

SCHOOL CLIMATE AND TEACHER BURNOUT AMONG MIGRANT FILIPINO SECONDARY TEACHERS IN THAILAND

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ABSTRACT

This study examined the relationship between school climate and teacher burnout among 151 migrant Filipino secondary teachers in government schools in Thailand during the second semester of the 2023–2024 school year. A descriptive correlational design was used to analyze the respondents' profile, level of school climate support, and degree of teacher burnout, as well as the relationships and differences among the variables. Data were collected using an adapted survey and were analyzed using appropriate statistical methods. Results showed that school climate support was high across all components, with the physical environment rated highest and peer and adult relations and parent involvement rated lowest. Teacher burnout was moderately serious, with student-related burnout identified as the main concern. Highest educational attainment significantly influenced personal burnout, with teachers holding a bachelor's degree reporting higher levels than those with a master's degree. School climate support was also significantly and negatively related to teacher burnout, with staff connections and the physical environment showing the strongest relationships. The findings indicated the need to strengthen peer relations, improve parent involvement, enhance school conditions, provide support for newly deployed teachers, and address student-related burnout through better classroom management and workload conditions.

Keywords: school climate, teacher burnout, migrant Filipino teachers, secondary teachers, Thailand

INTRODUCTION

School climate refers to the quality of school life, including relationships, support systems, and the environment experienced by teachers and students. A positive school climate, characterized by supportive relationships and a sense of belonging, is associated with improved student achievement, teacher satisfaction, and school effectiveness (Allen et al., 2021). In contrast, a negative school climate may contribute to teacher burnout, as teachers may feel unsupported and disconnected (Genoud & Waroux, 2021).

Teacher burnout is a global concern that affects teachers' well-being and performance. It is influenced by factors such as workload, lack of support, and unfavorable working conditions, and may lead to emotional exhaustion, reduced job satisfaction, and increased turnover. Despite extensive research on teacher burnout, limited studies have focused on migrant Filipino teachers in Thailand, particularly in relation to school climate. This gap has limited the development of appropriate support systems for this group.

This study examined the relationship between school climate and teacher burnout among migrant Filipino secondary teachers in Thailand to provide insights that may support their well-being and inform school practices.

Statement of the Problem

The study aimed to determine the relationship between school climate and teacher burnout among migrant Filipino secondary teachers in Thailand during the second semester of the school year 2023-2024.

Specifically, the study sought to answer the following questions.

1. What is the profile of migrant Filipino secondary teachers in terms of:
 - a. sex;
 - b. age;
 - c. civil status;
 - d. highest educational attainment;
 - e. degree finished in college;
 - f. average class size being handled;
 - g. working hours (per day);
 - h. number of classes (per day);
 - i. number of subjects being handled; and
 - j. years of teaching experience in Thailand?
2. To what extent do the following components of school climate support the migrant Filipino secondary teachers in the performance of their tasks:
 - a. Staff Connections;
 - b. Structure for Learning;
 - c. School Safety;
 - d. Physical Environment;
 - e. Peer and Adult Relations; and
 - f. Parent Involvement?
3. What is the degree of seriousness of burnout in affecting the performance of migrant Filipino secondary teachers?
 - a. Personal burnout;
 - b. Work burnout; and
 - c. Student-related burnout?
4. Is there a significant relationship between the extent of support provided by the school climate and the profile variables of migrant Filipino teachers?
5. Is there a significant difference between the degree of seriousness of teacher burnout and their profile variables?
6. Is there a significant relationship between the extent of support provided by the school climate and seriousness of teacher burnout?

Scope and Delimitations

This study focused on one hundred fifty-one (151) migrant Filipino secondary teachers working in government schools in Thailand. It did not include kindergarten, primary, or college teachers, nor those from international schools where the curriculum may differ. Data collection

was limited to the second semester of the 2023-2024 school year to ensure relevance and manageability. The sample size and availability of participants may have influenced the results, and caution was advised in generalizing the findings.

Review of Related Literatures

School climate refers to the quality and character of school life, including relationships, leadership behavior, fairness, safety, and shared norms (Zhao & Jin, 2023). Within the Job Demands Resources framework, a positive climate serves as an organizational resource that buffers stress, whereas a negative climate acts as a demand that depletes teachers' coping capacity (Vincent et al., 2023). Evidence from the 2018 TALIS dataset shows that perceived school climate predicts teacher efficacy, satisfaction, and attrition across contexts (Zhao & Jin, 2023). Similarly, studies in Asian settings indicate that supportive environments reduce emotional labor and protect teachers from emotional exhaustion (Yao et al., 2015). However, most research has focused on student populations or non-migrant teachers, leaving migrant educators underexamined.

Teacher burnout is commonly conceptualized through the model of emotional exhaustion, depersonalization, and reduced personal accomplishment (Maslach & Jackson, 1981). Recent studies emphasize that burnout is shaped by workplace conditions rather than individual factors. Einav et al. (2024) found that burnout is negatively associated with social support, gratitude, and hope, and positively associated with loneliness. Likewise, Vincent et al. (2023) showed that adaptability and contextual support reduce burnout and enhance well-being among expatriate teachers. These findings highlight school climate as a key factor in understanding burnout in cross-cultural contexts.

Filipino teachers represent a significant yet underexamined group in Thailand. Ulla (2018) reported challenges such as language barriers, limited support, and lower compensation, while Ulla (2019) identified issues related to job security and professional recognition. Uytico and Abadiano (2020) highlighted culture shock and adaptation difficulties, and Modesto (2020) noted the effects of marginalization and limited collegial integration on well-being. Macapagong et al. (2023) further confirmed experiences of isolation, identity adjustment, and uneven administrative support.

Although school climate and burnout have been widely studied, and the experiences of migrant Filipino teachers have been documented, these areas remain largely unintegrated. Existing studies on Filipino teachers are mostly qualitative (Modesto, 2020; Ulla, 2018, 2019; Uytico & Abadiano, 2020), while quantitative research has focused on non-migrant teachers (Yao et al., 2015; Zhao & Jin, 2023). Limited research has examined how school climate relates to burnout among migrant Filipino secondary teachers in Thailand.

Theoretical Framework

Albert Bandura's Social Learning Theory explains that individuals learn behaviors and coping strategies through observation and interaction within their environment. In the school context, teachers are likely to develop positive practices and effective stress management strategies when they are part of a supportive and collaborative environment, which may help reduce burnout.

Urie Bronfenbrenner's Ecological Systems Theory provides a broader perspective by emphasizing that human behavior is shaped by multiple environmental systems, including the immediate school setting and wider social and cultural contexts. This suggests that teacher burnout is influenced not only by school climate but also by external factors such as policies and societal conditions.

Conceptual Framework

The conceptual framework of this study uses the independent and dependent variables (IV–DV) model to represent the variables as illustrated below:

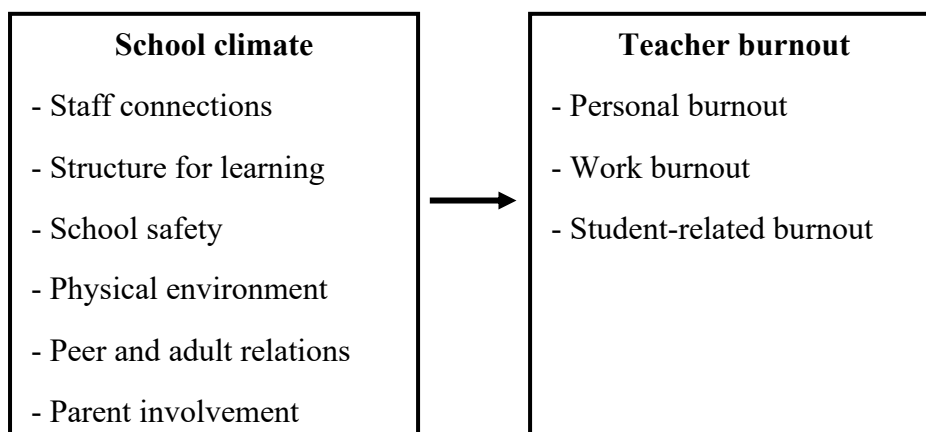


Figure 1. Paradigm of the Study

METHODOLOGY

This quantitative study examined the relationship between school climate and teacher burnout among migrant Filipino secondary teachers in Thailand.

Research Design

This study employed a quantitative descriptive correlational design to examine school climate and teacher burnout among migrant Filipino secondary teachers. The descriptive component was used to summarize the respondents' profile, the level of school climate support, and the degree of teacher burnout. The correlational component was applied to determine the relationships between school climate and profile variables, the differences in burnout across profile variables, and the association between school climate and teacher burnout (McBurnery & White, 2009).

Research Steps

The study began with the identification of the research problem and a review of related literature to establish its theoretical and conceptual foundations. Following the finalization of the research title, objectives, and framework, an adapted survey questionnaire was developed and validated by experts. Data were collected through an online survey with informed consent from migrant Filipino secondary teachers in government schools in Thailand, selected using purposive sampling. The data were then analyzed using appropriate statistical techniques to describe the variables and examine the relationships among school climate, teacher burnout, and the profile characteristics.

Data Collection and Sample Selection

Data were collected through an online questionnaire administered via Google Forms, with informed consent obtained from all participants. The study involved 151 migrant Filipino secondary teachers in government schools in Thailand. Respondents were selected using purposive sampling based on predefined criteria due to the absence of an established population database (Sugiyono, 2012).

Data Analysis Methods

The data were analyzed using appropriate statistical procedures. Frequency and percentage were used to describe the respondents' profile, while frequency and weighted mean were used to determine the extent of school climate support and the degree of teacher burnout based on established scale interpretations. Spearman rank-order and point-biserial correlation were applied to examine the relationship between school climate support and profile variables. Multivariate analysis of variance (MANOVA), including univariate analysis and Wilks' Lambda, was used to determine differences in teacher burnout across profile variables. Pearson correlation (r) was employed to assess the relationship between school climate support and teacher burnout.

Research Hypotheses and Validation

These hypotheses were tested at a 0.05 level of significance.

Ho₁: There is no significant relationship between the extent of support provided by the school climate and the profile variables of migrant Filipino teachers.

Ho₂: There is no significant difference between the degree of seriousness of teacher burnout and their profile variables.

Ho₃: There is no significant relationship between the extent of support provided by the school climate and seriousness of teacher burnout.

The instrument underwent content validation after the survey questionnaire was finalized. Five experts in educational management served as validators and reviewed the items to check if they were clear, relevant, and appropriate for measuring the intended constructs.

Study Limitations and Ethical Considerations

This study was limited to migrant Filipino secondary teachers working in government schools in Thailand. It did not include kindergarten, primary, or college teachers, nor those from international schools where the curriculum may differ. Data collection was also restricted to the second semester of the 2023-2024 school year.

This study adhered to the ethical principles outlined by Bell and Bryman (2007). Participation was voluntary, and informed consent was obtained from all participants prior to data collection. Participants were informed of their right to withdraw at any time without penalty. Confidentiality and anonymity were ensured, and all data were handled securely. The study posed no harm to participants, and all procedures were conducted with honesty and transparency, with no use of deception.

RESULTS AND DISCUSSION

SOP 1. Profile of Migrant Filipino Secondary Teachers in Thailand

Table 1 shows the profile of 151 migrant Filipino secondary teachers in Thailand. More than half were male (52.3%). The majority were aged 20–30 (50.3%), single (76.2%), and held a Bachelor's Degree (80.8%), most of whom specialized in Education (81.5%). In terms of workload, 41.7% handled 26–35 students per class, 54.3% taught 3–4 classes per day, 53.6% managed 1–2 subjects, and 36.4% worked 8–9 hours daily. In terms of teaching experience in Thailand, 38.4% had been teaching for less than three years, indicating that many respondents were relatively new to teaching in the host country.

Table 1
Profile of Migrant Filipino Secondary Teachers in Thailand
(n = 151)

Profile	Category	Frequency	Percent
Sex	Male	79	52.3
	Female	72	47.7
Age	20-30 years old	76	50.3
	31-40 years old	48	31.8
	41-50 years old	24	15.9
	51-60 years old	3	2.0
Civil Status	Single	115	76.2
	Married	31	20.5
	Legally Separated	3	2.0
	Widowed	2	1.3
Highest Educational Attainment	Bachelor's Degree	122	80.8
	Master's Degree	29	19.2
Degree Finished in College	Education	123	81.5
	Non-education	28	18.5
Average Class Size Being Handled	25 students or less	52	34.4
	26-35 students	63	41.7
	more than 36 students	36	23.8
Working Hours (per day)	2-3 hours	28	18.5
	4-5 hours	42	27.8
	6-7 hours	26	17.2
	8-9 hours	55	36.4
Number of Classes (per day)	1-2 classes	32	21.2
	3-4 classes	82	54.3
	5-6 classes	36	23.8
	7-8 classes	1	0.7
Number of Subjects being Handled	1-2 subjects	81	53.6
	3-4 subjects	45	29.8
	5-6 subjects	21	13.9
	7-8 subjects	4	2.6
Years of Teaching Experience in Thailand	Below 3 years	58	38.4
	4-6 years	46	30.5
	7-10 years	21	13.9
	11-14 years	14	9.3
	Above 15 years	12	7.9

The present findings are supported by Hermoso (2025), who reported that Filipino migrant teachers are generally young and in the early stages of their careers, and by Ulla (2019), who noted that many Filipino teachers in Thailand are newly qualified and motivated by professional and economic opportunities. Derrah et al. (2024) further found that Filipino teachers are highly represented in Thai schools due to their qualifications and English proficiency, while Ulla (2019) identified financial and professional motivations as key drivers of migration. In terms of workload, Hojo (2021) and Kreuzfeld et al. (2022) found that larger class sizes and extended working hours are common among secondary teachers, supporting the workload conditions observed in this study.

These findings suggest that school administrators can provide structured onboarding programs, mentoring systems, and workload management strategies to support newly deployed Filipino teachers as they adjust to teaching in a foreign environment.

SOP 2. Extent of Components of School Climate Supports the Migrant Filipino Secondary Teachers in the Performance of Their Tasks

Table 2 presents the extent to which school climate components support migrant Filipino secondary teachers in performing their tasks. All six components were rated as High, with the Physical Environment obtaining the highest mean (3.46), followed by Structure for Learning (3.43), School Safety (3.40), and Staff Connections (3.38), while Peer and Adult Relations and Parent Involvement shared the lowest mean (3.30). The overall mean of 3.38 indicates that school climate generally supports teachers in the performance of their tasks.

Table 2
Extent of Components of School Climate Supports the Migrant Filipino
Secondary Teachers in The Performance of Their Tasks

Components of School Climate	Mean	Descriptive Equivalent
A. Staff Connections	3.38	High
B. Structure for Learning	3.43	High
C. School Safety	3.40	High
D. Physical Environment	3.46	High
E. Peer and Adult Relations	3.30	High
F. Parent Involvement	3.30	High
Overall	3.38	High

Legend: M – Mean; DE – Descriptive Equivalent
1.00-1.49 (L – Low); 1.50-2.49 (M – Moderate); 2.50-3.49 (H – High); 3.50-4.00 (VH – Very High)

The present findings are supported by González et al. (2022) and Delgado-Galindo et al. (2025), who found that positive school climate conditions, including environment, relationships, safety, and instructional structure, contribute to teacher effectiveness and performance. Jentsch et al. (2022) also found that supportive physical and instructional environments are associated with higher teacher satisfaction and reduced stress, supporting the high ratings for the physical environment and structure for learning. Longmuir et al. (2024) further reported that school safety is linked to teacher satisfaction and retention, which aligns with its high rating in this study. Nwoko et al. (2023) identified collegial relationships as important for teacher well-being, supporting the positive rating of staff connections, while the slightly lower ratings for peer relations and parent involvement are consistent with González

et al. (2022) and Delgado-Galindo et al. (2025), who noted that these areas are often less developed, particularly in cross-cultural contexts.

These findings suggest that while school climate is generally supportive, school administrators can strengthen peer and adult relations and parent involvement to further enhance the working environment of migrant Filipino teachers.

SOP 3. Degree of Seriousness of Burnout in Affecting the Performance of Migrant Filipino Secondary Teachers

Table 3 presents the degree of seriousness of burnout among migrant Filipino secondary teachers. All three burnout dimensions were rated as Moderately Serious. Student-related burnout obtained the highest mean (3.06), followed by personal burnout (2.98), and work burnout (2.75). The overall mean of 2.93 indicates that burnout moderately affects teachers' performance across all dimensions.

Table 3
Degree of Seriousness of Burnout in Affecting the Performance of
Migrant Filipino Secondary Teachers

Burnout	Mean	Descriptive Equivalent
A. Personal Burnout	2.98	Moderately Serious
B. Work Burnout	2.75	Moderately Serious
C. Student-related Burnout	3.06	Moderately Serious
Overall	2.93	Moderately Serious
Legend: M – Mean; DE – Descriptive Equivalent 1.00-1.50 (NS – Not Serious); 1.51-2.50 (FS – Fairly Serious); 2.51-3.50 (MS – Moderately Serious); 3.51-4.50 (S – Serious) 4.51-5.00 (VS – Very Serious)		

The present findings are supported by Agyapong et al. (2022), who found that moderate levels of burnout are common among teachers across different contexts and are associated with workload, class size, and demographic factors. Wang et al. (2024) also found that teacher–student interactions are a major source of emotional exhaustion, supporting the finding that student-related burnout had the highest mean in this study. Alghamdi and Sideridis (2025) reported that younger and less experienced teachers are more prone to personal burnout, which aligns with the moderate level of personal burnout observed among respondents. In contrast, the relatively lower level of work burnout is consistent with Belay et al. (2023), who found that supportive work environments can reduce work-related burnout, which may be linked to the generally positive school climate reported in this study.

These findings suggest that school administrators can prioritize interventions addressing student-related burnout, such as classroom management support and workload adjustments, while also providing programs that support teachers' personal well-being.

SOP 4. Relationship Between the Extent of Support Provided by the School Climate and the Profile Variables of Migrant Filipino Teachers

Table 4 presents the relationship between school climate support and the profile variables of migrant Filipino secondary teachers using Spearman rank-order and point-biserial correlation. Most profile variables showed no significant relationship with school climate support. However, age was significantly and positively associated with staff connections ($r =$

.172, $p = .035$) and structure for learning ($r = .214$, $p = .008$), indicating that older teachers perceived greater support in these areas. Years of teaching experience in Thailand were also positively associated with structure for learning ($r = .161$, $p = .048$). The number of classes per day showed a significant positive association with parent involvement ($r = .176$, $p = .030$). Conversely, the number of subjects handled was significantly and negatively associated with school safety ($r = -.165$, $p = .043$), indicating that teachers handling fewer subjects perceived higher school safety support.

Table 4
Relationship Between the Extent of Support Provided by The School Climate
and The Profile Variables of Migrant Filipino Teachers

Profile		Extent of Support Provided by The School Climate						Overall
		A. Staff Connections	B. Structure for Learning	C. School Safety	D. Physical Environm ent	E. Peer and Adult Relations	F. Parent Involve ment	
Sex	r	-0.069	0.063	-0.024	0.028	-0.001	0.108	0.025
	Sig.	0.398	0.442	0.771	0.736	0.990	0.186	0.761
Age	r	.172*	.214**	0.040	-0.005	0.136	0.156	0.151
	Sig.	0.035	0.008	0.629	0.950	0.096	0.056	0.065
Civil Status	r	0.142	0.108	0.005	-0.121	0.027	0.016	0.037
	Sig.	0.086	0.194	0.954	0.146	0.742	0.844	0.661
Highest Educational Attainment	r	0.093	0.054	0.023	0.019	0.070	-0.012	0.053
	Sig.	0.257	0.512	0.782	0.816	0.391	0.888	0.522
Degree Finished in College	r	-0.123	0.011	0.077	-0.076	-0.010	-0.126	-0.057
	Sig.	0.134	0.894	0.350	0.355	0.899	0.123	0.483
Average Class Size Being Handled	r	-0.085	-0.042	-0.060	-0.043	-0.148	0.001	-0.079
	Sig.	0.299	0.609	0.465	0.597	0.069	0.988	0.332
Working Hours (per day)	r	0.019	0.031	-0.082	-0.086	-0.058	0.023	-0.033
	Sig.	0.816	0.704	0.319	0.293	0.477	0.778	0.687
Number of Classes (per day)	r	-0.046	-0.023	0.021	-0.062	0.006	.176*	0.018
	Sig.	0.571	0.776	0.795	0.447	0.944	0.030	0.828
Number of Subjects being Handled	r	-0.062	-0.134	-.165*	-0.099	0.016	-0.097	-0.116
	Sig.	0.451	0.101	0.043	0.225	0.845	0.238	0.156
Years of Teaching Experience in Thailand	r	0.147	.161*	0.043	-0.014	0.109	0.103	0.127
	Sig.	0.071	0.048	0.601	0.864	0.182	0.209	0.120

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

The present findings are supported by Hirata et al. (2024), who found that demographic characteristics have limited influence on teachers' perceptions of school climate, supporting the non-significant relationships observed for most profile variables in this study. Rodriguez et al. (2024) also found that more experienced teachers tend to report stronger collegial relationships and a better understanding of school structures, which aligns with the positive relationships between age, teaching

experience, and perceptions of staff connections and structure for learning. Wang (2024) further found that increased workload can reduce perceptions of organizational support, which corresponds to the negative relationship between the number of subjects handled and school safety. Chiriac et al. (2023) also found that teachers handling more classes tend to have broader interactions with school stakeholders, supporting the positive association between the number of classes per day and parent involvement.

These findings suggest that newer and younger teachers may require more structured support in areas such as staff connections and structure for learning, while workload management may also be important in improving perceptions of school safety and overall school climate support.

SOP 5. Difference Between the Degree of Seriousness of Teacher Burnout and their Profile Variables

Table 5 presents the results of the Multivariate Analysis of Variance (MANOVA) examining differences in teacher burnout across profile variables. Among all profile variables, only highest educational attainment yielded a significant multivariate effect on teacher burnout (Wilks' $\Lambda = 0.919$, $p = .020$). The univariate test further revealed that this significance was specific to Personal Burnout ($F_c = 4.418$, $p = .037$), while Work Burnout ($p = .474$) and Student-related Burnout ($p = .787$) showed no significant differences. All other profile variables, including sex, age, civil status, class size, working hours, number of classes, number of subjects, and years of experience, did not show significant differences across any dimension of burnout.

Table 5
Difference Between the Degree of Seriousness of Teacher Burnout
Across Their Profile Variables

Profile	Multivariate Test		Teacher Burnout	Univariate Test	
	Wilk's Lambda	Sig.		Fc	Sig.
Sex	0.987	0.664			
Age	0.941	0.300			
Civil status	0.958	0.172			
Highest Educational attainment	0.919*	0.020	A. Personal Burnout	4.418*	0.037
			B. Work Burnout	0.515	0.474
			C. Student-related Burnout	0.073	0.787
Degree finished in college	0.977	0.429			
Average class size being handled	0.916	0.110			
Working hours (per day)	0.899	0.184			
Number of classes (per day)	0.963	0.609			
Number of subjects being handled	0.948	0.387			
Years of teaching experience in Thailand	0.950	0.910			

The present findings are supported by Mijakoski et al. (2022) and Răducu and Stănculescu (2022), who found that demographic and workload variables are generally weak predictors of teacher

burnout, supporting the non-significant differences observed for most profile variables in this study. Zhao et al. (2022) also reported no significant differences in burnout based on sex, which is consistent with the present findings. In contrast, the significant effect of highest educational attainment on Personal Burnout is supported by Benigno et al. (2024), who found that educational level can influence burnout due to differences in expectations and professional demands. The absence of significant differences in Work and Student-related Burnout is consistent with Ramos et al. (2023), who found that these dimensions are more influenced by shared teaching conditions rather than individual characteristics.

These findings suggest that burnout interventions can consider differences in educational attainment, particularly in addressing personal burnout, while support strategies can generally focus on organizational and psychosocial factors rather than demographic characteristics.

Table 6 presents the multiple mean comparison of personal burnout across highest educational attainment. Teachers holding a bachelor's degree reported a higher mean personal burnout score ($M = 3.07$) compared to those with a master's degree ($M = 2.57$). The mean difference of 0.501 was statistically significant at the 0.05 level, indicating that teachers with a bachelor's degree experience a significantly higher level of personal burnout than those with a master's degree.

Table 6
Multiple Mean Comparison of Degree of Seriousness of Teacher Burnout
(Personal Burnout) Across Highest Educational Attainment

Highest Educational Attainment	Mean	Mean Difference	Sig.
Bachelor's Degree	3.07	.501*	0.037
Master's Degree	2.57		

*. The mean difference is significant at the .05 level.

The present findings are supported by Skaalvik and Skaalvik (2021), who found that higher professional autonomy and role clarity are associated with lower personal burnout, which may be more evident among teachers with advanced qualifications. Matos et al. (2022) also found that professional self-efficacy is linked to greater personal accomplishment and lower burnout, supporting the view that higher educational attainment is associated with reduced personal burnout. Cao et al. (2025) further found that training and professional development programs help reduce burnout, which corresponds to the role of advanced qualifications and skill development in lowering burnout levels.

These findings suggest that providing opportunities for graduate education and advanced professional development for bachelor's degree holders can help reduce their personal burnout by strengthening professional competence and self-efficacy.

SOP 6. Relationship Between the Extent of Support Provided by the School Climate and Seriousness of Teacher Burnout

Table 7 presents the relationship between school climate support and teacher burnout using Pearson correlation. Staff Connections was significantly and negatively associated with all three burnout dimensions: Personal Burnout ($r = -.180$, $p = .027$), Work Burnout ($r = -.180$, $p = .027$), and Student-related Burnout ($r = -.198$, $p = .015$). Physical Environment also showed significant negative associations with all three dimensions: Personal Burnout ($r = -.219$, $p = .007$), Work Burnout ($r = -.199$, $p = .014$), and Student-related Burnout ($r = -.207$, $p = .011$). Structure for Learning was significantly associated with Work Burnout ($r = -.160$, $p = .050$) and Student-related Burnout ($r = -.196$, $p = .016$), but not with Personal Burnout. School Safety, Peer and Adult Relations, and Parent Involvement showed no significant associations with any burnout dimension. Overall, school climate support was significantly and negatively

associated with overall burnout ($r = -.178$, $p = .029$), indicating that higher school climate support is associated with lower burnout levels.

Table 7
Relationship Between the Extent of Support Provided by the
School Climate and Seriousness of Teacher Burnout

Extent of Support		Teacher Burnout			Overall Burnout
		A. Personal Burnout	B. Work Burnout	C. Student-related Burnout	
A. Staff Connections	r	-.180*	-.180*	-.198*	
	Sig.	0.027	0.027	0.015	
B. Structure for Learning	r	-0.135	-.160*	-.196*	
	Sig.	0.100	0.050	0.016	
C. School Safety	r	-0.063	-0.106	-0.107	
	Sig.	0.439	0.194	0.189	
D. Physical Environment	r	-.219**	-.199*	-.207*	
	Sig.	0.007	0.014	0.011	
E. Peer and Adult Relations	r	-0.085	-0.120	-0.082	
	Sig.	0.298	0.143	0.318	
F. Parent Involvement	r	-0.001	0.004	-0.021	
	Sig.	0.986	0.966	0.800	
Overall Support	r				-.178*
	Sig.				0.029

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

The present findings are supported by Chen et al. (2025) and Yang and Zhou (2025), who found that positive school climate is significantly associated with lower teacher burnout across dimensions. Einav et al. (2024) also found that strong collegial relationships reduce burnout, supporting the negative relationship between staff connections and all burnout dimensions. Li et al. (2024) and Perveen et al. (2025) further found that a supportive work environment helps reduce stress and burnout, which aligns with the negative associations observed for the physical environment. The selective relationship of structure for learning with work and student-related burnout is consistent with Yang and Zhou (2025), who found that structural supports primarily reduce task-related demands rather than personal exhaustion. The non-significant relationships of school safety, peer relations, and parent involvement are consistent with Sohail et al. (2023), who found that these factors are less directly related to burnout compared to immediate organizational and interpersonal supports.

These findings suggest that school administrators can prioritize strengthening staff connections and improving the physical work environment, as these aspects of school climate are most consistently associated with reduced teacher burnout.

SUMMARY

This study examined school climate support and teacher burnout among 151 migrant Filipino secondary teachers in Thailand. The respondents were predominantly male (52.3%), aged 20–30 (50.3%), single (76.2%), and holders of a bachelor's degree in Education (80.8%). Most handled 3–4 classes per day (54.3%) and worked 8–9 hours daily (36.4%), with 38.4% having less than three years of teaching experience in Thailand.

School climate support across all six components was rated as High, with the Physical Environment obtaining the highest mean (3.46), while Peer and Adult Relations and Parent Involvement obtained the lowest mean (3.30), resulting in an overall mean of 3.38. Teacher burnout across all three dimensions was rated as Moderately Serious, with Student-related Burnout obtaining the highest mean (3.06) and Work Burnout the lowest (2.75), yielding an overall mean of 2.93.

Correlation analysis showed that age was significantly associated with Staff Connections and Structure for Learning, while years of teaching experience were significantly associated with Structure for Learning. The number of classes per day was positively associated with Parent Involvement, whereas the number of subjects handled was negatively associated with School Safety. MANOVA results revealed that highest educational attainment was the only profile variable with a significant effect on burnout, specifically on Personal Burnout, where bachelor's degree holders reported higher burnout ($M = 3.07$) than master's degree holders ($M = 2.57$).

Moreover, school climate support was significantly and negatively associated with overall burnout ($r = -.178$, $p = .029$), with Staff Connections and Physical Environment showing the most consistent negative associations across all burnout dimensions.

CONCLUSIONS

Migrant Filipino secondary teachers in Thailand were predominantly young, single, and newly deployed professionals holding bachelor's degrees in Education and managing moderate daily workloads. School climate was generally perceived as highly supportive across all components, although Peer and Adult Relations and Parent Involvement received comparatively lower support. Teacher burnout was moderately serious across all dimensions, with student-related burnout identified as the primary concern. Older and more experienced teachers tended to perceive higher levels of support in Staff Connections and Structure for Learning, while those handling more subjects reported lower levels of support in School Safety. Highest educational attainment was the only profile variable that showed a significant difference in burnout, particularly in personal burnout, with bachelor's degree holders reporting higher levels than those with master's degrees. School climate support was also found to be significantly and negatively associated with teacher burnout, with Staff Connections and Physical Environment showing the strongest relationships across all burnout dimensions.

RECOMMENDATIONS

School administrators can implement structured onboarding and mentoring programs for younger and newly deployed teachers to strengthen support in staff connections and structure for learning. Efforts to improve Peer and Adult Relations and Parent Involvement can also be considered, as these were the lowest-rated aspects of school climate. Interventions addressing student-related burnout, including classroom management support and appropriate class size policies, can be prioritized. Encouraging teachers with bachelor's degrees to pursue graduate studies or professional development can help reduce personal burnout. Schools can also invest in improving the physical environment and strengthening staff connections, as these are linked to lower burnout levels. Future researchers can explore additional variables such as

psychological well-being, cultural adjustment, and compensation to further understand burnout and school climate perceptions among migrant Filipino teachers in Thailand.

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