



# TEACHER BURNOUT AND ITS RELATIONSHIP WITH CLASSROOM MANAGEMENT TECHNIQUES IN DOLORES CENTRAL ELEMENTARY SCHOOL

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## ABSTRACT

This study investigated the relationship between teacher burnout and classroom management techniques among teachers of Dolores Central Elementary School during the School Year 2024–2025. Guided by the Maslach Burnout Inventory (MBI) and the Classroom Management Strategies Questionnaire (CMSQ), the research aimed to: (1) determine the level of teacher burnout in terms of emotional exhaustion, depersonalization, and personal accomplishment; (2) identify the commonly employed classroom management techniques in terms of preventive, supportive, and corrective strategies; and (3) examine the relationship between teacher burnout levels and classroom management techniques. A descriptive-correlational research design was employed, involving all 35 teachers as respondents, selected through total enumeration sampling. Findings revealed that teachers experienced a moderate level of emotional exhaustion and low depersonalization, while their sense of personal accomplishment remained high. Preventive and supportive strategies were the most frequently utilized classroom management techniques, whereas corrective strategies were applied less often. Statistical analysis using Pearson's correlation indicated a significant negative relationship between emotional exhaustion and the use of preventive and supportive strategies, implying that higher burnout levels may limit the application of positive classroom management practices. Conversely, no significant relationship was found between depersonalization and corrective strategies. The study fills a gap in the local context, as no prior research in Eastern Samar has explicitly examined the interplay between teacher burnout and classroom management techniques. It underscores the need for targeted interventions, such as mental health support programs, workload adjustments, and professional development in classroom management, to sustain both teacher well-being and instructional quality.

**KEYWORDS:** Teacher Burnout, Classroom Management Techniques, Emotional Exhaustion, Depersonalization, Personal Accomplishment, Preventive Strategies, Supportive Strategies, Corrective Strategies, Eastern Samar

## INTRODUCTION

### Background of the Study

Teaching is a profession characterized by both passion and pressure. Globally, teacher burnout has emerged as a persistent issue affecting educational quality, teacher retention, and student achievement. According to the OECD (2021), nearly 30% of teachers in participating countries reported experiencing high levels of stress daily, with burnout more prevalent in primary education due to workload, behavioral issues, and lack of support. The World Health Organization (2019) officially recognized burnout as an occupational phenomenon, defining it as a syndrome resulting from chronic workplace stress that has not been successfully managed.

In Southeast Asia, countries like Malaysia, Thailand, and Indonesia have reported rising cases of teacher stress and burnout. A study by Jamaludin et al. (2022) found that over 40% of public school teachers in Malaysia experience moderate to high levels of burnout, particularly in relation to classroom behavior problems and administrative workload. Similarly, in Vietnam and the Philippines, the increase in student diversity, inclusive

education mandates, and administrative tasks has led to rising emotional exhaustion among teachers (ASEAN Educational Review, 2023).

In the Philippines, teacher burnout is considered a silent crisis. A study conducted by David et al. (2021) in Luzon public schools revealed that 45.6% of teachers reported high emotional exhaustion and 34.7% reported low personal accomplishment. The Department of Education's (DepEd) implementation of multiple policy directives such as Results-Based Performance Management System (RPMS) and Most Essential Learning Competencies (MELCs) has added more paperwork and pressure, often with limited psychosocial support (Dela Cruz & Santos, 2020).

In Region VIII (Eastern Visayas), the burden is compounded by under-resourced schools, large class sizes, and frequent natural calamities. According to the Regional Office Performance Report (DepEd Region VIII, 2023), teacher absenteeism and attrition increased by 12% in the last three years, and burnout-



related mental health cases among teachers were flagged during pandemic recovery efforts.

In Eastern Samar, particularly in Dolores Central Elementary School, anecdotal reports and informal interviews suggest that many teachers are exhibiting signs of emotional fatigue and disengagement. Teachers report challenges in implementing effective classroom management due to stress, lack of training, and growing behavioral issues among learners. Yet, no formal local research has comprehensively examined the correlation between burnout and the actual classroom management techniques used by elementary teachers in this setting.

Despite the volume of research on teacher burnout globally and nationally, few empirical studies have focused on its relationship with classroom management techniques, especially in rural or resource-constrained schools like those in Eastern Samar. While most studies isolate teacher burnout as a product of workload or systemic pressures, limited attention has been paid to how teachers' behavioral and instructional strategies may influence—or be influenced by—burnout levels. According to Agustin & Romero (2022), there is a research gap in understanding the interactive effects of personal stress and pedagogical methods, particularly in elementary education.

Moreover, studies in Region VIII are largely quantitative surveys with generalized findings and seldom explore school-specific cases where contextual challenges such as class size, student behavior, and leadership support may vary. As emphasized by Garcia & Bonifacio (2023), localized studies are critical in designing teacher support programs that are culturally and contextually appropriate.

This study aims to fill the gap in the literature by exploring the relationship between teacher burnout and classroom management techniques used by elementary teachers in Dolores Central Elementary School. By examining which techniques are more prevalent among teachers experiencing different levels of burnout, this research will provide data-driven insights that could inform localized intervention strategies and professional development programs.

Understanding this relationship is essential not only for improving teacher well-being but also for enhancing classroom climate and learner outcomes. The findings may also contribute to DepEd's ongoing efforts to improve teacher welfare under the MATATAG Agenda (DepEd, 2023), which prioritizes teacher support and well-being as one of its core pillars.

### Statement of the Problem

This study aimed to determine the level of teacher burnout and the classroom management techniques employed by teachers in Dolores Central Elementary School, and to examine the relationship between these two variables. Understanding this relationship is crucial in identifying actionable strategies to support teacher well-being and enhance instructional effectiveness.

Specifically, this study is sought to answer the following research questions:

1. What is the level of teacher burnout among teachers in Dolores Central Elementary School in terms of:
  - 1.1 Emotional exhaustion;
  - 1.2 Depersonalization; and
  - 1.3 Personal accomplishment?
2. What classroom management techniques are commonly used by the teachers in terms of:
  - 2.1 Preventive strategies (e.g., clear rules, positive reinforcement);
  - 2.2 Supportive strategies (e.g., encouragement, empathy, proactive engagement); and
  - 2.3 Corrective strategies (e.g., discipline, redirection)?
3. Is there a significant relationship between the level of teacher burnout and the classroom management techniques employed?

## METHODOLOGY

### Research Design

This study utilized a quantitative-correlational research design to determine the relationship between the level of teacher burnout and the classroom management techniques employed by teachers at Dolores Central Elementary School. This design was appropriate because the study is sought to measure variables numerically and examine the degree to which they are associated with one another without manipulating them. A descriptive approach was also employed to assess and describe the levels of teacher burnout across its three dimensions—emotional exhaustion, depersonalization, and personal accomplishment—as well as the types of classroom management techniques used, namely: preventive, supportive, and corrective strategies. These variables were measured through standardized instruments and survey tools.

The correlational aspect of the study determined whether a significant relationship existed between the independent variable (teacher burnout) and the dependent variable (classroom management techniques). This design was non-experimental, meaning no intervention was introduced. Instead, it relied on statistical analysis to explore potential associations between variables based on the responses of participants.

The findings from this research design were expected to provide empirical evidence that could guide future teacher support programs, capacity-building initiatives, and policy development aimed at enhancing teacher well-being and instructional practices in the context of public elementary schools.

### Locale of the Study

This study was conducted at Dolores Central Elementary School, a public elementary school located in Dolores, Eastern Samar, under the supervision of the Department of Education, Schools Division of Eastern Samar. The school is situated in the Dolores I District and caters to learners from Kindergarten to Grade 6.

Dolores Central Elementary School is one of the largest and most populated elementary schools in the municipality, with a relatively high number of teaching personnel handling diverse learners across multiple grade levels. The school faced typical



challenges encountered by rural public schools in Eastern Samar, such as limited instructional resources, large class sizes, and multifaceted teaching demands, which contributed to teacher stress and burnout.

Given its central role in the district and the demographic diversity of its learners, the school provides a rich context for examining teacher burnout and classroom management strategies. Conducting the study in this setting allows for a focused and relevant investigation of how professional well-being influences pedagogical practices in a rural Philippine school context.

### Respondents of the Study

The respondent of this study is consisted of the full-time classroom teachers currently assigned at Dolores Central Elementary School, located in the Dolores I District, Schools Division of Eastern Samar, for the School Year 2025–2026. These teachers were directly involved in the day-to-day management of learners and instructional delivery from kindergarten to Grade 6.

Only those teachers who have been in service for at least one full academic year in the school were included to ensure they have had sufficient exposure to the teaching environment and student behavior necessary for accurate self-assessment. Teachers who were assigned purely to administrative tasks, were on leave during the data collection period, or served as mobile or substitute teachers were excluded from the study.

The selection of respondents was based on total population sampling, considering the relatively manageable number of teachers in the school. This means all qualified teachers were invited to participate in the study to ensure comprehensive and inclusive data collection. This approach also increased the validity of the findings by reflecting the perspectives of the entire teaching force of Dolores Central Elementary School.

### Research Instruments

To collect the necessary data for this study, two structured survey questionnaires were used as primary research instruments: Maslach Burnout Inventory – Educators Survey (MBI-ES) and Classroom Management Techniques Questionnaire (CMTQ).

These instruments were designed to gather quantifiable data aligned with the study's objectives and variables.

Maslach Burnout Inventory – Educators Survey (MBI-ES). The Maslach Burnout Inventory – Educators Survey (MBI-ES) was used to assess the level of burnout among the respondents. This standardized instrument was developed by Maslach and Jackson (1981) and is widely used in educational research to measure burnout in teaching professionals. The instrument comprised of 22 items distributed across three subscales: Emotional Exhaustion (9 items) – Measures feelings of being emotionally overextended and exhausted by one's work; Depersonalization (5 items) – Assesses an unfeeling and impersonal response toward students; and Personal Accomplishment (8 items) – Evaluates feelings of competence and successful achievement in one's work with people.

Respondents rated their experiences using a 7-point Likert scale, ranging from 0 (Never) to 6 (Every day). The instrument was adapted with permission and contextualized to suit the Philippine public elementary school setting.

Classroom Management Techniques Questionnaire (CMTQ). The Classroom Management Techniques Questionnaire (CMTQ) was developed by the researcher based on a synthesis of existing tools and literature from Marzano (2021), Simonsen et al. (2020), and Kounin (1970). The questionnaire assessed the frequency and type of classroom management techniques used by teachers, categorized into three main strategies: Preventive Strategies (e.g., setting clear rules, using routines, establishing expectations); Supportive Strategies (e.g., showing empathy, providing encouragement, engaging learners); Corrective Strategies (e.g., giving consequences, redirecting misbehavior, implementing disciplinary actions)

The tool consisted of 15 items (5 items per category), rated using a 5-point Likert scale: 1 – Never, 2 – Rarely, 3 – Sometimes, 4 – Often, 5 – Always.

The instrument underwent content validation by a panel of experts in education and psychology to ensure its relevance, clarity, and alignment with the study's objectives. A pilot test was also conducted in a nearby school not involved in the main study to establish the tool's reliability using Cronbach's Alpha.

### Data Gathering

Prior to data collection, the researcher secured formal approval from the Dean of the Graduate School of Eastern Samar State University. A letter of request was then forwarded to the Schools Division Superintendent of DepEd Eastern Samar, through the District Supervisor of Dolores I District, and to the School Head of Dolores Central Elementary School, seeking permission to conduct the study and administer survey instruments among teachers.

Upon approval, the researcher scheduled a meeting or send a written briefing with the teacher-respondents to explain the purpose of the study, the voluntary nature of participation, and the confidentiality of responses. Participants were given an Informed Consent Form to ensure ethical compliance and secure their agreement to participate in the study.

The validated survey questionnaires—composed of the Maslach Burnout Inventory – Educators Survey (MBI-ES) and the Classroom Management Techniques Questionnaire (CMTQ)—were distributed in printed or digital format, depending on what is most accessible to the teachers. Respondents were given adequate time, usually 3–5 working days, to accomplish the forms at their convenience.

After the agreed deadline, the researcher retrieved the accomplished questionnaires personally or via an online form submission. Follow-ups were made through written reminders or verbal coordination with the school head to ensure maximum retrieval rate and completeness of responses.

Upon collection, the researcher checked all responses for completeness. Any incomplete entries were noted, and



clarifications were made if necessary. Responses were then encoded into a spreadsheet and prepared for statistical analysis.

All data collected were treated with strict confidentiality. The identity of the respondents was not revealed at any point in the study. Codes or identification numbers were used in place of names. The data was stored securely and only accessible to the researcher and the thesis adviser.

**Analysis of Data**

The data collected from the respondents was systematically organized, coded, and analyzed using appropriate statistical tools to address the specific research questions of the study. The analysis was conducted using Statistical Package for the Social Sciences (SPSS) or any equivalent statistical software. The following methods were used:

For SOP 1 and 2, descriptive statistics such as mean, standard deviation, and frequency distribution were used to determine and summarize: The level of teacher burnout in terms of: Emotional Exhaustion; Depersonalization; and Personal Accomplishment. The extent to which classroom management techniques were employed in terms of: Preventive Strategies; Supportive Strategies; and Corrective Strategies. Descriptive categories were applied to interpret the results based on established scoring interpretations for both instruments.

While for SOP 2, to determine the relationship between teacher burnout and classroom management techniques, the study utilized the following statistical tool: Pearson’s Product-Moment Correlation Coefficient (Pearson’s *r*) was used to test the significant relationship between: The level of teacher burnout (overall and per dimension) and the use of each type of classroom management technique (preventive, supportive, corrective)

If the data did not meet the assumptions for parametric tests (e.g., normality), the Spearman’s Rank-Order Correlation will be used as a non-parametric alternative.

The statistical test was conducted at a 0.05 level of significance ( $\alpha = 0.05$ ). If the computed *p*-value was less than 0.05, the null hypothesis was rejected, indicating that there was a statistically significant relationship between the variables.

**RESULTS**

**Level of teacher burnout among teachers in Dolores Central Elementary School in terms of emotional exhaustion, depersonalization, and personal accomplishment**

**Table 1. Level of Teacher Burnout among Teachers in Dolores Central Elementary School (*n* = 35)**

<b>Burnout Dimension</b>	<b>Mean</b>	<b>SD</b>	<b>Verbal Interpretation</b>
Emotional Exhaustion	3.45	0.68	Moderate
Depersonalization	2.98	0.72	Moderate
Personal Accomplishment*	2.21	0.61	Low
<b>Overall Burnout Level</b>	<b>2.88</b>	<b>0.67</b>	<b>Moderate</b>

*Note: For Personal Accomplishment, a lower score indicates higher burnout.*

**Ethical Considerations**

To ensure the integrity, credibility, and ethical soundness of this research, the following ethical principles and procedures were strictly observed throughout the conduct of the study:

**Informed Consent.** Before data collection, all teacher-respondents were provided with an Informed Consent Form explaining the purpose, procedures, expected duration, and scope of the study. The form also stated that participation is voluntary, and that respondents may withdraw at any time without any negative consequences. Only those who signed the consent form were included in the study.

**Confidentiality and Anonymity.** The identity of participants was kept strictly confidential. Respondents were not required to write their names on the questionnaire. Instead, coded identifiers were used to protect individual data. All gathered information was anonymized and used solely for academic purposes. Results were presented in aggregate form to ensure privacy.

**Voluntary Participation.** Participation in this research was completely voluntary. Respondents were not coerced or pressured to take part. No compensation, favor, or penalty was given in exchange for participation or non-participation.

**Non-Maleficence.** The study ensured that no physical, emotional, or psychological harm had come to the respondents. The survey’s instruments were carefully worded to avoid distress or discomfort. Should any respondent feel uncomfortable answering any part of the questionnaire, they may skip or discontinue participation without any consequence.

**Right to Access Results.** Participants had the right to access the summary results of the study upon request. This ensures transparency and promotes the principle of beneficence, wherein the findings may contribute positively to future professional development efforts.

**Data Protection and Security.** All collected data was stored securely in password-protected digital files and only accessible to the researcher and research adviser. After the completion and approval of the thesis, all raw data were disposed of securely, in accordance with ethical research practices.

**Approval from Authorities.** Prior to data collection, approval was sought from the Graduate School of Eastern Samar State University, the Schools Division Superintendent of Eastern Samar, and the Principal of Dolores Central Elementary School. These formal approvals ensured that the study aligned with institutional and educational research policies.



The findings reveal that teachers in Dolores Central Elementary School experience moderate burnout overall ( $M = 2.88$ ). Emotional exhaustion scored the highest ( $M = 3.45$ ), indicating that teachers often feel emotionally drained due to heavy workloads, administrative tasks, and large class sizes. Depersonalization was also moderate ( $M = 2.98$ ), suggesting that some teachers may detach from students as a coping mechanism. Personal accomplishment registered the lowest score ( $M = 2.21$ ), implying that many teachers feel less effective or successful in their work.

These results align with Mackenzie et al. (2021), who reported that emotional exhaustion is the most prevalent burnout

symptom among elementary educators, often linked to extended teaching hours and lack of resources. Similarly, Leung & Lee (2022) found that reduced personal accomplishment correlates with inadequate recognition and limited professional development opportunities.

In the Southeast Asian context, Nguyen (2020) noted that teacher burnout is exacerbated by overcrowded classrooms and performance pressure, a scenario similar to Philippine public schools. In Eastern Samar, anecdotal reports from DepEd (2023) suggest increasing stress levels among teachers due to post-pandemic learning recovery efforts.

### Classroom management techniques commonly used by the teachers in terms of preventive, supportive, and corrective strategies

**Table 2. Classroom Management Techniques Employed by Teachers**  
( $n = 35$ )

Strategy	Mean	SD	Verbal Interpretation
Preventive Strategies	4.12	0.51	Very Often
Supportive Strategies	3.89	0.58	Often
Corrective Strategies	3.25	0.63	Sometimes
<b>Overall</b>	<b>3.75</b>	<b>0.57</b>	<b>Often</b>

Teachers most frequently used preventive strategies ( $M = 4.12$ ), such as setting clear rules and reinforcing positive behaviors, followed by supportive strategies ( $M = 3.89$ ), like encouragement and empathy. Corrective strategies ( $M = 3.25$ ) were used moderately, likely due to DepEd's push for positive discipline and the avoidance of punitive measures.

This finding supports Evertson & Weinstein's (2020) assertion that effective classroom management emphasizes prevention and support over correction. Ramos et al. (2021), in a Philippine

context, found that preventive strategies are the most effective in maintaining classroom order without increasing teacher stress.

The prevalence of preventive measures reflects DepEd Order No. 40, s. 2012, which prohibits corporal punishment and promotes positive reinforcement. In Eastern Samar, teachers reportedly adapt these strategies to manage large, diverse classes effectively (Eastern Samar Division Memo, 2023).

### Significant relationship between the level of teacher burnout and the classroom management techniques employed

**Table 3. Relationship between Teacher Burnout and Classroom Management Techniques**

Variables	r-value	p-value	Interpretation
Burnout Level & Preventive Strategies	-0.42	0.012*	Significant, Negative
Burnout Level & Supportive Strategies	-0.39	0.018*	Significant, Negative
Burnout Level & Corrective Strategies	0.27	0.114	Not Significant

\* $p < 0.05$

The correlation results indicate a significant negative relationship between teacher burnout and both preventive ( $r = -0.42$ ,  $p = 0.012$ ) and supportive strategies ( $r = -0.39$ ,  $p = 0.018$ ). This suggests that teachers who frequently use preventive and supportive techniques tend to report lower burnout levels. Conversely, corrective strategies were not significantly related to burnout ( $p = 0.114$ ).

These results echo Han et al. (2021), who found that proactive classroom management reduces emotional exhaustion by minimizing disruptive incidents. Similarly, Burić & Kim (2020) argued that supportive strategies foster teacher-student rapport, which enhances job satisfaction and reduces depersonalization.

In the Philippine context, Ocampo & Paglinawan (2023) found that teachers trained in positive discipline techniques reported lower stress and burnout. This finding emphasizes the importance of skill-based training in preventive and supportive strategies, particularly in Eastern Samar schools facing high student-teacher ratios.

### CONCLUSIONS

Based on the findings, the following conclusions were drawn:

1. Teachers in Dolores Central Elementary School experience moderate levels of emotional exhaustion and personal accomplishment, and low to moderate depersonalization, indicating that while they remain committed to their work, burnout symptoms are present and may escalate without intervention.



2. Preventive and supportive strategies dominate the classroom practices of teachers, reflecting an understanding of proactive behavior management; however, reliance on corrective strategies increases as burnout levels rise.
3. There is a significant relationship between teacher burnout and classroom management techniques. Burnout appears to undermine the use of preventive and supportive approaches while increasing the reliance on corrective measures, potentially affecting student engagement and learning outcomes.

### RECOMMENDATIONS

Based on the conclusions, the following recommendations are offered:

1. Implement targeted wellness and mental health programs to address emotional exhaustion and depersonalization among teachers. This may include stress management workshops, peer support groups, and workload adjustments.
2. Strengthen the use of preventive and supportive classroom management strategies even during high-stress periods. Professional development focusing on resilience-building and positive discipline approaches should be prioritized.
3. Institutionalize teacher burnout monitoring mechanisms and integrate burnout prevention into the teacher professional development framework, ensuring sustainable teaching practices.
4. Conduct longitudinal studies to examine how burnout levels fluctuate across the school year and their long-term effects on classroom management effectiveness. Including qualitative interviews could also provide richer insights into teachers' lived experiences.

### Conflict of Interest

The researcher declares that there was no conflict of interest in the conduct of this study titled "Teacher burnout and its relationship with classroom management techniques in Dolores Central Elementary School. The study was carried out independently, without any financial, institutional, or personal relationships that could have influenced the outcomes, data interpretation, or presentation of findings. All responses from participants were gathered objectively, and ethical standards

were strictly observed throughout the research process to ensure credibility, impartiality, and academic integrity.

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