**TEACHERS’ WORKLOAD, STRESS, AND BURN OUT: A PHENOMENOLOGICAL STUDY**

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**Abstract**

This study aimed in assessing the implications of workload to stress that leads to burnout of teachers.

Qualitative phenomenological study was employed in this study. Most of the participants said that the management leadership, classroom management, evaluation, materials, lesson planning, standards, expectations, student issues or backgrounds, collaboration, organization, and time management are the main causes of their stress. In addition, the interviewees also reported being passionate about teaching, helping students improve their learning, interacting with students, and feeling positive about their teacher identity. We concluded that the three major categories have been established among the teachers of perceived causes of work stress are time pressure, resource shortage, excessive paperwork and role overload. Our conclusion similarly with the study that teachers’ stress and workload are becoming a growing concern contributing to burnout from job dissatisfaction (Davidson, 2009; Otero et al., 2010), which stems from three aspects of stress, including emotional exhaustion, depersonalization, and accomplishment. We recommended that the time management should be considered by the teachers especially those who are having work overload and excessive paperwork. We also suggested that coping mechanism activity needs to be include to the school improvement plan or school action plan.

*Keyword: Teachers’ Workload, Stress, phenomenological study*