# Workload, Burnout, and Intention to Stay Among Public School Teachers

**A basic research proposal · Basic Education Research Fund 2026**

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*A sample with invented data, for teaching: nash.com.ph/blog*

# Introduction and rationale: the teacher's week

**52 h**

a week: what Filipino public school teachers worked on average in 2024

*EDCOM II survey of 14,892 teachers (IDinsight, 2025)*

**40 h**

the week DepEd sets: 30 hours of teaching and 10 of ancillary tasks

*DO 005, s. 2024, Sec. V.A*

**27%**

of teachers in the 2024 survey worked more than 60 hours a week

*IDinsight (2025), p. 1*



Abroad, heavy demands go with burnout and burnout with leaving. We do not know whether this holds for our division's teachers, in every career stage, or whether a burnout scale measures the same thing for a new teacher and a master teacher.

# Literature review: demands, resources, burnout

### Kristensen et al. (2005)

The Copenhagen Burnout Inventory: personal, work-related and client-related burnout, the client read as students for teachers. Free to use, its holder says, with Borritz et al. (2006) cited.

### Bakker & Demerouti (2007)

Job demands require sustained effort and, when chronic, deplete energy; resources such as a supervisor's support work the other way.

### Skaalvik & Skaalvik (2011)

Among 2,569 Norwegian teachers, motivation to leave went with lower job satisfaction and higher emotional exhaustion.

*So: workload as a demand, the school head's support as a resource, burnout between them and leaving.*

# Literature review: leaving, hours, invariance

**Madigan & Kim (2021)**

Across 3,842 teachers, emotional exhaustion correlated .41 with intentions to quit.

**IDinsight (2025)**

Filipino teachers' week in 2024: 23.4 hours of teaching, 17.8 of ancillary work, 8.1 of assignments, 2.7 administrative; 56.2% still did administrative work.

**Putnick & Bornstein (2016); Chen (2007)**

Compare groups only after the scale's loadings and intercepts are shown equal across them.

*So: test the scales' invariance across career stages before comparing the stages.*

# Four questions, three null hypotheses

1. What are the weekly hours, workload, support, burnout and intention to stay of the division's teachers, overall and by career stage?
2. Do the adapted scales measure the same constructs in the three career stages?
3. How are workload and support related to burnout, and burnout to intention to stay, with career stage held constant?
4. Does burnout mediate the relationship between workload and intention to stay?

**Null hypotheses (α = .05)**

- $H_0 1$: The scales' loadings and intercepts do not differ across career stages.
- $H_0 2$: Burnout is not related to intention to stay, other things held constant.
- $H_0 3$: There is no indirect relationship between workload and intention to stay through burnout.

# What the study covers, and what it cannot show

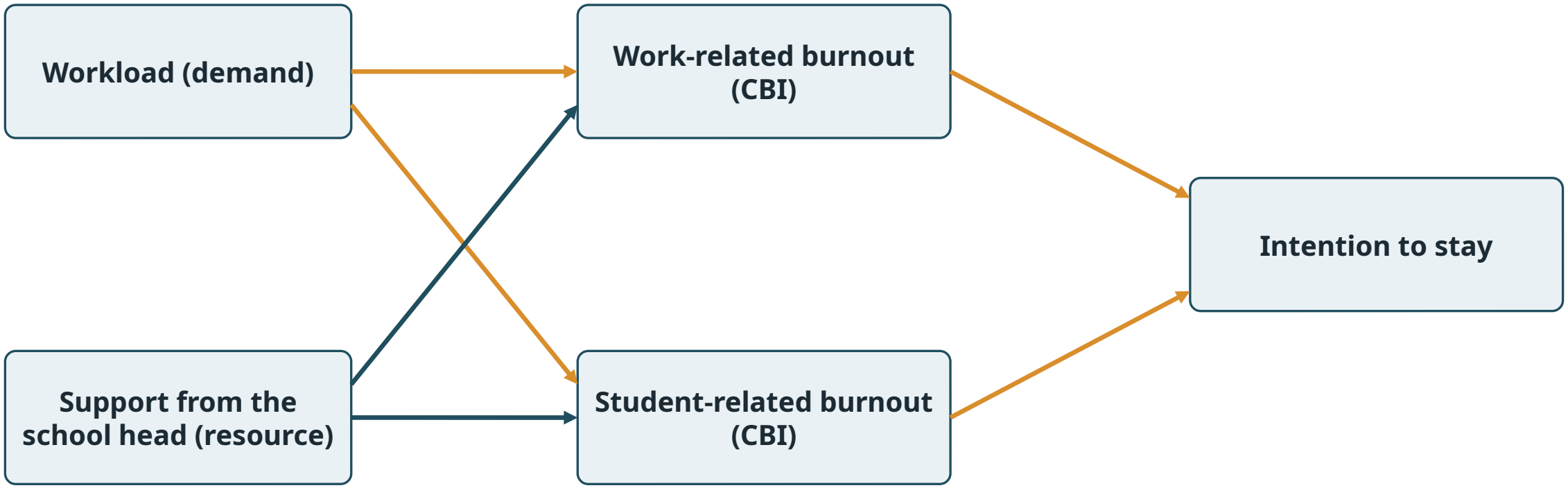
## Scope

- Public school teachers of the division, all levels, SY 2026–2027
- A stratified random sample of 450, 150 per career stage
- One week's log of hours; workload, support, burnout, intention to stay
- Data collected in Term 1, August 2026

## Limitations

- Cross-sectional: associations, not causes
- Self-report: a teacher's mood can color every answer
- Intention to stay is not staying
- Five-point items analyzed as continuous

# Research design: a survey and a structural model




A cross-sectional survey; a confirmatory factor analysis, a multi-group invariance test, then a structural equation model.

*Career stage (I; II; III–IV) held constant on every path; its three groups also test the scales' invariance.*

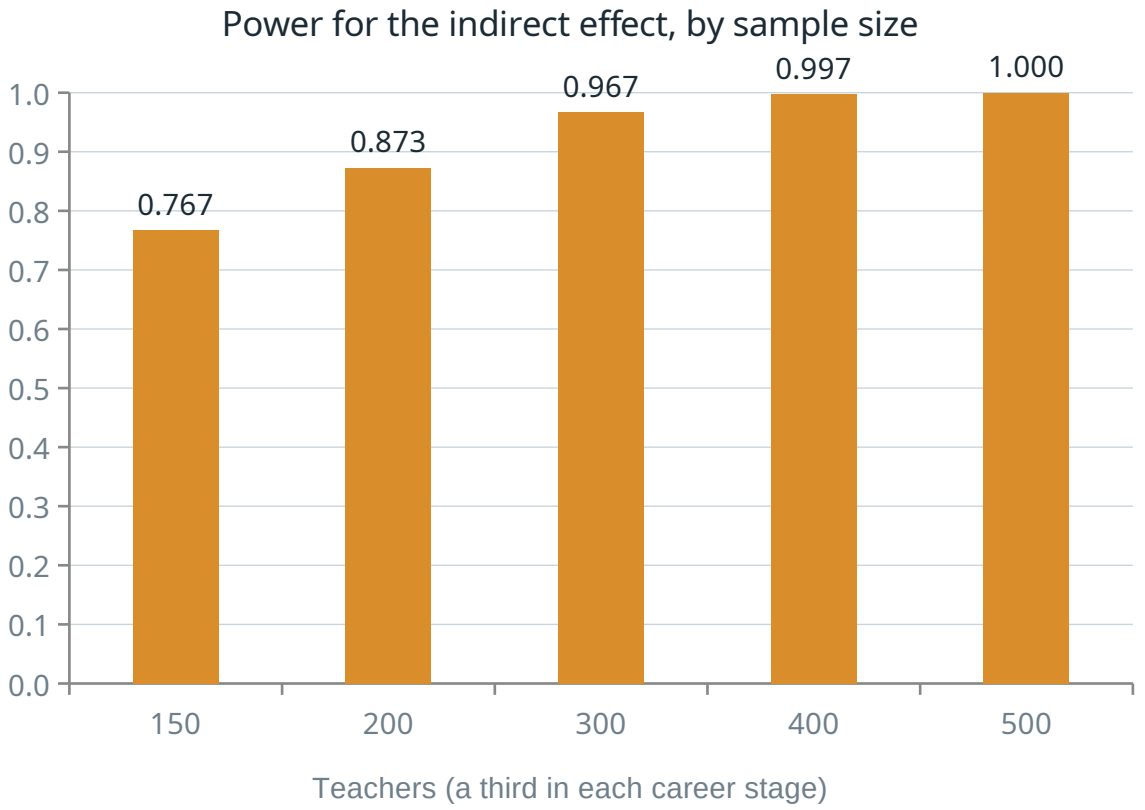
# Sampling: 450 teachers, 150 per career stage

**3,600** public school teachers in the division's personnel list

**3** career stages, as DO 024, s. 2025 ties them to positions

**150** teachers drawn at random from each stage (equal allocation)

**450** invited; about 400 expected; division figures weighted




*300 simulated surveys per size, fitted with semopy; the indirect effect tested with a Monte Carlo interval. Slovin's formula sizes a proportion, not a test, so it is not used.*

# Data collection: a log and four scales

## A one-week log of hours

Each day's hours of teaching, ancillary tasks, teaching-related assignments and administrative tasks, at school and at home, as DO 002 and DO 005, s. 2024 define them.

## The Copenhagen Burnout Inventory, adapted

The work-related (7 items) and client-related (6 items) scales, the client read as the learners; translated into Filipino by two translators, reconciled, and back-translated as a check (ITC, 2017). Scored 0 to 100.

## Workload, support, intention to stay

Scales written by the researchers: five, four and four items from strongly disagree to strongly agree, validated with the rest.

# Data collection: validity, reliability, schedule

### Content validity

Ten validators rated every drafted item in April 2026; Lawshe's CVR, kept at .80 or more, the critical value for ten (Ayre & Scally, 2014).

### Pilot test

40 teachers of a school outside the sample, in June 2026, with timing and wording checks.

### Reliability and structure

McDonald's omega beside Cronbach's alpha; a five-factor confirmatory factor analysis.

### Invariance

Configural, metric and scalar models across the three career stages, each tested against the step before.

Validation April 2026 · Translation April to May · Pilot June 22 to 26 · Sampling July 1 to 3 · Log week August 10 to 14 · Survey open August 17 to 21, before the Term 1 examination.

# Ethical issues: consent, anonymity, and care

### Consent

A consent screen before the survey; taking part is voluntary and may be stopped at any time.

### Anonymity

No name or email collected; a code tells only the career stage. Data encrypted (RA 10173); destroyed after three years.

### Care

Questions on burnout can unsettle: the last page lists the division's wellness contacts and NCMH's crisis hotline, 1553 (0919-057-1553 or 0917-899-8727 by mobile).

### Approval

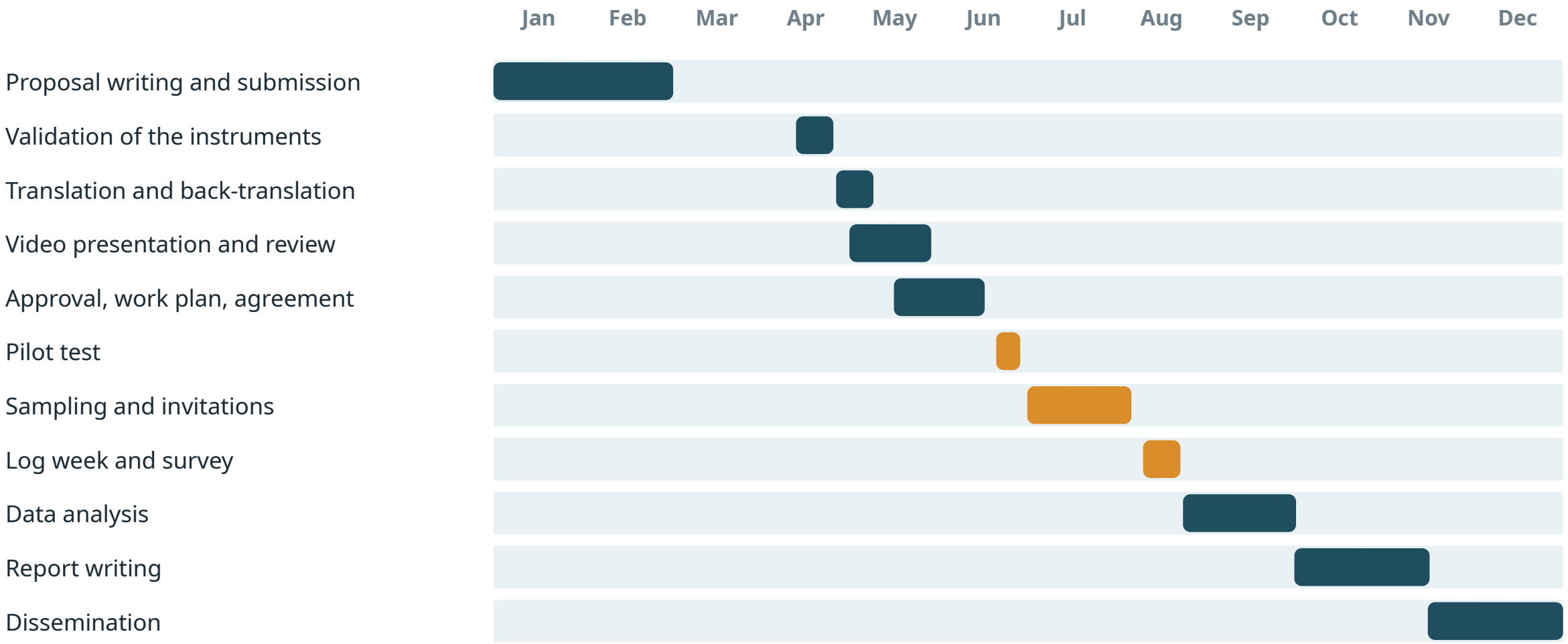
The Schools Division Superintendent's approval; results reported only for groups of 30 or more.

# Plan for data analysis: CFA, invariance, SEM

| | |
|---|---|
| **Question 1** | Weighted means for the division and means by career stage; Welch's analysis of variance between stages. |
| **Question 2** | Multi-group CFA: configural, metric, scalar; $\Delta\chi^2$, $\Delta$CFI and $\Delta$RMSEA against the step before. |
| **Question 3** | A structural equation model with career stage held constant on every path. |
| **Question 4** | Indirect effects as products of paths, with a bootstrap of 2,000 resamples within career stages. |

*Python 3.12 with semopy and pingouin; Excel recomputes every statistic it can. Fit judged by Hu and Bentler's (1999) cutoffs: CFI close to .95, RMSEA close to .06, SRMR close to .08.*

# Timetable: January to December 2026




*Marigold: field work in the schools. Months are of 2026; the school year opens on June 8.*

# Cost estimates: PhP 15,000 in eligible items

| Item | Particulars | Amount (PhP) |
|---|---|---|
| Food | Snacks for the validation meeting and the pilot's 40 teachers | 3,000.00 |
| Reproduction | Pilot survey and log sheets (about 1,400 pages) | 2,800.00 |
| Transportation | Pilot school and the district offices | 2,500.00 |
| Communication | Mobile data, three researchers, five months | 4,500.00 |
| Supplies | Envelopes and folders | 1,000.00 |
| Dissemination | Policy brief | 1,200.00 |
| Total | | **15,000.00** |

### Not charged to the grant

- Survey software: the online form is free
- Statistical software: Python and its libraries are free
- Honoraria for validators, translators or a statistician
- Equipment, utilities and office rent

# Dissemination and advocacy: who needs the findings

### School heads

Division school heads' conference and a two-page policy brief: move administrative tasks off teachers.

*December 2026*

### Personnel and planning units

Division management committee: log and cap ancillary hours; mentor Career Stage I.

*January 2027*

### Teachers

Learning action cell sessions and the division's website: your week, measured.

*January to February 2027*

### Researchers

Regional research congress and the division's research journal.

*March to June 2027*

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# Thank you

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