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

A Basic Research

[Copy for blind review: the researchers' names, positions, and schools division are removed. The final copy lists them here.]

Conducted April to November 2026

Abstract

This basic research examined how workload and support from the school head relate to teachers' burnout, and how burnout relates to their intention to stay in public school teaching, in one schools division. A survey with a structural equation model was used. Teachers were drawn by stratified random sampling, 150 from each of three career stages, and 418 of the 450 (92.9%) completed an online survey and a one-week log of their hours. The survey adapted the work-related and client-related scales of the Copenhagen Burnout Inventory, the client read as the learners, and added scales on workload, support, and intention to stay, all validated by ten experts and a pilot; in the study, ω = .79 to .87. A confirmatory factor analysis fitted well, CFI = .973, RMSEA = .030. The loadings were invariant across career stages, and the intercepts were invariant once one student-related item was freed. Teachers logged a mean of 52.1 hours a week; 19.1% logged more than 60. With career stage held constant, workload was associated with higher work-related burnout (β = .54), and work-related burnout with lower intention to stay (β = −.36); the indirect effect of workload through work-related burnout was −.19, 95% CI [−.29, −.10], and support from the school head went with less burnout and more intention to stay. Reducing teachers' ancillary and administrative hours, and school heads' support, may help keep teachers; a study that follows teachers over time should test it.

Keywords: teacher workload, burnout, Copenhagen Burnout Inventory, intention to stay, structural equation modeling, measurement invariance

Acknowledgment

The researchers thank the Schools Division Superintendent, who approved the study and let the invitation go out through official email; the Human Resource Management Officer, who drew the list of teachers by career stage; the ten validators (two guidance counselors, two Education Program Supervisors, two school heads, two Master Teachers, a psychometrician, and a professor of educational measurement from a state university), who rated every drafted item; the three teachers and the language teacher who translated and reconciled the scales; the 40 teachers of the pilot school; the school heads, who gave the sampled teachers time to log their hours and answer the survey in August; and the 418 teachers who logged their week and told us how they felt about their work. The study was funded by the Basic Education Research Fund (BERF) for 2026.

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

Introduction of the Research

Exhausted workers take more sick leave and more often intend to quit (Kristensen et al., 2005), and exhausted teachers more often intend to leave teaching (Madigan & Kim, 2021). Philippine public school teachers carry a heavy week. In a 2024 survey of 14,892 teachers for the Second Congressional Commission on Education (EDCOM II), teachers worked an average of 52 hours a week, and 27% worked more than 60 (IDinsight, 2025). DepEd's own rules set a week of 40 hours: "thirty (30) hours of actual classroom teaching and ten (10) hours of teacher ancillary tasks" (Department of Education [DepEd], 2024b, Sec. V.A, item 2), and administrative tasks belong to school heads and non-teaching personnel, not to teachers (DepEd, 2024a, Sec. V.A.1).

Research abroad has linked heavy demands at work to exhaustion, and exhaustion to the wish to leave (Bakker & Demerouti, 2007; Madigan & Kim, 2021). Whether the same holds for Filipino teachers, and whether it holds alike for teachers early and late in their careers, has had little study. Philippine studies of teachers with the Copenhagen Burnout Inventory have measured burnout beside resilience, well-being, and emotional labor, in 233 teachers of one city (Orines et al., 2023) and in teachers of 18 elementary schools (Agbayani-Pineda, 2025), but not beside workload or intention to stay. No study found in the Philippine literature reviewed here asked whether a

burnout scale measures the same thing for a Teacher I and a Master Teacher, a check that any comparison between them needs.

Our division needed to know. Its teachers' complaints about reports and meetings were many, and its teachers who left for other work or abroad were noticed one by one, but there were no numbers on how much of the week went where, how burned out teachers were, or how sure they were of staying. The new Expanded Career Progression System also puts teachers in four career stages tied to their positions (DepEd, 2025, Encl., Sec. 21.b), and the division wanted to see whether its youngest teachers were the ones most at risk of leaving.

This study therefore measured, in a probability sample of the division's public school teachers, the hours of their week, their workload, the support of their school heads, their burnout, and their intention to stay, and tested how these relate in a structural equation model. It first checked that its adapted burnout scales measure the same thing in every career stage. It addresses the Human Resource Development theme of the Basic Education Research Agenda (DepEd, 2016).

Literature Review

The literature reviewed here is organized around the study's questions: what burnout is and how it is measured; how the demands and resources of work relate to it; how burnout relates to leaving; what is known of Filipino teachers' workload; and why a scale must be shown to measure the same thing across groups before groups are compared.

Burnout and the Copenhagen Burnout Inventory

The Copenhagen Burnout Inventory defines burnout as prolonged physical and psychological exhaustion, and measures it in three scales: personal burnout, work-related burnout, and client-related burnout (Kristensen et al., 2005). Its authors write that the client "is a broad concept covering terms such as patients, inmates, children, students, residents, etc. When the CBI is used in practice, the term appropriate for the specific group of respondents is used" (Kristensen et al., 2005, p. 197). The inventory's scales "predicted future sickness absence, sleep problems, use of pain-killers, and intention to quit" (Kristensen et al., 2005, p. 192). With teachers, its three-factor structure held in 1,497 Italian teachers (Fiorilli et al., 2015) and showed acceptable reliability and validity in New Zealand teachers (Milfont et al., 2008). The National Research Centre for the Working Environment (NFA), which holds the inventory, lets it be used freely, for any purpose, provided Borritz et al. (2006) is cited (NFA, n.d.-a). The best-known alternative, the Maslach Burnout Inventory, is copyrighted and licensed per use, so a study that adapts it needs its owners' permission (International Test Commission [ITC], 2017).

Demands, Resources, and Burnout

The job demands–resources model explains burnout as the result of demands that "require sustained physical and/or psychological (cognitive and emotional) effort" (Bakker & Demerouti, 2007, p. 312): chronic demands "exhaust employees' mental and physical resources and may therefore lead to the depletion of energy" (p. 313). Resources such as support from a supervisor

work the other way. Among 2,569 Norwegian teachers, time pressure was related to emotional exhaustion, and motivation to leave the profession "was negatively related to job satisfaction and positively related to emotional exhaustion" (Skaalvik & Skaalvik, 2011, p. 1034).

Burnout and Leaving

A meta-analysis of teachers' intentions to quit found that emotional exhaustion correlated r = .41 with them, 95% CI [.32, .50], across 3,842 teachers (Madigan & Kim, 2021). Intention is not the same as leaving, but it is the step before it, and the measure a study at one point in time can take.

Filipino Teachers' Workload

Philippine evidence on the hours is recent. In the 2024 EDCOM II survey, teachers' week split into 23.4 hours of teaching, 17.8 of ancillary work, 8.1 of school-related assignments, and 2.7 of administrative and other work, and 56.2% still did administrative work (IDinsight, 2025). In time-use diaries kept by 696 teachers for a full day, teachers in schools piloting the new curriculum spent "nearly ten hours on employment-related activities" (Daga et al., 2025, p. 16). A peer-reviewed Philippine study with the inventory's work-related scale found a mean of 39.21 on its scale of 0 to 100 among 233 public elementary teachers in Quezon City (Orines et al., 2023). None of these studies linked the hours to burnout and to intention to stay in one model.

Comparing Groups: Measurement Invariance

Comparing career stages on a scale assumes that the scale measures the same thing in each. Measurement invariance is tested in steps: configural

(the same factors and items), metric (equal loadings), scalar (equal intercepts), and strict (equal residuals; Putnick & Bornstein, 2016). Group means can be compared only when the intercepts are equal, or nearly all are. A step is commonly judged by the change in CFI, a drop of .01 or more indicating that invariance does not hold (Cheung & Rensvold, 2002), supplemented in samples over 300 with equal groups by a rise in RMSEA of .015 or more (Chen, 2007).

Synthesis

The studies agree that heavy demands go with exhaustion and exhaustion with the wish to leave, and that support from the school head is a resource that may work against both. They leave three gaps that this study addresses. The links have been tested mostly outside the Philippines; the Philippine studies measured hours or burnout but not the path from one to the other and on to intention to stay. The burnout inventory has not been shown to measure the same thing across Filipino teachers' career stages. And the career stages DepEd now ties to positions have not been compared on burnout and intention to stay.

Research Questions

This study answered four questions:

1. What are the weekly hours, workload, support from the school head, burnout, and intention to stay of the division's public school teachers, overall and by career stage?
2. Do the adapted scales measure the same constructs in the three career stages (configural, metric, and scalar invariance)?

3. How are workload and support from the school head related to work-related and student-related burnout, and burnout to intention to stay, with career stage held constant?
4. Does burnout mediate the relationship between workload and intention to stay?

Hypotheses

The study tested three null hypotheses at the .05 level of significance:

$H_0$1: The scales' loadings and intercepts do not differ across the career stages.

$H_0$2: Work-related and student-related burnout are not significantly related to intention to stay when workload, support, and career stage are held constant.

$H_0$3: There is no significant indirect relationship between workload and intention to stay through burnout.

Scope and Limitation

The study covered the public school teachers of one schools division in School Year 2026–2027, in all three levels, sampled from the division's personnel list in three career stages. Data were collected from August 10 to 21, 2026, in Term 1. The variables were weekly hours by task from a one-week log; workload and support from the school head, as teachers rated them; work-related and student-related burnout; and intention to stay in public school teaching.

The study has four limitations. First, it is cross-sectional and correlational: it shows how workload, burnout, and intention go together at

one time, not that workload causes burnout or burnout causes leaving. Second, every measure is the teacher's own report, so a teacher's mood on the day can color all of them alike; the hours come from a log, which is less subject to it. Third, intention to stay is not leaving; whether the teachers who reported low intention leave is a question for a study that follows them. Fourth, the items were answered on five-point scales and analyzed as continuous, the common practice with five categories; an estimator for ordered categories was not used.

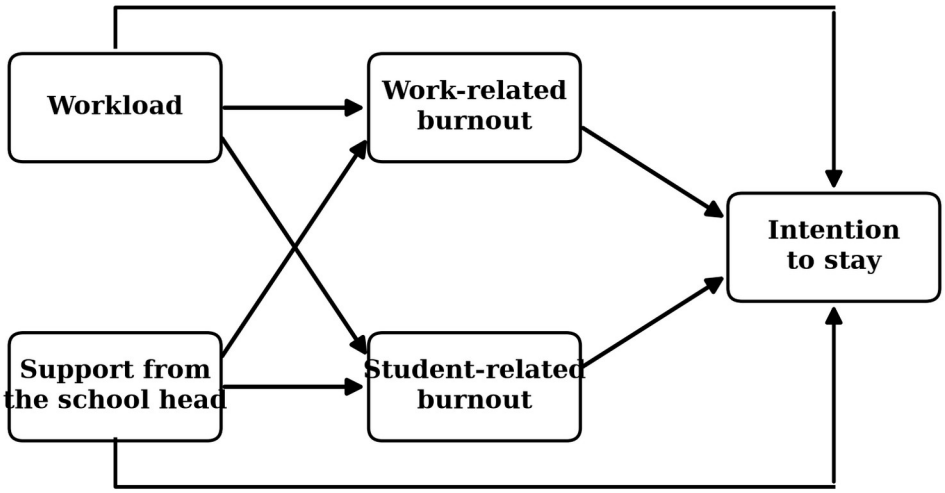
Research Methodology

Research Design

The study used a quantitative, cross-sectional survey design with structural equation modeling. A structural equation model tests a set of relationships among factors that are each measured by several survey items, so that the relationships are estimated free of the items' measurement error (Kline, 2023). The model, shown in Figure 1, follows the job demands–resources model: workload as a demand and support from the school head as a resource, each related to work-related and student-related burnout, and burnout related to intention to stay, with direct paths from workload and support to intention as well. Before the model, a confirmatory factor analysis tested the measurement, and a multi-group analysis tested whether the measurement is the same in every career stage.

Figure 1

The Conceptual Model of the Study



Note. Each box is a factor measured by four to seven items. Career stage was held constant on every path.

A. Sampling

The population was the division's 3,600 public school teachers listed in its personnel records at the end of June 2026, in three career stages as DepEd ties them to positions (DepEd, 2025, Encl., Sec. 21.b): Career Stage I, "Beginning towards Proficient" (Teacher I to III, 2,448 teachers); Career Stage II, "Proficient" (Teacher IV to VII, 694); and Career Stages III and IV, "Highly Proficient" and "Distinguished" (Master Teacher I to V, 458), joined because the division has few teachers in the fourth.

The study used stratified random sampling with equal allocation: 150 teachers were drawn at random from each stage (Fraenkel et al., 2019). Equal groups give the comparison between stages, the second question, the same precision in each, and the multi-group analysis needs a model fitted in each

stage. Because the stages were sampled unequally relative to their size, figures for the whole division are weighted: each teacher counts as the stage's teachers divided by its responses (18.13 in Career Stage I, 4.99 in Career Stage II, 3.18 in Career Stages III and IV). The models hold career stage constant, so their unweighted estimates hold for the division if each path is the same in every stage, which a multi-group structural model would check; the standardized estimates describe this sample, whose three stages are equal in size.

The sample size was checked by a Monte Carlo power analysis, the approach recommended for complex models (Schoemann et al., 2017; Wolf et al., 2013). With planning values the team set before collecting data (a path of .45 from workload to work-related burnout and of −.30 from burnout to intention), 300 simulated surveys of one group at each of five sizes were fitted, and the indirect effect was tested with a Monte Carlo confidence interval. With 300 teachers, the probability of detecting it was .967; with 400, .997. The study invited 450 to keep about 400 after nonresponse. The simulation did not split the sample by stage; a third of 400, about 133 teachers, was taken as enough to fit the measurement model in each stage. Slovin's formula was not used: it sizes a sample to estimate a proportion and says nothing about the power to detect a relationship (Tejada & Punzalan, 2012).

Of the 450 teachers invited, 418 (92.9%) completed the survey: 135 in Career Stage I, 139 in Career Stage II, and 144 in Career Stages III and IV.

B. Data Collection

Recruitment of Participants

The Schools Division Superintendent approved the study in May 2026. The sampled teachers received an invitation through their DepEd email, with a letter explaining the study, a link to the survey, and a one-week log sheet. The first screen of the survey asked for consent; a teacher who did not consent left the survey. Teachers were included if they held a teaching position in the division's public schools; the teachers of the pilot school were removed from the list before the sample was drawn.

Data Collection Instruments

Weekly hours. Each teacher kept a log of one school week, August 10 to 14, 2026, recording each day's hours of actual teaching, ancillary tasks (lesson preparation, checking, records, class advising beyond the teaching load), teaching-related assignments (coordinator roles and similar designations), and administrative tasks, as DepEd's orders define them (DepEd, 2024a, 2024b), including work done at home and on the weekend. The survey asked for each category's total.

Burnout. The work-related scale (seven items) and the client-related scale (six items) of the Copenhagen Burnout Inventory (Kristensen et al., 2005), the client read as "learners," as its authors allow, and called here student-related burnout. The first three work-related items and the first four student-related items are answered on a scale of degree, from "to a very low degree" to "to a very high degree," and the rest on a scale of frequency, from "never/almost never" to "always." The last work-related item, on having

enough energy for family and friends, is scored in reverse. Two teachers fluent in Filipino translated the scales independently, the researchers and a language teacher reconciled the two versions, and a third teacher translated the result back into English as a check, as the ITC (2017) guidelines suggest for a translated test (TD-1, TD-2); both versions were offered. Scores follow the inventory's own scoring: 100, 75, 50, 25, and 0 from the most to the least burned-out answer, averaged over the items (Kristensen et al., 2005; NFA, n.d.-b).

Workload, support, and intention to stay. The researchers wrote five items on workload (for example, "I have more work than I can finish in my working hours"), four on support from the school head (for example, "My school head shares the school's tasks fairly among teachers"), and four on intention to stay (for example, "I plan to keep teaching in a DepEd public school for the next five years"), each answered from strongly disagree (1) to strongly agree (5). Appendix A lists them. The score is the mean of the items.

Validity and Reliability

Ten validators rated every drafted item as essential, useful but not essential, or not necessary, and the content validity ratio was computed for each (Lawshe, 1975): CVR = (n_e − N/2) / (N/2). An item was kept if its CVR reached .80, the critical value for ten validators, for whom nine must rate it essential (Ayre & Scally, 2014). Of the 30 drafted items, 26 were kept (CVR .80 to 1.00, mean .93); the four dropped were a workload item on meetings (CVR .40), a support item on praise (.20), and two intention items, on leaving

for a job abroad (.00) and on pride in teaching (.60), judged by the validators to measure something else. Appendix B gives every ratio.

The survey was tried out from June 22 to 26, 2026, with 40 teachers of a school outside the sample. They took 7 to 19 minutes (M = 13.9). The intention to stay scale reached only ω = .69 in the pilot, and two of its items were reworded; the other scales reached .84 to .87.

In the study, the scales' reliability was McDonald's omega, from a one-factor model of each scale, beside Cronbach's alpha (Table 2); omega is reported because it does not assume that every item measures its factor equally well (McNeish, 2018). Omega ranged from .79 (intention to stay) to .87 (work-related burnout). The five-factor confirmatory factor analysis fitted well by the cutoffs of Hu and Bentler (1999), CFI and TLI close to .95 or above, RMSEA close to .06 or below, and SRMR close to .08 or below: $x^2(289)$ = 394.50, $p < .001$, CFI = .973, TLI = .969, RMSEA = .030, SRMR = .041. Every item loaded .54 or higher on its factor, the lowest being the reversed work-related item on energy for family and friends.

Data Collection Setting

Teachers answered the survey online, on a phone or a computer, at school or at home, in the week after their log week.

Data Collection Timeline

Table 1

Data Collection Timeline

Activity	Dates
Validation of the instruments by ten experts	April 13 to 24, 2026
Translation and back-translation	April 27 to May 8, 2026

Activity	Dates
Pilot test in a school outside the sample	June 22 to 26, 2026
Drawing of the sample from the personnel list	July 1 to 3, 2026
Invitations sent	August 5, 2026
Log week	August 10 to 14, 2026
Survey open	August 17 to 21, 2026
Data analysis	August 24 to September 30, 2026

Note. The log week avoided the summative test days and ended two weeks before the Term 1 examination on August 28 and September 1, 2026 (DepEd, 2026b).

Data Recording and Storage

The survey collected no name or email address; each teacher's invitation carried a code that told the researchers only the career stage. Responses were downloaded to an encrypted drive, the online form was closed and its copy deleted after the download, and the data will be destroyed three years after the study ends.

C. Ethical Issues

The study followed DepEd's Research Management Guidelines (DepEd, 2017) and the Data Privacy Act of 2012 (Republic Act No. 10173). Taking part was voluntary, and a teacher could stop at any time; nothing was reported to school heads about who answered. Questions about burnout can unsettle a respondent, so the survey's last page listed the division's guidance and wellness contacts and the National Center for Mental Health's crisis hotline, 1553, or 0919-057-1553 and 0917-899-8727 from a mobile phone. Results are reported only for groups of at least 30 teachers. The researchers declared their use of an artificial intelligence (AI) tool in Appendix E (DepEd, 2026a).

D. Plan for Data Analysis

Descriptive statistics answered the first question: means and standard deviations, weighted for the division and by career stage, and Welch's analysis

of variance between the stages. The second question was answered by a multi-group confirmatory factor analysis by maximum likelihood, in the steps of configural, metric, and scalar invariance (Putnick & Bornstein, 2016), each compared with the step before by the chi-square difference test and the changes in CFI and RMSEA (Chen, 2007; Cheung & Rensvold, 2002). Where a step failed, each intercept other than the five marker items' was freed in turn to find the item that differs. The third question was answered by the structural equation model in Figure 1, with two dummy variables for career stage on every path, and the fourth by the indirect effects, products of standardized paths, tested with a percentile bootstrap of 2,000 resamples of teachers within each stage (MacKinnon et al., 2004). The analysis used Python 3.12 with semopy 2.3 and pingouin 0.7; semopy fits the groups of a multi-group model separately, so the multi-group analysis used a maximum-likelihood fit written for the study, which reproduces semopy's statistics exactly for one group. The workbook recomputes every statistic Excel can.

Discussion of Results and Recommendations

The Teachers' Week, Burnout, and Intention to Stay

Table 2 describes the 418 teachers. Weighted to the division, teachers logged 52.1 hours in the week (*SD* = 9.9): 28.0 of teaching, 15.5 of ancillary tasks, 5.9 of teaching-related assignments, and 2.7 of administrative tasks, the work DepEd assigns to school heads and non-teaching personnel. Of the division's teachers, 86.2% logged more than DepEd's 40 hours and 19.1% more than 60. Master teachers taught fewer hours (23.8) and spent more on assignments (8.1), but their week was as long as the others' (Figure 2).

Teachers who logged longer weeks were more burned out by their work, $r(416) = .31$, $p < .001$.

Table 2

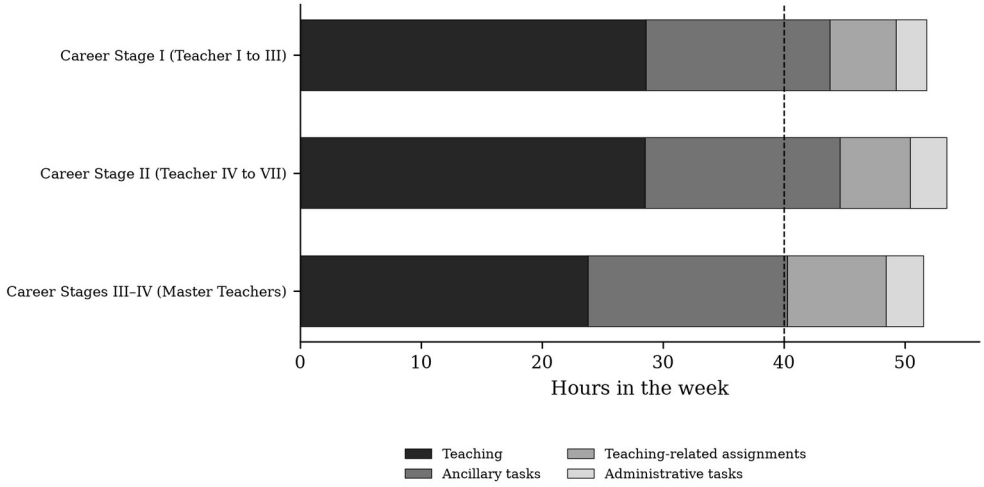
Hours, Scale Scores, and Reliability, by Career Stage

Variable	Division (weighted) *M* (*SD*)	Stage I (*n* = 135) *M* (*SD*)	Stage II (*n* = 139) *M* (*SD*)	Stages III–IV (*n* = 144) *M* (*SD*)	ω
Hours in the week	52.1 (9.9)	51.8 (10.3)	53.5 (9.2)	51.6 (9.0)	
Teaching	28.0 (2.8)	28.6 (2.4)	28.5 (2.2)	23.8 (2.4)	
Ancillary tasks	15.5 (7.0)	15.2 (7.1)	16.1 (6.9)	16.5 (6.3)	
Teaching-related assignments	5.9 (3.5)	5.5 (3.3)	5.8 (3.5)	8.1 (3.7)	
Administrative tasks	2.7 (1.8)	2.5 (1.8)	3.0 (1.8)	3.1 (1.9)	
Workload (1–5)	3.54 (0.77)	3.52 (0.76)	3.55 (0.82)	3.58 (0.77)	.80
Support from the school head (1–5)	3.28 (0.80)	3.29 (0.81)	3.26 (0.80)	3.31 (0.81)	.82
Work-related burnout (0–100)	47.0 (19.6)	48.1 (19.8)	44.7 (19.5)	44.7 (18.9)	.87
Student-related burnout (0–100)	40.6 (19.1)	41.0 (19.5)	41.2 (18.8)	37.2 (18.1)	.82
Intention to stay (1–5)	3.45 (0.76)	3.33 (0.75)	3.60 (0.76)	3.85 (0.70)	.79
More than 60 hours (%)	19.1	18.5	21.6	18.1	

Note. Hours from one week's log. Workload, support, and intention to stay from 1 to 5; burnout on the Copenhagen Burnout Inventory's scale of 0 to 100. The division's figures are weighted to its 3,600 teachers. ω = McDonald's omega in the whole sample.

Figure 2

Weekly Hours by Task and Career Stage



Note. Means of one week's logs. The dashed line marks the 40 hours of DepEd Order No. 005, s. 2024: 30 of teaching and 10 of ancillary tasks.

Work-related burnout averaged 47.0 on the scale of 0 to 100, and student-related burnout 40.6. The stages did not differ significantly in work-related burnout, Welch's $F(2, 275.7) = 1.36$, $p = .259$, or in student-related burnout, $F(2, 275.3) = 2.11$, $p = .123$. They differed in intention to stay, $F(2, 275.3) = 18.13$, $p < .001$, $\eta p^2 = .08$: lowest in Career Stage I ($M = 3.33$) and highest among master teachers ($M = 3.85$). Weighted to the division, 53.1% agreed that they plan to keep teaching in a DepEd public school for the next five years.

Measurement Across Career Stages

Table 3 shows the steps of the multi-group analysis. The configural model fitted acceptably in the three stages, CFI = .957, RMSEA = .037. Holding the loadings equal changed the fit little, $\Delta CFI = -.004$, $\Delta x^2(42) = 56.27$, $p = .069$: each item says as much about its factor in every stage, so the relationships between factors can be compared across stages. Holding the

intercepts equal as well worsened the fit, $\Delta x^2(42) = 94.80$, $p < .001$, ΔCFI = −.013, beyond Cheung and Rensvold's (2002) .01, though RMSEA rose only .004, less than Chen's (2007) supplementary .015. Freeing the intercepts one at a time, apart from the five marker items', found the source: student-related burnout item sb5 lowered the chi-square by 63.18, the next item by 7.06. Item sb5 is one of the two frequency-worded items about the learners. With its intercept free, the partial scalar model fitted as well as the metric one, $\Delta x^2(40) = 31.62$, $p = .825$, ΔCFI = +.002. The first null hypothesis is rejected for one intercept and retained for the rest.

Table 3

Measurement Invariance Across Career Stages

Model	x^2	*df*	CFI	RMSEA	Compared with	Δx^2 (Δdf)	*p*	ΔCFI
Configural	1034.39	867	.957	.037				
Metric	1090.66	909	.954	.038	Configural	56.27 (42)	.069	−.004
Scalar	1185.46	951	.940	.042	Metric	94.80 (42)	< .001	−.013
Partial scalar	1122.28	949	.956	.036	Metric	31.62 (40)	.825	+.002

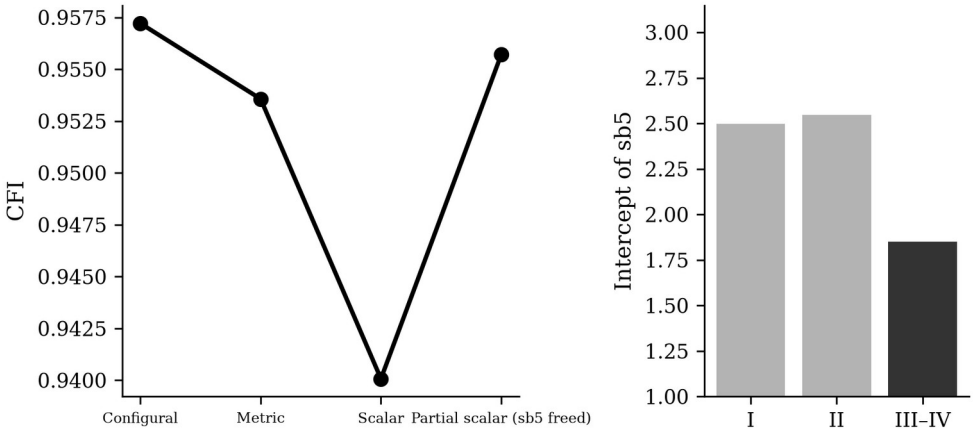
Note. Multi-group confirmatory factor analysis by maximum likelihood; 135, 139, and 144 teachers. In the partial scalar model the intercept of item sb5 is free. Differences are computed from unrounded values.

Master teachers answered item sb5 lower than other teachers with the same student-related burnout: its intercept was 1.85 among them against 2.50 and 2.55 in the other stages (Figure 3). A likely reason is that master teachers teach fewer classes, so an item about how often the learners wear them out asks about a smaller part of their week. Comparing student-related burnout across the stages with item sb5 in the score would make master teachers look less burned out than they are; the latent means from the partial

model, which set the item aside for the comparison, are the safer guide. With Career Stage I as the reference, work-related burnout was lower by 0.19 and 0.18 of a standard deviation in the other stages, and intention to stay higher by 0.36 and 0.75. These latent differences were not tested on their own; on the observed scores, the stages differed in intention to stay but not in work-related burnout.

Figure 3

The Invariance Steps and the Item Whose Intercept Differs



Note. Left: CFI at each step of the multi-group analysis. Right: item sb5's intercept, the expected answer at the same student-related burnout, in each stage.

Workload, Support, Burnout, and Intention to Stay

The structural model fitted well, $x^2(338) = 489.56$, $p < .001$, CFI = .963, TLI = .958, RMSEA = .033, and explained 38% of the variance in work-related burnout, 21% in student-related burnout, and 35% in intention to stay (Table 4, Figure 4). Workload was associated with higher work-related burnout, $\beta = .54$, $p < .001$, and higher student-related burnout, $\beta = .37$, $p < .001$; support from the school head with lower work-related burnout, $\beta = -.28$, $p < .001$, and lower student-related burnout, $\beta = -.26$, $p < .001$. Work-related burnout was

associated with lower intention to stay, $\beta = -.36$, $p < .001$; student-related burnout, once work-related burnout was in the model, was not, $\beta = -.08$, $p = .253$. Support was associated with higher intention to stay, $\beta = .20$, $p < .001$, and workload had no significant direct association with it, $\beta = -.02$, $p = .798$. The second null hypothesis is rejected for work-related burnout and retained for student-related burnout.

Table 4

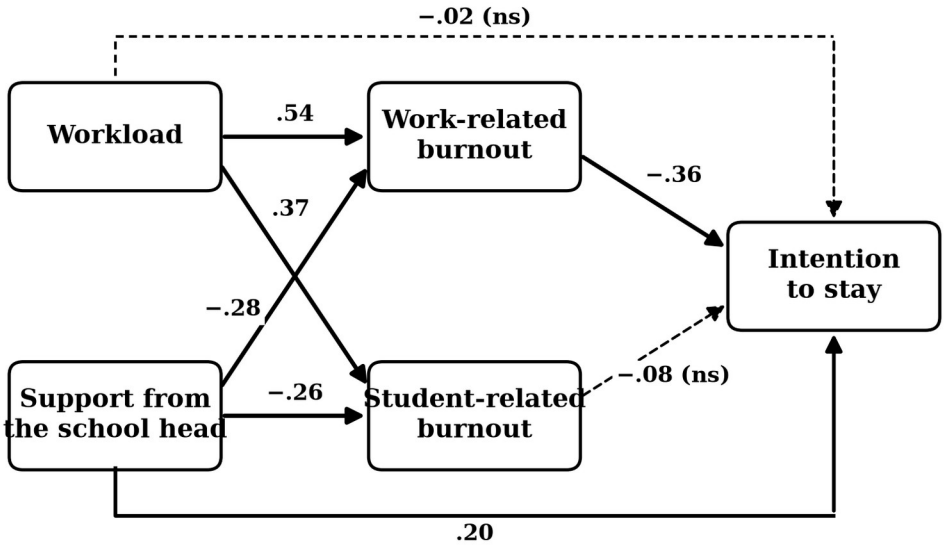
Standardized Paths of the Structural Model

Path	*b*	*SE*	*β*	*p*
Workload → Work-related burnout	0.574	0.067	.54	< .001
Support → Work-related burnout	−0.252	0.047	−.28	< .001
Workload → Student-related burnout	0.413	0.069	.37	< .001
Support → Student-related burnout	−0.251	0.055	−.26	< .001
Work-related burnout → Intention to stay	−0.361	0.079	−.36	< .001
Student-related burnout → Intention to stay	−0.071	0.062	−.08	.253
Support → Intention to stay	0.182	0.053	.20	< .001
Workload → Intention to stay	−0.019	0.073	−.02	.798

Note. $N = 418$. Career stage (two dummy variables) was held constant on every path; its paths are not shown. *b* = unstandardized estimate, *β* = standardized estimate.

Figure 4

Standardized Paths of the Structural Model



Note. Standardized estimates; career stage was held constant on every path. Solid arrows are significant at .05; dashed are not.

The Indirect Effects

The indirect effect of workload on intention to stay through work-related burnout was −.19, 95% CI [−.29, −.10], which excludes zero; through student-related burnout it was −.03, 95% CI [−.08, .02], which does not (Table 5). The third null hypothesis is rejected for work-related burnout. Workload's total effect on intention to stay, −.24, ran almost wholly through burnout. Support from the school head had an indirect effect through work-related burnout of .10, 95% CI [.05, .16], and of .02 through student-related burnout, beside its direct effect of .20, for a total of .32.

Table 5

Indirect, Direct, and Total Effects on Intention to Stay

Effect	Estimate	Bootstrap 95% CI
Workload → work-related burnout → intention to stay	−.19	[−.29, −.10]
Workload → student-related burnout → intention to stay	−.03	[−.08, .02]
Workload: both indirect paths	−.22	[−.32, −.14]
Workload: direct	−.02	[−.15, .12]
Workload: total	−.24	[−.34, −.14]
Support → work-related burnout → intention to stay	.10	[.05, .16]
Support → student-related burnout → intention to stay	.02	[−.01, .06]
Support: both indirect paths	.12	[.07, .19]
Support: direct	.20	[.09, .31]
Support: total	.32	[.22, .43]

Note. Standardized; percentile intervals from 2,000 resamples of teachers within each career stage.

Discussion

Teachers in the division work a week well past the 40 hours DepEd sets, as teachers did across the country in the 2024 EDCOM II survey (IDinsight, 2025), and teachers with longer logged weeks and heavier workloads were more burned out. This is the health-impairment process of the job demands–resources model (Bakker & Demerouti, 2007). Work-related burnout, in turn, went with less intention to stay, in line with the meta-analytic link between exhaustion and intentions to quit (Madigan & Kim, 2021) and with what Skaalvik and Skaalvik (2011) found among Norwegian teachers. Workload's link with intention to stay ran through burnout: its direct path was small and not significant.

Support from the school head went with both. Teachers who rated their school heads as protecting class time, sharing tasks fairly, and helping when

the load was heavy were less burned out and more sure of staying. The study cannot say that support causes these, but the pattern is the one the resource side of the model predicts.

The measurement held across career stages except for one item. That matters beyond this study: a division that compares its master teachers' and new teachers' scores on a burnout scale should first check that the scale works the same for both, and here it did not for an item about the learners, likely because master teachers teach fewer classes.

Three cautions apply. The design is cross-sectional, so the paths are associations, and a teacher who is burned out may also rate the workload as heavier. Every measure but the hours is self-reported. And intention to stay is not staying.

Recommendations

Based on the findings, the following recommendations are made:

1. **Remove the administrative tasks still left with teachers.** Teachers logged 2.7 hours a week of work that DO 002, s. 2024 assigns to school heads and non-teaching personnel. School heads should list who does each administrative task in their schools and move each to non-teaching staff where the school has them.
2. **Count and cap ancillary hours.** Ancillary tasks took 15.5 hours, half again the 10 hours a week DO 005, s. 2024 allots to them. The division should ask schools to log teachers' ancillary and assignment hours each term, as this study did, and to spread designations so no teacher carries several.

3. **Support school heads in supporting teachers.** Support from the school head went with less burnout and more intention to stay. The division's coaching of school heads should include fair task distribution and the protection of class time.
4. **Watch Career Stage I.** Teachers in their first positions reported the least intention to stay. Mentoring in the first years, under the division's induction program, is the place to start.
5. **Use the adapted inventory with care.** Report work-related burnout across career stages freely; for student-related burnout, compare stages with item sb5 set aside or in a partial invariance model.
6. **Future research should** follow these teachers to see who leaves, and test whether reducing ancillary hours lowers burnout; add school-level data, such as non-teaching staff per school, in a multilevel model; and validate the inventory's personal burnout scale, not used here.

Dissemination and Advocacy Plans

The researchers will share the findings with those who can change a teacher's week: school heads, the division's personnel and planning units, and the teachers themselves. Table 6 sets out the plan.

Table 6

Dissemination and Advocacy Plan

Target audience	Objective	Channel	Key message	Timeline	Evaluation
School heads	Move administrative tasks off teachers; protect class time	Division school heads' conference; two-page policy brief	A heavy week goes with burnout, and burnout with leaving	December 2026	Schools that list who does each administrative task, by a follow-up survey
Division personnel and planning units	Log and cap ancillary hours; mentor new teachers	Division management committee	Career Stage I teachers are the least sure of staying	January 2027	Ancillary hours logged in the next term
Teachers	Share the findings and the scales	Learning action cell sessions; the division's website	Your week, measured	January to February 2027	Sessions held
Researchers in the region	Report the study and the invariance check	Regional research congress; division research journal	Check a scale across groups before comparing them	March to June 2027	Acceptance for presentation or publication

Note. The policy brief was paid from the grant's dissemination line (Financial Report); the division hosts the conferences and the committee.

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Financial Report

The study received a division-level Basic Education Research Fund grant of PhP 15,000.00, released in tranches: 40% (PhP 6,000.00) on the submission of the work plan and the instruments and 40% (PhP 6,000.00) on the submission of the data collection and initial findings; the last 20% (PhP 3,000.00) is released on the acceptance of this report (DepEd, 2017). Expenses totaled PhP 14,380.00, PhP 620.00 less than the grant. The survey ran on a free online form and the analysis on free software, so neither was charged to the grant, and the validators served without pay.

Table 7

Statement of Expenses

Date	Particulars	Receipt or document	Amount (PhP)	Category
2026-04-20	Snacks for the validation meeting (13 persons)	OR 3307	910.00	Food
2026-06-19	Printing of the pilot survey and log sheets (480 pages)	OR 5124	960.00	Reproduction
2026-06-22	Snacks for the pilot's 40 teachers	OR 5139	2,000.00	Food
2026-06-22	Transportation to the pilot school (2 trips)	Itinerary and receipts	300.00	Transportation
2026-08-03	Printing of the log sheets for the 450 invited teachers (900 pages)	OR 0871	1,800.00	Reproduction
2026-08-04	Transportation to deliver the log sheets to the district offices (14 trips)	Itinerary and receipts	2,100.00	Transportation
2026-05-01 to 2026-09-30	Mobile data for the three researchers (five months)	Receipts	4,500.00	Communication
2026-08-03	Envelopes and folders	OR 4402	610.00	Supplies
2026-11-16	Printing of the policy brief (60 copies)	OR 5561	1,200.00	Dissemination
	Total		14,380.00	

Note. Summary by category: communication, PhP 4,500.00; food, PhP 2,910.00; reproduction, PhP 2,760.00; transportation, PhP 2,400.00; dissemination, PhP 1,200.00; supplies, PhP 610.00.

Appendices

Appendix A. The Researcher-Written Scales (Items Kept)

Strongly disagree (1) to strongly agree (5). Workload:

1. I have more work than I can finish in my working hours.
2. I bring school work home on most weekdays.
3. Reports and paperwork take time I need for teaching.
4. I work on school tasks during weekends.
5. My ancillary tasks leave too little time to prepare my lessons. Support from the school head:
6. My school head helps me when my workload is too heavy.
7. My school head protects class time from activities that take me out of class.
8. My school head listens when I raise a problem about my work.
9. My school head shares the school's tasks fairly among teachers. Intention to stay:
10. I plan to keep teaching in a DepEd public school for the next five years.
11. If I could choose again, I would still become a public school teacher.
12. I am not looking for another job.
13. I see myself working in DepEd until I retire. The burnout items are the Copenhagen Burnout Inventory's work-related and client-related scales (Kristensen et al., 2005), the client read as the learners,

used as the NFA allows, with the citation it asks for (Borritz et al., 2006; NFA, n.d.-a).

Appendix B. Content Validity Ratios of the Drafted Items

Ten validators; critical value .80. The number rating each item essential, and its CVR: WL1: 10 of 10, 1.00; WL2: 9 of 10, 0.80; WL3: 10 of 10, 1.00; WL4: 9 of 10, 0.80; WL5: 10 of 10, 1.00; WL6: 7 of 10, 0.40; SUP1: 10 of 10, 1.00; SUP2: 10 of 10, 1.00; SUP3: 9 of 10, 0.80; SUP4: 10 of 10, 1.00; SUP5: 6 of 10, 0.20; WB1: 10 of 10, 1.00; WB2: 10 of 10, 1.00; WB3: 10 of 10, 1.00; WB4: 10 of 10, 1.00; WB5: 10 of 10, 1.00; WB6: 10 of 10, 1.00; WB7: 9 of 10, 0.80; SB1: 10 of 10, 1.00; SB2: 9 of 10, 0.80; SB3: 10 of 10, 1.00; SB4: 9 of 10, 0.80; SB5: 10 of 10, 1.00; SB6: 9 of 10, 0.80; ITS1: 10 of 10, 1.00; ITS2: 10 of 10, 1.00; ITS3: 9 of 10, 0.80; ITS4: 9 of 10, 0.80; ITS5: 5 of 10, 0.00; ITS6: 8 of 10, 0.60. WL6, SUP5, ITS5 and ITS6 were dropped; the kept items were renumbered; WB and SB are the burnout inventory's items, kept as written apart from the client read as the learners.

Appendix C. The One-Week Log

For each day from Monday to Friday, and for the weekend, write the hours you spent on each kind of work, at school or at home: actual classroom teaching; ancillary tasks (preparing lessons, checking, records, and other tasks of teaching outside class hours); teaching-related assignments (coordinator roles and other designations); and administrative tasks (personnel, property, finance, records, and program management work). Round to the nearest quarter hour. Count a task once.

Appendix D. Consent Screen

The first screen of the survey explained, in English and Filipino, the purpose of the study, what the teacher would be asked to do and for how long, that taking part was voluntary and could be stopped at any time with no effect on the teacher's work or ratings, that no name or email address would be collected, how the answers would be kept and destroyed, and whom to contact with questions; the teacher chose "I agree" or "I do not agree."

Appendix E. Declaration of AI Use

We, the researchers, declare that we used [the name of the AI tool, as the researchers would give it] only to check the grammar of the English text of this report, for the purpose of finalizing the research study. The prompt used was: "Check the grammar of this paragraph. Do not change its meaning or add content." We have reviewed, edited, and understood all the content, and we take full accountability for it. No names, codes, answers, or other data from the study were entered into the AI tool.