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"Work-Life Balance and Burnout Among Public Elementary School Teachers: Basis for a Sustainable School-Based Wellness Program"

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ABSTRACT

This study examined work-life balance and occupational burnout among public elementary school teachers as an empirical basis for developing a Sustainable School-Based Wellness Program. Employing a quantitative descriptive-correlational design, the study involved 24 permanent teachers from a selected Philippine public elementary school during the fourth quarter of School Year 2025–2026, using total enumeration sampling. Data were collected through an adapted 20-item Work-Life Balance Scale and the 16-item Oldenburg Burnout Inventory and analyzed using descriptive statistics and Pearson's correlation. Findings revealed unfavorable overall work-life balance (M = 2.44, SD = 0.76), particularly in self-care, health, and well-being (M = 2.18), despite favorable institutional support (M = 2.87). Burnout was characterized by moderately high exhaustion (M = 2.03) alongside comparatively low disengagement (M = 3.08), indicating sustained professional commitment despite occupational strain. No statistically significant relationship was established between work-life balance and burnout ($r = -0.046$, $p = .830$). The study concludes that physical exhaustion can coexist with professional dedication, underscoring the importance of addressing these concerns separately. It recommends implementing Project BALANSE through workload rationalization, protected rest periods, health interventions, and strengthened peer support. Limitations include the single-school sample, self-reported data, and modest burnout-instrument reliability. The findings provide a context-specific foundation for institutional wellness planning, supporting SDG 3 (Good Health and Well-Being), SDG 4 (Quality Education), and SDG 8 (Decent Work and Economic Growth) through potentially healthier working conditions and sustainable educational practices.

Keywords: *Burnout, Elementary School Teachers, Exhaustion, Institutional Support, School-Based Wellness, Work-Life Balance*

1. INTRODUCTION

Work-life balance and occupational burnout remain important concerns in basic education, particularly among public elementary school teachers who must manage instructional responsibilities alongside administrative requirements, ancillary assignments, and personal obligations. In the Philippine educational system, competing professional demands can extend beyond official working hours, potentially limiting opportunities for family interaction, rest, and personal well-being. Research among Filipino elementary school teachers has associated workload pressures with burnout while also documenting continued professional commitment despite demanding working conditions (Magtalas & Eduvala, 2024). International evidence similarly identifies burnout, work engagement, and occupational resources as important factors associated with teacher well-being (Zhou et al., 2024). Recognizing these concerns, the Department of Education (DepEd, 2024a, 2024b) introduced policies removing non-teaching administrative tasks and rationalizing teachers' workloads to protect instructional time and promote teacher welfare. Nevertheless, understanding how teachers experience work-life balance and the distinct dimension of burnout remains essential for developing appropriate school-based interventions. Accordingly, this study examined work-life balance and burnout among 24 public elementary school teachers during the fourth quarter of School Year 2025–2026, providing an empirical basis for a proposed Sustainable School-Based Wellness Program.

Research Problem

Public elementary school teachers perform responsibilities extending beyond classroom instruction, including lesson preparation, learner assessment, administrative documentation, and various school-related assignments. These competing demands may interfere with personal responsibilities, recovery time, and physical and psychological well-being. Magtalas and Eduvala (2024) identified substantial workload pressures and burnout among Philippine public elementary school teachers, although teachers continued to demonstrate strong professional performance. Similarly, Koçak et al. (2024) established the relevance of work-life balance and burnout to life satisfaction among Filipino teachers working remotely during the COVID-19 period, highlighting the broader importance of occupational well-being in educational settings. Recent studies also emphasize the multidimensional nature of teacher well-being. Ozturk et al. (2024) argued that examining teacher well-being through isolated indicators can overlook important relationships among professional, psychological, and personal experiences. Meanwhile, Madigan et al. (2023) demonstrated associations between teacher burnout and physical health concerns, emphasizing the importance of examining exhaustion beyond general occupational dissatisfaction. Philippine research has likewise investigated organizational support, work-life balance, and burnout, with findings indicating that these variables do not necessarily demonstrate statistically significant relationships in every educational setting (Sanza & Asparin, 2025). Despite these contributions, further context-specific investigation is needed to distinguish teachers' physical and psychological exhaustion from their disengagement from professional responsibilities, particularly within small public elementary school environments. The present study addresses this concern by examining four domains of work-life balance—workload and professional demands, personal life and family time, self-care, health and well-being, and institutional and administrative support systems—alongside the burnout dimensions of exhaustion and disengagement. It also examines whether work-life balance is significantly associated with burnout, providing a localized empirical basis for a Sustainable School-Based Wellness Program.

Assumptions of the Study

The study is guided by the assumption that work-life balance and occupational burnout are multidimensional constructs influenced by the interaction between professional demands,

personal responsibilities, and institutional resources. Under the Job Demands–Resources (JD-R) theory, excessive occupational demands may contribute to exhaustion, whereas organizational and social resources can support motivation, professional engagement, and employee well-being (Bakker et al., 2023). Accordingly, teachers may experience occupational strain while maintaining meaningful connections with their professional responsibilities. The study further recognizes that exhaustion and disengagement should be examined as distinct dimensions rather than treated as interchangeable indicators of burnout. Gkontelos et al. (2023) provided contemporary psychometric evidence supporting the two-dimensional structure of the Oldenburg Burnout Inventory (OLBI) in a teacher population, while Zhou et al. (2024) emphasized the associations of occupational resources, motivation, and burnout with teacher well-being. These perspectives provide the conceptual basis for assessing the study variables independently and examining their statistical relationship without presuming that a significant association must exist.

Objectives of the Study

This study aimed to determine the work-life balance and burnout levels of public elementary school teachers during the fourth quarter of School Year 2025–2026 as a basis for developing a Sustainable School-Based Wellness Program. Specifically, it sought to assess work-life balance across four dimensions: workload and professional demands, personal life and family time, self-care, health and well-being, and institutional and administrative support systems. It also aimed to determine teachers' burnout levels according to the exhaustion and disengagement dimensions of the Oldenburg Burnout Inventory, consistent with their distinction in contemporary burnout research (Gkontelos et al., 2023). Furthermore, the study sought to establish whether a statistically significant relationship exists between teachers' work-life balance and burnout levels using Pearson's correlation analysis. The findings were intended to inform a context-responsive wellness program addressing administrative workload management, physical and psychological well-being, and professional support among public elementary school teachers.

Theoretical or Conceptual Basis

The study is anchored in the Job Demands–Resources (JD-R) theory, as synthesized by Bakker et al. (2023), which explains employee well-being through the interaction of occupational demands and available organizational and personal resources. The theory identifies two principal processes: a health-impairment process, in which sustained job demands may deplete employees' physical and psychological resources, and a motivational process, in which job resources can strengthen work engagement, motivation, and professional functioning. Within Philippine public elementary education, job demands include instructional preparation, documentation requirements, ancillary responsibilities, and work-family pressures. Conversely, job resources encompass supportive school leadership, collegial collaboration, institutional flexibility, and access to teaching resources. These considerations are consistent with DepEd policies intended to reduce administrative burdens and promote a more manageable distribution of teachers' responsibilities (DepEd, 2024a, 2024b). The study further adopts a multidimensional interpretation of occupational burnout through the OLBI, which assesses exhaustion and disengagement as separate constructs. Contemporary psychometric research supports distinguishing these dimensions when examining teacher burnout (Gkontelos et al., 2023). This distinction is particularly relevant because professional commitment and occupational strain need not be interpreted as identical experiences. The research therefore examines whether teachers' perceptions of workload, personal time, self-care, and institutional support are statistically associated with exhaustion and disengagement. Conceptually, these relationships inform the proposed Sustainable School-Based Wellness Program, identified in the

manuscript as Project BALANSE (Bridging Administrative Relief, Lifestyle Support, and Educator Well-being). Its proposed components address administrative workload rationalization, physical and mental health protection, and peer mentorship and professional recognition. This direction is consistent with Beames et al. (2023), who identified the potential benefits of teacher-focused well-being interventions while emphasizing implementation feasibility and the importance of designing programs appropriate to teachers' circumstances.

This study aligns with Sustainable Development Goals (SDGs) 3 (Good Health and Well-Being), 4 (Quality Education), and 8 (Decent Work and Economic Growth) by addressing teacher well-being, educational sustainability, and decent working conditions (United Nations, 2025). It examines occupational exhaustion, self-care, and workload pressures, recognizing their implications for teachers' physical and psychological health (Madigan et al., 2023). Promoting manageable workloads, professional support, and healthier working environments is essential to sustaining educational quality (UNESCO & International Task Force on Teachers for Education 2030, 2024). These priorities also support DepEd's workload rationalization policies (DepEd, 2024a, 2024b). Overall, the proposed Sustainable School-Based Wellness Program provides an evidence-informed framework for strengthening health, educational, and institutional sustainability through improved workload management and teacher support. However, its effectiveness requires further implementation and evaluation.

2. METHODOLOGY

Research Design

The study utilized a quantitative descriptive-correlational research design. The descriptive component assessed teachers' work-life balance across four domains and burnout across two dimensions, while the correlational component determined the statistical relationship between work-life balance and burnout. This design enabled the examination of existing conditions and relationships without manipulating the study variables.

Research Locale or Study Setting

The study was conducted in a selected small-scale public elementary school under the Department of Education (DepEd) during the fourth quarter of School Year 2025–2026. The participating school comprised 24 active classroom teachers. Its identity and specific location were withheld to maintain institutional confidentiality.

Participants or Data Sources

The respondents consisted of 24 active, permanent public elementary school classroom teachers. Total enumeration or census sampling was employed, allowing all eligible teachers in the selected school to participate. The respondents provided self-reported information concerning their demographic characteristics, work-life balance, and occupational burnout.

Research Instruments or Materials

Data were collected using a three-part structured questionnaire. The first part gathered demographic information, including age, civil status, grade level, and ancillary positions held. The second employed an adapted 20-item Work-Life Balance (WLB) Scale using a four-point Likert scale covering Workload and Professional Demands, Personal Life and Family Time, Self-Care, Health and Well-Being, and Institutional and Administrative Support Systems, with five items per domain. The third utilized the standardized 16-item Oldenburg Burnout Inventory (OLBI), comprising eight items each for Exhaustion and Disengagement, with positively and negatively worded statements measured on a four-point Likert scale. The OLBI was selected for its ability to assess exhaustion and disengagement as distinct burnout dimensions and its

established construct validity (Demerouti et al., 2001,2010; Bakker & Demerouti, 2024). The instrument was administered in its translated/adapted English form. The adapted WLB Scale underwent content and face validation by a master teacher, school principal, and research coordinator, followed by pilot testing involving 10 participants to establish item clarity. Reliability analysis yielded Cronbach's alpha coefficients of .769 for the WLB Scale and .630 for the OLBI, indicating satisfactory internal consistency for the former and borderline reliability requiring caution in interpreting the latter.

Data Gathering Procedure

Data collection involved administering the structured questionnaire to the 24 participating teachers during the fourth quarter of School Year 2025–2026. Before survey administration, an orientation was conducted during non-instructional hours to explain the study objectives, procedures, and significance. Voluntary informed consent was obtained before participation. The questionnaire gathered demographic information and responses concerning work-life balance and burnout, providing the data needed for descriptive and correlational analyses.

Data Analysis

The collected data were analyzed using descriptive and inferential statistics. Means and standard deviations were used to summarize responses across the four work-life balance domains and two burnout dimensions. The four-point Likert responses were interpreted using the specified scoring ranges, with reverse scoring applied to designated negatively worded WLB items and positively worded OLBI items. Cronbach's alpha was employed to assess instrument reliability. Pearson's product-moment correlation coefficient (*r*) was used to determine relationships between work-life balance and burnout, with statistical significance evaluated at the .05 level using two-tailed tests. The OLBI's borderline internal consistency was considered when interpreting the findings.

Ethical Consideration

The study adhered to the Data Privacy Act of 2012 (Republic Act No. 10173) and established principles of voluntary participation, informed consent, confidentiality, and anonymity. Participants were informed of the study objectives and procedures and their right to withdraw at any stage without penalty, coercion, or prejudice. All collected data were anonymized, and personally identifiable information was neither requested nor disclosed. The participating school's identity and geographical location were also withheld to protect institutional confidentiality.

3. RESULTS AND DISCUSSION

3.1 Work-Life Balance Among Public Elementary School Teachers

3.1.1 Reliability of Research Instruments

The 20-item Work-Life Balance (WLB) Scale obtained a Cronbach's alpha of .769, indicating acceptable internal consistency. Meanwhile, the 16-item Oldenburg Burnout Inventory (OLBI) yielded a Cronbach's alpha of .630, reflecting comparatively weaker internal consistency. Both instruments were retained for the analysis, although the reliability of the OLBI required cautious interpretation. These results indicate that the WLB Scale demonstrated stronger internal consistency than the OLBI within the participating group. The lower OLBI coefficient limits confidence in the precision of burnout scores and their relationships with other variables. Gkontelos et al. (2023) emphasized the importance of evaluating the psychometric properties of burnout instruments among teachers, particularly when distinguishing exhaustion and

disengagement. Consequently, the present findings should be interpreted within the context of the instruments' reported reliability and the study's limited sample.

3.1.2 Workload and Professional Demands

Teachers reported an unfavorable work-life balance concerning workload and professional demands (M = 2.32, SD = 0.74). Although they generally perceived their teaching loads as manageable (M = 3.04) and reported completing instructional preparations during official working hours (M = 2.92), administrative documentation interfered with personal time (M = 1.83). Ancillary responsibilities also contributed to workload concerns (M = 2.46), while frequently bringing school-related work home to meet deadlines emerged as a particularly pronounced concern (M = 1.33). These findings suggest that workload difficulties extend beyond classroom teaching to administrative and ancillary responsibilities that encroach upon personal time. Magtalas and Eduvala (2024) similarly identified substantial workload pressures among Philippine public elementary school teachers. Lasco et al. (2024) further documented additional health-related responsibilities performed by Filipino teachers, demonstrating how non-instructional duties can intensify occupational demands. Within the Job Demands–Resources framework, excessive responsibilities may place sustained pressure on teachers' capacity to maintain adequate work-life boundaries (Bakker et al., 2023).

3.1.3 Personal Life and Family Time

The personal life and family time dimension obtained an overall mean of 2.41 (SD = 0.77), reflecting an unfavorable work-life balance. Teachers reported some ability to spend quality time with their families (M = 2.63) and take authorized leave (M = 2.63). However, dissatisfaction with time for social, spiritual, and recreational activities was evident (M = 2.42). Work-related stress also affected family interactions (M = 2.17), while professional responsibilities were reported to interfere with personal relationships (M = 2.21). These findings indicate that maintaining family relationships and accessing leave do not necessarily eliminate work-related interference with personal activities. Koçak et al. (2024) identified work-life balance as an important factor in understanding life satisfaction among Filipino teachers working remotely during the COVID-19 period. Similarly, Nwoko et al. (2023) emphasized the importance of balancing professional demands with personal and psychological needs. The present findings therefore highlight the relevance of protecting personal time when developing school-based wellness interventions.

3.1.4 Self-Care, Health, and Well-Being

Self-care, health, and well-being registered the lowest work-life balance rating (M = 2.18, SD = 0.83). Teachers reported inadequate sleep (M = 2.04), limited opportunities for physical activities and health-focused routines (M = 2.33), and work-related physical fatigue or stress-related ailments (M = 2.00). Frequent thoughts about school responsibilities during rest periods and weekends were especially evident (M = 1.42). Nevertheless, respondents reported maintaining motivation and perceived mental resilience in performing their teaching duties (M = 3.13). The findings indicate that self-care and physical recovery were particularly affected despite teachers' reported motivation to continue fulfilling professional responsibilities. Madigan et al. (2023) identified consistent associations between teacher burnout and physical health complaints, including somatic symptoms and illnesses. Nwoko et al. (2023) likewise emphasized the importance of occupational conditions and personal resources in supporting teacher well-being.

These findings underscore the need to consider adequate rest, recovery opportunities, and health-support mechanisms alongside workload management.

3.1.5 Institutional and Administrative Support Systems

Institutional and administrative support systems received the highest work-life balance rating (M = 2.87, SD = 0.72). Peer collaboration emerged as the strongest positive indicator (M = 3.42). Teachers also expressed favorable perceptions of the implementation of workload-related policies (M = 2.92), school leadership support for wellness and work boundaries (M = 2.88), fair distribution of ancillary assignments (M = 2.58), and availability of teaching materials and digital resources (M = 2.54). These findings suggest that teachers recognized supportive institutional practices and valued collegial cooperation, even while reporting difficulties in other work-life balance domains. Collie (2023) identified supportive leadership and professional relationships as important occupational resources associated with teacher well-being. Similarly, Lu et al. (2024) emphasized the contribution of job resources to teacher resilience. The present findings suggest that peer collaboration is a perceived institutional strength that may be incorporated into school-level wellness planning without assuming that existing support has fully resolved workload pressures.

3.1.6 Overall Work-Life Balance

The overall work-life balance mean was 2.44 (SD = 0.76), classified as unfavorable under the study's scoring interpretation. Among the four dimensions, institutional and administrative support systems obtained the highest mean (M = 2.87), followed by personal life and family time (M = 2.41), workload and professional demands (M = 2.32), and self-care, health, and well-being (M = 2.18). These findings demonstrate variation across work-life balance dimensions, with perceived institutional support contrasting with difficulties in managing occupational demands and personal well-being. This pattern indicates that favorable perceptions of institutional support can coexist with unfavorable experiences of workload, personal time, and self-care. Zhou et al. (2024) identified work-life balance, workplace climate, and occupational resources as important correlates of teacher well-being. Li et al. (2025) likewise found that job demands and resources were associated with teacher well-being across the studies included in their meta-analysis. The present findings highlight the importance of assessing these dimensions separately when identifying priorities for a school-based wellness program.

3.2 Burnout Levels Among Public Elementary School Teachers

3.2.1 Exhaustion

The exhaustion dimension obtained an overall mean of 2.03 (SD = 0.53), interpreted as moderately high exhaustion under the study's scoring system. Teachers strongly reported physical exhaustion from teaching responsibilities (M = 1.17) and feeling overextended by professional demands (M = 1.42). They also reported feeling worn out after school (M = 1.88), exhaustion from lesson preparation and administrative documentation (M = 1.92), and emotional fatigue associated with teaching (M = 2.08). Responses concerning feeling energized after a full teaching day (M = 2.13) further reflected difficulties in maintaining physical energy. These results indicate that exhaustion was a prominent component of burnout among the participants. Madigan et al. (2023) documented associations between teacher burnout and adverse physical health indicators, while Magtalas and Eduvala (2024) identified workload-related burnout among Philippine elementary school teachers. Bakker et al. (2023) further explained that sustained job

demands can contribute to a health-impairment process characterized by depleted physical and psychological resources. Accordingly, the reported exhaustion warrants attention as a distinct occupational well-being concern.

3.2.2 Disengagement

The disengagement dimension obtained a mean of 3.08 (SD = 0.50), indicating comparatively low professional disengagement under the instrument's scoring interpretation. Teachers strongly expressed pride in their profession (M = 3.79), motivation to provide their best efforts to learners (M = 3.75), active engagement in improving instructional strategies (M = 3.71), and perceptions of teaching as meaningful and inspiring (M = 3.67). However, some respondents acknowledged reduced enthusiasm toward teaching (M = 1.96) and occasionally questioned the importance of their professional role (M = 2.17). These findings indicate that strong professional dedication coexisted with some indicators of reduced enthusiasm and occupational strain. Collie (2023) demonstrated that time pressure and occupational resources can have differing associations with teachers' vitality and engagement. Lu et al. (2024) similarly emphasized the role of resources in understanding teacher resilience. The present findings support the importance of distinguishing exhaustion from disengagement, rather than assuming that physical fatigue necessarily corresponds to a complete loss of professional motivation.

3.2.3 Overall Burnout Profile

The overall burnout mean was 2.56 (SD = 0.51), falling within the study's moderately low or borderline burnout classification. However, the separate dimensions showed contrasting results, with moderately high exhaustion (M = 2.03) and comparatively low disengagement (M = 3.08). Thus, the combined burnout score reflected two occupational experiences that differed considerably in their descriptive ratings. This divergence demonstrates the importance of interpreting burnout through its individual dimensions rather than relying exclusively on an overall score. Gkontelos et al. (2023) supported the distinction between exhaustion and disengagement in their psychometric investigation of teacher burnout. Zhou et al. (2024) also identified burnout and work engagement as important correlates of teacher well-being. In the present study, the coexistence of exhaustion and professional dedication suggests that initiatives addressing physical recovery and those supporting continued professional engagement should be considered separately.

3.3 Relationship Between Work-Life Balance and Burnout

3.3.1 Overall Relationship Between Work-Life Balance and Burnout

Pearson's product-moment correlation analysis revealed no statistically significant relationship between overall work-life balance and overall burnout ($r = -0.046$, $p = .830$). The relationships between overall work-life balance and exhaustion ($r = .002$, $p = .992$) and between overall work-life balance and disengagement ($r = -.073$, $p = .734$) were likewise nonsignificant. All reported p-values exceeded the .05 significance level. These findings indicate that the study did not establish a statistically significant linear association between work-life balance and burnout among the 24 participating teachers. This result differs from the broader evidence synthesized by Zhou et al. (2024) and Li et al. (2025), which identified occupational demands, resources, and work-life balance as relevant to teacher well-being. However, the absence of statistical significance in the present sample does not establish that these variables are independent or

unrelated in other populations. The result should be interpreted in light of the limited sample size, self-reported measures, and comparatively low internal consistency of the OLBI.

3.3.2 Relationships Between Work-Life Balance Dimensions and Burnout

Further correlation analysis revealed no significant relationships between overall burnout and workload and professional demands ($r = -.030$, $p = .891$), personal life and family time ($r = -.213$, $p = .318$), self-care, health, and well-being ($r = .050$, $p = .818$), or institutional and administrative support systems ($r = .048$, $p = .822$). Personal life and family time exhibited the largest absolute correlation coefficient among these domains, although the association remained weak and statistically nonsignificant. None of the work-life balance domains demonstrated a significant relationship with either exhaustion or disengagement. The findings suggest that, within the measured sample, variations in perceived work-life balance were not accompanied by statistically significant linear differences in burnout scores. Nevertheless, contemporary research identifies occupational demands, personal resources, and institutional conditions as important factors in teacher well-being (Bakker et al., 2023; Li et al., 2025). The present results therefore provide insufficient evidence to confirm a relationship in this particular school rather than evidence that the constructs are universally unrelated. This distinction is important when interpreting the results and determining appropriate directions for future investigation.

3.4 Implications for the Proposed Sustainable School-Based Wellness Program

The combined findings revealed three principal concerns relevant to wellness planning: unfavorable work-life balance, particularly in workload and self-care; moderately high exhaustion despite comparatively low disengagement; and favorable perceptions of peer collaboration and institutional support. These findings informed the proposed Project BALANSE (Bridging Administrative Relief, Lifestyle Support, and Educator Well-being), which incorporates administrative workload rationalization, physical and mental health protection, and peer mentorship and professional recognition. The proposal responds to identified occupational concerns while recognizing existing institutional strengths. The proposed program is consistent with the Job Demands–Resources perspective, which emphasizes managing occupational demands while strengthening available organizational and personal resources (Bakker et al., 2023). Beames et al. (2023) found that teacher-focused well-being interventions can improve selected mental health and occupational outcomes, while emphasizing the importance of feasibility and context-sensitive implementation. The present findings provide a basis for developing targeted institutional interventions; however, the effectiveness of Project BALANSE has not yet been established and requires subsequent implementation and evaluation.

4. CONCLUSIONS AND RECOMMENDATIONS

This study examined work-life balance and burnout among 24 public elementary school teachers during the fourth quarter of School Year 2025–2026. Findings revealed generally unfavorable work-life balance, particularly in self-care, health and well-being, workload demands, and personal and family time, despite favorable perceptions of institutional support and strong peer collaboration. Burnout was characterized by moderately high exhaustion alongside comparatively low disengagement, as teachers continued to demonstrate professional pride, motivation, and commitment to their pupils. No statistically significant relationship was established between overall work-life balance and burnout ($r = -0.046$, $p = .830$), including their respective dimensions. However, this finding does not establish that these constructs are independent or that occupational strain is inconsequential. Rather, the results highlight the

coexistence of physical exhaustion and sustained professional engagement within the participating group. Collectively, these findings provide an empirical foundation for developing Project BALANSE, a Sustainable School-Based Wellness Program addressing administrative demands, health protection, and professional support.

Based on these findings, school administrators should prioritize reducing administrative workload by establishing designated non-instructional periods for documentation, rationalizing ancillary assignments, and ensuring equitable distribution of responsibilities. Clear communication boundaries should also be implemented to minimize work-related instructions during evenings and weekends. To address physical exhaustion and inadequate self-care, schools should provide structured recovery breaks, health and sleep-hygiene activities, periodic health assessments, and access to counseling services through partnerships with local health providers. Existing peer collaboration should be strengthened through Learning Action Cell sessions focusing on shared instructional resources, practical coping strategies, and professional support. School leaders should also recognize teachers' professional contributions while ensuring that institutional expectations remain manageable. DepEd officials may support these initiatives through workload monitoring and institutional wellness policies. The proposed Project BALANSE should undergo systematic implementation and evaluation to determine its effectiveness. Future researchers should further investigate the coexistence of exhaustion and professional commitment and improve the reliability of burnout assessment instruments.

The study was limited to 24 permanent teachers from a single public elementary school during the fourth quarter of School Year 2025–2026, restricting the generalizability of its findings. Its descriptive-correlational design prevented causal interpretations, while self-reported questionnaires introduced potential response and social desirability biases. Although the Work-Life Balance Scale demonstrated acceptable internal consistency (α = .769), the Oldenburg Burnout Inventory exhibited lower reliability (α = .630), requiring cautious interpretation of burnout scores and correlations. External circumstances, including family-related concerns and socioeconomic conditions, were not examined. Future studies should involve larger, multisite samples, improved instrument validation, and qualitative or longitudinal approaches.

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