



Original article. Work engagement and burnout among public school physical education teachers in the Philippines: The predictive role of absorption.

Vol. 12, n.º 5; p. 1-24, August 2026. <https://doi.org/10.55040/maa8y670>

Work engagement and burnout among public school physical education teachers in the Philippines: The predictive role of absorption

Compromiso laboral y agotamiento entre los profesores de educación física de escuelas públicas en Filipinas: El papel predictivo de la absorción

Roque N. Langcoy II¹; Stephen A. Fadare^{2,4}; Hendely A. Adlawan³

¹ Davao Oriental State University, San Isidro Campus,
Batobato, San Isidro, Davao Oriental, Philippines;

² Dept of SPEAR, Mindanao State University- Sulu, Patikul Jolo, Sulu, Philippines;

³ CSPEAR, Mindanao State University (Main) Marawi City, Philippines

⁴ Graduate Student, Philippine Normal University, Manila, Philippines.

****Correspondence Author:** Stephen A. Fadare stephen.fadare@msusulu.edu.ph

Editorial Schedule: Article received: 13/05/2026 Accepted: 15/07/2026 Published: 01/09/2026
<https://doi.org/10.55040/maa8y670>

To cite this article use the following reference:

Langcoy II, R.N., Fadare, S.A.; Adlawan, H.A. (2026). Work engagement and burnout among public school physical education teachers in the Philippines: The predictive role of absorption. *Sportis Sci J*, 12(5), 1-24. <https://doi.org/10.55040/maa8y670>

Authors' contribution: All authors contributed equally in the work.

Funding: The study did not receive funding.

Conflict of interest: The authors declare no conflict of interest.

Ethical aspects: The study declares the ethical aspects.



Original article. Work engagement and burnout among public school physical education teachers in the Philippines: The predictive role of absorption.

Vol. 12, n.º 5; p. 1-24, August 2026. <https://doi.org/10.55040/maa8y670>

Abstract

This study examined work engagement and burnout among public school physical education teachers in the DepEd Davao del Norte Division, Philippines. Specifically, it determined the level of work engagement, the level of burnout, the relationship between work engagement and burnout, and the work engagement dimensions that significantly predict burnout. The study used a quantitative, cross-sectional, descriptive-correlational design with regression analysis. Participants were 141 full-time public school physical education teachers, representing the total eligible population in the division. Data were collected using adapted questionnaires on work engagement and burnout and were analyzed using mean, standard deviation, Pearson product-moment correlation, and multiple linear regression. Results showed that the respondents reported a high overall level of work engagement ($M = 4.19$, $SD = 0.44$), with dedication obtaining the highest mean ($M = 4.27$, $SD = 0.58$). Burnout was moderate overall ($M = 3.29$, $SD = 0.56$), with personal accomplishment obtaining the highest mean ($M = 4.26$, $SD = 0.74$), followed by exhaustion ($M = 3.19$, $SD = 0.84$), while depersonalization was low ($M = 2.44$, $SD = 0.86$). A significant positive relationship was found between work engagement and burnout ($r = .322$, $p < .001$). Regression analysis further showed that work engagement explained 10.6% of the variance in burnout ($R^2 = .106$, $F = 5.391$, $p < .001$), with absorption emerging as the only significant predictor ($\beta = .189$, $p = .038$). The findings suggest that high work engagement may coexist with burnout among physical education teachers, particularly when deep immersion in work is not matched by adequate support and manageable demands. The study highlights the need for school-level measures that sustain teacher engagement while reducing the risk of overextension.

Keywords: burnout; physical education teachers; public schools; Philippines; work engagement

Resumen

Este estudio examinó el compromiso laboral y el agotamiento entre los profesores de educación física de las escuelas públicas en la División de DepEd Davao del Norte, Filipinas. Específicamente, determinó el nivel de compromiso laboral, el nivel de agotamiento, la relación entre el compromiso laboral y el agotamiento, y las dimensiones del compromiso laboral que predicen significativamente el agotamiento. El estudio utilizó un diseño cuantitativo, transversal, descriptivo-correlacional con análisis de regresión. Los participantes fueron 141 profesores de educación física de escuelas públicas a tiempo completo, que representan la población total elegible en la división. Los datos se recopilaron utilizando cuestionarios adaptados sobre el compromiso laboral y el agotamiento, y se analizaron utilizando la media, la desviación estándar, la correlación de Pearson y la regresión lineal múltiple. Los resultados mostraron que los encuestados informaron un alto nivel general de compromiso laboral ($M = 4.19$, $SD = 0.44$), con la dedicación obteniendo la media más alta ($M = 4.27$, $SD = 0.58$). El agotamiento fue moderado en general ($M = 3.29$, $SD = 0.56$), con el logro personal obteniendo la media más alta ($M = 4.26$, $SD = 0.74$), seguido por el agotamiento ($M = 3.19$, $SD = 0.84$), mientras que la despersonalización fue baja ($M = 2.44$, $SD = 0.86$). Se encontró una relación positiva significativa entre el compromiso laboral y el agotamiento ($r = .322$, $p < .001$). El



Original article. Work engagement and burnout among public school physical education teachers in the Philippines: The predictive role of absorption.

Vol. 12, n.º 5; p. 1-24, August 2026. <https://doi.org/10.55040/maa8y670>

análisis de regresión mostró además que el compromiso laboral explicó el 10.6% de la varianza en el agotamiento ($R^2 = .106$, $F = 5.391$, $p < .001$), con la absorción emergiendo como el único predictor significativo ($\beta = .189$, $p = .038$). Los hallazgos sugieren que un alto compromiso laboral puede coexistir con el agotamiento entre los profesores de educación física, particularmente cuando la inmersión profunda en el trabajo no se acompaña de un apoyo adecuado y demandas manejables. El estudio destaca la necesidad de medidas a nivel escolar que mantengan el compromiso de los profesores mientras reducen el riesgo de sobrecarga.

Palabras clave: agotamiento; profesores de educación física; escuelas públicas; Filipinas; compromiso laboral

Introduction

Teacher well-being has become an increasingly important concern in contemporary education because it directly affects instructional quality, professional commitment, and the stability of the teaching workforce. As working professionals, teachers must maintain not only physical health but also emotional and mental balance in order to perform daily responsibilities effectively and sustain long-term engagement in their profession (Conte et al., 2025; Schaufeli et al., 2020). However, many teachers continue to experience high levels of stress and burnout due to excessive workloads, poor administrative support, and emotional demands associated with teaching, all of which may weaken their commitment to remain in the profession (Ruble et al., 2023).

Burnout is a psychological condition commonly characterized by exhaustion, cynicism or depersonalization, and reduced personal efficacy. It has been widely recognized as a serious concern because it affects both professional functioning and personal well-being. In educational settings, burnout has been linked to heavy workload, low autonomy, and prolonged exposure to job-related stressors, resulting in emotional exhaustion and diminished professional effectiveness (Longakit et al., 2026; Gulanes, 2025; Toscanelli et al., 2024). In the case of teachers, burnout is particularly significant because it does not only affect the individual educator but may also influence teaching quality, student outcomes, and the overall effectiveness of the school system.

Among teachers, Physical Education (PE) teachers may face especially complex demands. Their work often extends beyond regular classroom instruction and includes physical



Original article. Work engagement and burnout among public school physical education teachers in the Philippines: The predictive role of absorption.

Vol. 12, n.º 5; p. 1-24, August 2026. <https://doi.org/10.55040/maa8y670>

activity facilitation, sports-related responsibilities, event preparation, and, in many school settings, additional ancillary assignments. In the Philippine public school context, PE teachers frequently function within the broader MAPEH area and may carry responsibilities not only in physical education but also in health, music, and arts-related instruction. These layered responsibilities may heighten both work demands and vulnerability to stress. Recent research has shown that inadequate administrative support and limited professional development opportunities contribute significantly to burnout among public PE teachers. In Spain, high emotional exhaustion among PE teachers has been associated with poor institutional support and inadequate resources, while similar trends have been reported in Turkey and Brazil, where heavy workloads were identified as key contributors to burnout (Alsalhe et al., 2021; Saiz-González et al., 2025).

The Philippine context reflects similar concerns. Studies have shown that Filipino teachers experience burnout in ways that mirror global patterns, particularly when institutional demands are not adequately matched by support systems (Butao et al., 2021; Carandang et al., 2024). More recent work by Mosleh et al. (2022) further emphasized that physical and digital teaching demands have intensified teachers' emotional exhaustion, especially in the period following major changes in instructional delivery. The return to face-to-face instruction after the lockdown also required renewed adjustment in workload, classroom management, and school-based responsibilities, thereby creating additional stress for teachers and reinforcing the need for stronger support mechanisms (Kilgour et al., 2025; McLean et al., 2023; Selvik & Herrebrøden, 2024). As such, teacher burnout is now understood not only as an individual concern but also as an institutional and policy issue related to the quality and sustainability of education systems (Joshi, 2025).

At the same time, work engagement has often been viewed as a positive professional state associated with energy, involvement, and commitment. In many educational studies, higher work engagement is linked to better performance, greater persistence, and stronger professional motivation. However, recent literature suggests that work engagement is not always uniformly protective. Teachers who are highly committed to their work but receive insufficient institutional support may still be at risk of burnout, especially when their



Original article. Work engagement and burnout among public school physical education teachers in the Philippines: The predictive role of absorption.

Vol. 12, n.º 5; p. 1-24, August 2026. <https://doi.org/10.55040/maa8y670>

engagement becomes difficult to sustain under demanding conditions (Bereznowski et al., 2023). This is particularly relevant for PE teachers, whose mental health and work outcomes may depend not only on personal resilience but also on the availability of workplace resources and supportive organizational structures (Wang & Ran, 2025).

Despite the growing body of research on teacher burnout and work engagement, important gaps remain. Much of the existing literature has examined teachers as a broad professional group, with limited attention to PE teachers as a distinct population with specialized workload conditions. Moreover, while prior studies have documented burnout and engagement separately, fewer studies have examined how these variables interact in the context of public school PE teaching. In the Philippine setting, local research has acknowledged burnout among teachers, yet evidence focusing specifically on public PE teachers remains limited. Even less is known about which dimensions of work engagement may contribute to burnout in this group. This gap is important because PE teachers perform specialized and expanded roles that may shape their engagement and vulnerability to burnout differently from teachers in other subject areas.

Given these conditions, examining the relationship between work engagement and burnout among DepEd public school PE teachers in Davao del Norte is both timely and necessary. Specifically, there is a need to determine whether dimensions of work engagement significantly influence burnout in this underexamined teaching population. By focusing on public school PE teachers in a local Philippine context, the present study contributes evidence that may help clarify the dynamics between professional engagement and burnout and may inform institutional policies, workload management, and teacher well-being interventions. This study therefore examined work engagement and burnout among public school physical education teachers in the DepEd Davao del Norte Division, Philippines. Specifically, it aimed to determine the level of work engagement, the level of burnout, the relationship between work engagement and burnout, and which dimensions of work engagement significantly predict burnout among the respondents.



Original article. Work engagement and burnout among public school physical education teachers in the Philippines: The predictive role of absorption.

Vol. 12, n.º 5; p. 1-24, August 2026. <https://doi.org/10.55040/maa8y670>

Methods

Research Design

This study employed a quantitative descriptive-correlational and predictive approach (Belete, 2025). This design was appropriate because the study examined the relationship between work engagement and burnout among public school Physical Education (PE) teachers and determined whether work engagement significantly predicted burnout. The descriptive-correlational design was suitable for examining the association between work engagement and burnout as interrelated variables (Heidari et al., 2022; Magtalas, 2024; Liang et al., 2025). The predictive component was likewise appropriate because the study sought to determine the extent to which work engagement dimensions could explain variations in burnout among PE teachers. This approach is consistent with studies that investigate the interplay of work engagement, emotional exhaustion, and burnout in educational settings (Chen et al., 2025).

Participants

The participants of the study were 141 full-time public school PE teachers handling junior and senior high school in the Department of Education (DepEd) Schools Division of Davao del Norte. The study used total enumeration, in which the entire population of eligible PE teachers was included. The use of the whole population strengthened the study by providing more dependable estimates of the relationship between work engagement and burnout and by improving external validity (Balderas et al., 2025).

To be included in the study, participants had to be full-time PE teachers occupying plantilla positions and active members of the DepEd Davao del Norte Schools Division. These teachers held positions from Teacher I to Master Teacher III. Excluded from the study were teachers who were on maternity, sick, or study leave; those already occupying positions as school heads or principals; and those who declined to provide informed consent. These criteria ensured that the respondents were in a position to provide relevant data for the study (Lee, 2019; Chen et al., 2025).

Table 1 presents the demographic characteristics of the 141 public high school Physical Education (PE) teachers in Davao del Norte who participated in the study. The profile includes gender, age, academic degree, and years of teaching experience. Gender: The distribution shows



Original article. Work engagement and burnout among public school physical education teachers in the Philippines: The predictive role of absorption.

Vol. 12, n.º 5; p. 1-24, August 2026. <https://doi.org/10.55040/maa8y670>

a relatively balanced representation with a slight majority of female teachers, accounting for 55% (n=77), while male teachers comprise 45% (n=64) of the respondents. Age: The largest age group consists of teachers aged 35–44 years old, representing 47% (n=66) of the sample. This is followed by those aged 25–34 (28%), 45–54 (21%), and finally those 55 years old and above (4%). This indicates a predominantly mid-career workforce. Academic Degree: A significant majority of the respondents have advanced their professional qualifications beyond a basic teaching degree. More than half, or 57% (n=81), hold a Master's degree, while 6% (n=8) have attained a Doctorate degree. The remaining 37% (n=52) hold a Bachelor's degree. Teaching Experience: In terms of tenure, the largest group of respondents has 1–10 years of experience, totaling 45% (n=63). This is closely followed by those with 11–20 years of service (37%). A smaller portion of the participants are long-term veterans, with 15% having served for 21–30 years and 4% having served for 30 years or more.

The profile suggests a highly qualified and experienced group of educators. The high percentage of teachers with Master's degrees and mid-career status (35–44 age range) aligns with your earlier findings of "Very High" Dedication. However, the prevalence of teachers in the 1–10 year experience bracket (45%) highlights a segment that may be particularly susceptible to the Absorption-driven burnout noted in your regression analysis.



Original article. Work engagement and burnout among public school physical education teachers in the Philippines: The predictive role of absorption.

Vol. 12, n.º 5; p. 1-24, August 2026. <https://doi.org/10.55040/maa8y670>

TABLE 1. Demographic Profiles of the Teachers

Variable	Items	Frequency	%
GENDER	Male	64	45
	Female	77	55
AGE	25- 34 years old	39	28
	35 - 44 years old	66	47
	45 - 54 years old	30	21
	55 years old and above	6	4
3. ACADEMIC DEGREE	Bachelor's degree	52	37
	Master's degree	81	57
	Doctorate degree	8	6
4. TEACHING EXPERIENCE	1 - 10 years	63	45
	11 - 20 years	52	37
	21 - 30 years	21	15
	30 years and above	5	4

Instruments

Data were collected using two adapted questionnaires. The first instrument measured work engagement, the independent variable of the study, through the Utrecht Work Engagement Scale (UWES) (Schaufeli et al., 2006). This instrument consists of 17 items distributed across three dimensions: vigor (6 items), dedication (5 items), and absorption (6 items). It measures employees' experiences of energy, commitment, and deep involvement in their work. Vigor refers to high levels of energy and resilience, dedication reflects enthusiasm and a sense of significance, and absorption refers to being fully concentrated and happily engrossed in work tasks. The UWES is a widely used and validated instrument for assessing these dimensions of engagement (Merino-Soto et al., 2022), and has been used in related studies (Tran et al., 2020; Tatha et al., 2024).



Original article. Work engagement and burnout among public school physical education teachers in the Philippines: The predictive role of absorption.

Vol. 12, n.º 5; p. 1-24, August 2026. <https://doi.org/10.55040/maa8y670>

The second instrument measured burnout, the dependent variable, through the Maslach Burnout Inventory (MBI) (Lim et al., 2019; Maslach & Jackson, 1981). The MBI assesses three dimensions of burnout: emotional exhaustion (9 items), depersonalization (5 items), and personal accomplishment (8 items). In this study, the instrument was contextually adapted for PE teachers while retaining its core structure in order to reflect work-related exhaustion, interpersonal detachment, and reduced personal accomplishment within the teaching context. Recent studies have also used the MBI to assess burnout among various groups of workers (Kasalak & Dağyar, 2022; Jamaludin & You, 2019; Puranitee et al., 2019). These adaptations helped ensure the contextual relevance of the instrument while maintaining its psychometric robustness.

Data gathering procedures

Before the conduct of the study, the researchers secured formal approval from the appropriate authorities. A letter of request was submitted to the Department of Education Schools Division of Davao del Norte and to the school heads of the identified schools to seek permission to administer the questionnaires to the target respondents. Upon approval, coordination was made with the concerned school officials regarding the schedule, distribution, and retrieval of the research instruments.

After the approval process, the researchers identified the qualified respondents based on the inclusion criteria of the study. An orientation was then conducted to explain the objectives of the study, the significance of the research, the nature of participation, and the ethical safeguards observed. The respondents were informed that their participation was voluntary and that they had the right to decline participation at any stage. They were also assured that their responses would be kept confidential and would be used only for academic and research purposes. After these were explained, informed consent was obtained from the respondents.

The researchers personally administered the questionnaires to the respondents. The survey instruments consisted of adapted questionnaires measuring work engagement and burnout, and each item was answered using a 5-point Likert scale ranging from 1 (never) to 5 (always) (Ebardo et al., 2025). During the administration of the instruments, the researchers

Original article. Work engagement and burnout among public school physical education teachers in the Philippines: The predictive role of absorption.

Vol. 12, n.º 5; p. 1-24, August 2026. <https://doi.org/10.55040/maa8y670>

remained present to provide clarification whenever necessary and to ensure that the questionnaires were properly completed.

After all questionnaires had been answered, the researchers retrieved the accomplished instruments and checked them for completeness and consistency of responses. The data were then encoded, tabulated, and prepared for statistical treatment. Data collection, analysis, and interpretation were conducted from December 2024 to June 2025. Throughout the entire process, ethical standards were strictly observed to protect the anonymity, confidentiality, and welfare of the respondents.

Statistical Treatment of Data

The data gathered from the respondents were encoded, tabulated, analyzed, and interpreted using appropriate statistical tools based on the objectives of the study.

To describe the level of work engagement and burnout among public school PE teachers, the mean was used. The mean was appropriate because the study aimed to determine the average level of responses for each indicator of the variables under investigation.

To determine the relationship between work engagement and burnout, the Pearson Product-Moment Correlation Coefficient (Pearson r) was employed. This statistical tool was used to measure the strength and direction of the relationship between the two variables.

To determine whether work engagement significantly influenced burnout, linear regression analysis was used. This statistical method was appropriate because the study sought to identify the extent to which work engagement, including its dimensions, predicted burnout among public school PE teachers.

All statistical analyses were conducted using the appropriate statistical software. The level of significance for testing the hypotheses was set at 0.05.

Ethical Considerations

Ethical standards were strictly observed throughout the conduct of the study. Before data collection, permission to conduct the study was secured from the appropriate authorities. The researchers ensured that participation in the study was entirely voluntary. The respondents



Original article. Work engagement and burnout among public school physical education teachers in the Philippines: The predictive role of absorption.

Vol. 12, n.º 5; p. 1-24, August 2026. <https://doi.org/10.55040/maa8y670>

were informed about the purpose of the study, the procedures involved, and the significance of their participation.

Informed consent was obtained from all respondents before the administration of the questionnaires. The participants were assured that they had the right to decline participation or withdraw from the study at any point without penalty. They were also informed that their responses would be treated with utmost confidentiality and would be used solely for research purposes.

To protect the privacy of the respondents, no unnecessary personal information was collected. The data gathered were handled securely, and only the researchers had access to the accomplished questionnaires and encoded data. The identities of the respondents were not disclosed in any part of the study, and all findings were presented in aggregate form to preserve anonymity.

The researchers also ensured that the study posed no physical, psychological, or social harm to the respondents. Honesty, respect, and integrity were observed throughout the research process.

Results

This section presents the findings in the following order: (1) level of work engagement, (2) level of burnout, (3) relationship between work engagement and burnout, and (4) regression analysis of work engagement dimensions predicting burnout.

Table 2 presents the level of work engagement among the respondents. The overall level of work engagement was high, with a category mean of 4.19 (SD = 0.44). Among the dimensions, dedication obtained the highest mean ($M = 4.27$, $SD = 0.58$), described as very high. Absorption had a mean of 3.74 ($SD = 0.62$), described as high, while vigor had a mean of 3.68 ($SD = 0.56$), also described as high. These findings indicate that the respondents generally reported strong commitment and active involvement in their work.



Original article. Work engagement and burnout among public school physical education teachers in the Philippines: The predictive role of absorption.

Vol. 12, n.º 5; p. 1-24, August 2026. <https://doi.org/10.55040/maa8y670>

TABLE 2. Level of Work Engagement among the Teachers

Work Engagement Items	Mean	SD	Descriptive Equivalent
Vigor	3.68	0.56	High
Dedication	4.27	0.58	Very High
Absorption	3.74	0.62	High
Category Mean	4.19	0.44	High

Table 3 shows the level of burnout among the respondents. The overall burnout score had a category mean of 3.29 (SD = 0.56), described as moderate. Among the dimensions, personal accomplishment obtained the highest mean (M = 4.26, SD = 0.74), described as very high. Exhaustion had a mean of 3.19 (SD = 0.84), described as moderate, while depersonalization had the lowest mean (M = 2.44, SD = 0.86), described as low.

TABLE 3. Level of Burnout of the Teachers

Burnout Items	Mean	SD	Descriptive Equivalent
Exhaustion	3.19	0.84	Moderate
Depersonalization	2.44	0.86	Low
Personal Performance	4.26	0.74	Very High
CATEGORY MEAN	3.29	0.56	MODERATE

Table 4 presents the relationship between work engagement and burnout. The analysis revealed a statistically significant positive correlation between the two variables ($r = .322$, $p < .001$). This indicates that higher work engagement scores were associated with higher burnout scores among the respondents.

TABLE 4. Correlation between Work Engagement and Burnout among Teachers

Independent Variable	r-value	p-value	Decision on Relationship
Work Engagement	0.322	0.000	Significant

Correlation is significant at the 0.05 level (2-tailed). Table 5 presents the regression analysis of the dimensions of work engagement as predictors of burnout. The model explained



Original article. Work engagement and burnout among public school physical education teachers in the Philippines: The predictive role of absorption.

Vol. 12, n.º 5; p. 1-24, August 2026. <https://doi.org/10.55040/maa8y670>

10.6% of the variance in burnout ($R^2 = .106$, $F = 5.391$, $p < .001$). Among the three dimensions, only absorption significantly predicted burnout ($\beta = .189$, $p = .038$). Vigor ($\beta = .131$, $p = .171$) and dedication ($\beta = .108$, $p = .219$) were not significant predictors. These findings suggest that greater absorption was associated with higher burnout scores, whereas vigor and dedication did not significantly predict burnout in this sample.

TABLE 5. Regression Analysis of Work Engagement Dimensions Predicting Burnout

Predictor	Unstandardized Coefficient (B)	Standardized Coefficient (β)	t-value	p-value
(Constant)	.438		3.735	.000
Vigor	.092	.131	1.375	.171
Dedication	.086	.108	1.235	.219
Absorption	.081	.189	2.100	.038

MODEL SUMMARY: $R^2 = 0.106$, $F = 5.391$, $p < 0.001$

Discussion

The findings indicate that public PE teachers in the Division of Davao del Norte reported generally high levels of work engagement, with dedication rated very high and vigor and absorption rated high. This suggests that the respondents remained strongly committed to their work and were willing to invest effort, energy, and attention in carrying out their teaching responsibilities. In practical terms, the findings suggest that PE teachers generally remain professionally motivated despite the demands of the public school environment.

This pattern aligns with the broader view that engaged teachers tend to demonstrate enthusiasm, persistence, and commitment to their professional roles. At the same time, high engagement should not be interpreted as automatic protection from strain. Prior studies have shown that when job demands are intense and institutional support is limited, engagement may coexist with stress, emotional exhaustion, and burnout (Padmanabhanunni & Pretorius, 2023; Roshida et al., 2023; Zhao et al., 2022). In the present study, the high levels of vigor, dedication, and absorption suggest a committed workforce, but they also indicate that such commitment may become difficult to sustain when PE teachers are expected to manage instructional, extracurricular, and ancillary responsibilities at the same time.



Original article. Work engagement and burnout among public school physical education teachers in the Philippines: The predictive role of absorption.

Vol. 12, n.º 5; p. 1-24, August 2026. <https://doi.org/10.55040/maa8y670>

The results further showed that burnout among public PE teachers was characterized by low depersonalization, moderate exhaustion, and very high personal accomplishment. This pattern suggests that although the respondents generally maintained positive professional attitudes and a strong sense of achievement, they were not free from work-related strain. Moderate exhaustion indicates that the demands of their work may already be affecting their physical and emotional energy, even as they continue to perform their duties effectively.

This finding is particularly important in public school PE teaching, where teachers often perform multiple roles beyond classroom instruction. In addition to teaching, they may be assigned coaching duties, sports coordination, event management, and other ancillary functions. Such overlapping responsibilities can intensify workload and increase vulnerability to burnout, particularly when institutional support is insufficient. This interpretation is consistent with studies showing that heavy administrative assignments and inadequate institutional backing significantly increase burnout and weaken teachers' self-efficacy (Shimony et al., 2022; Tsang et al., 2022). Likewise, when job stress exceeds available support, burnout undermines both teachers' instructional effectiveness and job fulfillment (Zhao et al., 2022). Thus, burnout in this setting appears to emerge less through detachment and more through sustained exhaustion under conditions of continued professional commitment.

A significant relationship was found between work engagement and burnout among public PE teachers. This result suggests that engagement and burnout should not be treated as simple opposites in this context. Although engaged teachers are committed, energetic, and deeply involved in their work, such involvement may also expose them to strain when work demands are high and resources are limited. For PE teachers, this is especially relevant because their roles often extend beyond regular teaching to include sports coordination, cultural activities, and other ancillary assignments.

The positive relationship between work engagement and burnout may reflect the tendency of highly engaged teachers to invest substantial personal energy, time, and attention in their work, even when institutional conditions are not sufficiently supportive. When that commitment is not matched by manageable workload, adequate resources, and clear role boundaries, it may heighten vulnerability to emotional exhaustion. This interpretation is



Original article. Work engagement and burnout among public school physical education teachers in the Philippines: The predictive role of absorption.

Vol. 12, n.º 5; p. 1-24, August 2026. <https://doi.org/10.55040/maa8y670>

consistent with studies showing that although work engagement often promotes job satisfaction, it may also intensify the risk of stress and burnout when institutional resources are insufficient (Galanakis & Tsitouri, 2022; Nordhall et al., 2020). Conversely, support from administrators and access to resources help teachers remain engaged without reaching burnout (Maas et al., 2021; Oubibi et al., 2022). These findings therefore reinforce the need for clearer workload parameters, reduced extra duties, and stronger institutional safeguards for teacher well-being (Nwoko et al., 2023; Ozturk et al., 2024).

The predictive analysis showed that work engagement explained 10.6% of the variance in burnout, with absorption emerging as the only significant predictor. This finding suggests that deep immersion in work may increase the risk of burnout among public PE teachers. While work engagement is generally seen as desirable, the present result indicates that not all of its dimensions function in the same way. In this study, vigor and dedication did not significantly predict burnout, whereas absorption did, implying that intense psychological involvement in work may become harmful when job demands are high.

This finding is particularly relevant in the present educational context, where PE teachers have had to navigate changing workloads and evolving responsibilities (Hongsa & Polyong, 2024; Oducado et al., 2024; Rivera, 2022). Under such conditions, absorption may reflect not only commitment but also overinvolvement in work. Recent studies likewise found that high absorption can lead to elevated stress and eventual burnout, particularly in demanding educational settings (Chen et al., 2025; Teng et al., 2024). The findings therefore suggest that encouraging teacher engagement is not sufficient on its own. DepEd and school leaders must also establish institutional safeguards that sustain engagement while preventing overextension and burnout.

Overall, the findings suggest that burnout among public PE teachers is shaped not by low motivation, but by the interaction between strong professional engagement and demanding work conditions. Public PE teachers may remain highly dedicated to their work while still becoming vulnerable to exhaustion, particularly when absorption is high and institutional support is limited. This challenges the assumption that engagement is always protective. Instead, the findings suggest that engagement becomes beneficial only when it is supported by



Original article. Work engagement and burnout among public school physical education teachers in the Philippines: The predictive role of absorption.

Vol. 12, n.º 5; p. 1-24, August 2026. <https://doi.org/10.55040/maa8y670>

manageable workload, adequate resources, and organizational structures that prevent overextension. Accordingly, DepEd and school leaders must go beyond encouraging teacher dedication and establish support systems that make engagement sustainable over time.

Conclusion

This study showed that public PE teachers in the Division of Davao del Norte reported high levels of work engagement, particularly in dedication, while also experiencing burnout in the form of moderate exhaustion, low depersonalization, and high personal accomplishment. These findings indicate that public PE teachers generally remain committed, motivated, and professionally invested in their work, but they are not free from work-related strain.

A significant relationship was found between work engagement and burnout, suggesting that engagement and burnout should not be treated as simple opposites in this context. More specifically, the predictive analysis showed that work engagement explained 10.6% of the variance in burnout, with absorption emerging as the only significant predictor. This suggests that deep immersion in work may increase vulnerability to burnout, particularly when PE teachers are exposed to heavy demands, overlapping responsibilities, and limited institutional support.

Overall, the study suggests that burnout among public PE teachers is shaped not by low motivation, but by the interaction between strong professional engagement and demanding work conditions. In this setting, engagement becomes beneficial only when it is supported by manageable workload, adequate resources, and organizational structures that prevent overextension. The study therefore highlights the need for school systems to sustain teacher engagement in ways that also protect teacher well-being.

Implications

The findings of the study have important implications for educational leadership and teacher welfare. First, they suggest that high work engagement among teachers should not automatically be interpreted as evidence of healthy working conditions. In the present study, teachers remained highly dedicated to their work while still experiencing burnout, particularly



Original article. Work engagement and burnout among public school physical education teachers in the Philippines: The predictive role of absorption.

Vol. 12, n.º 5; p. 1-24, August 2026. <https://doi.org/10.55040/maa8y670>

when absorption in work was high. This implies that teacher commitment alone is not enough to guarantee well-being.

Second, the findings indicate that school leaders and education administrators need to pay closer attention to the structural conditions under which teacher engagement occurs. If PE teachers are expected to sustain high levels of performance while also carrying teaching, extracurricular, and ancillary responsibilities, then institutional support becomes essential. Workload management, clearer role boundaries, and access to adequate resources may help ensure that teacher engagement remains productive rather than becoming a source of strain.

Finally, the study contributes to the growing literature showing that burnout in education is not simply a result of weak motivation, but may also emerge among highly committed professionals. For this reason, interventions aimed at improving teacher performance should be accompanied by policies and practices that also safeguard teacher well-being over time.

Limitations

This study has several limitations. First, it was conducted only among public PE teachers in the Division of Davao del Norte, which may limit the generalizability of the findings to other divisions, subject areas, or educational contexts. Second, the study focused on selected variables related to work engagement and burnout and did not include other possible factors, such as school climate, leadership style, personal coping resources, or family-related stressors, which may also influence burnout.

Third, the study relied on self-reported responses gathered through survey questionnaires. Although this was appropriate for measuring the variables under investigation, self-report data may be influenced by response bias or differences in personal interpretation. These limitations suggest the need for further studies that include broader samples and additional variables that may help explain burnout among teachers more fully.

Recommendations

Based on the findings of the study, school principals and other educational leaders should strengthen support systems for PE teachers by ensuring equitable teaching loads,



Original article. Work engagement and burnout among public school physical education teachers in the Philippines: The predictive role of absorption.

Vol. 12, n.º 5; p. 1-24, August 2026. <https://doi.org/10.55040/maa8y670>

manageable ancillary assignments, and reasonable administrative responsibilities. Since absorption was found to predict burnout, schools should pay particular attention to conditions that may encourage excessive work immersion without sufficient recovery or support.

DepEd officials and school administrators may also consider developing institutional measures that promote sustainable teacher engagement, such as clearer workload policies, access to professional development, wellness programs, and mental health support. These efforts may help PE teachers remain committed to their work without becoming overextended.

Future researchers may examine other variables associated with burnout that were not included in this study. Further research may also explore how school leadership, organizational support, coping strategies, and work-life balance influence the relationship between engagement and burnout among teachers in different educational settings.

References

- Alsalhe, T. A., Chalhaf, N., Guelmami, N., Azaiez, F., & Bragazzi, N. L. (2021). Occupational Burnout Prevalence and Its Determinants Among Physical Education Teachers: A Systematic Review and Meta-Analysis. *Frontiers in Human Neuroscience*, 15. <https://doi.org/10.3389/fnhum.2021.553230>
- Balderas, J., Bistricky, S. L., Gimenez-Zapiola, M., Pascuzzi, B., Millmann, M., & Short, M. B. (2025). Brief online intervention model promotes sustained helping behavior across 6 months following a population-wide traumatic event. *Psychological Reports*, 128(2), 1248-1268. <https://doi.org/10.1177/00332941231164071>
- Belete, E. (2025). *Big Data Analytics Capability and Decision-Making Performance: Quantitative Correlational-Predictive Study* (Doctoral dissertation, Grand Canyon University).
- Bereznowski, P., Atroszko, P. A., & Konarski, R. (2023). Work addiction, work engagement, job burnout, and perceived stress: A network analysis. *Frontiers in Psychology*, 14, 1–11. <https://doi.org/10.3389/fpsyg.2023.1130069>



Original article. Work engagement and burnout among public school physical education teachers in the Philippines: The predictive role of absorption.

Vol. 12, n.º 5; p. 1-24, August 2026. <https://doi.org/10.55040/maa8y670>

Butao, B. C., Arquiola, D. G., Talidro, M. J., Donoso, B. C. K., Mongado, S. R. L., Funcion, N. P., ... & Fadare, S. A. (2021). *Impact of burnout among dialysis nurses providing high-quality care in Butuan City, The Philippines. Orapuh Journal*, 2(3), e825-e825. <https://doi.org/10.4314/orapj.v2i3.7>

Carandang, R. R., Puguon Jr, F., Santos, M. L., Ilagan, E., Gamboa, K. G., & Aquino, J. G. (2024). Burnout and turnover intention among community and hospital pharmacists in metro Manila, Philippines. *Merits*, 4(4), 463-474. <https://doi.org/10.3390/merits4040033>

Chen, W., Huang, Z., Peng, B., Li, L., & Chen, J. (2025). Teacher competency and work engagement among secondary school physical education teachers: the multiple mediating roles of occupational stress, emotional exhaustion, and professional achievement. *Frontiers in Psychiatry*, 16, 1530413. <https://doi.org/10.3389/fpsy.2025.1530413>

Conte, E., Farina, E., Pepe, A., Cavioni, V., & Ornaghi, V. (2025). *The longitudinal effects of teachers' socio-emotional competences on stress and burnout. The Journal of Experimental Education*, 1-15. <https://doi.org/10.1080/00220973.2025.2518231>

Ebardo, G., et al. (2025). Unlocking Accurate Data Categorization: The Range Gem+ Approach To Meaningful Intervals For Global Development Perspectives. *Salud, Ciencia y Tecnología-Serie de Conferencias*, (4), 1434. <https://doi.org/10.56294/setconf20241034>

Galanakis, M.D. and Tsitouri, E. (2022). Positive psychology in the working environment. Job demands-resources theory, work engagement and burnout: A systematic literature review. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.1022102>

Gulanes, A. A. (2025). *Investigating physical activity as a buffer against academic burnout in rural academia. Sportis. Scientific Journal of School Sport, Physical Education and Psychomotricity*, 11(4), 1-25. <https://doi.org/10.17979/sportis.2025.11.4.12018>



Original article. Work engagement and burnout among public school physical education teachers in the Philippines: The predictive role of absorption.

Vol. 12, n.º 5; p. 1-24, August 2026. <https://doi.org/10.55040/maa8y670>

- Heidari, S., Parizad, N., Goli, R., Mam-Qaderi, M., & Hassanpour, A. (2022). Job satisfaction and its relationship with burnout among nurses working in COVID-19 wards: A descriptive correlational study. *Annals of Medicine and Surgery*, 82, 104591. <https://doi.org/10.1016/j.amsu.2022.104591>
- Hongsa, T. and Polyong, C.P. (2024). Risk Factors Affecting Stress and Burnout Among Teachers: A Cross-Sectional Study From Chonburi, Thailand. *Journal of UOEH*, 46(2), 203–213. <https://doi.org/10.7888/juoeh.46.203>
- Jamaludin, I. I., & You, H. W. (2019). Burnout in relation to gender, teaching experience, and educational level among educators. *Education Research International*, 2019, 7349135. <https://doi.org/10.1155/2019/7349135>
- Kasalak, G., & Dağyar, M. (2021). Teacher burnout and demographic variables as predictors of teachers' enthusiasm. *Participatory Educational Research*, 9(2), 280-296. <https://doi.org/10.17275/per.22.41.9.2>
- Kilgour, P. W., Morton, J. K., Northcote, M. T., & Pearce, K. (2025). Teacher stress in the era of COVID-19: A changed learning environment? *Educational Research for Policy and Practice*. <https://doi.org/10.1007/s10671-025-09397-8>
- Lee, Y.H. (2019). Emotional labor, teacher burnout, and turnover intention in high-school physical education teaching. *European Physical Education Review*, 25(1), 236–253. <https://doi.org/10.1177/1356336X17719559>
- Liang, X., Yin, Y., Zhang, L., Liu, F., Jia, Y., Liu, X., ... & Jiang, X. (2025). Work addiction in nurses: a cross-sectional correlational study of latent profile analysis and burnout. *BMC Nursing*, 24(1), 467. <https://doi.org/10.1186/s12912-025-03102-z>
- Lim, W. Y., et al. (2019). The abbreviated Maslach burnout inventory can overestimate burnout: a study of anesthesiology residents. *Journal of Clinical Medicine*, 9(1), 61. <https://doi.org/10.3390/jcm9010061>



Original article. Work engagement and burnout among public school physical education teachers in the Philippines: The predictive role of absorption.

Vol. 12, n.º 5; p. 1-24, August 2026. <https://doi.org/10.55040/maa8y670>

- Longakit, J. C., Sayson, M. C., Ompoc, H. M. S., Almerol, N. J., Toring-Aque, L., Aque, F. J. M., ... & Fajardo, R. (2026). *The pressure to perform: academic stress and burnout among university dance athletes during intensive training. Sportis. Scientific Journal of School Sport, Physical Education and Psychomotricity*, 12(1), 1-26. <https://doi.org/10.17979/sportis.2026.12.1.12569>
- Maas, J., Schoch, S., Scholz, U., Rackow, P., Schüller, J., Wegner, M., & Keller, R. (2021). *Teachers' perceived time pressure, emotional exhaustion and the role of social support from the school principal. Social Psychology of Education*, 24(2), 441-464. <https://doi.org/10.1007/s11218-020-09605-8>
- Magtalas, S.A. (2024). Teacher's Workload in Relation to Burnout and Work Performance. *International Journal of Multidisciplinary: Applied Business and Education Research*, 5(10), 4111–4123. <https://doi.org/10.11594/ijmaber.05.10.24>
- Maslach, C., & Jackson, S. E. (1981). The measurement of experienced burnout. *Journal of Organizational Behavior*, 2(2), 99-113. <https://doi.org/10.1002/job.4030020205>
- McLean, L., Bryce, C., & Johnson, B. (2023). Describing Teachers' Well-Being Prior to and 18 Months After COVID-19 School Closures. *SAGE Open*, 13(4). <https://doi.org/10.1177/21582440231217872>
- Merino-Soto, C., et al. (2022). Ultrashort version of the Utrecht work engagement scale (UWES-3): A psychometric assessment. *International Journal of Environmental Research and Public Health*, 19(2), 890. <https://doi.org/10.3390/ijerph19020890>
- Mosleh, S. M., Kasasbeha, M. A., Aljawarneh, Y. M., Alrimawi, I., & Saifan, A. R. (2022). *The impact of online teaching on stress and burnout of academics during the transition to remote teaching from home. BMC Medical Education*, 22(1), 475. <https://doi.org/10.1186/s12909-022-03496-3>



Original article. Work engagement and burnout among public school physical education teachers in the Philippines: The predictive role of absorption.

Vol. 12, n.º 5; p. 1-24, August 2026. <https://doi.org/10.55040/maa8y670>

Nordhall, O., Knez, I., Saboonchi, F., & Willander, J. (2020). *Teachers' personal and collective work-identity predicts exhaustion and work motivation: mediating roles of psychological job demands and resources. Frontiers in psychology, 11, 1538.*
<https://doi.org/10.3389/fpsyg.2020.01538>

Nwoko, J. C., Emeto, T. I., Malau-Aduli, A. E., & Malau-Aduli, B. S. (2023). *A systematic review of the factors that influence teachers' occupational wellbeing. International journal of environmental research and public health, 20(12), 6070.*
<https://doi.org/10.3390/ijerph20126070>

Oducado, R. M., Amboy, M. K., Robles, B. R., Rosano, D., Montaña, H., Temelo, D. R., ... & Tamdang, K. (2024). *Demographics and job satisfaction as predictors of mental well-being of Filipino teachers: A web-based survey two years after the onset of pandemic. IJERI: International Journal of Educational Research and Innovation, (21), 1-13.*
<https://doi.org/10.46661/ijeri.8205>

Oubibi, M., Fute, A., Xiao, W., Sun, B., & Zhou, Y. (2022). *Perceived organizational support and career satisfaction among Chinese teachers: the mediation effects of job crafting and work engagement during COVID-19. Sustainability, 14(2), 623.*
<https://doi.org/10.3390/su14020623>

Ozturk, M., Wigelsworth, M., & Squires, G. (2024). *A systematic review of primary school teachers' wellbeing: room for a holistic approach. Frontiers in Psychology, 15.*
<https://doi.org/10.3389/fpsyg.2024.1358424>

Puranitee, P., Saetang, S., Sumrithe, S., Busari, J. O., van Mook, W. N., & Heeneman, S. (2019). *Exploring burnout and depression of Thai medical students: the psychometric properties of the Maslach burnout inventory. International journal of medical education, 10, 223.*
<https://doi.org/10.5116/ijme.5dc6.8228>

Rivera, K.C. (2022). "My job as a teacher literally never stops": How Filipino women teachers coped during the Covid-19 pandemic. *Issues in Educational Research, 32(4), 1584–1604.*



Original article. Work engagement and burnout among public school physical education teachers in the Philippines: The predictive role of absorption.

Vol. 12, n.º 5; p. 1-24, August 2026. <https://doi.org/10.55040/maa8y670>

- Roshida, D.S., Paskarini, I. and Martiana, T. (2023) 'Leadership Style Influence on Nurses' Burnout: a Systematic Review', *Indonesian Journal of Public Health*, 18(2), pp. 341–352. <https://doi.org/10.20473/Ijph.v18i2.2023.341-352>
- Ruble, L., McGrew, J., Fischer, M., Findley, J., & Stayton, R. (2023). School and Intrapersonal Predictors and Stability of Rural Special Education Teacher Burnout. *Rural Special Education Quarterly*, 42(3), 124–135. <https://doi.org/10.1177/87568705231180885>
- Saiz-González, P., de la Fuente-González, S., Sierra-Díaz, J., & Uría-Valle, P. (2025). Inclusive Education and Physical Education in Spain: A Qualitative Analysis of Teachers' Perspectives. *Education Sciences*, 15(1). <https://doi.org/10.3390/educsci15010108>
- Schaufeli, W.B., Bakker, A.B. & Salanova, M. (2006). The measurement of work engagement with a short questionnaire: A cross-national study. *Educational and Psychological Measurement*, 66(4), 701–716. <https://doi.org/10.1177/0013164405282471>
- Schaufeli, W. B., Desart, S., & De Witte, H. (2020). Burnout assessment tool (Bat)—development, validity, and reliability. *International Journal of Environmental Research and Public Health*, 17(24), 1–21. <https://doi.org/10.3390/ijerph17249495>
- Selvik, S., & Herrebrøden, M. K. (2024). Teacher experiences under COVID-19 pandemic school reopening periods. *Teaching and Teacher Education*, 139. <https://doi.org/10.1016/j.tate.2023.104445>
- Shimony, O., Malin, Y., Fogel-Grinvald, H., Gumpel, T. P., & Nahum, M. (2022). Understanding the factors affecting teachers' burnout during the COVID-19 pandemic: A cross-sectional study. *Plos one*, 17(12), e0279383. <https://doi.org/10.1371/journal.pone.0279383>



Original article. Work engagement and burnout among public school physical education teachers in the Philippines: The predictive role of absorption.

Vol. 12, n.º 5; p. 1-24, August 2026. <https://doi.org/10.55040/maa8y670>

- Tatha, O., Shimazu, A., Watanabe, K., Kawakami, N., & Schaufeli, W. B. (2024). *Measuring work engagement in Thailand: development and validation testing of the Utrecht Work Engagement Scale-Thai version (UWES-TH)*. *Industrial health*, 62(3), 182-194. <https://doi.org/10.2486/indhealth.2023-0017>
- Teng, J., Yang, Z., Yu, M., Crowley, C. B., & Jing, X. (2024). *Chinese primary school teachers' working time allocation after the enactment of the "Double Reduction" policy: A mixed-methods study*. *Teaching and Teacher Education*, 137, 104385. <https://doi.org/10.1016/j.tate.2023.104385>
- Toscanelli, C., Urbanaviciute, I., De Witte, H., & Massoudi, K. (2024). *Better bored than burned-out? Cynicism as a mediator between boredom at work and exhaustion*. *British journal of guidance & counselling*, 52(2), 274-285. <https://doi.org/10.1080/03069885.2023.2219376>
- Tran, T. T. T., Watanabe, K., Imamura, K., Nguyen, H. T., Sasaki, N., Kuribayashi, K., ... & Kawakami, N. (2020). *Reliability and validity of the Vietnamese version of the 9-item Utrecht Work Engagement Scale*. *Journal of occupational health*, 62(1), e12157. <https://doi.org/10.1002/1348-9585.12157>
- Tsang, K.K., Wang, G. and Bai, H. (2022) 'Enabling School Bureaucracy, Psychological Empowerment, and Teacher Burnout: A Mediation Analysis', *Sustainability (Switzerland)*, 14(4). <https://doi.org/10.3390/su14042047>
- Zahrah, N. I., Fanani, M., & Ardyanto, T. D. (2023). *The Relationship Between Emotional Eating, Meal Skipping and Unhealthy Food Consumption Pattern in Adolescent Girls*. *Indonesian Journal of Public Health*, 18(1), 47–58. <https://doi.org/10.20473/ijph.v18i1.2023.47-58>
- Zhao, W., Liao, X., Li, Q., Jiang, W., & Ding, W. (2022). *The relationship between teacher job stress and burnout: A moderated mediation model*. *Frontiers in Psychology*, 12, 784243. <https://doi.org/10.3389/fpsyg.2021.784243>