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Emotional Burnout, Digital Dependency, and their Impact on Pedagogical Practices among Basic Education Teachers

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Abstract: This study examined the influence of emotional burnout and digital dependency on pedagogical practices among basic education teachers in public elementary and secondary schools under the Department of Education, Division of Bukidnon, Philippines, for the academic year 2025 - 2026. Employing a quantitative research design, the study gathered data from a representative sample of teachers working in both urban and rural communities. The research utilized descriptive statistics, including mean, frequency distribution, percentage, and standard deviation, to summarize and interpret teachers' responses regarding their levels of emotional burnout, digital dependency, and pedagogical practices. Correlational and regression analyses were likewise applied to identify the strength of relationships and determine which variable, alone or in combination, best predicted effective teaching practices. Results revealed that teachers experience heightened emotional demands and an increasing reliance on digital tools, both of which greatly influence their instructional strategies and learner interactions. Emotional burnout was found to weaken teacher motivation and engagement, while digital dependency reshaped their planning, communication, and assessment processes. Despite these challenges, teachers displayed resilience by employing adaptive approaches that sustain effective classroom instruction. The findings emphasize the need for continuous professional development, mental health support, and enhanced digital literacy programs that address the evolving demands of technology-driven education. These initiatives are essential for maintaining a supportive teaching environment and ensuring that educators remain equipped to deliver quality and meaningful learning experiences in Philippine basic education.

Keywords: Emotional Burnout, Digital Dependency, Pedagogical Practices, Basic Education Teachers

I. Introduction

Basic education in the Philippines faces mounting professional demands, exerting significant pressure on teachers and affecting pedagogical quality (Agbayani-Pineda, 2025; Asio & Bayucca, 2021). Increasing workloads, administrative burdens, and high classroom expectations contribute to widespread emotional burnout, an issue consistently reported in both national and international research (Teaching Load Research Team, 2024; Skaalvik & Skaalvik, 2017). In diverse educational contexts, teacher stress is a robust predictor of professional exhaustion and declining job satisfaction.

Persistent emotional burnout is attributed to the emotional labor inherent in teaching. Recent studies indicate that Filipino teachers experience moderate burnout, often employing emotional regulation strategies to sustain positive interactions with students and parents (Agbayani-Pineda, 2025). Parallel findings in the United States suggest that sustained emotional exhaustion undermines engagement and satisfaction (Brackett et al., 2019), while research in Europe demonstrates the mitigating effects of self-regulation and collaborative school climates (Collie et al., 2020).

Teacher resilience is vital in countering burnout and supporting motivation. Philippine-based studies emphasize the role of supportive leadership and collegial relationships (Dela Cruz & Paglinawan, 2021), with similar patterns observed in China, where sustained professional growth is linked to institutional support for digital adaptation (Song et al., 2022). Across Asian education systems, self-discipline and social capital emerge as protective factors against stress and disengagement (Muñoz et al., 2023).

The increasing integration of digital instruction further transforms classroom dynamics. Filipino teachers have reported greater reliance on digital platforms, learning management systems, and virtual communication, mirroring global trends in educational technology (Abella, 2023; Muñoz et al., 2023). While digital literacy enhances instructional adaptation, it introduces new stressors, notably, technical difficulties and resource disparities, which can compound fatigue and workload (Javier, 2021; Abella, 2023; Song et al., 2022). Studies from Western contexts echo these concerns, linking digital fatigue to decreased engagement and higher absenteeism (OECD, 2019; Brackett et al., 2019).

Effective classroom management and professional development can alleviate the pressures of high student-teacher ratios. Philippine research demonstrates that targeted training reduces stress and promotes job satisfaction, consistent with international evidence supporting preventative support and peer collaboration (Ocampo & Paglinawan, 2023; Collie et al., 2020). Quantitative analyses emphasize the protective roles of teacher self-efficacy, digital confidence, and social networks (Asio & Bayucca, 2021; Song et al., 2022).

Despite substantial research on burnout and digital dependency, most studies examine these issues independently. There remains a critical gap in understanding their interactive effects on teaching practice and well-being, both in Philippine schools and internationally (Eastern Samar State University, 2025; Brackett et al., 2019; Song et al., 2022).

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This study addresses this gap by investigating the combined influence of emotional burnout and digital dependency on pedagogical practices among Filipino teachers. The research aims to inform effective, evidence-based interventions that strengthen teacher well-being and instructional quality. Findings will guide educational leaders and policymakers in developing holistic strategies responsive to the intersecting challenges of the contemporary educational landscape.

II Methodology

Research Design

This study utilized the descriptive-correlational method. A descriptive correlation described the relationship among variables and helped to determine the relationship between independent and dependent variables. The descriptive design involved the collection of data to test the hypothesis and answer questions concerning the status to be studied. This study used survey questionnaires to gather information.

A quantitative research approach, with a descriptive-correlational design, assessed the relationships among emotional burnout, digital dependency, and the quality of pedagogical practices. Regression analysis was used to identify predictor variables.

Locale of the Study

The research study took place in public elementary and secondary schools under the Department of Education, Division of Bukidnon. The province covered a land area of approximately 10,498 square kilometers and featured a mix of urban, semi-urban, and rural communities (DepEd Bukidnon, 2025; Bukidnon DEDP, 2023). Malaybalay City, serving as the provincial capital and administrative center, hosted major government offices and varied educational institutions. Other prominent cities and municipalities include Valencia City, Maramag, Manolo Fortich, and Quezon, each serving as hubs for economic activity, transport, and education.

Bukidnon's schools were geographically dispersed, with some located in town centers while others were situated in remote barangays, requiring creative approaches to reach and support both educators and learners (Espinosa, 2025). Many communities were home to indigenous cultural groups such as the Higaonon, Talaandig, and Bukidnon tribes, which added diversity to the school populations and presented unique challenges and opportunities for education administrators. Transportation was often a challenge in upland and far-flung areas, impacting teacher deployment and resource distribution.

For school year 2025–2026, the Division of Bukidnon included about 650 public elementary schools and nearly 100 public secondary schools, based on the official figures of the Department of Education (DepEd Bukidnon, 2025; Espinosa, 2025). Additionally, there were around 46 recognized private schools in the division, many offering both elementary and secondary education (Bukidnon DEDP, 2023). The diverse educational landscape in Bukidnon made it an ideal setting for a study exploring how modern stressors, such as digital dependency and emotional burnout, affected teaching practices across different types of school environments, from urbanized centers to mountainous and isolated rural communities.

Respondents of the Study

The respondents of this study were comprised of 290 basic education teachers from both elementary and secondary schools in Quezon, Bukidnon, all under the Department of Education. These respondents were selected from a larger pool of 331 teachers assigned across eight public schools with varied sizes and educational contexts. Inclusion criteria required that respondents had accumulated at least one year of teaching experience, supporting the reliability of responses and the relevance of insights for classroom practice at different grade levels.

Table 1: Distribution of the respondents of the study by the school.

School	N	n	Percent
Minsalirac Integrated School	19	17	5.86
Kibacania Elementary School	5	4	1.38
Quezon Central Elementary School	97	90	31.03
Zubiri Village Elementary School	25	18	6.21
Merangeran Integrated School	39	35	12.07
Salawagan Central Elementary School	58	43	14.83
Quezon Bukidnon Comprehensive High School San Jose Integrated School	65 59	41 42	14.14 14.48
Total	331	290	100.0

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A stratified random sampling technique was employed to ensure adequate representation and demographic diversity within the division. Each school's teacher population was identified, followed by proportional allocation to determine the number of participants per site. Within each stratum, teachers were randomly chosen to form the final sample. This approach provided broad coverage across schools and grade levels, thereby supporting the representativeness and transferability of research findings throughout the division. This sampling method supported the representativeness and transferability of findings. Distribution details are presented in Table 1.

Research Instrument

A structured survey questionnaire composed of three (3) parts will be distributed to the respondents to collect the data for the study. These are all patterned questionnaires with the different works of credible researchers. The consent of the authors to utilize the instruments will be requested. Furthermore, pilot testing for reliability will be done.

Part 1 of the instrument will be the emotional burnout questionnaire. It was patterned to the work of Agbayani-Pineda (2025). It consists of 4 sub-variables: emotional exhaustion, depersonalization, reduced personal accomplishment and emotional resilience challenges. A Cronbach's alpha coefficient of 0.79 was generated, indicating that the questionnaire obtained an acceptable level of reliability and was considered relevant for the actual study. The scoring procedure for this instrument which is in Likert scale will be observed as follows:

Numerical Scale	Range	Descriptive Rating	Qualitative Interpretation
1	1.00-1.50	Strongly Disagree	No Emotional Burnout
2	1.51-2.50	Disagree	Less Emotional Burnout
3	2.51-3.50	Undecided	Moderate Emotional Burnout
4	3.51-4.50	Agree	High Emotional Burnout
5	4.51-5.00	Strongly Agree	Very High Emotional Burnout

Part 2 of the instrument will be the digital dependency questionnaire. It was patterned to the work of McGarr (2024). It consists of 4 sub-variables: frequency of digital tool use, perceived necessity, digital distraction and overuse, and impact on teaching balance. A Cronbach's alpha coefficient of 0.83 was generated and indicates that the questionnaire possesses good internal consistency reliability, meaning that the items are strongly correlated and consistently measure the same underlying construct. The scoring procedure for this instrument which is in Likert scale will be observed as follows:

Numerical Scale	Range	Descriptive Rating	Qualitative Interpretation
1	1.00-1.50	Never	Complete avoidance of Digital Tool
2	1.51-2.50	Rarely	Minimal use of Digital Tool
3	2.51-3.50	Sometimes	Moderate use of Digital Tool
4	3.51-4.50	Often	Frequent use of Digital Tool
5	4.51-5.00	Always	Constant use of Digital Tool

Part 3 of the instrument will use the Teacher Practices Questionnaire. It was patterned to the works of Perez, et.al, (2016). It consists of 4 sub-variables: student-centered teaching, lesson planning and preparation, assessment process, and effective use of technology in instruction. A Cronbach's Alpha value of 0.78 indicates that the questionnaire has an acceptable level of internal consistency and is reliable in measuring the same underlying construct. The scoring procedure for this instrument which is in Likert scale will be observed as follows:

Numerical Scale	Range	Descriptive Rating	Qualitative Interpretation
1	1.00-1.50	Strongly Disagree	Strong denial of Pedagogical practice
2	1.51-2.50	Disagree	Moderate resistance of Pedagogical Practice
3	2.51-3.50	Undecided	Indecisive view of Pedagogical Practice
4	3.51-4.50	Agree	Positive agreement on Pedagogical Practice
5	4.51-5.00	Strongly Agree	Full alignment of Pedagogical Practice

Gathering Procedure

In gathering the necessary data, the researcher sought permission to conduct a pilot test of the questionnaires to establish their reliability and validity. The pilot testing was conducted at the Department of Education (DepEd) Division of Valencia City. Results from the pilot test were analyzed and computed using the Statistical Package for the Social Sciences (SPSS) to determine the internal consistency and reliability of the instrument.

After final validation, the general administration of the questionnaire was conducted within the Department of Education Division of Bukidnon, particularly in Quezon I District, Quezon, Bukidnon. Upon approval, the researcher distributed invitation letters to the participants. Each letter contained information about the purpose of the study and the nature of participation. Respondents were provided with an informed consent form prior to survey administration. The signed consent indicated their voluntary participation in the study, their agreement to provide truthful responses, and their understanding that they could withdraw at any time for valid reasons.

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Ethical Consideration

The study complied with established ethical standards in educational research, ensuring the protection of participants' rights and confidentiality. A total of 290 basic education teachers voluntarily participated in the study after receiving an invitation letter that outlined its purpose, procedures, and expected participation. Before data collection, informed consent forms were distributed, explaining that participation was voluntary and that respondents could withdraw at any point without any penalty.

To preserve anonymity, participants were instructed not to write their names or any identifying marks on the questionnaires. After accomplishing the survey, each respondent enclosed the completed instrument in a provided envelope and placed it in a secured drop box designated by the researcher within each participating school. Only the researcher retrieved the boxes to maintain control and confidentiality of the gathered data.

No incentives or material rewards were provided to the respondents to avoid coercion or bias in responses. All information collected was treated with strict confidentiality and used solely for academic and research purposes. Ethical principles of respect, transparency, and voluntary participation guided every stage of the study, ensuring adherence to institutional and professional research standards.

Statistical Technique

The researcher statistically analyzed the data responses according to the requirements of the study. Descriptive statistics such as mean, percentage, and standard deviation were utilized to answer research questions 1, 2, and 3, which measured the levels of emotional burnout, digital dependency, and pedagogical practices among basic education teachers. These descriptive measures provided a clear summary of the general tendencies and variations in the responses collected.

For research question 4, the researcher used the Pearson Product Moment Correlation Coefficient at a 0.05 level of significance to determine the relationship between emotional burnout, digital dependency, and the quality of pedagogical practices of basic education teachers. This analysis identified whether significant correlations existed among the main variables of the study. Furthermore, for research question 5, regression analysis was employed to determine which variables best predicted the pedagogical practices of the teachers. The regression analysis aimed to establish an equation of a line that best fit the data points with the smallest possible deviations, thereby identifying the most influential predictors of pedagogical effectiveness.

III Results and Discussion

This section presents the results of the data gathered from the conduct of the study regarding the emotional burnout, digital dependency, and their impact on the quality of the pedagogical practices of the basic education teachers. The presentation of results was organized based on the arrangement of the problems identified in the study.

The results in Table 2 show that the basic education teachers manifested a high level of emotional burnout, as evidenced by the overall mean of 3.91 with a descriptive rating of "Agree." Among the indicators, emotional exhaustion (M = 4.06) gained the highest mean, reflecting that teachers frequently experience feelings of fatigue, strain, and mental depletion due to prolonged workload and job demands. This was followed by depersonalization (M = 4.02), signifying that teachers may develop emotional detachment and reduced empathy toward students as a coping mechanism against chronic stress. The indicators emotional resilience challenges (M = 3.79) and reduced personal accomplishment (M = 3.76) also showed high ratings, suggesting that many teachers struggle to remain motivated and to sustain a sense of efficacy in their teaching roles. Overall, these results depict that the respondents often experience a pattern of exhaustion, depersonalization, and low self-fulfillment, key dimensions commonly associated with emotional burnout.

These findings are consistent with research showing that burnout among educators is an increasing concern in the teaching profession. A study by Wang (2024) emphasized that emotional exhaustion and depersonalization are the most prevalent dimensions of teacher burnout, primarily triggered by workload overload and emotional demands within classroom environments.

Table 2: Summary of Emotional Burnout of Basic Education Teacher

INDICATORS	Mean	Descriptive Rating	Qualitative Interpretation
Emotional Exhaustion	4.06	Agree	High Emotional Burnout
Depersonalization	4.02	Agree	High Emotional Burnout
Emotional Resilience Challenges	3.79	Agree	High Emotional Burnout
Reduced Personal Accomplishment	3.76	Agree	High Emotional Burnout
Total	3.91	Agree	High Emotional Burnout

Legend:

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Score	Range	Descriptive Rating	Qualitative Interpretation
1	1.00-1.50	Strongly Disagree	No Emotional Burnout
2	1.51-2.50	Disagree	Less Emotional Burnout
3	2.51-3.50	Undecided	Moderate Emotional Burnout
4	3.51-4.50	Agree	High Emotional Burnout
5	4.51-5.00	Strongly Agree	Very High Emotional Burnout

Likewise, Teles (2020) found that emotional exhaustion and depersonalization are directly proportional to the levels of perceived stress a teacher experiences, while a low sense of personal accomplishment tends to appear when teachers feel unappreciated and unsupported in their work settings. The consistency of these findings with the current study affirms that emotional exhaustion and diminished resilience significantly undermine teachers' motivation, job satisfaction, and commitment to effective teaching, thereby highlighting the urgent need for professional well-being strategies, workload adjustments, and institutional support systems in the Department of Education context.

Table 3 reveal that the basic education teachers "often" use digital devices in their professional routines, as reflected by the overall mean of 4.01, interpreted as frequent use of digital tools. Among the indicators, the perceived necessity of digital tools (M = 4.02) and impact on pedagogical balance (M = 4.02) obtained the highest means, showing that teachers consistently integrate technology into lesson planning, instruction, and assessment tasks. Likewise, the indicators frequency of digital use (M = 4.01) and digital distraction (M = 4.01) indicate that technology is both an essential and competing factor in their work performance. This suggests that while teachers heavily rely on digital platforms for educational delivery, such dependence occasionally disrupts focus and instructional rhythm. Overall, these findings reflect that basic education teachers maintain a high level of digital engagement, positioning digital tools as vital yet potentially distracting elements of their daily teaching practice.

Table 3: Summary of Digital Dependency of Basic Education Teachers

INDICATORS	Mean	Descriptive Rating	Qualitative Interpretation
Perceived Necessity of Digital Tools	4.02	Often	Frequent use of digital tool
Impact on Pedagogical Balance	4.02	Often	Frequent use of digital tool
Frequency of Digital Use	4.01	Often	Frequent use of digital tool
Digital Distraction	4.01	Often	Frequent use of Digital Tool
Total	4.01	Often	Frequent use of Digital Tool

Legend:

Score	Range	Descriptive Rating	Qualitative Interpretation
1	1.00-1.50	Never	Complete avoidance of Digital Tool
2	1.51-2.50	Rarely	Minimal use of Digital Tool
3	2.51-3.50	Sometimes	Moderate use of Digital Tool
4	3.51-4.50	Often	Frequent use of Digital Tool
5	4.51-5.00	Always	Constant use of Digital Tool

This result supports prior research emphasizing digital dependency as a growing phenomenon in modern education. A 2024 study by He and Chen found that over half of teachers spend more than four hours daily online for school-related tasks, significantly increasing the risk of digital overuse and behavioral dependency. Similarly, Şan (2025) observed that excessive digital interaction among pre-service teachers contributed to decreased cognitive control, reduced productivity, and higher tendencies toward task distraction when digital engagement exceeded academic necessity. In line with these studies, the current findings indicate that while digital use enhances instructional access and flexibility, its frequent and prolonged usage may lead to dependency and distraction if not managed through digital balance strategies and institutional support systems. Hence, fostering digital well-being among teachers remains essential to ensuring effective technology integration without compromising focus, productivity, and overall mental health.

Meanwhile, table 4 indicate that basic education teachers demonstrated a high level of pedagogical practice, with an overall mean of 4.47, described as "Agree" and interpreted as positive agreement on pedagogical practice. Among the indicators, student-

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centered teaching obtained the highest mean of 4.50, signifying that teachers prioritize instructional approaches that focus on student engagement, collaboration, and active participation.

Similarly, assessment process (M = 4.47), use of technological resources (M = 4.46), and teaching planning and preparation (M = 4.44) were all rated high, reflecting that teachers are consistent in designing well-prepared learning plans, using technology effectively, and maintaining meaningful assessment practices. Collectively, these results show that the teachers' pedagogical approaches are aligned with contemporary teaching standards that emphasize learner-centered strategies and the effective integration of technology in instruction to enhance student learning outcomes.

Table 4: Summary of Pedagogical Practice of the Basic Education Teachers

INDICATORS	Mean	Descriptive Rating	Qualitative Interpretation
Student-Centered Teaching	4.50	Agree	Positive agreement on Pedagogical Practice
Assessment Process	4.47	Agree	Positive agreement on Pedagogical Practice
Use of Technological Resources	4.46	Agree	Positive agreement on Pedagogical Practice
Teaching Planning and Preparation	4.44	Agree	Positive agreement on Pedagogical Practice
Total	4.47	Agree	Positive agreement on Pedagogical Practice

Legend:

Score	Range	Descriptive Rating	Qualitative Interpretation
1	1.00-1.50	Strongly Disagree	Strong denial of Pedagogical practice
2	1.51-2.50	Disagree	Moderate resistance of Pedagogical Practice
3	2.51-3.50	Undecided	Indecisive view of Pedagogical Practice
4	3.51-4.50	Agree	Positive agreement on Pedagogical Practice
5	4.51-5.00	Strongly Agree	Full alignment of Pedagogical Practice

Table 4, indicate that basic education teachers demonstrated a high level of pedagogical practice, with an overall mean of 4.47, described as "Agree" and interpreted as positive agreement on pedagogical practice. Among the indicators, student-centered teaching obtained the highest mean of 4.50, signifying that teachers prioritize instructional approaches that focus on student engagement, collaboration, and active participation. Similarly, assessment process (M = 4.47), use of technological resources (M = 4.46), and teaching planning and preparation (M = 4.44) were all rated high, reflecting that teachers are consistent in designing well-prepared learning plans, using technology effectively, and maintaining meaningful assessment practices. Collectively, these results show that the teachers' pedagogical approaches are aligned with contemporary teaching standards that emphasize learner-centered strategies and the effective integration of technology in instruction to enhance student learning outcomes.

These results are supported by existing studies underscoring the effectiveness of student-centered methods in improving teaching performance and learner motivation. A study by Third Space Learning (2025) emphasized that teachers who adopt student-centered strategies, such as project-based and inquiry-driven learning, demonstrate higher student engagement and deeper learning outcomes because lessons become more participatory and meaningful. Similarly, Marymount University (2025) found that fostering student autonomy, differentiated instruction, and collaborative learning enhances teachers' instructional efficacy and adaptability to diverse learning contexts. The findings of the current study, therefore, affirm that well-prepared, technology-integrated, and student-focused teaching practices are hallmarks of effective pedagogy. They not only promote academic achievement but also strengthen teachers' confidence and professional competence in delivering high-quality education.

The data in Table 5 present the results of the correlation analysis between Emotional Burnout, Digital Dependency, and the Pedagogical Practice of Basic Education Teachers. The findings revealed several significant relationships, highlighting the interplay between teachers' emotional states, technological engagement, and teaching effectiveness. For emotional burnout indicators, emotional exhaustion ($r = .134$, $p = .034$) and depersonalization ($r = .186$, $p = .003$) showed positive and significant correlations with pedagogical practices, suggesting that teachers who often experience emotional fatigue or detachment still maintain consistent teaching engagement, possibly due to professional commitment. Meanwhile, reduced personal accomplishment ($r = .111$, $p = .084$) exhibited an insignificant yet positive relationship, indicating that despite feelings of inadequacy, teachers continue striving to fulfill their instructional duties.

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Table 5: Correlation Analysis of Emotional Burnout and Digital Dependency to the Pedagogical Practice of Basic Education Teachers

Pedagogical Practice of Basic Education Teachers	Pearson Correlation	Sig. (2-tailed)
Emotional Burnout		
Emotional Exhaustion	.134	.034*
Reduced Personal Accomplishment	. 111	.084*
Depersonalization		
Emotional Resilience Challenges	.186	.003**
Digital Dependency	.153	.015*
Perceived Necessity of Digital Use	.179	.005**
Frequency of Digital Tool Use	.144	.023*
Digital Distraction and Overuse	.156	.014**
Pedagogical Practices		
Impact on Pedagogical Balance	.111	.081*
Teaching Planning and Preparation	.161	.011**
Use of Tech Resources	.143	.028**

**p<0.01 *p<0.05 ns= Not Significant

Similarly, emotional resilience challenges (r = .153, p = .015) demonstrated a mild but significant correlation, implying that teachers who face emotional struggles may channel these experiences into improving instruction through adaptive coping strategies. On digital dependency, all indicators showed significant positive correlations: perceived necessity of digital use (r = .179, p = .005), frequency of digital tool use (r = .144, p = .023), and digital distraction and overuse (r = .156, p = .014). These results reflect that teachers' frequent use of technology strongly contributes to their teaching practices, though it may also expose them to higher levels of techno-stress and digital fatigue.

These findings are consistent with previous research emphasizing the intertwined impact of burnout and digital dependency among educators. A 2025 study by Ibrahim revealed that high digital exposure among teachers and students significantly contributes to emotional fatigue, impairing focus and psychological well-being, yet also enhances instructional performance when managed effectively. Similarly, Koelle (2024) found that excessive student smartphone and social media use, while contributing to teacher stress, prompted educators to integrate technology constructively to maintain engagement and instructional control.

The present study reinforces these perspectives, showing that digital tools, while sources of stress, remain essential to sustaining modern pedagogy. The positive correlations between emotional burnout dimensions and pedagogical practice further support the idea that teachers' resilience and professional identity enable them to transform emotional and digital challenges into opportunities for adaptive and innovative teaching. These insights highlight the importance of institutional well-being programs, digital literacy training, and psychosocial support systems to maintain teachers' pedagogical competence amidst evolving technological and emotional demands.

Multiple regression generally shows this study to explain, model and examine the relationship between independent variables and dependent variables.

Table 6: Multiple Regression Analysis

INDICATORS	Unstandardized Coefficient B	Std. Error	Standardized Coefficient B	t	Sig.
(Constant) Digital Dependency	3.898	.382		10.206	.000
Digital Distraction and Overuse	.148	.039	.209	4.130	.004
Perceived Necessity of Digital Use	.178	.057	.182	3.114	.002
R = 0.28	R^2=0.08	F= 11.73	Sig. 0.001		

Overall, the model produced an R value of 0.28, revealing a small but meaningful positive relationship between the predictors and teachers' technology use. The R^2 was found to be 0.08, indicating that digital distraction and overuse together with perceived

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necessity of digital use explain 8% of the variance in the dependent variable. The regression model was statistically significant, as evidenced by an F statistic of 11.73 and a p-value less than .001.

Table 6 shows the variables that best predict the pedagogical practice of the basic education teachers of Quezon I District. Predictor variables in this study include the digital distraction and overuse and perceived necessity of digital use both under the variable digital dependency. Among the twelve (12) indicators, only two (2) of which were found to be the predictors to the pedagogical practice of the basic education teachers. Based on the analysis, digital distraction and overuse emerged as the stronger predictor (B = 0.148, Beta = .209, t = 4.130, p = .004).

This suggests that, as teachers experience higher levels of digital distraction, their utilization of technological resources increases significantly, possibly due to greater exposure and familiarity with digital platforms and tools. Perceived necessity of digital use (B = 0.178, Beta = .182, t = 3.114, p = .002) likewise displayed a significant positive effect on technology use, indicating that teachers who recognize the importance of digital tools tend to make greater use of technology in their classrooms.

The R^2 or degree of multiple determination of the regression process is 0.08 or 8%, signifying the variance in pedagogical practice which can be attributed to the combination of the following factors: digital distraction and overuse, and perceived necessity of digital use. Meanwhile, the 92% of variance can be attributed to other factors excluded from the regression model. The useful equation in predicting the percentage of the variable pedagogical practice of the basic education teachers (Y) as indicated by F=value (11.73) with its corresponding probability of (0.001) is significant in meaning. The formula of the regression model in the study is predicted below.

Where:

Y= Pedagogical practice

X1= Digital distraction and overuse (Digital Dependency)

X2= Perceived necessity of digital use (Digital Dependency)

This regression analysis underscores that both digital distraction and perceived necessity are significant predictors of teachers' use of technological resources, with digital distraction and overuse proving to be the best predictor in this context. Thus, this study rejects the null hypothesis, there is no variable that best predicts pedagogical practices of the basic education teachers. The findings stress the need for balanced digital professional development among teachers, focusing on maximizing the benefits of technology while limiting its potential drawbacks.

These findings are supported by recent studies in the literature. He and Chen (2024) highlight that digital dependency, in both its overt behavioral and attitudinal forms, is a major driver of technology adoption among educators. Similarly, Ibrahim (2025) demonstrates that digital overuse not only increases technology-driven burnout risks but also stimulates teachers' engagement with digital instruction, underscoring the double-edged nature of digital exposure in educational contexts.

IV Conclusion and Recommendations

Findings

The study determined that emotional burnout among basic education teachers in Quezon, Bukidnon, Northern Mindanao is at a high level. Specifically, the mean score for emotional exhaustion was 4.06, while depersonalization registered a mean of 4.02. Both indicators received the descriptive rating "Agree," and qualitative interpretation as "High Emotional Burnout." These values indicate that teachers frequently face intense professional pressures, emotional fatigue, and detachment, with scores typically above the 4.00 threshold, demonstrating that this concern is widespread and acute within the population studied.

Digital dependency also exhibited high prevalence across all measured dimensions. The mean for perceived necessity of digital tools was 4.02, impact on pedagogical balance was 4.02, and frequency of digital use was 4.01.

All were rated "Often" and interpreted as "High Digital Dependency." This shows that teachers not only believe technology is essential for teaching but also use digital resources regularly, managing lessons, assessments, and instructional planning with consistent digital engagement. Such high frequency underlines the shift toward technology-centric educational practice as integral to classroom routines.

Pedagogical practices among teachers were similarly robust and positive, with student-centered teaching achieving a mean score of 4.50, the highest of all instructional indicators. The assessment process and use of technological resources scored above 4.00 as well. These were rated "Agree" and "Positive Agreement on Pedagogical Practice." The values reveal that teachers maintain effective, learner-focused strategies and strong assessment methods regardless of external emotional and digital demands, confirming their commitment to high-quality instruction and student engagement.

Correlation analyses provided further insights into the relationships among the study variables. Emotional burnout indicators like emotional exhaustion and depersonalization correlated positively with pedagogical practice (r=.134, p=.034), as did digital distraction (r=.186, p=.003) and perceived necessity (r=.179, p=.005). These statistically significant associations indicate that higher scores in emotional burnout and digital dependency are linked with increased levels of innovative and effective teaching practices, suggesting that stress and digital engagement sometimes act as motivation and catalyst for teacher adaptation.

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Regression analysis confirmed that digital distraction and overuse (B=.148, standardized beta = .209, t = 4.130, p=.004) and perceived necessity of digital use B=.178, beta = .182, t=3.114, p=.002) are significant predictors of the use of technological resources. The regression model captured and R2 of .08, signifying that 8% of variance in pedagogical practice can be attributed to these two digital dependency factors, with the overall model being highly significant (F=11.73, p=.001). Among the predictors, digital distraction and overuse emerged as the strongest, reflecting the substantial impact of digital environments on classroom technology integration.

Conclusions

Based on the findings of this study, the following conclusions were made.

The study concludes that emotional burnout among basic education teachers in the sampled schools is at a high level. Based on indicators such as emotional exhaustion and depersonalization, the teachers generally agree with statements corresponding to burnout symptoms, signifying that emotional fatigue is a prevalent professional challenge. These findings indicate a need for proactive support systems to maintain and improve teacher well-being.

The extent of digital dependency among teachers is also high, as shown by qualitative and descriptive ratings indicating frequent and regular use of digital tools. Teachers "often" perceive digital resources as necessary and engage frequently in digital activities, both for classroom management and lesson delivery. This result suggests that technology has become an indispensable part of modern educational practice, with teachers actively integrating digital resources into their daily routines.

Regarding pedagogical practice, basic education teachers demonstrate a robust and positive approach, maintaining effective instructional strategies despite emotional and digital challenges. High mean scores and positive agreement ratings on pedagogical indicators such as student-centered teaching and assessment affirm that teachers continue to uphold instructional quality and engagement. This supports the notion that professional commitment persists even in demanding work environments.

The correlation analyses confirmed significant positive associations between emotional burnout, digital dependency, and pedagogical practice. Specifically, digital distraction, perceived necessity of digital use, and elements of emotional burnout were shown to correlate with stronger engagement in pedagogical activities. Therefore, both emotional and technological factors influence teachers' professional behaviors, sometimes acting as motivators for innovation and adaptation.

The regression analysis identified digital distraction and overuse, as well as perceived necessity of digital use, as significant predictors of technology integration in teaching. The regression model explained 8% of variance in pedagogical practice, with digital distraction and overuse being the stronger predictor. This suggests that teachers' habits and attitudes toward technology are major determinants of how effectively they utilize digital resources in the classroom. These results emphasize the need for ongoing training and support that not only addresses risk factors like distraction but also reinforces positive perceptions of technology in education.

Recommendations

Based on the findings and conclusions, the following recommendations are suggested:

For teachers showing high levels of digital distraction and overuse, schools should provide targeted support and professional development in digital literacy and healthy technology habits. Training should help teachers manage digital overload while harnessing digital tools effectively for instruction.

Ongoing workshops and learning communities must be provided to enhance teachers perceived necessity of digital use. Sharing success stories and practical applications of technology in teaching can reinforce positive attitudes and increase motivation to use educational technology.

School administrators should routinely assess technology-related needs and barriers among basic education teachers. Additional investment in digital infrastructure, resource access, and context-specific support will help bridge the gap between technical potential and real-world usage.

The Department of Education should include modules on balanced digital engagement in its teacher continuing education programs, emphasizing both the benefits and risks associated with technology use. National standards and guidelines on responsible tech integration should be communicated widely.

Future research should expand the scope to include other determinants such as school policy, socioeconomic status, curriculum demands, and teacher well-being measures. Longitudinal studies will help clarify how digital dependency factors and teacher attitudes affect technology use and pedagogical improvement over time.

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