PATH ANALYSIS OF BURNOUT AMONG TEACHERS ON THE RELATIONSHIP BETWEEN TEACHING SATISFACTION, TEACHING SKILLS, AND TEACHING PERFORMANCE

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ABSTRACT

This study explored the interrelationships among teaching satisfaction, teaching skills, and teaching performance in relation to burnout among teachers, utilizing path analysis. The research aimed to assess teachers' satisfaction across three key areas: income, work relationships, and work conditions. It also examined the extent of their teaching skills in instructional planning, delivery, and assessment, as well as their performance in classroom management, subject mastery, and communication skills. Additionally, burnout was measured across three dimensions: emotional exhaustion, personal accomplishments, and depersonalization. A quantitative research design was employed, with data collected through validated questionnaires, administered to a sample of 300 teachers using simple random sampling. Descriptive statistics, Pearson's r correlation, multiple regression, and Structural Equation Modeling (SEM) were used for data analysis. The findings revealed that teachers were generally satisfied with their income, work relationships, and work conditions, and demonstrated strong teaching skills and effective performance in classroom management, subject mastery, and communication. However, moderate burnout, particularly emotional exhaustion and depersonalization, was reported, with teachers feeling drained and emotionally detached at times. No significant correlations were found between teaching satisfaction, skills, and performance with burnout, indicating that external factors such as workload and support might have a more substantial influence on burnout. Additionally, the hypothesized models did not adequately explain variations in burnout levels, suggesting that more comprehensive models, incorporating external factors, are needed to fully understand the dynamics of teacher burnout.

Keywords: *Burnout, Carmen District, Path Analysis, Teaching Performance, Teaching Satisfaction, Teaching Skills*

INTRODUCTION

Burnout, a psychological syndrome caused by prolonged work-related stress, is characterized by emotional exhaustion, depersonalization, and reduced personal accomplishment (Schaufeli & De Witte, 2015). In teaching, it leads to fatigue, diminished motivation, and decreased instructional effectiveness, impacting both educators and students. Globally, teacher burnout is a growing concern due to increasing workloads,

administrative pressures, and insufficient support systems, with studies showing high attrition rates and negative effects on educational outcomes (Maslach & Leiter, 2016).

In Asia, burnout is influenced by cultural expectations, educational policies, and job demands, with studies in Bangladesh and South Korea highlighting significant stressors (OECD, 2015). In the Philippines, burnout is exacerbated by inadequate compensation, heavy workloads, and administrative challenges, impacting teachers' performance and well-being (Jomuad et al., 2021).

While existing studies examine various factors contributing to burnout, few explore the interconnections between teaching satisfaction, skills, and performance. This study aims to address this gap by using path analysis to examine the relationships among these factors and their impact on burnout, providing insights into potential interventions to enhance teacher well-being and improve instructional quality.

METHODS

Research Design

The study used a quantitative research design, specifically path analysis, to examine factors influencing teachers' burnout, assessing both direct and indirect relationships between variables. A descriptive design was also employed to assess teaching satisfaction, teaching skills, and performance, as well as teachers' burnout levels. Correlational analysis and multiple regression were used to determine significant relationships and assess the influence of satisfaction, skills, and performance on burnout. Structural Equation Modeling (SEM) was applied to develop a best-fit model to understand the relationships among these factors.

Research Locale

The study took place in the two district public elementary schools in Carmen, Cotabato, during the 2025-2026 school year, covering Carmen North and Carmen Central Districts. Carmen's history, influenced by various groups such as the indigenous Manobo, Maguindanaon Muslims, and Christian settlers, shaped its demographic and educational landscape.

Research Respondents

The study involved 300 teachers from the two districts of Carmen, Cotabato, all permanent staff with at least six months of employment. Simple random sampling was used to ensure a representative sample, reducing bias and improving the generalizability of the findings.

Research Instruments

Adopted questionnaires were used to measure teaching satisfaction, skills, performance, and burnout, with items based on previous studies. The instrument underwent expert validation and reliability testing. A Likert scale was used to assess the respondents' views on these factors, with descriptive levels ranging from strongly agree to strongly disagree.

Data Gathering Procedure

Data collection followed strict ethical protocols, including instrument validation and expert review. The researcher obtained necessary approvals from the school division and district officials, then distributed the survey during teachers' vacant periods to minimize disruption. Privacy and confidentiality were prioritized, with participants' responses remaining anonymous.

Statistical Tools

Descriptive statistics, including means and standard deviations, were used for initial objectives. Pearson's r correlation determined the relationships among variables, and multiple regression analysis assessed the influence of teaching satisfaction, skills, and performance on burnout. SEM was used to develop a model explaining how these factors influence teachers' burnout.

Ethical Considerations

The study ensured informed consent, emphasizing participant autonomy and confidentiality. Ethical standards were followed to protect participants' well-being, and transparency was maintained throughout the research process. The researcher also focused on cultural sensitivity and professional integrity, ensuring a respectful and safe environment for all involved.

RESULTS AND DISCUSSION

This section of the study presents the analyzed data and interpreted findings based on the results of the research. The first part discusses the levels of teachers' teaching satisfaction, teaching skills, teaching performance, and burnout. The second part presents the correlation between the independent and dependent variables. The third part identifies the variables that influence teachers' burnout. Finally, the fourth part presents the best-fit model.

Level of Teachers' Teaching Satisfaction

Table 1 reveals that teachers generally expressed satisfaction across the three indicators of teaching satisfaction—income, work relationships, and work conditions—with an overall mean of 4.19 (SD = 0.534, Agree). They valued timely salary payment, collegial support, and favorable work environments, showing consistency in their positive perceptions of compensation, interpersonal relationships, and workplace settings.

These findings suggest that teachers feel financially secure, professionally supported, and environmentally accommodated in their schools. Satisfaction with income, collegiality, and working conditions reinforces their stability, motivation, and commitment to the profession, strengthening confidence in teaching as a rewarding and sustainable career path.

Similarly, Budhwani and Gondane (2024) highlight that adequate remuneration enhances teacher motivation and performance, while Tria (2023) emphasizes that

collegial support and effective communication foster professional fulfillment. Similarly, Aydin, Uysal, and Sarier (2019) found that favorable working conditions and resources significantly shape teacher satisfaction. Together, these studies affirm that compensation, relationships, and workplace environments are critical drivers of teacher satisfaction and effectiveness.

Table 1. Level of Teachers' Teaching Satisfaction

Indicators	Mean	Std. Dev.	Description
a. Income			
1. My monthly salary is sufficient to satisfy all important expenses.	4.01	1.020	Agree
1. I am satisfied with timely payment of salary.	4.22	.842	Agree
2. My salary enhanced job commitment.	4.17	.848	Agree
4. Additional incentive received for extra work.	4.09	1.008	Agree
5. I entered the teaching profession because of its good pay.	4.18	.862	Agree
Category Mean	**4.13**	**.811**	**Agree**
b. Work Relationship			
1. I am satisfied with the relationship of the school management team.	4.31	.740	Agree
2. I am satisfied with the staff members' cooperation at work.	4.29	.702	Agree
3. I am satisfied with my relationship with the school students	4.24	.652	Agree
4. I am satisfied with the relation with staff members.	4.29	.699	Agree
5. I am satisfied with the work with the relationship of supervisors	4.32	.668	Agree
Category Mean	**4.29**	**.565**	**Agree**
c. Work Condition			
1. I am satisfied with creating a clean, initiative and comfortable working area.	4.22	.747	Agree
2. I am satisfied with the accessibility of transportation.	4.18	.763	Agree
3. I would not like to be transferred to another school.	4.11	.930	Agree
4. I am satisfied with participation in co-curricular activities in school.	4.17	.753	Agree
5. I am satisfied with the supply of sufficient material and tools for teaching learning process.	4.20	.758	Agree
Category Mean	**4.17**	**.703**	**Agree**
Overall Mean	**4.19**	**.534**	**Agree**

Teachers' Teaching Skills

The findings in Table 2 reveal that teachers consistently demonstrated high levels of teaching skills across the three domains of instructional planning, instructional delivery, and instructional assessment, with an overall mean of 4.16 and a standard deviation of 0.637, corresponding to the description of Agree. This indicates that teachers not only practice these skills regularly but also maintain coherence and effectiveness in their approaches. In instructional planning, teachers showed strength in integrating ICT into lesson design (M = 4.21, SD = 0.824), selecting appropriate content and resources suited to learner needs (M = 4.20, SD = 0.819), and evaluating instructional materials for relevance to competencies (M = 4.18, SD = 0.820). These results highlight that teachers excel most in technology integration, content curation, and material evaluation. In instructional delivery, teachers demonstrated competence in scaffolding learning to address misconceptions (M = 4.20, SD = 0.808), fluency in technology systems to support instruction (M = 4.17, SD = 0.832), and fostering inquiry and critical thinking (M = 4.15, SD = 0.865). These practices underscore their ability to combine conceptual clarity with learner-centered approaches. Finally, in instructional assessment, teachers excelled in aligning assessments with lesson content (M = 4.22, SD = 0.898) and diversifying assessment formats through product-based and performance-based tasks (M = 4.20, SD = 0.885). Collectively, these results show that teachers consistently practice teaching skills at a high level, demonstrating competence in integrating strategies, technology, and assessment methods that foster meaningful learning experiences.

The findings show that teachers' instructional practices are dynamic, responsive to learner diversity, and strengthened by technology integration and competency alignment. Planning ensures lessons are inclusive and engaging, delivery emphasizes scaffolding, inquiry, and critical thinking, while assessment is treated as an integral process that traces growth over time. These practices highlight teachers' commitment to authenticity, inclusivity, and coherence, reflecting a holistic, learner-centered pedagogy that continuously refines strategies to maximize achievement.

Recent studies affirm these results. Dhar and Samanta (2024) stress ICT's role in inclusive planning, while Darling-Hammond et al. (2020) emphasize scaffolding and inquiry-based delivery for higher-order learning. Likewise, Amistad and Bagsik (2024) highlight innovative assessment methods—such as adaptive platforms and project-based tasks—that foster creativity, critical thinking, and long-term development. Collectively, these works corroborate that effective teaching is multidimensional, requiring coherence across planning, delivery, and assessment., and assessment to ensure meaningful and sustainable learning outcomes.

Table 2. Level of Teachers' Teaching Skills

Indicators	Mean	Std. Dev.	Description
a. Instructional Planning			
1. I use and analyze information of learners to design instruction that meets the diverse needs of learners and leads to ongoing growth and achievement.	4.16	.806	Practiced
2. I assess teaching materials for their relevance to the learning competency attainment and needs of learners.	4.18	.820	Practiced
3. I use present data of learners to design instruction that is differentiated on the individual learning needs of learners.	4.13	.831	Practiced
4. I create and plan strategies that allow multiple learning areas to be integrated in the lesson.	4.16	.814	Practiced
5. I access and use ICT in the design of instruction to engage learners' attention and improve the caliber of teaching.	4.21	.824	Practiced
6. I select appropriate content for instruction, resources, examples, and materials that are known and suited to the learners for differentiation of learning.	4.20	.819	Practiced
7. I use sociodemographic information regarding learners' backgrounds like culture, family structure and status, and communities in planning instruction suited to the needs of the learners.	4.16	.853	Practiced
8. I develop plans of the lesson based on previous responses and feedback from learners to further improve the planning of the repeated lesson.	4.15	.831	Practiced
Category Mean	**4.17**	**.780**	**Practiced**
b. Instructional Delivery			
1. I discuss lessons in increasing level of complexity and difficulty.	4.10	.834	Practiced
2. I connect prior knowledge of the learners to the new information of the lesson.	4.13	.852	Practiced
3. I facilitate a learning environment where the sense of belonging of learners through individual differences is respected.	4.10	.842	Practiced
4. I use varying perspectives, theories and methods of investigation and inquiry in instructing the concept of the lesson.	4.12	.852	Practiced
5. I provide opportunities for learners to engage in activities of inquiry, critical thinking, and evidence of discipline.	4.15	.865	Practiced

6. I demonstrate fluency in technology systems, use technology to support instruction and enhance learning, and designs learning experiences to develop learner skill in the application of technology appropriate to the disciplines.	4.17	.832	Practiced
7. I employ various ways of explaining concepts to scaffold learning while correcting misconceptions and misunderstandings.	4.20	.808	Practiced
8. I ensure that learning experiences of the learners were relevant and connected to other curriculum content areas.	4.13	.929	Practiced
Category Mean	**4.14**	**.767**	**Practiced**
c. Instructional Assessment			
1. I provide opportunities for the development of product-based assessment.	4.20	.885	Practiced
2. I provide opportunities for the development of performance-based assessment.	4.20	.885	Practiced
3. I show relevance and connection between topics discussed vis-vis assessment strategy.	4.22	.898	Practiced
4. I use multiple assessment methods, including adjusted pacing and flexible grouping, to engage learners in active learning opportunities that promote the development of critical and creative thinking, problem-solving, and performance capabilities.	4.17	.884	Practiced
5. I provide multiple assessment strategies for the differentiation and accommodation of individual differences.	4.16	.881	Practiced
6. I provide assessment that allows learners to work individually or in groups through independent/cooperative learning.	4.15	.867	Practiced
7. I use learning materials like module, activity sheets, SIM etc. that evaluates learning inside and outside the school.	4.18	.884	Practiced
8. I create assessment method that is sustainable and with continuity to trace behavioral and cognitive changes of learners through time.	4.17	.884	Practiced
Category Mean	**4.18**	**.845**	**Practiced**
Overall Mean	**4.16**	**.637**	**Practiced**

Level of Teachers' Teaching Performance

Table 3 shows teachers' teaching performance across classroom management, subject mastery, and communication skills, with an overall mean of 4.14 (SD = 0.679, Agree). In classroom management (M = 4.16), teachers emphasized safety, orderliness, routines, and differentiated learning. For subject mastery (M = 4.13), they employed varied approaches, fostered critical and creative thinking, and encouraged interactive

participation. In communication skills (M = 4.12), they highlighted clarity, appropriate language, and motivational expressions to build learner confidence.

These findings suggest that teachers integrate structure, flexibility, and inclusivity into their practices. Classroom management supports safe and equitable learning, subject mastery balances deep content knowledge with learner-centered strategies, and communication fosters comprehension and empowerment. Collectively, these domains reflect a holistic, learner-centered pedagogy that strengthens engagement, higher-order thinking, and achievement.

In support, Catayas and Hussien (2024) emphasized that structured routines and inclusive practices enhance academic performance, while Darling-Hammond et al. (2020) highlighted varied approaches and interactive participation as key to fostering critical thinking. Hattie (2009) further noted that teacher clarity and effective communication strongly influence student achievement. These studies corroborate the present findings, underscoring that classroom management, subject mastery, and communication are integral to consistent, high-quality teaching performance.

Table 3. Level of Teachers' Teaching Performance

Indicators	Mean	Std. Dev.	Description
a. Classroom Management			
1. I manage classroom structure to engage learners in a meaningful exploration, discovery and hands–on activities within the range of physical learning environment.	4.14	.840	Practiced
2. I manage learners' behavior constructively by applying positive and non-violent discipline.	4.14	.857	Practiced
3. I use differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences.	4.15	.862	Practiced
4. I maintain safe and orderly classrooms free from destructions.	4.20	.857	Practiced
5. I establish routines and procedures to maximize instructional time.	4.18	.862	Practiced
Category Mean	**4.16**	**.826**	**Practiced**
b. Mastery of the Subjects			Practiced
1. I use appropriate pedagogy to achieve objectives of the lesson.	4.09	.902	Practiced
2. I provide varied learning activities congruent with the objective of the lesson.	4.11	.898	Practiced
3. I encourage interactive participation of the learners.	4.14	.918	Practiced
4. I apply a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills.	4.15	.908	Practiced

5. I use variety of teaching approaches and techniques appropriate to the learners and the subject matter.	4.16	.925	Practiced
Category Mean	**4.13**	**.883**	**Practiced**
c. Communication Skills			
1. I show proficiency in the required language of instruction.	4.07	.893	Practiced
2. I explain learning goals, concepts and processes clearly and accurately to the learners.	4.12	.893	Practiced
3. I use words appropriate for the pupils' level of understanding.	4.13	.894	Practiced
4. I present ideas clearly, logically and comprehensively.	4.13	.901	Practiced
5. I use expressions to motivate and enhance learners' self-confidence.	4.14	.906	Practiced
Category Mean	**4.12**	**.864**	**Practiced**
Overall Mean	**4.14**	**.679**	**Practiced**

Level of Teachers' Burnout

Table 4 shows teachers' burnout across emotional exhaustion, personal accomplishment, and depersonalization, with an overall mean of 3.38 (SD = 0.937, Moderate). Emotional exhaustion scored highest (M = 3.63), reflecting fatigue, strain, and workload intensity. Personal accomplishment (M = 3.27) indicated challenges in empathy, problem-solving, and fostering supportive classroom climates. Depersonalization (M = 3.24) revealed tendencies toward emotional distancing and reduced sensitivity in interactions.

These findings manifest that teachers experience significant emotional strain, moderate feelings of reduced effectiveness, and some detachment in relationships. Burnout manifests not only as physical tiredness but also as emotional depletion, diminishing motivation, classroom performance, and long-term commitment. While not critically high, these levels remain impactful, pointing to shared challenges in managing workload, emotional demands, and professional fulfillment.

Skaalvik and Skaalvik (2021) linked emotional exhaustion to high job demands and reduced satisfaction, while Wang et al. (2023) emphasized workload and autonomy as key burnout factors. Maslach and Leiter (2016) highlighted reduced accomplishment as feelings of ineffectiveness, and Maslach & Jackson (1981) identified depersonalization as emotional detachment. Montgomery and Rupp (2005) further noted that chronic stress fosters reduced empathy. Collectively, these studies affirm that burnout—through exhaustion, diminished accomplishment, and depersonalization—directly impacts teacher well-being, performance, and retention.

Table 4. Level of Teachers' Burnout

Indicators	Mean	Std. Dev.	Description
a. Emotional Exhaustion			
1. As a teacher, I feel drained from my work.	3.69	.986	High
2. As a teacher, I feel used up at the end of the workday.	3.70	1.077	High
3. As a teacher, I feel fatigued when I get up in the morning and must face another day on the job.	3.60	1.107	High
4. As a teacher, I worked too hard on my job.	3.68	1.105	High
5. As a teacher, working with people all day is a strain for me.	3.49	1.138	Moderate
Category Mean	**3.63**	**1.015**	**High**
b. Personal Accomplishments			
1. As a teacher, I find it hard to understand how my students feel about things.	3.33	1.151	Moderate
2. As a teacher, I find it hard to deal very effectively with the problems of my students.	3.31	1.174	Moderate
3. As a teacher, I feel I am negatively influencing other people's lives through my work.	3.18	1.249	Moderate
4. As a teacher, I find it hard to easily create a relaxed atmosphere with my students.	3.27	1.203	Moderate
5. As a teacher, I find it hard to accomplish many worthwhile things in this job.	3.27	1.213	Moderate
Category Mean	**3.27**	**1.154**	**Moderate**
c. Depersonalization			
1. As a teacher, I feel I treat some people as if they were impersonal 'objects'.	3.25	1.221	Moderate
2. As a teacher, I have become more callous to people since I took this job.	3.28	1.199	Moderate
3. As a teacher, I worry that this job is hardening me emotionally.	3.23	1.226	Moderate
4. As a teacher, I find it hard to care about what happens to some people.	3.27	1.222	Moderate
5. As a teacher, I feel students blame me for some of their problems.	3.19	1.262	Moderate
Category Mean	**3.24**	**1.182**	**Moderate**
Overall Mean	**3.38**	**.937**	**Moderate**

Correlation of Teachers' Burnout among Teaching Satisfaction, Teaching Skills, and Teaching Performance

Table 5 reveals the correlation results between teachers' burnout and the variables teaching satisfaction, teaching skills, and teaching performance. The findings show that none of the correlations reached statistical significance. Specifically, teaching satisfaction and teachers' burnout obtained an R-value of 0.015 with a p-value of .793, teaching skills and teachers' burnout had an R-value of -0.094 with a p-value of .103, and teaching performance and teachers' burnout recorded an R-value of -0.079 with a p-value of .175. These results indicate that burnout does not significantly correlate with satisfaction, skills, or performance in this dataset.

The implication of these findings is that changes in teaching satisfaction, whether increased or decreased, do not necessarily alter the level of teachers' burnout. Similarly, improvements or declines in teaching skills appear to have no significant effect on burnout levels, suggesting that professional competence alone does not mitigate emotional strain. In the same way, teaching performance, whether strengthened or weakened, does not directly influence burnout, implying that burnout may be shaped more by external factors such as workload, organizational support, and personal coping strategies rather than by satisfaction, skills, or performance alone.

Skaalvik and Skaalvik (2017) further noted that while teaching competence and performance are important, burnout is more strongly associated with contextual stressors such as workload, time pressure, and lack of support. These studies align with the current findings, underscoring that burnout persists independently of satisfaction, skills, or performance, and requires systemic interventions to be addressed effectively.

Table 5. Correlation of Teachers' Burnout among Teaching Satisfaction, Teaching Skills, and Teaching Performance

VARIABLES	R	P-value	Remarks
Teaching Satisfaction and Teachers' Burnout	0.015	.793	Not Significant
Teaching Skills and Teachers' Burnout	-0.094	.103	Not Significant
Teaching Performance and Teachers' Burnout	-0.079	.175	Not Significant

Influence of Teaching Satisfaction, Teaching Skills, and Teaching Performance on Teachers' Burnout

Table 6 reveals the influence of teaching satisfaction, teaching skills, and teaching performance on teachers' burnout. The results show that none of the variables significantly influence or predict teachers' burnout. Teaching satisfaction (p = .457) does not exert a meaningful influence, indicating that changes in teachers' satisfaction levels do not result in changes in burnout. Teaching skills likewise show no significant influence (p = .287), which means that higher or lower skill levels do not predict burnout among teachers. Teaching performance also demonstrates no significant influence (p = .730), showing that teachers' performance ratings do not contribute to the likelihood of experiencing burnout. Overall, the nonsignificant p-values for all predictors indicate that these factors, individually, do not serve as significant determinants of burnout within the model.

The implications of these findings suggest that although teaching satisfaction, teaching skills, and teaching performance are essential aspects of professional practice, they do not meaningfully contribute to or reduce teachers' burnout in this context. Other external or contextual factors—such as workload, organizational climate, administrative support, emotional demands of teaching, or classroom management pressures—may play a more substantial role in influencing burnout levels. This is supported by the very low R-square value of 0.011, which means the combined predictors explain only 1.1% of the variance in teachers' burnout. Additionally, the F-value of 1.106 with a significance level of p = .347 indicates that the regression model as a whole is not statistically significant, further confirming that these predictors do not collectively influence burnout. Therefore, other variables not included in the model likely serve as stronger influences on teachers' burnout.

These findings are consistent with the literature emphasizing that burnout is more strongly influenced by organizational and situational factors rather than individual traits or professional competencies. Maslach and Leiter (2016) note that burnout is primarily shaped by mismatches in key areas such as workload, control, reward, community, fairness, and values, rather than by teachers' skills, satisfaction levels, or performance outcomes. This supports the present findings by reinforcing that burnout is driven largely by environmental demands and institutional conditions rather than teaching-related competencies or self-perceptions.

Table 6. Influence of Teaching Satisfaction, Teaching Skills, and Teaching Performance on Teachers' Burnout

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	3.744	.506		7.405	.000

Teaching Satisfaction	.078	.105	.045	.744	.457
Teaching Skills	-.128	.120	-.087	-1.067	.287
Teaching Performance	-.038	.111	-.028	-.345	.730

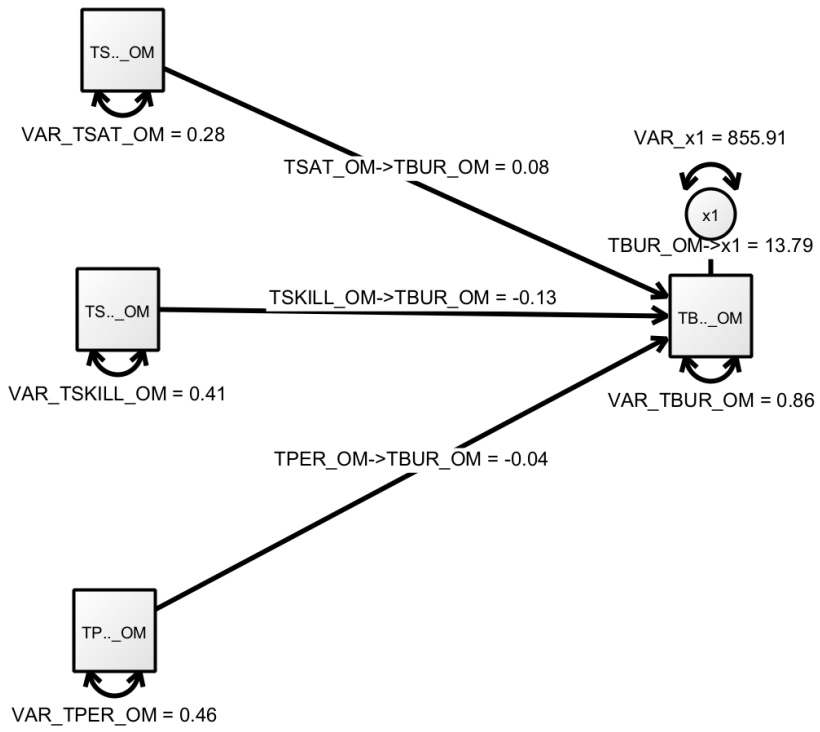
Note: R=0.105, R-square= 0.011, F= 1.106, P= 0.347

Test of Hypothesized Models

Figure 7 presents Hypothesized Model 3, which maps the structural relationship between three exogenous variables—teaching satisfaction (TSAT_OM), teaching skills (TSKILL_OM), and teaching performance (TPER_OM)—and the endogenous variable teachers' burnout (TBUR_OM), which in turn influences another endogenous latent variable (x1). The model reveals that TBUR_OM explains 86% of its own variance, while x1 captures 855.91 units of variance, indicating strong internal consistency and a substantial downstream effect of burnout. However, the standardized path coefficients from the exogenous variables to burnout are weak: β = 0.08 for teaching satisfaction, β = -0.13 for teaching skills, and β = 0.00 for teaching performance, suggesting minimal predictive strength.

Despite the internal variance robustness, the model's goodness-of-fit indices indicate poor alignment with the observed data. The RMSEA values across all corrections are 0.86, far exceeding the acceptable threshold of 0.08, indicating substantial approximation error. The SRMR value of 0.247 also surpasses the recommended cutoff of 0.08, reflecting considerable residual discrepancies. Moreover, the CFI of 0.0 and TLI of -5.045 suggest that the model performs significantly worse than a baseline null model, with TLI falling well below zero.

Given these results, Hypothesized Model 3 is not a best fit model for explaining teachers' burnout. While the endogenous variable TBUR_OM shows strong internal consistency and influence on x1, the weak predictive paths from the exogenous variables and poor fit indices indicate that the model does not adequately capture the structural dynamics. A revised model incorporating mediators, moderators, or contextual stressors may be necessary to improve explanatory power and model validity.



Degrees of Freedom (indep.) :6
RMSEA (df corrected) : 0.86
RMSEA (Kulback Leibler) : 0.86
RMSEA (classic) : 0.86
SRMR (covariances only) : 0.247
CFI (to independent model) : 0.0
TLI (to independent model) : -5.045

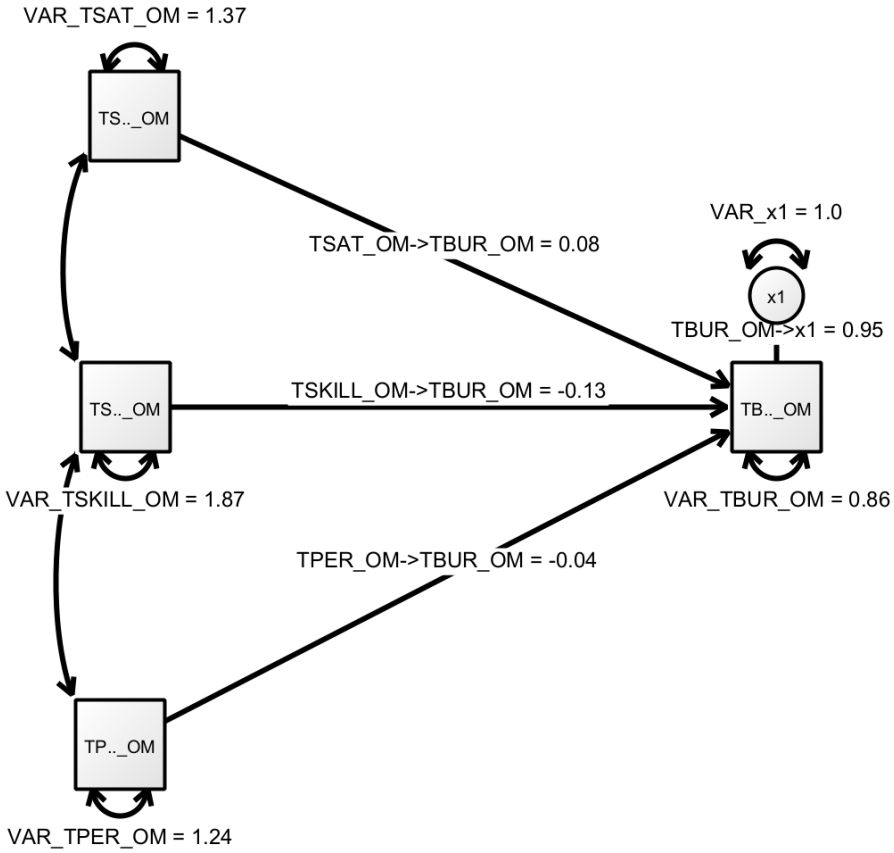
Figure 7. Test of Hypothesized Model 1

Figure 8 shows the Hypothesized Model 2, which illustrates the structural relationships between the exogenous variables—Teaching Satisfaction (TSAT_OM), Teaching Skills (TSKILL_OM), and Teaching Performance (TPER_OM)—and the endogenous variable, Teachers' Burnout (TBUR_OM). The model indicates that the endogenous variable explains 95% of the variance in its observed indicator (TBUR_OM → x1 = 0.95), showing a strong measurement reliability. In terms of structural influence, teaching satisfaction exerts a very minimal positive effect on teachers' burnout (β = 0.08), while teaching skills (β = –0.13) and teaching performance (β = –0.04) show weak negative effects. These small beta values indicate that none of the exogenous variables exert substantial influence on the endogenous burnout variable within this model.

The goodness-of-fit indices show that the model does not adequately represent the data. The RMSEA value of 1.299, far above the recommended cutoff of 0.08, indicates

severe model misfit. The SRMR value of 0.138, which exceeds the acceptable range, further shows poor fit between the model and the observed covariances. Additionally, the incremental fit indices—CFI = 0.00 and TLI = –12.79—suggest that the model performs worse than the null model, which assumes no relationship between the variables. With a degrees of freedom value of 6, these indices consistently demonstrate that the structural specification does not adequately capture the variance of the endogenous variable.

Given the extremely poor goodness-of-fit statistics and the very weak predictive effects of the exogenous variables on teachers' burnout, Hypothesized Model 2 cannot be considered a best-fit model. The explanatory variables (teaching satisfaction, teaching skills, and teaching performance) do not meaningfully influence the endogenous variable, and the model structure fails to align with accepted standards of model adequacy. Therefore, additional predictors or alternative model configurations are needed to better explain teachers' burnout.



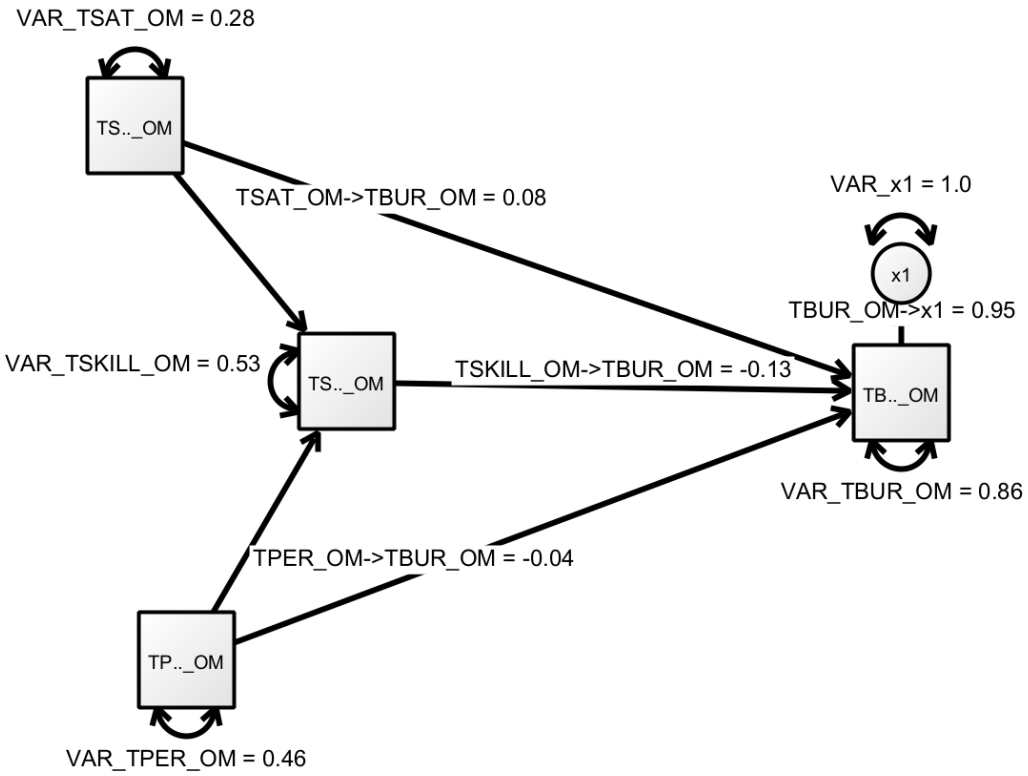
Degrees of Freedom (indep.) :6
RMSEA (df corrected) : 1.299
RMSEA (Kulback Leibler) : 1.299
RMSEA (classic) : 1.299
SRMR (covariances only) : 0.138
CFI (to independent model) : 0.0
TLI (to independent model) : -12.79

Figure 8. Hypothesized Model 2

Figure 9 presents Hypothesized Model 4, which maps the structural relationships between the exogenous variables—teaching satisfaction (TSAT_OM), teaching skills (TSKILL_OM), and teaching performance (TPER_OM)—and the endogenous variable teachers' burnout (TBUR_OM), which in turn influences a latent outcome variable (x1). The model shows that TBUR_OM accounts for 86% of its own variance, while x1 captures 100% of its variance, indicating strong internal consistency and a substantial influence of burnout on the latent construct. However, the standardized path coefficients from the exogenous variables to burnout remain weak: β = 0.08 for teaching satisfaction, β = -0.13 for teaching skills, and β = -0.04 for teaching performance, suggesting minimal predictive strength.

Despite the internal consistency, the model's goodness-of-fit indices reveal poor alignment with the observed data. The RMSEA values across all corrections are 1.001, which far exceed the acceptable threshold of 0.08, indicating severe approximation error. The SRMR value of 0.103 also surpasses the recommended cutoff of 0.08, reflecting notable residual discrepancies. Furthermore, the CFI of 0.0 and TLI of -7.195 indicate extremely poor comparative fit, with the TLI falling well below zero, suggesting that the model performs significantly worse than a baseline null model.

Given these results, Hypothesized Model 4 is not a best fit model for explaining teachers' burnout. While the endogenous variable TBUR_OM demonstrates strong internal consistency and influence on x1, the weak predictive paths and poor fit indices suggest that the hypothesized relationships do not adequately capture the structural dynamics. A revised model incorporating mediating variables, contextual stressors, or alternative pathways may be necessary to improve explanatory power and model validity.



Degrees of Freedom (indep.) :6
RMSEA (df corrected) : 1.001
RMSEA (Kulback Leibler) : 1.001
RMSEA (classic) : 1.001
SRMR (covariances only) : 0.103
CFI (to independent model) : 0.0
TLI (to independent model) : -7.195

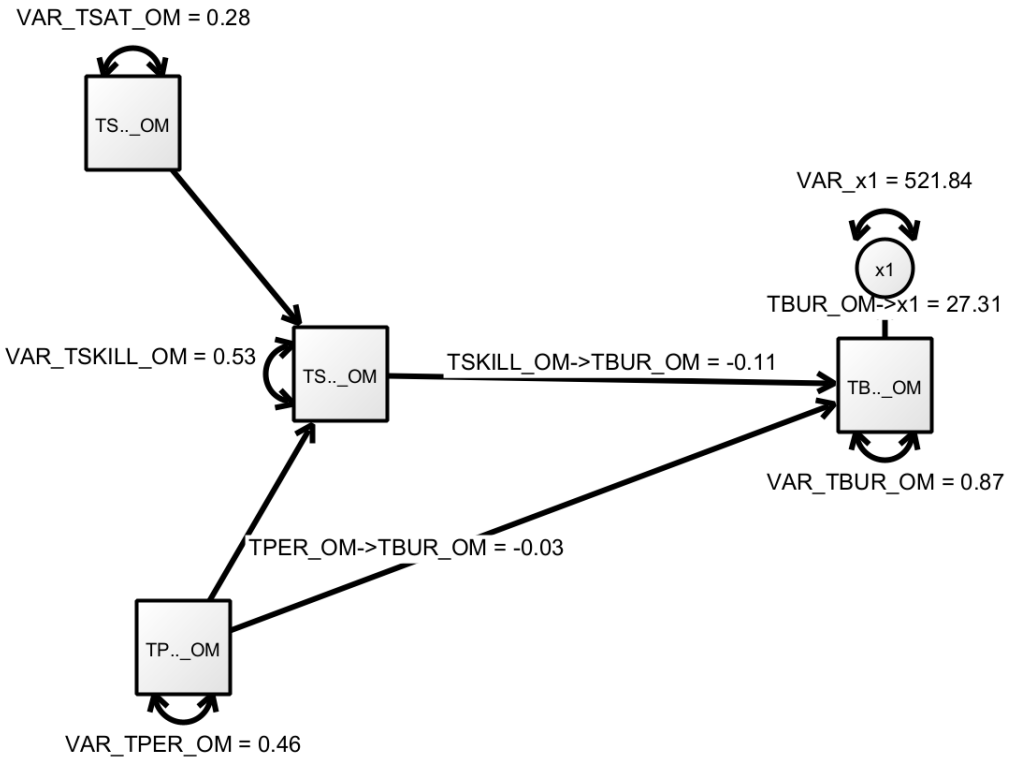
Figure 9. Hypothesized Model 3

Figure 10 presents the revised model showing the influence of the exogenous variables—Teaching Satisfaction (TSAT_OM), Teaching Skills (TSKILL_OM), and Teaching Performance (TPER_OM)—on the endogenous variable, Teachers' Burnout (TBUR_OM). In this model, the observed indicator x1 strongly reflects the burnout construct, with TBUR_OM explaining 27.31 units of variance, while the error variance remains high at 521.84, indicating measurement instability. In terms of the structural paths, teaching skills exert a weak negative influence on teachers' burnout (β = –0.11), while teaching performance shows a very minimal negative effect (β = –0.03). Teaching satisfaction indirectly contributes through teaching skills but still provides no substantial influence. These beta values demonstrate that the exogenous variables contribute only minimally to explaining the endogenous variable.

The goodness-of-fit results indicate that the model does not adequately represent the observed data. The RMSEA value of 0.707, which far exceeds the acceptable

threshold of 0.08, reflects substantial model misfit. Similarly, the SRMR value of 0.105, higher than the recommended limit of 0.08, suggests that the covariance structure is poorly replicated by the model. Furthermore, the incremental fit indices reveal extreme lack of model fit: the CFI = 0.00 indicates that the model does not improve over the independence model, while the TLI = –3.091 suggests that the model fits significantly worse than the null model. With 6 degrees of freedom, the combination of these indices confirms that the model suffers from major specification problems.

Given the weak structural coefficients and the poor goodness-of-fit indices, the model cannot be regarded as a best-fit model for explaining teachers' burnout. The exogenous variables—teaching satisfaction, teaching skills, and teaching performance—fail to provide meaningful predictive influence on the endogenous variable, and the overall model structure does not align well with the observed data. Therefore, this model does not qualify as an acceptable or best-fitting explanatory model of teachers' burnout.



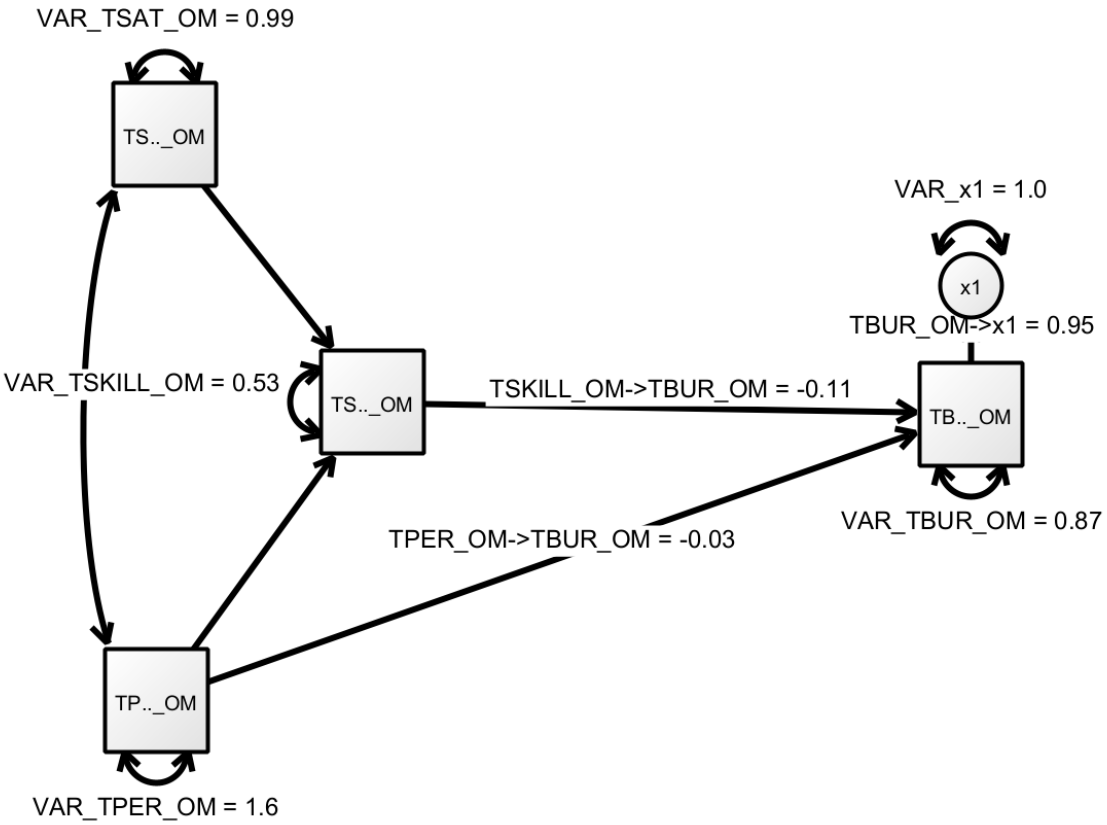
Degrees of Freedom (indep.) :6
RMSEA (df corrected) : 0.707
RMSEA (Kulback Leibler) : 0.707
RMSEA (classic) : 0.707
SRMR (covariances only) : 0.105
CFI (to independent model) : 0.0
TLI (to independent model) : -3.091

Figure 10. Hypothesized Model 4

Figure 11 illustrates Hypothesized Model 5, which maps the structural relationships between the exogenous latent variables—teaching satisfaction (TSAT_OM), teaching skills (TSKILL_OM), and teaching performance (TPER_OM)—and the endogenous latent variable teachers' burnout (TBUR_OM), which in turn influences the observed outcome variable x1. The model shows that TBUR_OM accounts for 87% of its own variance, while x1 captures 100% of its variance, indicating strong internal consistency and a substantial effect of burnout on the outcome. However, the standardized path coefficients from the exogenous variables to burnout are weak: $\beta = -0.11$ for teaching skills and $\beta = -0.03$ for teaching performance, suggesting minimal predictive strength. The path from burnout to x1 remains strong at $\beta = 0.95$, reinforcing burnout's influence on downstream outcomes.

Despite the internal consistency, the model's goodness-of-fit indices reveal poor alignment with the observed data. The RMSEA values across all corrections are 0.944, which far exceed the acceptable threshold of 0.08, indicating substantial approximation error. The SRMR value of 0.303 also surpasses the recommended cutoff of 0.08, reflecting considerable residual discrepancies. Moreover, the CFI of 0.0 and TLI of -6.294 indicate extremely poor comparative fit, with the TLI falling well below zero, suggesting that the model performs significantly worse than a baseline null model.

Given these results, Hypothesized Model 5 is not a best fit model for explaining teachers' burnout. While the endogenous variable TBUR_OM demonstrates strong internal consistency and influence on x1, the weak predictive paths and poor fit indices suggest that the hypothesized relationships do not adequately capture the structural dynamics. A revised model incorporating mediating variables, contextual stressors, or alternative pathways may be necessary to improve explanatory power and model validity.



Degrees of Freedom (indep.) :6
RMSEA (df corrected) : 0.944
RMSEA (Kulback Leibler) : 0.944
RMSEA (classic) : 0.944
SRMR (covariances only) : 0.303
CFI (to independent model) : 0.0
TLI (to independent model) : -6.294

Figure 11. Hypothesized Model 5

CONCLUSIONS

Teachers' satisfaction with income, work relationships, and conditions indicates a stable and positive work environment. To sustain this satisfaction and prevent dissatisfaction, it is essential to prioritize financial stability, collegial support, and a conducive work environment.

The strong performance of teachers in instructional planning, delivery, and assessment highlights their commitment to improving learning outcomes. Continuing to

enhance these skills will be crucial for adapting to diverse student needs and maintaining high teaching standards.

High performance in classroom management, subject mastery, and communication suggests that teachers are well-prepared to create effective learning environments. Ongoing professional development in these areas will further enhance their ability to foster student engagement and academic success.

The moderate levels of burnout experienced by teachers, particularly emotional exhaustion, emphasize the need for better stress management strategies. Schools should focus on reducing workload pressures and offering emotional support to help teachers maintain their well-being.

The lack of significant correlation between satisfaction, skills, performance, and burnout suggests that burnout is influenced by factors beyond personal competencies. Therefore, addressing systemic issues such as workload and institutional support is crucial to reducing burnout.

Since satisfaction, skills, and performance did not significantly affect burnout, external factors may play a more substantial role. This reinforces the need to focus on organizational changes and provide adequate support systems to prevent burnout.

The failure of the hypothesized models to explain burnout suggests that a more comprehensive approach is needed. Incorporating external factors like workload, organizational culture, and teacher support will provide a more accurate understanding of burnout and guide effective interventions.

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