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Teacher's Emotional Toll toward the Shifts in Instructional Settings: A Descriptive Analysis of Emotional Labor, Resilience, and Burnout

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This research explores the relationships among emotional labor, job burnout, and resilience among teachers, particularly during the shifts in educational setting. Emotional labor, defined as the management of emotions to meet societal expectations, can exacerbate stress and burnout as educators transition to remote learning and increased workloads. The study examined how demographic factors influence emotional labor experiences and assesses resilience and burnout levels among teachers from 18 elementary schools. Utilizing a cross-sectional survey design, validated instruments measured emotional labor strategies, resilience, and burnout prevalence. Findings indicate a predominantly female respondent pool, with many teachers aged 31-40 and primarily teaching at the primary level. Teachers favor deep acting and authentic emotional expression over surface acting. While personal burnout is moderate, work-related burnout remains lower, suggesting manageable interactions with students and parents. Resilience levels are generally positive, bolstered by purpose and self-discipline; however, challenges persist. Emotional labor correlates positively with burnout across all dimensions, indicating that heightened emotional demands increase burnout risk. The results provided insights into the unique challenges faced by educators and inform targeted interventions to enhance their well-being in an evolving educational landscape.

Keywords: emotional labor, resilience, burnout prevalence, educational setting, remote learning

INTRODUCTION

The teaching profession is inherently demanding, often requiring educators to engage in significant emotional labor. This concept refers to the intentional regulation and management of emotions to align with societal expectations, a task that can lead to heightened levels of stress and burnout among teachers (Truta, 2014; Garcia et al., 2019). While much of the existing research has concentrated on the expression of positive emotions and the suppression of negative ones, this view oversimplifies the emotional landscape of teaching. Educators frequently navigate a complex interplay of emotions, which may involve amplifying positive feelings while concealing or downplaying negative ones (Lee, 2019).

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The COVID-19 pandemic has exacerbated these emotional challenges, forcing educators to adapt rapidly to remote learning environments, cope with increased workloads, and manage the emotional fallout of a global crisis. This unprecedented situation has underscored the critical role of resilience—defined as the ability to adapt successfully to adversity—in mitigating the adverse effects of emotional labor and burnout in teaching. Resilience encompasses qualities such as inner strength, optimism, flexibility, and effective coping strategies (Callegari, 2016). However, the demanding nature of the profession can impede the development of resilience, leaving educators more susceptible to burnout and other emotional difficulties.

This research aims to delve into the intricate relationships between emotional labor, job burnout, and resilience among teachers, particularly in light of the pandemic's challenges. Specifically, this study aims to investigate the predominant emotional labor strategies employed by teachers in the post-pandemic context, the prevalence of burnout among teachers and its relation to their emotional labor experiences, the mediating role of teacher resilience in the relationship between emotional labor and burnout, and the demographic and professional factors associated with different levels of emotional labor, burnout, and resilience among teachers. By investigating these interconnections, we hope to gain a nuanced understanding of the unique obstacles educators face and the strategies they employ to navigate these difficulties. Ultimately, this study seeks to inform the development of targeted interventions and support programs designed to bolster teachers' resilience and overall well-being.

Previous studies have highlighted personal characteristics and resilience as vital protective factors against chronic stress and burnout in education. For instance, Garcia et al. (2019) demonstrated that individual traits and coping mechanisms play a crucial role in mitigating the negative impacts of emotional labor. Building on this foundation, subsequent research has expanded our understanding of how emotional labor dynamics influence burnout and resilience within the teaching profession.

Buric et al. (2019) found that higher levels of burnout correlate with increased negative emotions toward students and greater psychological distress among educators. Importantly, their findings emphasized resilience as a protective factor that can alleviate burnout symptoms. Similarly, Nan (2015) explored how emotional intelligence relates to emotional labor strategies, revealing a positive correlation between emotional intelligence and deep acting techniques.

Moreover, Schwarzer and Hallum (2017) highlighted perceived teacher self-efficacy as a predictor of job stress and burnout; teachers with higher self-efficacy reported lower burnout levels. The Job Demands-Resources (JD-R) theory proposed by Bakker and Demerouti (2017) provides a valuable framework for understanding how job demands and resources interact with burnout and resilience. Further studies by Zhang and Zhu (2018), Gao and Zhang (2019), and Skaalvik and Skaalvik (2019) have underscored the importance of organizational support and leadership in shaping teachers' emotional experiences.

Recent research continues to build on these insights. For example, Hu, Schaufeli, and Taris (2020) conducted a longitudinal study that revealed the dynamic nature of burnout

and engagement among secondary school teachers in China. Xie and Derakhshan (2021) identified predictors of teacher burnout amid educational changes, while Duru, Balkis, and Tekkaya (2021) demonstrated that teacher self-efficacy mediates the relationship between emotional labor and well-being. Additionally, Burgess and Lord (2021) provided a comprehensive overview of emotional labor theory relevant to teaching.

To offer a structured perspective on emotional labor in education, Grandey and Gabriel (2015) introduced a conceptual framework encompassing emotional job requirements, internal regulation processes, and performance outcomes. This framework is particularly useful for understanding how teachers manage their emotions while fulfilling professional expectations—often displaying warmth while suppressing frustration or anger. Teachers employ various strategies like surface acting, deep acting, or genuine expression to navigate these demands; however, deviations from expected norms can lead to negative repercussions for their professional image.

Therefore, this research aims to explore these relationships within the context of recent challenges posed by the COVID-19 pandemic. Specifically, it will examine how respondents may be described in terms of demographic factors such as age, sex, years of teaching experience, classroom size, marital status, and income range. Additionally, it will characterize respondents' emotional labor experiences and assess their levels of resilience. The study will analyze burnout prevalence among respondents across personal, work-related, and client-related dimensions while exploring associations between teachers' emotional labor strategies with their levels of resilience and burnout prevalence. Finally, it will investigate whether significant relationships exist between respondents' profiles—such as demographic factors—and their emotional labor strategies, job resilience, and burnout prevalence. By synthesizing findings from previous studies alongside insights from emotional labor theory, this study seeks to contribute meaningfully to ongoing discussions about enhancing teacher well-being in an evolving educational landscape.

METHOD

Research Design

This study employed a cross-sectional survey using a descriptive-correlational research design. Cross-sectional surveys collect data at a single point in time to describe the characteristics of a population or phenomenon (Creswell & Creswell, 2018). The descriptive-correlational design is appropriate for this study as it aims to systematically investigate the relationships between emotional labor, resilience, and burnout among teachers.

Descriptive research focuses on describing the "what" of the research subject rather than the "why" (Bhat, 2020). It involves observing, describing, and documenting various aspects of the phenomenon without manipulating variables or searching for cause-and-effect relationships. The design describes what actually exists, determines the frequency of occurrence, and categorizes the information (Bhat, 2020). In this study, the

descriptive component will provide insights into the prevalence and patterns of emotional labor, resilience, and burnout among the surveyed teachers.

Correlational research systematically investigates the nature of relationships or associations between variables (Bhat, 2020). It examines whether changes in one or more variables are related to changes in other variables. Correlational analyses determine the direction, degree, magnitude, and strength of the relationships or associations (Bhat, 2020). In this study, the correlational component will examine the relationships between emotional labor, resilience, and burnout, providing insights into the interplay between these variables among teachers.

By combining descriptive and correlational approaches, this cross-sectional survey provided a comprehensive understanding of emotional labor, resilience, and burnout among teachers while also exploring the relationships between these variables. The findings is expected to contribute to the existing knowledge on teacher well-being and inform interventions aimed at supporting teachers in managing emotional labor and mitigating burnout.

Research Locale and Sampling Procedure

This study was conducted in the Philippines among Filipino public school teachers. To investigate and analyze the emotional labor strategies implemented by these teachers and their relationship to resilience and burnout prevalence, a cross-sectional survey was employed. Data collection occurred during the COVID-19 pandemic, necessitating the use of online platforms for data gathering due to social restrictions. Survey questionnaires were administered through web-based platforms such as Google Forms, as well as other online channels like Facebook Messenger, emails, and SMS.

To ensure participant involvement, the researcher obtained an endorsement letter from the Public School District Supervisor of the Department of Education (DepEd) Gabaldon Annex, a district office overseeing public schools in Gabaldon, one of the municipalities in Region III. This letter was sent to all target respondents along with the consent form and links to the online questionnaire, seeking their participation. Respondents were able to access the Google Forms and submit their responses electronically. The researcher subsequently downloaded and analyzed the collected data from the Google Forms.

Instrument

In this study, the researcher utilized several validated instruments to measure the levels of emotional labor, resilience, and burnout among the participants. These instruments include:

a) English Version of the Dutch Questionnaire on Emotional Labor: This 13-item questionnaire assesses emotional labor across three dimensions: surface acting (5 items), deep acting (3 items), and suppression (3 items). The items were adapted to the respondents' work environment. Emotional consonance, which measures the absence of emotional effort, was not included in the emotional labor assessment but was used when investigating its relationship with personal accomplishment in burnout.

b) Single-Item Burnout Measure and Copenhagen Burnout Inventory: The Single-Item Burnout Measure provides a global assessment of burnout, while the Copenhagen Burnout Inventory (CBI) is a 19-item survey that covers three areas: personal burnout, work-related burnout, and client-related burnout. The CBI uses a 5-point scale ranging from "always" to "never/almost never" or "to a very high degree" to "to a very low degree." Each dimension is treated as a continuous variable, with higher scores indicating a higher degree of burnout. The CBI characterizes burnout as fatigue and exhaustion attributed to specific domains in a person's life.

c) Resilience Scale (RS-14): This 14-item scale measures resilience on a 7-point Likert-type scale from 1 (strongly disagree) to 7 (strongly agree). The items are positively scored, with a minimum score of 14 and a maximum score of 98. The scores are interpreted as follows: less than 56 indicates very low resilience, 57-64 indicates low resilience, 65-73 indicates low-end resilience, 74-81 indicates moderate resilience, 82-90 indicates moderately high resilience, and above 91 indicates high resilience.

In addition to the questionnaires, demographic information was collected, including age, sex, number of years of teaching experience, classroom size, marital status, and monthly income. This data will be used to explore potential relationships between the demographic factors and the levels of emotional labor, resilience, and burnout among the participants.

Data Analysis

The data analysis for the research on emotional labor, resilience, and burnout utilized several statistical tools and methods to assess the findings. Here are the key components of the analysis:

a) Weighted Mean: The study employed weighted mean calculations to evaluate responses related to emotional labor strategies, resilience, and burnout prevalence. This method helps to quantify the average level of agreement or frequency for various statements, providing a clearer understanding of the respondents' experiences.

b) Descriptive Statistics: The analysis included descriptive statistics to summarize the demographic data of the respondents, such as sex, age, marital status, years in teaching, and income levels. This statistical approach provides a comprehensive overview of the respondent profile.

c) Pearson's R: This statistical method was utilized to test the relationships between emotional labor, resilience, and burnout. Pearson's R measures the strength and direction of the linear relationship between two continuous variables, allowing the researchers to determine how these constructs are interrelated.

d) Kendall's Tau: In addition to Pearson's R, Kendall's Tau was used to assess the relationships among emotional labor, resilience, and burnout. This non-parametric measure is particularly useful for understanding the strength and direction of association between two ranked variables, making it suitable for analyzing ordinal data that may not meet the assumptions required for Pearson's correlation.

FINDINGS

Profile of the Respondents

The predominant observation is that a substantial majority of the respondents, comprising 80.2%, are females, while the male respondents constitute a considerably smaller proportion, amounting to only 19.8%. The data indicates that a substantial portion of the respondents, comprising 34.5%, fall within the age range of 31-40 years. It can be observed from the table that 90 or 50.8%, a little over half of the respondents are teaching in Primary Grade Level, that is from Grade 1 to 3. Secondary education follows closely, making up 28.8% of the institutions. Early Childhood education accounts for 10.7%, while Tertiary education, such as colleges and universities, represents the smallest percentage at 9.6%. The data on marital status shows that the majority of individuals are Married, accounting for 78.5% of the total. Single individuals make up 19.2% of the population. Widowed individuals represent 1.7%, while separated individuals have the lowest percentage at 0.6%.

The distribution of gross income among the surveyed individuals reveals a significant concentration in the lower to mid-income brackets. A striking 72.3% of respondents earn between PhP21,000 and PhP30,000 ($358 - $511), indicating that this income range is the most common within the population. Only a small fraction, 0.6%, earns PhP20,000 or below ($341 and below), suggesting that very few individuals fall into the lowest income category. The next tier, earning between PhP31,000 and PhP40,000 ($528 - $682), comprises 12.4% of the population, while those earning between PhP41,000 and PhP50,000 ($699 - $852) account for 9.6%. Higher income brackets show a notable decline in frequency, with only 2.3% earning between PhP51,000 and PhP60,000 ($869 -$1,022), 1.7% in the PhP61,000 to PhP70,000 ($1,039 - $1,193) range, and a mere 0.6% each in the PhP71,000 to PhP80,000 ($1,210 - $1,363) and PhP81,000 and above categories.

The data on years of teaching experience among the surveyed individuals illustrates a diverse range of experience levels, with a significant concentration in the early stages of a teaching career. The largest group, comprising 37.9%, has between 1 to 5 years of teaching experience, indicating that many educators are relatively new to the profession. Following this, 23.7% of respondents have between 6 to 10 years of experience, suggesting a solid number of teachers are still in the early to mid-phase of their careers. As the years of experience increase, the percentages decrease, with 13.6% having 11 to 15 years of experience, and only 5.6% in the 16 to 20-year range. The data further shows that 6.2% of teachers have between 21 to 25 years and another 6.2% in the 26 to 30-year category, indicating a small but stable group of seasoned educators. The numbers continue to dwindle for those with 31 to 35 years (4.5%), 36 to 40 years (1.7%), and only 0.6% of teachers having 41 years or more of experience.

The data on classroom size reveals a diverse range of student populations within educational settings, with a notable concentration in the mid-range sizes. The most common classroom size is between 23 to 32 students, which comprises 26% of the total, indicating that many classrooms operate with a moderate number of students. Following closely, classrooms with 33 to 42 students account for 22.6%, while those with 43 to 52 students make up 21.5%.

Table 1
Profile of the respondents

		Frequency	Percent
1. Sex	Male	35	19.8%
	Female	142	80.2%
	TOTAL	177	100%
2. Age	21-30	52	29.4%
	31-40	61	34.5%
	41-50	33	18.6%
	51-60	28	15.8%
	61 and above	3	1.7%
	TOTAL	177	100
3. Level of Education Taught	Early Childhood	19	10.7%
	Primary	90	50.8%
	Secondary	51	28.8%
	Tertiary	17	9.6%
	TOTAL	177	100%
4. Marital Status	Single	34	19.2%
	Married	139	78.5%
	Separated	1	.6%
	Widowed	3	1.7%
	TOTAL	177	100%
5. Gross Income	20,000 and below	1	.6%
	21,000-30,000	128	72.3%
	31,000-40,000	22	12.4%
	41,000-50,000	17	9.6%
	51,000-60,000	4	2.3%
	61,000-70,000	3	1.7%
	71,000-80,000	1	.6%
	81,000 and above	1	.6%
	TOTAL	177	100%
6. Years in Teaching	1-5	67	37.9
	6-10	42	23.7
	11-15	24	13.6
	16-20	10	5.6
	21-25	11	6.2
	26-30	11	6.2
	31-35	8	4.5
	36-40	3	1.7
	41 and above	1	.6
	TOTAL	177	100%
7. Classroom Size	3-12	7	4%
	13-22	18	10.2%
	23-32	46	26%
	33-42	40	22.6%
	43-52	38	21.5%
	53-62	21	11.9%
	63-72	6	3.45%
	73 and above	1	.65%
	TOTAL	177	100%
	Total	177	100%

Emotional Labor Strategies Implemented by the Respondents

The data on emotional labor strategies employed by teachers highlights the various methods they utilize to manage their emotions during interactions with students and parents. These strategies can be categorized into four main dimensions: surface acting, deep acting, expression of naturally felt emotions, and emotion termination. Surface acting involves behaviors such as putting on a show or performance (3.48) and pretending to display the right emotions (3.20), with teachers often feeling the need to mask their true feelings to maintain professionalism. In contrast, deep acting reflects teachers' efforts to genuinely experience the emotions they need to convey, as evidenced by higher scores for statements like working hard to feel the necessary emotions (3.54) and developing internal feelings to match external expressions (3.55).

Table 2
Emotional labor strategies implemented by the respondents

Emotional Labor Strategies	Weighted Mean	Interpretation
Surface Acting		
I put on a show or performance when interacting with students or their parents.	3.48	Always
I put on a mask in order to express the right emotions for the students and their parents.	3.34	Often
I pretend to have the emotions I need to display for my job.	3.20	Often
I put on an act in order to deal with students or their parents in an appropriate way.	3.58	Always
I show feelings to students or their parents that are different from what I feel inside.	3.17	Often
Deep Acting		
I fake the emotions I show when dealing with students or their parents	2.56	Sometimes
I try to actually experience the emotions that I must show to students or their parents.	3.24	Often
I make an effort to actually feel the emotions I need to display toward others.	3.48	Always
I work hard to feel the emotions that I need to show to students or their parents.	3.54	Always
I work at developing the feelings inside of me that I need to show to students or their parents.	3.55	Always
Emotional Consonance		
The emotions I show to students or their parents match what I spontaneously feel.	3.72	Always
The emotions I show to students or their parents come naturally.	4.05	Always
The emotions I express to students or their parents are genuine.	4.14	Always
Suppression		
I hide my anger about something a student has done.	3.31	Often
I hide my disgust over something a student has done.	3.33	Often
I hide my fear of a student who appears threatening.	3.14	Often
Total Weighted Average	3.43	Always

Burn Out Prevalence among the Respondents

The data on burnout among teachers is categorized into three distinct parts: Personal Burnout, Work-Related Burnout, and Client-Related Burnout, each providing insights into the emotional and physical toll of the teaching profession. In terms of Personal Burnout, the total weighted mean is 3.21, indicating a moderate level of personal exhaustion. Emotional exhaustion is also notable, with a score of 3.29, reflecting the emotional demands of the job. Meanwhile, on Work-Related Burnout, the total weighted mean drops to 2.79, indicating a lower level of burnout specifically related to work.

Table 3
Burn out prevalence among the respondents

	Weighted Mean	Interpretation
I. Personal Burn Out How often do you feel tired?	3.58	Always
How often are you physically exhausted?	3.47	Always
How often are you emotionally exhausted?	3.29	Often
How often do you often think: "I can't take it anymore"?	2.89	Often
How often do you feel worn out?	3.03	Often
How often do you feel weak and susceptible to illness	2.97	Often
Total Weighted Mean	3.21	Often
II. Work-Related Burnout Is your work emotionally exhausting?	3.17	Often
Do you feel burnout because of your work?	3.06	Often
Does your work frustrate you?	2.62	Often
Do you feel worn out at the start of the working day?	2.44	Sometimes
Are you exhausted in the morning at the thought of another day at work?	2.36	Sometimes
Do you feel that every working hour is tiring for you?	2.34	Sometimes
Do you have enough energy for family and friends during leisure time?	3.52	Always
Total Weighted Mean	2.79	Often
III. Client-Related Burnout Do you find it hard to work with clients?	2.62	Often
Do you find it frustrating to work with clients?	2.42	Sometimes
Does it drain your energy to work with clients	2.56	Sometimes
Do you feel that you give more than you get back when you work with your clients?	2.80	Often
Are you tired of working with your clients?	2.30	Sometimes
Do you sometimes wonder how long you will be able to continue working with clients?	2.56	Sometimes
Total Weighted Mean	2.54	Sometimes

Resilience Exhibited by the Respondents

The data on emotional resilience among teachers indicates a generally positive outlook, with a total weighted mean of 6.10, suggesting that teachers feel confident in their ability to manage challenges.

Table 4
Resilience exhibited by the respondents

	Weighted Mean	Interpretation
I usually manage things in one way or another.	6.07	Agree
I feel that I can handle many things at a time	5.51	Agree
I can get through difficult times because I have experienced difficulty before	5.72	Agree
In an emergency, I am someone people can generally rely on.	5.93	Agree
When I am in a difficult situation, I can usually find my way out of it.	5.95	Agree
I feel proud that I have accomplished things in life.	6.25	Strongly Agree
I keep interested in things.	6.13	Agree
My life has meaning.	6.66	Strongly Agree
I usually take things in stride.	5.85	Agree
I can usually find something to laugh about.	5.90	Agree
I am determined.	6.42	Strongly Agree
Self-discipline is important	6.69	Strongly Agree
I am friend with myself.	6.37	Strongly Agree
My belief in myself gets me through hard times.	5.99	Agree
Total Weighted Mean	**6.10**	**Agree**

Relationship of Emotional Labor to Resilience and Burn Out Prevalence

The correlation analysis provided reveals significant relationships among emotional labor, resilience, and various dimensions of burnout among teachers. The results indicate that emotional labor is positively correlated with burnout, with correlation coefficients of 0.241 indicating moderate positive correlation for Personal Burnout, 0.202 for Work-Related Burnout also indicating moderate positive correlation, and 0.194 for Client-Related Burnout reflecting a similar trend but is the weakest among the three, suggesting that while there is a positive relationship, it is relatively low.

Table 5
Relationship of emotional labor to resilience and burn out prevalence

		Emotional Labor	Resilience	Burnout Prevalence		
				Personal	Work-Related	Client-Related
Emotional Labor	Correlation Coefficient	1.000	.235**	.241**	.202**	.194**
	Sig. (2-tailed)		.001	.000	.002	.001
Resilience	Correlation Coefficient	.235**	1.000	.032	-.016	-.028
	Sig. (2-tailed)	.001		.640	.820	.647

** Correlation is significant at the 0.01 level (2-tailed)

Relationship of Respondent's Profile and their Emotional Labor, Resilience, and Burnout Prevalence

Table 6 underscore the relationships between various demographic and professional profile of the respondents such as sex, age, education level, marital status, income, classroom size, and number of classes taught and their impact on emotional labor, resilience, and burnout prevalence among teachers. The findings reveal a robust relationship between sex and resilience with a p-value of 0.002. Kendall's tau_b correlation coefficients for age demonstrate negligible relationships with burnout measures, emotional labor, and resilience. Meanwhile, the level of education taught shows a highly significant positive correlation (0.227, p = 0.001) with resilience.

Moreover, the Chi-Square Test for marital status indicates no significant relationships with emotional labor, resilience, or burnout. Likewise, correlation coefficients for gross income and years in teaching show weak relationships with emotional labor, resilience, and burnout. For instance, gross income has a correlation coefficient of 0.069 (p = 0.303), while years in teaching exhibit a coefficient of -0.061 (p = 0.300). Interestingly, classroom size demonstrates a highly significant positive correlation (0.157, p = 0.009) with resilience.

Table 6
Relationship of respondent's profile and their emotional labor, resilience, and burnout prevalence

Profile of the Respondents			Emotional Labor	Resilience	Burnout Prevalence		
					Personal	Work-Related	Client-Related
Sex	Chi-Square Test	Value	2.307[a]	12.316[a]	1.790[a]	7.940[a]	18.904[a]
		Asmp. Sig. (2-sided)	.511	.002	.617	.094	.591
Age	Kendall's tau_b	Correlation Coefficient	-.035	-.060	-.024	-.064	-.012
		Sig. (2-tailed)	.548	.320	.681	.282	.818
Level of Education Taught	Kendall's tau_b	Correlation Coefficient	-.058	.227**	-.117	-.174**	-.170**
		Sig. (2-tailed)	.379	.001	.078	.009	.005
Marital Status	Chi-Square Test	Value	11.991[a]	5.188[a]	4.496[a]	4.049[a]	48.314[a]
		Asymp. Sig. (2-sided)	.214	.520	.876	.983	.914
Gross Income	Kendall's tau_b	Correlation Coefficient	.069	.039	-.025	-.068	-.013
		Sig. (2-tailed)	.303	.573	.712	.318	.833
Years in Teaching	Kendall's tau_b	Correlation Coefficient	-.061	-.077	.006	-.056	-.009
		Sig. (2-tailed)	.300	.203	.917	.348	.870
Classroom Size	Kendall's tau_b	Correlation Coefficient	.009	.157**	-.063	-.108	-.097
		Sig. (2-tailed)	.881	.009	.280	.067	.066

** Correlation is significant at the 0.01 level (2-tailed)

DISCUSSION

The analysis of the data from the first cohort of College of Education graduates who transitioned to flexible learning during the pandemic yielded several significant findings, which can be categorized into distinct themes for a more systematic discussion.

Demographic Profile

The predominant observation is that a substantial majority of the respondents, comprising 80.2%, are females, while the male respondents constitute a considerably smaller proportion, amounting to only 19.8%. This conspicuous gender imbalance within the respondent pool raises interesting questions and aligns with trends observed in prior research studies. Previous research conducted by Kinman et al. (2011) and Ghanizadeh & Royaei (2015) in the context of emotional labor among educators has

frequently reported a higher representation of females within the teaching profession. These findings suggest that the teaching profession has historically attracted a larger number of female educators, and this phenomenon appears to be consistent with the current study's respondent profile. Furthermore, when examining the emotional labor experiences of teachers, gender-related differences have been a subject of interest in various studies. For instance, Nan (2015) noted that emotional intelligence, a crucial component of emotional labor, may manifest differently between male and female teachers as well as in their creativity in the educational setting (Arifani and Suryanti, 2019). This observation highlights the potential significance of gender in shaping the emotional labor strategies employed by educators. In light of these sex-related considerations, it is essential for future analyses to explore whether the gender distribution within the respondent pool has any discernible impact on the outcomes and findings of the study, particularly concerning emotional labor, burnout, and resilience among educators. Understanding potential gender-related variations in the experiences and coping mechanisms of teachers can contribute to a more nuanced comprehension of the challenges and dynamics inherent in the teaching profession.

The also data indicates that a substantial portion of the respondents, comprising 34.5%, fall within the age range of 31-40 years. This finding suggests that a significant proportion of the study's participants are in the prime of their professional careers as educators. This observation aligns with studies conducted by Skaalvik and Skaalvik (2019) and Xie and Derakhshan (2021), which have frequently reported that mid-career teachers often face unique challenges related to burnout, job satisfaction, and resilience. Furthermore, approximately 29.4% of the respondents are within the age range of 21-30 years. This age group represents relatively early-career educators who may still be navigating the complexities of the teaching profession. Research by Hu, Schaufeli, and Taris (2020) has shown that early-career teachers may experience distinct patterns of burnout and emotional labor compared to their more experienced counterparts, underscoring the importance of considering age and career stage in the analysis. Conversely, a notably smaller segment of the respondent pool, comprising only 1.7%, falls into the age category of 61 years and above, typically considered the retiring age. While this group constitutes a minority within the study, their experiences and insights may offer valuable perspectives on the challenges and rewards of a long and seasoned teaching career. To delve deeper into the implications of this age distribution, it is worth referencing the longitudinal study by Hu, Schaufeli, and Taris (2020), which highlighted the dynamic nature of burnout and engagement among teachers over time. Their research emphasized the significance of changes in job demands and resources as teachers progress through different career stages. Additionally, the study by Xie and Derakhshan (2021) identified predictors of teacher burnout, including workload and resistance to educational change, which may vary in significance across different age groups of educators. This suggests that age-related factors may interact with these predictors, shaping the experiences of burnout among teachers of different age brackets.

It can be observed from the table above that 90 or 50.8%, a little over half of the respondents are teaching in Primary Grade Level, that is from Grade 1 to 3. Secondary education follows closely, making up 28.8% of the institutions. Early Childhood

education accounts for 10.7%, while Tertiary education, such as colleges and universities, represents the smallest percentage at 9.6%. This information suggests that primary education is the most prevalent, likely due to the importance of providing a strong foundation for students at an early age. Secondary education also plays a significant role in the overall education system, preparing students for further studies or the workforce. Early Childhood and Tertiary education, although smaller in percentage, still contribute to the diverse educational landscape, catering to the needs of young learners and those seeking higher education, respectively.

The data on marital status shows that the majority of individuals are Married, accounting for 78.5% of the total. Single individuals make up 19.2% of the population. Widowed individuals represent 1.7%, while separated individuals have the lowest percentage at 0.6%. The total number of individuals included in the data is 177. These statistics suggest that marriage is a common and widely accepted social institution within the given population. The high percentage of married individuals may also indicate cultural or religious influences that promote marriage. Single individuals, while a significant minority, still make up a notable portion of the population. The low percentages of Separated and Widowed individuals could be interpreted in various ways, such as a strong emphasis on maintaining marital relationships or a lack of data on divorce rates or life expectancy. However, without additional context, it is difficult to draw definitive conclusions about the underlying factors contributing to these percentages.

The distribution of gross income among the surveyed individuals reveals a significant concentration in the lower to mid-income brackets. A striking 72.3% of respondents earn between PhP21,000 and PhP30,000, indicating that this income range is the most common within the population. Only a small fraction, 0.6%, earns PhP20,000 or below, suggesting that very few individuals fall into the lowest income category. The next tier, earning between PhP31,000 and PhP40,000, comprises 12.4% of the population, while those earning between PhP41,000 and PhP50,000 account for 9.6%. Higher income brackets show a notable decline in frequency, with only 2.3% earning between PhP51,000 and PhP60,000, 1.7% in the PhP61,000 to PhP70,000 range, and a mere 0.6% each in the PhP71,000 to PhP80,000 and PhP81,000 and above categories. Overall, the data suggests that the majority of individuals in this population are clustered in the lower to mid-income categories, which may reflect broader economic conditions, employment opportunities, or regional factors affecting income levels. This distribution highlights potential areas for economic development and support, particularly for those earning in the lower ranges.

The data on years of teaching experience among the surveyed individuals illustrates a diverse range of experience levels, with a significant concentration in the early stages of a teaching career. The largest group, comprising 37.9%, has between 1 to 5 years of teaching experience, indicating that many educators are relatively new to the profession. Following this, 23.7% of respondents have between 6 to 10 years of experience, suggesting a solid number of teachers are still in the early to mid-phase of their careers. As the years of experience increase, the percentages decrease, with 13.6% having 11 to 15 years of experience, and only 5.6% in the 16 to 20-year range. The data further

shows that 6.2% of teachers have between 21 to 25 years and another 6.2% in the 26 to 30-year category, indicating a small but stable group of seasoned educators. The numbers continue to dwindle for those with 31 to 35 years (4.5%), 36 to 40 years (1.7%), and only 0.6% of teachers having 41 years or more of experience. This distribution highlights a teaching workforce that is predominantly composed of relatively younger educators, which may influence teaching practices, mentorship opportunities, and professional development initiatives within educational institutions. The presence of a small number of highly experienced teachers could also suggest a need for retention strategies to maintain seasoned professionals in the field.

The data on classroom size reveals a diverse range of student populations within educational settings, with a notable concentration in the mid-range sizes. The most common classroom size is between 23 to 32 students, which comprises 26% of the total, indicating that many classrooms operate with a moderate number of students. Following closely, classrooms with 33 to 42 students account for 22.6%, while those with 43 to 52 students make up 21.5%. This suggests that a significant portion of classrooms are relatively large, which may pose challenges in terms of individualized attention and resource allocation. On the lower end of the spectrum, classrooms with 3 to 12 students represent only 4%, and those with 13 to 22 students account for 10.2%. These smaller classroom sizes may offer more personalized instruction but are less common in this dataset. Conversely, classrooms with 53 to 62 students represent 11.9%, while those with 63 to 72 students and 73 or more students are quite rare, comprising only 3.45% and 0.65%, respectively. Overall, the data indicates that most classrooms fall within the larger size categories, which can impact teaching strategies, classroom management, and student engagement. For instance, teachers in large classes often struggle with effective classroom management, leading to less engagement and attention to individual students (Choudhary & Batwal, 2024). The prevalence of larger classrooms may highlight the need for effective teaching practices and support systems to ensure that all students receive adequate attention and resources, particularly in environments where class sizes exceed optimal learning conditions.

Emotional Labor Strategies Implemented by the Respondents

The data on emotional labor strategies employed by teachers highlights the various methods they utilize to manage their emotions during interactions with students and parents. These strategies can be categorized into four main dimensions: surface acting, deep acting, expression of naturally felt emotions, and emotion termination. Surface acting involves behaviors such as putting on a show or performance (3.48) and pretending to display the right emotions (3.20), with teachers often feeling the need to mask their true feelings to maintain professionalism. In contrast, deep acting reflects teachers' efforts to genuinely experience the emotions they need to convey, as evidenced by higher scores for statements like working hard to feel the necessary emotions (3.54) and developing internal feelings to match external expressions (3.55). Notably, the highest scores are associated with the expression of naturally felt emotions, indicating that teachers frequently express genuine feelings that align with their spontaneous emotional responses, with a score of 4.14 for the authenticity of their expressed emotions. Additionally, teachers also engage in emotion termination, as they

often hide negative feelings such as anger (3.31) and fear (3.14) in response to challenging situations. The overall weighted mean of 3.43 suggests that emotional labor is a common aspect of teachers' professional lives, with a tendency to favor authentic emotional expression and deep acting over surface acting, indicating a commitment to fostering meaningful connections with students and parents while managing the complexities of their emotional experiences (Zheng et al., 2024). Recent study highlights the importance of teachers' emotional labor (TEL) in classroom settings, emphasizing that it significantly impacts both teachers' wellbeing and students' learning outcomes. The findings suggest that deep acting and the expression of naturally felt emotions do not correlate with emotional exhaustion, indicating that these strategies may help maintain teachers' emotional resources (Ma, et. al., 2023; Peng, et. al., 2023).

Burn Out Prevalence among Respondents

The data on burnout among teachers is categorized into three distinct parts: Personal Burnout, Work-Related Burnout, and Client-Related Burnout, each providing insights into the emotional and physical toll of the teaching profession. In terms of Personal Burnout, the total weighted mean is 3.21, indicating a moderate level of personal exhaustion. Teachers report feeling tired (3.58) and physically exhausted (3.47) frequently, suggesting that fatigue is a significant issue. Emotional exhaustion is also notable, with a score of 3.29, reflecting the emotional demands of the job. However, feelings of being overwhelmed, as indicated by the question "I can't take it anymore" (2.89), and feelings of weakness or susceptibility to illness (2.97), are comparatively lower, suggesting that while teachers experience fatigue, they may not feel completely overwhelmed. Meanwhile, on Work-Related Burnout, the total weighted mean drops to 2.79, indicating a lower level of burnout specifically related to work. Teachers perceive their work as emotionally exhausting (3.17) and acknowledge feelings of burnout due to their jobs (3.06). However, frustration with work (2.62) and feelings of being worn out at the start of the day (2.44) are less pronounced, suggesting that while work contributes to their overall fatigue, it may not be the primary source of their burnout. Notably, teachers feel they have enough energy for family and friends during leisure time (3.52), indicating a positive aspect of their work-life balance. Moreover, Client-Related Burnout has the lowest total weighted mean of 2.54, suggesting that interactions with clients (students and parents) are less draining compared to personal and work-related factors. Teachers report some difficulty in working with clients (2.62) and find it frustrating at times (2.42), but the overall impact on their energy levels is moderate, with a score of 2.56 for feeling drained by client interactions. The lowest score is for feelings of being tired of working with clients (2.30), indicating that while there are challenges, these interactions do not contribute significantly to their overall sense of burnout. It can be safely said that while teachers experience notable levels of personal and work-related burnout, client-related burnout appears to be less significant (Agyapong et al., 2024). The findings highlight the importance of addressing personal fatigue and emotional exhaustion in order to support teachers' well-being and effectiveness in the classroom. Interventions focusing on emotional health and supportive policies are essential (Jalalli, 2024).

Resilience Exhibited by the Respondents

The data on emotional resilience among teachers indicates a generally positive outlook, with a total weighted mean of 6.10, suggesting that teachers feel confident in their ability to manage challenges. The highest rated item, "My life has meaning," scores 6.66, reflecting a strong sense of purpose that likely contributes to their resilience. Additionally, teachers express pride in their accomplishments (6.25) and a belief in their self-discipline (6.69), which are crucial traits for navigating the complexities of their profession. Other significant scores include "I usually manage things in one way or another" (6.07) and "I feel determined" (6.42), indicating that teachers feel capable of handling multiple responsibilities and overcoming obstacles. Boon in 2021 argues that teacher resilience should not be viewed merely as a personal trait but as a complex attribute that can be developed and is influenced by various factors in a teacher's life and work environment. This perspective emphasizes the importance of supportive systems, professional development opportunities, and a positive school culture in fostering resilience among educators which may involve constructive feedback (Al-Hattami, 2019). This assurance is substantiated by a multitude of scholarly investigations that underscore the significance of resilience within educational contexts. Significance of Emotional Resilience Emotional resilience is imperative for educators to effectively navigate stress and mitigate burnout, thus augmenting their overall performance and well-being (Karakasidou et al., 2024). Elevated levels of resilience are positively correlated with pedagogical effectiveness and enhanced student outcomes, as teachers exhibiting resilience are more adept at addressing classroom adversities (Paller & Quirap, 2024). Determinants Influencing Resilience Determinants such as individual attributes and emotional regulation techniques exert a considerable influence on the resilience of educators (Ming & Huang, 2024). A positive and statistically significant association was observed between emotional labor and burnout. While teachers report a high level of self-efficacy and the ability to find humor in difficult situations (5.90), they also acknowledge challenges, such as feeling overwhelmed at times (5.85). The lower scores for statements like "I can handle many things at a time" (5.51) and "My belief in myself gets me through hard times" (5.99) suggest that while teachers possess resilience, they may still encounter moments of self-doubt or struggle with managing multiple demands. Overall, the findings highlight the importance of fostering resilience in educators, as it not only enhances their well-being but also positively impacts their effectiveness in the classroom (Lacaba, et. al., 2020). Additionally, professional development programs that focus on stress management and time management skills could further support teachers in navigating these challenges (Flores, 2018).

Relationship of Emotional Labor to Resilience and Burn Out Prevalence

The correlation analysis provided reveals significant relationships among emotional labor, resilience, and various dimensions of burnout among teachers. The results indicate that emotional labor is positively correlated with burnout, with correlation coefficients of 0.241, for Personal Burnout, 0.202 for Work-Related Burnout, and 0.194 for Client-Related Burnout. These correlations are statistically significant, with p-values less than 0.01, suggesting that as emotional labor increases, so does the level of burnout experienced by teachers. This is in consonance with the study of Ozbey and Gelmez

(2016) indicating that higher levels of emotional labor are associated with increased burnout among employees. This finding underscores the potential toll that the demands of emotional labor can take on educators, possibly leading to increased feelings of exhaustion and stress. In contrast, the correlation between resilience and burnout is less pronounced. The correlation coefficient between resilience and Personal Burnout is 0.032, indicating a negligible relationship, while Work-Related and Client Related Burnout show negative correlations with resilience of -0.016 and -0.028, respectively. These values suggest that resilience may not significantly mitigate the effects of burnout in this context, as teachers who report higher resilience do not necessarily experience lower levels of burnout. It is supported by the findings of Sousa, et. al. (2018) which revealed a low explanatory power in the relationship between burnout and resilience constructs, indicating that the connection may not be as strong as anticipated. However, it is in contrast with previous research suggesting that resilient individuals are less affected by workplace stressors (Polat & Iskender 2018). Overall, the data highlights the complex interplay between emotional labor and burnout, emphasizing the need for support systems that help teachers manage their emotional demands. Additionally, while resilience is a valuable trait, its limited correlation with burnout suggests that fostering resilience alone may not be sufficient to combat the challenges posed by emotional labor in the teaching profession. Addressing both emotional labor and burnout through targeted interventions could enhance teachers' well-being and effectiveness in their roles.

Relationship of Respondent's Profile and their Emotional Labor, Resilience, and Burnout Prevalence

The statistics above underscore the relationships between various demographic and professional profile of the respondents such as sex, age, education level, marital status, income, classroom size, and number of classes taught and their impact on emotional labor, resilience, and burnout prevalence among teachers.

The findings reveal a robust relationship between sex and resilience with a p-value of 0.002. Specifically, the data suggests that males tend to exhibit greater resilience than females. This is supported by the study of Yilmaz (2021), emphasizing that while men and women may face similar workplace challenges, the additional societal expectations and responsibilities placed on women lead to a distinct set of stressors that impact their professional lives. However, it is important to note that sex does not show a significant relationship with labor management or burnout prevalence, indicating that gender may influence resilience but not the overall experience of burnout in educational settings.

Kendall's tau_b correlation coefficients for age demonstrate negligible relationships with burnout measures, emotional labor, and resilience. All coefficients are close to zero, with p-values indicating no significant associations. This suggests that age does not play a substantial role in influencing burnout levels among teachers. The study of Rasheed-Karim (2020), on the other hand, indicates that older teachers demonstrated greater adaptability in managing stress and emotional encounters, often experiencing more personal achievements due to their skills in student interaction.

Meanwhile, the level of education taught shows a highly significant positive correlation (0.227, p = 0.001) with resilience. This implies that teachers who instruct at higher educational levels may exhibit greater resilience. Furthermore, this factor also reveals a highly significant negative correlation with burnout measures, suggesting that teaching higher levels is associated with lower burnout rates among educators. Although some research may have claimed otherwise such as the study of Mironova and Sloka (2023) that burnout among academic staff in higher education institutions is becoming increasingly problematic, with many educators experiencing exhaustion and a sense of reduced personal accomplishment, although depersonalization is less common (Teles, et. al., 2020).

Moreover, the Chi-Square Test for marital status indicates no significant relationships with emotional labor, resilience, or burnout. All p-values exceed 0.05 across various burnout measures, suggesting that marital status does not significantly influence teachers' emotional labor or their levels of burnout. Studies show that while marital status has been traditionally linked to emotional well-being, recent findings suggest minimal impact on emotional labor and burnout levels. For instance, a meta-analysis revealed trivial effect sizes for burnout dimensions among educational stakeholders based on marital status, favoring single educators in emotional exhaustion (Kış, 2014). Similarly, a study on teachers found no significant relationship between marital status and burnout dimensions (Başoğlu et al., 2016).

Likewise, correlation coefficients for gross income and years in teaching show weak relationships with emotional labor, resilience, and burnout. For instance, gross income has a correlation coefficient of 0.069 (p = 0.303), while years in teaching exhibit a coefficient of -0.061 (p = 0.300). These results indicate that neither factor significantly impacts burnout levels among educators. Research indicates that while emotional labor is a significant factor in teacher burnout, the influence of gross income and teaching experience is less pronounced. Specifically, studies show that emotional labor strategies, such as surface acting and deep acting, are more closely linked to burnout than income or years of experience(Bodenheimer & Shuster, 2020) (Tsang et al., 2022). Furthermore, resilience plays a moderating role; teachers with high resilience experience less burnout despite high emotional labor(Park & Yoon, 2024). This suggests that while financial and experiential factors are relevant, emotional dynamics are more critical in understanding teacher well-being.

Interestingly, classroom size demonstrates a highly significant positive correlation (0.157, p = 0.009) with resilience. This suggests that larger classrooms may foster greater resilience among teachers. Research indicates that larger class sizes can lead to improved teacher-student interactions and morale, as teachers adapt their strategies to manage diverse learning needs effectively (Choudhary & Batwal, 2024). Research indicates that the optimal class size for minimizing teacher burnout and enhancing educational outcomes typically ranges from 15 to 22 students per class. This range is suggested based on findings that smaller class sizes lead to improved teacher-student interactions, allowing educators to invest more emotionally and pedagogically in their students without overwhelming themselves (Huang, et.al, 2022). Additionally, smaller

class sizes facilitate differentiated instruction, enabling teachers to tailor their approaches to meet the diverse learning needs of each student more effectively.

Additionally, handling multiple classes can foster resilience, as teachers develop coping mechanisms to navigate challenges without increasing burnout (Jabiñar, 2024. This adaptability is crucial in environments where teachers face overwhelming class sizes, as seen in developing countries (Ndethiu et al., 2017). When classes exceed this optimal size, teachers often experience increased stress and difficulty meeting the diverse needs of their students. For instance, classes with 33 to 40 students can make it nearly impossible for teachers to provide individualized attention, which can exacerbate feelings of burnout and hinder student engagement, ultimately impacting overall academic performance (Laitsch, et. al., 2021).

CONCLUSION

The research highlights key insights into the demographics and experiences of educators, revealing a predominantly female respondent pool, many of whom are aged 31-40 and teach at the primary level. Most respondents are married and earn between Php21,000 and Php30,000, reflecting lower to mid-income brackets. With the majority having 1-5 years of teaching experience, there is a clear need for targeted professional development and mentorship programs to help them navigate their roles effectively. Teachers favor deep acting and authentic emotional expression over surface acting, yet they experience moderate personal burnout primarily due to fatigue and emotional exhaustion. Emotional labor is positively correlated with burnout, while resilience shows negligible correlation, indicating that fostering resilience alone may not alleviate burnout. The implications of this study emphasize the necessity for educational policies that support early-career teachers through professional development and mentorship to address emotional labor and burnout. Schools should enhance classroom management strategies to build teacher resilience and consider improving compensation to reduce financial stressors. Additionally, thoughtful scheduling and resource allocation are crucial for supporting teacher well-being. By focusing on these areas, educational institutions can create a more supportive environment that benefits both educators and students.

RECOMMENDATIONS

To support educators effectively, it is essential to implement policies that promote work-life balance, such as flexible scheduling and reduced administrative burdens, enabling teachers to manage emotional and physical exhaustion more effectively. Advocating for smaller classroom sizes can enhance individualized attention and engagement, alleviating some challenges associated with emotional labor and improving teaching effectiveness. Additionally, initiatives prioritizing teachers' emotional well-being—such as workshops on emotional intelligence, stress management, and resilience-building—can equip educators with the tools to cope with professional demands. Regular assessments of burnout levels among teachers should be conducted to identify trends and proactively address issues, ensuring that support systems remain responsive to their evolving needs. Finally, fostering an environment

where teachers feel safe to express their genuine emotions and seek support will reduce the pressure to engage in surface acting, promoting a healthier work culture.

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