

Exploring the Link Between Parental Behavior and Teacher Burnout in Elementary Department of Arellano University-Plaridel Campus

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Abstract: This study explores parental behavior toward teachers and how challenging interactions contribute to burnout, affecting lesson preparation and overall well-being. Using a mixed-methods approach, it incorporates a survey questionnaire addressing key study concerns and an open-ended question for respondent recommendations. The participants were elementary teachers from Pre-school level to Grade 6 of Arellano University-Plaridel Campus. Findings indicate that parental behavior is often negative, but teachers with strong support systems—colleagues, family, and friends—along with effective coping strategies, experience less stress and emotional exhaustion. While burnout cannot be entirely avoided, it can be prevented with proper support.

Keywords: Parental behavior, Teacher Burnout, Challenging interactions, Impact and Coping Strategies to Burnout.

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I. INTRODUCTION

Teacher burnout is an increasing concern in education, affecting retention, student performance, and overall teaching quality. While existing research largely focuses on workload and administrative pressures, the impact of parental behavior on teachers' well-being remains underexplored. When parents place excessive demands on teachers without adequate support, it can lead to burnout (Dexter, 2020). In other words, when teachers feel unable to fulfill their roles effectively, they may experience helplessness and incompetence, further contributing to burnout.

This study examines how parental behavior—such as unrealistic expectations, boundary overstepping, and conflicts—affects elementary school teachers. By analyzing the mental, physical, and emotional toll of these interactions, this research provides insights into an overlooked aspect of teacher stress, aiming to support more comprehensive strategies for burnout prevention.

➤ Objectives of the Study

The study aims to explore in depth how parental behavior influences the overall well-being of elementary teachers and how parental pressures may contribute to teacher burnout. Specifically, it seeks to determine the extent to which parental actions and attitudes impact teachers' emotional, physical, and professional well-being, as well as how frequently these behaviors are encountered inside and outside school hours. Moreover, the study aims to examine the various coping mechanisms teachers employ to manage stress and prevent burnout, and to assess how effectively they access or receive support from colleagues, administrators, family, and friends. Lastly, this research seeks to provide recommendations for strengthening teacher–parent relationships and creating supportive environments, both within and beyond the school setting, to minimize the risk of burnout and promote teachers' holistic well-being.

➤ *Statement of the Problem*

This study aims to address the following questions:

- How frequent the interactions occur between teachers and parents?
- What parental behaviors do elementary teachers commonly experience in their interactions with parents?
- How do these behaviors affect teachers' emotional, physical, and professional well-being and to what extent does it contribute to teacher burnout?
- How teachers cope with burnout and how can they access or receive support from others?

- What measures can be recommended to foster healthier teacher-parent relationships and reduce burnout among elementary teachers?

➤ *Conceptual Framework*

This study's framework is presented to visualize the process of exploring teacher burnout and how parental behavior can be crucial to the teacher's overall well-being as well as its impact to the daily preparation of instructions for teaching.

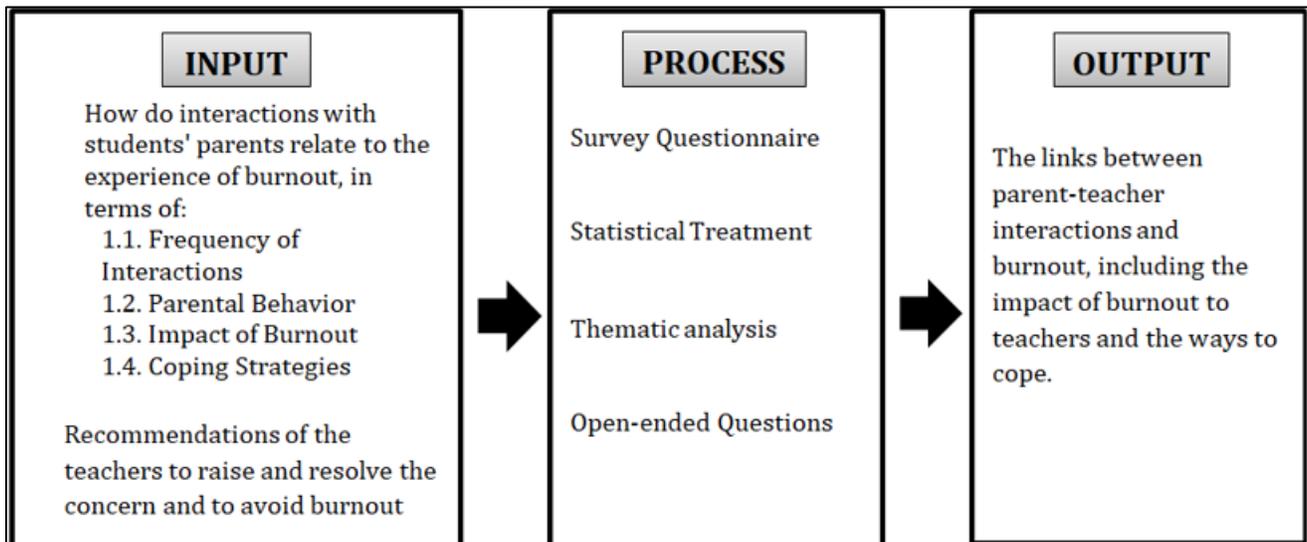


Fig 1. Research Simulacrum

➤ *Research Paradigm*

Figure 1 illustrates the study's Input (I), Process (P), and Output (O). The Input consists of respondents' assessments of parental behavior related to burnout and their recommendations for prevention. The Process involves data analysis using a survey questionnaire, applying weighted mean for quantitative results and thematic analysis for qualitative insights. The Output presents the findings, emphasizing strategies to cope with burnout.

The respondents were elementary teachers (Pre-school to Grade 6) from Arellano University-Plaridel Campus. Survey questionnaires were designed around the study's key issues, structured thematically to align with specific research questions. The questionnaire comprised four sections: frequency of interaction, nature of parental behavior, impacts of burnout, and coping strategies and support, with each item rated on a predefined scale.

II. METHODOLOGY

The methodology of this study outlines the research design, target population, sampling technique, research instruments, respondent description, data collection procedure, and statistical treatment employed.

This study employed a mixed-method approach, combining quantitative and qualitative methods. The quantitative aspect involved mathematical analysis, while the qualitative approach focused on examining respondents' recommendations. Thematic analysis was used to identify recurring patterns in the data.

Fig 1. Rating Scale

Interval	Rating Scale	Interpretation
4.5 - 5.0	5	Always
3.5 - 4.49	4	Often
2.5 - 3.49	3	Sometimes
1.5 - 2.49	2	Rarely
0.5 - 1.49	1	Never

The researchers developed the statement of the problem to guide data collection, forming the basis for the questionnaire items. A survey was conducted with 11 respondents, and the gathered data was compiled, analyzed, and interpreted. To determine the average of the collected responses, the Weighted Mean was applied as the statistical treatment, using the formula below:

➤ *Weighted Mean Formula*

$$\bar{X}_j = \frac{\sum_{i=1}^n X_{ij}}{n}$$

III. RESULTS

This section analyzes and interprets the collected data, structured according to the sequence of the research questions. The discussions aim to address the study’s key issues, ensuring

each question is thoroughly examined based on the gathered information.

➤ *How do Interactions with Students' Parents Relate to the Experience of Burnout, in Terms of:*

- Frequency of Interactions;
- Parental Behavior;
- Impact of Burnout;
- Coping Strategies?

Table 2 Frequency of Parental Interactions

STATEMENTS	WEIGHTED MEAN	INTERPRETATION	RANK
1. I interact with parents on a daily basis.	3.91	Often	2
2. Parents often contact me outside of work hours.	4.09	Often	1
3. I feel pressured to respond to parents immediately.	3.55	Often	4
4. I often handle parental concerns during my personal time.	3.36	Sometimes	5
5. Parents proactively reach out to me to discuss their child’s success or challenges.	3.64	Often	3
OVERALL WEIGHTED MEAN	3.71	Often	

Table 2 presents the frequency of parental interactions, yielding an overall Weighted Mean of 3.71, interpreted as “**Often.**” This indicates that elementary teachers frequently engage with parents, sometimes even beyond working hours. Additionally, parents often take control of discussions, contributing to burnout.

Similarly, Epstein (1986) found that teachers’ experience higher emotional exhaustion and lower job satisfaction when dealing with demanding or uncooperative parents. Parental pressure, unrealistic expectations, and negative interactions are significant stressors for teachers.

Table 3 Nature of Parental Behavior

STATEMENTS	WEIGHTED MEAN	INTERPRETATION	RANK
1. Parents are generally respectful in their communications.	3.73	Often	1
2. I encounter parents who expect special treatment for their child.	3.18	Sometimes	4
3. Parental criticism impacts my confidence as a teacher.	3.55	Often	3
4. I feel supported by parents in implementing classroom policies.	3.64	Often	2
5. I often experience disagreements with parents regarding their child's behavior or performance.	3.00	Sometimes	5
OVERALL WEIGHTED MEAN	3.42	Sometimes	

Table 3 presents the nature of parental behavior toward teachers, with an overall Weighted Mean of 3.42, interpreted as “**Sometimes.**” This suggests that while parents are generally supportive of teachers in enforcing rules and regulations, conflicts may arise regarding their child's academics, behavior, and well-being. Frequent parental criticism can contribute to self-doubt and stress, further increasing the risk of burnout.

Herman (2020) supports this finding, stating that high stress and burnout are associated with lower coping skills and reduced confidence in managing student behavior. Parental aggression and lack of support further intensify these challenges, making teachers feel less effective and more prone to burnout.

Table 4 Impact of Teacher Burnout

STATEMENTS	WEIGHTED MEAN	INTERPRETATION	RANK
1. Interactions with parents contribute significantly to my overall stress.	3.18	Sometimes	2
2. I feel emotionally drained after dealing with challenging parents.	3.36	Sometimes	1
3. I often experience physical symptoms (e.g., fatigue, headaches) after handling parental issues.	2.91	Sometimes	3
4. I sometimes feel like leaving the profession because of parental pressures.	2.73	Sometimes	4
5. Parental interactions make me question my teaching abilities.	2.55	Sometimes	5
OVERALL WEIGHTED MEAN	2.95	Sometimes	

Table 4 presents the impact of teacher burnout, with an overall Weighted Mean of 2.95, interpreted as “**Sometimes.**” This suggests that while stress and burnout-related factors occur, they can be effectively managed with proper strategies and support, such as training programs and emotional support from administrators and colleagues.

Similarly, Savage and Woloshyn (2022) identified coping strategies among K-12 educators, highlighting that active coping, emotional support, and positive reframing reduce stress, whereas behavioral disengagement and self-blame increase burnout. Additionally, Kim, Jorg, and Klassen (2021) found that mindfulness training and resilience-building programs help teachers manage work-related stress and maintain job satisfaction.

Table 5 Coping Strategies and Support

STATEMENTS	WEIGHTED MEAN	INTERPRETATION	RANK
1. I have access to resources to help reduce stress from parental interactions.	2.36	Rarely	5
2. My colleagues support me when dealing with challenging parents.	4.36	Often	1
3. I receive emotional support from my family or friends to manage work stress.	3.73	Often	2
4. I use specific strategies to de-escalate conflicts with parents.	3.45	Sometimes	3
5. I effectively manage my emotional well-being after challenging interactions with parents.	3.18	Sometimes	4
OVERALL WEIGHTED MEAN	3.42	Sometimes	

Table 5 presents teachers' coping strategies and support, with an overall Weighted Mean of 3.42, interpreted as “**Sometimes.**” This suggests that teachers primarily rely on support from family, friends, and colleagues to manage stress and prevent burnout. Additionally, they develop their own strategies for handling conflicts and disagreements with parents.

Herman (2021) found that teachers actively create methods to navigate parental conflicts, including communication and conflict resolution techniques. Similarly, Hidalgo-Andrade (2021) highlighted that problem-focused coping and emotional regulation are linked to improved well-being and lower burnout rates among teachers.

Table 6 Summary of Findings

STATEMENTS	WEIGHTED MEAN	INTERPRETATION	RANK
Frequency of Parental Interactions	3.71	Often	1
Nature of Parental Behavior	3.42	Sometimes	2
Impact of Teacher Burnout	2.95	Sometimes	3
Coping Strategies and Support	3.42	Sometimes	2
OVERALL WEIGHTED MEAN	3.375	Sometimes	

Table 6 summarizes the findings on the link between parental behavior and teacher burnout. The frequency of parent-teacher interactions ranked highest, with a weighted mean of 3.71, interpreted as “Often.” The nature of parental behavior and teachers’ coping strategies and support both ranked second, with a weighted mean of 3.42, interpreted as “Sometimes.” Lastly, the impact of teacher burnout due to parental behavior ranked third, with a weighted mean of 2.95, also interpreted as “Sometimes.”

Overall, the findings yielded a weighted mean of 3.375, interpreted as “Sometimes.” This suggests that parental behavior can either contribute to or reduce teacher burnout, depending on the nature of communication and interactions. Supportive and respectful parental engagement fosters a positive environment that helps teachers feel valued, while negative or confrontational interactions increase stress and emotional exhaustion. Furthermore, teachers’ ability to manage challenging interactions through effective coping strategies and strong support systems plays a crucial role in mitigating burnout.

➤ *What are the Recommendations of Teachers to Raise and Resolve the Concern and to Avoid Burnout?*

Table 7 Suggested Recommendations of the Respondents

RESPONSES	SUGGESTED APPROACHES
“The school should hold more seminars to help teachers manage stress, improve communication with parents, and maintain a good work-life balance.”	Seminars or online webinars for teachers
“The school should implement clear guidelines on when and how parents can communicate with teachers”	Setting boundaries (e.g. designated office hours and email protocols)
“Regular parent-teacher conferences should become part of the school calendar to inform or update parents regularly about their child’s academic performances”	Parent-teacher collaborative approach
“School leaders should actively support teachers in cases of parental harassment or unreasonable demands.”	Strong Administrative Backup
“Allow teachers to report problematic parental behavior without fear of backlash.”	Anonymous Reporting System

Table 7 presents the respondents’ recommendations. Teachers suggested that the school conduct training and seminars focused on stress management and emotional intelligence development. They also emphasized the need to establish clear boundaries on how and when parents can communicate with teachers, limiting contact outside of working hours. To address problematic parental behavior, teachers proposed regular parent-teacher collaborative sessions to keep both parties informed about students’ academic progress and minimize conflicts. Additionally, they highlighted the importance of strong administrative support in handling unreasonable demands and preventing parental harassment. Lastly, the most preferred recommendation was allowing teachers to report problematic parental behavior anonymously, ensuring a safe and supportive work environment without fear of backlash.

IV. DISCUSSION

Parental behavior significantly influences the work environment and well-being of elementary school teachers. This study examines how parental interactions contribute to teacher burnout at Arellano University-Plaridel Campus. Findings indicate that negative parental behavior—such as

being demanding, confrontational, or unsupportive—adds stress to teachers. However, strong coping mechanisms, support from colleagues and family, and school policies help mitigate burnout.

Beyond workload, teachers’ emotional and psychological stress is largely shaped by parental engagement. Frequent negative interactions lead to emotional exhaustion, stress, and decreased job satisfaction. However, professional and personal support systems play a crucial role in alleviating these pressures.

To address these challenges, teachers recommended key interventions. Regular parent-teacher collaborative sessions which can promote open communication and prevent negative surprises regarding student performance. Clear boundaries on parental communication outside working hours can help manage stress. Additionally, training on stress management and emotional intelligence development would equip teachers with effective coping strategies. The study also highlights the need for stronger administrative support. Teachers emphasized the importance of an anonymous reporting system for problematic parental behavior to ensure a safer work environment. School administrators should actively intervene in cases of

unreasonable demands or harassment to protect teachers' well-being.

Addressing parental behavior is crucial in preventing teacher burnout. Schools must foster positive parent-teacher relationships, provide professional development opportunities, and implement supportive policies. These measures can reduce stress, enhance job satisfaction, and create a more sustainable and fulfilling teaching experience and environment.

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