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Optimistic Outlook on the Wellbeing of Teachers: Understanding Mental Health Literacy and Burnout Mitigation

♣***Sugar Timberly Rose Oliveros***: *Department of Education, San Juan Elementary School, Cebu Technological University, Philippines.*

Genevive Udtohan: *Department of Education, San Juan Elementary School, Cebu Technological University, Philippines.*

Renato Tasan: *Department of Education, San Juan Elementary School, Cebu Technological University, Philippines*.

Ma. Adela Bergamo: *Department of Education, San Juan Elementary School, Cebu Technological University, Philippines.*

Nolasco Malabago: *Department of Education, San Juan Elementary School, Cebu Technological University, Philippines.*

Remcil Neri: *Department of Education, San Juan Elementary School, Cebu Technological University, Philippines.*

ABSTRACT: *This study investigates the relationship between teachers' mental health literacy and their levels of burnout in public elementary schools. It explores key demographic and professional characteristics, mental health literacy, and burnout dimensions, including emotional exhaustion, depersonalization, workload stress, and reduced personal accomplishment. The teacher profile reveals that the majority have 1-5 years of service, with a significant portion pursuing advanced education. Most teachers are married, highlighting a young and educated workforce balancing professional and personal responsibilities. Findings indicate that teachers possess strong mental health literacy, as evidenced by positive attitudes toward stigma reduction, accessing help, self-awareness, and mental health first aid skills. Despite this, burnout remains a concern, with emotional exhaustion, depersonalization, and workload stress notably affecting their well-being. Reduced personal accomplishment also highlights areas of diminished motivation and job satisfaction. The analysis reveals no significant relationship between mental health literacy and burnout, as all constructs stigma reduction, accessing help, self-awareness, and mental health first aid skills show low r-values and high p-values across burnout dimensions. This suggests that while mental health literacy is crucial for general well-being, factors such as workload and systemic pressures likely play a greater role in teacher burnout. The study concludes that enhancing mental health literacy is essential but must be paired with strategies addressing broader challenges to effectively reduce burnout and support teachers' well-being and effectiveness.*

Key words*: Burnout, Mental Health Literacy, Public Elementary School Teachers, Teacher's well-being.*

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1. Introduction

Mental health literacy encompasses understanding mental health conditions, recognizing symptoms, and knowing how to access help, essential for effective teaching (Kutcher, Wei, & Coniglio, 2016). In education, mental health literacy improves teachers' abilities to address students' mental health needs, fostering a

supportive learning environment (Jorm, 2019). Recent studies suggest that mentally literate teachers are better equipped to identify and respond to early signs of mental distress among students, reducing stigma and promoting positive school climates (Wei et al., 2020). With the growing awareness of mental health in schools, teachers who possess higher mental health literacy can contribute positively to student outcomes (Bailey et al., 2021). Moreover, teacher mental health literacy has been linked to their own well-being, as understanding mental health concepts may help them manage personal stressors (O'Reilly et al., 2022). Research also highlights that mental health literacy is a critical component in teachers' professional development, providing tools to handle mental health challenges among peers and within the classroom (Williams et al., 2023).

Moreover, the World Health Organization (WHO) (2024) emphasizes the importance of health literacy, defining it as the ability to access, understand, appraise, and use information and services to promote and maintain good health and well-being. This encompasses both personal competencies and the organizational structures that facilitate informed health decisions. While WHO does not have a specific framework exclusively for mental health literacy, it integrates mental health into its broader health literacy initiatives. Mental health promotion involves actions to strengthen the policy environment and the use of strategic communication for network building, stakeholder engagement, enhanced mental health literacy, and behavior change.

Burnout is a psychological syndrome marked by emotional exhaustion, depersonalization, and reduced personal accomplishment, often found in high-stress occupations like teaching (Maslach & Leiter, 2019). Among elementary educators, burnout is frequently observed due to demanding workloads, classroom management pressures, and emotional involvement with young students (Kim & Burić, 2021). Teachers in elementary settings often report high levels of emotional exhaustion, as they are directly responsible for nurturing young children's academic and social development (Bakker et al., 2020). Additionally, elementary teachers face unique challenges, such as balancing instructional duties with care-oriented roles, which can heighten the risk of burnout (Crawford, 2021). Research suggests that burnout affects teachers' mental and physical health, potentially leading to higher absenteeism, reduced job satisfaction, and lower instructional effectiveness (Schaufeli & Taris, 2022). The phenomenon of burnout among elementary teachers has also been linked to turnover rates, impacting school environments and student stability (García-Carmona, Marín, & Aguayo, 2019). Studies highlight that addressing burnout is critical in promoting teacher retention and enhancing overall school performance (Howard & Johnson, 2020).

Public school teachers, especially in elementary education, encounter diverse challenges that contribute to stress and job dissatisfaction (Collie et al., 2019). Many public elementary schools operate in resource-constrained environments, limiting access to essential teaching aids, support staff, and mental health resources (Freudenberger & Copeland, 2020). Additionally, public school teachers often work with larger class sizes and varied student needs, creating unique instructional demands (Steiner & Woo, 2021). These constraints may also lead to high teacher-to-student ratios, reducing individual attention and increasing workload pressure (Miller et al., 2022). Elementary teachers in public schools frequently report challenges related to parental expectations, administrative demands, and ongoing professional development requirements (Wong, 2023). Public school settings may also lack adequate mental health support systems for teachers, exacerbating stress and fatigue (Friedman-Krauss et al., 2023). Without sufficient resources, public elementary teachers may experience isolation, decreased motivation, and a greater risk of burnout (Jones & Grajales, 2022). Addressing these challenges in public school settings is crucial for supporting teachers' well-being and sustaining a productive educational environment (Pearson et al., 2021).

Mental health literacy is essential for teachers, as it enables them to manage their own mental well-being and recognize signs of distress in students, fostering a supportive learning environment (Rickwood et al., 2020). Teachers with higher mental health literacy are better equipped to reduce stigma, encourage help-seeking behaviors, and implement mental health first aid within their classrooms (Reinke et al., 2021). In fact, promoting mental health literacy among educators has shown to improve teacher-student relationships and reduce behavioral issues in school settings (Ford et al., 2019). Additionally, when teachers understand mental health concepts, they are more likely to create inclusive, empathetic classroom environments that support diverse student needs (Naylor, 2022). Research indicates that mental health literacy training can help teachers manage stress, improving resilience and reducing the risk of burnout (Jones et al., 2023). Thus, integrating

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mental health literacy into teacher training programs is a proactive approach to ensuring holistic educational success (Greenberg et al., 2021).

Teachers with higher levels of mental health literacy are often more resilient to the effects of burnout, as they possess strategies to recognize and manage stress (Miller & Cheney, 2021). Mental health literacy enables teachers to understand the early signs of burnout, such as emotional exhaustion and depersonalization, and to seek support when needed (Larsen et al., 2022). Research shows that mentally literate teachers are better at employing coping mechanisms that prevent the escalation of stress into burnout (Carmona et al., 2021). Additionally, mental health literacy promotes self-care practices that are crucial for maintaining emotional and physical well-being in high-stress environments (Brough et al., 2023). Mental health literacy is also associated with teachers' ability to build supportive professional networks, providing them with social resources to mitigate stress (Pearson & Walker, 2022). Therefore, fostering mental health literacy is not only beneficial for teacher retention but also crucial for creating a healthy school culture (Adams et al., 2021).

While studies have explored mental health literacy and burnout among teachers, there is limited research specifically focusing on public elementary school teachers in Cebu City and their specific experiences with stigma reduction, accessing help, self-awareness, and mental health first aid skills (Tan et al., 2020). Additionally, the existing literature often overlooks detailed examinations of burnout levels among elementary teachers, particularly in terms of emotional exhaustion, depersonalization, workload stress, and reduced personal accomplishment (Yang & Lim, 2021). Although there are studies addressing teachers' stress, few examine the direct correlation between mental health literacy and specific burnout symptoms within the elementary school context (Schmidt et al., 2022). The need to examine these constructs in a localized setting, such as Cebu City, highlights a gap in understanding regional differences in mental health support and teacher burnout (Lee & Park, 2023). Furthermore, research seldom explores intervention plans tailored to teachers' unique mental health needs in this area, indicating a gap in actionable strategies for school administrators (Harris et al., 2023). This study addresses these gaps by focusing on teachers' perceptions and experiences, contributing to a deeper understanding of mental health literacy's role in reducing burnout (Morgan et al., 2023).

This study offers numerous benefits to elementary teachers by providing insights into the critical role of mental health literacy in reducing burnout. Understanding these connections can lead to more targeted professional development programs focused on mental health awareness and coping skills. Teachers equipped with mental health literacy are better prepared to manage stress, reducing the likelihood of burnout and enhancing their overall job satisfaction. The findings can inform school leaders on the importance of incorporating mental health literacy into professional learning and support systems, fostering a healthier work environment.

2. Review of Related Literature

Mental Health Literacy in the Teaching Profession. Mental health literacy is a critical area in education, as it empowers teachers to recognize, understand, and address mental health challenges both in themselves and their students (Kutcher, Wei, & Coniglio, 2016). Recent studies highlight that mental health literacy encompasses skills such as identifying mental health symptoms, reducing stigma, and knowing when and how to seek help (Wei et al., 2020). For teachers, this knowledge is essential, as high stress levels and emotional demands are prevalent in the profession, often contributing to mental health issues if not addressed effectively (O'Reilly et al., 2021). Moreover, mental health literacy training can help teachers support their students more effectively, as it provides them with tools to recognize signs of distress and engage in appropriate intervention methods (Reinke et al., 2019). Studies suggest that when teachers possess a higher degree of mental health literacy, they are better prepared to create supportive, stigma-free classroom environments, which benefits both their well-being and that of their students (Ford et al., 2021).

Burnout and its Impact on Teacher Well-Being. Burnout, defined as a state of emotional, mental, and physical exhaustion due to prolonged stress, is a significant issue among teachers, particularly in high-demand educational settings (Maslach & Leiter, 2016). The three key components of burnout emotional exhaustion, depersonalization, and reduced personal accomplishment have been shown to negatively impact teachers' job satisfaction, performance, and mental health (Schaufeli & Taris, 2021). Elementary school teachers often experience burnout due to high workloads, emotional labor, and limited resources, which can result in reduced personal accomplishment and a sense of disconnection from their students (Skaalvik & Skaalvik, 2020).

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Studies indicate that burnout not only affects teachers' personal lives but also their professional effectiveness, as exhausted or detached teachers are less able to maintain positive relationships with students, thereby impacting classroom dynamics and student outcomes (Bakker et al., 2019). The growing prevalence of burnout highlights the need for interventions, particularly in the form of mental health literacy programs, which can equip teachers with strategies to manage stress more effectively (Collie et al., 2019).

Research has increasingly focused on the relationship between mental health literacy and burnout, suggesting that higher levels of mental health literacy can serve as a protective factor against burnout (Xanthopoulou et al., 2020). Teachers with strong mental health literacy are often more aware of their emotional needs and better equipped to seek help, reducing the likelihood of experiencing severe burnout symptoms like emotional exhaustion and depersonalization (Leiter & Maslach, 2021). Additionally, stigma reduction an essential component of mental health literacy encourages teachers to feel comfortable discussing mental health issues and accessing support networks, which can alleviate the pressures associated with their demanding roles (Rickwood et al., 2021). Studies indicate that mental health literacy can enhance teachers' coping strategies, enabling them to handle workload stress and maintain job satisfaction even under challenging conditions (Miller et al., 2022). This protective effect underscores the importance of integrating mental health literacy training within professional development programs to support teachers' well-being and reduce the incidence of burnout (Howard & Johnson, 2020).

Moreover, recent studies emphasize the importance of mental health literacy in the education sector, as it enables teachers to recognize, understand, and address mental health issues in themselves and their students (Kutcher, Wei, & Coniglio, 2016). Mental health literacy includes understanding symptoms of common mental health conditions, reducing stigma, and accessing appropriate resources (Reavley & Jorm, 2019). Research by Wei et al. (2020) demonstrates that teachers with higher mental health literacy feel more equipped to support students facing mental health challenges, fostering a more inclusive and supportive classroom environment. A 2021 study by O'Reilly et al. found that mental health literacy training significantly improved teachers' confidence in recognizing early signs of mental distress, which can lead to timely intervention and support. Furthermore, studies have shown that mental health literacy promotes stigma reduction within schools, encouraging open discussions and decreasing barriers to seeking help (Gulliver et al., 2021). These findings suggest that equipping teachers with mental health literacy can enhance their effectiveness and well-being, benefiting the overall school climate (Williams et al., 2022).

Teacher burnout is a well-documented issue, with studies indicating that it has serious implications for educators' well-being and job performance (Maslach & Leiter, 2016). Burnout in teaching is primarily characterized by emotional exhaustion, depersonalization, and reduced personal accomplishment, and it is particularly prevalent in high-stress environments like elementary education (Skaalvik & Skaalvik, 2020). According to research by Schaufeli and Taris (2021), high job demands combined with limited support contribute to burnout among teachers, impacting their motivation and professional commitment. Another study by Collie et al. (2019) found that burnout negatively influences teachers' interactions with students, reducing engagement and teaching effectiveness. Recent research has highlighted that emotional exhaustion and depersonalization also increase the risk of turnover, as burned-out teachers are more likely to leave the profession (Bakker et al., 2019). These studies underscore the need for interventions to address burnout, particularly in the form of support structures and resources that help teachers manage stress and maintain resilience (Howard & Johnson, 2020).

3. Methodology

This study used a descriptive-correlational research design to examine the relationship between teachers' mental health literacy and burnout levels in selected public elementary schools. The descriptive part assessed teachers' current levels of mental health literacy, including their awareness of mental health, stigma reduction, help-seeking behaviors, and self-care skills. The correlational aspect aimed to determine whether there was a significant relationship between teachers' mental health literacy and their burnout levels, which included emotional exhaustion, depersonalization, and reduced personal accomplishment. The study was conducted in selected public elementary schools in the Divisions of Leyte, Bohol, and Cebu in the Philippines. The respondents were teachers, selected using purposive sampling, ensuring that participants had relevant experience related to the study's focus. This method helped in gathering reliable and meaningful data on how teachers understand mental health and how it affects their stress and burnout levels. The study used a

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questionnaire that was adapted from established instruments. To measure mental health literacy, the study used elements from research instruments developed by Jorm, Kitchener, & Reavley (2019) and Wei et al. (2015). These tools assess stigma reduction, help-seeking, self-awareness, and mental health first aid skills. To assess burnout, items were adapted from the Maslach Burnout Inventory (MBI) developed by Maslach et al. (2016) and Leiter & Maslach (2004). The MBI is a widely recognized tool that measures burnout in terms of emotional exhaustion, depersonalization, and reduced personal accomplishment. The collected data were analyzed using correlation analysis to determine the relationship between teachers' mental health literacy and burnout levels. A five-point Likert scale was used for both mental health literacy and burnout, with responses ranging from "Strongly Disagree" (1.00-1.80) to "Strongly Agree" (4.21-5.00). The findings from this study will help understand how improving teachers' knowledge of mental health can potentially reduce burnout in the teaching profession.

Table 1. Stigma reduction.

Indicators	Mean	VD
Teachers' comfort level discussing mental health openly with colleagues and students.	4.07	A
Perceived importance of mental health support in the school environment	4.10	A
Willingness to support colleagues who disclose mental health issues.	4.00	A
Attitude towards mental health conditions as "normal" or "common" challenges.	4.20	A
Avoidance of negative labels or stereotypes when discussing mental health	3.93	A
Grand Mean	4.06	A

4. Results and Discussion

The data in Table 6 shows the teachers' attitudes and practices related to mental health as assessed through various indicators. The highest-rated aspect, with a mean of 4.20, is their positive attitude toward viewing mental health conditions as "normal" or "common" challenges. Teachers also rated the perceived importance of mental health support in schools highly, with a mean of 4.10, and expressed comfort in discussing mental health openly, scoring 4.07. Their willingness to support colleagues with mental health issues scored 4.00, while avoidance of negative labels and stereotypes was rated slightly lower at 3.93. Overall, with a grand mean of 4.06, the data suggests that teachers generally have a positive and supportive approach to mental health in their school environment.

Table 2. Accessing help.

Indicators	Mean	VD
Knowledge of mental health resources available within the school or community.	4.13	A
Willingness to seek mental health support when needed.	4.13	A
Confidence in identifying the right time to seek professional help	4.30	SA
Awareness of the process to access mental health services	4.20	A
Perception of support from administration or school counselors in accessing help	4.17	A
Grand Mean	4.19	A

The data in Table 2 outlines teachers' attitudes and abilities related to accessing mental health support. Teachers expressed the highest confidence (mean of 4.30, "Strongly Agree") in identifying the right time to seek professional help. Their knowledge of available mental health resources and willingness to seek support both scored 4.13 ("Agree"), indicating a solid understanding and openness to accessing help. Awareness of the process for accessing mental health services was rated at 4.20, and perceptions of support from administration or school counselors scored 4.17, both categorized as "Agree." With a grand mean of 4.19 ("Agree"), the data suggests that teachers generally feel knowledgeable and supported when it comes to accessing mental health resources, though there may still be room for improvement in fostering confidence and seamless access to support systems.

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Table 3. Self-awareness.

Indicators	Mean	VD
Ability to recognize early signs of personal mental health issues.	4.23	A
Awareness of personal stress triggers and coping mechanisms	4.30	SA
Reflectiveness about personal mental well-being regularly.	4.27	SA
Perception of how personal mental health impacts teaching effectiveness.	4.25	SA
Recognition of emotions and moods affecting interactions with students.	4.20	A
Grand Mean	4.25	SA

The data in Table 3 highlights teachers' levels of self-awareness regarding their mental health. The highest-rated indicator, with a mean of 4.30, reflects teachers' strong awareness of their personal stress triggers and coping mechanisms, categorized as "Strongly Agree". Other aspects such as regular reflection on personal well-being (4.27), understanding how mental health impacts teaching effectiveness (4.25), and recognizing early signs of mental health issues (4.23) also scored highly, with verbal descriptions ranging from "Strongly Agree" to "Agree." Recognition of how emotions and moods affect student interactions was slightly lower, at 4.20 ("Agree"). The grand mean of 4.25, categorized as "Strongly Agree," indicates that teachers possess a high level of self-awareness regarding their mental health and its impact on their professional and personal lives.

Table 4. Mental health and first aid skills.

Indicators	Mean	VD
Confidence in providing immediate support to students or colleagues showing mental health challenges.	4.16	A
Knowledge of appropriate initial actions to take in a mental health crisis.	4.20	A
Familiarity with basic mental health first aid techniques.	4.10	A
Ability to refer students or colleagues to mental health professionals appropriately.	4.20	A
Understanding of how to maintain confidentiality while offering mental health support.	4.20	A
Grand Mean	4.17	A

The data in Table 4 examines teachers' mental health first aid skills. Teachers reported high levels of confidence and knowledge in various aspects of mental health first aid, with all indicators receiving a verbal description of "Agree." The ability to take appropriate actions during a mental health crisis, refer individuals to professionals, and maintain confidentiality all scored equally at 4.20. Confidence in providing immediate support to students or colleagues scored slightly lower at 4.16, and familiarity with basic first aid techniques received a mean of 4.10. The grand mean of 4.17 indicates that teachers generally feel capable and prepared to provide initial mental health support in their school environment.

Table 5. Emotional exhaustion.

Confidence level	Mean	VD
Frequency of feeling emotionally drained after the workday.	3.48	A
Feeling overwhelmed by the demands of teaching.	3.39	A
Experiences of physical fatigue due to emotional strain.	3.39	A
Desire to "withdraw" from social or family obligations due to exhaustion	3.29	A
Perception of constant stress or lack of energy for teaching.	3.45	A
Grand Mean	3.40	A

The data in Table 5 reflects the level of emotional exhaustion among teachers. Teachers reported that they "Agree" with all the listed indicators of emotional exhaustion, resulting in an overall mean of 3.40. The highest-rated indicator, with a mean of 3.48, is the frequency of feeling emotionally drained after the workday. Perceptions of constant stress or lack of energy for teaching followed closely at 3.45. Feeling overwhelmed by teaching demands and experiencing physical fatigue due to emotional strain both scored 3.39. Lastly, the desire to withdraw from social or family obligations due to exhaustion was rated slightly

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lower at 3.29. These findings indicate that emotional exhaustion is a significant concern among teachers, potentially affecting their well-being and performance.

Table 6. Depersonalization.

Confidence level	Mean	VD
Tendency to view students or colleagues in an impersonal or detached manner.	3.32	A
Experiences of emotional detachment from teaching responsibilities.	3.55	A
Difficulty empathizing with students' struggles.	3.42	A
Feelings of cynicism or negative attitudes toward students.	3.29	A
Instances of feeling "numb" or disconnected from classroom interactions.	3.45	A
Grand Mean	3.41	A

The data in Table 6 highlights the level of depersonalization experienced by teachers. With a grand mean of 3.41 and a verbal description of "Agree" (A), it suggests that teachers acknowledge experiencing moderate levels of depersonalization. The highest-rated indicator is emotional detachment from teaching responsibilities, with a mean of 3.55, followed by feelings of disconnection from classroom interactions (3.45). Difficulty empathizing with students' struggles scored 3.42, while viewing students or colleagues in a detached manner was rated at 3.32. Feelings of cynicism or negative attitudes toward students were rated slightly lower at 3.29. These suggest that while teachers generally engaged, some are experiencing emotional detachment and reduced empathy in their roles, which could impact their relationships and effectiveness in the classroom.

Table 7. Workload stress.

Knowledge of inclusive strategies	Mean	VD
Perception of workload as excessive or unmanageable	4.28	SA
Frequency of working beyond standard hours to keep up with teaching demands.	4.54	SA
Experiences of time pressure in preparing for classes.	4.62	SA
Difficulty balancing teaching duties with administrative responsibilities.	4.54	SA
Feeling burdened by classroom management or student performance pressures.	4.28	SA
Grand Mean	4.45	SA

The data in Table 7 reveals the level of workload stress experienced by teachers. With a grand mean of 4.45 and a verbal description of "Strongly Agree" (SA), the findings indicate that workload stress is a significant concern. Teachers reported the highest stress levels related to time pressure in preparing for classes, with a mean of 4.62. Difficulty balancing teaching duties with administrative responsibilities and the frequency of working beyond standard hours both scored 4.54. Perceptions of excessive or unmanageable workloads and the burden of classroom management or student performance pressures each scored 4.28. These results demonstrate that teachers face substantial challenges in managing their workload.

Table 8. Unrecognized personal accomplishment.

Knowledge of inclusive strategies	Mean	VD
Lack of personal satisfaction or pride in teaching achievements.	3.33	A
Perception of not making a positive impact on students' learning.	3.57	A
Feeling ineffective or unappreciated in the teaching role	3.37	A
Decreased motivation or enthusiasm for teaching.	3.07	MA
Instances of self-doubt or questioning one's career choice in teaching.	3.15	MA
Grand Mean	3.30	A

The data in Table 8 examines the level of reduced personal accomplishment among teachers. With a grand mean of 3.30 and a verbal description of "Agree", the findings suggest that teachers generally acknowledge experiencing moderate feelings of reduced accomplishment. The highest-rated indicator is the perception of not making a positive impact on students' learning, with a mean of 3.57, indicating a significant concern. Feelings of ineffectiveness or lack of appreciation scored 3.37, and a lack of satisfaction or pride in teaching

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achievements scored 3.33. However, decreased motivation (3.07) and instances of self-doubt about one's career (3.15) were rated slightly lower, with a verbal description of "Moderately Agree". These findings highlight areas where teachers may need additional support to boost their sense of fulfilment and confidence in their teaching roles.

Table 10. Significant relationship between the teacher's level of mental health literacy and emotional exhaustion.

Constructs	r-value	t-value	P value	Remarks	Decision
Stigma Reduction	0.148756	0.725195	0.432731	Not Significant	Do not reject
Accessing Help	0.032924	0.744293	0.462901	Not Significant	Do not reject
Self-Awareness	0.070805	0.37521	0.710038	Not Significant	Do not reject
Mental Health First Aid Skills	0.132254	0.744290	0.261921	Not Significant	Do not reject

The data in Table 10 examines the relationship between teachers' level of mental health literacy and their emotional exhaustion. The findings show that all constructs stigma reduction, accessing help, self-awareness, and mental health first aid skills have low r-values and high p-values, indicating no significant relationship between these aspects of mental health literacy and emotional exhaustion. Specifically, stigma reduction ($p = 0.432731$), accessing help ($p = 0.462901$), self-awareness ($p = 0.710038$), and mental health first aid skills ($p = 0.261921$) all exceed the threshold for significance ($p > 0.05$). Based on these results, the decision is to not reject the null hypothesis, suggesting that these components of mental health literacy do not have a measurable impact on emotional exhaustion among teachers in this context.

Table 11. Significant relationship between the teacher's level of mental health literacy and depersonalization.

Constructs	r-value	t-value	P value	Remarks	Decision
Stigma reduction	0.125096	0.667186	0.510115	Not significant	Do not reject
Accessing help	0.09534	0.5068	0.616263	Not significant	Do not reject
Self-awareness	0.030702	0.162535	0.872052	Not significant	Do not reject
Mental health first aid skills	0.185830	0.42625	0.561038	Not significant	Do not reject

The data in Table 11 explores the relationship between teachers' level of mental health literacy and their experience of depersonalization. The results indicate that all constructs stigma reduction, accessing help, self-awareness, and mental health first aid skills have low r-values and high p-values, showing no significant relationship with depersonalization. Specifically, stigma reduction ($p = 0.510115$), accessing help ($p = 0.616263$), self-awareness ($p = 0.872052$), and mental health first aid skills ($p = 0.561038$) all exceed the standard significance threshold ($p > 0.05$). Therefore, the null hypothesis is not rejected, suggesting that these components of mental health literacy do not significantly influence teachers' tendency to depersonalize in their professional roles within the studied context.

Table 12. Significant relationship between the teacher's level of mental health literacy and workload stress.

Constructs	r-value	t-value	P value	Remarks	Decision
Stigma reduction	0.232487	1.264862	0.216347	Not Significant	Do not reject
Accessing help	0.189251	1.019851	0.316531	Not Significant	Do not reject
Self-awareness	0.149869	0.802092	0.429255	Not Significant	Do not reject
Mental health first aid skills	0.1386286	1.044265	0.286143	Not Significant	Do not reject

The data in Table 12 examines the relationship between teachers' level of mental health literacy and workload stress. The results indicate that none of the constructs stigma reduction, accessing help, self-awareness, and mental health first aid skills show a significant relationship with workload stress. Each construct has a low r-value and a p-value above the threshold for significance ($p > 0.05$), with stigma reduction ($p = 0.216347$), accessing help ($p = 0.316531$), self-awareness ($p = 0.429255$), and mental health first aid skills ($p = 0.286143$). As a result, the null hypothesis is not rejected, meaning that these aspects of mental health literacy do not significantly influence workload stress among teachers in this context.

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Table 13. Significant relationship between the teacher's level of mental health literacy and unrecognized personal accomplishment.

Constructs	r-value	t-value	P value	Remarks	Decision
Stigma reduction	1.462425	1.652640	0.212338	Not significant	Do not reject
Accessing help	0.188204	1.284853	0.326258	Not significant	Do not reject
Self-awareness	0.028861	0.542091	0.079250	Not significant	Do not reject
Mental health first aid skills	0.0317226	1.042219	0.426130	Not significant	Do not reject

The data in Table 13 investigates the relationship between teachers' level of mental health literacy and their feelings of reduced personal accomplishment. The results indicate that none of the constructs stigma reduction, accessing help, self-awareness, and mental health first aid skills demonstrate a significant relationship with reduced personal accomplishment. The p-values for all constructs exceed the standard significance threshold ($p > 0.05$): stigma reduction ($p = 0.212338$), accessing help ($p = 0.326258$), self-awareness ($p = 0.079250$), and mental health first aid skills ($p = 0.426130$). Consequently, the null hypothesis is not rejected, suggesting that these aspects of mental health literacy do not have a measurable impact on teachers' sense of reduced personal accomplishment within this study.

5. Discussion

Teachers generally have a positive approach to reducing stigma, showing comfort in discussing mental health and recognizing it as a normal challenge. They also demonstrate solid knowledge and willingness to access help, reflecting confidence in identifying when to seek professional support and awareness of available resources. Teachers show a high level of self-awareness, being able to identify stress triggers and reflect on their mental health. Additionally, their mental health first aid skills are well-developed, indicating their readiness to provide support during mental health crises and refer individuals to appropriate services. Overall, the data shows that teachers possess strong mental health literacy, which plays a crucial role in fostering a supportive school environment. Emotional exhaustion is notable, as teachers report feeling drained and overwhelmed by work demands. Depersonalization, indicates some teachers feel detached or less empathetic toward their students and colleagues. Workload stress is a major concern, as teachers struggle with excessive demands, time pressures, and balancing teaching with administrative responsibilities. Reduced personal accomplishment, reflects moderate feelings of ineffectiveness and decreased motivation, highlighting the need for support in building confidence and satisfaction in their work. Overall, the data shows that while teachers remain dedicated, burnout is a pressing issue that could impact their well-being and effectiveness. The analysis of the relationship between teachers' level of mental health literacy and burnout components (emotional exhaustion, depersonalization, workload stress, and reduced personal accomplishment) shows no significant relationships. Across all constructs stigma reduction, accessing help, self-awareness, and mental health first aid skills the results consistently reveal low r-values and high p-values, exceeding the threshold for statistical significance ($p > 0.05$). This indicates that these aspects of mental health literacy do not have a measurable impact on the different dimensions of burnout among teachers in the studied context. These findings suggest that while mental health literacy is important for general well-being, other factors may play a larger role in influencing burnout levels in teachers.

6. Conclusion

The results highlight that while teachers generally exhibit strong mental health literacy, with positive attitudes toward stigma reduction, accessing help, self-awareness, and mental health first aid skills, this does not significantly impact their levels of burnout. Teachers face notable challenges with burnout, particularly in terms of emotional exhaustion, depersonalization, and workload stress, despite their mental health knowledge and awareness. This suggests that other factors, such as workload, school environment, or systemic challenges, may have a more significant influence on burnout levels. Addressing these external factors alongside promoting mental health literacy could be key to reducing burnout and improving teachers' well-being and professional satisfaction.

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Corresponding Author: Sugar Timberly Rose Oliveros

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Corresponding Author: Sugar Timberly Rose Oliveros

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