



Digital Burnout and Its Relationship to English Teachers' Job Satisfaction: A Correlational Study

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Abstract

Background and Aim: The increasing integration of digital technology in education has significantly transformed the teaching profession, particularly among English teachers who rely heavily on online platforms, digital instructional materials, and virtual communication tools. While technology improves accessibility and flexibility in teaching, excessive digital engagement may contribute to digital burnout, which can negatively affect teachers' professional well-being and job satisfaction. This study aimed to determine the relationship between digital burnout and job satisfaction among English teachers, specifically in terms of digital workload, screen fatigue, after-hours digital engagement, professional fulfillment, work environment satisfaction, and motivation to remain in the teaching profession.

Materials and Methods: This study utilized a quantitative non-experimental correlational research design involving (insert actual number of respondents) English teachers from Pantar National High School selected through purposive sampling. Data were gathered using adopted survey questionnaires based on established and validated instruments related to burnout, technostress, and job satisfaction. Weighted mean was used to determine the level of digital burnout and job satisfaction using the following scale: 3.26–4.00 (High), 2.51–3.25 (Moderate), 1.76–2.50 (Low), and 1.00–1.75 (Very Low). Pearson Product-Moment Correlation Coefficient (Pearson r) was used to determine the significant relationship between the variables.

Results: The findings revealed that English teachers experienced a moderate level of digital burnout (WM = 2.68), with screen fatigue obtaining the highest weighted mean (WM = 3.21). Meanwhile, the respondents demonstrated a high level of job satisfaction (WM = 3.44), particularly in terms of motivation to remain in the teaching profession (WM = 3.60) and professional fulfillment (WM = 3.50). Furthermore, the computed Pearson r value of -0.421 and p -value of 0.032 indicated a significant moderate negative relationship between digital burnout and job satisfaction. This means that as digital burnout increases, job satisfaction tends to decrease among English teachers.

Conclusion: The study concluded that prolonged digital engagement, excessive screen exposure, and technology-related workload contribute to teachers' stress and exhaustion, which negatively influence their job satisfaction and professional well-being. The findings highlight the importance of promoting supportive work environments, manageable digital responsibilities, and wellness programs to reduce digital burnout and improve teachers' motivation, satisfaction, and effectiveness in teaching.

Keywords: Digital Burnout, Job Satisfaction, English Teachers, Digital Workload, Screen Fatigue, After-hours Digital Engagement, Professional Fulfillment, Teacher well-being, Educational Technology, Correlational Study

Introduction

The swift incorporation of digital technologies into education has significantly altered teachers' professional responsibilities and working environments. Digital learning platforms, communication applications, electronic assessment systems, multimedia materials, and online administrative tools are now frequently integrated into pedagogical practices. The shift intensified during the COVID-19 pandemic, when schools implemented emergency remote and blended instructional methods, necessitating teachers modify their pedagogical approaches within a constrained timeframe (Bond et





al., 2021; Kim & Asbury, 2020). While these technologies enhance instructional flexibility, access to learning resources, and communication among educational stakeholders, their extensive and ongoing usage may impose further psychological and vocational pressures.

Educators are especially susceptible to technology-induced stress as digital tools are employed for classroom instruction, lesson planning, evaluation, record-keeping, professional meetings, and communication with students, parents, colleagues, and school administrators. Demands associated with technology can lead to technostress when individuals encounter overload, complexity, ambiguity, disruptions, or pressure stemming from the utilization of information and communication technologies (Molino et al., 2020; Tarafdar et al., 2007). In technology-driven educational environments, such demands may manifest as extended screen time, concurrent use of multiple platforms, frequent digital alerts, pressure to develop new technological skills, and expectations of availability beyond official working hours.

In this study, digital burnout denotes work-related physical, cognitive, and emotional tiredness linked to prolonged digital workload, screen-based tasks, and after-hours digital involvement. This paradigm is informed by the extensive research on occupational burnout and technostress. Burnout arises from persistent occupational stress and is typically defined as fatigue, emotional disengagement or cynicism, and reduced professional effectiveness (Maslach & Leiter, 2016). In digitally mediated work situations, constant connectedness and technological saturation might exacerbate these conditions by encroaching on personal time, amplifying the perceived workload and tempo, and diminishing opportunities for psychological recuperation (Molino et al., 2020). As a result, educators may encounter weariness, diminished focus, emotional depletion, and challenges in sustaining adequate boundaries between their professional and personal spheres.

Studies conducted during the COVID-19 pandemic recorded significant elevations in teachers' stress and emotional fatigue. Pressley (2021) cited workload, inadequate administrative support, health-related issues, and evolving educational standards as significant factors contributing to teacher burnout. Kim and Asbury (2020) also discovered that the sudden shift to remote teaching disrupted teachers' professional habits, resulting in uncertainty, heightened workload, and apprehensions over instructional efficacy. Longitudinal evidence has shown that teachers faced ongoing mental health and well-being issues while adjusting to swiftly evolving educational circumstances (Kim et al., 2022). These findings indicate that technology-mediated instruction can induce significant occupational stress, especially when educators must handle additional duties without adequate time, resources, training, or institutional backing.

Burnout is intricately linked to educators' perceptions of their profession. Job satisfaction denotes employees' comprehensive assessment of their employment, encompassing their sense of professional achievement, perceptions of the workplace, and inclination to continue in their field. The well-being and job satisfaction of teachers are affected by individual and organizational elements, such as workload, professional relationships, leadership support, autonomy, recognition, and access to suitable resources (Hascher & Waber, 2021; Skaalvik & Skaalvik, 2017). When occupational expectations continually surpass the resources available to educators, emotional tiredness may escalate, while professional motivation, organizational commitment, and satisfaction diminish (Maslach & Leiter, 2016).

Notwithstanding the expanding body of literature on teacher burnout, numerous research gaps persist. Numerous prior studies have examined teacher stress and burnout in general or have focused on the unique circumstances arising from emergency remote instruction during the COVID-19 pandemic. Relatively insufficient attention has been allocated to digital burnout as a distinct type of work-related fatigue linked to persistent digital workload, screen fatigue, platform-specific demands, and after-hours connectivity in post-pandemic educational practices. Given the integration of digital technologies into standard educational practices, it is essential to investigate whether technology-induced stress continues beyond the emergency remote instruction phase.

Secondly, scant studies have concentrated explicitly on English educators. English instruction typically encompasses the development of multimedia tools, online language exercises, electronic writing submissions, digital formative evaluations, audio or video materials, online feedback, and regular communication with students. These obligations may necessitate continuous engagement with





digital technology and may subject English teachers to unique types of cognitive, communicative, and technological demands. Nonetheless, the degree to which these demands lead to digital burnout and affect English instructors' job happiness is not yet fully comprehended.

Third, a significant portion of the current evidence has been produced in urban, higher education, or foreign contexts. Research is scarce about public secondary school educators operating in rural or resource-limited educational environments, especially in the Philippines. Educators in these settings may be required to employ technology-assisted instruction while concurrently addressing unreliable connectivity, insufficient equipment, differing levels of digital proficiency, administrative duties, and diverse student requirements. These contextual factors may influence teachers' experiences of digital burnout and their views of professional fulfillment.

Pantar National High School serves as a pertinent setting for analyzing these matters, since its English educators progressively utilize digital platforms and electronic resources for instructional preparation, classroom delivery, evaluation, communication, and administrative tasks. Simultaneously, they may face institutional and technological limitations that amplify the requirements of digital labor. Examining their experiences can thus yield context-specific evidence regarding the relationship between prolonged technology use and teacher well-being and professional attitudes.

This study aims to ascertain the correlation between digital burnout and job satisfaction among English instructors at Pantar National High School. Digital burnout is analyzed concerning digital workload, screen weariness, and after-hours digital involvement, while job satisfaction is evaluated through professional fulfillment, contentment with the work environment, and motivation to persist in the teaching profession. This study seeks to enhance the literature on teacher well-being in technology-assisted educational environments by investigating the relationship between these variables and offering an empirical foundation for school-level strategies concerning workload management, digital communication boundaries, technological support, and teacher wellness. The results may aid school administrators and policymakers in fostering technology integration that is both pedagogically effective and professionally viable.

Objectives

To determine the level of digital burnout among English teachers in terms of: digital workload, screen fatigue, and after-hours digital engagement.

To determine the level of job satisfaction among English teachers in terms of: professional fulfillment, work environment satisfaction, and motivation to remain in the teaching profession.

To determine whether there is a significant relationship between digital burnout and job satisfaction among English teachers.

Literature Review

Digital Burnout

Digital technology has become essential to modern educational practices. Educators consistently utilize learning management systems, communication applications, digital assessment tools, multimedia materials, and online administration platforms to design lessons, impart instruction, measure student performance, and engage with educational stakeholders. While these technologies enhance instructional flexibility and access to educational resources, their extensive and ongoing utilization may impose further occupational obligations. When educators recognize that technology-related demands surpass their available time, abilities, or institutional resources, the utilization of technology may transform into a source of stress rather than a form of professional support.

Literature frequently addresses technology-induced work strain via the idea of technostress. Technostress denotes the stress individuals encounter when striving to meet the demands imposed by information and communication technology. Tarafdar et al. (2007) delineated various factors that induce technostress, such as techno-overload, techno-invasion, techno-complexity, techno-insecurity, and techno-uncertainty. Techno-overload transpires when technology compels employees to operate at an accelerated pace or to increase their workload, while techno-invasion emerges when digital connectivity encroaches on personal time. These characteristics are especially pertinent to educators, as





educational technologies are commonly employed in instructional, communicative, and administrative functions.

This study defines digital burnout as the physical, cognitive, and emotional fatigue resulting from persistent digital workload, extended screen time, and ongoing work-related digital involvement. While digital burnout is strongly associated with technostress, the two ideas are not completely synonymous. Technostress highlights the stressors and pressures arising from technology utilization, whereas digital burnout signifies a potential long-term consequence of sustained exposure to these demands. This explanation aligns with the comprehensive understanding of occupational burnout as a reaction to persistent and poorly managed workplace stress (Maslach & Leiter, 2016).

Molino et al. (2020) discovered that technology-related demands in remote work correlated with employees' psychological distress and diminished well-being. Persistent connectedness, heightened reliance on digital communication, and the compulsion to fulfill work obligations via electronic platforms might disrupt psychological recuperation and obscure the distinctions between professional and personal life. In educational environments, educators may encounter analogous circumstances when tasked with overseeing several platforms, addressing numerous communications, developing digital instructional resources, and fulfilling online documentation duties in conjunction with their standard teaching obligations.

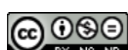
Digital burnout in educators can be analyzed through three interconnected dimensions: digital workload, screen weariness, and after-hours digital involvement. Digital workload pertains to the quantity, intricacy, and speed of technology-driven tasks allocated to educators. Responsibilities may encompass the preparation of electronic learning materials, posting lessons, monitoring online submissions, delivering digital feedback, maintaining electronic records, participating in virtual meetings, and connecting with students and parents via various programs. The concurrent utilization of many platforms may necessitate teachers to frequently redirect their focus among tasks, hence elevating cognitive demands and diminishing labor efficiency.

The swift shift to remote teaching during the COVID-19 pandemic illustrated how technology-induced workload could lead to teacher fatigue. Pressley (2021) identified workload, evolving professional demands, inadequate administrative support, and pandemic-induced uncertainty as factors contributing to teacher burnout. Likewise, Kim and Asbury (2020) indicated that educators encountered heightened workload, ambiguity, and apprehensions about their capacity to deliver effective instruction after the abrupt shift to remote teaching. Despite being conducted in an emergency scenario, these research conclusions remain pertinent as numerous digitally mediated obligations established during the pandemic persist in blended and technology-enhanced educational settings.

The second dimension, screen fatigue, denotes the physical and mental exhaustion resulting from extended exposure to computers, mobile devices, virtual meetings, and other screen-related activities. Educators may allocate considerable time to creating presentations, evaluating electronic submissions, inputting grades, performing online research, and engaging via digital channels. Prolonged screen exposure may result in ocular discomfort, cephalalgia, physical lethargy, diminished focus, and cognitive fatigue. Screen weariness may be exacerbated when digital tasks necessitate sustained focus, concurrent communication, and frequent application switching.

The third dimension, after-hours digital engagement, transpires when educators persist in work-related digital activities beyond their designated working hours. Mobile devices and communication programs enhance teachers' accessibility to students, parents, colleagues, and administrators, thereby fostering an implicit expectation of their availability during evenings, weekends, or holidays. Such expectations exemplify techno-invasion, since digital technologies enable professional obligations to encroach upon employees' personal lives (Tarafdar et al., 2007). Ongoing after-hours involvement can diminish chances for relaxation, familial interaction, recreation, and psychological disengagement from work. Prolonged insufficient recuperation may exacerbate fatigue and diminish instructors' capacity to handle ensuing professional obligations.

Research demonstrates that teacher well-being is influenced by both personal coping mechanisms and organizational factors, such as workload, administrative support, professional connections, autonomy, and resource availability (Hascher & Waber, 2021). Consequently, digital burnout should not be perceived solely as an individual inadequacy in managing technology. It may also indicate





institutional behaviors related to workload allocation, communication standards, technological resources, professional development, and the accessibility of technical assistance. Institutions that implement digital mandates without alleviating other duties may inadvertently augment instructors' overall workload and heighten the risk of burnout.

Job Satisfaction of Teachers

Job satisfaction denotes an individual's comprehensive assessment and emotional reaction to their employment and work environment. In the teaching profession, job satisfaction denotes the degree to which educators regard their work as relevant, professionally fulfilling, sufficiently supported, and aligned with their personal and professional expectations. It is a crucial element of teacher well-being, as it correlates with professional dedication, instructional engagement, workplace relationships, and decisions regarding retention or departure from the profession.

Teacher work satisfaction is affected by both intrinsic and external factors. Intrinsic sources of happiness encompass achievement, professional advancement, significant engagement with students, instructional independence, and the belief that one's efforts enhance student development. Extrinsic factors encompass remuneration, workload, administrative regulations, institutional leadership, physical and technological resources, professional relationships, and job security. Job satisfaction encompasses more than a teacher's overall enjoyment of the profession; it signifies an assessment of several facets of the professional experience.

Skaalvik and Skaalvik (2017) discovered that teacher work satisfaction correlated favorably with supportive school environments and teacher self-efficacy, whereas it correlated adversely with emotional tiredness. Educators who possess confidence in their ability to fulfill their duties and operate under conducive conditions are more inclined to exhibit favorable attitudes toward their career. In contrast, ongoing workload demands, role ambiguity, restricted autonomy, and insufficient organizational support may lead to emotional fatigue and diminished satisfaction.

This study investigates teacher job satisfaction by analyzing professional fulfillment, contentment with the work environment, and desire to persist in the teaching profession. Professional fulfillment denotes the sense of significance, accomplishment, proficiency, and intrinsic worth that educators obtain from their vocation. Educators may derive satisfaction from witnessing student advancement, attaining pedagogical objectives, enhancing their professional skills, or receiving acknowledgment for their contributions. Such experiences may foster positive professional dispositions even in the face of challenging working situations for instructors.

Work environment satisfaction pertains to teachers' perceptions of the organizational and interpersonal settings present in their schools. The factors encompass the quality of administrative support, collegial connections, equity in task distribution, accessibility of teaching resources, clarity of institutional expectations, and opportunity for professional growth. Hascher and Waber's (2021) comprehensive review revealed that teacher well-being is affected by a confluence of interpersonal, relational, and organizational factors. An encouraging environment can furnish educators with resources to meet professional expectations, while insufficient support and overwhelming responsibilities may heighten stress and discontent.

The motivation to persist in the teaching profession signifies educators' readiness and resolve to sustain their careers. This feature is significant as job satisfaction and emotional weariness might affect teachers' decisions to stay in or depart from their roles. Educators who encounter significance, acknowledgment, professional assistance, and feasible working conditions are likely to sustain a greater dedication to teaching. Conversely, prolonged fatigue and discontent may diminish professional dedication and amplify considerations of exiting the profession.

Teacher retention significantly impacts schools, since the loss of seasoned educators can disrupt instructional continuity, elevate recruitment and training expenses, and undermine the stability of educational programs. Therefore, comprehending the elements that uphold instructors' professional motivation is crucial, especially in environments where educators must consistently adjust to technological and organizational transformations.

Relationship Between Digital Burnout and Job Satisfaction

The correlation between digital burnout and job satisfaction can be understood through the equilibrium between professional expectations and the resources accessible to educators. Digital





technologies serve as professional resources by enhancing information access, facilitating collaboration, minimizing repetitive tasks, or fostering instructional creativity. Nonetheless, these technologies might transform into occupational demands when they augment burden, necessitate continual adaptation, prolong working hours, or establish expectations of perpetual availability.

Maslach and Leiter (2016) elucidated that burnout is prone to arise when there is a continual discord between employees and critical aspects of their work, such as workload, autonomy, compensation, collegiality, equity, and values. In technology-enhanced educational settings, an excessive digital workload can lead to a mismatch in workload, while the expectation of perpetual availability may diminish teachers' ability to maintain boundaries between professional and personal life. Inadequate acknowledgment or insufficient technical assistance may exacerbate the disparity between professional requirements and available resources.

Empirical studies typically reveal a negative correlation between burnout and job satisfaction. Educators suffering from emotional weariness may possess diminished psychological energy for instructional preparation, student contact, professional collaboration, and engagement in school activities. As fatigue escalates, educators may have a diminished propensity to assess their performance favorably or to find satisfaction in their professional duties. They may also see professional problems more unfavorably and exhibit diminished motivation to persist in the job.

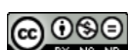
Pressley (2021) established that educators' burnout during the COVID-19 pandemic correlated with excessive effort, evolving demands, insufficient support, and professional ambiguity. The study did not identify digital burnout as a distinct category; nonetheless, numerous stresses faced by instructors were associated with technology-mediated instruction and communication. The findings indicate that the introduction of digital tasks without sufficient organizational support may lead to heightened weariness and diminished professional well-being among instructors.

Kim and Asbury (2020) also discovered that the sudden shift to remote instruction posed significant professional and personal difficulties. Educators indicated heightened workload, ambiguity, challenges in sustaining work-life boundaries, and apprehensions over their educational efficacy. These experiences suggest that technology-related demands may indirectly affect job satisfaction by influencing teachers' perception of competence, control, professional achievement, and emotional well-being.

Research on technostress also corroborates the adverse correlation between technology-related stress and job satisfaction. Technological overload and intrusion might negatively impact employees' assessments of their work by heightening demands while diminishing opportunities for recuperation and personal autonomy (Molino et al., 2020; Tarafdar et al., 2007). When educators are required to undertake substantial digital duties beyond their designated working hours, they may view their workload as more unmanageable and their work atmosphere as less conducive. This syndrome may diminish professional satisfaction and undermine their drive to continue in the teaching profession. However, digital burnout and job happiness should not be regarded as direct antonyms. Educators may encounter a certain level of digital fatigue while yet obtaining significant significance and fulfillment from their teaching practice. Professional dedication, constructive interactions with students, collegial assistance, job security, and a profound sense of purpose may safeguard job pleasure from the immediate impacts of technology-induced stress. Nevertheless, persistent exposure to digital demands without adequate resources or recuperation may progressively diminish these protective features.

The robustness of the association may consequently hinge on environmental and organizational factors. Administrative assistance, pertinent technology training, dependable infrastructure, pragmatic communication practices, and equitable workload allocation may mitigate the adverse impacts of digital demands. In contrast, insufficient resources, ambiguous expectations, persistent digital distractions, and restricted autonomy over work hours may exacerbate burnout and diminish pleasure.

Notwithstanding the growing academic focus on teacher burnout and technostress, significant gaps persist. A significant amount of current research has investigated general burnout or concentrated on emergency remote teaching during the COVID-19 pandemic. Limited research has examined digital burnout as a unique multidimensional issue encompassing digital workload, screen weariness, and after-hours digital involvement following the resumption of traditional or blended education. Furthermore, research on English teachers, whose roles often encompass multimedia preparation, online language



exercises, electronic assessment, digital feedback, and substantial communication, remains rather sparse.

Research is similarly restricted in rural and resource-limited public secondary school environments in the Philippines. Variations in infrastructure, internet reliability, personnel, institutional support, and educators' technological preparedness may affect the experience of digital demands. Results obtained from metropolitan schools, universities, or other national settings may not comprehensively elucidate teachers' experiences at Pantar National High School.

This study investigates the correlation between digital burnout and job satisfaction among English instructors at Pantar National High School. This study specifically evaluates digital burnout via digital workload, screen weariness, and after-hours digital involvement, while also assessing job satisfaction through professional fulfillment, work environment satisfaction, and motivation to persist in the teaching profession. The research posits that increased digital burnout correlates with diminished job satisfaction. Nonetheless, it is essential to empirically investigate the link to ascertain the degree to which technology-induced fatigue correlates with English instructors' professional attitudes within the particular educational environment.

Conceptual Framework

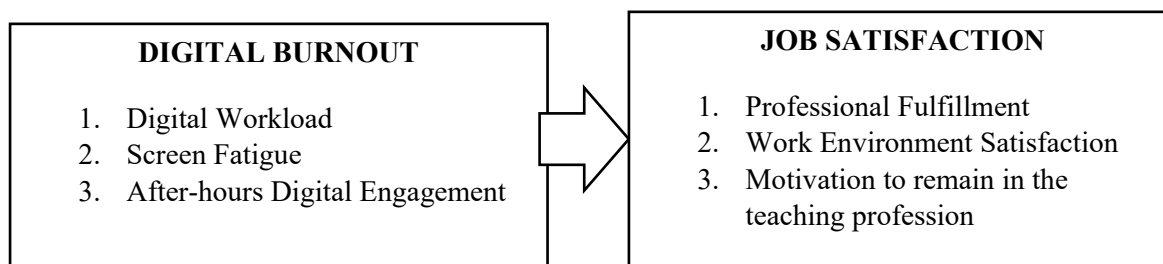


Figure 1: Conceptual Framework

Methodology

Research Design

This study used a quantitative non-experimental correlational research design. According to Creswell and Creswell (2018), a correlational research design is used to determine the relationship between two or more variables without manipulating them. The study aimed to determine whether there is a significant relationship between digital burnout and job satisfaction among English teachers.

Research Respondents

The respondents of the study consisted of (actual number) English teachers from Pantar National High School during the School Year 2025–2026. The study employed purposive sampling because the respondents were selected based on specific characteristics relevant to the objectives of the study. To be included in the study, participants had to meet the following criteria: (1) currently teaching English subjects at Pantar National High School; (2) actively utilizing digital technologies, online platforms, or digital instructional resources as part of their teaching responsibilities; and (3) willing to participate voluntarily in the study. Teachers who were not assigned to teach English subjects during the data collection period were excluded from the study.

Purposive sampling was deemed appropriate because the study specifically sought to investigate the relationship between digital burnout and job satisfaction among English teachers, who regularly engage with digital tools for lesson preparation, assessment, communication, and instructional delivery. Their experiences provide relevant information regarding the phenomenon under investigation.

Research Instrument

The study utilized an adopted survey questionnaire consisting of two major parts: digital burnout and job satisfaction. The digital burnout items were adapted from the Maslach Burnout Inventory–Educators Survey (MBI-ES) developed by Maslach, Jackson, and Leiter (1996) and the Technostress



Creators Scale developed by Tarafdar et al. (2007). The job satisfaction items were adapted from the Job Satisfaction Survey (JSS) developed by Spector (1985).

Minor modifications in wording were made to align the items with the context of English teachers and technology-assisted teaching environments. To ensure content validity, the modified questionnaire was reviewed by research experts, graduate school professors, and education practitioners who evaluated the clarity, relevance, and appropriateness of each item.

The questionnaire utilized a four-point Likert scale with the following interpretation:

4.00 – 3.26 = High

3.25 – 2.51 = Moderate

2.50 – 1.76 = Low

1.75 – 1.00 = Very Low

Higher scores on the digital burnout scale indicated higher levels of digital burnout, while higher scores on the job satisfaction scale indicated higher levels of job satisfaction.

Data Gathering Procedure

The researchers will first seek approval from the school administrators before conducting the study. After securing permission, the researchers will distribute the questionnaires to the respondents. The purpose of the study will be explained to the participants, and confidentiality of responses will be assured. After collecting the completed questionnaires, the data will be organized, analyzed, and interpreted.

Statistical Treatment of Data

The following statistical tools will be used in the study: (1) Mean. This will be used to determine the level of digital burnout and job satisfaction among English teachers. (2) Pearson Product-Moment Correlation Coefficient (Pearson r). This will be used to determine the significant relationship between digital burnout and job satisfaction.

Results

Problem 1. Level of Digital Burnout Among English Teachers

The first problem sought to determine the level of digital burnout among English teachers in terms of digital workload, screen fatigue, and after-hours digital engagement.

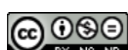
Table 1: Level of Digital Burnout Among English Teachers

Indicators	Weighted Mean	Interpretation	Rank
Screen Fatigue	3.21	Moderate	1
Digital Workload	2.52	Low	2
After-hours Digital Engagement	2.3	Low	3

Table 1 presents the level of digital burnout among English teachers. The findings revealed that screen fatigue obtained the highest weighted mean of 3.21, interpreted as moderate. This indicates that prolonged exposure to screens and continuous engagement with digital devices significantly contribute to teachers' exhaustion and stress. Digital workload followed with a weighted mean of 2.52, while after-hours digital engagement obtained the lowest weighted mean of 2.3. The overall weighted mean for digital burnout was 2.68, verbally interpreted as moderate.

The findings imply that teachers moderately experience stress related to the increasing demands of digital teaching. The high level of screen fatigue may be associated with prolonged online instruction, preparation of digital learning materials, checking of online outputs, and continuous communication through digital platforms.

The findings support the study of Nadler (2020), which explained that prolonged online interaction and virtual activities contribute to exhaustion and stress among educators. Similarly, Molino et al. (2020) emphasized that excessive digital engagement may result in emotional exhaustion, mental fatigue, and reduced work efficiency.





The results also align with the findings of Pressley (2021), who found that teachers experiencing heavy technological demands and online teaching responsibilities were more likely to experience burnout and emotional exhaustion.

Problem 2. Level of Job Satisfaction Among English Teachers

The second problem sought to determine the level of job satisfaction among English teachers in terms of professional fulfillment, work environment satisfaction, and motivation to remain in the teaching profession.

Table 2: Level of Job Satisfaction Among English Teachers

Indicators	Weighted Mean	Interpretation	Rank
Motivation to Remain in Teaching	3.6	High	1
Professional Fulfillment	3.5	High	2
Work Environment Satisfaction	3.23	Moderate	3

Table 2 presents the level of job satisfaction among English teachers. The findings showed that motivation to remain in the teaching profession obtained the highest weighted mean of 3.60, followed by professional fulfillment with a weighted mean of 3.50. Work environment satisfaction obtained the lowest weighted mean of 3.23. The overall weighted mean for job satisfaction was 3.44, verbally interpreted as high.

The findings indicate that despite the challenges brought about by digital teaching, the respondents remain committed to their profession and demonstrate a strong intention to continue teaching. The high rating for motivation to remain in the teaching profession suggests that teachers continue to value their role as educators despite experiencing moderate levels of digital burnout. Likewise, the high level of professional fulfillment indicates that teachers derive satisfaction from their instructional responsibilities and contributions to student learning.

Problem 3. Relationship Between Digital Burnout and Job Satisfaction

The third problem aimed to determine whether there is a significant relationship between digital burnout and job satisfaction among English teachers.

Table 3. Relationship Between Digital Burnout and Job Satisfaction

Variables	Pearson r	p-value	Decision	Interpretation
Digital Burnout and Job Satisfaction	-0.421	0.032	Reject Ho	Significant Moderate Negative Relationship

Table 3 presents the relationship between digital burnout and job satisfaction among English teachers. The computed Pearson r value of -0.421 indicates a moderate negative relationship between the variables. This means that as digital burnout increases, job satisfaction tends to decrease.

The computed p-value of 0.032 is lower than the 0.05 level of significance. Therefore, the null hypothesis stating that there is no significant relationship between digital burnout and job satisfaction among English teachers is rejected.

The findings suggest that excessive digital workload, screen fatigue, and after-hours digital engagement negatively affect teachers' professional fulfillment, motivation, and overall satisfaction in their profession.

The results support the Burnout Theory of Maslach and Leiter (2016), which explains that prolonged work-related stress may lead to emotional exhaustion and reduced professional satisfaction. The findings also agree with the study of Pressley (2021), which revealed that teachers who experienced high levels of stress and burnout during online teaching reported lower job satisfaction.

Similarly, Kim and Asbury (2020) explained that digital teaching environments increased teachers' stress and emotional exhaustion, which affected their morale and commitment to teaching. The findings of the present study confirm that digital burnout has a significant influence on teachers' professional well-being and satisfaction.





Conclusion

English teachers experienced a moderate level of digital burnout with an overall weighted mean of 2.68. Screen fatigue ranked highest among the digital burnout indicators. English teachers demonstrated a high level of job satisfaction with an overall weighted mean of 3.44. Professional fulfillment ranked highest among the job satisfaction indicators. There was a significant moderate negative relationship between digital burnout and job satisfaction among English teachers.

Discussion

The results indicated that the English instructors at Pantar National High School encountered a moderate degree of digital burnout, reflected by an overall weighted mean of 2.68, while simultaneously expressing a high level of job satisfaction, evidenced by an overall weighted mean of 3.44. The concurrent existence of modest digital burnout and elevated work satisfaction suggests that technology-induced fatigue and favorable perceptions of teaching are interconnected yet conceptually separate phenomena. Educators may experience exhaustion due to digital obligations while yet viewing their roles as significant and professionally gratifying.

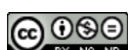
Of the dimensions of digital burnout, screen fatigue had the highest weighted mean. This finding suggests that extended exposure to computers, mobile devices, electronic documents, and other screen-based activities is the primary technology-related challenge encountered by the respondents. English educators consistently utilize digital devices to create instructional materials, construct multimedia presentations, evaluate written and oral outputs, deliver electronic feedback, document student achievement, and connect with students and colleagues. The aggregate demands of these activities may lead to physical discomfort, diminished focus, and mental fatigue.

This outcome aligns with the extensive technostress literature, suggesting that extensive technology utilization might elevate work expectations and adversely impact employees' well-being. Molino et al. (2020) discovered that technology-related pressures, such as job overload and the encroachment of work into personal life, correlated with psychological distress among remote employees. Tarafdar et al. (2007) elucidated that techno-overload transpires when information and communication technology necessitates employees to operate at an accelerated pace or handle an increased workload. Currently, the mild degree of digital burnout may indicate the aggregation of screen-based educational, communicative, and administrative duties rather than technology usage in isolation.

Digital workload was recognized as a contributor to burnout, albeit to a lesser extent than screen weariness. This finding indicates that the respondents encountered pressure from the preparation of electronic materials, management of online submissions, communication across many platforms, and completion of digital documentation. Throughout the shift to technology-mediated instruction, educators often encountered heightened workloads, swiftly evolving demands, and inadequate time to adapt their teaching methodologies (Kim & Asbury, 2020; Pressley, 2021). Despite the alleviation of emergencies stemming from the COVID-19 pandemic, certain technology-mediated tasks have persisted as integral components of educators' routine duties. Thus, digital workload may persist in causing fatigue when new technology activities are introduced without a proportional decrease in current obligations.

After-hours digital engagement recorded the lowest average across the aspects of digital burnout. This finding suggests that work-related digital activities conducted outside official hours were less problematic for the respondents than screen weariness and digital burden. Nonetheless, the outcome should not be construed as proof that after-hours participation lacks an impact on teacher well-being. Digital communication can blur the boundaries between professional and personal life by enabling work obligations to encroach on nights, weekends, and other designated moments for recuperation. Tarafdar et al. (2007) characterized this phenomenon as techno-invasion, wherein employees believe that technology facilitates the encroachment of work into their personal lives. Even when documented at a comparatively low frequency, recurrent after-hours involvement may diminish prospects for psychological detachment and recuperation.

Regarding job satisfaction, the motivation to persist in the teaching profession received the highest weighted mean, followed by professional fulfillment. The findings suggest that the respondents





exhibited robust professional dedication despite encountering technology-induced tiredness. The elevated degree of professional fulfillment indicates that educators persist in finding significance and satisfaction in their teaching responsibilities and impact on student learning. Teacher job satisfaction is affected by professional competence, positive connections, recognition, meaningful work, and views of a supportive school environment (Hascher & Waber, 2021; Skaalvik & Skaalvik, 2017). These elements of pedagogy may contribute to the maintenance of favorable professional dispositions, even in the face of particular types of occupational stress.

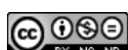
The strong motivation to continue teaching indicates that digital demands are merely one aspect of instructors' comprehensive assessment of their vocation. Choices to persist in the teaching profession may be shaped by professional identity, significant relationships with students, collegial support, job security, and possibilities for community contribution. Nonetheless, these characteristics were not specifically assessed in the current study. Consequently, these should be regarded as possible interpretations rather than validated explanations for the respondents' elevated job satisfaction. The mean score for work environment satisfaction was the lowest among the dimensions of job satisfaction and was deemed modest. This discovery warrants consideration as organizational settings may affect both instructors' satisfaction and their ability to handle technology-related demands. Ample technological resources, explicit communication policies, equitable workload distribution, technical support, and encouraging school leadership may alleviate the challenges of digital instruction. Conversely, inadequate resources and ambiguous standards may exacerbate teachers' stress, notwithstanding their dedication to the profession. Hascher and Waber's (2021) systematic review also indicated that teacher well-being is influenced by interpersonal, relational, and organizational factors rather than solely by personal attributes.

The correlational analysis indicated a statistically significant moderate negative correlation between digital burnout and job satisfaction, evidenced by a Pearson correlation coefficient of -0.421 and a p -value of $.032$. This finding demonstrates that increased digital burnout correlated with diminished job satisfaction among the English teachers participating in the study. The null hypothesis, which posited that no meaningful link existed between the variables, was consequently rejected. The adverse correlation of the connection aligns with the occupational burnout concept established by Maslach and Leiter (2016), which posits that sustained discrepancies between employees and their work environments can lead to weariness, disengagement, and diminished professional efficacy. In technology-assisted education, such discrepancies may arise when digital obligations surpass instructors' available time, abilities, autonomy, or institutional support. Prolonged exposure to screens, technology-induced burden, or the obligation to maintain digital availability might progressively diminish instructors' job happiness.

The discovery aligns with Pressley's (2021) assertion that workload, evolving expectations, inadequate support, and vocational ambiguity contributed to teacher burnout during the COVID-19 pandemic. Likewise, Kim and Asbury (2020) discovered that the shift to remote education interrupted instructors' routines, heightened workload, and raised concerns about instructional efficacy and work-life boundaries. While these studies did not explicitly assess digital burnout using the categories utilized in this inquiry, they offer corroborative evidence that technology-mediated job demands can impact teachers' emotional well-being and professional experiences.

The moderate strength of the correlation suggests that digital burnout is linked to job satisfaction; however, it does not explain all variations in teachers' professional attitudes. Job satisfaction is a multifaceted concept potentially influenced by leadership, remuneration, interpersonal relationships, student conduct, workload, professional autonomy, recognition, and career prospects. Consequently, digital burnout ought to be regarded as one of multiple factors influencing instructors' happiness, rather than the exclusive determinant.

Furthermore, the correlational design does not demonstrate that digital burnout directly leads to diminished job satisfaction. The observed association may function bidirectionally. Heightened digital burnout may diminish teachers' job happiness; yet, instructors who are discontent with their working conditions may also view digital demands as more onerous. Additional factors, like administrative support, technological proficiency, teaching experience, workload, and resource availability, may affect





both digital burnout and job satisfaction. Longitudinal or explanatory studies are necessary to elucidate the direction and mechanisms of this association.

The presence of moderate digital burnout and high job satisfaction should not be construed as an indication that digital burnout is benign or that educators can perpetually endure technology-induced stress. The data indicate that the respondents upheld positive professional attitudes despite their current level of digital burnout. The significantly negative correlation between the variables suggests that additional increases in digital workload, screen weariness, or after-hours engagement may lead to decreases in professional fulfillment, work environment satisfaction, and motivation to continue in teaching.

The results possess significant ramifications for educational administration. Interventions must target both individual and organizational origins of digital burnout. At the organizational level, school administrators may assess the quantity of digital platforms mandated for teacher use, implement reasonable communication hours, minimize redundant electronic and paper-based tasks, guarantee equitable workload distribution, and offer dependable technical support. At the individual level, training in digital task management, ergonomic techniques, regular screen breaks, and the formation of work-life boundaries may assist educators in more effectively managing technology-related demands. The study reveals a substantial correlation between digital burnout and job satisfaction among English teachers at Pantar National High School. Despite the respondents' high job satisfaction, their moderate digital burnout, especially screen tiredness, constitutes a professional issue that necessitates preventive measures. The assessment of sustainable technology integration should consider not only its instructional advantages but also its impact on teachers' workload, recuperation time, professional well-being, and long-term dedication to the profession.

Knowledge Contribution

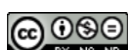
This study contributes to the growing body of literature on teacher well-being by examining the relationship between digital burnout and job satisfaction among English teachers in a technology-assisted educational environment. While previous studies have extensively investigated teacher burnout, technostress, and job satisfaction as separate constructs, relatively few studies have specifically explored digital burnout as a distinct phenomenon characterized by digital workload, screen fatigue, and after-hours digital engagement. Moreover, limited research has examined how these digital-related stressors influence the job satisfaction of English teachers, whose instructional responsibilities require extensive use of digital technologies and communication platforms.

The study offers a contextual contribution by providing empirical evidence from a public secondary school in the Philippine setting, particularly Pantar National High School. Most existing studies on digital burnout have been conducted in urban, higher education, or international contexts. By focusing on English teachers in a local public school environment, the study broadens the understanding of how digital burnout manifests in schools that may face different technological, organizational, and instructional realities.

The study also contributes theoretically by extending the application of Burnout Theory (Maslach & Leiter, 2016) and Herzberg's Two-Factor Theory within the context of digital teaching environments. The findings demonstrate that digital burnout and job satisfaction can coexist, as teachers may experience moderate levels of digital stress while maintaining high professional satisfaction and commitment to teaching. This provides a more nuanced understanding of teacher well-being in contemporary educational settings.

Furthermore, the study contributes empirical evidence showing a significant moderate negative relationship between digital burnout and job satisfaction among English teachers. This finding highlights digital burnout as an emerging factor that educational institutions should consider when evaluating teacher performance, motivation, retention, and well-being.

Finally, the study contributes practical knowledge that may assist school administrators, policymakers, and educational leaders in designing interventions that address digital workload, promote healthy technology use, strengthen teacher support systems, and enhance job satisfaction. The findings may also serve as a foundation for future studies examining digital burnout across different subject areas, educational levels, and institutional contexts.





Recommendation

In light of the findings and conclusions of the study, the following recommendations are offered:
School administrators may develop programs and strategies that help reduce teachers' digital workload and stress. This may include balanced task distribution, flexible schedules, and sufficient technological support.

Educational institutions may conduct seminars, workshops, and wellness programs that promote teachers' mental health, stress management, and work-life balance.

Teachers are encouraged to practice effective time management and establish healthy boundaries between work-related digital engagement and personal time to reduce burnout.

Schools may strengthen support systems by providing adequate digital resources, technical assistance, and professional development opportunities related to educational technology.

Future researchers may conduct similar studies involving larger groups of respondents or different subject areas to further validate the findings of the present study. Other variables related to teacher well-being and professional satisfaction may also be explored.

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