

# Mediating Effect of Burnout on The Relationship Between Teachers Resilience and Organizational Commitment in Private Elementary Schools

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## Abstract

Teacher burnout has become a growing concern, particularly in private elementary schools where resources are often limited and work demands are high. While resilience is recognized as a protective factor that strengthens teachers' ability to cope with stress, its influence on organizational commitment may operate through burnout. However, limited studies have examined burnout as a mediating mechanism in this relationship. This study aimed to determine the mediating effect of burnout on the relationship between teachers' resilience and organizational commitment among private elementary school teachers in Marawi City, Lanao del Sur. Specifically, it examined the levels of resilience, burnout, and organizational commitment, and analyzed their direct and indirect relationships. Grounded in the Job Demands–Resources (JD-R) framework and Meyer and Allen's Three-Component Model of Organizational Commitment, the study utilized a quantitative descriptive research design with mediation analysis. Data were collected from full-time teachers in private schools during the second semester of School Year 2025–2026 using validated self-report instruments. Descriptive statistics, regression analysis, and mediation testing were employed. Results revealed that teachers demonstrated generally high resilience and organizational commitment. Resilience had a significant positive effect on organizational commitment and significantly influenced burnout. Burnout also significantly predicted organizational commitment and partially mediated the relationship between resilience and commitment. The findings conclude that burnout serves as an important psychological pathway through which resilience strengthens teachers' commitment to their schools. Strengthening resilience and implementing burnout-reduction programs are therefore essential strategies to promote teacher well-being, institutional loyalty, and long-term educational stability.

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**Keywords:** Resilience, Burnout, Organizational commitment and R.e.a.c.h

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## Introduction

Understanding the relationship among teachers' resilience, burnout, and organizational commitment is essential in promoting educational stability and effectiveness, particularly in private elementary schools operating in resource-constrained environments. Education anchors regional and national progress by shaping citizens equipped with knowledge, skills, and values essential for nation-building. At the center of this process are teachers, whose competence, motivation, and commitment directly influence learning quality. In private schools particularly in resource-constrained regions such as the Bangsamoro Autonomous Region in Muslim Mindanao (BARMM), organizational commitment plays a vital role in ensuring institutional continuity. It refers to teachers' psychological attachment and loyalty to their schools, which encourages them to remain dedicated despite limited resources or unstable working conditions (Arnoco & Prado, 2025).

Highly committed teachers contribute to school stability, consistent instruction, and learner retention. However, when teachers face chronic stress, financial strain, or weak institutional support, this commitment erodes, leading to absenteeism, reduced motivation, and turnover. For private institutions in BARMM, where teacher shortages are common, sustaining organizational commitment is both a management and a moral imperative. Organizational commitment not only ensures continuity of learning but also strengthens the overall culture of care and accountability within the school community. Teachers who perceive their institutions as supportive and fair are more likely to demonstrate loyalty, professional dedication, and willingness to invest emotionally in their students' success.

Furthermore, resilience, defined as the ability to adapt positively amid adversity, is essential for teachers operating in challenging environments. In BARMM, private school teachers demonstrate remarkable resilience as they navigate large class sizes, minimal teaching aids, delayed compensation, and community recovery following conflict. Resilient teachers sustain their professional identity, maintain classroom quality, and model perseverance for their students. However, resilience has limits without adequate institutional and emotional support, even the most resilient educators risk exhaustion. Thus, understanding resilience not only as a personal trait but also as a capacity nurtured by supportive organizational systems becomes critical for sustaining commitment and preventing burnout.

Furthermore, teacher burnout is a psychological syndrome resulting from prolonged occupational stress that depletes emotional, physical, and cognitive resources. Unlike ordinary stress, burnout persists and manifests as exhaustion, depersonalization, cynicism, and a decline in professional efficacy (Maslach & Leiter, 2016; WHO, 2019).

Moreover, burnout acts as a critical link between resilience and organizational commitment: while resilience enables teachers to

cope with pressure, sustained burnout weakens their psychological attachment to their institution. Private elementary school teachers in Marawi City face distinctive work realities compared to their public-school counterparts.

While studies on teacher burnout, resilience, and commitment have been widely conducted in other regions of the Philippines and abroad, limited research has focused on private school teachers in post-conflict and resource-limited contexts such as BARMM. Most existing literature treats these variables independently, overlooking how burnout mediates the link between resilience and organizational commitment. This gap is critical because burnout not only diminishes teaching quality but also undermines the sustainability of schools serving vulnerable populations.

Beyond addressing an empirical gap, this study also carried strong practical implications for educational management in post-conflict settings. Understanding how resilience and burnout shape teachers' commitment will allow school administrators to design targeted wellness and retention programs tailored to the realities of private institutions in BARMM. These may include structured mentoring systems, psychosocial interventions, fair compensation policies, and professional development initiatives anchored on socio-emotional competencies. By integrating these support mechanisms, schools can foster environments where teachers not only persist but thrive, transforming resilience from a coping mechanism into a sustained source of professional growth and institutional strength.

The present study therefore aimed to examine the mediating role of burnout in the relationship between teachers' resilience, teaching experience, and organizational commitment among private elementary school teachers in Marawi City. By clarifying how resilience and burnout shape commitment, this study contributes to understanding teacher well-being and retention in fragile educational settings.

## **Methodology**

This study adopted a quantitative research design with mediation analysis, which was suitable for describing and statistically testing the relationships among teachers' resilience, burnout, and organizational commitment. The design enabled the use of standardized instruments to generate numerical data, which were analyzed to test hypotheses, identify patterns, and draw generalizable conclusions about private elementary school teachers in Marawi City (Creswell & Creswell, 2018).

A descriptive survey design was employed to address the first set of questions by profiling respondents according to age, length of service, income, and civil status, and by measuring their perceived levels of resilience, burnout, and organizational commitment. This approach provided an overview of the population using means, frequencies, and standard deviations (Twombly, 2024).

To extend the analysis, mediation analysis using Hayes' (2018) PROCESS Macro (Model 4) tests whether burnout mediates the effect of resilience on organizational commitment. This method is preferred over the traditional Baron and Kenny (1986) steps because bootstrapping provides a more robust test of indirect effects, even when certain regression assumptions are not fully met (Preacher & Hayes, 2008).

Together, these complementary strategies provide a systematic framework for addressing the research questions: describing profiles and levels, testing group differences, and identifying the mediating mechanism of burnout.

Based on the sampling design, the respondents in this study are private elementary school teachers selected from all participating private schools in Marawi City, Lanao del Sur. Stratified random sampling was employed, with each school serving as a stratum. The number of teacher-respondents from each school was proportionate to its total number of full-time teaching staff, ensuring fair representation across institutions of different sizes. Schools were classified as small (fewer than 10 full-time teachers) or large (10 or more full-time teachers), following staffing classifications outlined in DepEd Order No. 19, s. 2016 (Department of Education, 2016).

The study included only full-time private elementary school teachers in Marawi City who had served at least one academic year in their present school to ensure adequate exposure to its organizational environment and who were currently assigned to teach any grade from Grades 1–6. This ensured that the respondents had sufficient professional experience and were directly engaged in the core teaching responsibilities relevant to the study. Conversely, teachers who were part-time, substitute, or on extended leave during the data collection period, as well as non-teaching personnel, were excluded to maintain consistency in the respondents' profiles and to avoid responses from individuals with limited or interrupted teaching engagement.

## **Result and Discussion**

This section presents the analysis and interpretation of the data gathered in the study. The presentation of the data is according to the variables of the study.

### **Problem 1: What is the profile of the respondents in terms of:**

#### **Age, Sex, Length of Service, and Average family monthly income?**

Table 1 presents the summary of teachers' demographic profile based on age, years of teaching experience, and highest educational attainment.

**Table 1: Summary of Teachers' Demographic Profile based on Age, Civil status, length of service and Monthly income.**

Profile	Category	Frequency	Percentage
Age	20 – 25 years old	24	23%
	26 – 30 years old	46	45%
	31 – 35 years old	13	13%
	36 – 40 years old	10	10%
	41 – 45 years old	9	9%
	<b>TOTAL</b>		<b>102</b>
Civil Status	Single	27	26%
	Married	64	63%
	Widowed	3	3%
	Separated	8	8%
	<b>TOTAL</b>		<b>102</b>
Length of Service	1 – 3 years	45	44%
	4 – 6 years	35	34%
	7 – 9 years	19	19%
	10 – 12 years	3	3%
	<b>TOTAL</b>		<b>102</b>
Average Monthly Income	Below ₱10,000	69	68%
	₱10,001 – ₱15,000	25	24%
	₱15,001 – ₱20,000	5	5%
	₱20,001 – ₱25,000	3	3%
	<b>TOTAL</b>		<b>102</b>

The respondents are predominantly young and early-career teachers, with most aged 26–30 years and having 1–3 years of teaching experience. This demographic trend suggests that private elementary schools are largely staffed by teachers who are still in the adjustment phase of their profession. Prior research indicates that early-career teachers are more susceptible to workload pressures, role ambiguity, and professional identity concerns, which may increase their vulnerability to burnout while highlighting the importance of resilience in sustaining commitment to their institutions.

In terms of civil status, the majority of the teachers are married, implying that many balance professional responsibilities with family obligations. Such dual roles may intensify stress and emotional demands, particularly in resource-constrained private school settings. When combined with the finding that most respondents earn below ₱10,000 monthly, the data reflect potential financial and familial pressures that could contribute to emotional exhaustion and reduced organizational commitment.

Overall, the demographic profile portrays a workforce characterized by youth, limited tenure, marital responsibilities, and relatively low compensation. These contextual factors are critical in understanding the dynamics of burnout and resilience among private elementary school teachers. They provide a meaningful backdrop for examining how burnout may mediate the relationship between personal and professional factors and organizational commitment, thereby offering valuable insights for policy and institutional support mechanisms.

**Problem 2: How do the teachers perceive their resilience in terms of: Personal competence; Trust in one's Instincts; Positive acceptance of Change; Control; and Spirituality?**

**Table 2: Summary Table of Overall Result of the Teachers Perceive their Resilience**

Dimension	Mean	SD	Description
Personal Competence	3.08	0.76	High
Trust in One's Instinct	2.81	0.79	High
Positive Acceptance of Change	3.50	0.82	Very High
Control	3.58	0.95	Very High
Spirituality	3.65	0.84	Very High
<b>Overall</b>	<b>3.32</b>	<b>0.89</b>	<b>Very High</b>

*Legend: 3.25-4.00 (Very High); 2.50-3.24 (High); 1.75-2.49 (Low); 1.00-1.74 (Very Low)*

Table 2 presents the summary of overall result of the teachers perceive their resilience, revealing that the respondents generally exhibit a very high overall level of resilience, with a mean of 3.32 (SD = 0.89). Among the individual dimensions, Spirituality recorded the highest mean (M = 3.65, SD = 0.84), followed closely by Control (M = 3.58, SD = 0.95) and Positive Acceptance of Change (M = 3.50, SD = 0.82), all interpreted as Very High. These findings indicate that teachers rely heavily on spiritual beliefs, a strong sense of agency, and adaptability to navigate professional challenges.

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The dimensions of Personal Competence (M = 3.08, SD = 0.76) and Trust in One’s Instinct (M = 2.81, SD = 0.79) were rated High, suggesting that while teachers feel confident in their abilities and intuitive judgment, there is slight room for further development in self-confidence and reliance on instincts under pressure. Nonetheless, these dimensions still reflect a positive perception of resilience.

This implied that the respondents possessed strong resilience, shown through adaptive coping, emotional regulation, perseverance, and purpose-driven engagement. This finding aligned with recent studies, which emphasized that teacher resilience was multidimensional, dynamic, and influenced by personal, social, and spiritual resources, all of which helped protect against work-related stress and supported sustained professional commitment (Zhang & Luo, 2023; Bacolod et al., 2024; Abdi et al., 2024; Torres, 2022). The high levels of resilience across most dimensions suggested that the teachers were well-equipped to maintain instructional effectiveness, adapt to changing demands, and remain engaged in their educational roles.

**Problem 3: How do the teachers view their burnout in terms of: Emotional exhaustion, Depersonalization; and Reduced Personal Accomplishment?**

Table 3 presents the summary of the overall result of the teachers view their Burnout level across its three dimensions, revealing that the respondents generally perceive a high level of burnout, with an overall mean of 2.92 (SD = 1.24).

**Table 3: Summary of the Overall Result of the teachers view their Burnout level**

Dimension	Mean	SD	Description
Emotional Exhaustion	3.03	1.19	High
Depersonalization	2.81	1.24	High
Reduced Personal Accomplishment	2.93	1.29	High
<b>Overall</b>	<b>2.92</b>	<b>1.24</b>	<b>High</b>

Among the individual dimensions, Emotional Exhaustion recorded the highest mean (M = 3.03, SD = 1.19), followed by Reduced Personal Accomplishment (M = 2.93, SD = 1.29) and Depersonalization (M = 2.81, SD = 1.24), all interpreted as High. These results indicated that teachers frequently experienced fatigue, reduced feelings of effectiveness, and occasional emotional distancing in response to the demands of their work.

The findings suggested that emotional exhaustion was the most pronounced dimension, reflecting the depletion of teachers’ emotional and physical resources due to continuous instructional and administrative pressures. Depersonalization indicated that teachers sometimes emotionally distanced themselves from students as a coping strategy, while reduced personal accomplishment reflected concerns about their effectiveness and impact in the classroom. Collectively, these dimensions confirmed that teachers in Marawi City were experiencing burnout as a response to high workloads, limited resources, and the challenges of teaching in a socially and economically recovering city.

Despite experiencing burnout, the teachers employed coping strategies to manage its effects. Many relied on resilience-building practices, such as seeking support from colleagues, applying stress management techniques, practicing spirituality, and maintaining perseverance and purpose in their work. These strategies helped them sustain engagement, maintain instructional effectiveness, and uphold their organizational commitment even in challenging circumstances.

**Problem 4: How do the teachers perceive their organizational commitment level in terms of Affective Commitment; Continuance Commitment; and Normative Commitment?**

**Table 4: Summary of the Overall Result of Teachers Perceive their Organizational Commitment Level**

Dimension	Mean	SD	Description
Affective Commitment	3.35	1.01	Very High
Continuance Commitment	3.28	1.13	Very High
Normative Commitment	3.21	1.06	High
<b>Overall</b>	<b>3.28</b>	<b>1.07</b>	<b>Very High</b>

**Note:** 1.00-1.80 Very Low; 1.81-2.60 Low; 2.61-3.40 Moderate; 3.41-4.20 High; 4.21-5.00 Very Highly

The summary of the overall results of how teachers perceived their organizational commitment across its three dimensions, showing that respondents generally reported a very high level of organizational commitment, with an overall mean of 3.28 (SD = 1.07). Among the individual dimensions, Affective Commitment recorded the highest mean (M = 3.35, SD = 1.01), followed by Continuance Commitment (M = 3.28, SD = 1.13) and Normative Commitment (M = 3.21, SD = 1.06). These results indicated that teachers’ attachment to their private elementary schools was primarily driven by emotional and rational factors, with moral and ethical obligations also contributing, though to a slightly lesser extent.

This implied that teacher’s respondent in Marawi City exhibited very high organizational commitment, which manifested not only through emotional attachment but also through calculated consideration of professional stability and adherence to moral responsibility. This multifaceted commitment was essential for maintaining instructional quality, fostering a positive school culture, supporting student learning, and ensuring long-term teacher retention in a setting characterized by socio-economic challenges, post-

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conflict recovery, and limited institutional resources. Their commitment reflected resilience, adaptability, and dedication, which were crucial for sustaining educational stability and promoting community trust in private schools across the city.

**Problem 5. Is there a significant difference of organizational commitment when grouped according to profile of the respondents?**

**Table 5: Test of significant difference in organizational commitment when grouped based on profile**

Profile	Category	Mean Rank	Test Statistic	p-value	Decision	Interpretation
Age	20 – 25 years old	58.27	2.089	0.719	Do not Reject H <sub>01</sub>	Not Significant
	26 – 30 years old	49.40				
	31 – 35 years old	50.35				
	36 – 40 years old	46.25				
	41 – 45 years old	51.67				
Civil Status	Single	46.70	2.699	0.440	Do not Reject H <sub>01</sub>	Not Significant
	Married	54.23				
	Widowed	33.67				
	Separated	52.50				
Length of Service	1 – 3 years	52.92	2.753	0.431	Do not Reject H <sub>01</sub>	Not Significant
	4 – 6 years	48.90				
	7 – 9 years	56.26				
	10 – 12 years	30.33				
Average Monthly Income	Below ₱10,000	50.01	3.671	0.299	Do not Reject H <sub>01</sub>	Not Significant
	₱10,001 – ₱15,000	50.16				
	₱15,001 – ₱20,000	73.20				
	₱20,001 – ₱25,000	60.67				

The test of significant differences in teachers’ organizational commitment when grouped according to their demographic profiles, including age, civil status, length of service, and average monthly income. The results showed that there were no significant differences across any of these categories, as all p-values were greater than 0.05. This meant that the null hypothesis (H<sub>0</sub>) was not rejected, indicating that teachers’ organizational commitment did not significantly vary based on their demographic characteristics. In simpler terms, regardless of whether teachers were younger or older, single or married, new or experienced, or earning lower or higher salaries, their commitment to their schools was generally similar.

This implied that teachers remained dedicated to their schools because of their professional values, emotional attachment, and sense of responsibility toward students, rather than background or personal circumstances.

Overall, the results emphasized that interventions aimed at improving or sustaining teachers’ organizational commitment should focus on enhancing professional support, fostering a positive school culture, strengthening resilience, and promoting intrinsic motivation, rather than targeting specific demographic groups. Teachers’ commitment in these schools was more about their sense of purpose, dedication to students, and engagement with the school community than about who they were or how long they had worked.

**Problem 6. Does resilience significantly influence the organizational commitment?**

**Table 6: Model 1 Test on the Significant Influence of Resilience on Organizational Commitment**

Predictor	Unstandardized Coefficients (B)	Standardized Coefficients (β)	t-value	p-value	Decision	Interpretation
(Constant)	-1.420	----	-2.409	0.018	----	----
Resilience	1.413	0.626	8.035	0.0001	Reject H <sub>02</sub>	Significant

**Model Summary:**

$R^2 = 0.392$ ;  $Adjusted R^2 = 0.386$ ;  $F\text{-value} = 64.563$ ;  $p\text{-value} = 0.0001$ ;  $Interpretation = Significant$

Table 6 presented the test of the significant influence of resilience on organizational commitment. The results showed that resilience had a significant positive effect on organizational commitment among private elementary school teachers. Specifically, the regression analysis indicated an unstandardized coefficient (B) of 1.413, a standardized coefficient (β) of 0.626, a t-value of 8.035, and a p-value of 0.0001, leading to the rejection of H<sub>20</sub>. The model summary indicated  $R^2 = 0.392$  and  $Adjusted R^2 = 0.386$ , with an F-value of 64.563 ( $p = 0.0001$ ), suggesting that approximately 39% of the variance in organizational commitment was explained by resilience, and that the model was statistically significant.

These findings implied that teachers who exhibited higher resilience reflected in personal competence, trust in one’s instincts, positive acceptance of change, control, and spirituality were more likely to remain emotionally attached, rationally committed, and

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morally obligated to their schools. In practical terms, the manifestation of this resilience was observable in several ways. In the context of Marawi City, where private elementary school teachers often faced limited instructional resources, economic challenges, and social disruptions, these manifestations of resilience were particularly significant. Teachers' ability to remain composed, persevere, and maintain instructional quality despite environmental stressors illustrated the practical impact of resilience. They not only adapted to changing conditions but also modeled stability and dedication for their students, reinforcing a positive learning environment and sustaining the overall effectiveness of their schools.

Overall, the findings implied that resilience was a key predictor of organizational commitment. Teachers who adapted, persevered, regulated emotions, maintained a sense of purpose, and utilized personal and social resources were more likely to remain committed to their schools. Their resilience was not only reflected in survey scores but also in their daily practices, professional behaviors, and ability to sustain motivation, which collectively supported institutional stability, instructional quality, and positive student outcomes.

**Table 7: Model 2 Test on the Significant Influence of the Dimensions of Resilience on Organizational Commitment**

Predictors	Unstandardized Coefficients (B)	Standardized Coefficients ( $\beta$ )	t-value	p-value	Interpretation
(Constant)	0.734	-----	1.648	0.103	-----
Personal Competence	-0.560	-0.346	-4.881	0.0001	Significant
Trust in One's Instinct	0.186	0.114	1.723	0.088	Not Significant
Positive Acceptance of Change	0.202	0.143	1.609	0.111	Not Significant
Control	0.395	0.308	2.944	0.004	Significant
Spirituality	0.445	0.299	3.274	0.001	Significant

**Model Summary:**

$R^2 = 0.780$ ;  $Adjusted R^2 = 0.769$ ;  $F\text{-value} = 68.156$ ;  $p\text{-value} = 0.0001$ ;  $Interpretation = \text{Significant}$

Table 7 presented the test of the influence of the individual dimensions of resilience on organizational commitment. The results showed that not all dimensions contributed equally to predicting organizational commitment among private elementary school teachers.

In the context of Marawi City, where private elementary school teachers face challenges such as limited teaching resources, fluctuating student attendance, and social or economic disruptions, these findings highlighted practical insights. Teachers demonstrated resilience by relying on their sense of control and spirituality to remain committed to their schools despite external pressures. For instance, resilient teachers actively solved classroom problems, collaborated with colleagues, managed stress through faith and purpose, and maintained motivation even when community conditions were unstable. Meanwhile, personal confidence alone did not guarantee stronger commitment; teachers needed a sense of meaning, support, and influence over their work to stay attached to the organization.

This implied that control and spirituality were the main drivers of organizational commitment among teachers' respondents in Marawi City. Personal competence, trust in instincts, and acceptance of change, while important for individual coping and classroom performance, influenced organizational attachment less directly. Teachers' resilience was manifested not only in their ability to handle challenges but also in their emotional attachment, moral duty, and proactive engagement with their schools, reinforcing stability and instructional quality in a challenging environment.

**Problem 7. Does resilience significantly influence the burnout?**

**Table 8: Model 2 Test on the Significant Influence of the Dimensions of Resilience on Burnout**

Predictors	Unstandardized Coefficients (B)	Standardized Coefficients ( $\beta$ )	t-value	p-value	Interpretation
(Constant)	0.290	-----	0.461	0.646	-----
Personal Competence	-0.544	-0.288	-3.357	0.001	Significant
Trust in One's Instinct	0.123	0.065	0.807	0.422	Not Significant
Positive Acceptance of Change	0.383	0.232	2.162	0.033	Significant
Control	0.685	0.456	3.611	0.0001	Significant
Spirituality	0.046	0.026	0.237	0.813	Not Significant

**Model Summary:**

$R^2 = 0.679$ ;  $Adjusted R^2 = 0.662$ ;  $F\text{-value} = 40.635$ ;  $p\text{-value} = 0.0001$ ;  $Interpretation = \text{Significant}$

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Table 8 presented the results of the regression analysis examining how the individual dimensions of resilience influenced burnout among private elementary school teachers. The overall model was statistically significant, with  $R^2 = 0.679$ , Adjusted  $R^2 = 0.662$ , and  $F = 40.635$  ( $p = 0.0001$ ), indicating that approximately 67.9% of the variation in teachers' burnout levels was explained by the combined effect of personal competence, trust in one's instincts, positive acceptance of change, control, and spirituality. This suggests that the dimensions of resilience collectively had a strong influence on teachers' ability to cope with stress and prevent burnout.

Positive Acceptance of Change also had a significant positive relationship with burnout ( $B = 0.383$ ,  $\beta = 0.232$ ,  $p = 0.033$ ). While this may seem counterintuitive, it suggested that teachers who embraced change and persisted through challenges were more aware of their professional responsibilities and the demands placed upon them. In Marawi City, where schools often faced changing curricula, enrollment fluctuations, and community-related interruptions, teachers who accepted these changes actively engaged in problem-solving, adjusted schedules, and reorganized lesson delivery. This active engagement required energy and effort, which could contribute to a moderate perception of burnout, even as they remained committed and resilient.

Control significantly predicted burnout as well ( $B = 0.685$ ,  $\beta = 0.456$ ,  $p = 0.0001$ ). Teachers who felt a strong sense of agency and the ability to make proactive decisions in the classroom were better able to manage professional demands and mitigate burnout symptoms. For instance, teachers in Marawi City exercised control by setting clear classroom routines, managing student behavior effectively, and prioritizing tasks to balance instructional and administrative duties. Such proactive behaviors allowed them to feel capable and empowered, buffering the negative emotional impact of stress and maintaining their instructional effectiveness.

In contrast, Trust in One's Instinct ( $B = 0.123$ ,  $p = 0.422$ ) and Spirituality ( $B = 0.046$ ,  $p = 0.813$ ) were not significant predictors of burnout in this study. While these dimensions support emotional regulation and coping, in this context they did not directly reduce burnout. This may be because the practical, daily challenges faced by teachers in Marawi City such as resource scarcity, high workloads, and community disruptions required concrete skills and proactive control more than intuitive judgment or spiritual reliance alone.

Overall, these results highlighted that not all dimensions of resilience equally protect against burnout. Personal competence, control, and positive acceptance of change were critical, practical capacities that enabled teachers to navigate professional challenges, sustain energy, and maintain engagement. In the context of Marawi City, these manifestations of resilience were particularly visible: teachers adapted to changing classroom conditions, actively problem-solved under resource constraints, maintained order and focus in unpredictable situations, and relied on their personal and professional skills to continue teaching effectively.

These findings reinforced the need for targeted resilience-building interventions. Programs focusing on enhancing personal competence (through mentoring, professional development, and skill workshops), strengthening control (through participatory decision-making and leadership support), and fostering positive acceptance of change (through reflective practices and change management training) would help teachers maintain well-being, reduce burnout, and sustain instructional quality even in challenging contexts like Marawi City.

**Problem 8. Does burnout significantly influence the organizational commitment?**

Table 9 presented the results of the regression analysis examining the influence of burnout on organizational commitment among private elementary school teachers.

**Table 9: Model 1 Test on the Significant Influence of Burnout on Organizational Commitment**

Predictor	Unstandardized Coefficients (B)	Standardized Coefficients ( $\beta$ )	t-value	p-value	Decision	Interpretation
(Constant)	1.218	-----	8.058	0.0001	----	-----
Burnout	0.705	0.825	14.574	0.0001	Reject $H_{04}$	Significant

**Model Summary:**

$R^2 = 0.680$ ; Adjusted  $R^2 = 0.677$ ;  $F$ -value = 212.401;  $p$ -value = 0.0001; Interpretation = Significant

The findings indicated that higher levels of burnout were associated with lower organizational commitment. Specifically, teachers who experienced emotional exhaustion, depersonalization, and reduced personal accomplishment tended to feel less emotionally attached, less morally obligated, and less rationally committed to their schools. In practical terms, burnout manifested in Marawi City teachers as fatigue after long teaching hours, emotional distancing from students, and doubts about the effectiveness of their work. Teachers reported feeling worn out at the end of the day, less capable of coping with professional demands, and at times questioning their contributions to the school community.

This result aligned with prior studies highlighting burnout as a health-impairment pathway that diminishes motivation, engagement, and loyalty. For instance, Akdemir (2019) and Wullur (2020) emphasized that prolonged work stress reduces teachers' emotional attachment and identification with their organization. In the context of private schools in Mindanao and specifically in Marawi City, these effects were amplified by resource limitations, larger class sizes, and the need to adapt to socio-cultural challenges unique to the community (Perveen, Riaz, & Bano, 2023; Anog et al., 2024). Teachers often had to manage teaching interruptions due to community events, limited classroom materials, or technology gaps, which contributed to emotional exhaustion and professional

strain.

Overall, the findings implied that burnout is a critical factor that weakens organizational commitment among the teachers. Mitigating burnout through supportive leadership, manageable workloads, collegial networks, professional development, and resilience-building programs is essential. Such interventions not only help teachers maintain their emotional attachment, moral responsibility, and rational commitment but also sustain instructional quality, school stability, and positive student outcomes in the context of Marawi City.

**Problem 9. Does burnout significantly mediate the influence of resilience on organizational commitment?**

**Table 10: Test on the Mediating Effect of Burnout in the Influence of Resilience on Organizational Commitment**

Effect	Estimate (B)	z-value	p-value	Decision	Interpretation
Indirect Effect (a × b)	0.916	5.99	0.0001	Reject Ho5	Significant
Total Effect (c + a × b)	1.413	8.12	0.0001	-----	Significant
R → OC direct (c)	0.498	3.37	0.0001	-----	Significant
R → B (a)	1.538	7.25	0.0001	-----	Significant
B → OC (b)	0.595	10.64	0.0001	-----	Significant

The total effect of resilience on organizational commitment, including both direct and indirect pathways, was also significant (B = 1.413, z = 8.12, p = 0.0001), confirming that resilience overall strongly predicted organizational attachment.

The direct effect of resilience on organizational commitment remained significant (B = 0.498, z = 3.37, p = 0.0001), suggesting that resilience not only protected teachers from burnout but also directly enhanced their emotional attachment, loyalty, and engagement with their institutions. The pathways from resilience to burnout (R → B: B = 1.538, z = 7.25, p = 0.0001) and from burnout to organizational commitment (B → OC: B = 0.595, z = 10.64, p = 0.0001) confirmed that burnout acted as a key mechanism linking teachers' adaptive capacities to their sustained commitment.

In the context of Marawi City, these findings highlighted the critical role of resilience for teachers working in a post-conflict, socio-economically diverse environment. Many teachers faced high student-teacher ratios, limited teaching resources, and community-related challenges, which increased the risk of emotional exhaustion and depersonalization. Those who exhibited resilience through personal competence, control, adaptability, and spirituality were able to cope effectively with stress, manage workload pressures, and maintain positive classroom engagement. Their resilience allowed them to buffer the emotional and physical strain of teaching, thereby reducing the likelihood of burnout and sustaining organizational commitment.

The manifestations of resilience in this context were observable in daily practices. Teachers demonstrated proactive problem-solving, adaptation to limited resources, mentoring of colleagues and students, and maintenance of professional optimism despite challenges. Spiritually grounded teachers often drew on faith and purpose to navigate difficult situations, while others exercised control by structuring classrooms efficiently or seeking collaborative solutions to institutional pressures. These behaviors directly reduced emotional exhaustion and depersonalization, which are the main components of burnout, allowing teachers to remain committed to their schools both emotionally and professionally.

**Problem 10: How do teachers manage to stay committed despite experiencing burnout?**

Table 11 presented the themes that emerged from the responses of the three participants regarding how they managed to remain committed despite experiencing burnout. Although the number of respondents was limited, their narratives provided meaningful insights into the personal and contextual factors that sustained their organizational commitment in private elementary schools in Marawi City.

**Table 11: Themes on How Teachers Manage to Stay Committed Despite Experiencing Burnout**

Statements	Sub-Themes	Themes
I stay committed because I love shaping young minds, even if I feel exhausted. (R1)	Love for teaching	Intrinsic Motivation
Teaching is my passion; despite the stress, I feel fulfilled doing this job. (R2)	Sense of purpose	Intrinsic Motivation
I believe this is my calling, and that keeps me going. (R3)	Calling and vocation	Intrinsic Motivation
My co-teachers motivate me; we share experiences and uplift each other. (R1)	Peer encouragement	Support System
Our principal listens to our concerns and supports us. (R2)	Administrative support	Support System

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Statements	Sub-Themes	Themes
“We work as a team, and that makes the burden lighter. (R3)	Collegial collaboration	Support System
Attending seminars helps me recharge and stay focused. (R1)	Professional development	Professional Growth & Coping
I apply stress-management strategies I learned from workshops. (R2)	Coping strategies	Professional Growth & Coping
Praying and trusting God keeps me going even when I feel overwhelmed. (R3)	Reliance on faith	Spiritual Resilience
Seeing my students improve motivates me to push through my exhaustion. (R1)	Student progress motivation	Commitment to Students
My students depend on me, so I cannot give up. (R2)	Responsibility to students	Commitment to Students
I feel responsible for their growth and learning. (R3)	Teacher accountability	Commitment to Students
I make sure to rest and spend time with family. (R1)	Family support & rest	Work-Life Balance
I manage my time so I don’t bring too much stress home. (R2)	Time management	Work-Life Balance
Engaging in hobbies helps me regain energy. (R3)	Leisure activities	Work-Life Balance

Five major themes emerged from the analysis: intrinsic motivation, support system, professional growth and coping strategies, spiritual resilience, commitment to students, and work-life balance.

First, intrinsic motivation strongly influenced teachers’ continued commitment. All three respondents expressed that love for teaching, passion, and a sense of calling kept them dedicated despite exhaustion.

Teaching was described not merely as employment but as a vocation. In the context of Marawi City, where private school teachers often worked under limited resources and socio-economic pressures, this internal drive appeared to anchor their perseverance. Their commitment was rooted in personal meaning rather than external rewards.

Second, a strong support system helped mitigate burnout. The respondents highlighted the importance of peer encouragement, teamwork, and administrative support. In Marawi City’s relatively close-knit school communities, collaboration among teachers reduced feelings of isolation and emotional strain. Supportive leadership and collegial relationships functioned as protective factors against depersonalization and emotional exhaustion, thereby sustaining commitment.

Overall, even with only three participants, the qualitative findings complemented the quantitative mediation results. The narratives illustrated how resilience manifested in daily behaviors through passion, collaboration, faith, proactive coping, student-centered motivation, and self-care which helped reduce burnout and sustain organizational commitment. In the context of Marawi City, these findings emphasized that teachers’ commitment was not merely institutional but deeply personal, relational, and culturally grounded. The results suggested that strengthening resilience-building programs, promoting supportive school cultures, and encouraging wellness practices would be critical in maintaining teacher commitment and institutional stability in private elementary schools in Marawi City.

**Problem 11: What teacher development plan may be suggested to enhance resilience and organizational commitment and to minimize burn out?**

Presented the thematic findings on how teachers in private elementary schools in Marawi City manage to stay committed despite experiencing burnout, forming the basis for the development of Project R.E.A.C.H. (Resilience Enhancement and Commitment Hub for Teachers).

This development plan was designed to systematically strengthen key factors identified in Problem 10, namely intrinsic motivation, collegial and administrative support, professional growth and coping strategies, spiritual resilience, commitment to students, and work-life balance. The plan translates these qualitative insights into actionable programs and activities that address both the emotional and practical needs of teachers, ensuring that interventions are contextually relevant to Marawi City, where educators often face high workloads, limited resources, and socio-cultural challenges while remaining committed to student success. The thematic components of Project R.E.A.C.H. reflect a holistic approach, integrating personal, social, professional, and spiritual dimensions, acknowledging that teacher well-being and institutional loyalty are deeply interconnected. Intrinsic motivation activities, such as reflection seminars, recognition programs, and values workshops, aim to reinforce teachers’ passion, professional identity, and sense of vocation

The support system theme emphasizes collegial collaboration and administrative backing through peer support meetings and leadership training, which help reduce isolation and burnout. Professional growth and coping strategies, including workshops and

stress-management sessions, equip teachers with practical tools to handle challenges effectively.

### Recommendations

Based on the findings in this study, the following recommendations are formulated.

**Private School Teachers.** Private elementary school teachers are encouraged to actively strengthen their personal resilience by engaging in self-care practices, reflective teaching, peer collaboration, and continuous professional learning. Developing skills in emotional regulation, stress management, and adaptive coping can help teachers mitigate burnout and sustain their commitment to their schools. Participation in mentoring programs, faith- or values-based support groups, and wellness initiatives may further enhance teachers' ability to manage occupational stress while maintaining instructional quality and professional motivation.

**School Administrators.** School administrators are strongly advised to create supportive and resource-enriched work environments that foster teacher resilience and reduce burnout. This may include implementing fair workload distribution, providing opportunities for professional growth, recognizing teachers' efforts, and promoting open communication. Administrators should also consider establishing structured support systems such as mentoring programs, counseling services, and collaborative planning time, which can strengthen teachers' organizational commitment and contribute to school stability and effectiveness.

**Teacher Training Institutions.** Teacher education institutions should embed resilience-building, stress management, and well-being modules into pre-service and in-service teacher preparation programs. Equipping future teachers with coping strategies, emotional intelligence, and adaptive skills will prepare them for the realities of the teaching profession and reduce their vulnerability to burnout. Integrating experiential learning, reflective practice, and mentoring components can further enhance professional readiness and long-term organizational commitment.

**Students in Private Elementary Schools.** Students stand to benefit from teachers who are resilient, motivated, and committed to their institutions. Schools should therefore ensure learning environments that support teacher well-being, as this directly influences instructional quality, classroom climate, and student engagement. By maintaining emotionally healthy and professionally committed teachers, private elementary schools can foster more effective learning experiences and promote students' academic and socio-emotional development.

**Future Researchers and Scholars.** Future researchers are encouraged to replicate this study in different educational contexts, including public schools and other academic levels, to enhance generalizability. Longitudinal and mixed-method studies may provide deeper insights into the dynamic relationships among resilience, burnout, and organizational commitment over time. Additionally, future studies may explore other mediating or moderating variables such as leadership style, organizational culture, job satisfaction, or work engagement to further enrich understanding of teacher well-being and commitment.

### Conclusion

The study reveals that private elementary school teachers in Marawi City possess a generally high level of resilience, particularly in terms of control, spirituality, and positive acceptance of change. This resilience enables them to navigate the demands of teaching, maintain professional motivation, and sustain engagement with their students despite challenges. Dimensions such as personal competence and trust in one's instincts, while slightly lower, still contribute to teachers' overall ability to adapt and cope with occupational stressors. These findings suggest that resilience functions as a critical personal resource in supporting teachers' well-being and professional persistence.

Despite their resilience, teachers still experience moderate levels of burnout, particularly emotional exhaustion and depersonalization. However, the study shows that teachers actively manage burnout through various coping strategies. They seek support from colleagues and administrators, engage in professional development and stress-management activities, rely on spiritual practices, maintain work-life balance, and focus on their students' progress. These strategies enable teachers to prevent burnout from severely undermining their motivation, engagement, and instructional effectiveness.

The study further demonstrates that resilience significantly enhances organizational commitment. Teachers with higher resilience are more likely to remain emotionally attached to their schools (affective commitment), recognize the benefits of staying (continuance commitment), and feel a sense of moral obligation toward their institutions (normative commitment). Burnout was found to mediate this relationship: resilient teachers experienced lower levels of burnout, which in turn further reinforced their commitment. In practice, this means that resilience not only strengthens commitment directly but also protects teachers from the negative effects of burnout, enabling them to sustain loyalty and engagement even under challenging conditions.

These findings highlight the importance of developing teachers' resilience as a strategy to sustain organizational commitment and reduce the impact of burnout. Educational leaders and policymakers should prioritize initiatives such as reflective practices, peer collaboration, mentoring, stress-management workshops, and well-being programs that support both personal and professional resources.

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