

Effect of Wellbeing on Job Satisfaction and Burnout Among the Employees in DepEd Division of Northern Samar

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Abstract—This study examined the effect of wellbeing on job satisfaction and burnout among employees in the Department of Education (DepEd) Division of Northern Samar, Philippines, focusing on how multiple dimensions of wellbeing predict positive and negative work-related outcomes across teachers, non-teaching personnel, school heads, and supervisors. Using a quantitative, predictive-correlational design, the study was conducted during the School Year 2024–2025 and involved 1,956 DepEd employees selected through stratified sampling to ensure representation across position categories. Data were gathered using a structured survey questionnaire covering respondents' profile, multidimensional wellbeing (physical, social, emotional, spiritual, intellectual, financial, environmental, and occupational), burnout, and job satisfaction. Wellbeing was measured using an instrument adapted from Rebolo and Constantino (2020), burnout was assessed using the 15-item Burnout Assessment Tool by Schaufeli et al. (2020), and job satisfaction was evaluated across four domains. Multiple regression analysis at the 5% level of significance was employed to determine the predictive effects of wellbeing on job satisfaction and burnout. Results indicated that wellbeing significantly predicted job satisfaction, explaining 29.4% of its variance, with physical, social, financial, environmental, and occupational wellbeing showing significant positive effects, and occupational wellbeing emerging as the strongest predictor. Wellbeing also significantly predicted burnout, accounting for 9.6% of the variance. Social, spiritual, environmental, and occupational wellbeing exhibited significant inverse relationships with burnout, indicating protective effects, whereas intellectual wellbeing demonstrated a positive association with burnout, suggesting that heightened cognitive demands may intensify strain when insufficiently supported. Overall, the findings established that wellbeing is a critical organizational resource influencing both job satisfaction and burnout among DepEd employees, underscoring the need for a holistic, systems-oriented wellbeing framework in public education, particularly in geographically and resource-constrained divisions, to sustain a resilient and effective workforce.

Index Terms—Burnout, Department of Education (DepEd), Employee wellbeing, Job satisfaction, Northern Samar, Occupational wellbeing, Public school employees.

1. Introduction

Employee wellbeing has become a central construct in

contemporary organizational and occupational scholarship, reflecting a shift from viewing workers' health as an individual concern to recognizing it as a strategic driver of organizational sustainability and performance. Within education systems, employee wellbeing is increasingly linked to workforce retention, instructional quality, and the broader effectiveness of schools as service-delivery institutions, particularly in contexts characterized by reform pressure, intensified accountability, and constrained resources (Nwoko et al., 2023; Zhou et al., 2024). Syntheses of the international evidence base further indicate that teacher and education-worker wellbeing is associated with consequential downstream outcomes, including reduced burnout risk and stronger work-related functioning, underscoring wellbeing as a critical policy and management lever rather than a peripheral welfare issue (Dreer, 2023; Zhou et al., 2024).

Wellbeing is widely conceptualized as multidimensional, integrating physical, social, emotional, spiritual, intellectual, financial, environmental, and occupational facets that jointly shape how employees cope with demands, sustain motivation, and experience work meaning. Conceptual reviews highlight that while definitions vary, the field increasingly converges on holistic models that treat wellbeing as an interacting system of personal resources and work-context conditions, with implications for employees' functioning and organizational outcomes (Kurle et al., 2025). In education specifically, systematic evidence indicates that wellbeing is not only an outcome of work conditions but also a predictor of professional experiences, including satisfaction, engagement, and resilience in the face of chronic stressors (Dreer, 2023; Nwoko et al., 2023).

Strong theoretical foundations explain why wellbeing should predict job satisfaction and burnout. The Job Demands–Resources (JD-R) model posits that burnout emerges when sustained job demands (e.g., workload intensity, role overload, emotional strain) exceed available resources, whereas job satisfaction and positive functioning are supported when employees have sufficient resources (e.g., autonomy,

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supportive leadership, collegial support, feedback, safe environments) that energize motivation and buffer strain (Demerouti *et al.*, 2001; Bakker & Demerouti, 2017). Large-scale analyses and recent studies applying JD-R to teachers reinforce that school climate and collaborative culture function as resources, while perceived barriers and distress operate as demands shaping wellbeing, satisfaction, and retention risks (Admiraal *et al.*, 2023; Castro Silva *et al.*, 2024). Parallel perspectives from Self-Determination Theory suggest that satisfaction is strengthened when work contexts support autonomy, competence, and relatedness—needs that map closely onto occupational and social wellbeing—while frustration of these needs elevates risk for maladaptive outcomes (Ryan & Deci, 2017).

Job satisfaction, defined as employees' evaluative and affective appraisal of their work roles and conditions, remains a pivotal outcome in education because it is consistently associated with motivation, morale, and professional continuity. Cross-national evidence indicates that job satisfaction co-varies with morale and burnout patterns, underscoring its relevance for workforce stability in public education systems (Marshall *et al.*, 2023). Evidence also supports the conceptual interdependence of occupational wellbeing and job satisfaction, with both influencing performance-related processes and the broader quality of educational delivery, especially under conditions of economic or organizational strain (Assaf, 2024). At the same time, burnout—commonly characterized by exhaustion and disengagement—continues to be widely documented as a risk in education settings, with systematic reviews highlighting that reform intensity, escalating role expectations, and work-context pressures contribute to diminished occupational wellbeing and increased emotional exhaustion (Nwoko *et al.*, 2023; Dreer, 2023).

The Philippine public education sector reflected many of the global drivers of wellbeing strain, while also presenting distinct structural and geographic realities that can intensify burnout risks and shape job satisfaction patterns. Policy- and practice-oriented evidence has emphasized the consequences of heavy workload allocation for teachers' efficiency and wellbeing, pointing to links with burnout and the importance of satisfaction for effective teaching performance (Tarraya, 2023). Recent Philippine studies continue to document workload and support-system issues that may influence wellbeing and effectiveness, reinforcing the salience of workload governance and organizational supports within basic education (Espinosa, 2026). In nearby regional contexts, job satisfaction research among high school teachers during crisis periods underscores the continued relevance of work conditions and contextual stressors in shaping satisfaction dynamics in Philippine public schools (Malquisto *et al.*, 2023). Collectively, these findings indicate that Philippine education workplaces remain fertile contexts for examining how multidimensional wellbeing translates into job satisfaction and burnout outcomes.

Despite the growing body of international and Philippine evidence, important gaps remain. First, a significant portion of education research focused narrowly on teachers, while

comparatively fewer studies examined wellbeing outcomes across the broader education workforce, including non-teaching personnel, teaching-related staff, school heads, and supervisors/district heads—roles that are central to school operations, governance, and system-level accountability. Second, while wellbeing was increasingly treated as multidimensional, empirical studies often operationalize it in partial or unidimensional terms, limiting the capacity to identify which domains most strongly predict satisfaction and burnout in specific contexts (Kurle *et al.*, 2025; Zhou *et al.*, 2024). Third, geographically challenged and disaster-exposed settings were frequently underrepresented in the evidence base, even though systematic reviews suggested that contextual pressures and rapid reforms can meaningfully alter wellbeing pathways and associated outcomes (Nwoko *et al.*, 2023; Dreer, 2023).

Situated within these gaps, the present study examined the effect of wellbeing on job satisfaction and burnout among employees in the DepEd Division of Northern Samar, encompassing teachers, non-teaching staff, school heads, and supervisors/district heads. Northern Samar provides an analytically significant setting due to the intersection of rurality, resource constraints, and vulnerability to disruptive events that can compound job demands and constrain access to supportive resources—conditions that JD-R scholarship identifies as pivotal in shaping satisfaction and burnout trajectories (Demerouti *et al.*, 2001; Bakker & Demerouti, 2017; Admiraal *et al.*, 2023). By modelling multidimensional wellbeing as a predictor of both job satisfaction and burnout within a single division-wide workforce, the study contributed evidence relevant to organizational theory, education management, and public-sector human resource policy, while generating context-sensitive insights to guide wellbeing programming and workforce sustainability strategies in DepEd settings.

2. Methodology

This study employed a quantitative, predictive-correlational research design to examine the extent to which employees' wellbeing predicts job satisfaction and burnout. The respondents were selected using stratified sampling to ensure adequate representation across employment categories within the DepEd Division of Northern Samar. A total of 1,956 respondents participated in the study, comprising teaching personnel (1,679 or 86%), school administrators including school heads and supervisors (185 or 9%), non-teaching personnel (50 or 3%), teaching-related staff (27 or 1%), and non-teaching professionals (15 or 1%). This stratification allowed the study to capture the perspectives of both instructional and administrative personnel across the division.

In terms of age distribution, respondents ranged from 20 to 64 years old, with the largest proportions falling within the 30–34 years (20%), 35–39 years (20%), and 40–44 years (17%) age brackets, indicating a predominantly early- to mid-career workforce. Older age groups, particularly those aged 50 years and above, collectively accounted for approximately 28% of the sample, reflecting the presence of senior and more experienced personnel. The sample was predominantly female (1,542 or 79%), while males accounted for 414 respondents (21%),

mirroring the gender composition typical of the Philippine public education sector. With respect to civil status, the majority of respondents were married (66%), followed by single individuals (29%), solo parents (2%), widows (2%), and widowers (0.41%).

Data were gathered through a structured survey questionnaire composed of four parts. Part I elicited information on the respondents' personal and professional characteristics, including sex, age, civil status, and position description. Part II assessed respondents' wellbeing using an instrument adapted from Rebolo and Constantino (2020). This scale consists of eight sub-constructs—physical, social, emotional, spiritual, intellectual, financial, environmental, and occupational wellbeing—with each domain measured through ten items, providing a comprehensive assessment of employees' holistic wellbeing. Part III measured burnout using the 15-item Burnout Survey developed by Schaufeli and colleagues (2020), which captures key dimensions of burnout experienced by employees. Part IV evaluated job satisfaction across four constructs—job security, work environment, job responsibilities, and community attachments or linkages—with each construct represented by ten items.

Data collection was conducted through the administration of the survey questionnaire to the identified respondents following established ethical protocols, including voluntary participation and confidentiality of responses. To test the predictive relationships between wellbeing and the outcome variables, multiple regression analysis was employed. Specifically, the analysis examined two predictive correlational hypotheses: that respondents' wellbeing does not significantly predict job satisfaction and that respondents' wellbeing does not significantly predict burnout. All inferential statistical tests were conducted using a 5% level of significance. Data processing and analysis were carried out using Microsoft Excel and the Statistical Package for the Social Sciences (SPSS) version 24 to ensure accuracy and reliability of results.

3. Results and Discussion

A. The Effect of Respondents' Wellbeing on their Work Satisfaction

Table 1 illustrates the effect of Wellbeing on Satisfaction. The respondents' Wellbeing accounted for 29.4% on their job

satisfaction ($R^2 = .294$, F -ratio = 101.186, $p < .001$, and $SEE = .472$). Specifically, in terms of Physical Health ($B = .109$, $SE = .021$, $\beta = .130$, $t = 5.242$, $p < .001$), Social Health ($B = .099$, $SE = .035$, $\beta = .083$, $t = 2.832$, $p = .005$), Financial ($B = .069$, $SE = .019$, $\beta = .085$, $t = 3.588$, $p < .001$), Environmental ($B = .135$, $SE = .030$, $\beta = .135$, $t = 4.530$, $p < .001$), Occupational ($B = .215$, $SE = .029$, $\beta = .227$, $t = 7.477$, $p < .001$) has positive effect on respondents' sense of satisfaction.

The findings demonstrate that teachers' and employees' wellbeing is a substantial and meaningful determinant of job satisfaction, explaining nearly one-third of its variance. This magnitude indicates that wellbeing is not a peripheral concern but a core organizational variable shaping employees' work attitudes. From a theoretical perspective, these results are strongly anchored in Self-Determination Theory (SDT), which posits that job satisfaction emerges when individuals' basic psychological needs for competence, relatedness, and autonomy are sufficiently met (Deci & Ryan, 2000; Ryan & Deci, 2017). In this study, occupational wellbeing—identified as the strongest predictor—directly reflects these needs, as it encompasses role clarity, manageable workload, professional recognition, and opportunities for growth. For employees in the DepEd Division of Northern Samar, this implies that satisfaction is deeply rooted in how their roles as teachers, non-teaching staff, school heads, and supervisors enable them to feel effective, valued, and supported within the education system.

The significant contribution of physical wellbeing supports the Happy–Productive Worker Thesis, which asserts that healthier employees tend to be more satisfied and perform better (Wright & Cropanzano, 2000; Cropanzano et al., 2023). Recent international studies confirm that physical health is closely linked to lower burnout, higher engagement, and sustained job satisfaction among educators and public sector workers (Montano et al., 2020; OECD, 2023). In the Philippine context, studies among public school teachers have shown that chronic fatigue, stress-related illnesses, and limited access to health services negatively affect morale and satisfaction (Dela Cruz & Guinto, 2021; Abulon & Rungduin, 2022). For Northern Samar, where schools are often geographically isolated and employees face long travel times, disaster-related disruptions, and limited health infrastructure, physical wellbeing becomes a foundational condition for sustaining job satisfaction across all employee groups.

Table 1
The effect of respondents' wellbeing on their work satisfaction

Model	Unstandardized Coefficients			t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.265	.111		11.404	.000
Physical Health	.109	.021	.130	5.242	.000
Social Health	.099	.035	.083	2.832	.005
Emotional Health	.006	.032	.006	.195	.845
Spiritual Health	-.016	.036	-.013	-.430	.667
Intellectual Health	.016	.035	.014	.447	.655
Financial	.069	.019	.085	3.588	.000
Environmental	.135	.030	.135	4.530	.000
Occupational	.215	.029	.227	7.477	.000
$R^2 = .294$					
F-ratio = 101.186	p < .001				
SEE = .472					
N = 1956					

a. Dependent Variable: Satisfaction

Social wellbeing likewise emerged as a significant predictor, reinforcing Social Exchange Theory, which emphasizes that positive interpersonal relationships and perceived organizational support foster reciprocal attitudes such as commitment and satisfaction (Blau, 1964; Eisenberger et al., 2020). Empirical evidence consistently shows that collegial support, trust in leadership, and collaborative cultures enhance job satisfaction among teachers and school administrators (Bakker et al., 2023; Skaalvik & Skaalvik, 2021). Philippine studies echo this pattern, highlighting that supportive peer relationships and participative leadership significantly improve satisfaction and reduce turnover intentions in public schools (Maligalig & Albert, 2020; Bernardo et al., 2022). In a collectivist and community-oriented setting such as Northern Samar, where “bayanihan” values remain strong, social wellbeing plays a crucial role not only for teachers but also for non-teaching staff and school leaders whose work relies heavily on coordination and shared responsibility.

The positive effect of financial wellbeing aligns with Maslow’s Hierarchy of Needs, which posits that economic security is a prerequisite for higher-order satisfaction (Maslow, 1943). Contemporary research further substantiates that financial strain is associated with stress, reduced wellbeing, and lower job satisfaction, even among intrinsically motivated professionals (Ng & Feldman, 2015; Richardson et al., 2022). In the Philippine public education sector, several studies have documented that teachers and non-teaching personnel experience financial stress due to modest salaries, rising living costs, and work-related out-of-pocket expenses (David et al., 2019; Orbeta et al., 2021). In Northern Samar, where economic opportunities are limited and many employees support extended families, financial wellbeing becomes a salient determinant of satisfaction, reinforcing that commitment to public service alone cannot offset persistent economic insecurity.

The significance of environmental wellbeing is consistent with Person-Environment Fit Theory, which argues that job satisfaction increases when work environments align with employees’ needs, capacities, and values (Kristof-Brown et al., 2005; van Vianen, 2018). Recent international studies highlight that safe facilities, adequate resources, and psychologically supportive environments are critical predictors of satisfaction among educators and public administrators (Clifton et al., 2022; OECD, 2024). Philippine research similarly indicates that inadequate classrooms, limited instructional resources, and exposure to safety risks undermine teachers’ satisfaction and effectiveness (Reyes & Castillo, 2020; DepEd-UNICEF, 2022). In Northern Samar—where schools are frequently affected by typhoons, flooding, and infrastructure constraints—environmental wellbeing carries particular weight for teachers, school heads, and supervisors responsible for ensuring continuity of learning and staff safety.

Overall, the dominance of occupational wellbeing as the strongest predictor underscores the centrality of work-related experiences in shaping job satisfaction among DepEd employees. This finding is consistent with the Job Demands-Resources (JD-R) Model, which posits that satisfaction and wellbeing are optimized when job resources (e.g., support,

autonomy, professional development) adequately buffer job demands (Demerouti et al., 2001; Bakker & Demerouti, 2017). Recent studies among educators confirm that excessive administrative workload, accountability pressures, and role overload are among the strongest predictors of dissatisfaction, while supportive leadership and professional growth opportunities significantly enhance satisfaction (Simbula et al., 2022; Collie, 2023). Philippine studies among school heads and supervisors further demonstrate that instructional leadership support, fair evaluation systems, and access to capacity-building programs are key drivers of occupational wellbeing and satisfaction (Bautista et al., 2021; Rivera & Candelaria, 2023).

When situated in the context of the DepEd Division of Northern Samar, these findings suggest that job satisfaction among teachers, non-teaching staff, school heads, and supervisors is not driven by a single factor but is a cumulative outcome of interrelated wellbeing domains. The evidence underscores the need for a holistic, system-wide approach to employee wellbeing—one that integrates health promotion, social support mechanisms, financial stability, safe and enabling work environments, and meaningful occupational conditions. Such an approach is particularly critical in geographically challenged and resource-constrained divisions, where wellbeing-related vulnerabilities are more pronounced and directly shape employees’ capacity to remain motivated, resilient, and effective in fulfilling DepEd’s educational mandate.

B. The Effect of Respondents’ Wellbeing on Burnout

Table 2 showcases the effect of Wellbeing on Burnout. Results show that respondents’ sense of wellbeing accounts for 9.60% of their burnout ($R^2 = 0.096$, F -ratio = 25.726, $p < .001$, and SEE = .781). In particular, Social Health ($B = -.422$, $SE = .058$, $\beta = -.243$, $t = -7.277$, $p < .001$), Spiritual Health ($B = -.147$, $SE = .060$, $\beta = -.087$, $t = -2.457$, $p = .014$), Environmental ($B = -.173$, $SE = .049$, $\beta = -.118$, $t = -3.520$, $p < .001$), Occupational ($B = -.124$, $SE = .048$, $\beta = -.090$, $t = -2.606$, $p = .009$) has inverse effect on burn-out but Intellectual Health ($B = .416$, $SE = .057$, $\beta = .254$, $t = 7.247$, $p < .001$) has positive effect on burn-out.

The findings indicate that wellbeing significantly predicts burnout, albeit explaining a more modest proportion of variance compared with job satisfaction. This pattern is theoretically consistent with the Job Demands-Resources (JD-R) Model, which explains burnout as a result of chronic job demands that exceed available personal and organizational resources (Demerouti et al., 2001; Bakker & Demerouti, 2017). In this study, several wellbeing dimensions function as protective resources that buffer employees from burnout, while others—most notably intellectual wellbeing—appear to intensify burnout risk under certain conditions.

The strong inverse relationship between social wellbeing and burnout is consistent with Maslach and Leiter’s Burnout Framework, which identifies lack of social support and community at work as central antecedents of emotional exhaustion and depersonalization (Maslach & Leiter, 2016; Maslach et al., 2022). International studies among educators

Table 2
The effect of respondents' wellbeing on burnout

Model	Unstandardized Coefficients			t	Sig.
	B	Std. Error	Beta		
1 (Constant)	4.305	.184		23.440	.000
Physical Health	-.027	.034	-.022	-.782	.434
Social Health	-.422	.058	-.243	-7.277	.000
Emotional Health	.053	.052	.034	1.020	.308
Spiritual Health	-.147	.060	-.087	-2.457	.014
Intellectual Health	.416	.057	.254	7.247	.000
Financial	.034	.032	.028	1.055	.292
Environmental	-.173	.049	-.118	-3.520	.000
Occupational	-.124	.048	-.090	-2.606	.009
$R^2 = .096$					
F-ratio = 25.726 p<.001					
SEE = .781					
N = 1956					

a. Dependent Variable: Burnout

consistently show that collegial support, positive supervisor relationships, and a sense of belonging significantly reduce burnout symptoms (Skaalvik & Skaalvik, 2021; García-Carmona *et al.*, 2023). Philippine studies similarly demonstrate that teachers with strong peer support systems and supportive school leadership report lower emotional exhaustion and stress (Bernardo *et al.*, 2022; Abulon *et al.*, 2023). In the context of the DepEd Division of Northern Samar—where schools often rely on close interpersonal cooperation to address resource constraints and geographic challenges—social wellbeing serves as a critical buffer against burnout for teachers, non-teaching staff, school heads, and supervisors alike.

The inverse effect of spiritual wellbeing on burnout highlights the importance of meaning, purpose, and values alignment in work. This finding aligns with Conservation of Resources (COR) Theory, which posits that individuals are less vulnerable to burnout when they possess internal resources such as purpose, hope, and value-based motivation (Hobfoll *et al.*, 2018). Empirical evidence indicates that spiritual wellbeing and sense of calling are associated with lower burnout and greater resilience among educators and public servants (Büssing *et al.*, 2021; Koenig, 2020). In Philippine studies, spirituality has been identified as a culturally salient coping mechanism that mitigates stress and burnout among teachers and school leaders (Reyes *et al.*, 2020; Dela Peña & Erestain, 2022). For DepEd employees in Northern Samar—many of whom draw strength from faith and service-oriented values—spiritual wellbeing appears to play a meaningful protective role against burnout.

The significant negative relationship between environmental wellbeing and burnout is consistent with Person–Environment Fit Theory, which emphasizes that misfit between individuals and their physical or psychosocial work environment increases strain and burnout (Kristof-Brown *et al.*, 2005; van Vianen, 2018). International research confirms that inadequate facilities, unsafe working conditions, and disaster exposure are associated with higher burnout among educators (Kim & Asbury, 2020; OECD, 2023). Philippine evidence further shows that poor classroom conditions, overcrowding, and exposure to natural hazards exacerbate stress and emotional exhaustion among public school teachers (Reyes & Castillo, 2020; DepEd-UNICEF, 2022). In Northern Samar, where typhoons, flooding, and infrastructure limitations are recurring realities, environmental wellbeing is a critical determinant of

burnout across all DepEd employee groups.

The inverse association between occupational wellbeing and burnout strongly supports both the JD-R Model and Effort–Reward Imbalance Theory, which argue that burnout arises when high job demands are not matched with adequate rewards, autonomy, and support (Siegrist, 2016; Bakker *et al.*, 2023). Recent studies among educators show that manageable workloads, instructional support, fair evaluation systems, and professional development opportunities significantly reduce burnout (Collie, 2023; Simbula *et al.*, 2022). Philippine research among teachers and school heads similarly indicates that role overload, administrative burden, and accountability pressures are major burnout drivers, while supportive leadership and role clarity serve as protective factors (Bautista *et al.*, 2021; Rivera & Candelaria, 2023). For DepEd Northern Samar employees—particularly school heads and supervisors tasked with both instructional and administrative leadership—occupational wellbeing emerges as a key lever for burnout prevention.

The positive relationship between intellectual wellbeing and burnout is a particularly salient and theoretically meaningful finding. While intellectual engagement is generally viewed as beneficial, this result suggests that high cognitive demands may become a stressor when not balanced by adequate resources and recovery.

This aligns with early observations by Schwab (1986) and more recent findings showing that excessive cognitive load, continuous upskilling demands, and pressure for intellectual performance can increase emotional exhaustion (Van der Linden *et al.*, 2020; Hockey, 2019). In education systems undergoing continuous reform—such as DepEd with curriculum shifts, policy changes, and accountability requirements—teachers and school leaders often face sustained intellectual demands without commensurate time, support, or incentives. Philippine studies have noted that frequent policy updates, reporting requirements, and expectations for innovation contribute to cognitive overload and burnout among educators (David *et al.*, 2019; Orbeta *et al.*, 2021). In Northern Samar, where staffing constraints often require employees to assume multiple roles, heightened intellectual engagement may inadvertently intensify burnout risk.

Taken together, these findings underscore that burnout among DepEd Division of Northern Samar employees is shaped

by a complex interplay of wellbeing dimensions. Social, spiritual, environmental, and occupational wellbeing function as protective resources, while unbuffered intellectual demands may exacerbate burnout. The results reinforce the necessity of a holistic, systems-oriented wellbeing framework—one that not only promotes cognitive and professional growth but also ensures adequate social support, meaningful work, safe environments, and balanced job demands. Such an approach is essential for mitigating burnout and sustaining the wellbeing, effectiveness, and long-term commitment of teachers, non-teaching staff, school heads, and supervisors in the Division.

4. Conclusion

This study confirmed that wellbeing was a significant and multidimensional determinant of both job satisfaction and burnout among employees in the DepEd Division of Northern Samar. Physical, social, financial, environmental, and occupational wellbeing significantly enhanced job satisfaction, with occupational wellbeing emerging as the strongest predictor. This indicated that work design, professional support, and manageable demands played a central role in shaping positive work attitudes among teachers, non-teaching personnel, school heads, and supervisors.

Wellbeing also significantly predicted burnout, albeit with a smaller explanatory power. Social, spiritual, environmental, and occupational wellbeing functioned as protective factors that reduced burnout, highlighting the buffering role of supportive relationships, meaningful work, safe environments, and healthy organizational conditions. In contrast, intellectual wellbeing was positively associated with burnout, suggesting that elevated cognitive demands, when insufficiently supported, intensified strain rather than mitigated it.

Overall, the findings showed that job satisfaction and burnout were shaped by overlapping but distinct wellbeing pathways. Wellbeing resources strongly promoted satisfaction, while selected domains buffered against burnout under sustained demands. These results underscored the need for a holistic, systems-oriented wellbeing approach in public education, particularly in geographically and resource-constrained divisions, to sustain a resilient and effective workforce.

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