

Teachers' Demotivation and Burnout in Selected Schools in Quezon City: Basis for Developing Preventive Strategies

Lea L. Guevarra
Quezon City, Philippines

ABSTRACT

This study investigated the factors contributing to demotivation and burnout among high school teachers in Quezon City, aiming to formulate strategies to mitigate these issues. The research highlights that teachers are predominantly aged between 36 and 40 years, with a significant number having less than 5 years of teaching experience. The majority of the teachers are female, and hold earned master's degree units, with only a small proportion holding advanced degrees. The study also reveals a heavy teaching workload, with most teachers managing more than 6 classes and dealing with substantial administrative duties. The findings indicate that the most serious demotivating factors include conflicts among staff, long working hours, high pressure from standardized testing, and lack of teaching materials. These issues are exacerbated by inadequate compensation, heavy administrative burdens, and insufficient support from school administrators. Significant relationships were

found between demographic variables and the experience of demotivation and burnout, showing that younger and less experienced teachers face higher levels of stress and dissatisfaction. To address these challenges, the study recommends a series of preventive strategies aimed at improving teachers' work environments and overall well-being. Key recommendations include enhancing collaboration and support among staff, improving work-life balance, revising testing pressures, increasing resource allocation, and providing better compensation. Additionally, streamlining administrative duties, offering emotional and professional support, and improving classroom conditions are crucial for reducing teacher demotivation and burnout. Implementing these strategies can lead to enhanced job satisfaction, reduced stress, and improved teaching effectiveness

Keywords: *Teachers' Demotivation, Burnout, Heavy Workload*

INTRODUCTION

Demotivation and burnout among teachers have become significant concerns in educational settings globally, impacting not only the well-being of educators but also the quality of education delivered to students. In the context of selected schools in Quezon City, Philippines, understanding the factors contributing to

teacher demotivation and burnout was crucial for developing effective preventive strategies tailored to the local educational landscape.

The demographic profile of high school teachers serves as a foundational aspect in comprehending the nuances of their experiences and challenges within the educational environment. Previous research has indicated that variables such as age, gender, years of teaching experience, educational attainment, and teaching workload can influence teachers' perceptions, attitudes, and levels of job satisfaction (Guglielmi & Tatrow, 2018; Yee & Eccles, 2018). Therefore, exploring these demographic characteristics among high school teachers in Quezon City can provide insights into their unique contexts and needs.

Moreover, identifying the specific factors contributing to teacher demotivation and burnout is essential for designing targeted interventions. Research suggests that various factors, including excessive workload, lack of administrative support, limited professional development opportunities, student misbehavior, and inadequate resources, can significantly contribute to teacher demotivation and burnout (Kyriacou, 2015; Maslach et al., 2015; Skaalvik & Skaalvik, 2017). By examining these factors within the specific context of Quezon City, this study aims to shed light on the localized challenges faced by high school

teachers and their implications for educator well-being and student learning outcomes.

Furthermore, understanding the interplay between teachers' demographic profiles and the encountered demotivating factors is crucial for developing targeted interventions. Previous studies have highlighted the complex relationship between individual characteristics and job-related stressors, suggesting that certain demographic factors may moderate the impact of stressors on teachers' well-being (Brouwers & Tomic, 2015; Chang, 2019). Therefore, exploring the potential relationships between demographic variables and demotivating factors among high school teachers in Quezon City can inform the development of tailored strategies to support educator resilience and job satisfaction.

Understanding the factors contributing to teacher demotivation and burnout is a universal concern in educational research. Foreign studies such as Hakanen, Bakker, & Schaufeli (2016) and Skaalvik and Skaalvik (2015) have highlighted the importance of job resources, teacher self-efficacy, and job satisfaction in mitigating burnout among educators. These findings emphasize the significance of both organizational and individual factors in shaping teacher well-being.

Locally, studies like Layaoen (2018) and Luna, Matias, & Gallardo (2020) have explored the specific challenges faced by teachers in Metro Manila,

Philippines, including heavy workload, administrative demands, and the impact of organizational climate on motivation and burnout. Integrating insights from these foreign and local studies, this research aims to provide a comprehensive understanding of the factors influencing teacher demotivation and burnout in selected schools in Quezon City. By identifying these factors and their relationships with demographic profiles, this study seeks to inform the development of targeted preventive strategies tailored to the unique needs and contexts of high school teachers in Quezon City, ultimately contributing to the enhancement of educator well-being and the quality of education delivered to students.

This study aimed to determine the factors on teachers' demotivation and burnout in selected schools in Quezon City for the school year 2023-2024 as the basis for developing preventive strategies to remotivate them.

METHODS

Research Design

The study used the descriptive-relationship design in determining the factors on teachers' demotivation and burnout in selected schools in Quezon City for the school year 2023-2024 as the basis for developing preventive strategies to remotivate them.

Participants and Locale

The sources of data for this study were the 150 high school teachers of selected schools in Quezon City for the school year 2023-2024 during the school year 2023-2024. A total of 150 high school teachers were taken to answer the questionnaire prepared by the researcher. Simple random sampling was utilized to gather the data needed for this study.

Sampling and Data Collection

The sources of data for this study were the 150 high school teachers of selected schools in Quezon City for the school year 2023-2024 during the school year 2023-2024. A total of 150 high school teachers were taken to answer the questionnaire prepared by the researcher. Simple random sampling was utilized to gather the data needed for this study.

Data Analysis

The following tools were utilized to treat the data statistically:

Ethical Considerations

The descriptive part described the demographic profile of high school teachers in selected schools in Quezon City, including variables such as age, gender, years of teaching experience, educational attainment, and teaching workload; and determine primary contributing

factors encountered by high school teachers in Quezon City that lead to demotivation and burnout, as perceived by the teachers themselves.

RESULTS AND DISCUSSION

1. This study investigated the factors contributing to demotivation and burnout among high school teachers in Quezon City, aiming to formulate strategies to mitigate these issues.
2. The research highlights that teachers are predominantly aged between 36 and 40 years, with a significant number having less than 5 years of teaching experience.
3. The study also reveals a heavy teaching workload, with most teachers managing more than 6 classes and dealing with substantial administrative duties. The findings indicate that the most serious demotivating factors include conflicts among staff, long working hours, high pressure from standardized testing, and lack of teaching materials.
4. Significant relationships were found between demographic variables and the experience of demotivation and burnout, showing that younger and less experienced teachers face higher levels of stress and dissatisfaction. To address these challenges, the study recommends a series of preventive strategies

aimed at improving teachers' work environments and overall well-being.

5. Age N = 150 Age Range | Frequency | Percentage 61-64 years old | 2 | 1 56-60 years | 8 | 5 51-55 years | 14 | 9 46-50 years | 21 | 14 41-45 years | 27 | 18 36-40 years | 38 | 25 31-35 years | 32 | 21 26-30 years | 8 | 5 less than 25 years | 3 | 2 Total | 150 | 100 The table shows that the largest proportion of teachers falls within the 36-40 years age range, accounting for 25% of the sample.
6. This group represents a significant segment of the teaching workforce, potentially indicating that teachers in this age bracket may be experiencing mid-career challenges or pressures that contribute to burnout and demotivation.
7. Similarly, 21% of teachers are between 31-35 years old, suggesting that this relatively younger group of teachers might be encountering early-career stressors and demands that could affect their job satisfaction and well-being.
8. On the other hand, the percentages for older age groups-such as 46-50 years (14%) and 51-55 years (9%)-indicate a noticeable presence of more experienced teachers who might be dealing with the cumulative effects of long-term teaching.
9. The relatively small representation of teachers aged 61-64 years (1%) suggests that few teachers continue

in the profession into their late sixties, which might be due to retirement or career transition considerations.

10. The younger age groups, including those under 25 years (2%) and 26-30 years (5%), represent a small fraction of the sample.

CONCLUSION AND RECOMMENDATIONS

Conclusions

Based on the results, the following conclusions were deduced:

Teachers in Quezon City experience significant demotivation and burnout due to a combination of workload, inadequate resources, and insufficient administrative support. These issues are exacerbated by personal and professional challenges, impacting their overall job satisfaction and effectiveness.

The study identifies those demographic factors such as years of teaching experience and educational attainment influence teachers' experiences of demotivation and burnout. Younger and less experienced teachers, in particular, report higher levels of stress and dissatisfaction.

Addressing the identified demotivating factors requires a multifaceted approach that includes improvements in workload management, resource allocation, professional support, and workplace culture. Effective interventions must target both systemic issues

and individual needs to enhance teacher well-being and job satisfaction.

Recommendations

1. Based on the conclusions, the following are recommended:
2. Implement regular team-building activities and collaborative workshops to improve staff cohesion and reduce conflicts. Establish peer mentoring programs to foster professional support and development.
3. Introduce policies that promote work-life balance, such as flexible scheduling and clear boundaries for work hours. Provide training on time management and stress reduction to help teachers manage their workload effectively.
4. Advocate for reduced emphasis on standardized testing and adjust testing requirements to align with comprehensive educational goals. Increase funding and support for teaching materials and resources to alleviate frustrations related to scarcity.
5. Conduct a review of teacher compensation and benefits to ensure they are competitive and adequate. Provide additional perks and financial support to reduce financial stress and improve job satisfaction.
6. Simplify and automate administrative processes to reduce the burden on teachers. Allocate administrative

- tasks to support staff and provide training on efficient practices to streamline workload management.
7. Offer access to counseling services and emotional support to help teachers cope with personal and professional stress. Expand professional development opportunities to enhance skills and motivation.
 8. Invest in upgrading classroom infrastructure and technology. Implement health and safety measures to create a conducive and safe teaching environment.

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