accessible, and well-supported professional development. Dheeraj and Kumari (2024) and Amemasor et al. (2025) found that effective professional development enhances teachers' knowledge, instructional practices, teaching quality, and job satisfaction, which is consistent with the very high rating for effectiveness in the present study. Similarly, Yang and Du (2024) and Ma et al. (2025) reported that accessible and relevant professional development can improve teachers' self-efficacy, adaptability, and well-being while reducing emotional exhaustion and burnout. However, the moderate level of barriers observed in this study also supports Guzman and Aguilar (2025), Soleh et al. (2025), and Kurteshi and Rustemi (2025), who identified time limitations, heavy workloads, inadequate resources, financial constraints, and weak institutional support as factors that can diminish the benefits of professional development. Therefore, the present findings reinforce the view that professional development is most beneficial when it is continuous, relevant, accessible, and adequately supported by the school and educational system.

**Emotion Regulation :** Table 3 presents the level of emotion regulation among teachers in terms of cognitive reappraisal and expressive suppression. The overall mean of 4.05 (SD = 0.544) indicates a high level of emotion regulation among respondents, suggesting that teachers generally manage their emotional experiences in the workplace. Cognitive reappraisal obtained the highest mean of 4.20, interpreted as very high, while expressive suppression obtained the lowest mean of 3.90, interpreted as high. These results indicate that teachers more frequently employ cognitive reappraisal in managing their emotions, although expressive suppression remains a commonly used strategy.

Table 3  
*Level of Emotion Regulation*

| Indicators             | SD           | Mean        | D.E.        |
|------------------------|--------------|-------------|-------------|
| Cognitive Reappraisal  | 0.572        | 4.20        | Very High   |
| Expressive Suppression | 0.697        | 3.90        | High        |
| <b>Overall</b>         | <b>0.544</b> | <b>4.05</b> | <b>High</b> |

The findings imply that teachers frequently attempt to regulate their emotional experiences by changing how they interpret challenging situations encountered in their work. The very high rating for cognitive reappraisal suggests that teachers commonly use adaptive strategies such as reframing situations, changing their perspective, and finding more constructive ways of interpreting stressful experiences. Meanwhile, the high rating for

expressive suppression indicates that teachers also tend to control or conceal their emotional expressions in workplace situations, which may require considerable emotional effort when used repeatedly. Thus, although teachers generally demonstrate strong emotion regulation, the continued use of expressive suppression underscores the need to strengthen adaptive emotion regulation strategies to help teachers manage workplace demands without unnecessarily increasing emotional strain. The findings distinguish cognitive reappraisal as a more adaptive emotion regulation strategy and expressive suppression as a strategy associated with less favorable outcomes. Doyle et al. (2024), Gu et al. (2025), Pante and Siena (2025), and Xu et al. (2026) reported that cognitive reappraisal is associated with lower burnout, greater resilience, emotional well-being, and improved instructional effectiveness, which is consistent with the very high level of cognitive reappraisal found in the study. In contrast, the high level of expressive suppression is consistent with findings linking this strategy to emotional exhaustion, depersonalization, anxiety, and reduced teaching quality (Doyle et al., 2024; Pante & Siena, 2025; Xu et al., 2026). The result, therefore, reinforces the view that emotion regulation functions as a personal resource that can help teachers manage workplace demands, reduce emotional exhaustion, and strengthen resilience, particularly when adaptive strategies such as cognitive reappraisal are emphasized.

**Teacher Burnout :** Table 4 presents the level of teacher burnout in terms of emotional exhaustion, depersonalization, and lack of personal accomplishment. The overall mean of 2.90 (SD = 0.849) indicates a moderate level of teacher burnout among respondents, suggesting that teachers experience burnout-related symptoms but not to a severe degree. Among the indicators, emotional exhaustion obtained the highest mean of 3.19, followed by depersonalization with a mean of 2.91. In contrast, lack of personal accomplishment obtained the lowest mean of 2.61, with all three indicators interpreted as moderate. These results show that emotional exhaustion is the most evident form of burnout, while reduced personal accomplishment is less pronounced.

Table 4  
*Level of Teacher Burnout*

| Indicators             | SD           | Mean        | D.E.            |
|------------------------|--------------|-------------|-----------------|
| Emotional Exhaustion   | 0.978        | 3.19        | Moderate        |
| Lack of Accomplishment | 0.979        | 2.61        | Moderate        |
| Depersonalisation      | 1.059        | 2.91        | Moderate        |
| <b>Overall</b>         | <b>0.849</b> | <b>2.90</b> | <b>Moderate</b> |

These results imply that teachers experience a moderate degree of emotional and psychological strain associated with their professional responsibilities. The relatively high rating for emotional exhaustion suggests that teachers may feel emotionally drained, tired, or overwhelmed by their work. At the same time, the moderate level of depersonalization suggests that some teachers may experience detachment or reduced emotional engagement in their workplace interactions. Meanwhile, the lower mean for lack of personal accomplishment suggests that despite experiencing exhaustion and some degree of detachment, teachers generally continue to perceive a reasonable sense of competence and accomplishment in their professional roles. Thus, the findings suggest that interventions should particularly address sources of emotional exhaustion while sustaining teachers' sense of professional efficacy and accomplishment.

The finding identifies emotional exhaustion as a prominent dimension of teacher burnout. Wang et al. (2024) and Agyapong et al. (2024) reported that emotional exhaustion is the most prevalent dimension of burnout among teachers, which corresponds with the present finding that emotional exhaustion obtained the highest mean among the three indicators. The moderate level of burnout observed in this study is also consistent with the literature, indicating that workplace stress, excessive workload, and unfavorable working conditions contribute to emotional exhaustion, reduced personal accomplishment, and depersonalization (Wang et al., 2024; Agyapong et al., 2024; Farber & Bishop, 2025; Arango-Lasprilla et al., 2025). Therefore, the results reinforce the empirical evidence that manageable workloads, supportive work environments, professional efficacy, and resilience-building strategies are important for mitigating teacher burnout and promoting teacher well-being.

**Significance on the Relationship of Workload and Teacher Burnout :** Table 5 presents the significant relationship between workload and teacher burnout. The overall correlation coefficient ( $r = .544$ ,  $p < 0.05$ ) indicates a significant positive relationship between workload and teacher burnout, suggesting that higher levels of workload are associated with higher levels of burnout among teachers. All workload indicators, namely duties and obligations, energy, and time, demonstrated significant positive correlations with teacher burnout, with

energy demands showing the strongest relationship. These findings indicate that the physical and psychological effort required to meet work demands may be particularly associated with teachers' experiences of burnout.

Table 5  
Significance on the Relationship between Levels of Workload and Teacher Burnout

| Workload               | Teacher Burnout      |                        |                   |                  |
|------------------------|----------------------|------------------------|-------------------|------------------|
|                        | Emotional Exhaustion | Lack of Accomplishment | Depersonalization | Overall          |
| Duties and Obligations | .341*<br>(0.000)     | .404*<br>(0.000)       | .247*<br>(0.000)  | .389*<br>(0.000) |
| Energy                 | .494*<br>(0.000)     | .508*<br>(0.000)       | .439*<br>(0.000)  | .567*<br>(0.000) |
| Time                   | .385*<br>(0.000)     | .410*<br>(0.000)       | .357*<br>(0.000)  | .454*<br>(0.000) |
| Overall                | .470*<br>(0.000)     | .506*<br>(0.000)       | .405*<br>(0.000)  | .544*<br>(0.000) |

\*Significant at 0.05 significance level.

The findings imply that teachers who face greater demands in fulfilling their duties and obligations, manage limited time, and sustain the energy required for their responsibilities are more likely to experience burnout. The significant relationship involving duties and obligations suggests that the accumulation of instructional, administrative, documentation, and other school-related responsibilities may contribute to teachers' stress and exhaustion. Likewise, the time dimension indicates that insufficient time to complete required tasks may intensify work pressure. In contrast, the stronger association involving energy suggests that sustained physical and mental effort may place greater strain on teachers' well-being. Thus, the findings highlight the importance of managing teachers' workload by balancing professional responsibilities, available time, and the energy required to accomplish work demands. The findings support the empirical evidence, which consistently identifies workload as an important factor associated with teacher stress, exhaustion, and burnout. Jomuad et al. (2021), Magtalas (2024), and Marcojos and Salipong (2026) reported that excessive workload is associated with higher stress, emotional exhaustion, reduced job satisfaction, and increased teacher burnout, while Maquidato and Bayani (2024) emphasized that duties, time demands, and other workload-related responsibilities contribute to teachers' well-being. The present finding also supports Edú-Valsania et al. (2022), who indicate that excessive workload increases stress and emotional exhaustion. In contrast, manageable workloads and adequate institutional support lessen the risk of burnout. Therefore, the significant positive relationship found in the study reinforces the view that workload functions as a major job demand that can deplete teachers' physical and emotional resources and increase their vulnerability to burnout.

**Significance on the Relationship of Professional Development and Teacher Burnout :** Table 6 presents the relationship between *professional development* and *teacher burnout* across the *effectiveness*, *needs*, and *barriers* dimensions. The findings show that *professional development* has a significant relationship with *teacher burnout* only for *barriers* ( $r = .601$ ,  $p < 0.05$ ), whereas *effectiveness* and *needs* were not significantly related to *burnout*. The significant positive relationship between *barriers* and *burnout* indicates that teachers who experience greater obstacles to accessing or participating in *professional development* also tend to report higher levels of *burnout*. These results suggest that the presence of *barriers*, rather than teachers' perceived *needs* for, or the effectiveness of, *professional development*, is more closely associated with their experiences of *burnout*.

Table 6  
Significance on the Relationship between Levels of Professional Development and Teacher Burnout

| Professional Development | Teacher Burnout      |                        |                   |                  |
|--------------------------|----------------------|------------------------|-------------------|------------------|
|                          | Emotional Exhaustion | Lack of Accomplishment | Depersonalization | Overall          |
| Effectiveness            | .043<br>(0.388)      | -.058<br>(0.246)       | -.009<br>(0.861)  | -.009<br>(0.850) |
| Needs                    | .002                 | -.061                  | -.074             | -.053            |

|                 |         |         |         |         |
|-----------------|---------|---------|---------|---------|
|                 | (0.973) | (0.224) | (0.137) | (0.286) |
| <b>Barriers</b> | .498*   | .542*   | .484*   | .601*   |
|                 | (0.000) | (0.000) | (0.000) | (0.000) |
| <b>Overall</b>  | .358*   | .326*   | .300*   | .388*   |
|                 | (0.000) | (0.000) | (0.000) | (0.000) |

\*Significant at 0.05 significance level.

The findings suggest that *barriers* to *professional development* may impose additional demands on teachers already managing substantial professional responsibilities. Constraints such as limited time, financial constraints, heavy workloads, inadequate resources, and insufficient institutional support may make it difficult for teachers to participate fully in *professional development* activities and contribute to additional stress. In contrast, the absence of significant relationships between *effectiveness* and *needs*, and between *effectiveness* and *burnout*, suggests that simply perceiving *professional development* as effective or having strong professional learning needs does not necessarily correspond to higher or lower *burnout* levels. Thus, *professional development* is more likely to function as a resource when teachers are provided with adequate time, resources, leadership support, and accessible opportunities to participate in relevant learning activities. The findings support the importance of reducing *barriers* to *professional development*. Guzman and Aguilar (2025) and Soleh et al. (2025) identified time limitations, heavy workloads, financial constraints, inadequate resources, and insufficient leadership support as *barriers* that reduce the effectiveness of *professional development*. Similarly, the study indicates that excessive or poorly implemented *professional development* may increase *workload*, *stress*, and *emotional exhaustion* rather than reduce *burnout* (Sokal et al., 2020; Pressley, 2021). The significant relationship between *professional development* barriers and *teacher burnout*, therefore, reinforces the view that *professional development* must be accessible, relevant, and adequately supported to function as a job resource rather than as an additional demand on teachers.

**Significance on the Relationship of Emotion Regulation and Teacher Burnout** :Table 7 presents the significant relationships between *emotion regulation* and *teacher burnout* for *cognitive reappraisal* and *expressive suppression*. The overall correlation coefficient ( $r = .304$ ,  $p < 0.05$ ) indicates a significant positive relationship between *emotion regulation* and *teacher burnout*, suggesting that higher levels of reported *emotion regulation* are associated with higher levels of *burnout* among respondents. Both *cognitive reappraisal* and *expressive suppression* were positively associated with *burnout*, with *expressive suppression* showing the stronger association. These findings indicate that although teachers frequently employ *emotion regulation* strategies, their use may also reflect efforts to cope with existing workplace stress and *burnout*.

Table 7  
Significance on the Relationship between Levels of Emotion Regulation and Teacher Burnout

| Emotion Regulation            | Teacher Burnout      |                        |                   |         |
|-------------------------------|----------------------|------------------------|-------------------|---------|
|                               | Emotional Exhaustion | Lack of Accomplishment | Depersonalization | Overall |
| <b>Cognitive Reappraisal</b>  | .169*                | .173*                  | .104*             | .175*   |
|                               | (0.001)              | (0.001)                | (0.038)           | (0.000) |
| <b>Expressive Suppression</b> | .326*                | .317*                  | .203*             | .331*   |
|                               | (0.000)              | (0.000)                | (0.000)           | (0.000) |
| <b>Overall</b>                | .297*                | .294*                  | .185*             | .304*   |
|                               | (0.000)              | (0.000)                | (0.000)           | (0.000) |

\*Significant at 0.05 significance level.

The findings suggest that teachers actively regulate their emotions when facing challenging situations and demands in their professional environment. The positive relationship with cognitive reappraisal may suggest that teachers tend to reframe or reinterpret stressful experiences when confronted with demanding circumstances, while the stronger relationship with expressive suppression indicates that they may also manage workplace situations by controlling or concealing their emotional expressions. The continued use of expressive suppression may require considerable emotional effort and may become particularly demanding when teachers are already experiencing stress or exhaustion. Thus, the findings highlight the importance of strengthening adaptive emotion-regulation strategies and creating supportive work environments that reduce the emotional demands placed on

teachers. The findings partly support the relationship between emotion regulation and teacher burnout. Doyle et al. (2024), Gu et al. (2025), Pante and Siena (2025), and Xu et al. (2026) reported that cognitive reappraisal is generally associated with lower burnout, greater resilience, and improved emotional well-being. In contrast, expressive suppression is associated with emotional exhaustion, depersonalization, anxiety, and reduced teaching quality. The stronger positive relationship between expressive suppression and burnout in the study is therefore consistent with the literature identifying suppression as a less adaptive strategy. In contrast, the positive relationship involving cognitive reappraisal differs from the generally protective pattern reported in previous studies. This contrasting finding may indicate that teachers in the present study use cognitive reappraisal in response to existing workplace stress, highlighting the need to consider emotion regulation within the broader context of teachers' workload and working conditions rather than viewing the strategy in isolation.

**Best Fit Path Model on Teacher Burnout :** To determine the model that best represents the relationships among workload, emotion regulation, professional development, and teacher burnout, the initially hypothesized structural model underwent a series of modifications via path analysis. Three path models were generated from the analysis. Each generated model was evaluated using the established goodness-of-fit indices to determine its adequacy in representing the observed data. Following the recommendations of Jöreskog and Sörbom (1996), Kline (1998), and West et al. (2012), an acceptable model should exhibit a probability (p-value) greater than .05, a Chi-Square divided by the Degrees of Freedom (CMIN/DF) ranging from 0 to 2, and a P-close value greater than .05. Likewise, the Root Mean Square Error of Approximation (RMSEA) should be less than .05, while the Goodness of Fit Index (GFI), Comparative Fit Index (CFI), Normed Fit Index (NFI), and Tucker-Lewis Index (TLI) should all exceed .95. These criteria served as the basis for identifying the model that most appropriately fits the empirical data.

Generated Model 1. Figure 2 presents the first generated path model in its standardized solution. The model illustrates the hypothesized causal relationships among the four variables included in the study. Specifically, workload and emotion regulation, which served as the exogenous variables, were allowed to covary and were specified to exert direct effects on professional development and teacher burnout. Moreover, professional development was hypothesized to directly influence teacher burnout, thereby reflecting the theoretical assumptions underlying the proposed structural model.

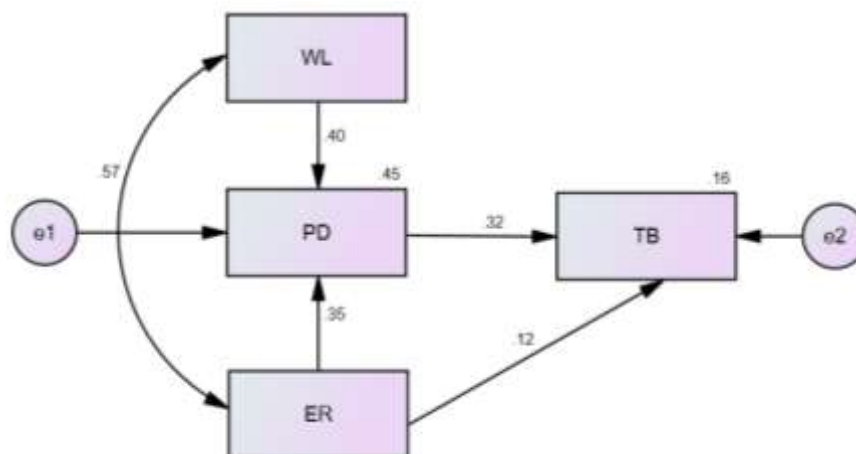


**Figure 2.** Path Analysis Model 1 in Standardized Solution

Legend:

**WL** – Workload

**PD** – Professional Development

**ER** – Emotion Regulation

**TB** – Teacher Burnout

Furthermore, the first generated model yielded a P-close value of .000, indicating that it failed to achieve a close fit. The Chi-Square divided by the Degrees of Freedom (CMIN/DF) was 74.331, while the corresponding p-value was .000. Likewise, the Goodness of Fit Index (GFI), Comparative Fit Index (CFI), and Normed Fit Index (NFI) obtained values of .922, .862, and .862, respectively, all of which fell below the recommended threshold of .95. Similarly, the Tucker-Lewis Index (TLI) was .174. In contrast, the Root Mean Square Error of Approximation (RMSEA) reached .429, substantially exceeding the acceptable criterion of less than .05. As

reflected in Table 8, none of the goodness-of-fit indices satisfied the prescribed standards. Hence, Generated Model 1 demonstrated poor model fit and was rejected as the final structural model.

Table 8  
Goodness of Fit Measures of Path Analysis Model 1

| INDEX          | CRITERION                  | MODEL FIT VALUE |
|----------------|----------------------------|-----------------|
| <b>P-Close</b> | <b>&gt; 0.05</b>           | .000            |
| <b>CMIN/DF</b> | <b>0 &lt; value &lt; 2</b> | 74.331          |
| <b>P-value</b> | <b>&gt; 0.05</b>           | .000            |
| <b>GFI</b>     | <b>&gt; 0.95</b>           | .922            |
| <b>CFI</b>     | <b>&gt; 0.95</b>           | .862            |
| <b>NFI</b>     | <b>&gt; 0.95</b>           | .862            |
| <b>TLI</b>     | <b>&gt; 0.95</b>           | .174            |
| <b>RMSEA</b>   | <b>&lt; 0.05</b>           | .429            |

Legend:

**CMIN/DF** - Chi-Square/Degrees of Freedom

**NFI** - Normed Fit Index

**TLI** - Tucker-Lewis Index

**CFI** - Comparative Fit Index

**GFI** - Goodness of Fit Index

**RMSEA** - Root Means Square of Error Approximation

**Pclose** - P of Close Fit

**P-value** - Probability Level

Generated Model 2. Figure 3 illustrates the second path model generated after removing statistically insignificant paths identified during the model modification process. In this revised model, workload and emotion regulation remained correlated and continued to exhibit direct effects on professional development and teacher burnout. The elimination of non-significant relationships resulted in a more parsimonious structural model while preserving the theoretically meaningful paths among the study variables. The second model demonstrated a considerable improvement across almost all goodness-of-fit measures compared with the first model. Specifically, the P-close increased from .000 to .168, while the Chi-Square divided by the Degrees of Freedom (CMIN/DF) decreased substantially from 74.331 to 3.870. Likewise, the corresponding p-value improved from .000 to .049. The Goodness of Fit Index (GFI) increased from .922 to .995, the Comparative Fit Index (CFI) improved from .862 to .995, the Normed Fit Index (NFI) increased from .862 to .993, and the Tucker-Lewis Index (TLI) improved markedly from .174 to .968.

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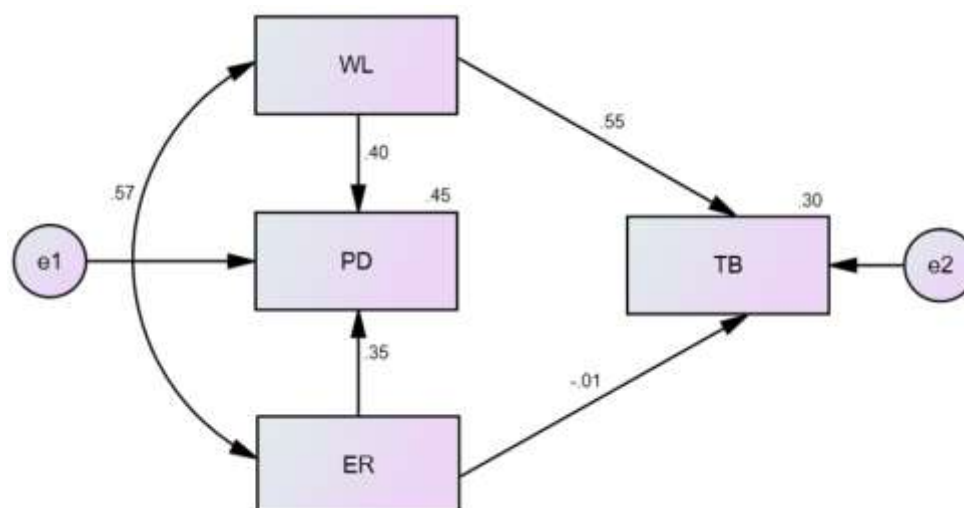


**Figure 3.** Path Analysis Model 2 in Standardized Solution

Legend:

**WL** – Workload

**PD** – Professional Development

**ER** – Emotion Regulation

**TB**–Teacher Burnout

The second model demonstrated a considerable improvement across almost all goodness-of-fit measures compared with the first model. Specifically, the P-close increased from .000 to .168, while the Chi-Square divided by the Degrees of Freedom (CMIN/DF) decreased substantially from 74.331 to 3.870. Likewise, the corresponding p-value improved from .000 to .049. The Goodness of Fit Index (GFI) increased from .922 to .995, the Comparative Fit Index (CFI) improved from .862 to .995, the Normed Fit Index (NFI) increased from .862 to .993, and the Tucker-Lewis Index (TLI) improved markedly from .174 to .968. Furthermore, the Root Mean Square Error of Approximation (RMSEA) declined considerably from .429 to .085. Despite these notable improvements, the CMIN/DF, p-value, and RMSEA did not fully satisfy the recommended goodness-of-fit criteria. As presented in Table 9, Generated Model 2 was therefore considered to exhibit only a marginal fit and was not accepted as the final structural model.

Table 9

*Goodness of Fit Measures of Path Analysis Model 2*

| INDEX          | CRITERION                  | MODEL FIT VALUE |
|----------------|----------------------------|-----------------|
| <b>P-Close</b> | <b>&gt; 0.05</b>           | .168            |
| <b>CMIN/DF</b> | <b>0 &lt; value &lt; 2</b> | 3.870           |
| <b>P-value</b> | <b>&gt; 0.05</b>           | .049            |
| <b>GFI</b>     | <b>&gt; 0.95</b>           | .995            |
| <b>CFI</b>     | <b>&gt; 0.95</b>           | .995            |
| <b>NFI</b>     | <b>&gt; 0.95</b>           | .993            |

|              |                  |      |
|--------------|------------------|------|
|              |                  |      |
| <b>TLI</b>   | <b>&gt; 0.95</b> | .968 |
| <b>RMSEA</b> | <b>&lt; 0.05</b> | .085 |

**Legend:**

**CMIN/DF** - Chi-Square/Degrees of Freedom  
**NFI** - Normed Fit Index  
**TLI** - Tucker-Lewis Index  
**CFI** - Comparative Fit Index  
**GFI** - Goodness of Fit Index

**RMSEA** - Root Means Square of Error Approximation  
**Pclose** - P of Close Fit  
**P-value** - Probability Level

Generated Model 3. Figure 4 presents the third and final generated path model in its standardized solution. The model retained only the statistically significant relationships among workload, emotion regulation, professional development, and teacher burnout after successive model modifications. The resulting structural model demonstrated that workload and emotion regulation significantly influenced professional development, while workload also directly influenced teacher burnout. The removal of statistically insignificant paths produced a more parsimonious and theoretically coherent model that best represented the structural relationships among the variables investigated in the study.

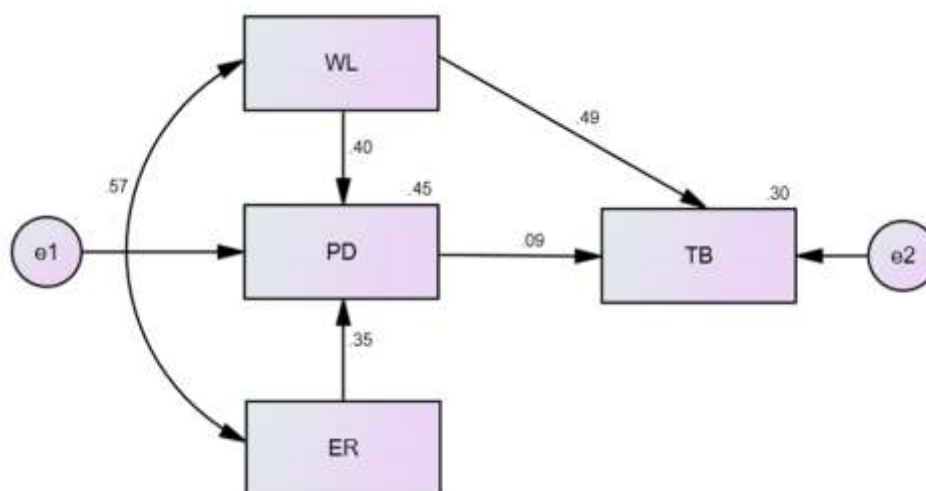


Figure 4. Path Analysis Model 3 in Standardized Solution

**Legend:**

**PD** – Professional Development  
**ER** – Emotion Regulation

**WL** – Workload  
**TB** – Teacher Burnout

Furthermore, the Generated Model 3 exhibited substantial improvements across all model fit indices compared with the preceding models. The P-close increased from .168 to .575, indicating evidence of close model fit. Likewise, the Chi-Square divided by the Degrees of Freedom (CMIN/DF) further decreased from 3.870 to .783, while the corresponding p-value increased from .049 to .376. The Goodness of Fit Index (GFI) improved from .995 to .999, the Comparative Fit Index (CFI) increased from .995 to 1.000, the Normed Fit Index (NFI) improved from .993 to .999, and the Tucker-Lewis Index (TLI) increased from .968 to 1.002. In addition, the Root Mean Square Error of Approximation (RMSEA) decreased from .085 to .000, indicating an excellent approximation of the observed covariance matrix. As shown in Table 10, all goodness-of-fit indices satisfied the

prescribed criteria for an acceptable model. Consequently, Generated Model 3 was identified as the best-fitting structural model and accepted as the study's final path model because it demonstrated an excellent fit to the empirical data and provided the most parsimonious representation of the hypothesized relationships among workload, emotion regulation, professional development, and teacher burnout.

Table 10  
Goodness of Fit Measures of Path Analysis Model 3

| INDEX          | CRITERION                  | MODEL FIT VALUE |
|----------------|----------------------------|-----------------|
| <b>P-Close</b> | <b>&gt; 0.05</b>           | .575            |
| <b>CMIN/DF</b> | <b>0 &lt; value &lt; 2</b> | .783            |
| <b>P-value</b> | <b>&gt; 0.05</b>           | .376            |
| <b>GFI</b>     | <b>&gt; 0.95</b>           | .999            |
| <b>CFI</b>     | <b>&gt; 0.95</b>           | 1.000           |
| <b>NFI</b>     | <b>&gt; 0.95</b>           | .999            |
| <b>TLI</b>     | <b>&gt; 0.95</b>           | 1.002           |
| <b>RMSEA</b>   | <b>&lt; 0.05</b>           | .000            |

Legend:

**CMIN/DF** - Chi-Square/Degrees of Freedom

**NFI** - Normed Fit Index

**TLI** - Tucker-Lewis Index

**CFI** - Comparative Fit Index

**GFI** - Goodness of Fit Index

**RMSEA** - Root Means Square of Error Approximation

**Pclose** - P of Close Fit

**P-value** - Probability Level

Overall, the goodness-of-fit indices confirmed that Path Analysis Model 3 is the best-fitting structural model, providing the most accurate representation of the relationships among workload, professional development, emotion regulation, and teacher burnout. The findings support the Job Demands–Resources (JD-R) Theory (Demerouti et al., 2001; Bakker & Demerouti, 2007), as well as Maslach's Burnout Theory, Emotional Labor Theory, and Social Cognitive Theory, demonstrating that excessive workload increases burnout while professional development and effective emotion regulation serve as protective resources that enhance teachers' resilience and well-being. These results are further reinforced by recent empirical studies showing that manageable workload, continuous professional development, and adaptive emotion regulation strategies, particularly cognitive reappraisal, significantly reduce teacher burnout and improve professional effectiveness (Jomud et al., 2021; Dheeraj & Kumari, 2024; Maquidato & Bayani, 2024; Doyle et al., 2024; Yang & Du, 2024; Amemasor et al., 2025; Gu et al., 2025; Ma et al., 2025). Therefore, Model 3 provides a theoretically and empirically supported framework for explaining teacher burnout among public elementary school teachers.

**Correlation of Professional Development to Teacher Burnout :** Table 11 presents the squared multiple correlations of the variables in the best-fit Model 3. The results show that professional development has an  $R^2$  value of 0.450, indicating that the model's predictor variables explain 45.0% of the variance, with the remaining 55.0% attributable to other factors not included in the model. Teacher burnout has an  $R^2$  value of 0.301, indicating that 30.1% of its variance is explained by the predictor variables, leaving 69.9% attributable to other factors. Overall, the model demonstrates a greater explanatory capacity for professional development than for teacher burnout.

Table 11  
*Squared Multiple Correlations: (Group number 1 - Default model 3)*

|                          | Estimate |
|--------------------------|----------|
| Professional Development | .450     |
| Teacher Burnout          | .301     |

The results imply that the predictor variables included in Model 3 account for a substantial portion of the variation in professional development and a smaller but meaningful proportion of the variation in teacher burnout. The 45.0% explained variance in professional development suggests that the factors represented in the model are important in understanding differences in teachers' professional development experiences. Meanwhile, the 30.1% explained variance in teacher burnout indicates that workload, professional development, and other specified predictors contribute to teachers' burnout, although several additional influences remain unaccounted for. These unexplained portions suggest that teacher burnout is a complex phenomenon influenced by other personal, organizational, and workplace factors beyond those examined in the study. The findings are consistent with the literature reviewed in the study, which recognizes that teacher burnout results from the interaction of multiple job demands and personal and organizational resources. The Job Demands–Resources (JD-R) Theory, which underlies the study, posits that workload and other job demands can increase the risk of burnout. In contrast, professional development and personal resources, such as emotion regulation, may help teachers manage workplace demands. The literature reviewed also indicates that workload, professional development, emotion regulation, and supportive working conditions are associated with teachers' well-being and burnout, suggesting that these variables provide meaningful explanatory contributions even though they do not account for all of the variance in burnout.

**Variable Regression Weights in Path Analysis Model 3 :** Table 12 presents the regression weights for Path Analysis Model 3, illustrating the structural relationships among emotion regulation, workload, professional development, and teacher burnout. The results show that emotion regulation ( $B = .312$ ,  $\beta = .353$ ,  $p < .001$ ) and workload ( $B = .290$ ,  $\beta = .404$ ,  $p < .001$ ) have significant positive effects on professional development, indicating that higher levels of emotion regulation and workload are associated with higher levels of professional development. In predicting teacher burnout, workload has a significant and relatively strong positive effect ( $B = .618$ ,  $\beta = .487$ ,  $p < .001$ ). In contrast, professional development does not have a statistically significant effect on teacher burnout ( $B = .164$ ,  $\beta = .093$ ,  $p = .077$ ). The model demonstrates a good fit to the data, as indicated by the non-significant chi-square result ( $\chi^2 = .783$ ,  $df = 1$ ,  $p = .376$ ), suggesting no statistically significant difference between the observed and model-implied relationships.

Table 12  
*Estimates of Variable Regression Weights in Path Analysis Model 3*

|                          |      |                          | B    | S.E. | C.R.  | BETA | P    |
|--------------------------|------|--------------------------|------|------|-------|------|------|
| Professional Development | <--- | Emotion Regulation       | .312 | .040 | 7.799 | .353 | ***  |
| Professional Development | <--- | Workload                 | .290 | .032 | 8.932 | .404 | ***  |
| Teacher Burnout          | <--- | Professional Development | .164 | .093 | 1.770 | .093 | .077 |
| Teacher Burnout          | <--- | Workload                 | .618 | .067 | 9.273 | .487 | ***  |

Chi-square = .783

Probability level = .376

Degrees of freedom =1

The findings imply that workload plays an important role in the structural model, both in relation to professional development and teacher burnout. The positive effect of workload on professional development may indicate that teachers experiencing greater work demands also face greater professional learning requirements or engage more frequently in professional development activities to address those demands. Meanwhile, the significant positive effect of workload on burnout suggests that increased work demands may substantially contribute to teachers' burnout. In contrast, the non-significant effect of professional development suggests that participation in or perceived levels of professional development alone may not be sufficient to reduce burnout directly. The positive relationship between emotion regulation and professional development likewise suggests that teacher efforts to manage workplace emotions may be connected with their engagement in professional learning and development within the school context.

The findings support the role of workload as a major job demand associated with teacher burnout. Jomud et al. (2021), Magtalas (2024), and Marcojos and Salipong (2026) reported that excessive workload is associated with stress, emotional exhaustion, reduced job satisfaction, and increased teacher burnout, which is consistent with the significant positive effect of workload on burnout in the present model. The non-significant direct effect of professional development on burnout is also consistent with the literature, indicating that professional development does not automatically produce positive outcomes when barriers such as limited time, heavy workload, inadequate resources, and weak institutional support are present (Guzman & Aguilar, 2025; Soleh et al., 2025). Furthermore, the JD-R Theory provides a theoretical explanation for the findings, as workload represents a job demand that can deplete teachers' physical and psychological resources. At the same time, professional development and emotion regulation may function as resources whose effects depend on how effectively they are supported and utilized within the work environment.

**Total Effects of Professional Development on Teacher Burnout :** Table 13 presents the total effects of emotion regulation, workload, and professional development on the endogenous variables in Path Analysis Model 3. The results indicate that professional development is positively influenced by emotion regulation ( $\beta = .312$ ) and workload ( $\beta = .290$ ), suggesting that both variables contribute meaningfully to variations in professional development. In predicting teacher burnout, workload demonstrates the strongest total effect ( $\beta = .666$ ), followed by professional development ( $\beta = .164$ ), while emotion regulation has a relatively small total effect ( $\beta = .051$ ). Overall, the findings identify workload as the most influential variable affecting teacher burnout in the model, while workload and emotion regulation also demonstrate meaningful relationships with professional development.

Table 13.  
Total Effects (Group number 1 - Default model)

|                          | Emotion Regulation | Workload | Professional Development |
|--------------------------|--------------------|----------|--------------------------|
| Professional Development | .312               | .290     | .000                     |
| Teacher Burnout          | .051               | .666     | .164                     |

The findings imply that workload is a central factor in the structural model, as it demonstrates the strongest overall influence on teacher burnout. The positive total effect of workload on professional development suggests that teachers who experience greater work demands may also face increased professional learning requirements or greater engagement in development activities related to their professional responsibilities. Meanwhile, the relatively small total effect of emotion regulation on teacher burnout suggests that its contribution may operate primarily through indirect pathways rather than through a strong overall effect. These findings emphasize the importance of examining teachers' workload conditions alongside professional development and emotion regulation when addressing factors associated with teacher burnout. The findings support particularly the consistent identification of workload as an important contributor to teacher stress, exhaustion, and burnout. Jomud et al. (2021), Magtalas (2024), and Marcojos and Salipong (2026) reported that excessive workload is associated with increased stress, emotional exhaustion, reduced job satisfaction, and teacher burnout, which is consistent with workload having the strongest total effect on burnout in the present model. The findings also align with the JD-R Theory presented in the study, which identifies workload as a job demand that can deplete teachers' physical and psychological resources. At the same time, professional development and emotion regulation may function as resources that help teachers cope with workplace demands.

**Standardized Total Effects of Professional Development to Teacher Burnout :** Table 14 presents the standardized total effects, which indicate the relative strength of the relationships among the variables in Path Analysis Model 3. The results show that professional development is influenced by both emotion regulation ( $\beta = .353$ ) and workload ( $\beta = .404$ ), with workload demonstrating a slightly stronger standardized total effect. For teacher burnout, workload again exhibits the strongest total effect ( $\beta = .525$ ), whereas professional development has a smaller effect ( $\beta = .093$ ) and emotion regulation has the smallest effect ( $\beta = .033$ ). Overall, workload emerges as the most influential variable in the model, particularly in explaining variations in teacher burnout.

Table 14. *Standardized Total Effects (Group number 1 - Default model)*

|                          | Emotion Regulation | Workload | Professional Development |
|--------------------------|--------------------|----------|--------------------------|
| Professional Development | .353               | .404     | .000                     |
| Teacher Burnout          | .033               | .525     | .093                     |

The findings imply that workload plays a central role in shaping teachers' professional development and experiences of burnout. The stronger standardized effect of workload on professional development suggests that teachers' work demands may be closely associated with their professional learning experiences. In comparison, a substantially stronger effect on teacher burnout indicates that workload is a more prominent factor in explaining burnout within the model. In contrast, the smaller standardized total effects of professional development and emotion regulation on teacher burnout suggest that their overall contributions are less pronounced when considered alongside workload. These findings highlight the importance of addressing teachers' workload conditions while simultaneously strengthening professional development opportunities and emotion regulation resources. The findings support the consistent association between excessive workload and teacher burnout. Jomuad et al. (2021), Magtalas (2024), and Marcojos and Salipong (2026) reported that excessive workload is associated with higher stress, emotional exhaustion, reduced job satisfaction, and increased teacher burnout, which is consistent with workload demonstrating the strongest standardized total effect on burnout in the present model. The findings are also consistent with the JD-R Theory presented in the study, which identifies workload as a job demand that can deplete teachers' physical and psychological resources. In contrast, professional development and emotion regulation may serve as resources for coping with workplace demands.

**Direct Effects of Professional Development to Teacher Burnout :** Table 15 presents the direct effects of emotion regulation, workload, and professional development on the endogenous variables in Path Analysis Model 3. The results indicate that professional development is directly influenced by emotion regulation ( $\beta = .312$ ) and workload ( $\beta = .290$ ), with both variables having positive direct effects. Teacher burnout is directly influenced by workload ( $\beta = .618$ ) and professional development ( $\beta = .164$ ), with workload demonstrating the substantially stronger direct effect. In contrast, emotion regulation has no direct effect on teacher burnout ( $\beta = .000$ ), indicating that its influence on burnout, if present, is not expressed through a direct pathway in the model.

Table 15.  
*Direct Effects (Group number 1 - Default model)*

|                          | Emotion Regulation | Workload | Professional Development |
|--------------------------|--------------------|----------|--------------------------|
| Professional Development | .312               | .290     | .000                     |
| Teacher Burnout          | .000               | .618     | .164                     |

The findings imply that workload plays a central role in the structural relationships examined in Model 3, particularly regarding teacher burnout. The positive direct effect of workload on professional development suggests that teachers experiencing greater work demands may also encounter increased professional development requirements or engagement in professional learning activities. Meanwhile, the stronger direct effect of workload on teacher burnout indicates that increasing work demands are more closely associated with burnout than the direct effect of professional development. The absence of a direct effect of emotion regulation on teacher burnout suggests that its relationship with burnout may be explained by other pathways or variables in the model rather than by a direct effect.

The findings support the empirical evidence presented regarding the role of workload as an important job demand associated with teacher burnout. Jomoad et al. (2021), Magtalas (2024), and Marcojos and Salipong (2026) reported that excessive workload is associated with higher stress, emotional exhaustion, reduced job satisfaction, and increased teacher burnout, consistent with the strong direct effect of workload on burnout in the present model. The findings also align with Maquidato and Bayani (2024), who emphasized that teachers' duties, time demands, and other instructional and non-instructional responsibilities contribute to stress and reduced well-being. Within the JD-R framework, these findings further support the view that workload represents a major job demand that can deplete teachers' physical and psychological resources. At the same time, professional development and emotion regulation may function as resources whose effects depend on their interaction with workplace demands and available support.

**Standardized Direct Effects of Professional Development to Teacher Burnout L:** Table 16 presents the standardized direct effects, which indicate the relative strength of the direct relationships among the variables in Path Analysis Model 3. The results show that professional development is directly influenced by emotion regulation ( $\beta = .353$ ) and workload ( $\beta = .404$ ), with workload demonstrating a slightly stronger direct effect. For teacher burnout, workload has the strongest direct effect ( $\beta = .487$ ), while professional development has a smaller direct effect ( $\beta = .093$ ); meanwhile, emotion regulation has no direct effect on teacher burnout ( $\beta = .000$ ). Overall, workload emerges as the most influential direct factor affecting both professional development and teacher burnout in the model.

Table 16.  
*Standardized Direct Effects (Group number 1 - Default model)*

|                          | Emotion Regulation | Workload | Professional Development |
|--------------------------|--------------------|----------|--------------------------|
| Professional Development | .353               | .404     | .000                     |
| Teacher Burnout          | .000               | .487     | .093                     |

The findings imply that workload plays a central role in the direct structural relationships examined in Model 3. The stronger direct effect of workload on professional development suggests that teachers' work demands may be associated with their professional learning experiences. In comparison, its stronger effect on teacher burnout indicates that workload is more closely related to burnout than professional development in the model. The relatively small direct effect of professional development on teacher burnout suggests that professional development alone may have limited explanatory power for burnout when workload is considered simultaneously. Meanwhile, the absence of a direct effect of emotion regulation on teacher burnout indicates that its contribution to burnout is not expressed through a direct pathway in the specified model. The findings support the role of workload as an important factor associated with teacher burnout. Jomoad et al. (2021), Magtalas (2024), and Marcojos and Salipong (2026) reported that excessive workload is associated with higher stress, emotional exhaustion, reduced job satisfaction, and increased teacher burnout, consistent with workload demonstrating the strongest direct effect on burnout in the study. Maquidato and Bayani (2024) likewise emphasized that teachers' instructional and non-instructional responsibilities involve physical, mental, and time-related demands that can affect their well-being. These findings are also consistent with the JD-R Theory presented in the study, which identifies workload as a job demand that can deplete teachers' physical and psychological resources. At the same time, professional development and emotion regulation may serve as resources for managing workplace demands.

**Indirect Effects of Professional Development to Teacher Burnout :** Table 17 presents the indirect effects of emotion regulation, workload, and professional development on the endogenous variables in Path Analysis Model 3. The results indicate that professional development has no indirect effects ( $\beta = .000$ ), suggesting that its relationships with the predictor variables are represented through direct paths in the model. In contrast, teacher burnout has indirect effects from emotion regulation ( $\beta = .051$ ) and workload ( $\beta = .048$ ), indicating that both variables contribute to burnout through an intervening pathway in the structural model. Meanwhile, professional development has no indirect effect on teacher burnout ( $\beta = .000$ ), indicating that its contribution to burnout is represented through its direct path. The findings imply that emotion regulation and workload contribute to teacher burnout not only through their direct relationships with other variables but also through indirect pathways represented in Model 3. The small indirect effect of emotion regulation suggests that its relationship with teacher burnout may partly operate through professional development. In contrast, the indirect effect of

workload indicates that work demands may also influence burnout through an intervening variable. The absence of an indirect effect of professional development suggests that its relationship with teacher burnout is not mediated by another variable in the specified model. These findings highlight the importance of examining both direct and indirect pathways when understanding the factors associated with teacher burnout. The findings are generally consistent with the theoretical and empirical literature presented, which emphasizes the interconnected roles of workload, professional development, and emotion regulation in teachers' well-being. The JD-R Theory explains that excessive workload is a job demand that can deplete teachers' physical and psychological resources. In contrast, professional development and emotion regulation may serve as resources that help teachers cope with workplace demands. The literature reviewed likewise indicates that workload is associated with stress and burnout (Jomoad et al., 2021; Maquidato & Bayani, 2024), while effective professional development and adaptive emotion regulation can support teachers' well-being and resilience (Dheeraj & Kumari, 2024; Yang & Du, 2024; Li, 2023). Thus, the indirect effects observed in Model 3 reinforce the importance of considering the interconnected pathways through which job demands and personal or professional resources may relate to teacher burnout.

Table 17.  
*Indirect Effects (Group number 1 - Default model)*

|                          | Emotion Regulation | Workload | Professional Development |
|--------------------------|--------------------|----------|--------------------------|
| Professional Development | .000               | .000     | .000                     |
| Teacher Burnout          | .051               | .048     | .000                     |

**Standardized Indirect Effects of Professional Development to Teacher Burnout :** Table 18 presents the standardized indirect effects, which describe the relative magnitude of the mediated relationships among the variables in Path Analysis Model 3. The results indicate that professional development has no indirect effect ( $\beta = .000$ ), suggesting that its relationships with the predictor variables are represented through direct pathways in the model. In contrast, teacher burnout has indirect effects from emotion regulation ( $\beta = .033$ ) and workload ( $\beta = .038$ ), indicating that both variables have small indirect contributions to burnout through an intervening pathway in the model. Overall, the standardized indirect effects on teacher burnout are relatively small compared with the direct effects, indicating that the direct pathways account for a greater proportion of the relationships observed in the model.

Table 18.  
*Standardized Indirect Effects (Group number 1 - Default model)*

|                          | Emotion Regulation | Workload | Professional Development |
|--------------------------|--------------------|----------|--------------------------|
| Professional Development | .000               | .000     | .000                     |
| Teacher Burnout          | .033               | .038     | .000                     |

The findings imply that the influence of workload and emotion regulation on teacher burnout is not limited to their direct relationships but also includes smaller indirect pathways. The indirect effect of workload ( $\beta = .038$ ) suggests that some of its influence on burnout may operate through the intervening variable specified in Model 3. In contrast, the indirect effect of emotion regulation ( $\beta = .033$ ) indicates a similarly limited indirect contribution. The absence of an indirect effect for professional development ( $\beta = .000$ ) suggests that its relationship with teacher burnout is not transmitted through another variable in the specified model. These findings emphasize that although indirect pathways are present, the relatively small coefficients indicate that they play a less prominent role than the direct effects in explaining teacher burnout within Model 3. The findings are generally consistent, which emphasizes the interconnected influence of job demands and personal and professional resources on teacher well-being and burnout. The JD-R Theory underlying the study explains that workload functions as a job demand that can deplete teachers' physical and psychological resources. At the same time, professional development and emotion regulation may serve as resources that help teachers cope with workplace demands. The empirical studies reviewed likewise show that excessive workload is associated with stress and burnout (Jomoad et al., 2021; Maquidato & Bayani, 2024), while professional development and adaptive emotion regulation can contribute to teacher well-being and resilience when adequately supported (Dheeraj & Kumari, 2024; Yang & Du, 2024; Li, 2023). Thus, the presence of small indirect effects in the present model is consistent with the broader literature on teacher burnout, which suggests that it may result from

interconnected job demands and personal or professional resources rather than from a single factor operating in isolation.

## **VI. CONCLUSION AND RECOMMENDATION**

This section presents the study's conclusions and recommendations. The key findings on workload, professional development, emotion regulation, and teacher burnout are summarized in the conclusions, along with their significant relationships and the best-fit path model that explains teacher burnout among public school teachers. The recommendations guide efforts to address teacher burnout, enhance teacher well-being, and inform future research. First, public elementary school teachers experienced a generally high level of workload in terms of duties and obligations, energy, and time, indicating that they manage substantial instructional and non-instructional responsibilities while expending considerable physical and mental effort. Consistent with the Job Demands–Resources (JD-R) Theory, sustained and excessive job demands may consume teachers' physical and psychological resources and increase their vulnerability to burnout (Bakker & Demerouti, 2017). In view of this finding, school heads and administrators should regularly review teachers' assigned duties to identify responsibilities that can be streamlined, delegated, or scheduled more efficiently, particularly tasks that require substantial time and energy beyond core instructional work. Simplifying administrative processes, reporting requirements, and other non-instructional responsibilities may help reduce unnecessary job demands and protect teachers' available resources.

Furthermore, professional development among public elementary school teachers was generally high, particularly in terms of effectiveness and identified professional development needs, while barriers to participation were moderate. This suggests that teachers recognize the value of professional learning but continue to encounter conditions that may limit their full participation and benefit from such opportunities. Consistent with the JD-R Theory, professional development may serve as a job resource when it strengthens teachers' competencies without adding excessive demands. Therefore, the Department of Education, Schools Division Offices, and school administrators should reduce participation barriers through appropriate scheduling, funding, workload adjustments, and administrative support, with greater emphasis on removing conditions that make professional development burdensome rather than merely increasing the number of training activities. Similarly, teachers demonstrated a generally high level of emotion regulation, with cognitive reappraisal more strongly manifested than expressive suppression, suggesting that teachers commonly manage stressful experiences by reframing situations while also controlling the outward expression of their emotions. The stronger manifestation of cognitive reappraisal reflects a more adaptive strategy, whereas continued reliance on expressive suppression may require additional psychological effort and consume emotional resources. In relation to the JD-R Theory, emotion regulation may function as a personal resource that influences how teachers respond to demanding work conditions. Accordingly, schools should strengthen opportunities for reflective practice, peer support, mentoring, and other appropriate activities that reinforce adaptive emotion-regulation strategies while fostering supportive environments in which teachers can communicate work-related concerns appropriately rather than relying primarily on emotional suppression.

Moreover, teacher burnout was generally moderate across emotional exhaustion, lack of personal accomplishment, and depersonalization, with emotional exhaustion emerging as the most pronounced dimension. Although burnout had not reached a severe condition, the findings indicate that teachers were already experiencing psychological and emotional strain that could become more serious when occupational demands remain sustained. Consistent with the JD-R Theory, prolonged exposure to high job demands can progressively deplete employees' resources and contribute to burnout (Bakker & Demerouti, 2017). Hence, school administrators should strengthen existing teacher well-being initiatives by giving particular attention to early signs of emotional exhaustion through workload review, opportunities for recovery, supportive supervision, and appropriate mechanisms for seeking assistance to prevent moderate burnout from progressing. In addition, workload was significantly related to teacher burnout, with energy demands showing the strongest association, followed by time and duties and obligations, indicating that burnout is influenced not only by the amount of work teachers perform but also by the physical and psychological resources required to accomplish it. This finding supports the JD-R Theory, which proposes that excessive job demands contribute to a health-impairment process in which employees' resources are progressively depleted. Given this relationship, school heads should prioritize workload-management strategies that reduce activities requiring excessive physical and mental energy, such as unnecessary documentation, repetitive reporting, and avoidable after-hours work. Providing appropriate clerical assistance and streamlining administrative processes may help conserve teachers' resources and directly address the workload dimension most strongly associated with burnout.

Likewise, professional development was significantly related to teacher burnout primarily through barriers to professional development, whereas effectiveness and professional development needs were not significantly associated with burnout. This indicates that professional development itself does not necessarily contribute to burnout; rather, the conditions that make participation difficult may create additional demands and reduce the potential resource value of professional learning. In accordance with the JD-R Theory, professional development can function as an organizational resource when appropriate support is provided, and unnecessary demands are minimized. Thus, school administrators and education authorities should identify and reduce barriers such as scheduling conflicts, financial limitations, additional workload, and insufficient institutional support so that professional learning strengthens teachers' competencies without unnecessarily increasing their existing job demands. Additionally, emotion regulation was significantly related to teacher burnout, with expressive suppression demonstrating a stronger association than cognitive reappraisal, indicating that the effects of emotion regulation on teacher well-being depend on the strategy employed. The stronger association with expressive suppression suggests that repeatedly inhibiting emotional responses may deplete psychological resources and increase vulnerability to burnout. In contrast, cognitive reappraisal represents a more adaptive approach to managing stressful experiences. Consistent with the JD-R Theory, personal resources influence how individuals cope with job demands, and the effectiveness of a coping strategy may determine whether it protects or depletes available resources. Consequently, schools should strengthen support mechanisms that encourage adaptive emotion-regulation strategies through reflection, mentoring, peer support, and constructive emotional processing, while providing psychologically supportive environments in which teachers can communicate work-related concerns appropriately.

Finally, the best-fit path model provides an integrated explanation of teacher burnout by demonstrating the structural relationships among workload, professional development, emotion regulation, and burnout. The model supports the JD-R Theory by indicating that teacher burnout is better understood as the interaction between occupational demands and available organizational and personal resources, rather than as a single factor. In light of the model, school leaders and education authorities should develop interventions that simultaneously address excessive workload, barriers to professional development, and less adaptive emotion-regulation practices rather than focusing exclusively on individual coping. At the same time, the model should be viewed as a context-specific explanation, and future applications should consider additional organizational, personal, and contextual factors that may further explain teacher burnout. Beyond these findings, the non-significant relationships between professional development effectiveness and professional development needs suggest that these aspects alone may not fully account for variations in teacher burnout in the present study. This suggests that the relationship between professional development and burnout may depend on other conditions, such as how professional learning is scheduled, implemented, supported, and transferred into actual practice. For this reason, future researchers should investigate these non-significant pathways using qualitative, mixed-methods, or longitudinal approaches to determine why professional development effectiveness and needs did not show significant associations with burnout. Such investigations may clarify the circumstances under which professional development functions as a genuine job resource as proposed by the JD-R Theory.

Moreover, although the best-fit model provides a meaningful explanation of teacher burnout, the variables included do not capture all possible organizational and personal factors that may influence teachers' experiences of burnout. The remaining unexplained relationships suggest that other resources and conditions may contribute to teacher well-being beyond workload, professional development, and emotion regulation. Accordingly, future researchers should examine variables such as organizational support, leadership practices, work engagement, psychological capital, teacher resilience, autonomy, collegial support, and recovery experiences to determine whether these factors enhance the model's explanatory power. Such investigations may provide a more comprehensive application of the JD-R Theory in the Philippine public school context. Furthermore, the findings are situated within the context of public elementary school teachers and may therefore not fully represent teachers working under different organizational and educational conditions. Differences in school level, institutional structure, workload arrangements, professional development systems, and available resources may influence the relationships among workload, professional development, emotion regulation, and burnout. Therefore, future researchers should replicate the study among teachers in other regions, private schools, and secondary educational institutions to determine whether the identified relationships and best-fit path model remain consistent across contexts. Comparative studies may consequently establish the model's generalizability and identify contextual factors that may strengthen or weaken the observed relationships. Lastly, the cross-sectional nature of the present investigation provides evidence of relationships among the variables. However, it offers a limited explanation of how workload, professional development, emotion regulation, and burnout may

evolve. This limitation is particularly relevant to the JD-R Theory because resource depletion and the development of burnout may occur progressively through sustained exposure to job demands. Thus, future researchers should consider longitudinal designs to examine changes in these variables over time and mixed-method approaches to explain why particular pathways were significant while others were not. These approaches may provide deeper contextual and temporal explanations that can complement the structural relationships established by the present path model.

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