

Leadership Perspectives on Addressing Learning Losses, Teacher Attrition, and Infrastructure Challenges in Schools

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Abstract - The quality of education is increasingly challenged by learning losses, teacher attrition, and inadequate school infrastructure, which have been exacerbated by recent disruptions such as the COVID 19 pandemic. This paper discussed the leadership attitudes towards dealing with these critical issues in basic education. It particularly examined the actions that school administrators take to bridge the learning gap, causes and consequences of teacher burn out and attrition and how leadership can help manage and enhance school resources and infrastructure. The research design used was descriptive research based on a quantitative research method with some qualitative information. The sample population comprised 50 school principals, assistant principals, and department heads who were selected purposely due to their leadership positions in areas such as instruction, personnel and resource management. A structured questionnaire based on Likert-scale questions and open-ended ones was used to collect the data, developed by the researcher. The frequency, percentage, weighted mean, and standard deviation were joined as descriptive statistics which helped to quantify the leadership practices; thematic analysis was performed on the qualitative answers to determine the constant patterns and revelations. The results have shown that school leaders take active steps toward contemporary multi-faceted approaches to learning loss remedies; remedial programs, peer tutoring, digital learning tools, continuous assessment, and collaborative teacher planning are among them. The reasons that were identified to be the main causes of teacher attrition and burnout were heavy workloads, lack of professional support, and low morale, which subsequently impact negatively on the quality of instruction and student performance. Furthermore, leadership practices significantly influence the allocation, maintenance, and enhancement of school infrastructure and learning resources, contributing to a conducive learning environment. Thematic analysis highlighted the holistic and strategic nature of leadership, which integrates instructional, human resource, and infrastructural interventions to improve educational outcomes. The study underscores the critical role of school leadership in mitigating systemic challenges and enhancing the effectiveness of educational interventions, providing evidence-based recommendations for policy and practice.

Keywords - Leadership, Learning Loss, Teacher Attrition, Infrastructure, School Administration, Educational Management.

I. INTRODUCTION

Educational systems worldwide are currently grappling with complex challenges that threaten students' academic progression and the overall stability of school communities. The recent constant learning losses in students, particularly those who were affected by long periods of interruptions in school, has been one of the most acute problems in the recent past and this can enlarge the gap in education and hamper fair results of the underprivileged population. In this background, the rising teacher turnover and burnout have also been faced by schools as due to the chronic occupational stress and the lack of support structures, the experienced teachers are

leaving the profession. Meanwhile, schools are still grappling with the inadequate infrastructure, both in the form of simple physical amenities to the availability of the right educational technology parameters that researchers attribute to the disparate learning conditions and a lack of teaching quality. Considering these overlapping issues, it is upon educational leaders such as principals and school administrators to find solutions to not only the symptoms of these issues but also systemic barriers to school effectiveness. Studies have established that school leadership is a key factor that determines better student achievement and teacher retention, next only to the classroom teaching. Nevertheless, the leadership contribution in balancing learning losses, workforce instability and infrastructure deficit simultaneously is not explored. In this research, the researcher seeks to learn how the school leaders interpret and address such complex problems. This study aims to understand how school leaders perceive and respond to such compounded challenges. It explores the strategies, beliefs, and practices that leaders employ to foster resilience and improvement within their institutions amid an era of educational upheaval.

This research investigates leadership perspectives on how schools can mitigate severe learning losses, reduce teacher turnover and burnout, and overcome infrastructure challenges that detract from quality education. It takes a particular look at how school administrators diagnose such issues, develop the responsive practices, and incorporate the support systems to enhance the conditions under which teaching, learning, and working take place. Based on the leadership theory and recent findings on educative crisis response, the paper views school leadership as managerial but transformational especially during periods of increased stress and resource shortage. The paper examines how these issues are interrelated, in the sense that the choices made by leaders on staffing, curriculum recovery, and facility planning are interrelated with institutional objectives. By analyzing leaders' insights, the study sheds light on the leadership behaviors and organizational approaches that are believed to influence learning environments, staff morale, and student achievement.

Scholars in educational leadership emphasize the powerful role of leadership in shaping school climates that support teacher retention and student learning. Studies indicate that teacher turnover is minimized by administrative support and competent principals who create working environments that are conducive and collaborative cultures. Equally, the higher the organizational capacity to improve, the higher the evidence-based practice and distributed decision-making in leadership practices. The crises of education, such as the ones caused by the COVID-19 pandemic, are researched with a strong emphasis on how school leaders had to improvise quickly, having to balance between instructional continuity and the limited resources and human resources. Simultaneously, the research on the learning recovery also emphasizes that schools that were exposed to closures and disruptions were heavily hit by a decline in student achievement that required a conscious action on the part of the administration to stimulate the learning process. Despite these insights, scholars also note a persistent gap in understanding how leaders can strategically manage simultaneous pressures of learning loss, workforce sustainability, and infrastructure limitations in a coordinated manner.

While previous research has addressed leadership's influence on teacher retention, learning recovery, or infrastructure planning individually, there is limited integrated evidence about how school leaders perceive the interplay of these issues within a single school ecology. Few studies has been methodical in terms of examining how leadership practice is adjusted to meet compound challenges such as learning gaps that are related to teacher burnout, or infrastructure inadequacies that increase the inequity of instructions. Also, most of the available literature is inclined to either single out teacher turnover or instructional leadership without considering physical and technological infrastructure as a subset of the same organizational issue. The absence of comprehensive models that integrate these three dimensions learning, workforce and infrastructures in leadership studies is a major gap. This study addresses that gap by foregrounding leadership perspectives that consider these factors collectively, offering nuanced understanding of how leaders navigate multiple, crises.

The findings of this research hold relevance for policymakers, school leaders, teacher educators, and researchers interested in building resilient and equitable education systems. The information about leadership strategies can inform professional development programs that will be aimed at improving the ability of principals to respond to the dynamism of the challenges and maintain the high-quality instruction and teacher support. Through the experiences of the leaders and how they make their decisions, the study helps to bring to

the table evidence that can inform policy interventions and in the allocation of resources at local, regional, and national levels. Moreover, the research underscores the importance of coordinated action that bridges instructional recovery efforts with workforce stability and infrastructure development advancing the goal of robust school improvement frameworks capable of withstanding future disruptions.

II. LITERATURE REVIEW

Instructional Leadership Theory. Instructional Leadership Theory is based on the idea of improving teaching and learning by school leaders through the aspects of curriculum, instruction, and assessment. Leaders who are proactive in terms of teacher support by supervising, developing, and making decisions based on evidence have greater opportunities to mitigate the loss of learning and enhance student achievement, especially when it comes to post-crisis situations.

Transformational Leadership Theory. Transformational Leadership Theory assumes that the teachers can be inspired and motivated by leaders through a shared vision, creation of trust, and innovation. Transformational leaders in the teacher attrition and burnout context are highly effective in maintaining teacher morale, commitment, and retention through responding to emotional and professional needs. This theory explains how leadership can influence organizational resilience amid infrastructure and workforce challenges.

Distributed Leadership Theory. The Distributed Leadership Theory considers leadership as a collective duty of the administrator, teachers and other stakeholders. This promotes responsiveness to issues by sharing leadership positions which can assist schools to address the complex challenges like the learning recovery, staffing shortage, and constraints in the infrastructure. This theory is relevant to the study as it highlights collaborative leadership approaches in addressing multifaceted school problems. **Systems Theory.** Systems Theory conceptualizes schools as interconnected systems where leadership, instruction, human resources, and infrastructure interact dynamically. There are no issues like losses in learning, teacher turnover, and inadequate infrastructure existing separately but affecting each other. This theory provides a holistic lens for understanding how leadership decisions affect the overall functioning and effectiveness of schools.

Human Capital Theory. Human Capital Theory emphasizes the value of investing in people particularly teachers as a means of improving organizational performance. Teacher development, well-being, and retention practices that are supported by leadership practices lead to the long-term quality of instruction and student achievement. This theory underpins the study's focus on addressing teacher attrition as a critical factor in educational recovery. Republic Act No. 9155, also known as the Governance of Basic Education Act of 2001 is a law that decentralizes basic education management and enhances role of school heads in instructional leadership, management of resources and improvement of school. The law is decentralizing the control of basic education and enhances the capacity of school heads in instructional leadership, control of resources and school development. It offers the legal basis of looking at leadership perspective to find solutions to learning losses, teachers welfare and infrastructure issues in the school level.

Republic Act No. 10533: Enhanced Basic Education Act of 2013. RA 10533 requires a curriculum which is developmentally appropriate, inclusive and learner centered. This law directly applies to addressing the issue of learning losses because school leaders should ensure that they deliver the curriculum and remediate and deliver high-quality instruction regarding national standards. Republic Act No. 11036: Mental Health Act of 2018. This law promotes mental health awareness and psychosocial support within the work place including institutions of learning. It applies to the topic of the research problem of teacher burnout and turnover, where the school leadership should encourage favourable and healthy working conditions among the staff.

A. Objectives

1. To determine the leadership strategies employed by school administrators in addressing learning losses among students.
2. To examine school leaders' perceptions of the causes and effects of teacher attrition and burnout within their respective schools.

3. To assess the extent to which school leadership influences the improvement and management of school infrastructure and learning resources.
4. To analyze the relationship between practices in leadership and the success of learning recovery, teacher retention and infrastructure development interventions.
5. To propose evidence-based suggestions to reinforce leadership in schools in responding to learning losses, teacher attrition, and infrastructure threats.

III. METHODS

The study employed a descriptive quantitative research design with little input in terms of qualitative research because it aimed to investigate the opinions of school leaders regarding learning losses, teacher attrition, and infrastructure challenges by describing systematically leadership practices and perceived problems through questionnaires and free-ended responses by school administrators.

A. Design

This study employed a descriptive research design using a quantitative approach, supplemented by qualitative insights to provide a more comprehensive understanding of leadership perspectives in schools. Without any manipulation of variables, the descriptive method systematically described and analysed the existing conditions, leadership practices and perceived challenges connected to learning losses, teacher attrition and infrastructure deficits. The mixed approach enabled the study to quantify leadership practices while also capturing contextual explanations that enrich the interpretation of results.

B. Environment

The study was conducted in selected public schools located in Cebu Province's Third District, including Pinamungajan, Toledo City, and Balamban. These schools were selected due to the various experiences with learning recovery programs, teacher turnover and the condition of infrastructure, which makes them appropriate in exploring the view of school leaders concerning the way of dealing with major issues in education.

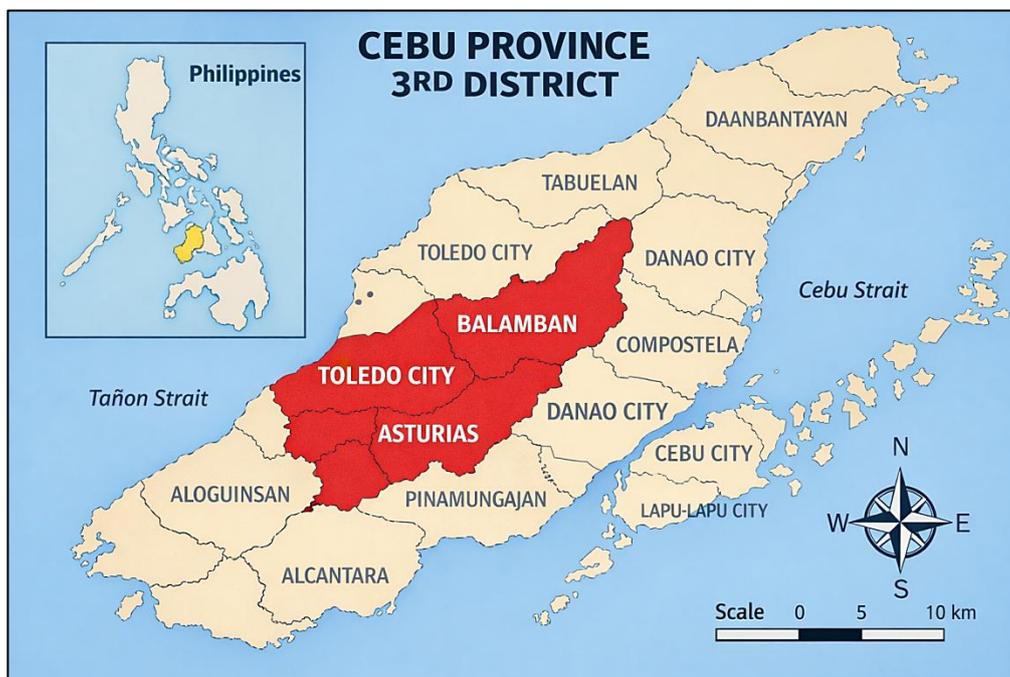


Figure 1. Map of the Environment of the Study

Conducting the study in public schools across Pinamungajan, Toledo City, and Balamban ensures that the findings reflect the experiences of schools facing diverse challenges in learning recovery, teacher retention, and infrastructure management. This contextual and geographic difference makes it possible to have a better insight into the comprehensive understanding of leadership practices practice within various school environments. The

findings can assist local education authorities and policymakers to develop targeted interventions and support systems that can support instructional and administrative needs at the district level.

C. Respondents

The respondents of the study consisted of school administrators, including principals, assistant principals, and department heads. These people were identified intentionally due to their direct partaking in the instructional oversight, staff organizational control, and allocation of the school resources. Their leadership roles positioned them to offer well-informed opinions about school-level challenges and interventions.

Table 1. Distribution of Respondents by Position N=50

Respondents	Population (N)	Percentage (%)
Principals	15	30
Assistant Principals	15	30
Department Heads	20	40
Total	50	100

Table 1 shows that the respondents were drawn from key school leadership positions, with department heads comprising the largest proportion (40%), followed by principals and assistant principals at 30% each. This distribution shows that the research covered an equal sphere of leadership views in the instructional supervision, administrative management, and departmental coordination. The high proportion of department heads contributes to providing useful information regarding the day-to-day leadership in the instructional field, whereas the presence of the principals and assistant principals provides the perspectives at the strategic and policy level. Overall, the respondent composition strengthens the validity of the findings by reflecting diverse leadership roles involved in addressing learning losses, teacher attrition, and infrastructure challenges in schools.

D. Instruments

The study used a researcher-developed structured questionnaire grounded in relevant literature and leadership frameworks. The tool had four domains, which were leadership approaches to learning losses, leadership behaviors pertaining to teacher support and retention, school infrastructure and resources management, and the perceived success of leadership implementation. They also had open ended questions to provide a supplementary of the quantitative data to get the qualitative insights and experience of the respondents. The questionnaire underwent content validation by experts in educational leadership and research methodology to ensure its validity and relevance.

E. Data Gathering Procedure

Before collecting data, formal permission was obtained from the appropriate school authorities. Accessibility was then used to administer the questionnaires via online or face-to-face channels, depending on their availability to the respondents. There were clear instructions to make sure that the questions were always understood by all the respondents. After completion, responses were checked for completeness, organized, and prepared for analysis while maintaining confidentiality and adhering to ethical research standards.

F. Statistical Treatment of Data

The collected data were analyzed using descriptive statistics, including frequency counts, percentages, weighted mean, and ranking, to summarize leadership practices and perceived challenges. Responses from the open-ended questions were analyzed through thematic analysis to identify recurring patterns, insights, and contextual explanations that complemented the quantitative results.

G. Ethical Considerations

The study strictly adhered to ethical research standards. The involvement was purely voluntary and all respondents gave an informed consent before data collection. During the research, the anonymity and confidentiality of the respondents were guaranteed, and no data were used in any other way other than scholarly purposes as per the ethical standards of research.

IV. RESULTS AND DISCUSSIONS

The results in Table 2 imply that school administrators are taking a proactive role in addressing learning losses through various strategies. The weighted mean and high frequency of the remedial classes and teacher collaboration scores show that leaders are more concerned with both one-on-one academic interventions and collaborative planning as a method of ensuring that students learn more. This means that the leadership practices are not merely aimed at direct leadership training recovery but on establishing the facilitation of teachers to coordinate and exchange best practices in a conducive environment. Therefore, these approaches will have a positive influence on the academic performance of students, especially those who have had a considerable learning gap. The findings underscore the significance of integrating multiple approaches, such as digital tools and continuous assessment, to guarantee comprehensive and sustained learning recovery.

Table 3 highlights that heavy workload, lack of professional support, and low salary are perceived by school leaders as the main contributors to teacher attrition and burnout. The implication of these results is that the factors would remain interventions to the quality of teaching, the morale of the staff, and the performance of the school as a whole unless the leadership takes strategic actions. The findings highlight the importance of school leaders in reducing teacher burnouts by adopting supportive mechanisms like balanced workload allocation, career growth, and rewards. Addressing these challenges is essential to retain qualified teachers and maintain a stable and effective workforce, which is directly linked to student learning outcomes and school improvement.

The findings in Table 4 indicate that school leadership has a significant influence on the management of school infrastructure and learning resources. The scores on resource allocation and the availability of learning materials were high and therefore, the role of effective leadership in the development of conducive learning environments cannot be underestimated. The practices, in addition to facilitating implementation of instruction, assist in making sure that both teachers and students are equipped with tools and facilities that will support the attainment of the educational objectives. The implications are that proactive planning, regular maintenance, and integration of ICT under the guidance of school leaders can enhance the quality of education and address existing infrastructure deficits. Also, if school leaders keep their focus on long-term planning, they can avoid running out of resources and make the school more resilient to future problems.

The t-test shows that schools with higher-rated leadership practices reported significantly higher effectiveness of interventions in learning recovery, teacher retention, and infrastructure management. This implies that leadership plays a critical role in ensuring the success of school improvement initiatives. Schools with stronger leadership engagement are better able to implement targeted strategies, support teachers, and maintain resources, leading to measurable improvements in overall school performance.

A. Thematic Analysis

The thematic analysis of the study highlights that school leadership is a critical factor in addressing learning losses, teacher attrition, and infrastructure challenges. Four major themes emerged from the respondents' insights:

1. **Leadership Strategies for Addressing Learning Losses:** Leaders apply a complex strategy, which includes remedial programs, integration of technology, and joint planning of teachers. These measures will make sure that the students get focused attention, constant feedback, and enhanced learning experience to address learning gaps.
2. **Causes and Effects of Teacher Attrition and Burnout:** We identify heavy workloads, lack of professional support, and low morale as major contributors to teacher turnover. These issues have a direct impact on the quality of instructions and student learning outcomes, and it is urgent to employ leadership interventions that will promote teacher well-being and retention.
3. **Leadership Influence on Infrastructure and Resources:** Administrators directly control the allocation of resources, its maintenance and integration with technology, such that schools are furnished with the material and facilities needed to teach and learn effectively. This highlights the importance of leadership in sustaining a conducive and safe learning environment.
4. **Leadership as a Mediator of School Improvement:** The leadership that is holistic involves combining

strategic decision making, inspiring the teachers, and a long-term planning. The ability of leaders to combine learning, human resources, and infrastructure into one would have a higher chance of instating interventions that will improve the performance of student outcomes and overall school performance.

Overall, the thematic analysis underscores that school leaders play a central and transformative role in improving educational quality. Combining teaching methods, teacher welfare, and efficient infrastructure management, school leadership alleviates system-wide problems and encourages school development in a sustainable way.

Tables and Figures

Table 2. Leadership Strategies Employed by School Administrators in Addressing Learning Losses N=50

Leadership Strategies	Frequency (f)	Percentage (%)	Weighted Mean (WM)	SD
Strategy 1: Remedial classes for students	45	90%	4.5	0.5
Strategy 2: Peer tutoring programs	40	80%	4.0	0.6
Strategy 3: Use of digital learning tools	35	70%	3.8	0.7
Strategy 4: Continuous assessment & feedback	42	84%	4.2	0.5
Strategy 5: Teacher collaboration & planning	47	94%	4.6	0.4
Overall	—	—	4.2	0.54

Table 3. School Leaders' Perceptions of Causes and Effects of Teacher Attrition and Burnout N=50

Causes/Effects of Teacher Attrition & Burnout	Frequency (f)	Percentage (%)	Weighted Mean (WM)	SD
Cause 1: Heavy workload	38	76%	3.8	0.7
Cause 2: Low salary & benefits	30	60%	3.2	0.8
Cause 3: Lack of professional support	35	70%	3.5	0.6
Effect 1: Decreased teaching quality	40	80%	4.0	0.5
Effect 2: Increased absenteeism and turnover	32	64%	3.4	0.7
Effect 3: Reduced morale and motivation	37	74%	3.7	0.6
Overall	—	—	3.6	0.65

Table 4. Extent to Which School Leadership Influences Improvement and Management of School Infrastructure and Learning Resources N=50

Leadership Practices on Infrastructure & Resources	Frequency (f)	Percentage (%)	Weighted Mean (WM)	SD
Practice 1: Allocation of resources effectively	43	86%	4.3	0.5
Practice 2: Regular maintenance of facilities	40	80%	4.0	0.6
Practice 3: Integration of ICT in classrooms	38	76%	3.8	0.7
Practice 4: Ensuring learning materials availability	45	90%	4.5	0.4
Practice 5: Planning for long-term infrastructure improvement	42	84%	4.2	0.5
Overall	—	—	4.16	0.54

Table 5. T-Test

Variable / Group	n	Mean (\bar{X})	SD	t-value	p-value	Interpretation
Leadership Practices – High	25	4.45	0.35			
Leadership Practices – Low	25	3.82	0.40	4.12	0.000*	Significant difference observed

Note: $p < 0.05$ indicates that leadership practices have a statistically significant effect on the perceived effectiveness of interventions.

V. CONCLUSION

Based on the findings of the study, it can be concluded that school leadership plays a crucial role in addressing learning losses, teacher attrition, and infrastructure challenges in schools. The findings showed that administrators apply various strategies, such as remedial classes, and teacher collaboration, peer tutoring, and continuous assessment, using digital learning tools in order to reduce learning gaps among students. Proactive workload management and capacity-building interventions are also important as leadership practices have a great impact on the morale, retention, and professional support of teachers. Moreover, the school heads play a role in successful management of the infrastructure and learning materials so that the classes are provided with facilities that will enable quality teaching. Overall, the study underscores that strong and responsive leadership is central to fostering an educational environment capable of overcoming systemic challenges and improving learning outcomes.

Recommendations

Based on the conclusions, the following recommendations are proposed:

1. School Leaders: Continue implementing and enhancing collaborative and evidence-based practices like remedial classes, peer tutoring, and integration of digital learning as a way of reversing learning losses.
2. Teacher Support: Provide continuous professional development and psychosocial support to decrease burnout and increase retention which involves even workload allocation and recognition programs.
3. Infrastructure Management: Prioritize the allocation, maintenance, and upgrading of learning resources, facilities, and ICT tools should be addressed first in order to establish good learning environments.
4. Policy Makers: Design policies and fund those policies that facilitates capacity building of leadership, teacher welfare programs, and sustainable improvement of infrastructure in schools.
5. Future Research: Execute longitudinal research to determine long term impacts of the leadership strategies on student learning, teacher retention and infrastructure sustainability.

Definition of Terms

1. Leadership Practices: This term refers to the choices, strategies, and actions of school leaders that are meant to improve student learning, teacher performance, and school resources.
2. Learning Loss: The quantifiable degradation in the academic achievements of students as a result of impacts on formal education, whether it is caused by long school shutdowns or poor teaching and learning.
3. Teacher Attrition: The voluntary or involuntary leaving of a teaching job by a teacher due to burnout, workload and job discontent.
4. Infrastructure Challenges: Deficiencies of physical facilities, learning materials, computer and other resources required to support efficient teaching and learning.
5. Remedial Programs: Educational programs are aimed at assisting students who lag in their educational progress to reach grade level proficiency.
6. Weighted Mean (WM): A statistical parameter which is employed to estimate the mean score of the responses in a survey with the consideration of the relative weight or importance of each item.

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