

# A Comparative Analysis on Work-Life Boundaries, Burnout and Job Satisfaction of Junior High School Teachers Across Life-Career Stages: Insights for Crafting Age Sensitive Teacher Wellness Program

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## ABSTRACT

This study examined the work–life boundaries, burnout, and job satisfaction of junior high school teachers in selected mega public secondary schools in Valenzuela City. Specifically, it determined the levels of work–life boundaries in terms of physical, temporal, and psychological dimensions; burnout in terms of emotional exhaustion, depersonalization, and reduced personal accomplishment; and job satisfaction in terms of intrinsic, extrinsic, and relational factors. It further investigated differences across life-career stages, examined the relationships among the variables, and assessed the extent to which work–life boundaries and burnout predict job satisfaction.

A sequential explanatory mixed-method design was employed, combining quantitative survey data with qualitative responses from open-ended questions. The respondents consisted of 250 junior high school teachers from five selected mega public secondary schools. Quantitative data were analyzed using weighted mean, Analysis of Variance (ANOVA), Pearson r correlation, and multiple regression analysis, while qualitative data were analyzed using thematic analysis to explain the quantitative results.

The findings revealed that teachers generally maintain work–life boundaries, although temporal and psychological aspects are less stable due to workload demands. Teachers experience moderate levels of burnout, particularly emotional exhaustion, while maintaining a strong sense of personal accomplishment. Job satisfaction is generally high in intrinsic and relational aspects but relatively low in extrinsic factors. No significant differences were found in work–life boundaries and burnout across life-career stages, whereas job satisfaction showed a significant difference, with teachers in the transitioning stage reporting higher satisfaction. Significant relationships were observed among the variables. Regression analysis further indicated that burnout is a stronger predictor of job satisfaction compared to work–life boundaries.

Qualitative findings supported these results by highlighting themes related to workload demands, administrative responsibilities, coping strategies, and the importance of institutional support. These findings explain how and why teachers experience challenges in maintaining boundaries while sustaining motivation and professional commitment.

Based on the findings, the study concludes that teacher well-being is influenced by both organizational conditions and psychological factors, with burnout playing a critical role in shaping job satisfaction. The results provided the basis for the development of a structured, school-based teacher wellness program aimed at strengthening work–life boundaries, reducing burnout, and enhancing job satisfaction.

**Keywords:** Teacher burnout; job satisfaction; Teacher well-being; Work-life boundaries;

## THE PROBLEM AND A REVIEW OF RELATED LITERATURE

This section delineates the problem to be investigated and examines the various perspectives and considerations essential for guiding the researcher throughout this study. Additionally, it encompasses a review of relevant literature and empirical studies that will serve as a robust foundation for the findings of the research.

### Introduction

Teaching plays a critical role in societal development as it facilitates the transmission of knowledge, skills, and values across generations. Teachers contribute to students' cognitive growth, foster intellectual engagement, and support the formation of responsible and productive citizens. However, the teaching profession has increasingly been characterized by expanding responsibilities and demanding workloads that extend beyond classroom instruction. These conditions may challenge teachers' ability to maintain clear work–life boundaries and may consequently influence their well-being and job satisfaction.

Several studies have documented the increasing workload experienced by teachers. According to the National Education Association (2020), teachers frequently perform professional tasks beyond official working hours, including lesson preparation, grading, and administrative documentation. Similarly, Education International (2021) reported that teaching responsibilities often extend into personal time, making it difficult for educators to maintain boundaries between their professional and personal roles.

In the Philippine context, teachers commonly perform both instructional and non-instructional duties such as administrative reporting, documentation, and participation in various school programs. Projections by the Second Congressional Commission on Education (EDCOM II, 2025) indicate that the country may face a shortage of approximately 147,000 teachers by 2032 if current trends persist. In addition, class sizes in many public schools exceed 40 students per class, which is higher than the average in several neighboring ASEAN countries. These conditions may intensify professional demands and contribute to increased levels of occupational strain among teachers.

Teacher well-being has therefore become a significant concern within education systems worldwide. UNESCO (2021) emphasized that improving teacher well-being, professional development, and working conditions is essential for sustaining the quality of education systems.

Despite the growing body of research on teachers' workload, stress, and job satisfaction, there remains a limited body of literature that simultaneously examines the interaction among work-life boundaries, burnout, and job satisfaction within the teaching profession. This gap becomes more evident when considering life-career stages, as teachers at different stages may experience professional demands differently based on their level of experience, career expectations, and personal responsibilities.

Furthermore, many existing studies have primarily focused on describing teachers' experiences, while fewer studies have employed analytical and predictive approaches to examine how work–life boundaries and burnout influence job satisfaction. In addition, there is limited empirical evidence within the Philippine public school context, particularly among junior high school teachers in large or “mega” schools where workload demands are more complex and multifaceted.

Given these gaps, there is a need for a more comprehensive and explanatory investigation that not only describes the levels of key variables but also examines their relationships and predictive influence. To address this, the present study employed a Sequential Explanatory Mixed-Method Design, in which quantitative data were first analyzed to determine the levels, relationships, and predictive influence among work–life boundaries, burnout, and job satisfaction, followed by qualitative data to provide deeper explanation of the results.

In this context, the study examined the levels of work–life boundaries, burnout, and job satisfaction among junior high school teachers across life-career stages in selected mega public secondary schools in Valenzuela City. It further analyzed the relationships among these variables and determined the extent to which work–life

boundaries and burnout predict teachers' job satisfaction.

The findings of this study aim to generate analytical and evidence-based insights that may inform the development of age-sensitive teacher wellness programs. These insights may serve as a basis for school administrators and policymakers in designing interventions aligned with the needs of teachers across different life-career stages.

## **Review of Related Literature**

This section presents a synthesis of related literature and empirical studies that provide the theoretical and empirical foundation of the research. These sources serve to contextualize the study and support the interpretation of its findings.

### **Work–Life Boundaries and Their Impact on Educator Well-Being**

Work–life boundaries, specifically physical, temporal, and psychological boundaries, refer to the limits teachers establish to separate their professional responsibilities from their personal lives. Studies consistently indicate that when these boundaries become blurred, educators are more likely to experience increased stress, emotional exhaustion, and reduced job satisfaction.

Research suggests that teachers frequently encounter challenges in maintaining these boundaries due to the nature of their work. Day (2020) found that teaching responsibilities often extend into personal time, leading to emotional strain and reduced recovery. Similarly, Beutel, Crosswell, and Willis (2023) reported that ongoing conflict between work and personal life negatively affects teachers' health and overall well-being. More recent studies further support these findings, as Cho (2025) and Rajagopal, Balan, and Raman (2024) observed that work–life boundary disruptions are associated with reduced job satisfaction and increased work-related strain. These findings collectively suggest that boundary control is essential in sustaining teacher well-being.

However, other studies emphasize that the effectiveness of work–life boundaries is influenced by contextual and demographic factors. Alghamdi, Al-Shehri, and Alzahrani (2024) found that older and more experienced teachers reported higher levels of burnout when work and home demands overlapped, suggesting that boundary erosion may intensify across certain career stages. In contrast, some studies indicate that experience may enhance coping mechanisms, highlighting inconsistencies in how boundaries operate across different contexts.

In the Philippine setting, research highlights the importance of institutional support in maintaining work–life boundaries. Lopez (2023) emphasized that workload management strategies are essential in helping teachers restore balance, while Bustamante and Lumapenet (2024) found that organizational support strengthens teachers' ability to establish and maintain boundaries. Similarly, Mullen, Shields, and Tienken (2021) emphasized that supportive school leadership and culture play a significant role in strengthening teacher resilience. Rajagopal et al. (2024) further reinforced that organizational support significantly influences teachers' ability to maintain work–life balance.

Despite these insights, existing studies often examine work–life boundaries in general terms without disaggregating them into specific dimensions. Wahab and Arazo (2023) reported moderate levels of work-life balance among elementary teachers but did not differentiate between types of boundaries. In contrast, Wohid et al. (2024) highlighted the importance of temporal and psychological boundaries in predicting health outcomes. Recent literature reviews also indicate that boundary-related challenges remain persistent due to increasing workload and technological demands in teaching (Bisht, 2025).

Taken together, the literature suggests that while work–life boundaries play a critical role in supporting teacher well-being, their effectiveness is influenced by workload, organizational support, and career stage. However, limited research has examined how these dimensions vary across life-career stages, which presents a gap addressed by the present study.

## Teacher Burnout and Its Predictors in Teaching

Teacher burnout, commonly defined through emotional exhaustion, depersonalization, and reduced personal accomplishment (Maslach & Jackson, 1981), remains a significant concern in education. Studies consistently show that burnout is associated with prolonged exposure to high workload demands and limited recovery opportunities.

Research across different contexts presents varying findings regarding burnout patterns. Anastasiou and Belios (2020) reported high levels of emotional exhaustion among teachers but observed that older teachers tended to experience lower burnout levels. In contrast, Alghamdi et al. (2024) found that burnout increased with age, suggesting that contextual and cultural factors may influence burnout experiences.

Recent empirical studies further highlight the prevalence of burnout among teachers. Zhao, Guo, Xiao, Zhu, Sun, Huang, Liang, Tang, and Wu (2022) found that job stress significantly contributes to burnout, particularly emotional exhaustion. Similarly, Alahmed (2024) reported moderate to high burnout levels among teachers, emphasizing the role of workload and institutional demands. Huo, Li, and Zhang (2025) further identified emotional exhaustion as the central component of teacher burnout, reinforcing its importance in understanding teacher well-being.

In the Philippine context, burnout has been linked to both instructional and non-instructional demands. Lopez (2024) found that burnout negatively affects teachers' performance and work-life balance, while Rivera and Dela Cruz (2023) identified heavy workload and lack of administrative support as key contributors to emotional exhaustion. Similarly, Dela Cruz and Macalisang (2024) emphasized that both academic and administrative responsibilities contribute to burnout among secondary teachers.

Burnout has also been shown to have a direct relationship with job satisfaction. Allam, Shaikh, and Khan (2021) found that higher levels of emotional exhaustion and depersonalization are associated with lower job satisfaction, while higher personal accomplishment enhances satisfaction. Subsequent findings by Allam et al. (2021) further reinforce this relationship. Local findings by Cammayo, Aquino, and Gomez (2023) also support this, indicating that workload and age significantly influence burnout levels among Filipino teachers.

These findings suggest that burnout is a multidimensional construct influenced by both individual and organizational factors. However, while burnout has been widely studied, fewer studies examine its interaction with work-life boundaries and job satisfaction within a single framework, particularly across different life-career stages.

## Job Satisfaction Factors and Their Interactions

Job satisfaction is a multidimensional construct encompassing intrinsic, extrinsic, and relational factors. Research indicates that teachers' satisfaction is influenced by both personal fulfillment and organizational conditions.

Studies suggest that intrinsic satisfaction, such as a sense of purpose and student achievement, remains relatively high among teachers. However, extrinsic factors such as salary, workload, and institutional support often receive lower evaluations. Tria (2023) noted that existing studies frequently emphasize performance and self-confidence while overlooking emotional strain and boundary management. Similarly, Luque-Reca (2022) highlighted that emotional regulation plays a significant role in shaping both professional and personal satisfaction.

Recent studies further emphasize the role of organizational factors in shaping job satisfaction. Wang, Hall, and Rahimi (2024) found that workplace support significantly influences teachers' self-efficacy and job satisfaction. Hatlevik, Smith, and Aspors (2025) also reported that school context and professional support systems contribute to variations in teacher satisfaction. Eryilmaz (2025) further highlighted that working conditions significantly influence job satisfaction across educational settings.

In the Philippine context, job satisfaction has been strongly linked to leadership and working conditions. Panganiban and Panganiban (2023) found that leadership style, work environment, and workload significantly influence satisfaction levels. Likewise, David and Maloles (2019) emphasized the importance of school support systems, professional development, and mentoring in improving teacher retention and satisfaction.

While these studies highlight key determinants of job satisfaction, many do not consider the combined influence of burnout and work–life boundaries. This suggests a gap in understanding how these variables interact to shape overall job satisfaction, particularly across different career stages.

### **Age Differences in Teacher Well-Being**

Age and career stage have been identified as important factors influencing teachers' professional experiences, although findings remain inconsistent across studies.

Some research suggests that experienced teachers demonstrate stronger coping mechanisms and lower burnout levels (Anastasiou & Belios, 2020). In contrast, other studies report increased stress among experienced teachers due to evolving educational demands (Alghamdi et al., 2024; Virtanen et al., 2020). Kashahu Xhelilaj (2021) further noted that older teachers may experience higher emotional exhaustion but also report greater professional accomplishment.

Recent studies further highlight the influence of career stage on teacher well-being. Alghamdi, Al-Shehri, and Alzahrani (2025) found that both age and teaching experience significantly predict burnout levels. Davis (2025) emphasized that early-career teachers face higher stress and adjustment challenges. Kim and Burić (2022) further reported that teacher self-efficacy and burnout vary across career stages.

In the Philippine context, limited studies explicitly examine age differences. Lopez (2023), Rivera and Dela Cruz (2023), and Bustamante and Lumapenet (2024) primarily focus on general stress and support systems rather than comparative life-career stages. However, Cammayo et al. (2023) found that burnout dimensions vary across age groups, indicating that career stage plays a significant role in shaping teachers' experiences.

These mixed findings highlight the need for localized research that examines how work–life boundaries, burnout, and job satisfaction differ across life-career stages, particularly within the context of public secondary schools.

### **Synthesis**

The reviewed literature consistently indicates that teacher well-being is shaped by the dynamic interaction among work-life boundaries, burnout, and job satisfaction. Empirical studies show that difficulties in maintaining clear work-life boundaries contribute to increased stress and emotional exhaustion, which are central components of burnout. In turn, higher levels of burnout are associated with lower levels of job satisfaction, suggesting a sequential relationship among these variables.

Work-life boundaries function as a critical personal and professional resource. Teachers who maintain clearer physical, temporal, and psychological boundaries are more likely to experience lower burnout and higher job satisfaction. Conversely, boundary disruptions, particularly in high-demand environments, are associated with increased emotional strain and reduced professional satisfaction. These findings highlight the role of boundary management in mitigating the negative effects of work-related demands.

Burnout, particularly emotional exhaustion and depersonalization, has been identified as a key factor influencing job satisfaction, while personal accomplishment contributes positively to teachers' sense of fulfillment. This suggests that burnout serves as a central mechanism linking work demands to job satisfaction outcomes, reinforcing the importance of addressing both structural and psychological factors in promoting teacher well-being.

However, the literature presents mixed findings regarding the role of life-career stage. While some studies

suggest that age and experience influence coping strategies and professional perspectives, others indicate that teachers across different stages may experience similar levels of workload and stress. These inconsistencies highlight the need to examine life-career stage as a grouping variable for comparative analysis rather than as a moderating variable.

Despite these established relationships, several research gaps remain. First, a quantitative gap exists, as many studies focus on descriptive or correlational analyses, with limited use of predictive approaches to determine the extent to which work–life boundaries and burnout influence job satisfaction. Second, a qualitative gap is evident, as fewer studies explore teachers’ lived experiences to explain how and why these relationships occur in actual school contexts. Third, a mixed-method gap persists, as limited research integrates quantitative findings with qualitative insights to provide a more comprehensive understanding of teacher well-being, particularly in the Philippine public-school setting and across life-career stages.

In response to these gaps, the present study adopts a sequential explanatory mixed-method design to examine both the statistical relationships and the contextual experiences of teachers. Specifically, the study hypothesizes that work–life boundaries significantly influence burnout and job satisfaction, and that burnout significantly influences job satisfaction. It further hypothesizes that there are significant differences in work–life boundaries, burnout, and job satisfaction across life-career stages, treating life-career stage as a basis for comparison rather than as a moderating variable.

## **THEORETICAL FRAMEWORK**

The study is anchored on the Job Demands–Resources (JD-R) Model, supported by Boundary Theory and Maslach’s Burnout Theory, to provide an integrated explanation of the relationships among work–life boundaries, burnout, and job satisfaction among junior high school teachers.

The Job Demands–Resources (JD-R) Model serves as the overarching theoretical lens of the study. It explains that employee well-being and work-related outcomes are shaped by the dynamic interaction between job demands and job resources (Bakker & Demerouti, 2007). Job demands, such as heavy teaching loads, administrative responsibilities, and time pressure, require sustained effort and may lead to strain when prolonged. In contrast, job resources help individuals manage these demands, reduce stress, and sustain motivation. Within this study, work–life boundaries are conceptualized not merely as behavioral practices but as a regulatory resource that enables teachers to control the extent to which work demands extend into their personal lives. As such, effective boundary management supports recovery and helps maintain a balance between demands and available resources, ultimately influencing both burnout and job satisfaction.

Boundary Theory provides a more specific explanation of how this regulatory process occurs. It posits that individuals actively construct and maintain boundaries between their work and personal roles. In the teaching context, these boundaries are reflected in physical, temporal, and psychological dimensions. Strong boundaries allow teachers to disengage from work during non-working hours, thereby preserving energy and promoting well-being. However, when boundaries are weak or blurred, work-related responsibilities tend to spill over into personal time, limiting opportunities for rest and recovery. This spillover effectively increases job demands and reduces the availability of personal resources. In this way, Boundary Theory explains the mechanism through which work–life boundaries function as a resource within the JD-R framework.

Maslach’s Burnout Theory explains the psychological consequences of prolonged imbalance between job demands and resources. Burnout is characterized by emotional exhaustion, depersonalization, and reduced personal accomplishment. In this study, insufficient boundary control limits recovery and increases exposure to continuous work demands, leading to higher levels of burnout. Emotional exhaustion, in particular, reflects the depletion of teachers’ emotional and physical energy due to sustained work pressure. Over time, this may influence teachers’ attitudes toward their work and reduce their sense of professional effectiveness. Thus, burnout represents the outcome of prolonged strain when job demands outweigh available resources.

Job satisfaction is conceptualized in this study as a multidimensional construct consisting of intrinsic, extrinsic, and relational components. Intrinsic satisfaction refers to the internal sense of fulfillment derived from teaching, including personal growth, sense of purpose, and achievement in facilitating student learning. Extrinsic satisfaction pertains to external work conditions such as salary, benefits, workload, and access to resources. Relational satisfaction focuses on the quality of interpersonal relationships within the school environment, including support from colleagues, administrators, and students. This multidimensional perspective is consistent with the work of Paul E. Spector, who emphasized that job satisfaction is influenced by both internal and external job-related factors. Within the JD-R framework, these dimensions represent key work outcomes that are shaped by the balance between job demands and resources. Strong work–life boundaries and lower levels of burnout are expected to enhance intrinsic and relational satisfaction, while extrinsic satisfaction may be more strongly influenced by organizational and structural conditions.

Integrating these theoretical perspectives, the study proposes that work–life boundaries function as a key resource that can reduce burnout and enhance job satisfaction. When teachers are able to effectively regulate their boundaries, they maintain better recovery, experience lower emotional strain, and sustain more positive work attitudes. Conversely, weak boundary management increases job demands, leading to higher levels of burnout. Burnout, in turn, negatively influences job satisfaction, establishing a directional and predictive relationship among the variables. This integrated explanation highlights burnout as a central mechanism linking work conditions to work outcomes.

In addition, life-career stage, guided by Donald Super’s Life-Span, Life-Space Theory, is treated as an grouping variable in the study. From a developmental perspective, individuals at different life-career stages vary in terms of priorities, coping strategies, role expectations, and available resources. These differences influence how teachers experience job demands, manage work–life boundaries, and respond to work-related stress. As such, life-career stage helps explain how and to what extent work–life boundaries influence burnout and job satisfaction. For instance, teachers in early career stages may be more sensitive to extrinsic conditions such as compensation and career advancement, while those in mid-career stages may prioritize stability and professional growth. In later career stages, intrinsic fulfillment and relational connections may become more significant. This indicates that job satisfaction and burnout are not only shaped by work conditions but are also influenced by developmental and career-related factors.

Overall, the integration of the JD-R Model, Boundary Theory, Maslach’s Burnout Theory, and Life-Span, Life-Space Theory provides a comprehensive framework for understanding the relationships among work–life boundaries, burnout, and job satisfaction. The JD-R Model explains the balance between demands and resources, Boundary Theory explains how boundaries regulate this balance, Burnout Theory explains the resulting strain, and Life-Career Stage explains variations in these relationships across teachers. Together, these theories establish a coherent and analytically grounded basis for examining both the relationships and predictive effects among the variables in this study..

## CONCEPTUAL FRAMEWORK

This study adopts a causal-explanatory framework that illustrates the directional relationships among work–life boundaries, burnout, and job satisfaction among junior high school teachers.

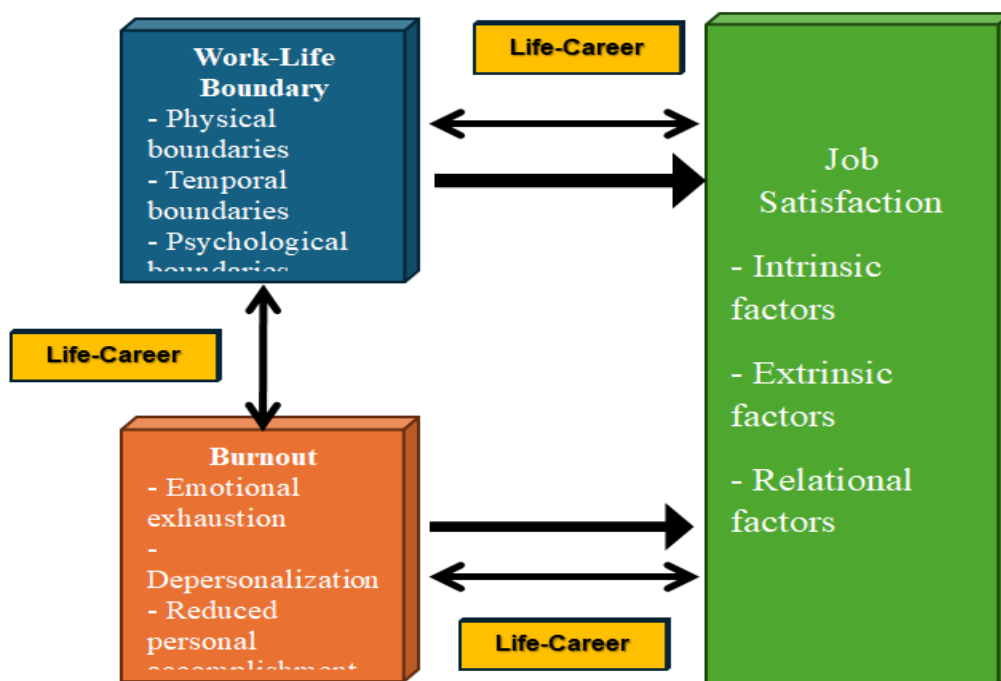
In this framework, work–life boundaries serve as the independent variable and are conceptualized through physical, temporal, and psychological dimensions. These dimensions represent how teachers manage the separation between their professional responsibilities and personal life.

Burnout and job satisfaction are treated as dependent variables. Burnout is characterized by emotional exhaustion, depersonalization, and reduced personal accomplishment, reflecting teachers’ psychological response to prolonged work-related demands. Job satisfaction, on the other hand, consists of intrinsic, extrinsic, and relational dimensions, representing teachers’ level of fulfillment in their profession.

The model proposes that work–life boundaries directly influence both burnout and job satisfaction. Teachers who maintain clearer and more effective boundaries are expected to experience lower levels of burnout and higher levels of job satisfaction. In addition, burnout is hypothesized to influence job satisfaction, such that variations in burnout levels may affect teachers’ overall satisfaction with their work.

Furthermore, life-career stage is treated as an grouping variable, categorized into exploratory, establishing, maintaining, and transitioning stages. This variable is used to explain how the relationships among work–life boundaries, burnout, and job satisfaction may vary across groups of teachers. Teachers at different career stages may differ in their coping strategies, professional priorities, and work experiences, which may influence how work–life boundaries affect burnout and job satisfaction.

Overall, the framework presents a directional path model in which work–life boundaries influence both burnout and job satisfaction, while burnout also influences job satisfaction. Life-career stage provides a developmental perspective that helps explain variations in these relationships across different groups of teachers.



**Figure 1. Conceptual Paradigm of the Study**

Figure 1 presents the conceptual paradigm of the study, illustrating the directional relationships among work–life boundaries, burnout, and job satisfaction among junior high school teachers. The model shows that work–life boundaries serve as the independent variable, directly influencing both burnout and job satisfaction. Burnout is treated as a dependent variable that reflects teachers’ level of psychological strain, while job satisfaction represents their overall work-related fulfillment.

The framework also indicates that burnout influences job satisfaction, suggesting that teachers who experience higher levels of burnout are likely to report lower levels of job satisfaction. In this study, burnout is measured using positively worded items; therefore, higher scores indicate lower levels of burnout. This implies that stronger work–life boundaries are associated with reduced burnout and improved job satisfaction.

In addition, life-career stage is incorporated as an intervening or conditioning variable, used to examine differences in the relationships among the main variables across teachers at different stages of their careers. This allows the study to capture variations in how teachers experience and respond to work-related demands and outcomes.

Overall, the conceptual paradigm reflects a causal-explanatory model that supports the analysis of relationships, differences, and predictive influences among work–life boundaries, burnout, and job satisfaction.

### **Statement of the Problem**

This study aimed to examine and explain the relationships among work-life boundaries, burnout, and job satisfaction among junior high school teachers, and to determine the extent to which work-life boundaries and burnout predict job satisfaction across life-career stages. Specifically, it sought to provide a deeper understanding of how and why these variables influence teacher well-being in the educational context.

Specifically, the study sought to answer the following research questions:

1. What is the demographic profile of junior high school public-school teachers in Valenzuela City in terms of life-career stages?
2. What are the levels of work-life boundaries among junior high school teachers in terms of:
  - 2.1 Physical boundaries;
  - 2.2 Temporal boundaries; and
  - 2.3 Psychological boundaries?
3. What are the levels of burnout among junior high school teachers in terms of:
  - 3.1 Emotional exhaustion;
  - 3.2 Depersonalization; and
  - 3.3 Reduced personal accomplishment?
4. What are the levels of job satisfaction among junior high school teachers in terms of:
  - 4.1 Intrinsic factors;
  - 4.2 Extrinsic factors; and
  - 4.3 Relational factors?
5. Is there a significant difference in work-life boundaries, burnout, and job satisfaction across life career stages of junior high school teachers?
6. What is the relationship between work-life boundaries, burnout, and job satisfaction among junior high school teachers?
7. To what extent do work-life boundaries and burnout significantly predict job satisfaction among junior high school teachers?
8. How do teachers' qualitative experiences regarding workload demands, boundary management, emotional exhaustion, coping strategies, and institutional support explain the quantitative patterns observed in work-life boundaries, burnout, and job satisfaction across life-career stages?
9. Based on the findings of the study, what evidence-based wellness or intervention program may be proposed to support teacher well-being?

Each research question is designed to generate both descriptive and analytical data through standardized survey instruments and statistical techniques, including measures of central tendency, analysis of variance, correlation analysis, and regression analysis. These approaches allow the study to examine not only the levels and relationships among variables but also their predictive influence, thereby providing a more comprehensive understanding of teacher well-being.

## Hypotheses

To address the research objectives, the following hypotheses were formulated:

**H<sub>0</sub>1:** There is no significant difference in work-life boundaries, burnout, and job satisfaction when teachers are grouped according to life-career stage.

**H<sub>0</sub>1a:** There is no significant difference in work-life boundaries across life-career stages of junior high school teachers.

**H<sub>0</sub>1b:** There is no significant difference in burnout levels across life-career stages of junior high school teachers.

**H<sub>0</sub>1c:** There is no significant difference in job satisfaction across life-career stages of junior high school teachers.

**H<sub>0</sub>2:** There is no significant relationship between work-life boundaries, burnout, and job satisfaction.

**H<sub>0</sub>2a:** There is no significant relationship between work-life boundaries and burnout.

**H<sub>0</sub>2b:** There is no significant relationship between work-life boundaries and job satisfaction.

**H<sub>0</sub>2c:** There is no significant relationship between burnout and job satisfaction.

**H<sub>0</sub>3:** Work-life boundaries and burnout do not significantly predict job satisfaction among junior high school teachers.

**H<sub>0</sub>3a:** Work-life boundaries do not significantly predict job satisfaction among junior high school teachers.

**H<sub>0</sub>3b:** Burnout does not significantly predict job satisfaction among junior high school teachers.

## Significance of Study

This study is significant as it examines the relationship among work-life boundaries, burnout, and job satisfaction among junior high school teachers, and how these variables vary across life-career stages. The findings provide both theoretical and practical insights that may benefit various stakeholders in the educational system.

**Teachers.** As the primary participants of the study, teachers will gain a deeper understanding of how their work-life boundaries influence burnout and job satisfaction. This awareness may help them reflect on their current practices, adopt more effective coping strategies, and establish healthier boundaries between their professional and personal lives. Moreover, teachers across different life-career stages may better understand their unique experiences and identify strategies that are most appropriate for their stage of professional development.

**School Administrators and Educational Leaders.** The findings may assist school leaders in designing policies and support systems that are responsive to teachers' needs across different career stages. For instance, early-career teachers may benefit from structured mentoring and work-life balance training, while more experienced teachers may require support in sustaining motivation and managing long-term workload demands. The study provides evidence-based insights that may guide administrators in improving teacher morale, productivity, and retention.

**Students.** Although not directly involved in the study, students may benefit indirectly from improved teacher well-being. Teachers who are able to manage work–life boundaries effectively, experience lower levels of burnout, and maintain higher job satisfaction are more likely to demonstrate increased engagement, creativity, and responsiveness in the classroom. This, in turn, contributes to a more positive learning environment and enhanced student outcomes.

**Policymakers and the Department of Education.** The study provides empirical data on how teachers manage work demands and personal responsibilities within the context of public secondary schools in Valenzuela City. These findings may inform the development and refinement of teacher support programs, workload policies, and wellness initiatives. In particular, the results may guide the design of age-sensitive interventions aimed at promoting teacher retention and long-term professional sustainability.

**The Researcher.** This study holds both academic and professional significance for the researcher. Drawing from prior experience in the business process outsourcing (BPO) sector, where work–life boundaries are often fluid and demanding, the researcher was able to examine similar challenges within the teaching profession. This investigation contributes to the researcher’s professional development and provides a foundation for a meaningful transition into the field of education, while also contributing to the broader discourse on teacher well-being.

**Future Researchers.** The study may serve as a reference for future investigations on related topics such as teacher motivation, burnout, work–life balance, and career development. It contributes to the existing body of knowledge by providing localized empirical evidence and an integrated analysis of key variables affecting teacher well-being, which may be further explored in different contexts or populations.

In summary, this study offers valuable insights that support teachers in managing their work–life balance and well-being, assist educational leaders and policymakers in developing responsive support systems, and contribute to the advancement of research on teacher well-being and professional sustainability.

## Scope and Delimitations

**Scope.** This study examined the relationships among work–life boundaries, burnout, and job satisfaction among junior high school teachers in five selected mega public secondary schools in the Division of Valenzuela City during the School Year 2024–2025. The investigation was limited to junior high school teachers to ensure contextual specificity and analytical focus, thereby excluding elementary and tertiary educators whose work demands and institutional conditions differ substantially. Junior high school teachers were selected due to the distinct characteristics of their professional context. Compared to other teaching levels, they are required to manage adolescent learners, handle specialized subject loads, address relatively larger class sizes, and comply with extensive administrative and co-curricular responsibilities. These conditions position them as a relevant group for examining work–life boundary management, occupational stress, and job satisfaction. Moreover, this group exhibits a wide age distribution, making it suitable for comparative analysis across life-career stages.

The study focused on three primary variables. First, work–life boundaries were examined in terms of physical, temporal, and psychological dimensions, consistent with Boundary Theory. Second, burnout was measured through emotional exhaustion, depersonalization, and reduced personal accomplishment, based on the Maslach Burnout framework. Third, job satisfaction was assessed using intrinsic, extrinsic, and relational dimensions. These variables were selected to capture both the structural and psychological aspects of teachers’ professional experiences.

The demographic profile was limited to age, which served as the basis for categorizing respondents into life-career stages. Age was prioritized due to its relevance in understanding developmental differences in coping strategies, professional expectations, and work–life boundary management. Other demographic variables such as sex, civil status, years in teaching, and educational attainment were intentionally excluded to maintain analytical focus and avoid model over-specification, particularly in relation to the study’s predictive and

comparative objectives.

Furthermore, the study did not include communicative or digital boundaries as a separate construct. While these have been identified in more recent extensions of Boundary Theory, they are more commonly associated with remote or digitally intensive work environments. Given the predominantly classroom-based context of the respondents, the study focused on the core boundary dimensions most applicable to face-to-face teaching settings. This delimitation ensured conceptual clarity and alignment with the study's theoretical framework.

**Limitations.** This study employed a Sequential Explanatory Mixed-Method Design, wherein quantitative and qualitative data were analyzed in two distinct phases. In the first phase, quantitative data were collected and analyzed to determine the levels, differences, relationships, and predictive influence among work–life boundaries, burnout, and job satisfaction. In the second phase, qualitative data were analyzed to provide explanation and deeper interpretation of the quantitative findings. While this design allowed for a more comprehensive understanding of the variables, several methodological limitations must be acknowledged.

The quantitative component relied on self-reported survey data from voluntarily participating teachers. As participation was not randomized, the findings may be subject to self-selection bias and may not fully represent the entire population of junior high school teachers in Valenzuela City. Although standardized instruments the Work Life Boundary Scale (WLBS), Maslach Burnout Inventory Educators Survey (MBI-ES), and Job Satisfaction Survey (JSS) were utilized to strengthen measurement validity, responses may still have been influenced by social desirability or individual-perception bias.

The qualitative phase involved a limited subset of respondents, whose open-ended responses were used to explain and contextualize the quantitative results. While these qualitative insights provided valuable explanation of observed statistical patterns, they may not capture the full diversity of teacher experiences within the division. As such, qualitative findings should be interpreted as supportive and explanatory rather than broadly generalized.

In addition, the study did not include other potentially influential variables such as workload distribution, teaching strategies, school resources, organizational climate, or student-related factors. These variables were intentionally excluded to maintain analytical focus and to support a more coherent examination of the core constructs. However, their exclusion may limit the overall explanatory scope of the findings and suggests opportunities for further research.

To address these limitations, the study ensured respondent anonymity, employed validated measurement instruments, and applied cautious and context-sensitive interpretation of both quantitative and qualitative findings. Despite these constraints, the study provides meaningful insights into the relationships and predictive dynamics among work–life boundaries, burnout, and job satisfaction within the specified context.

## Definition of Terms

For purposes of clarity, precision, and consistency in the interpretation of the study, the following terms are defined conceptually and operationally. The conceptual definitions are drawn from relevant theories and scholarly literature, while the operational definitions specify how the terms are measured, utilized, and interpreted within the context of this research. These definitions provide a common framework for understanding the key concepts and variables investigated in the study and serve as a basis for the analysis and interpretation of the findings.

**Age-Sensitive Teacher Wellness Program.** A wellness program refers to organized initiatives designed to promote employees' physical, emotional, and psychological well-being. In this study, it refers to the proposed program developed based on the findings to support the well-being of junior high school teachers across different life-career stages.

**Boundary Management.** Boundary management refers to the strategies individuals use to regulate and organize the separation between work and personal life. In this study, it refers to the ways teachers manage their physical,

temporal, and psychological boundaries to maintain balance between work responsibilities and personal life.

**Burnout.** Burnout refers to a psychological condition characterized by emotional exhaustion, depersonalization, and reduced personal accomplishment resulting from prolonged work-related stress. In this study, it refers to the level of burnout experienced by junior high school teachers.

**Depersonalization.** Depersonalization refers to the development of emotional detachment or impersonal attitudes toward individuals in the workplace. In this study, it refers to teachers' tendency to feel emotionally distant from students, colleagues, or teaching responsibilities.

**Emotional Exhaustion.** Emotional exhaustion refers to feelings of emotional fatigue caused by excessive work demands. In this study, it refers to the level of emotional strain experienced by teachers due to teaching responsibilities and administrative workload.

**Establishing Stage.** The establishing stage refers to a career phase where individuals aim to achieve stability and professional growth. In this study, it refers to teachers aged 30–39 years old.

**Exploration Stage.** The exploration stage refers to the early phase of career development where individuals explore professional roles and develop career identity. In this study, it refers to teachers aged 20–29 years old.

**Extrinsic Job Satisfaction.** Extrinsic job satisfaction refers to satisfaction derived from external job conditions such as salary, policies, supervision, and working conditions. In this study, it refers to teachers' satisfaction with compensation, facilities, administrative support, and recognition.

**Intrinsic Job Satisfaction.** Intrinsic job satisfaction refers to satisfaction derived from the nature of the work itself, including fulfillment and personal achievement. In this study, it refers to teachers' satisfaction gained from teaching and student learning.

**Job Satisfaction.** Job satisfaction refers to the level of positive feelings individuals have toward their work. In this study, it refers to teachers' level of satisfaction in terms of intrinsic, extrinsic, and relational factors.

**Junior High School Teachers.** Junior high school teachers are educators responsible for teaching students at the lower secondary education level. In this study, it refers to teachers handling Grades 7–10 in selected mega public secondary schools in Valenzuela City.

**Life-Career Stages.** Life-career stages refer to phases of career development influenced by age and professional experience. In this study, teachers are categorized into exploration, establishing, maintaining, and transitioning stages.

**Maintaining Stage.** The maintaining stage refers to the career phase where individuals maintain their professional competence and stability. In this study, it refers to teachers aged 40–49 years old.

**Mega Schools.** Mega schools refer to public secondary schools with large student populations and teaching personnel. In this study, mega schools refer to public secondary schools with 121 or more teachers based on DepEd Memorandum No. 062, s. 2022.

**Organizational Support.** Organizational support refers to assistance provided by institutions to support employees' performance and well-being. In this study, it refers to support provided by school administrators and the Department of Education to teachers.

**Physical Boundaries.** Physical boundaries refer to the separation between work spaces and personal spaces. In this study, it refers to teachers' ability to separate school-related materials and activities from their personal environment.

**Professional Well-Being.** Professional well-being refers to the overall physical, emotional, and psychological condition of individuals within their work environment. In this study, it refers to the overall condition of teachers as influenced by their work-life boundaries, burnout, and job satisfaction.

**Psychological Boundaries.** Psychological boundaries refer to the ability to mentally detach from work during personal time. In this study, it refers to teachers' ability to stop thinking about school-related responsibilities outside work hours.

**Reduced Personal Accomplishment.** Reduced personal accomplishment refers to feelings of decreased competence and achievement in one's professional role. In this study, it refers to teachers' perception of their effectiveness and success in teaching.

**Relational Job Satisfaction.** Relational job satisfaction refers to satisfaction derived from positive interpersonal relationships in the workplace. In this study, it refers to teachers' satisfaction with relationships with colleagues, administrators, and students.

**School-Related Responsibilities.** School-related responsibilities refer to duties assigned to teachers within the school environment. In this study, it refers to teaching, administrative tasks, and co-curricular responsibilities performed by teachers.

**Teacher Workload.** Teacher workload refers to the total number of tasks and responsibilities assigned to teachers. In this study, it refers to instructional, administrative, and extracurricular duties performed by teachers.

**Temporal Boundaries.** Temporal boundaries refer to limits individuals set between work time and personal time. In this study, it refers to teachers' ability to control the time spent on school-related tasks outside official working hours.

**Transitioning Stage.** The transitioning stage refers to the later phase of career development where individuals prepare for career transition or retirement. In this study, it refers to teachers aged 50 years old and above.

**Work-Life Balance.** Work-life balance refers to the ability of individuals to maintain a healthy equilibrium between professional responsibilities and personal life. In this study, it refers to teachers' ability to balance work demands with personal and family life.

**Work-Life Boundaries.** Work-life boundaries refer to the limits individuals establish between work responsibilities and personal life. In this study, it refers to teachers' ability to manage the separation of work and personal life in terms of physical, temporal, and psychological boundaries.

## METHODOLOGY

This chapter presents the methodology employed in the study following the discussion of the research background and review of related literature. It provides a detailed description of the research design, participants, data collection procedures, research instruments, and methods of data analysis utilized to address the research objectives and ensure the validity and reliability of the findings.

### Research Design

This study employed a sequential explanatory mixed-method design, consisting of two interconnected phases: a quantitative phase followed by a qualitative phase. This design was selected to first establish statistical patterns and relationships among work-life boundaries, burnout, and job satisfaction, and subsequently provide deeper explanations of these findings through participants' lived experiences.

A sequential explanatory approach was specifically chosen because the study required an initial identification of measurable patterns followed by a deeper discovery of the reasons behind these patterns. The quantitative phase

was conducted first to establish the levels, differences, relationships, and predictive effects among work–life boundaries, burnout, and job satisfaction. However, these statistical results alone do not fully explain why teachers experience such conditions. Therefore, the qualitative phase was implemented after the quantitative analysis to explain and elaborate on the findings by capturing teachers’ experiences and perspectives. This sequence allowed the study to move from generalizable numerical results to more contextualized and meaningful interpretations, ensuring that the findings are both statistically grounded and experientially informed.

In the first phase, quantitative data were collected and analyzed to determine the levels, differences, relationships, and predictive influences among the variables. The study utilized descriptive, comparative, correlational, and predictive approaches. Frequency and percentage were used to describe the demographic profile of the respondents. Weighted mean was employed to determine the levels of work–life boundaries, burnout, and job satisfaction. One-Way Analysis of Variance (ANOVA) was applied to test for significant differences across life-career stages, while Pearson product-moment correlation (Pearson  $r$ ) was used to examine the relationships among the variables. To address the predictive objective of the study, multiple linear regression analysis was conducted to determine the extent to which work–life boundaries and burnout significantly predict job satisfaction. This approach enabled the examination of both individual and combined contributions of the predictor variables, thereby extending the analysis beyond simple association.

In the second phase, qualitative data were gathered through open-ended responses included in the survey instrument. These data were analyzed to explain and provide deeper understanding of the quantitative findings. Thematic analysis was employed following the framework of Virginia Braun and Victoria Clarke (2006). This process involved data familiarization, generation of initial codes, categorization of similar codes, and development of themes reflecting participants’ experiences related to work–life boundaries, burnout, and job satisfaction. The identified themes were then reviewed, refined, and interpreted to ensure consistency and relevance.

The integration of quantitative and qualitative findings occurred during the interpretation stage, where qualitative insights were used to support, clarify, and contextualize the statistical results. This sequential process enabled the study to move from general numerical trends to more in-depth explanations, thereby providing a more comprehensive understanding of teacher well-being.

According to John W. Creswell and Vicki L. Plano Clark (2018), a sequential explanatory design is appropriate when researchers aim to explain quantitative results using qualitative data. Similarly, Braun and Clarke (2006) emphasized that thematic analysis offers a systematic and flexible approach for interpreting qualitative data. The integration of regression analysis with thematic interpretation strengthens the study by enabling both prediction and explanation of the relationships among the variables.

Overall, the use of a sequential explanatory mixed-method design enhanced the rigor of the study by combining statistical analysis with qualitative insights. This approach allowed for a more comprehensive examination of the relationships and predictive dynamics among work–life boundaries, burnout, and job satisfaction.

## Research Locale

This study was conducted in five selected mega public secondary schools under the Schools Division Office (SDO) of Valenzuela City. Valenzuela City is a highly urbanized area in Metro Manila with a large population of public school learners and teachers. The city is recognized for its strong commitment to educational development under the governance principle “Good Education is Good Governance.” With the continuous increase in student population and educational demands, public school teachers in the city are often exposed to heavy workloads and multiple responsibilities. In this context, supporting teacher well-being becomes essential, particularly in large public schools where instructional and organizational demands are more complex.

In accordance with DepEd Memorandum No. 062, s. 2022, mega schools are characterized by large student enrollment and a high number of teaching personnel. These schools operate in complex educational

environments where teachers handle large class sizes, multiple subject preparations, administrative tasks, co-curricular responsibilities, and coordination across different departments. Such working conditions may affect teachers' ability to maintain clear work–life boundaries and may contribute to burnout and variations in job satisfaction. Given these conditions, mega schools provide an appropriate setting for examining teachers' experiences related to work–life boundaries, burnout, and job satisfaction across different life-career stages.

For purposes of confidentiality and to protect the identity of participating institutions, the selected schools were anonymized and labeled as School A, School B, School C, School D, and School E. These schools are located in different districts of Valenzuela City and have teacher populations ranging from 139 to 198, consistent with the classification of mega schools under the Department of Education. The schools were selected based on their large teacher population, diversity of teaching workforce, and accessibility for data collection.

Conducting the study in these mega public secondary schools allowed the researcher to gather data that reflects the actual experiences of teachers working in large and demanding educational environments. All school information and personnel data were obtained from official records and were used strictly for research purposes. The identities of the participating schools and respondents were kept confidential in accordance with ethical research standards.

### **Participants of the Study**

The participants of this study were junior high school teachers from five selected mega public secondary schools in the Schools Division of Valenzuela City. These teachers were included in the study because they regularly experience the demands of teaching, such as managing students, handling large classes, performing administrative tasks, and balancing professional and personal responsibilities. These experiences are directly relevant to the variables of work–life boundaries, burnout, and job satisfaction.

The respondents were drawn from the five identified mega schools based on official records obtained from the Schools Division Office. Using proportional stratified sampling by school, a total of 250 respondents participated in the study. The required minimum sample size was determined using the Raosoft sample size calculator, which yielded 246 respondents from a population of 679 at a 5% margin of error and 95% confidence level. The final sample exceeded this minimum requirement, ensuring adequate representation of the population.

For the quantitative phase, participants were grouped according to their life-career stages. Among the 250 respondents, 69 (27.6%) were in the Exploratory Stage (20–29 years old), 100 (40.0%) were in the Establishing Stage (30–39 years old), 59 (23.6%) were in the Maintaining Stage (40–49 years old), and 22 (8.8%) were in the Transitioning Stage (50 years old and above). This distribution allowed for meaningful comparison of variables across different life-career stages.

For the qualitative component, purposive sampling was employed to select participants who could provide rich and relevant insights related to the study variables. Instead of conducting face-to-face interviews, qualitative data were collected through open-ended questions integrated into the questionnaire and online survey. This approach was adopted to accommodate the teachers' demanding schedules and limited availability.

A total of seven participants provided detailed written responses that were selected for qualitative analysis. These included one participant from the Exploratory Stage, two from the Establishing Stage, two from the Maintaining Stage, and two from the Transitioning Stage. The inclusion of participants from different life-career stages ensured diverse perspectives, which contributed to a deeper interpretation and explanation of the quantitative findings.

### **Research Instrument**

This study utilized a structured survey questionnaire, administered in both online and printed formats, as the primary tool for data collection. The instrument also included open-ended response items to support the qualitative phase of the sequential explanatory mixed-method design. The questionnaire was designed to

measure the key variables of the study, namely work–life boundaries, burnout, and job satisfaction.

The survey instrument consisted of four main sections aligned with the objectives of the study. The first section gathered the respondents’ demographic profile, particularly age, which was used to classify participants into life-career stages. This classification enabled comparative analysis of the variables across different groups.

The second section measured work–life boundaries using an adapted version of the Work–Life Boundary Scale (WLBS) developed by Matthews and Barnes-Farrell (2010). The scale assessed three dimensions: physical (spatial separation between work and personal life), temporal (management of time boundaries), and psychological (ability to mentally disengage from work). Responses were measured using a 4-point Likert scale ranging from 1 (Strongly Disagree) to 4 (Strongly Agree).

The third section measured burnout using items adapted from the Maslach Burnout Inventory–Educators Survey (MBI-ES) developed by Christina Maslach, Susan E. Jackson, and Michael P. Leiter (1996). The instrument covered three components: emotional exhaustion, depersonalization, and reduced personal accomplishment. The items were positively worded; therefore, higher scores indicated lower levels of burnout, while lower scores reflected higher levels of burnout. Responses were measured using a 4-point Likert scale.

The fourth section assessed job satisfaction using items adapted from the Job Satisfaction Survey (JSS) developed by Paul E. Spector (1997). The items were contextualized for junior high school teachers and categorized into intrinsic, extrinsic, and relational dimensions. Responses were measured using a 4-point Likert scale, with higher scores indicating greater job satisfaction.

The instruments used in this study were adapted from established and widely validated scales, ensuring that the constructs measured are grounded in existing empirical research. Construct validity was supported through the alignment between the dimensions of the instruments and the theoretical constructs of the study. Specifically, the Work–Life Boundary Scale reflects the multidimensional nature of boundary management through physical, temporal, and psychological components; the Maslach Burnout Inventory captures burnout as a multidimensional construct; and the Job Satisfaction Survey measures job satisfaction across intrinsic, extrinsic, and relational aspects. This alignment supports the validity of the measurement structure.

Furthermore, the items were carefully adapted and contextualized to suit the setting of junior high school teachers in public secondary schools. Minor modifications in wording were made to enhance clarity, relevance, and cultural appropriateness without altering the original meaning of the instruments.

To ensure content validity, the instrument underwent expert validation. The questionnaire was reviewed by Dr. Christopher J. Delino, School Head of Sitero Francisco Memorial National High School; Dr. Emil Ferdinez, English Department Head of Caruhatan National High School; and Ms. Janine Demayo, a Registered Psychometrician. Their evaluation focused on the clarity, relevance, and appropriateness of the items in relation to the study objectives. Revisions were incorporated based on their feedback to improve the overall quality of the instrument. A pilot test was conducted with 26 teachers who were not included in the main study to assess the internal consistency of the instrument. Reliability was determined using Cronbach’s alpha, as presented below.

**Table 1 Reliability Test of Research instrument**

Variable	Number of Items	Cronbach’s Alpha	Interpretation
Work-Life Boundaries	15	.821	Very Good
Burnout	15	.855	Very Good
Job Satisfaction	15	.883	Very Good

**Legend:** 0.90 – 1.00 = Excellent, 0.80 – 0.89 = Very Good, 0.70 – 0.79 = Acceptable

Table 1 shows the reliability analysis that was conducted to determine the internal consistency of the research instrument using Cronbach’s alpha. The Work–Life Boundaries scale ( $\alpha = .821$ ), Burnout scale ( $\alpha = .855$ ), and Job Satisfaction scale ( $\alpha = .883$ ) all demonstrated very good internal consistency. These values suggest that the instrument reliably measures the constructs included in the study.

In addition to the quantitative survey, a qualitative component was incorporated through open-ended questions included in the questionnaire and online survey. These items allowed respondents to describe their experiences related to work–life boundaries, burnout, and job satisfaction in their own words. The responses provided rich qualitative data, which were analyzed using thematic analysis and used to explain and contextualize the quantitative findings, consistent with the sequential explanatory mixed-method design of the study.

### Sampling Technique

The study population consisted of 679 junior high school teachers from five selected mega public secondary schools in the Schools Division Office of Valenzuela City. These schools were selected based on their classification as mega schools, which are characterized by large teacher populations, complex instructional demands, and substantial administrative workload. Such conditions provided an appropriate context for examining work–life boundaries, burnout, and job satisfaction among teachers.

Initially, the researcher intended to employ proportionate stratified sampling based on life-career stages: Exploration, Establishing, Maintaining, and Transitioning. However, complete and reliable demographic data by age group were not available prior to data collection. Therefore, direct stratification based on life-career stage was not feasible.

As an alternative, proportionate stratified sampling by school was employed, with each of the five mega schools treated as a stratum. The number of respondents from each school was determined based on its proportion in the total population. This ensured that each school was represented according to its actual share of the teacher population.

The minimum sample size was determined using the Raosoft sample size calculator for a finite population of 679, with a 5% margin of error and 95% confidence level. The computation yielded a minimum required sample of 246 respondents. The final sample consisted of 250 valid responses, exceeding the minimum requirement. Although a formal power analysis was not conducted, the sample size was statistically justified and considered adequate for the descriptive, comparative, correlational, and regression analyses used in the study.

To further strengthen representativeness, proportional allocation was applied across the five participating schools. This reduced sampling bias by ensuring that larger schools contributed more respondents and smaller schools contributed fewer respondents in proportion to their population size.

Although life-career stage was not used as the basis for stratification, respondents were later categorized according to age groups for comparative analysis. The final sample naturally included teachers from all four life-career stages, allowing the study to examine differences in work–life boundaries, burnout, and job satisfaction across career stages.

**Table 2 Distribution of Respondents According to Life-Career Stage**

School	Total JHS Teachers	Percentage (%)	Computation	Sample Size
School A	168	24.74%	$(168 \div 679) \times 250$	62
School B	137	20.18%	$(137 \div 679) \times 250$	50
School C	137	20.18%	$(137 \div 679) \times 250$	50
School D	131	19.29%	$(131 \div 679) \times 250$	48
School E	106	15.61%	$(106 \div 679) \times 250$	40
Total	679	100%		n=250

Table 2 presents the proportional distribution of the 250 respondents across the five selected mega public secondary schools based on their respective share of the total population. School A, having the largest proportion (24.74%), was allocated the highest number of respondents (62), followed by Schools B and C with 20.18% each (50 respondents each), School D with 19.29% (48 respondents), and School E with the smallest share of 15.61% (40 respondents).

The allocation was computed using the formula:  $(\text{School Population} \div \text{Total Population}) \times \text{Sample Size}$ .

This proportional distribution ensures that each school's representation in the sample corresponds to its actual proportion in the population. As a result, the sample more accurately reflects the structure of the target population, thereby enhancing representativeness and minimizing sampling bias.

### **Qualitative Phase**

For the qualitative phase, purposive sampling was employed to select participants who could provide meaningful explanations of the quantitative findings. Qualitative data were gathered through open-ended questions embedded within the survey instrument, rather than through face-to-face interviews, in consideration of the teachers' demanding schedules and limited availability. A total of seven participants were selected based on the richness, relevance, and depth of their written responses.

Efforts were made to ensure representation across different life-career stages in order to capture diverse perspectives. The adequacy of the sample size was guided by the principles of information richness and meaning saturation, wherein responses became sufficiently repetitive and no new significant themes emerged (Creswell & Plano Clark, 2018). The collected responses were analyzed using thematic analysis and the emerging themes were then used to explain, clarify, and provide deeper insight into the statistical relationships and differences identified in the quantitative phase. This process ensured alignment with the sequential explanatory mixed-method design, where qualitative findings serve to contextualize and enrich the quantitative results.

### **Data Gathering Procedure**

The data gathering process was conducted in several stages from October to February, following a systematic and organized procedure to ensure the accuracy and integrity of the data.

From October to the second week of November, the research instruments were reviewed and revised to ensure alignment with the objectives of the study. During this period, permission was also requested to adapt the standardized questionnaires used in the research. In the third week of November, a formal request letter was submitted to the Department of Education (DepEd) to seek approval for the conduct of the study. While awaiting approval, the questionnaire underwent expert validation to ensure the clarity, relevance, and appropriateness of the items. Revisions were made based on the recommendations of the validators.

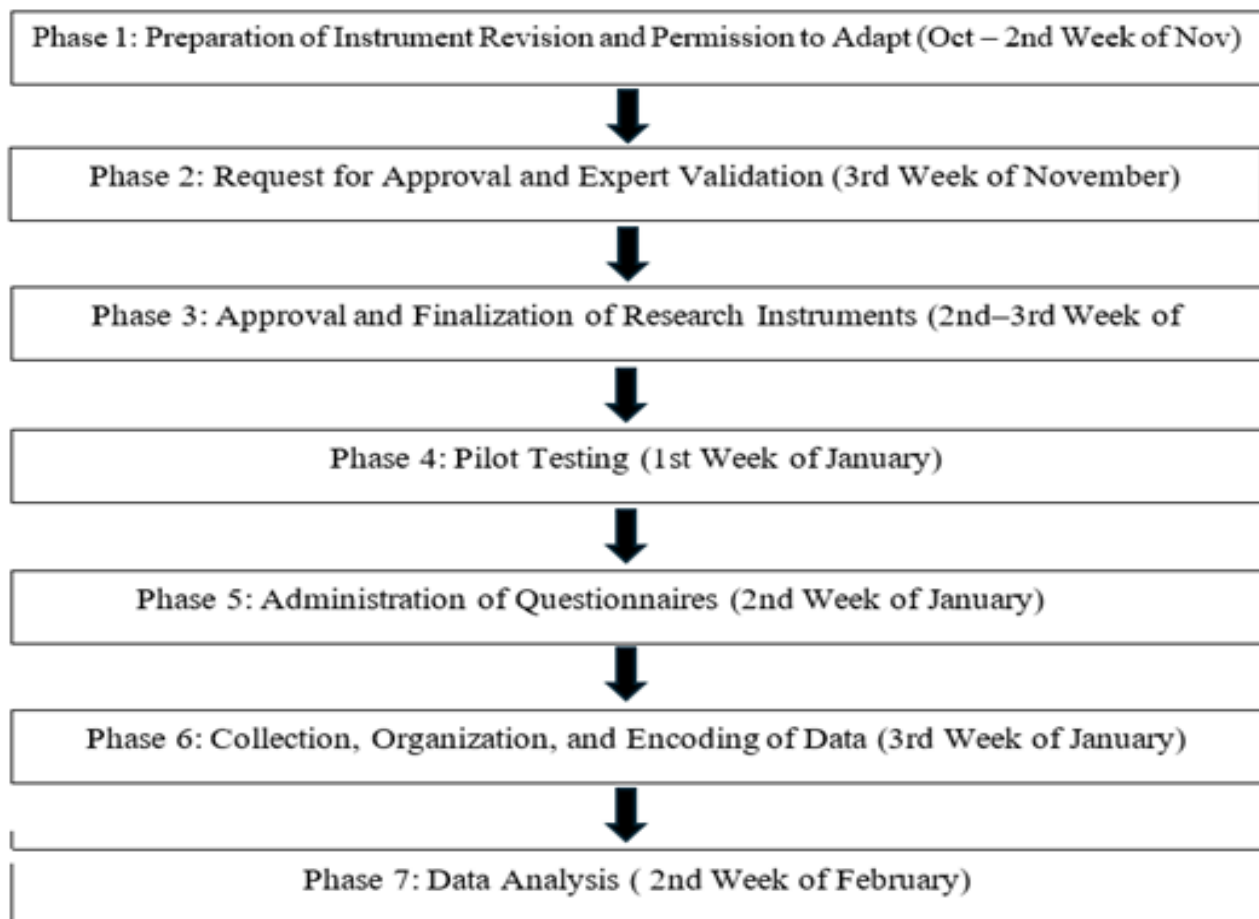
In the second week of December, approval from DepEd was granted. In the third week of December, the final version of the questionnaire was prepared and converted into Google Forms to facilitate online distribution. The participating schools were also finalized during this stage.

In the first week of January, a pilot test was conducted among a small group of teachers who were not part of the actual respondents. This was done to assess the clarity and reliability of the instrument. Necessary revisions were made based on the pilot test results prior to the final administration of the survey.

In the second week of January, the finalized questionnaires were distributed to the selected teacher-respondents through both online and printed formats. Each questionnaire included an informed consent statement explaining the purpose of the study, voluntary participation, and assurance of confidentiality.

In the third week of January, the completed questionnaires were collected, organized, and encoded for analysis. Finally, in the second week of February, the data were processed and analyzed using appropriate statistical

methods to address the research objectives.



**Figure 2. Data Gathering Procedure**

Figure 2 shows the data gathering procedure followed in this study. The process began with the preparation and revision of research instruments and the request for permission to adapt the selected standardized questionnaires. This was followed by the submission of the instruments for approval and expert validation. After incorporating the recommended revisions, the instruments were finalized and pilot-tested to ensure clarity and reliability. The validated questionnaires were then administered to the selected respondents. Subsequently, the collected data were organized, encoded, and analyzed using appropriate statistical methods to address the objectives of the study.

### **Data Analysis Procedure**

The data gathered in this study were analyzed using both quantitative and qualitative methods to provide a comprehensive and in-depth understanding of junior high school teachers’ work–life boundaries, burnout, and job satisfaction across life-career stages.

For the **quantitative data analysis**, descriptive and inferential statistical techniques were employed to address the specific research questions of the study.

Frequency and percentage distributions were used to describe the demographic profile of the respondents in terms of age and corresponding life-career stages. These measures provided a clear overview of the composition of the sample and served as a basis for subsequent comparative analysis.

The weighted mean was used to determine the levels of work–life boundaries, burnout, and job satisfaction.

Given that the data were collected using a Likert-scale instrument, the weighted mean allowed for the computation of central tendency and facilitated interpretation using predefined descriptive categories. This enabled the study to assess the overall condition of each variable across respondents.

To examine differences across groups, One-Way Analysis of Variance (ANOVA) was employed to determine whether statistically significant differences exist in work–life boundaries, burnout, and job satisfaction when respondents were grouped according to life-career stages. ANOVA was selected as it allows comparison of mean scores across more than two independent groups. Where significant differences were identified, interpretation focused on examining variations across life-career stages.

To determine the relationships among variables, Pearson Product-Moment Correlation (Pearson  $r$ ) was used to assess the strength and direction of linear relationships between work–life boundaries, burnout, and job satisfaction. This analysis provided insight into the degree to which changes in one variable are associated with changes in another.

To extend the analysis beyond simple association, multiple linear regression analysis was employed to examine the predictive influence of work–life boundaries and burnout on job satisfaction. This approach enabled the researcher to determine both the individual and combined contributions of the predictor variables. It also provided a basis for understanding the directional influence among variables, thereby strengthening the analytical rigor of the study.

All inferential statistical tests were conducted at a 0.05 level of significance, ensuring that the conclusions drawn from the data are statistically supported.

Overall, the use of descriptive statistics, inferential analysis, and predictive modeling provided a more comprehensive and analytically robust understanding of the relationships among work–life boundaries, burnout, and job satisfaction.

For the **qualitative data analysis**, the data collected through open-ended responses were analyzed using thematic analysis, guided by the framework of Virginia Braun and Victoria Clarke (2006). This approach was selected because it provides a systematic and flexible method for identifying, analyzing, and interpreting patterns within qualitative data.

The analysis followed the phases proposed by Braun and Clarke (2006). First, data familiarization was conducted through repeated reading of all responses to gain a comprehensive understanding of participants' experiences. Second, initial coding was performed by assigning descriptive labels to meaningful segments of the data related to work–life boundaries, burnout, and job satisfaction.

Third, the codes were examined and grouped into broader categories through an axial coding process, allowing patterns and relationships to emerge. These categories were then organized into overarching themes that reflected common experiences among teachers, such as work–life boundary management, administrative workload, emotional strain, sources of job satisfaction, and coping mechanisms.

Fourth, the themes were reviewed, refined, and defined to ensure coherence and alignment with the study variables. Finally, the themes were interpreted and presented in relation to the quantitative findings.

To strengthen the analysis, the study adopted a deductive–inductive approach, wherein deductive coding was guided by the key variables of the study, while inductive coding allowed new themes to emerge directly from the data. This combination ensured both theoretical alignment and openness to participants' lived experiences.

The qualitative findings were then integrated with the quantitative results following a sequential explanatory mixed-method design, wherein qualitative data were used to explain, support, and contextualize the statistical findings. This integration enabled the study to present both numerical patterns and in-depth insights, thereby enhancing the overall validity and richness of the research.

## Ethical Considerations

This study adhered to established ethical standards set by the institution and the Department of Education. Prior to data collection, the researcher secured the necessary approvals from the research adviser, the Ethics Review Committee, and the appropriate education authorities in Valenzuela City. No data collection activities were conducted until all required permissions were formally granted. All communications related to requesting **permission and approvals** are documented and included in the Appendix for reference.

All participants were provided with a clear and comprehensive **informed consent** form. This form explained the purpose of the study, the procedures involved, the expected duration of participation, and the voluntary nature of their involvement. Participants were informed that they had the right to decline participation or withdraw from the study at any time without any consequences. Only those who provided informed consent, either in written or digital form, were included in the study.

To ensure **confidentiality and anonymity**, no personally identifiable information such as names, specific school identifiers, or contact details was collected or disclosed in any part of the study. All data were securely stored in password-protected files using Microsoft Excel and SPSS, and access was limited solely to the researcher.

Upon completion of the study and approval of the final report, all raw data, including survey responses and electronic files, were permanently deleted from both local storage and cloud-based platforms. Any printed materials used during data processing were securely disposed of through shredding to prevent unauthorized access.

As a non-coercive form of appreciation, participants were given the option to receive a summary of the study's findings. This was facilitated through a separate opt-in process, wherein participants voluntarily provided their email addresses. This procedure ensured that survey responses remained anonymous and were not linked to any personal information. The summary was shared only after the completion and approval of the study and did not include policy recommendations or evaluative interpretations.

The study utilized established research instruments with due respect for intellectual property. Requests for permission to use and adapt the instruments were made through appropriate channels. Although responses were not received prior to data collection, the instruments were used strictly for academic purposes, and their original meaning and structure were preserved. Proper citations were provided, and the researcher commits to sharing the completed research with the original authors when applicable.

## RESULTS AND DISCUSSION

This chapter presents the results, analysis, and interpretation of the data gathered in the study. It examines the differences in work-life boundaries, burnout, and job satisfaction among junior high school teachers across various life-career stages. The findings are analyzed in relation to the research objectives and relevant theoretical and empirical literature, providing empirical bases for the development of age-sensitive teacher wellness programs that promote teacher well-being, job satisfaction, and professional sustainability.

**Table 3 Demographic Profile of Junior High School Public-School Teachers in Valenzuela City in Terms of Life-Career Stages**

Life Career Stages	Frequency	Percentage
Exploration Stage 20-29 years old	69	27.6%
Establishing Stage 30-39 years old	100	40.0%
Maintaining Stage 40-49 years old	59	23.6%
Transitioning Stage 50 years old & above	22	8.8%
Total	250	100%

Table 3 shows that most teachers in this study belong to the Establishing Stage (ages 30–39), with 100 teachers or 40% of the total respondents. The Exploratory Stage (ages 20–29) accounts for 69 teachers, or 27.6% of the sample. Together, these two groups make up 67.6% of all respondents, indicating that a large portion of the teaching force is young to middle-aged. The Maintaining Stage (ages 40–49) includes 59 teachers (23.6%), while the Transitioning Stage (50 and above) is the smallest group, with 22 teachers or 8.8%.

This pattern is explained by teachers’ experiences across career stages, where they reported similar structural challenges such as workload, paperwork, and time demands, regardless of age or experience. However, differences emerge in how teachers interpret and respond to these challenges. Teachers in later career stages described greater confidence, fulfillment, and professional perspective, while those in earlier stages reported adjustment stress, workload pressure, and the need to develop coping strategies.

Integrating these findings, it becomes evident that work–life boundaries and burnout are structurally driven phenomena, affecting teachers similarly across career stages, whereas job satisfaction is developmentally influenced, shaped by accumulated experience, coping capacity, and professional identity. This suggests that while external demands remain constant, internal resources evolve over time, leading to differences in how satisfaction is perceived.

This finding aligns with the Job Demands-Resources (JD-R) Model, which posits that job demands impact individuals similarly across groups, while job resources such as experience, mastery, and professional identity develop over time and influence motivation and satisfaction.

This interpretation is consistent with prior studies (Greenhaus & Beutell, 1985; Allen, 2000; Dela Cruz & Macalisang, 2024), which indicate that work–life boundaries and burnout are largely shaped by organizational demands. In contrast, research (Virtanen, De Bloom, & Kinnunen, 2020) shows that job satisfaction tends to increase with experience due to improved coping strategies and professional resilience.

This implies that interventions to support teacher well-being should adopt a dual approach: system-wide strategies to address shared structural challenges (e.g., workload and administrative demands), and age-sensitive or career-stage-specific support to enhance job satisfaction. In particular, exploration stage and establishing stage teachers may benefit from mentoring and adjustment support, while teachers in maintaining stage and transitioning stage may benefit from recognition, leadership opportunities, and sustained engagement strategies. This highlights the importance of aligning teacher support programs with both common organizational needs and developmental differences across life-career stages.

**Table 4 Levels of Work-Life Boundaries among Junior High School Teachers in Terms of Physical Boundaries**

Physical Boundaries	Weighted Mean	Qualitative Description
1. I have a specific place at home where I prepare lessons or check papers.	3.20	Agree
2. I try to keep my personal and schoolwork materials separate.	3.38	Agree
3. I try to complete school tasks at school to avoid bringing work home.	3.26	Agree
4. I feel relaxed once I leave the school premises.	3.18	Agree
5. I often find myself thinking about school tasks even in my personal spaces at home.	3.15	Agree
Average	3.23	Agree

**Legend:** 1.00-1.49 (Strongly Disagree), 1.50-2.49 (Disagree), 2.50-3.49 (Agree), 3.50-4.00 (Strongly Agree)

Table 4 presents the levels of work–life boundaries among junior high school teachers in terms of physical boundaries, with an overall weighted mean of 3.23, interpreted as “Agree.” This indicates that teachers generally maintain physical distinctions between their professional and personal domains. The highest-rated practice is keeping personal and schoolwork materials separate, whereas the lowest pertains to thinking about school-related tasks even within personal spaces at home.

This pattern is explained by teachers’ experiences of workload demands and boundary management, where they reported making deliberate efforts to separate work and personal spaces, such as designating specific work areas at home. However, they also described that unfinished tasks, grading requirements, deadlines, and administrative responsibilities often require them to continue working beyond school hours, leading to persistent mental engagement with work even outside the workplace.

Integrating these findings, it becomes evident that physical boundary-setting among teachers is present but functionally limited, as structural job demands override spatial separation. While teachers demonstrate intentional boundary management, the continuity of work-related tasks prevents full psychological disengagement, indicating that boundary effectiveness is constrained more by organizational conditions than by individual effort.

This finding supports Boundary Theory, which posits that work–life boundaries are inherently permeable, particularly when job demands extend beyond formal work environments and require ongoing attention.

This interpretation is consistent with prior studies (Day, 2020; Rudio, 2020), which show that teachers may maintain physical separation yet still experience work spillover due to workload pressures and role expectations that extend into personal time.

This implies that strengthening teachers’ work–life balance requires moving beyond individual boundary-setting strategies toward organizational and age-sensitive interventions. Schools may consider implementing workload regulation, clearer task expectations, and limits on after-hours work, while also providing differentiated support across life-career stages. In particular, early-career teachers may benefit from guidance in managing workload boundaries; while more experienced teachers may require support in sustaining balance and preventing long-term strain. These findings highlight the need for structured wellness programs that address both structural demands and teachers’ capacity for psychological detachment.

**Table 5 Levels of Work-Life Boundaries Among Junior High School Teachers in Terms of Temporal Boundaries**

Temporal Boundaries	Weighted Mean	Qualitative Description
1. I set aside a fixed time to finish my school tasks at home.	3.05	Agree
2. I avoid answering school-related messages after working hours.	2.83	Agree
3. I manage my school time efficiently to avoid working beyond school hours.	3.09	Agree
4. I have enough time to rest and spend with my family despite my workload.	3.08	Agree
5. I am able to finish my school tasks within working hours despite my workload.	2.88	Agree
Average	2.99	Agree

**Legend:** 1.00-1.49 (Strongly Disagree), 1.50-2.49 (Disagree), 2.50-3.49 (Agree), 3.50-4.00 (Strongly Agree)

Table 5 presents the levels of work–life boundaries among teachers in terms of temporal boundaries, with an overall mean of 2.99, interpreted as “Agree.” Despite this general agreement, relatively lower scores in avoiding work-related messages after working hours and completing tasks within official timeframes indicate difficulties

in maintaining strict temporal boundaries.

These findings indicate that teachers attempt to manage time boundaries, where they reported attempting to follow structured schedules but being required to extend work beyond official hours due to grading cycles, deadlines, school events, and urgent administrative tasks. Many also indicated continued responsiveness to messages from colleagues and supervisors after work, reflecting implicit expectations for constant availability.

Integrating these findings, it becomes evident that temporal boundaries are consistently attempted but frequently overridden, as time control is constrained by continuous and time-sensitive job demands. Teachers' efforts at time management are present, but insufficient to prevent work from extending into personal time.

This finding supports Boundary Theory, which posits that temporal boundaries are particularly vulnerable to intrusion when work demands and communication extend beyond formal working hours.

This interpretation aligns with prior studies (Day, 2020; OECD, 2020), which report that teachers commonly engage in work beyond official hours due to workload pressures and ongoing communication demands, especially in high-demand instructional settings.

This implies that strengthening teachers' work–life balance requires protecting time boundaries, particularly by establishing clear limits on after-hours communication, scheduling protected non-working periods, and aligning task deadlines within official work hours. Schools may consider implementing “communication windows” and workload pacing strategies to reduce time spillover and support sustainable time use among teachers.

**Table 6 Levels of Work-Life Boundaries among Junior High School Teachers in Terms of Psychological Boundaries**

Psychological Boundaries	Weighted Mean	Qualitative Description
1. I can easily shift my mind from school concerns to home life.	2.84	Agree
2. I can mentally disconnect from school-related thoughts during weekends.	2.96	Agree
3. I can fully rest without worrying about schoolwork.	2.88	Agree
4. I can mentally detach from school matters during my personal time.	2.97	Agree
5. I can focus on personal time without being distracted by school concerns	2.93	Agree
Average	2.92	Agree

**Legend:** 1.00-1.49 (Strongly Disagree), 1.50-2.49 (Disagree), 2.50-3.49 (Agree), 3.50-4.00 (Strongly Agree)

Table 6 presents the levels of work–life boundaries among junior high school teachers in terms of psychological boundaries, with an overall weighted mean of 2.92, interpreted as “Agree.” Notably, this is the lowest mean among the three dimensions, indicating that teachers experience greater difficulty in maintaining psychological boundaries compared to physical and temporal boundaries.

This finding highlights the impact of emotional and cognitive demands on teachers' ability to disengage. It is explained by teachers' experiences of emotional exhaustion, workload demands, and boundary management, where they reported persistent thoughts about unfinished tasks, student concerns, and deadlines even during rest periods. Teachers shared difficulty relaxing or focusing on personal activities, as work-related responsibilities continue to occupy their attention beyond working hours.

Integrating these findings, it becomes evident that psychological boundaries are the most vulnerable dimension,

as mental engagement with work persists despite physical separation and attempts at time management. This suggests that boundary challenges are not limited to where or when work occurs, but extend to how deeply teachers remain cognitively and emotionally connected to their roles.

This finding supports Boundary Theory, which posits that psychological boundaries are the most difficult to maintain due to the cognitive and emotional investment required in work roles. In teaching, where responsibility for students and instructional outcomes is continuous, complete mental disengagement becomes particularly challenging.

This interpretation is consistent with prior studies (Wohid, 2024; OECD, 2020), which indicate that teachers frequently experience cognitive spillover and emotional strain, limiting their ability to fully detach from work and increasing the risk of stress and reduced well-being.

This implies that improving teachers' work-life boundaries requires targeted support for psychological detachment, not just physical or time-based boundaries. Schools may consider integrating mental recovery strategies such as protected rest periods, reduced cognitive load during peak periods, and access to wellness activities that promote relaxation and mental disengagement. Additionally, fostering a culture that respects personal time and reduces excessive performance pressure may help teachers mentally disconnect and sustain long-term well-being.

Overall, the findings across the three dimensions indicate that teachers are more capable of maintaining physical boundaries than temporal and psychological boundaries. While spatial separation between work and personal life is evident, time-related demands and persistent cognitive engagement limit teachers' ability to fully disconnect. This pattern suggests that work-life boundary management among teachers is progressively more difficult from physical to psychological levels, with mental detachment representing the greatest challenge. This implies that an effective teacher wellness program should adopt a multi-dimensional approach, addressing not only physical and time-related boundaries but also psychological recovery. In particular, interventions should focus on reducing cognitive overload, supporting emotional well-being, and providing age-sensitive strategies that help teachers at different life-career stages manage varying boundary challenges.

**Table 7 Levels of Burnout Among Teachers as Measured by Emotional Exhaustion**

Emotional Exhaustion	Weighted Mean	Qualitative Description
1. I still have energy after a whole day of teaching.	2.64	Agree
2. I usually feel refreshed and ready to teach at the start of the day.	3.01	Agree
3. I can manage lesson preparation, paperwork, and other school tasks without feeling overly stressed.	2.86	Agree
4. I feel emotionally energized when teaching and interacting with students.	3.16	Agree
5. I find that my teaching responsibilities sometimes limit my time or energy for personal life.	3.06	Agree
Average	2.95	Agree

**Legend:** 1.00-1.49 (Strongly Disagree), 1.50-2.49 (Disagree), 2.50-3.49 (Agree), 3.50-4.00 (Strongly Agree)

Table 7 presents the level of emotional exhaustion among teachers, with an overall mean of 2.95, interpreted as "Agree," indicating a moderate level of emotional exhaustion. While teachers reported feeling emotionally energized when interacting with students and starting the day with a positive outlook, lower scores in sustaining energy after a full day of teaching suggest that fatigue accumulates as work demands increase.

This pattern is explained by teachers’ experiences of workload demands and emotional strain, where they reported physical and mental fatigue due to multiple responsibilities, tight deadlines, and continuous task demands. Teachers shared that managing lesson preparation, grading, paperwork, and reporting simultaneously creates sustained pressure and limits opportunities for rest and recovery.

Integrating these findings, it becomes evident that emotional exhaustion is progressive and cumulative, as teachers maintain motivation and engagement at the start of the day but experience gradual energy depletion as demands intensify. This suggests that exhaustion is not a result of disengagement, but rather a consequence of prolonged exposure to high workload conditions.

This finding aligns with Maslach Burnout Theory, which conceptualizes emotional exhaustion as a condition in which sustained job demands drain an individual’s emotional and physical resources over time.

This interpretation is consistent with prior studies (Lopez, 2024; Rivera & Dela Cruz, 2023), which demonstrate that heavy workload and administrative responsibilities significantly contribute to emotional exhaustion by reducing opportunities for rest and recovery among teachers.

This implies that addressing teacher burnout requires targeted strategies for energy recovery and workload pacing, rather than focusing solely on boundary-setting or time management. Schools may consider implementing structured recovery periods, redistributing peak workload demands, and providing access to stress management and well-being support to help teachers sustain energy throughout the workday and prevent long-term exhaustion.

**Table 8 Levels of Burnout among Teachers as Measured by Depersonalization**

Depersonalization	Weighted Mean	Qualitative Description
1. I am patient and understanding with my students.	3.26	Agree
2. I am motivated to help students who are struggling.	3.35	Agree
3. I feel emotionally connected to my teaching duties	3.23	Agree
4. I interact warmly and respectfully with students and colleagues.	3.41	Agree
5. I remain passionate and enthusiastic about teaching.	3.34	Agree
Average	3.32	Agree

Legend: 1.00-1.49 (Strongly Disagree), 1.50-2.49 (Disagree), 2.50-3.49 (Agree), 3.50-4.00 (Strongly Agree)

Table 8 shows that the overall mean is 3.32, interpreted as “Agree” indicating generally low levels of depersonalization among teachers. Teachers reported maintaining positive relationships with students and colleagues, demonstrating patience, motivation, and emotional connection in their teaching roles. This pattern is explained by teachers’ experiences of professional commitment, relational engagement, and coping strategies, where they reported that despite stress from workload, student performance, and workplace demands, they continue to demonstrate care, patience, and responsibility toward their students. Participants emphasized that teaching is meaningful to them, which helps them remain motivated and connected even during challenging periods.

Integrating these findings, it becomes evident that teachers exhibit sustained relational engagement despite the presence of stress, indicating that depersonalization is effectively mitigated by a strong sense of purpose and professional identity. While workload pressures exist, these do not translate into detachment or negative attitudes toward students, suggesting a protective effect of intrinsic motivation and commitment.

This finding aligns with Maslach Burnout Theory, which posits that depersonalization occurs when individuals develop detached or negative attitudes toward those they serve. The results indicate that teachers in this study

have not reached such a level of burnout.

This interpretation is consistent with prior studies (Cammayo et al., 2023), which indicate that teachers may experience emotional exhaustion while still maintaining dedication and positive relationships with students, reflecting professional resilience.

This implies that sustaining low levels of depersonalization requires reinforcing teachers’ relational and motivational resources, particularly through recognition of meaningful work, opportunities for positive student engagement, and supportive professional environments. Schools may consider strengthening mentorship, collaborative practices, and recognition systems that affirm teachers’ sense of purpose and connection, thereby preserving their interpersonal engagement even in high-demand contexts.

**Table 9 Levels of Burnout among Teachers as Measured by Reduced Personal Accomplishment**

Reduced Personal Accomplishment	Weighted Mean	Qualitative Description
1. I believe I am making a positive impact on my students’ lives.	3.33	Agree
2. I feel proud whenever my students perform well or improve.	3.52	Strongly Agree
3. I feel competent and effective in doing my teaching duties.	3.39	Agree
4. I enjoy being in the classroom and teaching my students.	3.41	Agree
5. I feel that my work as a teacher is valuable to my school and community.	3.46	Agree
Average	3.42	Agree

**Legend:** 1.00-1.49 (Strongly Disagree), 1.50-2.49 (Disagree), 2.50-3.49 (Agree), 3.50-4.00 (Strongly Agree)

Table 9 shows that the overall mean is 3.42, interpreted as “Agree,” indicating a high level of personal accomplishment among teachers. Teachers reported feeling proud of student achievements, confident in their teaching abilities, and fulfilled in their professional roles.

This pattern is explained by teachers’ experiences of intrinsic motivation and professional purpose, where they reported a strong sense of fulfillment when observing students’ progress and achievements. Participants shared that witnessing improvement in learners reinforces their commitment and motivates them to continue teaching despite existing challenges.

Integrating these findings, it becomes evident that personal accomplishment functions as a sustaining resource, enabling teachers to maintain motivation and professional engagement even in the presence of workload pressures. While challenges such as limited recognition and financial concerns exist, these are offset by the intrinsic rewards associated with teaching.

This finding aligns with Maslach Burnout Theory, which identifies reduced personal accomplishment as a key dimension of burnout. In this study, however, the high levels of accomplishment indicate that teachers maintain a strong sense of competence and value in their work.

This interpretation is consistent with prior studies (Lopez, 2024; Rivera & Dela Cruz, 2023), which show that teachers derive motivation and satisfaction from student success and their perceived impact on learners, even in demanding work environments.

This implies that sustaining teacher well-being requires reinforcing intrinsic motivation and professional fulfillment, particularly through recognition of teaching impact, opportunities to celebrate student success, and platforms that highlight teachers’ contributions to the school community. Schools may consider strengthening

recognition systems and feedback mechanisms that affirm teachers' sense of value and effectiveness.

Overall, the findings across the three dimensions of burnout reveal a differentiated pattern: teachers experience moderate emotional exhaustion, low depersonalization, and high personal accomplishment.

This indicates that while teachers experience energy depletion due to sustained workload demands, they remain relationally engaged and professionally fulfilled. Burnout in this context is not characterized by detachment or loss of purpose, but rather by strain coexisting with commitment.

This pattern aligns with Maslach Burnout Theory, which conceptualizes burnout as a multidimensional construct in which individuals may experience emotional exhaustion without necessarily developing depersonalization or reduced personal accomplishment.

The integration of quantitative and qualitative findings explains this pattern: qualitative data reveal that workload pressures and time demands contribute to emotional exhaustion, while strong professional values, intrinsic motivation, and student-centered fulfillment prevent the development of depersonalization and sustain personal accomplishment.

This implies that effective interventions should adopt a dual-focus approach: reducing workload-related strain while simultaneously strengthening teachers' motivational and relational resources. Addressing only workload without reinforcing purpose may be insufficient; likewise, relying solely on intrinsic motivation without managing demands may lead to long-term exhaustion. Therefore, a balanced strategy that supports both energy management and professional fulfillment is essential for sustaining teacher well-being.

**Table 10 Levels of Job Satisfaction among Teachers in Terms of Intrinsic factors**

Intrinsic factors	Weighted Mean	Qualitative Description
1. I enjoy teaching and find it personally rewarding.	3.34	Agree
2. I feel proud of being a teacher in the public school system.	3.32	Agree
3. I feel motivated to improve my teaching strategies.	3.42	Agree
4. I feel a deep sense of fulfillment when I see my students learn.	3.54	Strongly Agree
5. I am happy doing my duties as a classroom teacher.	3.42	Agree
Average	3.41	Agree

**Legend:** 1.00-1.49 (Strongly Disagree), 1.50-2.49 (Disagree), 2.50-3.49 (Agree), 3.50-4.00 (Strongly Agree)

Table 10 shows that the overall mean is 3.41, interpreted as "Agree," indicating high intrinsic job satisfaction among teachers. The highest rating (3.54) reflects a strong sense of fulfillment when students learn, while consistently high scores across motivation, enjoyment, and professional pride suggest that teachers find teaching personally meaningful and rewarding.

This pattern is explained by teachers' experiences of intrinsic motivation and professional purpose, where they described teaching as a purpose-driven profession. Participants emphasized that seeing students learn, improve, and succeed provides deep personal fulfillment, which strengthens their commitment and motivation to continue teaching.

Integrating these findings, it becomes evident that intrinsic job satisfaction functions as a core motivational driver, enabling teachers to sustain engagement and positive attitudes toward their work despite existing challenges. Meaning and purpose derived from student outcomes act as internal resources that reinforce persistence and professional identity.

This finding aligns with the Job Demands-Resources (JD-R) Model, which posits that job resources such as meaningful work and opportunities for growth enhance motivation and job satisfaction, even in demanding work environments.

This interpretation is consistent with prior studies (Tria, 2023), which show that intrinsic factors such as a sense of accomplishment and professional identity play a significant role in sustaining teachers' job satisfaction and engagement.

This implies that sustaining high job satisfaction requires intentionally reinforcing the meaning and purpose of teaching, particularly by creating opportunities for teachers to witness and reflect on student progress, share successful practices, and receive feedback that highlights their impact. Schools may consider institutionalizing recognition of instructional achievements and reflective practices that strengthen teachers' sense of fulfillment and professional identity.

**Table 11 Levels of Job Satisfaction among Teachers in Terms of Extrinsic**

Extrinsic Factors	Weighted Mean	Qualitative Description
1. I am satisfied with my salary and benefits from the government.	2.28	Disagree
2. I believe that my classroom and school facilities are conducive to learning.	2.64	Agree
3. I feel that my efforts are recognized by my school head or DepEd.	2.84	Agree
4. I have access to the materials and tools I need to teach well.	2.81	Agree
5. I receive adequate support from my school administration.	2.95	Agree
Average	2.70	Agree

**Legend:** 1.00-1.49 (Strongly Disagree), 1.50-2.49 (Disagree), 2.50-3.49 (Agree), 3.50-4.00 (Strongly Agree)

Table 11 shows that the overall mean is 2.70, interpreted as "Agree," indicating moderate satisfaction with extrinsic factors. However, the lowest rating (2.28) for salary and benefits highlights a clear area of dissatisfaction, suggesting that compensation remains a significant concern among teachers.

This pattern is explained by teachers' experiences of institutional support and compensation concerns, where they acknowledged the value of supportive leadership, access to resources, and recognition from school heads, but expressed dissatisfaction with salary levels and delays in incentives. Teachers reported that while the work environment is generally supportive, financial constraints affect morale and personal stability.

Integrating these findings, it becomes evident that extrinsic satisfaction is uneven, as organizational support and resources function as enabling conditions, while compensation remains a limiting factor. This suggests that positive workplace conditions can sustain satisfaction to a certain extent but are insufficient to fully offset dissatisfaction related to financial rewards.

This finding aligns with the Job Demands-Resources (JD-R) Model, which posits that job resources such as support and recognition enhance satisfaction, but insufficient resources particularly compensation can constrain overall well-being and motivation.

This interpretation is consistent with prior studies (Panganiban & Panganiban, 2023; Bustamante & Lumapenet, 2024; Lopez, 2023), which indicate that leadership support and workplace environment positively influence job satisfaction, while compensation and workload concerns remain persistent challenges among teachers.

This implies that improving teachers' job satisfaction requires strengthening material and financial support

systems, particularly by addressing compensation-related concerns and ensuring timely provision of benefits and incentives. While maintaining supportive leadership and adequate resources is essential, greater attention to financial stability and equitable reward systems is necessary to enhance overall satisfaction and sustain teacher motivation.

**Table 12 Levels of Job Satisfaction among Teachers in Terms of Relational**

Extrinsic Factors	Weighted Mean	Qualitative Description
1. I have a good working relationship with my co-teachers	3.39	Agree
2. I feel that my school head listens to and supports teachers' needs.	3.17	Agree
3. I observe that my coworkers help each other when problems arise.	3.26	Agree
4. I feel respected by my colleagues and supervisors.	3.29	Agree
5. I feel appreciated and valued by my students.	3.33	Agree
Average	3.29	Agree

Legend: 1.00-1.49 (Strongly Disagree), 1.50-2.49 (Disagree), 2.50-3.49 (Agree), 3.50-4.00 (Strongly Agree)

Table 12 shows that the overall mean is 3.29, interpreted as “Agree,” indicating high satisfaction with relational aspects of the job. Teachers reported strong collaboration with colleagues, respect from supervisors, and appreciation from students, reflecting a generally positive interpersonal environment.

This pattern is explained by teachers’ experiences of collaboration, support, and recognition, where they described strong collegial relationships, mentorship, and supportive leadership as key factors that sustain their motivation. Participants emphasized that being listened to, respected, and supported by both colleagues and school leaders enhances their overall work experience.

Integrating these findings, it becomes evident that relational factors serve as stabilizing resources, helping teachers maintain positive attitudes and satisfaction despite work-related challenges. Supportive interactions and a collaborative environment reinforce teachers’ sense of belonging and professional value.

This finding aligns with the Job Demands-Resources (JD-R) Model, which posits that social support and a positive organizational climate function as key job resources that enhance engagement and job satisfaction.

This interpretation is consistent with prior studies (David & Maloles, 2019; Panganiban & Panganiban, 2023), which highlight the importance of collegiality and leadership support in sustaining teachers’ motivation and satisfaction.

This implies that sustaining job satisfaction requires strengthening collaborative and supportive school environments, particularly by promoting teamwork, open communication, and responsive leadership practices. Schools may consider fostering professional learning communities and feedback mechanisms that reinforce mutual support and respect among teachers and school leaders.

Overall, the findings across the three dimensions of job satisfaction reveal a differentiated pattern: teachers demonstrate high intrinsic and relational satisfaction, but only moderate extrinsic satisfaction.

This indicates that teachers derive satisfaction primarily from meaning, purpose, and relationships, while external conditions such as compensation and material resources serve as limiting factors. In other words, job satisfaction is sustained by internal and social resources, even when external rewards are less favorable. The integration of quantitative and qualitative findings explains this pattern: teachers reported that fulfillment from student success and strong professional relationships sustain their motivation, while concerns related to salary

and financial stability reduce overall satisfaction. This demonstrates how intrinsic and relational factors buffer the effects of extrinsic limitations. This pattern aligns with the Job Demands–Resources (JD–R) Model, which emphasizes that job resources such as meaning, support, and recognition enhance engagement and satisfaction, even in the presence of constraints. This implies that improving overall job satisfaction requires a balanced approach, where schools continue to strengthen intrinsic and relational resources while addressing gaps in extrinsic conditions. Enhancing compensation systems, resource provision, and administrative support alongside sustaining meaningful and supportive work environments will be essential in promoting long-term teacher satisfaction and retention

**Table 13 The test of significant difference in work-life boundaries, burnout, and job satisfaction across the life-career stages of junior high school teachers**

Variable	Life Career Stages of Junior High School Teachers		
	P-Value	Decision	Remark
Work-Life Boundaries	0.840	Accept Ho	Not Significant
Burnout	0.917	Accept Ho	Not Significant
Job Satisfaction	0.009 *Transitioning Stage	Reject Ho	Significant

**Legend:** Significant at  $P < 0.05$ , \*With the Highest Assessment

Table 13 analysis revealed no statistically significant difference in work–life boundaries ( $p = .840$ ) and burnout ( $p = .917$ ) across life-career stages. However, a statistically significant difference was found in job satisfaction ( $p = .009$ ), indicating that teachers’ level of satisfaction varies depending on their career stage. Despite this statistical significance, the effect size ( $\eta^2 \approx 0.046$ ) indicates a small magnitude of difference, suggesting that life-career stage has a limited but meaningful influence on job satisfaction.

This pattern is explained by teachers’ experiences across career stages, where they reported similar structural challenges such as workload, paperwork, and time demands, regardless of age or experience. However, differences emerge in how teachers interpret and respond to these challenges. Teachers in later career stages described greater confidence, fulfillment, and professional perspective, while those in earlier stages reported adjustment stress, workload pressure, and the need to develop coping strategies.

Integrating these findings, it becomes evident that work–life boundaries and burnout are structurally driven phenomena, affecting teachers similarly across career stages, whereas job satisfaction is developmentally influenced, shaped by accumulated experience, coping capacity, and professional identity. This suggests that while external demands remain constant, internal resources evolve over time, leading to differences in how satisfaction is perceived.

This finding aligns with the Job Demands-Resources (JD-R) Model, which posits that job demands impact individuals similarly across groups, while job resources such as experience, mastery, and professional identity develop over time and influence motivation and satisfaction.

This interpretation is consistent with prior studies (Greenhaus & Beutell, 1985; Allen, 2000; Dela Cruz & Macalisang, 2024), which indicate that work-life boundaries and burnout are largely shaped by organizational demands. In contrast, research (Virtanen, De Bloom, & Kinnunen, 2020) shows that job satisfaction tends to increase with experience due to improved coping strategies and professional resilience.

This implies that interventions to support teacher well-being should adopt a dual approach: system-wide strategies to address shared structural challenges (e.g., workload and administrative demands), and age-sensitive

specific support to enhance job satisfaction. In particular, early-career teachers may benefit from mentoring and adjustment support, while more experienced teachers may benefit from recognition, leadership opportunities, and sustained engagement strategies. This highlights the importance of aligning teacher support programs with both common organizational needs and developmental differences across life-career stages.

**Table 14 Significant Relationship between Work-Life Boundaries, Burnout, and Job Satisfaction among Junior High School Teachers**

Variable	Pearson r	Qualitative Description	P-Value	Decision	Remark
Work-Life Boundaries and Job Satisfaction	0.42	Moderate Relationship	0.000	Reject Ho	Significant
Work-Life Boundaries and Burnout	0.49	Moderate Relationship	0.000	Reject Ho	Significant
Burnout and Job Satisfaction	0.63	Moderate Relationship	0.000	Reject Ho	Significant

**Legend:** 0 No Relationship, ± 0.01- ± 0.20 Very Weak Relationship, ± 0.21- ± 0.40 Weak Relationship, ± 0.41- ± 0.70 Moderate Relationship, ± 0.71- ± 0.90 Strong Relationship, ± 0.91- ± 0.99 Very Strong Relationship, ± 1.00 Perfect Relationship, Significant at  $P < 0.05$

Table 14 presents the significant relationships among work–life boundaries, burnout, and job satisfaction. The results reveal that all variables are significantly correlated at the 0.01 level. Work–life boundaries show a moderate positive relationship with job satisfaction ( $r = .42, p < .01$ ) and burnout ( $r = .49, p < .01$ ), while burnout demonstrates a moderate to strong positive relationship with job satisfaction ( $r = .63, p < .01$ ).

These findings indicate that teachers who are able to establish clearer work–life boundaries tend to experience more favorable burnout conditions and higher levels of job satisfaction. Given that the burnout scale in this study is positively worded, higher scores reflect lower levels of burnout. Thus, the positive correlation between burnout and job satisfaction suggests that teachers who experience lower burnout tend to report higher job satisfaction, highlighting the protective role of emotional well-being in sustaining positive work attitudes.

Among the variables, burnout and job satisfaction exhibited the strongest relationship, suggesting that emotional well-being plays a central role in shaping teachers’ satisfaction. This indicates that even when teachers manage their work–life boundaries, their overall satisfaction is more strongly influenced by their level of emotional exhaustion and recovery.

This pattern is explained by teachers’ experiences of workload demands, boundary management, and emotional well-being, where they reported that difficulty managing workload, paperwork, and time demands leads to stress and exhaustion. Conversely, when teachers are able to manage their time, maintain boundaries, and receive support from colleagues, they feel less overwhelmed and more satisfied with their work.

Integrating these findings, burnout functions as a central linking mechanism between work-life boundaries and job satisfaction. While work-life boundary management contributes to improved well-being, its influence on job satisfaction appears to operate largely through its effect on reducing burnout. This suggests that emotional well-being is the most direct driver of satisfaction, while boundary management serves as a supporting factor.

This finding aligns with the Job Demands-Resources (JD-R) Model, which posits that job demands contribute to strain (burnout), while job resources such as boundary control, support, and meaningful work-help reduce burnout and enhance job satisfaction.

This interpretation is consistent with prior studies (Skaalvik & Skaalvik, 2017; Collie, Shapka, & Perry, 2012), which identify burnout as a strong predictor of job satisfaction among teachers. Similarly, research (Allen et al.,

2000) shows that effective work–life boundary management contributes to reduced stress and improved well-being, thereby enhancing job satisfaction.

This implies that improving teacher well-being requires prioritizing burnout reduction as the primary intervention point, while strengthening work-life boundary management as a supporting strategy. Interventions that directly address emotional exhaustion such as workload regulation, recovery opportunities, and stress management are likely to yield the most immediate improvements in job satisfaction, while sustained boundary support can help maintain these gains over time.

**Table 15 Multiple Regression Analysis of Work–Life Boundaries as Predictors of Job Satisfaction Work-Life Boundaries Job Satisfaction**

Work-Life Boundaries	Job Satisfaction					
	Correlation	Unstandardized Coefficients	Standardized Coefficients			
		B	Std. Error	Beta	t	P-Value
Constant	r=0.421 r <sup>2</sup> =0.177 P=0.000	1.958	0.178		10.993	0.000
Physical Boundaries		0.248	0.059	0.280	4.226	0.000
Temporal Boundaries		-0.025	0.064	-0.033	-0.389	0.698
Psychological Boundaries		0.153	0.050	0.247	3.068	0.002

Table 15 presents the results of the multiple regression analysis examining the extent to which the dimensions of work–life boundaries predict job satisfaction among junior high school teachers. The overall model is statistically significant ( $p = 0.000$ ), indicating that work–life boundaries collectively predict job satisfaction. The model yielded an R value of 0.421 and an  $R^2$  of 0.177, suggesting that approximately 17.7% of the variance in job satisfaction is explained by physical, temporal, and psychological boundaries.

This indicates a moderate level of predictive power, suggesting that while work–life boundaries are meaningful contributors, a substantial portion of job satisfaction is influenced by other factors such as burnout, motivation, and organizational conditions.

This pattern is explained by teachers’ experiences of workload demands and boundary management, where they reported that time pressures, administrative tasks, and continuous communication often extend beyond official hours. Teachers emphasized that simply managing time is not sufficient; rather, the ability to physically separate work from personal life and mentally disengage from work-related concerns contributes more significantly to their sense of satisfaction.

In terms of individual predictors, physical boundaries significantly predict job satisfaction ( $B = 0.248$ ,  $\beta = 0.280$ ,  $p = 0.000$ ), indicating that teachers who maintain clear physical separation between work and personal life tend to report higher satisfaction.

Psychological boundaries also significantly predict job satisfaction ( $B = 0.153$ ,  $\beta = 0.247$ ,  $p = 0.002$ ), suggesting that the ability to mentally disengage from work plays an important role in sustaining satisfaction.

In contrast, temporal boundaries do not significantly predict job satisfaction ( $B = -0.025$ ,  $\beta = -0.033$ ,  $p = 0.698$ ), indicating that time-based boundary control alone has limited influence, particularly when workload demands

remain high.

Integrating these findings, it becomes evident that not all boundary strategies are equally effective. Physical and psychological boundaries function as active protective factors, while temporal boundaries are structurally constrained by workload demands. This suggests that job satisfaction is more strongly influenced by teachers' ability to separate and mentally disengage from work, rather than simply managing time.

This finding aligns with the Job Demands–Resources (JD–R) Model, which posits that job resources such as boundary control and psychological detachment enhance well-being and job satisfaction, while persistent job demands may limit the effectiveness of time-based strategies.

This implies that interventions aimed at improving job satisfaction should prioritize strengthening physical and psychological boundary management, particularly by reducing work spillover and promoting mental disengagement from work. While time management strategies remain relevant, they should be complemented with structural support that reduces workload pressure. These findings highlight that effective interventions should focus on how teachers disconnect from work, not just how they manage their time.

**Table 16** Multiple Regression Analysis of Burnout as Predictors of Job Satisfaction

Burnout	Job Satisfaction					
	Correlation	Unstandardized Coefficients	Standardized Coefficients			
		B	Std. Error	Beta	t	P-Value
Constant	r=0.636 r <sup>2</sup> =0.405 P=0.000	0.815	0.187		4.351	0.000
Emotional Exhaustion		0.248	0.046	0.288	5.410	0.000
Depersonalization		0.158	0.056	0.162	2.807	0.005
Reduce Personal Accomplishment		0.310	0.045	0.382	6.849	0.000

Table 16 presents the results of the multiple regression analysis examining the extent to which burnout dimensions predict job satisfaction among junior high school teachers. The overall model is statistically significant ( $p = 0.000$ ), indicating that burnout is a strong predictor of job satisfaction. The model yielded an R value of 0.636 and an  $R^2$  of 0.405, suggesting that approximately 40.5% of the variance in job satisfaction is explained by emotional exhaustion, depersonalization, and personal accomplishment.

This reflects a substantial level of predictive power, indicating that teachers' emotional well-being plays a central role in shaping job satisfaction.

It is important to note that the burnout scale used in this study is positively worded; therefore, higher scores indicate lower levels of burnout. As such, the positive regression coefficients show that lower burnout is associated with higher job satisfaction.

This pattern is explained by teachers' experiences of emotional well-being, professional fulfillment, and relational engagement, where they emphasized that a sense of purpose, student impact, and meaningful interactions sustain their motivation even in the presence of workload demands. Teachers reported that feeling effective, valued, and emotionally energized contributes significantly to their overall satisfaction.

Among the predictors, personal accomplishment emerged as the strongest predictor ( $B = 0.310$ ,  $\beta = 0.382$ ,  $p = 0.000$ ), indicating that teachers who perceive themselves as competent and effective in their roles report higher job satisfaction.

Emotional exhaustion also significantly predicts job satisfaction ( $B = 0.248$ ,  $\beta = 0.288$ ,  $p = 0.000$ ), suggesting that lower fatigue and sustained emotional energy contribute to greater satisfaction.

Depersonalization likewise shows a significant effect ( $B = 0.158$ ,  $\beta = 0.162$ ,  $p = 0.005$ ), indicating that maintaining positive interpersonal relationships supports job satisfaction.

Integrating these findings, it becomes evident that burnout is not only a predictor but the primary explanatory mechanism of job satisfaction, with different dimensions contributing in distinct ways: personal accomplishment drives motivation, emotional exhaustion reflects energy depletion, and depersonalization reflects relational engagement. This indicates that job satisfaction is largely shaped by teachers' psychological and emotional condition rather than external factors alone.

This finding aligns with the Job Demands–Resources (JD–R) Model, which posits that personal and psychological resources enhance motivation and satisfaction, while job demands contribute to strain and reduced well-being.

This implies that improving job satisfaction requires prioritizing interventions that enhance teachers' emotional well-being, particularly by strengthening personal accomplishment, reducing emotional exhaustion, and sustaining positive professional relationships. Compared to work–life boundaries, burnout-related factors have a stronger influence, indicating that interventions focused on motivation, recovery, and psychological support are likely to yield the most significant impact on teacher satisfaction.

Overall, the regression analyses reveal a clear pattern in the predictors of job satisfaction among teachers. While work–life boundaries significantly predict job satisfaction ( $R^2 = 0.177$ ), burnout demonstrates substantially stronger predictive power ( $R^2 = 0.405$ ).

This indicates that although boundary management contributes to job satisfaction, teachers' emotional well-being plays a more dominant role. Work–life boundaries function as supporting resources, but their influence on job satisfaction is largely indirect and operates through their effect on burnout.

Integrating these findings, it becomes evident that job satisfaction is shaped through the pathway: Work-Life Boundaries > Burnout > Job Satisfaction,

where burnout serves as the primary explanatory mechanism linking boundary management to satisfaction outcomes.

Furthermore, not all predictors contribute equally. In the work-life boundaries model, only physical and psychological boundaries are significant, while temporal boundaries are not. In contrast, all burnout dimensions significantly predict job satisfaction, with personal accomplishment emerging as the strongest predictor.

These findings imply that interventions aimed at improving teacher satisfaction should prioritize reducing burnout and strengthening psychological well-being, while using work–life boundary strategies as complementary support. A combined approach that addresses both structural demands and internal resources is essential for sustaining teacher motivation and well-being.

Overall, the integration of quantitative and qualitative findings demonstrates that teacher well-being is primarily shaped by structural workload demands and mediated by psychological resources such as coping strategies, professional purpose, and emotional resilience. While work–life boundaries provide partial support, burnout emerges as the central mechanism influencing job satisfaction, explaining why emotional well-being has a stronger predictive power than boundary management alone.

## Overview in Qualitative Results

The qualitative findings were analyzed using thematic analysis following Virginia Braun and Victoria Clarke.

While seven themes emerged from the data, these are not treated as a separate set of findings. Instead, they are integrated within the quantitative results and discussion to explain, confirm, and expand the observed statistical patterns in work–life boundaries, burnout, and job satisfaction.

The analysis employed a deductive–inductive approach guided by the main variables of the study. Through open coding, axial coding, and thematic clustering, seven themes were identified: (1) Life-career stage positioning and generational identity, (2) Work–life boundary negotiation, (3) Administrative burden and workload pressure, (4) Burnout experience and emotional strain, (5) Sources of job satisfaction, (6) Coping and resilience, and (7) Wellness and structural reform advocacy. These themes serve as explanatory lenses to interpret the quantitative findings.

### **Theme 1: Life-Career Stage Positioning and Generational Identity**

Teachers interpret their experiences through their life-career stage, influencing confidence, coping, and adaptation to demands. Veteran teachers described increased competence and mentoring roles, while younger teachers reported adjustment stress and learning demands. One participant noted that “after many years of teaching, it is impossible not to become skilled.” Differences were also observed in technological adaptability, with younger teachers perceived as more digitally fluent, while experienced teachers exert more effort to adjust. However, participants emphasized that stress management depends not only on age but also on personal and contextual factors such as family and financial responsibilities. This explains the quantitative finding that no significant differences exist in work–life boundaries and burnout across life-career stages. While teachers differ in perception and coping, they experience similar structural demands. This supports Donald Super’s Life-Span Life-Space Theory, which posits that roles and coping evolve over time despite stable work conditions.

### **Theme 2: Work–Life Boundary Negotiation**

Teachers actively attempt to establish boundaries, but these remain unstable due to work demands. Physical boundaries are practiced (e.g., designated workspaces), yet work frequently spills into home life. One participant stated, “Can’t be separated, dala trabaho sa bahay.” Temporal boundaries are also challenged by deadlines and school activities, while psychological boundaries are the most difficult to maintain, with teachers reporting persistent thoughts about unfinished tasks even during rest. This explains the quantitative findings showing moderate work–life boundaries, particularly weaker temporal and psychological control. Despite individual effort, structural demands limit full disengagement. This reflects Boundary Theory, which emphasizes the permeability of work and personal domains.

### **Theme 3: Administrative Burden and Workload Pressure**

Administrative workload is a major source of strain, characterized by excessive paperwork, reporting requirements, and non-teaching tasks. Teachers reported that these responsibilities reduce instructional time and extend work into personal life. Concerns were also raised regarding evaluation systems, particularly classroom observations, which some perceive as stressful rather than developmental. This explains the quantitative findings of moderate emotional exhaustion and difficulty maintaining temporal boundaries. Workload pressure is structural rather than individual, consistent with the Job Demands-Resources model, which links high demands to strain.

### **Theme 4: Burnout Experience and Emotional Strain**

Burnout is experienced primarily as emotional exhaustion rather than detachment. Teachers reported fatigue due to continuous workload and deadlines, yet maintained commitment to their roles. Some expressed frustration related to student performance and leadership issues, but this did not result in disengagement. Instead, teachers continued to demonstrate dedication and responsibility. This explains the quantitative pattern of moderate emotional exhaustion, low depersonalization, and high personal accomplishment. This aligns with Christina Maslach’s Burnout Theory, which recognizes that exhaustion can occur without loss of professional commitment.

### Theme 5: Sources of Job Satisfaction

Job satisfaction is primarily driven by intrinsic and relational factors. Teachers emphasized fulfillment from student success, describing teaching as meaningful and purpose-driven. Extrinsic factors, particularly salary and incentives, were identified as concerns. In contrast, collegial relationships and leadership support were highlighted as strong sources of motivation. This explains the quantitative findings of high intrinsic and relational satisfaction but moderate extrinsic satisfaction. Internal and social resources outweigh financial concerns, consistent with the Job Demands-Resources model.

### Theme 6: Coping, Resilience, and Protective Mechanisms

Teachers employ various coping strategies, including time management, self-care, and reflective practices. Social support through collaboration and mentorship also plays a key role. Meaning-focused coping was evident, as teachers maintained a strong sense of purpose despite challenges. This explains why teachers sustain high job satisfaction and personal accomplishment despite experiencing burnout. Coping mechanisms buffer the negative effects of workload demands.

### Theme 7: Wellness and Structural Reform Advocacy

Teachers emphasized the need for systemic support, including reduced administrative workload, improved compensation, and access to wellness programs. Participants highlighted that well-being cannot rely solely on individual coping but requires institutional action. One participant noted the importance of “fair compensation” and support from higher levels. This reinforces the quantitative findings that work–life boundaries and burnout are shaped by structural conditions, not individual differences. This supports the Job Demands-Resources model, emphasizing the balance between demands and resources.

The qualitative findings provide explanatory depth to the quantitative results by illustrating how teachers experience workload demands, boundary management, emotional strain, and motivation. Rather than functioning as a separate strand, the qualitative data clarify the mechanisms underlying the statistical patterns.

The qualitative findings reveal that workload demands and institutional pressures constrain boundary management, leading to emotional exhaustion, while coping strategies and professional purpose sustain job satisfaction. Across life-career stages, teachers experience similar demands but differ in how they interpret and manage them, explaining why job satisfaction varies while work–life boundaries and burnout remain consistent.

Specifically, they explain why work–life boundaries remain moderate, why burnout manifests primarily as exhaustion rather than detachment, and why job satisfaction remains high despite challenges. These findings demonstrate that teacher well-being is shaped by the interaction of structural demands, coping strategies, and professional purpose.

Overall, the qualitative findings directly explain how teachers’ experiences of workload demands, boundary management, emotional exhaustion, coping strategies, and institutional support shape the observed quantitative patterns in work–life boundaries, burnout, and job satisfaction across life-career stages.

**Table 17 Joint Display of Quantitative and Qualitative Findings**

Quantitative Findings	Qualitative Themes	Integrated Interpretation (Synthesis)
Work–Life Boundaries (WM = 2.92–3.23, “Agree”)	Theme 2:	Teachers attempt to maintain work-life boundaries, but these are frequently disrupted by workload demands, indicating that boundary control is constrained by structural conditions rather than individual effort.

Temporal and Psychological Boundaries show relatively lower means	Theme 2 & Theme 3	Time-related and mental boundaries are the most vulnerable due to administrative workload, deadlines, and continuous communication, limiting teachers' ability to fully disconnect from work.
Emotional Exhaustion (WM = 2.95, "Agree")	Theme 4:	Teachers demonstrate a moderate level of emotional condition, reflecting some degree of energy depletion due to sustained workload demands, while still maintaining engagement in their roles.
Depersonalization (WM = 3.32, "Agree")	Theme 4 & Theme 6	Teachers maintain positive interpersonal relationships and professional commitment, indicating low levels of detachment supported by coping strategies and strong professional values.
Personal Accomplishment (WM = 3.42, "Agree")	Theme 5 & Theme 6	Teachers experience a strong sense of competence, purpose, and fulfillment from student success, which acts as a protective factor that sustains motivation and job satisfaction.
Job Satisfaction: High Intrinsic & Relational (WM = 3.29–3.41)	Theme 5	Job satisfaction is primarily driven by intrinsic motivation, meaningful work, and positive relationships, rather than external conditions alone.
Job Satisfaction: Extrinsic (WM = 2.70; Salary lowest)	Theme 5 & Theme 7	While organizational support is present, dissatisfaction with compensation and delayed incentives reflects systemic challenges affecting overall satisfaction.
No significant difference in WLB ( $p = .840$ ) and Burnout ( $p = .917$ ) across life-career stages	Theme 1	Work demands and stress conditions are experienced similarly across career stages, indicating that these are systemic concerns rather than age-based differences.
Significant difference in Job Satisfaction ( $p = .009$ )	Theme 1 & Theme 6	Differences in job satisfaction across life-career stages may be attributed to variations in coping strategies, experience, and professional perspective.
Work–Life Boundaries ↔ Job Satisfaction ( $r = .42$ )	Theme 2	Effective boundary management contributes to job satisfaction; however, its influence is moderate due to structural limitations.
Burnout ↔ Job Satisfaction ( $r = .63$ )	Theme 4 & Theme 6	Emotional well-being has a stronger influence on job satisfaction, indicating that teachers' psychological condition plays a central role in shaping satisfaction.
Work–Life Boundaries → Job Satisfaction ( $R^2 = 17.7\%$ )	Theme 2 & Theme 3	Work–life boundaries function as a meaningful but limited predictor of job satisfaction, as their effectiveness is constrained by workload and organizational demands.
Burnout → Job Satisfaction ( $R^2 = 40.5\%$ )	Theme 4, Theme 5 & Theme 6	Burnout explains a larger proportion of variance in job satisfaction, indicating that teachers' emotional well-being and sense of accomplishment are the most influential factors in determining satisfaction.

Table 17 shows the joint display demonstrates that while teachers generally maintain work–life boundaries, their effectiveness is limited by structural demands such as workload, administrative responsibilities, and continuous communication. Burnout, particularly in terms of emotional condition and personal accomplishment, emerges as a more influential factor in shaping job satisfaction. Qualitative findings further explain that teachers sustain satisfaction through intrinsic motivation, professional purpose, and coping strategies, despite experiencing ongoing demands. Overall, the integrated results indicate that teacher well-being is shaped by the interaction of organizational conditions and psychological resources, with emotional well-being exerting a stronger influence on job satisfaction than boundary management.

## SUMMARY, CONCLUSION, AND RECOMMENDATION

This chapter presents the summary of findings derived from the analysis of the data, the conclusions drawn based on the results of the study, and the recommendations formulated in light of the findings and conclusions. These recommendations are intended to provide practical and research-based insights for policy, practice, and future studies related to the topic under investigation.

### Summary

The objective of this study was to determine how junior high school teachers in five mega schools in Valenzuela City manage the boundaries between their work and personal lives, how these boundaries relate to burnout and job satisfaction, and whether these experiences differ across life-career stages. The findings provide both empirical and explanatory insights that support the development of age-sensitive teacher wellness programs.

### Presented below is the summary of the major findings of the study:

The majority of the respondents belong to the Establishing life-career stage (30–39 years old) at 40.0%, followed by the Exploration stage (27.6%) and Maintaining stage (23.6%), while the Transitioning stage (50 years and above) comprises 8.8% of the sample.

Teachers generally maintain work–life boundaries across physical, temporal, and psychological dimensions, with mean scores ranging from 2.92 to 3.23 (“Agree”). Physical boundaries obtained the highest mean, while temporal and psychological boundaries showed relatively lower values.

Teachers demonstrate generally manageable levels of burnout, characterized by high personal accomplishment (WM = 3.42) and low depersonalization (WM = 3.32), while emotional exhaustion remains at a moderate level (WM = 2.95).

Teachers report high levels of job satisfaction in intrinsic (WM = 3.41) and relational factors (WM = 3.29), while extrinsic factors received lower ratings (WM = 2.70), particularly in salary and benefits.

There is no statistically significant difference in work–life boundaries ( $p = .840$ ) and burnout ( $p = .917$ ) across life-career stages. However, a significant difference was found in job satisfaction ( $p = .009$ ).

Significant relationships exist among work–life boundaries, burnout, and job satisfaction. Work–life boundaries are moderately correlated with job satisfaction ( $r = .42$ ) and burnout ( $r = .49$ ), while burnout shows a stronger relationship with job satisfaction ( $r = .63$ ).

Both work–life boundaries and burnout significantly predict job satisfaction. Work–life boundaries explain 17.7% of the variance ( $R^2 = 0.177$ ), while burnout explains 40.5% of the variance ( $R^2 = 0.405$ ), indicating a stronger predictive effect of burnout compared to work–life boundaries.

Qualitative findings explain that workload demands, administrative responsibilities, and continuous task requirements constrain teachers’ ability to maintain effective boundaries and contribute to emotional exhaustion. At the same time, coping strategies, collegial support, and a strong sense of professional purpose contribute to sustaining job satisfaction. Across life-career stages, teachers face similar demands but differ in how they interpret and manage these challenges, explaining variations in job satisfaction.

The findings provide a basis for developing an evidence-based teacher wellness program focused on managing workload demands, strengthening psychological boundaries, reducing emotional exhaustion, and enhancing coping strategies. The program should be responsive to life-career stages and supported by institutional mechanisms to ensure sustainability.

Overall, the findings indicate that teacher well-being is shaped by the interaction of structural workload demands

and psychological coping mechanisms. While teachers experience similar working conditions across life-career stages, differences in interpretation and response explain variations in job satisfaction. These integrated results highlight the need for both school-level and system-level interventions and provide a strong foundation for the development of an age-sensitive and sustainable teacher wellness program.

## CONCLUSIONS

Based on the findings of the study, the following conclusions were drawn:

The teaching workforce is largely composed of exploratory and establishing life-career stage teachers, indicating a professional group that is still developing experience, coping strategies, and career identity. This pattern suggests that teacher well-being is shaped not only by working conditions but also by developmental stage. As teachers progress across life-career stages, their capacity to manage demands and derive meaning from their work evolves, highlighting the need for differentiated and stage-sensitive support systems.

Teachers are able to establish work-life boundaries to some extent; however, these are not consistently sustained due to persistent workload demands. Experiences of extended working hours, administrative responsibilities, and continued engagement beyond school time make it difficult to maintain clear separation between work and personal life. This indicates that boundary management is not purely an individual responsibility but is significantly shaped by institutional expectations and structural conditions within the teaching environment.

Burnout among teachers is primarily experienced as emotional exhaustion rather than disengagement. While teachers report moderate levels of burnout, their continued commitment to teaching suggests that they remain professionally invested despite feeling drained. This reflects a condition where teachers continue to perform and care about their work, but at the cost of depleted energy and limited opportunities for recovery. Such a pattern points to sustained workload pressure as a central factor in teacher burnout.

Job satisfaction remains generally positive, driven largely by intrinsic motivation and relational support. Teachers find fulfillment in student learning, a sense of professional purpose, and supportive relationships with colleagues. These internal and social resources help sustain positive work attitudes even when external conditions such as compensation and availability of resources are less favorable. This suggests that while extrinsic factors matter, intrinsic and relational dimensions play a critical role in maintaining teacher satisfaction.

The absence of significant differences in work-life boundaries and burnout indicates that teachers experience similar structural demands regardless of life-career stage. However, differences in job satisfaction reflect how teachers interpret and respond to these shared conditions. Exploratory and establishing stage teachers tend to experience adjustment difficulties and higher sensitivity to workload pressures, while more experienced teachers demonstrate stronger coping strategies, professional confidence, and the ability to find meaning in their work. This explains why satisfaction varies even when burnout and boundary constraints remain relatively constant across groups.

Work-life boundaries, burnout, and job satisfaction are closely interconnected. When boundaries are difficult to maintain due to workload demands, teachers experience greater emotional exhaustion, which in turn influences their level of job satisfaction. This pattern shows that teacher well-being is shaped by both structural conditions and emotional responses, rather than by isolated factors.

Burnout emerges as the most influential factor affecting job satisfaction. While work-life boundaries provide some level of support, their impact is limited when workload demands remain high. In practice, the influence of boundary management on job satisfaction operates largely through its ability to reduce emotional exhaustion. This perspective positions burnout as a key mediating mechanism through which working conditions influence teachers' overall work attitudes, professional well-being, and job satisfaction.

Teachers' experiences show that workload demands, administrative burden, and continuous task expectations make it difficult to fully disconnect from work, contributing to emotional exhaustion. At the same time, teachers

rely on coping strategies, collegial support, and a strong sense of professional purpose to sustain motivation and satisfaction. Across life-career stages, while the demands remain largely the same, differences emerge in how teachers manage, interpret, and respond to these conditions. These combined patterns explain the consistency in burnout and work-life boundaries, alongside the variation observed in job satisfaction.

Overall, the findings demonstrate that teacher well-being is not primarily an issue of individual boundary management, but a systemic outcome of sustained workload demands moderated by psychological and social resources. Burnout functions as the central mechanism influencing job satisfaction, while work-life boundaries serve as supportive but limited resources when structural pressures persist.

These results highlight the need to move beyond individual-level solutions toward system-level interventions. Improving teacher well-being requires policies that regulate workload, reduce excessive administrative tasks, and provide adequate institutional support. This may include improvement of protected non-teaching time, limiting non-essential after-hours communication, strengthening clerical and administrative assistance, and ensuring fair distribution of workload. In addition, the development of structured, age-sensitive teacher wellness programs can further support teachers across different career stages.

Sustainable improvements in teacher well-being depend on coordinated efforts at both the school and policy levels, ensuring that support systems are not only available but also responsive to the realities of teachers work and career development.

### Implications

The matrix below summarizes the alignment between the key findings of the study and their corresponding program implications. It presents how the major results were translated into actionable strategies that inform the design of the proposed teacher wellness program.

**Table 18 Matrix of Key Findings and Program Implications**

Key Findings	Program Implications
Work-life boundaries are generally maintained, but temporal and psychological boundaries are less stable	Strengthen time management practices, boundary-setting strategies, and institutional policies that support mental detachment and regulate after-hours communication
Teachers experience emotional strain while remaining engaged in their roles	Prioritize structured stress management, emotional regulation support, and access to mental health services to reduce sustained fatigue
Teachers maintain a strong sense of personal accomplishment	Sustain and institutionalize recognition and professional development opportunities that reinforce teachers' sense of competence and impact
Job satisfaction is primarily driven by intrinsic and relational factors rather than extrinsic rewards	Promote a positive school climate, strengthen collegial collaboration, enhance recognition systems, while also addressing gaps in extrinsic conditions such as compensation and resource support
Work-life boundaries and burnout show no significant variation across life-career stages	Implement school-wide interventions that address common challenges experienced by teachers regardless of career stage
Job satisfaction varies across life-career stages	Incorporate flexible or differentiated strategies that address varying motivational, developmental, and coping needs across career stages
Burnout exerts the strongest influence on job satisfaction	Prioritize workload regulation, reduction of administrative burden, and emotional support systems, as burnout serves as the primary mechanism influencing job satisfaction
Work-life boundaries have a comparatively weaker influence on job satisfaction	Integrate boundary-related strategies with organizational and structural support, as boundary strategies alone are insufficient without systemic reinforcement

Table 18 summarizes the alignment between key findings and their corresponding program implications, providing a basis for evidence-based intervention design. It illustrates how the significant findings were systematically translated into actionable intervention strategies, providing a clear basis for the formulation of evidence-based recommendations and the design of the wellness program.

## RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations are proposed to enhance existing teacher support mechanisms and strengthen work–life boundaries, reduce burnout, and improve job satisfaction among junior high school teachers within the public school system.

School administrators may design and implement differentiated support systems that respond to teachers' life-career stages. Exploratory & establishing life-career stage teachers may be supported through structured mentoring and induction programs, including assigned mentors and regular coaching sessions, while more experienced teachers may be provided with leadership roles, mentoring responsibilities, and career advancement opportunities to sustain engagement and professional growth, consistent with the observed developmental differences in job satisfaction.

Schools may implement feasible policies that support work–life boundary management, such as regulating non-essential after-hours communication, designating protected non-teaching time for administrative tasks, and providing training on time management and psychological detachment strategies. These measures directly address the identified challenges in maintaining temporal and psychological boundaries.

Educational institutions may prioritize the reduction of burnout by managing workload demands, minimizing excessive administrative tasks, and expanding access to wellness initiatives such as stress management programs, counseling services, and structured well-being activities. These interventions respond to the finding that emotional exhaustion is the primary form of burnout affecting teachers.

School leaders may strengthen job satisfaction by fostering a positive organizational climate, promoting collegial collaboration through Learning Action Cell (LAC) sessions, and institutionalizing recognition systems that acknowledge teachers' contributions. In addition, feasible improvements in extrinsic conditions, such as access to instructional resources and equitable workload distribution, may be pursued to address identified areas of dissatisfaction.

Schools may implement flexible and differentiated strategies that address variations in teachers' motivation, coping capacity, and professional needs across life-career stages. These strategies ensure that support systems remain responsive to teachers' evolving roles and are aligned with the observed differences in job satisfaction across career stages.

School administrators may adopt integrated interventions that simultaneously address work-life boundaries and burnout, including workload rationalization, provision of clerical or administrative support, and structured emotional support systems. These interventions may further incorporate coping and peer support mechanisms, such as collaborative workload sharing and collegial mentoring, reflecting teachers' reported experiences of workload pressure, difficulty disengaging from work, and the importance of social support in sustaining well-being.

Given that burnout emerged as the strongest predictor of job satisfaction, schools may prioritize feasible interventions that reduce sustained workload pressure, strengthen emotional support systems, and enhance teachers' sense of professional accomplishment. Boundary management strategies may be implemented as complementary measures to support these efforts.

Schools may strengthen coping and support mechanisms by promoting peer collaboration, mentoring, and shared workload practices. These strategies reflect teachers' experiences of managing workload pressures and highlight the importance of collegial support and professional purpose in sustaining motivation and overall well-being.

At the system level, educational authorities may develop and institutionalize teacher wellness frameworks with clear implementation guidelines, accountability mechanisms, and monitoring systems across schools. These may include standardized workload parameters, regulation of non-essential after-hours communication, provision of mental health support services, and periodic assessment of teacher well-being, in recognition of the systemic nature of workload-related stress identified in the study.

## **Proposed Teacher Wellness Program**

### **Title: Teach-Well:**

A Teacher Empowerment and Adaptive Coping Program for Strengthening Wellness (Work-Life Boundaries), Reducing Burnout, and Enhancing Job Satisfaction

### **Program Rationale:**

The proposed program is anchored on the key findings of the study, particularly the significant influence of burnout and the role of work–life boundaries in shaping job satisfaction among junior high school teachers. While teachers generally maintain work–life boundaries, challenges remain in temporal and psychological aspects due to workload demands. Burnout, particularly emotional exhaustion, emerged as the strongest predictor of job satisfaction, highlighting the need for structured interventions that support teachers’ emotional well-being and working conditions.

The program is primarily designed for school-wide implementation, recognizing that work–life boundaries and burnout are experienced across all life-career stages. This is consistent with the findings which showed no significant differences in these variables across age groups. However, selected program components are designed to be adaptable to address variations in job satisfaction and professional needs across different life-career stages. These findings collectively demonstrate that teacher well-being is shaped by both structural workload demands and individual coping mechanisms, necessitating integrated interventions.

## **Program Objectives**

### **General Objective:**

To enhance teacher well-being by strengthening work–life boundaries, reducing burnout, and improving job satisfaction among junior high school teachers.

### **Specific Objectives:**

1. Strengthening teachers’ time management and psychological boundary-setting practices
2. To reduce emotional exhaustion through structured stress management and support systems
3. Enhance teachers’ sense of professional accomplishment and motivation
4. Promote positive workplace relationships and collaborative support systems
5. Improve overall job satisfaction through integrated well-being interventions

## **Target Participants**

- Junior High School Teachers (primary beneficiaries)
- School Heads, Master Teachers, and Coordinators (program facilitators)

### Program Components and Activities

Component	Objective Target	Sample Activities	Implementation Notes	Expected Outcome
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#### A. Work–Life Boundary Management

Obj. 1	Time management workshops (e.g., prioritization techniques, scheduling strategies); boundary-setting seminars; policy orientation on after-hours communication	School-wide policy implementation; monitored by school heads		Improved time management and reduced work spillover
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#### B. Stress Management and Emotional Support

Obj. 2	Stress management workshops (e.g., mindfulness training, guided relaxation); counseling services (school-based or referral); wellness sessions	Conducted quarterly; access to counselors ensured		Reduced emotional exhaustion and improved mental well-being
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#### C. Professional Growth and Recognition

Obj. 3	Mentoring programs; teacher recognition (e.g., monthly/quarterly awards); professional development training	Differentiated by career stage (mentoring for early-career teachers; leadership roles for experienced teachers)		Increased motivation and sense of accomplishment
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#### D. Collaborative Support System

Obj. 4	LAC sessions (e.g., peer sharing, collaborative planning); peer support groups; team-building activities	Integrated into existing school structures		Strengthened collegial relationships and support network
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#### E. Workload Management Support

Obj. 2 & 5	Task redistribution; administrative/clerical support; designated non-teaching time blocks	Periodic workload review by school leadership		Reduced workload pressure and improved work efficiency
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The components are designed to function as an integrated system addressing both structural demands and psychological responses identified in the study.

### Implementation Timeline

Phase	Activities	Timeline
Preparation	Planning, coordination, resource allocation	Month 1
Implementation	Conduct of program activities	Months 2–6
Monitoring	Ongoing feedback collection	Months 2–6
Evaluation	Assessment of effectiveness	End of Month 6

### Evaluation Metrics

Indicator	Measurement Tool	Success Criteria
Work–Life Boundaries	Pre- and post-survey	Increase in mean scores
Burnout Levels	Burnout scale (pre-post)	Decrease in emotional exhaustion

Job Satisfaction	Satisfaction survey	Increase in satisfaction levels
Participation Rate	Attendance records	At least 80% participation
Program Effectiveness	Feedback forms	Positive teacher feedback
Target Measures		
Indicator	Improvement	
Work–Life Boundaries	$\geq +0.20$ mean increase	
Burnout	$\geq -0.20$ decrease in exhaustion	
Job Satisfaction	$\geq +0.20$ increase	
Participation	$\geq 80\%$	
Feedback	$\geq 85\%$ positive	

### Monitoring and Feedback Mechanism

To ensure ongoing program responsiveness and effectiveness

- Regular feedback collection through surveys and group discussions
- Coordination meetings with school heads and facilitators
- Continuous improvement based on teacher input

### Sustainability Plan

- Integration into LAC sessions and INSET programs
- Continuation of key policies (e.g., boundary management practices)
- Annual review and program refinement

Overall, the TEACH-WELL program presents a structured, evidence-based approach to enhancing teacher well-being by addressing key factors identified in the study, particularly work–life boundaries and burnout. By translating empirical findings into practical and implementable strategies, the program provides a coherent framework for supporting teachers’ professional and personal well-being. Through its school-wide implementation and adaptable components, the program is expected to contribute to improved job satisfaction, strengthened coping mechanisms, and a more supportive and sustainable teaching environment.

### APPROVAL SHEET

This thesis entitled, “A COMPARATIVE ANALYSIS ON WORK-LIFE BOUNDARIES, BURNOUT AND JOB SATISFACTION OF JUNIOR HIGH SCHOOL TEACHERS ACROSS LIFE-CAREER STAGES: INSIGHTS FOR CRAFTING AGE

SENSITIVE TEACHER WELLNESS PROGRAM” was prepared and submitted by MR. NEIL C. AMOROSO, in partial fulfillment of the requirements for the degree of MASTER OF ARTS IN EDUCATION, MAJOR IN EDUCATIONAL MANAGEMENT, has been examined and is recommended for acceptance and approval for ORAL EXAMINATION.

DR. RYAN ROMNICK B. SANCHEZ

Adviser

### Panel of Examiners

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Dean

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N.C.A.

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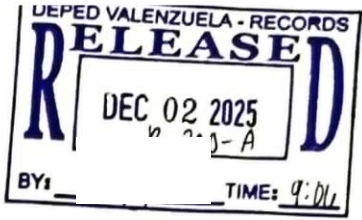
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APPENDIX A

Approved Letter to Conduct a Study

  
**Republic of the Philippines**  
**Department of Education**  
NATIONAL CAPITAL REGION  
**SCHOOLS DIVISION OFFICE VALENZUELA CITY**



November 27, 2025

**NEIL C. AMOROSO**  
Researcher  
Pamantasan Ng Lungsod Ng Valenzuela

Dear **Mr. Amoroso**:

In response to your letter request dated November 21, 2025, this Office hereby grants permission to conduct your research entitled: **WORK-LIFE BOUNDARIES, BURNOUT, AND JOB SATISFACTION: A COMPARATIVE ANALYSIS OF JUNIOR HIGH SCHOOL TEACHERS ACROSS LIFE-CAREER STAGES AS INPUT TO A TEACHER WELLNESS PROGRAM** on conditions that:




1. content of **DepEd Order No. 9 s.2005** titled “**Instituting Measures to Increase Engaged Time-On-Task and Ensuring Compliance Therewith,**” shall be strictly observed;
2. ethical considerations related to the conduct of the research shall be strictly observed as stipulated in **DepEd Order No. 16, s. 2017, Research Management Guidelines;**
3. the conduct of the study shall not interrupt the regular program of the schools, with the teaching duties of the teachers and, will not disrupt regular classes;
4. resources of the school shall not be used for the said purpose; and
5. this Office shall be furnished with a copy of the findings and recommendations of the research.

Please be guided accordingly.



Very truly yours, ,

sgod/rcd/11-27-25

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Address: Pío Valenzuela St., Marulas, Valenzuela City  
Telephone Nos.: (02) 8293-4507, 8277-4648, 8291-0873, 8277-3439  
Email Address: [sdovalenzuela@deped.gov.ph](mailto:sdovalenzuela@deped.gov.ph)  
Official Website: <https://www.sdovalenzuelacity.deped.gov.ph>



PRIME-HRM  
LEVEL II ACCREDITED

## APPENDIX B

**Informed Consent**

**Dear Ma'am/Sir,**

Good day! I hope this message finds you well. As a public junior high school teacher, you are invited to participate in a research study entitled: *Work–Life Boundaries, Burnout, and Job Satisfaction: A Comparative Analysis of Junior High School Teachers Across Life-Career Stages in Valenzuela City: Insight for Crafting Age Sensitive Wellness Program.*

This survey aims to understand how teachers manage the balance between work and personal life, how these experiences relate to burnout, and how they influence overall job satisfaction. The results of this study will serve as a basis for understanding teachers' well-being and for proposing possible support or wellness programs for teachers.

Your participation is voluntary, and all responses will be treated with strict confidentiality. The information you provide will be used for academic research purposes only, and no personal identifying details will be disclosed. Your honest responses are important in ensuring the accuracy and credibility of the study.

Please take a few minutes to answer the questionnaire by selecting the response that best reflects your level of agreement with each statement. Completing the survey will take approximately 10–15 minutes.

Attached below is the link and the QR code if you prefer to answer this survey online.

Thank you very much for your time and cooperation. Your participation is greatly appreciated.

Respectfully yours,

Neil Amoroso  
The Researcher

<https://tinyurl.com/worklifeboundary2026>



APPENDIX C

Survey Questionnaire

**Part I. Demographic Profile (Please tick)**

Life-Career Stage (Age Bracket):

- Exploratory Stage 20–29 years old
- Establishing Stage 30–39 years old
- Maintaining Stage 40–49 years old
- Transitioning Stage 50 and above years old

**Instructions:**

Please check (✓) the box that best represents your answer. Use the following scale:

1 = Strongly Disagree    2 = Disagree    3 = Agree    4 = Strongly Agree

<b>Part II. Work-Life Boundaries</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Physical Boundaries</b>				
1. I have a specific place at home where I prepare lessons or check papers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I try to keep my personal and schoolwork materials separate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I try to complete school tasks at school to avoid bringing work home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I feel relaxed once I leave the school premises.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I often find myself thinking about school tasks even in my personal spaces at home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Temporal Boundaries</b>				
6. I set aside a fixed time to finish my school tasks at home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I avoid answering school-related messages after working hours.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I manage my school time efficiently to avoid working beyond school hours.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I have enough time to rest and spend with my family despite my workload.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I am able to finish my school tasks within working hours despite my workload.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Psychological Boundaries</b>				
11. I can easily shift my mind from school concerns to home life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I can mentally disconnect from school-related thoughts during weekends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I can fully rest without worrying about schoolwork.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I can mentally detach from school matters during my personal time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I can focus on personal time without being distracted by school concerns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Part III. Burnout</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Emotional Exhaustion</b>				
16. I still have energy after a whole day of teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. I usually feel refreshed and ready to teach at the start of the day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. I can manage lesson preparation, paperwork, and other school tasks without feeling overly stressed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. I feel emotionally energized when teaching and interacting with students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. I find that my teaching responsibilities sometimes limit my time or energy for personal life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Depersonalization**

21. I am patient and understanding with my students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. I am motivated to help students who are struggling.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. I feel emotionally connected to my teaching duties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. I interact warmly and respectfully with students and colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. I remain passionate and enthusiastic about teaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Personal Accomplishment**

26. I believe I am making a positive impact on my students' lives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. I feel proud whenever my students perform well or improve.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. I feel competent and effective in doing my teaching duties.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. I enjoy being in the classroom and teaching my students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. I feel that my work as a teacher is valuable to my school and community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Part IV. Job Satisfaction**

	1	2	3	4
<b>Intrinsic Factors</b>				
31. I enjoy teaching and find it personally rewarding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. I feel proud of being a teacher in the public school system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. I feel motivated to improve my teaching strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. I feel a deep sense of fulfillment when I see my students learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. I am happy doing my duties as a classroom teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Extrinsic Factors**

36. I am satisfied with my salary and benefits from the government.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. I believe that my classroom and school facilities are conducive to learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. I feel that my efforts are recognized by my school head or DepEd.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. I have access to the materials and tools I need to teach well.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. I receive adequate support from my school administration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Relational Factors**

41. I have a good working relationship with my co-teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. I feel that my school head listens to and supports teachers' needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43. I observe that my coworkers help each other when problems arise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44. I feel respected by my colleagues and supervisors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45. I feel appreciated and valued by my students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thank you for your participation in this study. As a token of appreciation, you are invited to voluntarily provide your email address if you would like to receive a summary of the study findings and related materials once the study has been completed and approved.

<https://tinyurl.com/emailcollect2026>



Dear Ma'am/Sir,

Good day! I hope this letter finds you well.

I am Neil C. Amoroso, a graduate student from Pamantasan ng Lungsod ng Valenzuela, currently completing my Master of Arts in Education thesis. You are invited to participate in a research study entitled "Work–Life Boundaries, Burnout, and Job Satisfaction: A Comparative Analysis of Junior High School Teachers Across Life-Career Stages in Valenzuela City: Insight for Crafting Age Sensitive Wellness Program."

This study aims to understand how teachers manage work–life balance, how it relates to burnout, and its impact on job satisfaction. Your participation is voluntary, responses are confidential, and information will be used for academic purposes only.

The written interview will focus on your experiences and perspectives as a teacher and is expected to last about 20–30 minutes. Your honest sharing will greatly help in understanding teachers' well-being.

Attached below is the link and the QR code if you prefer to answer this survey online.

Thank you for your time and willingness to participate.

Respectfully yours,

Neil Amoroso  
MAED Graduate Student



<https://tinyurl.com/PLVINTERVIEW2026>

**Demographic Profile (Please check)**

Life-Career Stage (Age Bracket):

- Exploratory Stage 20–29 years old
- Establishing Stage 30–39 years old
- Maintaining Stage 40–49 years old
- Transitioning Stage 50 and above years old







Item	Observed	Expected	Residual	Adjusted Residual	Chi-Square	Df	Asymp. Sig.
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9280028 14.4004	3	2	1	1.414	2.000	2	.157
9280028 14.4246	2	3	-1	-1.414	2.000	2	.157
9280028 14.4512	2	3	-1	-1.414	2.000	2	.157
9280028 14.4724	2	3	-1	-1.414	2.000	2	.157
9280028 14.4800	2	3	-1	-1.414	2.000	2	.157
9280028 14.5638	2	3	-1	-1.414	2.000	2	.157
9280028 15.0302	1	3	-2	-2.828	4.000	2	.047
9280028 15.0937	1	4	-3	-4.243	6.000	2	.002
9280028 15.0300	3	3	0	0	0.000	2	1.000
9280028 15.0748	4	4	0	0	0.000	2	1.000
9280028 15.0207	1	4	-3	-4.243	6.000	2	.002
9280028 15.0730	2	4	-2	-2.828	4.000	2	.047
9280028 14.2103	2	3	-1	-1.414	2.000	2	.157
9280028 14.0254	4	4	0	0	0.000	2	1.000
9280028 14.2601	1	4	-3	-4.243	6.000	2	.002
9280028 14.3632	1	4	-3	-4.243	6.000	2	.002
9280028 14.3858	2	4	-2	-2.828	4.000	2	.047
9280028 14.4349	2	4	-2	-2.828	4.000	2	.047
9280028 14.4733	1	3	-2	-2.828	4.000	2	.047
9280028 14.5051	2	4	-2	-2.828	4.000	2	.047
9280028 14.5437	1	4	-3	-4.243	6.000	2	.002
9280028 14.5756	2	3	-1	-1.414	2.000	2	.157
9280028 15.0125	1	4	-3	-4.243	6.000	2	.002
9280028 15.0518	4	4	0	0	0.000	2	1.000
9280028 15.0227	3	3	0	0	0.000	2	1.000
9280028 15.0651	1	4	-3	-4.243	6.000	2	.002
9280028 15.0132	1	3	-2	-2.828	4.000	2	.047
9280028 15.0450	2	4	-2	-2.828	4.000	2	.047
9280028 15.0309	3	3	0	0	0.000	2	1.000
9280028 15.0525	2	3	-1	-1.414	2.000	2	.157
9280028 15.0847	1	4	-3	-4.243	6.000	2	.002

FREQUENCIES VARIABLES=LIFE\_CAREER\_STAGES  
 /ORDER=ANALYSIS.

**Frequencies**

LIFE_CAREER_STAGES				
	Frequency	Percent	Valid Percent	Cumulative Percent
Exploratory Stage 20-29 Years Old	69	27.6	27.6	27.6
Establishing Stage 30-39 years old	100	40.0	40.0	67.6
Valid Maintaining Stage 40-49 years old	69	23.6	23.6	91.2
Transitioning Stage 50 and above years old	22	8.8	8.8	100.0
Total	250	100.0	100.0	

EXAMINE VARIABLES=Work\_Life\_Boundaries, Burnout, Job\_Satisfaction  
 /PLOT NPPLOT  
 /STATISTICS DESCRIPTIVES  
 /CINTERVAL 95  
 /MISSING LISTWISE  
 /NOTOTAL.

**Explore**

	Test of Normality			
	Kolmogorov-Smirnov <sup>a</sup>		Shapiro-Wilk	
	df	Sig.	df	Sig.
Work_Life_Boundaries	250	.063	250	.085
Burnout	250	.084	250	.077
Job_Satisfaction	250	.102	250	.178

ONEWAY Work\_Life\_Boundaries, Burnout, Job\_Satisfaction BY LIFE\_CAREER\_STAGES  
 /MISSING ANALYSIS  
 /POSTHOC=SCHEFFE ALPHA(.05).

**Oneway**

ANOVA						
		Sum of Squares	df	Mean Square	F	
Work_Life_Boundaries	Between Groups	.165	3	.055	.279	
	Within Groups	48.310	246	.195		
	Total	48.474	249			
Burnout	Between Groups	.059	3	.020	.169	
	Within Groups	28.572	246	.116		
	Total	28.631	249			
Job_Satisfaction	Between Groups	1.778	3	.593	3.969	
	Within Groups	36.724	246	.149		
	Total	38.502	249			

ANOVA		Sig.
<del>Work_Life_Boundaries</del>	Between Groups	.840
	Within Groups	
	Total	
Burnout	Between Groups	.917
	Within Groups	
	Total	
Job_Satisfaction	Between Groups	.009
	Within Groups	
	Total	

**CORRELATIONS**

```

/VARIABLES=Work_Life_Boundaries Burnout Job_Satisfaction
/PRINT=TWOTAIL NOSIG
/MISSING=PAIRWISE.
  
```

**Correlations**

Correlations

		<del>Work_Life_Boundaries</del>	Burnout	Job_Satisfaction
<del>Work_Life_Boundaries</del>	Pearson Correlation	1	.415**	.489**
	Sig. (2-tailed)		.000	.000
	N	250	250	250
Burnout	Pearson Correlation	.415**	1	.630**
	Sig. (2-tailed)	.000		.000
	N	250	250	250
Job_Satisfaction	Pearson Correlation	.489**	.630**	1
	Sig. (2-tailed)	.000	.000	
	N	250	250	250

REGRESSION

```

/MISSING LISTWISE
/STATISTICS COEFF OUTS R ANOVA
/CRITERIA=PIN(.05) POUT(.10)
/NOORIGIN
/DEPENDENT Job_Satisfaction
/METHOD=ENTER WORK_LIFE_BOUNDARIES_Physical_Boundaries
WORK_LIFE_BOUNDARIES_Temporal_Boundaries
WORK_LIFE_BOUNDARIES_Psychological_Boundaries.
  
```

Regression

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.421 <sup>a</sup>	.177	.167	.35890

a. Predictors: (Constant),

WORK\_LIFE\_BOUNDARIES\_Psychological\_Boundaries  
 WORK\_LIFE\_BOUNDARIES\_Physical\_Boundaries  
 WORK\_LIFE\_BOUNDARIES\_Temporal\_Boundaries

ANOVA<sup>a</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6.815	3	2.272	17.637	.000 <sup>b</sup>
	Residual	31.687	246	.129		
	Total	38.502	249			

a. Dependent Variable: Job\_Satisfaction

b. Predictors: (Constant), WORK\_LIFE\_BOUNDARIES\_Psychological\_Boundaries  
 WORK\_LIFE\_BOUNDARIES\_Physical\_Boundaries  
 WORK\_LIFE\_BOUNDARIES\_Temporal\_Boundaries

Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.958	.178		10.993	.000
	WORK_LIFE_BOUNDARIES_Physical_Boundaries	.248	.059	.280	4.226	.000
	WORK_LIFE_BOUNDARIES_Temporal_Boundaries	-.025	.064	-.033	-.389	.698
	WORK_LIFE_BOUNDARIES_Psychological_Boundaries	.153	.050	.247	3.068	.002

a. Dependent Variable: Job\_Satisfaction

REGRESSION

```

/MISSING LISTWISE
/STATISTICS COEFF OUTS R ANOVA
/CRITERIA=PIN(.05) POUT(.10)
/NOORIGIN
/DEPENDENT Job_Satisfaction
/METHOD=ENTER BURNOUT Emotional Exhaustion BURNOUT Depersonalization
BURNOUT Reduced Personal Accomplishment.
  
```

Regression

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.636 <sup>a</sup>	.405	.397	.30528

a. Predictors: (Constant),  
 BURNOUT\_Reduced\_Personal\_Accomplishment,  
 BURNOUT\_Emotional\_Exhaustion, BURNOUT\_Depersonalization.

ANOVA<sup>a</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	15.576	3	5.192	55.714	.000 <sup>b</sup>
	Residual	22.926	246	.093		
	Total	38.502	249			

a. Dependent Variable: Job\_Satisfaction  
 b. Predictors: (Constant), BURNOUT\_Reduced\_Personal\_Accomplishment,  
 BURNOUT\_Emotional\_Exhaustion, BURNOUT\_Depersonalization.

Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.815	.187		4.351	.000
	BURNOUT_Emotional_Exhaustion	.248	.046	.288	5.410	.000
	BURNOUT_Depersonalization	.158	.056	.162	2.807	.005
	BURNOUT_Reduced_Personal_Accomplishment	.310	.045	.382	6.849	.000

a. Dependent Variable: Job\_Satisfaction