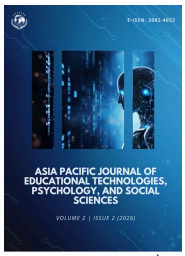
Asia Pacific Journal of Educational Technologies, Psychology, and Social Sciences

**Journal Homepage:** https://ijmshe.com/index.php/apjetps
**E-ISSN: 3082-4052**



*Research Article*

# The Mediating Role Of Organizational Support System To Mentoring And Teachers' Burnout: An Explanatory Sequential Design

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**https://doi.org/10.70847/743084**

*Article history:*

Received: 20 May 2026
Revised: 18 June 2026
Accepted: 23 July 2026

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## Abstract

Teacher burnout remains a critical concern due to increasing workload demands and the need for stronger institutional support. This study examined the mediating role of organizational support in the relationship between mentoring and teacher burnout among public secondary school teachers in Tulunan, North Cotabato, Philippines. Anchored on the Job Demands–Resources Theory, Perceived Organizational Support Theory, Conservation of Resources Theory, and Social Support Theory, the study employed an explanatory sequential mixed-methods design. Quantitative data were collected through standardized questionnaires and analyzed using descriptive statistics and SmartPLS mediation analysis, while qualitative data from in-depth interviews and focus group discussions were analyzed thematically. The study sought to determine the levels of mentoring, organizational support, and teacher burnout, examine the mediating role of organizational support, and explain how mentoring, leadership support, workload management, and school climate influence teacher well-being. The integrated findings are expected to provide a comprehensive understanding of how organizational support enhances the effectiveness of mentoring in reducing teacher burnout and offer evidence-based recommendations for school leaders and policymakers to strengthen mentoring programs, improve organizational support, and promote teacher well-being and retention.

**Keywords:** teacher burnout, mentoring, organizational support, mediation analysis, explanatory sequential mixed methods, public secondary school teachers.

Asia Pacific Journal of Educational Technologies, Psychology, and Social Sciences
E-ISSN: 3082-4052

## 1. Introduction

Teacher burnout has emerged as a critical concern worldwide, adversely affecting teachers' well-being, instructional quality, and workforce retention. Recent international evidence indicates that teachers experience substantially higher levels of occupational stress and burnout than professionals in comparable fields, largely due to increasing workload demands, organizational pressures, and limited institutional support (Doan et al., 2024; Education Week, 2024; Steiner et al., 2024). Consistent with the Job Demands–Resources (JD–R) theory, mentoring and organizational support have been identified as important job resources that mitigate emotional exhaustion, enhance resilience, and strengthen teachers' capacity to cope with workplace demands (Schaufeli, 2024; Skaalvik & Skaalvik, 2024).

In the Philippine context, teacher burnout remains a pressing concern as educators continue to face excessive workloads, multiple administrative responsibilities, and expanding professional roles. Recent studies have shown that workload intensity is significantly associated with burnout and reduced job satisfaction among public school teachers (De la Cruz, 2024; Magtalas, 2024; Tarraya, 2024). Although previous studies have established the individual contributions of mentoring and organizational support to teacher well-being, limited evidence has examined how organizational support mediates the relationship between mentoring and teachers' burnout. Moreover, Philippine research has predominantly employed descriptive or correlational designs, leaving a paucity of mixed-methods studies that explain the mechanisms underlying these relationships, particularly in secondary school settings (Aquino, 2024).

To address this gap, the present study examines the mediating role of organizational support in the relationship between mentoring and teachers' burnout among public secondary school teachers in Tulunan, North Cotabato. Employing an explanatory sequential mixed-methods design, the study integrates quantitative and qualitative evidence to determine the levels of teachers' burnout, mentoring support, and organizational support; examine the mediating effect of organizational support on the relationship between mentoring and teachers' burnout; and explore teachers' lived experiences to explain the quantitative findings. By providing a more comprehensive understanding of how mentoring and organizational support influence teacher well-being, the study offers evidence to inform school-based mentoring initiatives, organizational support strategies, and policies aimed at promoting teacher well-being and reducing burnout.

### Theoretical Framework

This study is grounded in the pragmatic worldview, which supports the integration of quantitative and qualitative approaches to address complex educational issues and generate practical, evidence-based solutions. Pragmatism aligns with the explanatory sequential mixed-methods design by facilitating a

comprehensive understanding of teachers' burnout within authentic school contexts. The study is primarily anchored on the Job Demands–Resources (JD–R) Theory (Schaufeli & Bakker, 2004; Schaufeli, 2024), which explains that burnout occurs when job demands exceed available resources. In this study, mentoring and organizational support are viewed as complementary job resources that help teachers manage workload, strengthen resilience, and reduce burnout.

Perceived Organizational Support Theory (Eisenberger et al., 1986; Eisenberger et al., 2024) further explains that supportive mentoring enhances teachers' perceptions of organizational care, thereby reducing stress and burnout. The Conservation of Resources Theory posits that mentoring and organizational support provide personal and institutional resources that prevent resource loss and promote well-being, while Social Support Theory (House, 1981; Hobson et al., 2023) emphasizes that emotional, informational, and professional support from mentors and the organization enhances teachers' coping capacity. Collectively, these theories provide the foundation for the proposed mediation model, wherein mentoring strengthens organizational support, organizational support reduces teachers' burnout, and mentoring also exerts a direct influence on burnout.

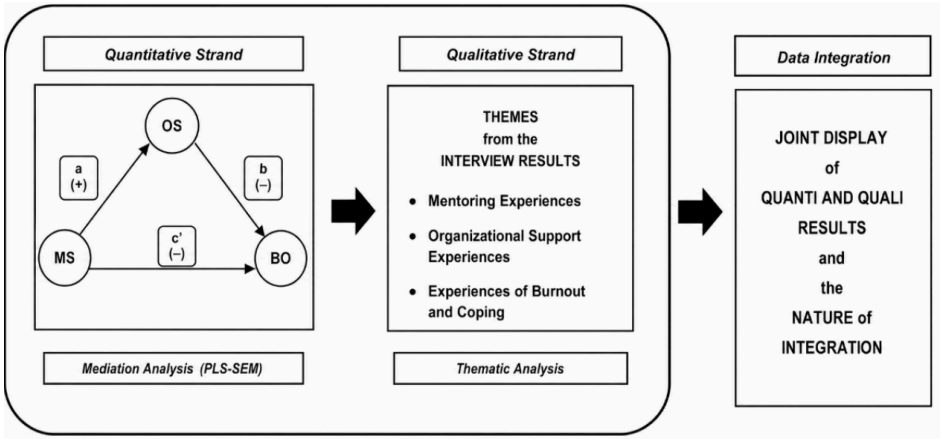
## 2. Materials and Methods

### *2.1 Research Design*

This study employed an explanatory sequential mixed-methods design, in which quantitative data were collected and analyzed first, followed by a qualitative phase to explain the quantitative findings. The design was guided by the explanatory sequential mixed-methods framework of Gempes and Obenza (2025), which integrates quantitative and qualitative evidence to provide a comprehensive understanding of complex educational phenomena. The quantitative strand examined the mediating role of organizational support in the relationship between mentoring and teachers' burnout. Standardized questionnaires measured mentoring support, organizational support, and teachers' burnout.

Descriptive statistics were used to determine the levels of the study variables, while Partial Least Squares Structural Equation Modeling (PLS-SEM) with bootstrapping was employed to examine the direct, indirect, and total effects among the constructs. The qualitative strand followed to explain the quantitative results through in-depth interviews and focus group discussions with purposively selected teachers. The data were analyzed using thematic analysis to identify themes related to teachers' experiences of mentoring, organizational support, and burnout. Finally, the quantitative and qualitative findings were integrated through a joint display, enabling the comparison of statistical results with participants' narratives to develop integrated interpretations of how organizational support mediates the relationship between mentoring and teachers' burnout (Gempes & Obenza, 2025).

Asia Pacific Journal of Educational Technologies, Psychology, and Social Sciences
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Legend: MS – Mentoring Support
OS – Organizational Support
BO – Teachers' Burnout

**Figure 1.** Conceptual Design Explanatory Sequential Mixed Methods

### *2.2 Research Locale*

The study was conducted in the eight public secondary schools in the Municipality of Tulunan, Cotabato, Philippines: Minapan High School, Tulunan National High School, Bacong National High School, La Esperanza Integrated School, Paraiso Integrated School, Dimakanit High School, Banayal High School, and Sibsib National High School. These schools provided a suitable setting for examining mentoring, organizational support, and teachers' burnout across diverse public secondary school contexts. Conducting the study across the municipality enabled a comprehensive assessment of how school-based support systems influence teacher well-being and burnout in authentic educational environments.

### *2.3 Research Participants*

The quantitative participants consisted of all full-time public secondary school teachers in the Municipality of Tulunan, Cotabato, during the School Year 2025–2026. Total enumeration was employed to include the entire target population, ensuring comprehensive representation of teachers across the participating schools. Data were collected to assess mentoring support, organizational support, and teachers' burnout. For the qualitative strand, participants were selected through purposive sampling. Eligible participants were regular full-time teachers with at least one year of teaching experience in the participating secondary schools to ensure sufficient experience with mentoring and organizational support practices. Ten teachers participated in in-depth interviews, while seven teachers participated in a focus group discussion. Participants were selected to reflect variation in years of service, teaching load,

and reported burnout levels, thereby providing diverse perspectives on mentoring, organizational support, and teachers' burnout.

### *2.4 Research Instruments*

The study utilized a standardized survey questionnaire for the quantitative phase and a semi-structured interview guide for the qualitative phase. The instruments were aligned with the explanatory sequential mixed-methods design and the study objectives. The quantitative questionnaire consisted of three sections. The first measured teachers' burnout in terms of emotional exhaustion, depersonalization, and reduced personal accomplishment using items adapted from the Maslach Burnout Inventory and recent educational burnout studies (Schaufeli, 2024; Skaalvik & Skaalvik, 2024). The second measured mentoring support through professional guidance, peer support, and career-related assistance using validated mentoring scales (Burger & Bellhäuser, 2024; Ingersoll & Strong, 2024). The third measured organizational support in terms of administrative support, workload management, and supportive school climate using instruments adapted from Perceived Organizational Support measures and school climate research (Collie & Martin, 2024; Eisenberger et al., 2024). All items were rated using a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The instruments underwent expert validation and reliability testing prior to data collection. For the qualitative phase, a semi-structured interview guide was developed to explore teachers' lived experiences regarding mentoring, organizational support, and burnout. The guide included open-ended questions on mentoring practices, leadership support, workload conditions, burnout experiences, and coping strategies. It was reviewed by research experts to ensure clarity, relevance, and alignment with the quantitative findings.

### *2.5 Data Collection*

Prior to data collection, approval to conduct the study was obtained from the Dean of the Graduate School of Central Mindanao Colleges, followed by permission from the Schools Division Office and the school heads of the participating public secondary schools in the Municipality of Tulunan, Cotabato. After securing the necessary approvals, informed consent was obtained from all participants, and confidentiality and voluntary participation were ensured throughout the study. The quantitative phase was conducted first by administering standardized questionnaires to all teacher participants. The completed questionnaires were collected, encoded, and analyzed using descriptive statistics and Partial Least Squares Structural Equation Modeling (PLS-SEM) with bootstrapping to determine the levels of mentoring support, organizational support, and teachers' burnout, as well as the direct, indirect, and total effects among the study variables. Following the quantitative analysis, the qualitative phase was conducted through in-depth interviews and focus group discussions with purposively selected teachers. The interviews explored participants' experiences of mentoring, organizational support, and burnout and were audio-recorded with their permission. The qualitative data were transcribed and analyzed using thematic analysis to identify recurring patterns and themes

that explained the quantitative findings. Finally, the quantitative and qualitative findings were integrated through a joint display, allowing statistical results to be compared with participants' narratives to develop integrated interpretations of the mediating role of organizational support in the relationship between mentoring and teachers' burnout. Data collection was conducted during February 2026.

### *2.6. Data Analysis*

Quantitative data were analyzed using SmartPLS 4.0. Prior to hypothesis testing, the measurement model was evaluated by assessing construct reliability and validity. Internal consistency reliability was examined using Cronbach's alpha and Composite Reliability (CR), while convergent validity was assessed through the Average Variance Extracted (AVE). Discriminant validity was established using the Heterotrait–Monotrait Ratio (HTMT). Descriptive statistics, including the mean and standard deviation, were computed to determine the levels of mentoring support, organizational support, and teachers' burnout. The structural model was then evaluated using Partial Least Squares Structural Equation Modeling (PLS-SEM). A bootstrapping procedure was performed to examine the direct, indirect, and total effects among the study variables and to determine the mediating role of organizational support in the relationship between mentoring and teachers' burnout. Qualitative data obtained from the in-depth interviews and focus group discussions were analyzed using thematic analysis. Significant statements were coded and organized into themes that reflected teachers' experiences of mentoring, organizational support, and burnout. Finally, the quantitative and qualitative findings were integrated through a joint display to develop integrated interpretations of the study findings.

### *2.7 Ethical Considerations*

The study adhered to established ethical principles for research involving human participants. Prior to data collection, ethical approval and institutional permission were obtained from the Graduate School of Central Mindanao Colleges, the Schools Division Office, and the participating public secondary schools in the Municipality of Tulunan, Cotabato. All participants were provided with an informed consent form describing the study's purpose, procedures, potential risks, and benefits. Participation was voluntary, and participants were informed of their right to withdraw at any stage without penalty. Although the study involved minimal risk, discussions of burnout and workplace experiences could evoke mild emotional discomfort; therefore, interviews were conducted with sensitivity and participants were allowed to decline any question or discontinue participation at any time. Confidentiality and privacy were strictly maintained throughout the study. Survey responses and interview transcripts were anonymized using participant codes, and all electronic and printed data were securely stored and accessed only by the researcher. Data were used solely for research purposes and managed in accordance with institutional ethical guidelines. The principles of justice and transparency were observed by ensuring equitable participant selection, accurate reporting of findings, and objective interpretation of both quantitative and qualitative results. Upon completion of the study, the findings were disseminated to relevant stakeholders to support

evidence-based mentoring practices, organizational support strategies, and teacher well-being initiatives.

## 3. Results

### *3.1 Teachers' Organizational Support*

Table 1 presents the level of teachers' organizational support in terms of administrative support, workload management, and supportive school climate. The overall mean of 3.984 (SD = 0.550) indicates a high level of organizational support, suggesting that teachers generally perceive their schools as providing a supportive working environment. These findings imply that school leaders provide adequate institutional support; however, opportunities remain to strengthen policy implementation, workload distribution, and teacher participation in school decision-making.

**Table 1.** Level of Organizational Support of Teachers

| Dimension/Item | *M* | *SD* | Description |
|---|---|---|---|
| Administrative Support | | | |
| 1. I receive clear communication from school administrators. | 4.225 | 0.610 | Very High |
| 2. I feel that school leaders recognize my efforts. | 4.071 | 0.751 | High |
| 3. I receive timely assistance when facing work-related problems. | 4.012 | 0.680 | High |
| 4. I feel that school policies are fair and consistently implemented. | 3.980 | 0.736 | High |
| 5. I feel that administrators listen to teachers' concerns. | 4.099 | 0.713 | High |
| Administrative Support Mean | 4.077 | 0.602 | High |
| Workload Management | | | |
| 1. I have a manageable teaching load. | 4.115 | 0.774 | High |
| 2. I feel that non-teaching tasks are reasonably distributed. | 3.688 | 0.821 | High |
| 3. I have enough time to prepare lessons effectively. | 3.791 | 0.790 | High |
| 4. I feel that deadlines are realistic and achievable. | 3.759 | 0.734 | High |
| 5. I experience fair distribution of responsibilities among staff. | 3.794 | 0.773 | High |
| Workload Management Mean | 3.829 | 0.636 | High |
| Supportive School Climate | | | |
| 1. I feel respected by colleagues and administrators. | 4.158 | 0.670 | High |
| 2. I work in an environment that promotes collaboration. | 4.083 | 0.692 | High |
| 3. I feel safe expressing professional opinions. | 3.957 | 0.740 | High |
| 4. I experience trust among members of the school community. | 4.024 | 0.688 | High |
| 5. I perceive fairness and mutual support within the school. | 4.000 | 0.728 | High |
| Supportive School Climate Mean | 4.044 | 0.626 | High |
| **Overall Mean** | **3.984** | **0.550** | **High** |

**Note.** M = mean; SD = standard deviation. Descriptive interpretations were based on the following scale: 4.51–5.00 = Very High; 3.51–4.50 = High; 2.51–3.50 = Moderate; 1.51–2.50 = Low; 1.00–1.50 = Very Low.

This finding is consistent with Admiraal and Røberg (2023), who identified collaborative school culture, participative leadership, and a positive school climate as essential job resources that promote teacher well-being. Similarly, Wang (2024) reported that perceived organizational support is positively associated with teachers' work engagement and psychological well-being while mitigating the adverse effects of workload. These findings reinforce the role of organizational support as a protective resource against workplace stress, consistent with the Job Demands–Resources Theory.

### 3.1.1 Administrative Support

Among the three dimensions, administrative support obtained the highest mean (M = 4.077, SD = 0.602), indicating that teachers generally perceive school leaders as responsive, supportive, and accessible. The highest-rated indicator, "I receive clear communication from school administrators" (M = 4.225), was described as Very High, whereas "I feel that school policies are fair and consistently implemented" received the lowest mean (M = 3.980), although it remained at a High level. These findings suggest that while communication between school leaders and teachers is highly effective, greater consistency and transparency in policy implementation may further strengthen teachers' perceptions of administrative support. This observation supports the findings of Tosun and Bozkurt Bostancı (2024), who reported that administrative support positively influences teacher leadership and organizational commitment. Likewise, Bozkurt and Kara (2024) emphasized that teachers' trust in school leaders depends on consistent, fair, and transparent administrative practices.

### 3.1.2 Workload Management

Workload management obtained a mean of 3.829 (SD = 0.636), indicating a high level of perceived support. The highest-rated indicator was "I have a manageable teaching load" (M = 4.115), whereas "I feel that non-teaching tasks are reasonably distributed" received the lowest rating (M = 3.688). Although teachers generally perceived their workloads as manageable, the relatively lower rating for non-teaching responsibilities suggests that administrative duties continue to present challenges. This finding aligns with Hulme et al. (2024), who found that excessive responsibilities beyond classroom instruction contribute substantially to teachers' workload and occupational stress. Similarly, Moral et al. (2024) emphasized that equitable distribution of administrative responsibilities is essential for protecting teachers' instructional time and promoting effective workload management.

### 3.1.3 Supportive School Climate

The dimension supportive school climate also obtained a high rating (M = 4.044, SD = 0.626), indicating that teachers generally perceive their schools as respectful, collaborative, and supportive workplaces. The highest-rated indicator

was "I feel respected by colleagues and administrators" (M = 4.158), while "I feel safe expressing professional opinions" received the lowest mean (M = 3.957), although it remained within the High category. These findings indicate that interpersonal respect and collegial relationships are well established within participating schools. However, creating a stronger culture that encourages open communication and constructive dialogue may further enhance the organizational climate. This finding is consistent with Martinsone and Žydžiūnaitė (2023), who highlighted the importance of empathy, trust, and shared values in fostering positive school climates. Likewise, Hammar Chiriac et al. (2024) emphasized that collaborative teacher teams, shared responsibility, and open communication contribute to supportive school environments that strengthen teachers' professional well-being. Overall, the findings demonstrate that teachers perceive a high level of organizational support across all dimensions. Within the framework of Perceived Organizational Support Theory and the Job Demands–Resources Theory, these results suggest that supportive leadership, collaborative school climates, and effective workload management serve as valuable organizational resources that may reduce occupational stress and strengthen teachers' capacity to cope with workplace demands. These findings provide empirical support for the proposed mediating role of organizational support in the relationship between mentoring and teachers' burnout.

### *3.2 Mentoring Support of Teachers*

Table 2 presents the level of mentoring support perceived by teachers in terms of professional guidance, peer support, and career-related assistance. The overall mean of 4.126 (SD = 0.481) indicates a high level of mentoring support, suggesting that teachers generally receive meaningful professional assistance, collegial collaboration, and career-related guidance within their schools.

**Table 2.** Differences in TK Levels Across Demographic Variables Using ANOVA

| Dimension/Item | *M* | *SD* | Interpretation |
|---|---|---|---|
| **Professional Guidance** | | | |
| I receive constructive feedback from mentors on my teaching practices. | 4.150 | 0.642 | High |
| I receive instructional advice that improves my classroom strategies. | 4.008 | 0.199 | High |
| I have access to experienced teachers who guide my professional growth. | 4.150 | 0.712 | High |
| I discuss classroom challenges with a mentor regularly. | 3.818 | 0.769 | High |
| I receive clear guidance on improving instructional performance. | 4.063 | 0.692 | High |
| **Professional Guidance Mean** | **4.038** | **0.485** | **High** |
| **Peer Support** | | | |
| I share teaching strategies with colleagues openly. | 4.206 | 0.657 | High |
| I receive encouragement from fellow teachers during stressful periods. | 4.253 | 0.653 | Very High |

| | | | |
|---|---|---|---|
| I collaborate with peers to solve instructional problems. | 4.281 | 0.657 | Very High |
| I feel comfortable discussing challenges with colleagues. | 4.213 | 0.684 | Very High |
| I participate in peer learning or mentoring activities. | 4.281 | 0.619 | Very High |
| **Peer Support Mean** | **4.247** | **0.541** | **Very High** |
| **Career-Related Assistance** | | | |
| I receive advice about career advancement opportunities. | 4.111 | 0.644 | High |
| I receive support in preparing for promotion or evaluation. | 4.083 | 0.758 | High |
| I receive guidance in setting professional goals. | 4.107 | 0.672 | High |
| I receive information about training and development programs. | 4.119 | 0.690 | High |
| I feel supported in planning my long-term teaching career. | 4.051 | 0.672 | High |
| **Career-Related Assistance Mean** | **4.094** | **0.587** | **High** |
| **Overall Mentoring Support** | **4.126** | **0.481** | **High** |

**Note.** M = mean; SD = standard deviation. Descriptive interpretations were based on the following scale: 4.51–5.00 = Very High; 3.51–4.50 = High; 2.51–3.50 = Moderate; 1.51–2.50 = Low; 1.00–1.50 = Very Low.

This finding indicates that mentoring is well established across the participating schools, particularly through collaborative relationships among colleagues. However, the comparatively lower ratings on regular mentoring conversations and long-term career planning suggest opportunities to strengthen formal mentoring structures and sustain teachers' professional development. These findings support the Job Demands–Resources Theory, which views mentoring as a valuable professional resource that enhances teachers' resilience and capacity to cope with workplace demands. Likewise, Mwesigwa and Nakato (2026) emphasized that structured mentoring strengthens professional identity, instructional competence, and teacher retention, while Han (2023) highlighted its role in improving instructional practice, collaboration, and long-term professional commitment.

### 3.2.1 Professional Guidance

Professional guidance obtained a mean of 4.038 (SD = 0.485), indicating a high level of mentoring support. Teachers reported the highest ratings for receiving constructive feedback from mentors and having access to experienced teachers (both M = 4.150), whereas discussing classroom challenges with a mentor regularly received the lowest mean (M = 3.818). These findings suggest that teachers value constructive feedback and access to experienced mentors; however, opportunities for regular mentoring conversations may be less consistent. Scheduled mentoring sessions and continuous instructional coaching may therefore strengthen professional guidance. This finding aligns with Brondyk (2024), who emphasized that structured mentoring conversations and formative feedback promote professional growth and reflective practice. Similarly, Hutchins (2024) reported that continuous feedback and follow-up discussions enhance teachers' instructional effectiveness and professional learning.

### 3.2.2 Peer Support

Among the three dimensions, peer support received the highest rating (M = 4.247, SD = 0.541), indicating a very high level of collegial collaboration. The highest-rated indicators were collaborating with peers to solve problems and participating in peer learning activities (both M = 4.281), while sharing teaching strategies with colleagues openly received the lowest mean (M = 4.206), although it remained within the High category. These findings indicate that teachers strongly value collaborative learning and collegial support. Nevertheless, promoting more open exchange of instructional practices may further strengthen professional collaboration. The findings are consistent with Madel and Zimmerman (2025), who reported that structured peer mentoring enhances reflective practice, collaboration, and teacher retention. Likewise, Ventista and Brown (2023) found that collaborative professional learning and peer coaching improve instructional competence and support continuous professional development.

### 3.2.3 Career-Related Assistance

Career-related assistance also obtained a high rating (M = 4.094, SD = 0.587), indicating that teachers generally receive guidance regarding professional growth and career development. The highest-rated indicator was receiving information about training and professional development opportunities (M = 4.119), whereas receiving support in planning a long-term teaching career received the lowest rating (M = 4.051). These findings suggest that while schools effectively disseminate professional development opportunities, greater emphasis on long-term career mentoring may further support teachers' professional advancement. This observation is consistent with Zhang et al. (2025), who found that mentoring promotes professional identity and informed career decision-making among teachers. Similarly, Capistrano (2025) highlighted that sustained professional development opportunities strengthen teachers' confidence, career progression, and long-term commitment to the profession. Overall, the findings demonstrate that teachers perceive a high level of mentoring support across all dimensions, with peer support emerging as the strongest component. Viewed through the Job Demands–Resources Theory and Social Support Theory, these results suggest that mentoring functions as an important relational resource that enhances teachers' professional competence, collaboration, and resilience. These findings further support the proposed mediation model by indicating that effective mentoring provides a foundation for strengthening organizational support, which, in turn, contributes to reducing teachers' burnout.

### *3.3 Teachers' Burnout*

Table 3 presents the level of teachers' burnout across the dimensions of emotional exhaustion, depersonalization, and reduced personal accomplishment. The overall mean of 4.126 (SD = 0.481) indicates a high level of burnout, suggesting that teachers frequently experience work-related stress, emotional fatigue, and diminished professional well-being.Among the three dimensions, depersonalization obtained the highest mean (M = 4.247, SD = 0.541), followed

by reduced personal accomplishment (M = 4.094, SD = 0.587) and emotional exhaustion (M = 4.038, SD = 0.485). Although all three dimensions were rated as High, the prominence of depersonalization suggests that prolonged workplace demands may have contributed to emotional distancing from work, colleagues, and students

**Table 3.** Level of Teachers' Burnout

| Dimension/Item | *M* | *SD* | Interpretation |
|---|---|---|---|
| **Emotional Exhaustion** | | | |
| I feel emotionally drained at the end of the school day. | 4.150 | 0.642 | High |
| I feel fatigued when I think about another day of teaching. | 4.008 | 0.199 | High |
| I feel overwhelmed by my workload and responsibilities. | 4.150 | 0.712 | High |
| I feel I have little energy left for personal activities after work. | 3.818 | 0.769 | High |
| I feel stressed due to continuous work demands. | 4.063 | 0.692 | High |
| **Emotional Exhaustion Mean** | **4.038** | **0.485** | **High** |
| **Depersonalization** | | | |
| I feel detached from my work responsibilities. | 4.206 | 0.657 | High |
| I feel less concerned about students than before. | 4.253 | 0.653 | Very High |
| I respond to work problems in a mechanical way. | 4.281 | 0.657 | Very High |
| I feel indifferent toward school-related concerns. | 4.213 | 0.684 | Very High |
| I feel emotionally distant from colleagues or students. | 4.281 | 0.619 | Very High |
| **Depersonalization Mean** | **4.247** | **0.541** | **Very High** |
| **Reduced Personal Accomplishment** | | | |
| I feel I am not achieving worthwhile results in teaching. | 4.111 | 0.644 | High |
| I doubt my effectiveness in helping students learn. | 4.083 | 0.758 | High |
| I feel less confident in my teaching abilities. | 4.107 | 0.672 | High |
| I feel that my work does not make a meaningful difference. | 4.119 | 0.690 | High |
| I feel dissatisfied with my professional performance. | 4.051 | 0.672 | High |
| **Reduced Personal Accomplishment Mean** | **4.094** | **0.587** | **High** |
| **Overall Teachers' Burnout** | **4.126** | **0.481** | **High** |

**Note.** M = mean; SD = standard deviation. Descriptive interpretations were based on the following scale: 4.51–5.00 = Very High; 3.51–4.50 = High; 2.51–3.50 = Moderate; 1.51–2.50 = Low; 1.00–1.50 = Very Low.

These findings are consistent with the Job Demands–Resources (JD–R) Theory, which posits that burnout develops when job demands exceed the resources available to employees (Schaufeli, 2024). Similarly, Li (2023) reported that lower resilience, weaker emotional regulation, and reduced self-efficacy increase teachers' susceptibility to burnout. Collectively, these findings indicate

that while teachers perceive high levels of mentoring and organizational support, persistent workload demands continue to place them at risk of burnout.

### 3.3.1 Emotional Exhaustion

Emotional exhaustion obtained a mean of 4.038 (SD = 0.485), indicating a high level of emotional fatigue among teachers. The highest-rated indicators were "I feel emotionally drained at the end of the school day" and "I feel overwhelmed by my workload and responsibilities" (both M = 4.150), whereas "I feel I have little energy left for personal activities after work" received the lowest rating (M = 3.818). These findings suggest that teachers experience considerable emotional strain arising from workload demands and professional responsibilities. Angelini (2024) explained that emotional exhaustion develops when sustained job demands exceed available occupational resources, leading to reduced energy and well-being. Likewise, Werang (2025) found that work-related stress and emotional exhaustion are negatively associated with teachers' job performance, highlighting the importance of reducing excessive workload and strengthening institutional support.

### 3.3.2 Depersonalization

Depersonalization recorded the highest mean among the burnout dimensions (M = 4.247, SD = 0.541), indicating that teachers frequently experience emotional detachment and reduced personal involvement in their work. The highest-rated indicators were "I respond to work problems in a mechanical way" and "I feel emotionally distant from colleagues or students" (both M = 4.281), while "I feel detached from my work responsibilities" received the lowest mean (M = 4.206). The findings suggest that prolonged occupational stress may contribute to emotional distancing as a coping mechanism. This observation is consistent with Ronesala (2023), who found higher levels of depersonalization among teachers working under demanding face-to-face teaching conditions. Similarly, Ryan (2025) described depersonalization as a consequence of chronic occupational stress in which teachers become emotionally detached from students and colleagues as a means of coping with persistent workplace demands.

### 3.3.3 Reduced Personal Accomplishment

Reduced personal accomplishment obtained a mean of 4.094 (SD = 0.587), indicating that teachers frequently experience diminished confidence in their professional effectiveness. The highest-rated indicator was "I feel that my work does not make a meaningful difference" (M = 4.119), whereas "I feel dissatisfied with my professional performance" received the lowest rating (M = 4.051). These findings suggest that sustained workplace demands may undermine teachers' sense of competence and professional achievement. Glock (2025) identified teacher self-efficacy as an important protective factor against burnout, while Myint and Thant (2023) reported that teachers with stronger self-efficacy experience lower levels of burnout and greater professional satisfaction. These findings underscore the importance of mentoring and organizational support in

strengthening teachers' confidence and sustaining their sense of professional accomplishment.

Overall, the findings indicate that teachers experience high levels of burnout despite reporting high levels of mentoring and organizational support. Within the framework of the Job Demands–Resources Theory, this pattern suggests that existing support mechanisms may not be sufficient to offset the cumulative effects of heavy workload, administrative responsibilities, and sustained occupational demands. These results provide a rationale for examining whether organizational support mediates the relationship between mentoring and teachers' burnout, as proposed in the study's conceptual framework.

### 3.4 Direct Effect of Mentoring Support on Teachers' Burnout

The structural model revealed that the direct effect of mentoring support on teachers' burnout was negative but not statistically significant ($\beta = -0.081$, SE = 0.080, $z = -1.002$, $p = .316$). Although the negative path coefficient indicates that higher levels of mentoring support were associated with lower levels of burnout, the effect was not statistically significant. Moreover, the 95% confidence interval (−0.232 to 0.081) included zero, indicating that the direct effect was not supported. Therefore, the study failed to reject the null hypothesis for the direct relationship between mentoring support and teachers' burnout.

**Table 4.** Direct Effect of Mentoring Support on Teachers' Burnout

| Path | β | *SE* | *z* | *p* | 95% CI |
|---|---|---|---|---|---|
| Mentoring Support → Teachers' Burnout | −0.081 | 0.080 | −1.002 | .316 | [−0.232, 0.081] |

**Note.** β = standardized path coefficient; SE = standard error; CI = confidence interval based on 5,000 bootstrap samples. The direct effect was not statistically significant ($p > .05$).

These findings suggest that mentoring support alone may not directly reduce teachers' burnout. Rather, its influence may operate through other organizational mechanisms, particularly organizational support. This interpretation is consistent with the proposed mediation model, which posits that mentoring enhances teachers' perceptions of organizational support, and it is this organizational support that contributes to lower levels of burnout.

The findings are partly consistent with Einav et al. (2024), who reported that perceived social support was negatively associated with teachers' burnout. Although the present study likewise found a negative relationship, the direct effect was not statistically significant, suggesting that mentoring may require supportive organizational conditions before its benefits are reflected in reduced burnout. Similarly, Meyer et al. (2024) found that social support buffered the effects of job demands on work-related stress among student teachers, indicating that support mechanisms may exert their influence indirectly by strengthening

teachers' capacity to cope with workplace demands rather than through a direct effect alone. Within the Job Demands–Resources Theory, these findings suggest that mentoring represents an important relational resource, but its effectiveness in reducing burnout may depend on the broader organizational environment. This provides a theoretical basis for examining the mediating role of organizational support, which is tested in the subsequent mediation analysis.

### *3.5 Indirect Effect of Mentoring Support on Teachers' Burnout Through Organizational Support*

Table 4.1 presents the indirect effect of mentoring support on teachers' burnout through organizational support. The mediation analysis revealed a significant indirect effect (β = −0.138, SE = 0.058, z = −2.372, p = .018). The 95% bootstrap confidence interval ranged from −0.253 to −0.025, excluding zero, thereby confirming the statistical significance of the indirect effect.

**Table 4.1** Post Hoc Analysis (Tukey HSD) for Significant Component Findings

| Indirect Path | β | *SE* | *z* | *p* | 95% Bootstrap CI | Decision |
|---|---|---|---|---|---|---|
| Mentoring Support → Organizational Support → Teachers' Burnout | −0.138 | 0.058 | −2.372 | .018 | [−0.253, −0.025] | Supported |

**Note.** β = standardized path coefficient; SE = standard error; CI = confidence interval based on 5,000 bootstrap samples. The direct effect was not statistically significant (p > .05).

These findings indicate that organizational support significantly mediates the relationship between mentoring support and teachers' burnout. Specifically, higher levels of mentoring support were associated with stronger perceptions of organizational support, which, in turn, were associated with lower levels of teachers' burnout. The negative standardized coefficient further indicates that mentoring contributes to reducing burnout indirectly by strengthening organizational support within the school environment.

Accordingly, the null hypothesis stating that organizational support does not significantly mediate the relationship between mentoring support and teachers' burnout was rejected. Considering that the direct effect of mentoring support on burnout was not statistically significant, whereas the indirect effect was significant, the findings support full mediation. This suggests that mentoring support influences teachers' burnout primarily through its positive effect on organizational support rather than through a direct relationship.

The findings are consistent with Jiang et al. (2023), who reported that social support reduced teacher burnout indirectly by strengthening professional competence and reducing work-related stress. Likewise, Fan and Fang (2025) found that higher levels of organizational support were associated with lower

levels of teacher burnout, highlighting organizational support as a critical protective resource within schools.

From the perspective of the Job Demands–Resources Theory, mentoring serves as a relational job resource that enhances teachers' access to organizational resources, thereby buffering the adverse effects of workplace demands on burnout. Similarly, Perceived Organizational Support Theory explains that teachers who perceive greater institutional support are more likely to experience lower emotional strain and stronger professional well-being. These findings provide empirical support for the proposed mediation model, demonstrating that organizational support is the mechanism through which mentoring contributes to reducing teachers' burnout.

### *3.6 Total Effect of Mentoring Support on Teachers' Burnout*

Table 4.2 presents the total effect of mentoring support on teachers' burnout. The analysis revealed a significant negative total effect ($\beta = -0.219$, SE = 0.065, $z = -3.338$, $p < .001$). The 95% bootstrap confidence interval ranged from −0.343 to −0.088, excluding zero, thereby confirming the statistical significance of the total effect.

**Table 4.2** Total Effect of Mentoring Support on Teachers' Burnout

| Path | β | *SE* | *z* | *p* | 95% Bootstrap CI | Decision |
|---|---|---|---|---|---|---|
| Mentoring Support → Teachers' Burnout | −0.219 | 0.065 | −3.338 | < .001 | [−0.343, −0.088] | Supported |

**Note.** β = standardized path coefficient; SE = standard error; CI = confidence interval based on 5,000 bootstrap samples. The direct effect was not statistically significant ($p > .05$).

The negative standardized coefficient indicates that higher levels of mentoring support were associated with lower levels of teachers' burnout when both the direct and indirect pathways were considered. Although the direct effect of mentoring support on burnout was not statistically significant, the significant indirect effect through organizational support resulted in a significant overall relationship. Consequently, the null hypothesis stating that mentoring support has no significant total effect on teachers' burnout was rejected. These findings demonstrate that mentoring support contributes to reducing teachers' burnout primarily by strengthening organizational support. Thus, the beneficial influence of mentoring becomes more evident when supported by organizational structures that provide administrative assistance, equitable workload management, and a positive school climate. The findings are consistent with Einav et al. (2025), who reported that stronger social support systems were associated with lower levels of teacher burnout through indirect psychological mechanisms. Likewise, Kong et al. (2026) found that perceived organizational support reduced job burnout

indirectly by enhancing work autonomy, teacher self-efficacy, and occupational belongingness. These studies reinforce the present findings by demonstrating that organizational support serves as a critical mechanism through which supportive workplace relationships translate into improved teacher well-being.

From the perspective of the Job Demands–Resources Theory, mentoring functions as a valuable job resource whose effectiveness is enhanced when reinforced by organizational support. Similarly, Perceived Organizational Support Theory explains that teachers who perceive greater institutional support are better equipped to manage workplace demands, thereby reducing the likelihood of burnout. The significant total effect therefore provides further empirical support for the proposed mediation model, highlighting the complementary roles of mentoring and organizational support in promoting teacher well-being.

### *3.7 Structural Path Analysis of the Mediation Model*

Table 4.4 presents the structural path coefficients of the proposed mediation model. Three structural relationships were examined: Mentoring Support → Organizational Support, Organizational Support → Teachers' Burnout, and Mentoring Support → Teachers' Burnout.

**Table 4.3** Structural Path Coefficients of the Mediation Model

| Structural Path | β | *SE* | *z* | *p* | 95% Bootstrap CI | Decision |
|---|---|---|---|---|---|---|
| Organizational Support → Teachers' Burnout | −0.216 | 0.089 | −2.424 | .015 | [−0.384, −0.038] | Supported |
| Mentoring Support → Teachers' Burnout | −0.081 | 0.080 | −1.002 | .316 | [−0.232, 0.081] | Not Supported |
| Mentoring Support → Organizational Support | 0.638 | 0.043 | 14.775 | < .001 | [0.541, 0.713] | Supported |

**Note.** β = standardized path coefficient; SE = standard error; CI = confidence interval based on 5,000 bootstrap samples. The direct effect was not statistically significant ($p > .05$).

The results showed that organizational support had a significant negative effect on teachers' burnout ($\beta = -0.216$, $SE = 0.089$, $z = -2.424$, $p = .015$). The negative standardized coefficient indicates that teachers who perceived higher levels of organizational support reported lower levels of burnout. Accordingly, the null hypothesis stating that organizational support has no significant effect on teachers' burnout was rejected. This finding underscores the importance of supportive school environments in mitigating teachers' occupational stress and burnout. The analysis also revealed that mentoring support had a strong positive effect on organizational support ($\beta = 0.638$, $SE = 0.043$, $z = 14.775$, $p < .001$). This significant positive relationship suggests that effective mentoring enhances teachers' perceptions of organizational support by strengthening professional guidance, collegial collaboration, and institutional support within the school.

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Consistent with the mediation analysis, the direct path from mentoring support to teachers' burnout was negative but not statistically significant (β = −0.081, p = .316). Collectively, these findings indicate that mentoring influences teachers' burnout primarily by strengthening organizational support, thereby supporting the proposed mediation model. Figure 2 illustrates these structural relationships, showing that mentoring support strongly predicts organizational support, which, in turn, significantly reduces teachers' burnout.

These findings are consistent with Alimbekov et al. (2025), who reported that higher levels of perceived organizational support were associated with lower levels of teacher burnout. Likewise, Luong (2025) emphasized that mentoring, coaching, and induction strengthen teachers' perceptions of institutional support by facilitating professional learning, adjustment, and collaboration. Together, these findings reinforce the theoretical proposition of the Job Demands–Resources Theory and Perceived Organizational Support Theory that mentoring serves as a relational resource whose protective effect on burnout operates primarily through enhanced organizational support.

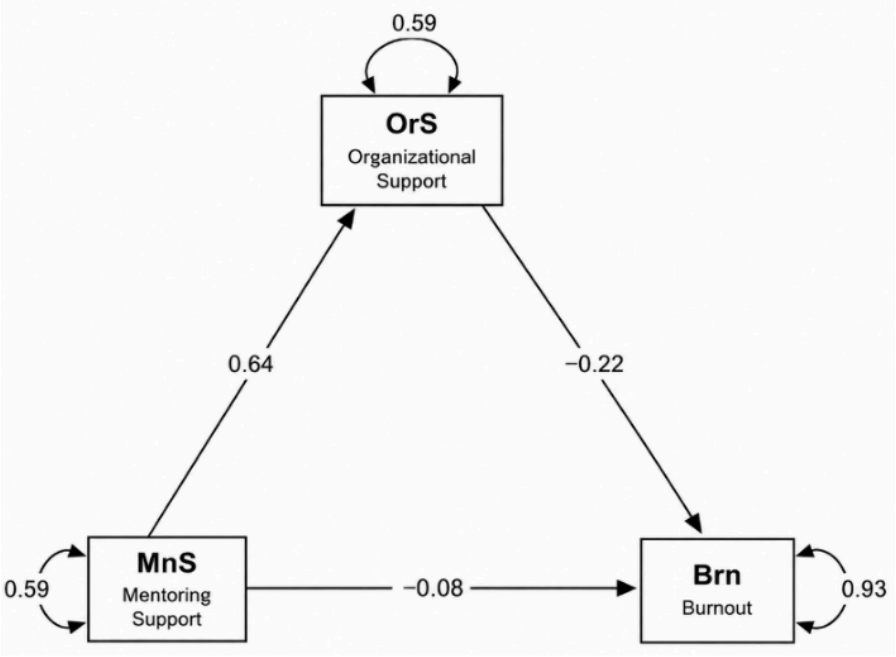



**Figure 2.** Structural Model Showing the Standardized Path Coefficients

Standardized path coefficients are presented for the hypothesized mediation model. Mentoring Support (MnS) positively predicted Organizational Support (OrS) (β = 0.64), Organizational Support negatively predicted Teachers' Burnout (Brn) (β = −0.22), whereas the direct effect of Mentoring Support on Teachers' Burnout was negative but not statistically significant (β = −0.08). Values inside the endogenous constructs represent the unexplained variance (residual variance). The structural model supports the mediating role of

organizational support in the relationship between mentoring support and teachers' burnout.

**Qualitative Strand**

This part answers problem five of the study which examined the standpoints of the participants on the emotional burnout they experiences in their workplace.

***3.8 Essential Themes Emerging From Teachers' Standpoints on Burnout, Mentoring Support, and Organizational Support***

The qualitative findings generated four interrelated themes that explain teachers' experiences of burnout and the role of mentoring and organizational support in managing work-related stress. These themes provide contextual explanations for the quantitative findings and illustrate how school-based support systems influence teachers' well-being.

**3.8.1 Workload Pressure and Emotional Exhaustion**

Teachers consistently described excessive workload as the primary source of burnout. Participants reported that balancing classroom instruction, administrative paperwork, student concerns, deadlines, and school activities often resulted in physical fatigue and emotional exhaustion.

*"As a teacher, I have experienced burnout due to heavy teaching loads, numerous paperwork requirements, and tight deadlines." (IDI_P4)*

*"I feel emotionally exhausted when I handle heavy teaching workloads, paperwork, and student concerns at the same time." (FGD_P2)*

These narratives indicate that burnout develops when multiple professional responsibilities compete for teachers' time and energy, leaving limited opportunities for lesson preparation, recovery, and personal well-being. This finding supports the Job Demands–Resources Theory, which explains that burnout occurs when job demands exceed available organizational and personal resources (Schaufeli, 2024). Similar findings were reported by Appiah-Odame (2025) and Palmer (2025), who identified excessive workload, administrative demands, and systemic pressures as major contributors to teacher burnout.

**3.8.2 Mentoring as Professional and Emotional Support**

Teachers emphasized mentoring as an important source of instructional guidance, emotional encouragement, and professional confidence. Participants described mentors as trusted colleagues who provided practical advice, constructive feedback, and reassurance when facing classroom challenges.

*"Having a mentor to consult about classroom management and instructional strategies reduces stress and builds confidence." (IDI_P1)*

*"Professional guidance usually comes from Learning Action Cell (LAC) sessions, observations from master teachers, and informal advice from experienced colleagues." (FGD_P4)*

These findings suggest that mentoring extends beyond instructional coaching by providing emotional support that strengthens teachers' confidence and resilience. The findings are consistent with King (2023), who found that mentoring promotes teacher well-being, and Luong (2025), who identified mentoring, coaching, and induction as essential support mechanisms that enhance professional growth and reduce occupational stress.

**3.8.3 Peer Collaboration as a Buffer Against Stress**

Teachers highlighted peer collaboration as an important coping resource that reduced feelings of isolation and strengthened professional relationships. Sharing experiences, exchanging instructional strategies, and providing emotional encouragement enabled teachers to manage workplace challenges more effectively.

*"Knowing that other teachers understand the same struggles creates a sense of community that helps reduce feelings of burnout." (IDI_P9)*

*"Peer support helps me manage stress because I can share experiences, ask advice, and feel supported by my co-teachers." (FGD_P1)*

These narratives demonstrate that collaborative relationships foster belonging, mutual support, and collective problem-solving, thereby reducing occupational stress. Similar findings were reported by Cuevas (2025) and Fitzsimons (2025), who emphasized collegial support, professional learning communities, and teacher belonging as protective factors against burnout.

**3.8.4 Organizational Support Through Fair Workload Distribution and Responsive Leadership**

Teachers consistently emphasized that organizational support plays a central role in reducing burnout. Participants identified equitable workload distribution, supportive leadership, effective communication, adequate resources, and protected planning time as essential organizational practices that promote teacher well-being.

*"Schools can help by minimizing excessive paperwork, distributing tasks fairly, and protecting teachers' planning time so they can focus more on teaching and student learning." (IDI_P5)*

*"Supportive leadership that listens to teachers' concerns, provides adequate resources, and offers meaningful professional development can also make a significant difference." (FGD_P5)*

These findings suggest that organizational support enables teachers to manage occupational demands more effectively by reducing unnecessary administrative burdens and creating supportive working conditions. This theme complements the quantitative finding that organizational support significantly mediated the relationship between mentoring and teachers' burnout. Similar conclusions were reported by Fan and Fang (2025), who found that organizational support protects teachers from burnout, and Chen (2025), who demonstrated that perceived organizational support enhances teacher self-efficacy, work engagement, and job satisfaction.

### 3.8.5 Synthesis

Collectively, the four themes explain how teachers experience burnout and identify mentoring and organizational support as complementary resources that mitigate occupational stress. While excessive workload and administrative demands contribute to emotional exhaustion, mentoring, peer collaboration, and organizational support strengthen teachers' coping capacity and professional resilience. These findings provide qualitative evidence supporting the quantitative mediation model, demonstrating that mentoring contributes to reducing burnout primarily by strengthening organizational support within the school environment.

**Table 5.** Essential Themes Emerging From Teachers' Standpoints on Burnout, Mentoring Support, and Organizational Support

| Issue Explored | Categories/Codes | Representative Quotation | Emergent Theme | Interpretive Meaning |
|---|---|---|---|---|
| Teachers' lived experiences of burnout | Heavy workload; paperwork; tight deadlines; emotional exhaustion; physical fatigue | *"As a teacher, I have experienced burnout due to heavy teaching loads, numerous paperwork requirements, and tight deadlines."* (IDI_P4) | **Workload Pressure and Emotional Exhaustion** | Teachers experience burnout when instructional demands, administrative responsibilities, and student-related concerns compete for limited time and energy, resulting in emotional and physical exhaustion. |
| Influence of mentoring on teachers' well-being | Mentor guidance; instructional feedback; emotional support; classroom management; LAC sessions | *"Having a mentor to consult about classroom management and instructional strategies reduces stress and builds confidence."* (IDI_P1) | **Mentoring as Professional and Emotional Support** | Mentoring strengthens teachers' confidence by providing professional guidance, constructive feedback, and emotional support that reduce workplace stress. |
| Role of peer support in managing stress | Peer encouragement; collaboration; shared experiences; professional learning communities | *"Peer support helps me manage stress because I can share experiences, ask advice, and feel supported by my co-teachers."* (FGD_P1) | **Peer Collaboration as a Buffer Against Stress** | Collegial collaboration reduces isolation, promotes shared problem-solving, and strengthens teachers' capacity to cope with occupational stress. |

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| | | | | |
|---|---|---|---|---|
| Strategies to strengthen organizational support | Fair workload distribution; reduced paperwork; planning time; administrative support; responsive leadership | *"Schools can help by minimizing excessive paperwork, distributing tasks fairly, and protecting teachers' planning time so they can focus more on teaching and student learning."* (IDI_P5) | **Organizational Support Through Fair Workload Management** | Organizational support reduces burnout by promoting equitable workload distribution, responsive leadership, adequate resources, and protected instructional time. |

**Note.** IDI = In-depth Interview; FGD = Focus Group Discussion.

### *3.9 Joint Display of Quantitative and Qualitative Findings*

The joint display integrated the quantitative and qualitative findings to explain how mentoring support and organizational support influence teachers' burnout. Overall, the two strands demonstrated strong convergence, with the qualitative findings providing contextual explanations for the statistical relationships observed in the quantitative analysis.

**Table 6.** Joint Display of Quantitative and Qualitative Findings

| Quantitative Finding | Qualitative Explanation | Nature of Integration | Integrated Interpretation |
|---|---|---|---|
| **Organizational Support was High** ($M = 3.984$, $SD = 0.550$), with Administrative Support receiving the highest rating and Workload Management the lowest. | Teachers described supportive leadership through clear communication, responsive administrators, equitable workload distribution, reduced paperwork, and protected planning time. | **Expansion** | Organizational support is perceived positively because teachers value responsive leadership; however, support is most effective when reflected in fair workload management and consistent administrative practices. |
| **Mentoring Support was High** ($M = 4.126$, $SD = 0.481$), with Peer Support receiving the highest rating. | Teachers viewed mentoring as a source of instructional guidance, emotional encouragement, constructive feedback, and collaborative learning, but emphasized the need for more structured and consistent mentoring. | **Expansion** | Mentoring promotes professional growth and emotional well-being, although its effectiveness depends on regular implementation and sustained institutional support. |
| **Teachers' Burnout was High** ($M = 4.126$, $SD = 0.481$), with Depersonalization recording the highest dimension. | Teachers attributed burnout to heavy teaching loads, paperwork, overlapping deadlines, student concerns, and competing professional responsibilities. | **Confirmation** | Despite high levels of mentoring and organizational support, persistent workload demands continue to contribute to teachers' burnout. |
| **The direct effect of Mentoring Support on Burnout was not significant** ($\beta = -0.081$, $p = .316$). | Teachers explained that mentoring is often informal, inconsistent, or lacks follow-up, limiting its direct influence on reducing burnout. | **Explanation** | Mentoring alone is insufficient to reduce burnout unless it is implemented consistently and supported by school-wide organizational practices. |

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| | | | |
|---|---|---|---|
| **The indirect effect through Organizational Support was significant** ($\beta = -0.138$, $p = .018$), indicating full mediation. | Teachers emphasized that mentoring is most effective when accompanied by supportive leadership, fair workload distribution, open communication, adequate resources, and reduced administrative burden. | **Confirmation and Explanation** | Organizational support serves as the mechanism through which mentoring contributes to reducing teachers' burnout. |
| **The total effect of Mentoring Support on Burnout was significant** ($\beta = -0.219$, $p < .001$). | Teachers highlighted mentoring, peer collaboration, administrative support, and professional learning as complementary resources that enhance resilience and reduce occupational stress. | **Complementarity** | Mentoring contributes to lower burnout when integrated within a broader organizational support system that strengthens teachers' professional and emotional well-being. |

**Integrated Meta-Inference.** The quantitative and qualitative findings converge to demonstrate that teachers experience high burnout despite reporting high levels of mentoring and organizational support because workplace demands remain substantial. The qualitative findings explain that mentoring reduces burnout not through a direct pathway but by strengthening organizational support, particularly through responsive leadership, equitable workload distribution, collaborative professional relationships, and effective communication. These integrated findings support the proposed mediation model and are consistent with the Job Demands–Resources Theory and Perceived Organizational Support Theory, which emphasize that organizational resources buffer the adverse effects of job demands on teacher well-being.

## 4. Conclusions

Based on the findings, the study concludes that teachers generally perceive high levels of organizational support and mentoring support, with administrative support and peer support emerging as the strongest dimensions. Despite these favorable conditions, teachers continue to experience high levels of burnout, particularly depersonalization, suggesting that persistent workload demands, administrative responsibilities, and overlapping school tasks continue to undermine their well-being. The mediation analysis further demonstrates that organizational support fully mediates the relationship between mentoring and teachers' burnout, indicating that mentoring alone is insufficient to reduce burnout unless it is reinforced by responsive leadership, equitable workload management, effective communication, and supportive school policies.

The qualitative findings corroborate these results by revealing that teachers associate burnout with excessive workload, paperwork, and competing responsibilities, while identifying mentoring, peer collaboration, and organizational support as important resources for managing occupational stress. Collectively, the integrated quantitative and qualitative findings confirm that although teachers perceive strong support systems, reducing burnout requires sustained organizational interventions that embed mentoring within a supportive school environment characterized by fair workload distribution, collaborative

professional relationships, and responsive leadership.

## 5. Implications

The findings of this study have important implications for educational practice by highlighting the complementary roles of mentoring and organizational support in promoting teacher well-being and reducing burnout. Schools should institutionalize structured mentoring programs that incorporate regular mentoring sessions, peer coaching, classroom observations, and constructive feedback to strengthen teachers' professional competence and resilience. Equally important, school leaders should cultivate supportive organizational environments by ensuring equitable workload distribution, minimizing unnecessary administrative tasks, protecting lesson preparation time, and maintaining transparent communication and responsive leadership.

The finding that organizational support fully mediates the relationship between mentoring and teachers' burnout suggests that mentoring is most effective when embedded within a broader system of institutional support. Consequently, educational leaders should view mentoring not as a stand-alone initiative but as part of a comprehensive strategy that integrates supportive leadership, collaborative professional relationships, and teacher-centered organizational policies. Implementing these practices may enhance teacher well-being, strengthen professional engagement, and contribute to improved teacher retention and instructional quality.

## 6. Recommendations

Based on the findings of the study, it is recommended that school leaders strengthen organizational support by promoting transparent communication, equitable workload distribution, responsive leadership, and consistent implementation of school policies to create a supportive work environment for teachers. Schools should institutionalize structured mentoring programs that include regular mentoring sessions, classroom observations, constructive feedback, and sustained professional guidance from experienced teachers. Efforts to reduce teacher burnout should also prioritize reviewing teaching and non-teaching workloads, minimizing unnecessary administrative tasks, protecting lesson preparation time, and implementing teacher wellness initiatives.

Because mentoring was found to reduce burnout primarily through organizational support, mentoring should be integrated into broader school support systems rather than implemented as an isolated activity. Schools are likewise encouraged to strengthen peer collaboration through professional learning communities, peer coaching, and collaborative reflective practices that foster collegial support and professional growth. Finally, policymakers and future researchers should continue developing and evaluating evidence-based interventions that integrate mentoring, organizational support, and workload management across diverse educational contexts to further enhance teacher well-being and reduce burnout.

## 7. Limitations of the Study

This study has several limitations that should be considered when interpreting its findings. First, the study was conducted among public secondary school teachers in the Municipality of Tulunan, Cotabato; therefore, the findings may not be readily generalizable to teachers in other geographic locations, educational levels, or private school settings. Second, the quantitative data were based on self-reported responses, which may be subject to social desirability and response biases despite assurances of anonymity and confidentiality. Third, the cross-sectional nature of the quantitative phase limits the ability to establish causal relationships among mentoring support, organizational support, and teachers' burnout. Although the mediation analysis identified significant indirect effects, the findings reflect statistical associations rather than causal pathways. Finally, while the qualitative findings provided valuable contextual explanations for the quantitative results, they represent the experiences of a purposively selected group of participants and may not capture the full range of perspectives among teachers. Future studies may employ longitudinal or experimental designs, include more diverse educational contexts, and examine additional organizational and personal factors that may influence teacher burnout.

## Supplementary Details

**Supplementary Materials & Data availability statement:**
The data supporting the findings of this study are available from the corresponding author upon reasonable request. The data are not publicly available to protect the privacy and confidentiality of the research participants and comply with applicable ethical and institutional guidelines.

**Author Contributions:**
All authors contributed substantially to the development of this manuscript, including the conceptualization of the research, methodology, software utilization, validation of findings, data analysis, manuscript preparation, and writing, review, and editing of the final version. All authors have read and approved the published manuscript.

**Funding:**
This research received no external funding.

**Informed Consent Statement:**
The study adhered to ethical standards in research involving human participants. Prior to data collection, participants were provided with a comprehensive informed consent form detailing the purpose of the study, procedures, potential risks and benefits, confidentiality measures, and their rights, including voluntary participation and the option to withdraw at any time without

**Conflicts of Interest:**
The authors declare no conflict of interest.

**Disclosure Statement:**
During the preparation of this manuscript, the authors used Dola, ChatGPT, GrammarlyGO, Claude, and MidJourney to assist with paraphrasing and improving the clarity, grammar, and readability of draft text; organizing research references and summarizing existing literature; formatting tables, structuring manuscript sections, and refining phrasing; generating preliminary ideas, interpreting analysis results, and drafting explanations; and creating visual illustrations and checking the consistency of technical terminology. All AI-assisted content, including text, interpretations, and visual materials, was thoroughly reviewed, edited, and validated by all authors. The authors assume full responsibility for the accuracy, completeness, and integrity of the manuscript. No AI tool was used to replace the authors' core contributions to the research design, data collection, formal analysis, interpretation of findings, or final decisions regarding the manuscript's content.

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**Cite as:** Jasangas, R. O., Jr., Pamonag, J. R. M., Anjao, R. O., Porras, S. G., Antipolo, E. M., Javier, O. G. J., Andres, D. V., Ramos, A. O., Monares, C. D., Tonil, A. S., & Obenza-Tanudtanud, D. M. (2026). The Mediating Role of Organizational Support System to Mentoring and Teachers' Burnout: An Explanatory Sequential Design. *Asia Pacific Journal of Educational Technologies, Psychology, and Social Sciences*, 2(2), 102–132. https://doi.org/10.70847/743084