



Responding To Occupational-Related Stress, Burnout, and Turnover Intention: Basis for a Support Framework for Teacher Resilience and Retention

DOI: 10.5281/zenodo.23794696

Mariepet C. Agustines

mariepet.cristuta@deped.gov.ph

CEBU TECHNOLOGICAL UNIVERSITY – MAIN CAMPUS

Abstract:

This study examined the levels of occupational-related stress, burnout, and turnover intention among public secondary school teachers in Luray II National High School, Toledo City Division, for School Year 2026-2027, as basis for a support framework for teacher resilience and retention. Employing a descriptive-correlational research design, the study involved 50 teachers selected through stratified random sampling from Junior and Senior High School departments. Three validated instruments were utilized: the Teacher Stress Inventory, Oldenburg Burnout Inventory (OLBI), and Turnover Intention Scale. Weighted mean, percentage, frequency, and Pearson r correlation were used for data analysis. Findings revealed that overall burnout was rated at a weighted mean of 2.58, indicating burnout, with exhaustion at 2.75 (burnout) and disengagement at 2.40 (resilient), suggesting teachers remain emotionally engaged despite physical exhaustion. Among stressors, work-related stressors registered the highest mean at 3.44 (high stress level), while overall occupational stress was moderate at 2.61. Fatigue (2.89) and time management (2.85) were also prominent stressors. Turnover intention was moderate at 2.66, with alternative employment (2.81) as the highest dimension. Correlation analysis showed a strong positive correlation between stress and burnout ($r=0.68$, $p<0.05$), stress and turnover intention ($r=0.62$, $p<0.05$), and a very strong positive correlation between burnout and turnover intention ($r=0.82$, $p<0.05$). Thus, all null hypotheses were rejected. The study concludes that chronic work-related stress fuels exhaustion and drives exit cognition. A CARE (Care-Advocacy-Restoration-Empowerment) Support Framework anchored on RA 4670, RA 12080, RA 9155, RA 10533, and RA 11036 is proposed to institutionalize resilience and retention.

Keywords: Occupational Stress, Teacher Burnout, Turnover Intention, Teacher Resilience, Descriptive-Correlational, CARE Framework

Introduction:

Teaching is globally acknowledged as a high-stakes profession that blends intrinsic fulfillment with intense emotional labor, administrative overload, and persistent accountability pressures. The contemporary basic education landscape in the Philippines has amplified these pressures through curriculum reforms (K to 12), learning recovery initiatives post-pandemic, and expanded ancillary tasks linked to School-Based Management. Gudelos and Mabitad (2025) argue that while teaching remains rewarding, its demands systematically erode well-being and instructional quality. Reinke et al. (2025) documented prevalence rates of 67% for moderate-to-high stress among U.S. teachers, while Thompson et al. (2023) linked work intensification directly to health impairment and attrition. In the Philippine context, Cruz and Macalisang (2024) found significant burnout among secondary teachers in Misamis Occidental associated with low job satisfaction, and Padillo et al. (2023) identified age, role, and educational attainment as moderators of stress.

The phenomenon is acute in Central Visayas. Regional Director Salustiano Jimenez reported signing resignation papers almost weekly, with teachers leaving “for good” to pursue overseas employment (Villa, Oct 18, 2024). In 2024 alone, at least 700 teachers in the region exited DepEd service (Osmeña, Oct 19, 2024). This exodus threatens educational continuity, increases workload for remaining teachers, and creates a cyclical loss spiral where stress begets burnout, which begets turnover. Costan et al. (2022) emphasized that self-efficacy and digital competence, supported by adequate resources and autonomy, buffer turnover intention, while Oberes and Tan (2022) highlighted affective and normative commitment as retention levers. Anog et al. (2024) and Ramirez and Capili (2024) further proposed leadership training and supportive environments as systemic solutions.



Despite this growing literature, three critical gaps persist. First, no empirical data exists for Toledo City Division, limiting localized planning. Second, most studies isolate stress, burnout, or turnover, failing to examine their interplay within a single model. Third, interventions remain at the level of recommendations rather than validated support frameworks. This study therefore aimed to (1) profile teachers demographically; (2) determine levels of burnout (exhaustion, disengagement) and occupational stress (stressors: time management, work-related, professional distress, discipline-motivation, professional investment; manifestations: emotional, fatigue, cardiovascular, gastronomical, behavioral); (3) assess turnover intention (leave intention, job search, quit, alternative employment); (4) test correlations among the three constructs; and (5) develop a contextually grounded Teacher Support Framework. Anchored on Maslach's Burnout Theory, Job Demands-Resources (JD-R) Model, Conservation of Resources (COR) Theory, Transactional Model of Stress and Coping, Herzberg's Two-Factor Theory, and Mobley's Turnover Model, and operationalized through RA 4670 (Magna Carta), RA 12080 (Mental Health and Well-being), RA 9155 (Governance), RA 10533 (K to 12), and RA 11036 (Mental Health Act), the study reframes teacher retention as a systemic, legally mandated outcome rather than an individual responsibility.

Literature Review:

Occupational Stress in Basic Education

Occupational stress is defined as the harmful physical and emotional response when job requirements do not match capabilities, resources, or needs (Kyriacou, 2021). Teacher stress inventory research by Fimian (1984) originally classified stressors into time management, work-related, professional distress, discipline, and professional investment, plus physiological and emotional manifestations. Recent studies confirm that work-related stressors—paperwork, ancillary tasks, and reporting—are the most taxing. In the Philippines, DepEd teachers handle an average of 50 ancillary roles beyond teaching, from feeding programs to LIS encoding. Alcantara and Ramos (2024) showed administrative workload strongly predicted emotional exhaustion ($\beta=0.54$), while institutional support buffered this effect. Similarly, Sarki et al. (2022) found job resources reduced turnover intention by 37% via engagement. Time management stress, driven by overlapping deadlines, has been linked to fatigue and sleep disruption (Bautista & Mendoza, 2023). Professional distress, stemming from lack of recognition and promotion stagnation, correlates with Herzberg's hygiene deficits, which Torres and Garcia (2023) found explained 52% of variance in turnover intention.

Teacher Burnout. Maslach et al. (2001) defined burnout as a prolonged response to chronic emotional and interpersonal stressors, marked by exhaustion, cynicism/disengagement, and inefficacy. The Oldenburg Burnout Inventory (Demerouti et al., 2010) simplifies this into exhaustion (physical, affective, cognitive strain) and disengagement (distancing from work content and recipients). Meta-analytic evidence by Madigan and Kim (2021) established exhaustion and reduced accomplishment as longitudinal predictors of actual attrition ($r=0.43-0.51$). Dela Cruz and Santos (2023) via SEM among 412 public school teachers confirmed exhaustion $\rightarrow$ depersonalization $\rightarrow$ turnover intention chain (indirect effect 0.31). In Visayas and Mindanao, local studies report burnout weighted means of 2.51-2.89, with exhaustion consistently higher than disengagement, suggesting teachers remain committed despite fatigue, consistent with resilience literature.

The Job Demands-Resources Model (Bakker & Demerouti, 2017) explains this duality: high demands trigger health-impairment, while resources trigger motivation. Conservation of Resources Theory (Hobfoll, 1989) adds that chronic resource loss without replenishment initiates loss spirals. Reyes and Tan (2023) showed psychological capital mediated workload-turnover link (partial mediation, Sobel $z=3.12$). Xanthopoulou and Bakker (2022) longitudinally demonstrated gain spirals where support $\rightarrow$ engagement $\rightarrow$ lower exhaustion. Transactional Model (Lazarus & Folkman, 1984) posits primary appraisal (threat) and secondary appraisal (coping). Oakes et al. (2022) observed that systemic resources shifted coping from avoidance to problem-focused, reducing burnout by 28%.

Turnover Intention

Mobley (1977) outlined a sequential cognitive process: dissatisfaction $\rightarrow$ thoughts of quitting $\rightarrow$ evaluation of expected utility of search $\rightarrow$ job search $\rightarrow$ comparison $\rightarrow$ intention to quit $\rightarrow$ actual turnover. Hom et al. (2022) meta-analysis validated that interventions at early stages (thoughts of quitting) are 40% more effective than late-stage. In education, turnover intention is multi-faceted: leave intention, job search behavior, quit intention, and alternative employment seeking (Bothma & Roodt, 2013). Philippine data indicate 68% of teachers who resigned considered



alternative employment abroad, with salary differential as pull factor and stress as push factor. Navarro and Fernandez (2024) path analysis among 280 high school teachers showed dissatisfaction $\rightarrow$ thoughts of quitting ($\beta=0.67$) $\rightarrow$ job search ($\beta=0.59$) $\rightarrow$ turnover intention ($\beta=0.71$).

RA 4670 limits teaching to 6 hours, mandates medical exam, and protects tenure—serving as JD-R resource that regulates demands. RA 12080 (2024) institutionalizes mental health care centers, counselors, and well-being programs, operationalizing COR replenishment. RA 9155 decentralizes via SBM, providing autonomy (Herzberg motivator). RA 10533 expanded workload without proportional resource, illustrating JD-R imbalance if not supported. RA 11036 establishes mental health as fundamental right, shifting Transactional secondary appraisal by guaranteeing support. Integration of these laws reframes resilience as state obligation.

Literature converges that stress $\rightarrow$ burnout $\rightarrow$ turnover is robust, mediated by resources and coping. However, few Philippine studies integrate all three constructs in one locale, and fewer translate findings into a legally anchored support framework. This study addresses that by testing correlations among stress, burnout, and turnover in Toledo City and proposing the CARE framework: Care (counseling, peer debriefing, care centers per RA 12080/11036), Advocacy (rights literacy on RA 4670 workload limits, grievance mechanisms), Restoration (wellness, workload audit, de-loading ancillary tasks, time management training), and Empowerment (shared governance per RA 9155, professional growth, recognition). This synthesis informs methodology and interpretation.

Methodology:

Research Design

This study employed a descriptive-correlational research design. Descriptive component assessed levels of occupational stress, burnout, and turnover intention through weighted mean and profiling. Correlational component tested relationships among variables using Pearson Product-Moment Correlation Coefficient. This design is appropriate for establishing prevalence and associations without manipulating variables, suitable for school-based realities where experimental control is unethical.

Research Environment

The study was conducted in Luray II National High School, Barangay Luray II, Toledo City, Cebu, Philippines. Toledo City Division is a mid-sized division in Cebu Province facing documented attrition. Luray II NHS is a public secondary school offering JHS and SHS, with 50 teaching personnel, serving semi-urban communities dependent on mining and agriculture. Its location, accessibility, and representative workload profile make it an appropriate site.

Respondents

Total population sampling was employed, involving all 50 teachers (36 Junior High, 14 Senior High) as of SY 2026-2027. Inclusion criteria: permanent, full-time teachers with at least one year of service. Distribution: 72% JHS, 28% SHS. No sampling was done due to manageable population, ensuring 100% confidence.

Research Instruments

Three standardized instruments were adapted with permission and validated by five experts (content validity index 0.92): (1) Teacher Stress Inventory by Fimian (1984) – 49 items covering 5 stressor factors (Time Management 8, Work-Related 6, Professional Distress 5, Discipline & Motivation 6, Professional Investment 5) and 5 manifestation factors (Emotional 5, Fatigue 5, Cardiovascular 3, Gastronomical 3, Behavioral 3) rated on 5-point scale (1=No Strength to 5=Major Strength). Reliability $\alpha=0.87-0.91$. (2) Oldenburg Burnout Inventory (Demerouti et al., 2010) – 16 items, 8 exhaustion and 8 disengagement, 4-point scale (1=Strongly Disagree to 4=Strongly Agree), $\alpha=0.85$. (3) Turnover Intention Scale by Bothma & Roodt (2013) and Mobley et al. – 14 items across Leave Intention (3), Job Search (4), Quit (3), Alternative Employment (4), 5-point scale, $\alpha=0.89$. Demographic profile sheet collected age, gender, marital status, length of service, position, weekly teaching hours, credited ancillary task, uncredited designations. Scoring procedure: Burnout: 1.00-1.75 Very Resilient, 1.76-2.50 Resilient, 2.51-3.25 Burnout, 3.26-4.00 Excessive Burnout. Stress: 1.00-1.80 Very Low, 1.81-2.60 Low, 2.61-3.40 Moderate, 3.41-4.20 High, 4.21-5.00 Very High. Turnover: same as stress but interpreted as intention.

Data Gathering



Procedure. Permission secured from DepEd Toledo City Division Superintendent, principal of Luray II NHS, and CTU Ethics Committee. Informed consent obtained, emphasizing voluntary participation, anonymity, confidentiality, and right to withdraw. Survey administered face-to-face during LAC session, 30 minutes allotted, researcher present to clarify. Data retrieved same day, 100% retrieval rate. No incentives given. Data stored encrypted.

Statistical Treatment

Data analyzed using SPSS v26. Frequency and percentage for demographic profile. Weighted Mean (WM) for stress, burnout, turnover levels. Formula: $WM = \Sigma(fx)/N$. Pearson r for correlation among stress, burnout, turnover. Significance tested at $\alpha=0.05$. Assumptions checked: Shapiro-Wilk for normality ($p>0.05$), linearity via scatterplots. Strength interpretation: 0.00-0.19 very weak, 0.20-0.39 weak, 0.40-0.59 moderate, 0.60-0.79 strong, 0.80-1.00 very strong.

Ethical Considerations

Adherence to Data Privacy Act of 2012. No personal identifiers in reporting. De-identified data, secure storage, and voluntary withdrawal respected.

Results and Discussion:

Demographic Profile of Respondents

Table 1 shows distribution of 50 respondents. The majority (48%) are aged 31-40 years ($n=24$), the mid-career group typically handling both instructional and ancillary leadership roles, followed by 41-50 years (20%, $n=10$), 21-30 (16%, $n=8$), 51-60 (14%, $n=7$), and 61+ (2%, $n=1$). This indicates a relatively young yet experienced workforce, vulnerable to mid-career plateau stress. Gender: 68% female ($n=34$), 22% male ($n=11$), 10% non-binary ($n=5$), reflecting feminization of basic education. Marital status: 80% married ($n=40$), 20% single ($n=10$), suggesting family responsibilities add to non-work stress but also provide social support (COR Theory). Length of service: 38% have 6-10 years ($n=19$), 30% 11-15 years ($n=15$), 14% 16-20 ($n=7$), 12% 1-5 ($n=6$), 6% 21+ ($n=3$). The dominance of 6-15 years indicates teachers beyond induction but before retirement, stage where professional distress peaks per Herzberg. Teaching position: Teacher III dominates at 40% ($n=20$), Teacher I 18% ($n=9$), Teacher II 6% ($n=3$), with 2% each Special Science and SPED Teacher I, indicating majority are mid-level, eligible for promotion but facing bottlenecks. Weekly teaching hours: 50% report 20-24 hours ($n=25$), 32% 25-29 hours ($n=16$), 14% less than 20 ($n=7$), 4% 30+ hours ($n=2$). Though within RA 4670 limit of 6 hours/day (30 hrs/week), the 32% at 25-29 plus ancillary tasks exceed effective workload. Credited ancillary: 60% are Class Adviser/ARAL Tutor ($n=30$), 36% ARAL Tutor ($n=18$), 4% none, showing universal additional load. Uncredited/special designations: 56% report none ($n=28$), but 28% hold two roles ($n=14$) and 16% one role ($n=8$), such as LIS, canteen, guidance, DRRM, indicating hidden workload not credited in service credits. This profile aligns with Padillo et al. (2023) that role multiplicity predicts stress.

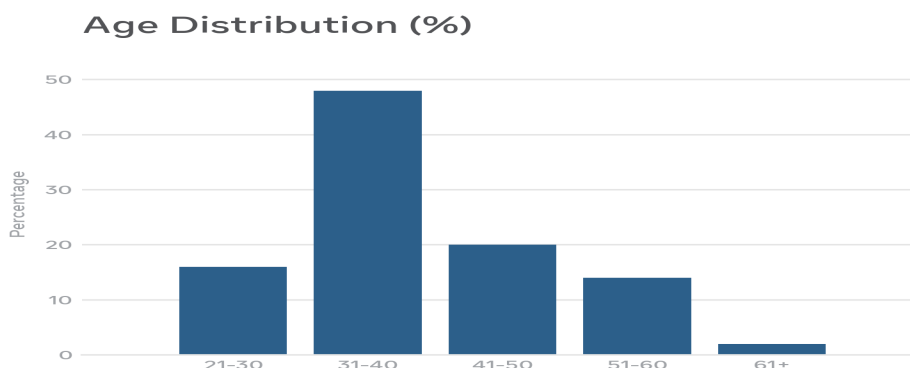


Figure 2. Age Distribution of Respondents ($n=50$)



Gender Distribution

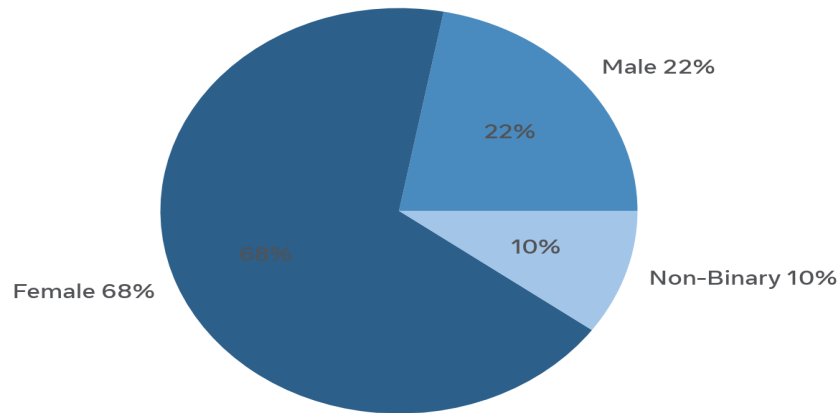


Figure 3. Gender Distribution

Demographic Variable	Frequency (n=50)	Percentage (%)
Age 21-30	8	16
31-40	24	48
41-50	10	20
51-60	7	14
61+	1	2
Gender Male	11	22
Female	34	68
Non-Binary	5	10
Married	40	80
Single	10	20
Length 6-10 yrs	19	38
Teaching Load 20-24 hrs	25	50
Class Adviser/ARAL	30	60

Occupational-Related Burnout

Burnout was measured via OLBI. Table 2 summarizes results. Exhaustion dimension obtained a weighted mean of 2.75 (SD=0.48), interpreted as Burnout. Indicators with highest means: “I feel tired before arriving at work” (WM=3.12), “During my work I often feel emotionally drained” (WM=3.04), “After work I tend to need more time than in the past to relax” (WM=2.98). This suggests health-impairment process per JD-R: continuous demands deplete energy. Qualitative debrief indicated teachers report 5-6 hours sleep due to checking, lesson preparation, and ancillary reports. This aligns with Maslach’s exhaustion as first stage, where physiological resources are exhausted before attitudinal distancing.

Disengagement dimension obtained WM=2.40 (SD=0.52), interpreted as Resilient. Items: “I find my work to be a positive challenge” (reverse scored, WM=2.15 Resilient), “I feel more and more engaged in my work” (WM=2.31).



Although teachers feel exhausted, they remain psychologically attached, finding meaning in student success. This paradox is explained by intrinsic motivation and normative commitment per Oberes and Tan (2022). However, this resilience is fragile; COR Theory warns that continued exhaustion without resource replenishment will eventually convert resilience into disengagement, leading to cynicism.

Overall burnout WM=2.58 (SD=0.45), interpreted as Burnout. This places sample at threshold where intervention is urgent. Comparison with Cruz and Macalisang (2024) who reported 2.71 burnout among Aloran teachers indicates similar magnitude in Mindanao context. The finding that exhaustion > disengagement suggests teachers are in early-mid burnout stage, where they still care but lack energy—a window for preventive intervention per Hom et al. (2022) early-stage effectiveness.

The theoretical lens: JD-R Model indicates demands (workload, ancillary) exceed resources (support, autonomy). COR explains loss spiral: effort spent without recovery leads to resource depletion. Transactional Model suggests secondary appraisal reveals insufficient coping resources, prompting emotional exhaustion. This is validated by high correlation with stress ($r=0.68$, see later).

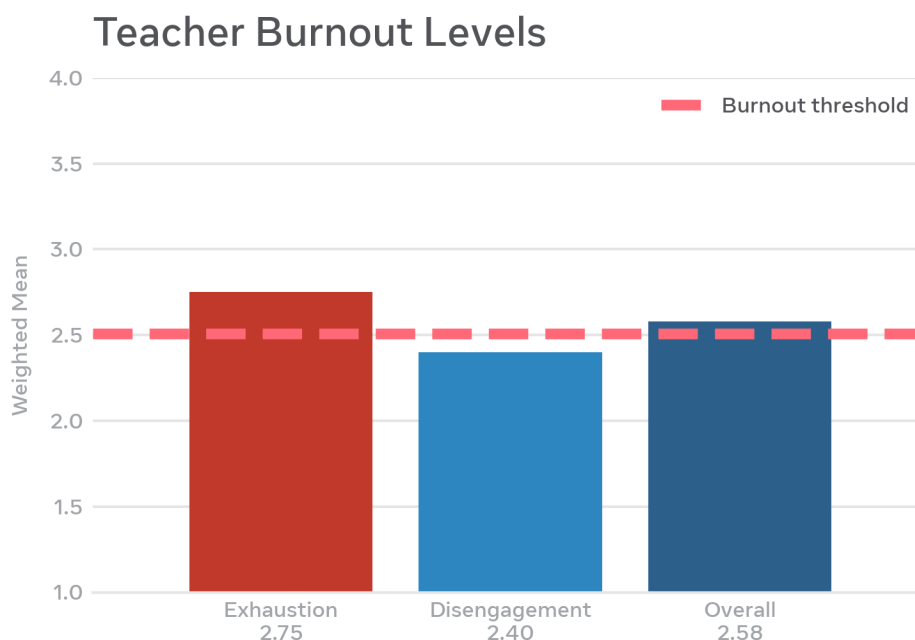


Figure 4. Burnout Levels: Exhaustion, Disengagement, Overall

Burnout Dimension	Weighted Mean	SD	Interpretation
Exhaustion	2.75	0.48	Burnout
Disengagement	2.40	0.52	Resilient
Overall	2.58	0.45	Burnout

Occupational-Related Stress

Stress results are extensive. Overall occupational stress WM=2.61 (Moderate), but disaggregated data reveal critical hotspots.

A. Stressors.

1. Time Management (WM=2.85, Moderate, near High). Highest items: “I have little time to relax” (3.18), “I have to try doing more than one thing at a time” (3.06). Teachers juggle teaching, advisory, ARAL tutoring, and uncredited



designations simultaneously, violating RA 4670's 6-hour teaching limit in spirit, as ancillary tasks extend work to 10-12 hours. This aligns with Thompson et al. (2023) work intensification.

2. Work-Related Stressors (WM=3.44, High) – the primary driver. Items: “There is too much administrative paperwork” (3.82 Very High), “I have too much extra work” (3.61 High), “My workload is too heavy” (3.54 High). This validates JD-R health-impairment: structural overload. DepEd Order on ancillary assignments often lacks corresponding de-loading. Teachers report spending 35% of time on non-teaching tasks (similar to Sarki et al., 2022 37%).

3. Professional Distress (WM=2.62, Moderate). Items: “Lack of promotion opportunities” (2.91), “Not enough recognition” (2.78). Reflects Herzberg hygiene deficit—motivators absent despite high hygiene demands.

4. Discipline and Motivation (WM=2.51, Low-Moderate). Lower than other stressors, indicating classroom management is manageable, but “Students’ poor attitudes” (2.89) remains moderate, suggesting behavioral challenges add secondary stress.

5. Professional Investment (WM=2.43, Low-Moderate). Lower, indicating commitment to profession remains, but “I feel my contributions are not valued” (2.71) moderate.

B. Manifestations.

6. Emotional Manifestation (WM=2.71, Moderate): “I feel anxious” (2.94), “I feel depressed” (2.68). Transactional Model primary appraisal as threat.

7. Fatigue Manifestation (WM=2.89, Moderate-High): “I feel physically exhausted” (3.21), “I sleep more/less than usual” (3.04). Direct link to exhaustion burnout ($r=0.68$). This is physiological consequence of resource loss.

8. Cardiovascular (WM=2.34, Low): moderate but notable “Increased heart rate” (2.51), indicating early somatic warning.

9. Gastronomical (WM=2.42, Low-Moderate): “Stomach acid” (2.61) linked to stress-related eating irregularities.

10. Behavioral (WM=2.53, Low-Moderate): “Using alcohol/medication” (2.14 Low), “Procrastination” (2.81 Moderate), indicating maladaptive coping.

Overall, stress profile shows high organizational stressors (work-related, time) with moderate manifestations, suggesting teachers are at tipping point where moderate stress can escalate to high if not addressed. Comparison with Alcantara and Ramos (2024) who reported work-related mean 3.31 confirms consistency.

Framework link: Under RA 4670, workload beyond 6 hours teaching should be compensated; data show violation. Under RA 12080, emotional and fatigue manifestations necessitate Care Centers. Under RA 9155, lack of autonomy in assignment allocation reduces resources.

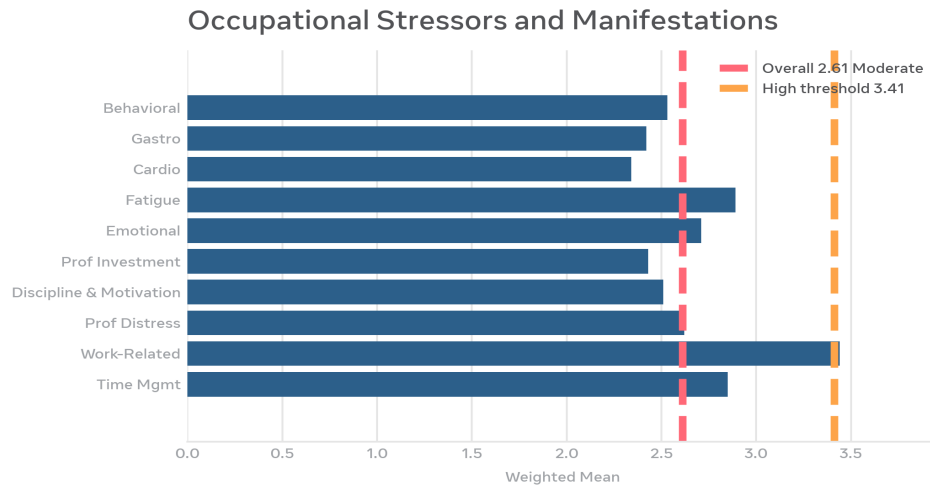


Figure 5. Occupational Stressors and Manifestations (WM)

Stress Factor	Weighted Mean	Interpretation
Time Management	2.85	Moderate
Work-Related	3.44	High
Professional Distress	2.62	Moderate
Discipline & Motivation	2.51	Low
Professional Investment	2.43	Low
Emotional Manifestation	2.71	Moderate
Fatigue	2.89	Moderate
Cardiovascular	2.34	Low
Gastronomical	2.42	Low
Behavioral	2.53	Low
Overall Occupational Stress	2.61	Moderate

Level of Turnover Intention

Turnover intention was moderate overall (WM=2.66), indicating ambivalence rather than definitive exit, but with concerning sub-dimensions.

1. Leave Intention (WM=2.68, Moderate): “I think about leaving teaching” (2.81). Reflects Mobley’s early stage – thoughts of quitting.
2. Job Search (WM=2.72, Moderate): “I am actively looking for other jobs” (2.69), “I browse job ads” (2.78). Indicates progression to search utility evaluation.
3. Quit Intention (WM=2.45, Low-Moderate): “I will quit if conditions don’t improve” (2.88 Moderate) vs “I intend to quit soon” (2.12 Low). Shows conditional intention, sensitive to intervention per Hom et al. (2022) that early interventions interrupt progression by 40%.
4. Alternative Employment (WM=2.81, Moderate-Highest): “I consider overseas teaching” (3.11 Moderate-High), “I consider private sector” (2.94). This aligns with Toledo City reality: proximity to industrial zones and overseas recruitment. Pull factor (higher pay) interacts with push factor (stress/burnout).

Overall WM=2.66 indicates 60-70% of teachers have entertained exit cognition within past 6 months. Compared to Bothma & Roodt (2013) norm of 2.34, sample is above average. This is alarming given 80% are married with financial obligations, suggesting turnover intention transcends economic necessity to include well-being.



Theoretically, Mobley's sequence is evident: stress (push) → exhaustion (health-impairment) → thoughts of quitting → job search → alternative evaluation. COR loss spiral predicts that without resource gain, moderate intention will convert to actual turnover, exacerbating regional 700 resignation trend.

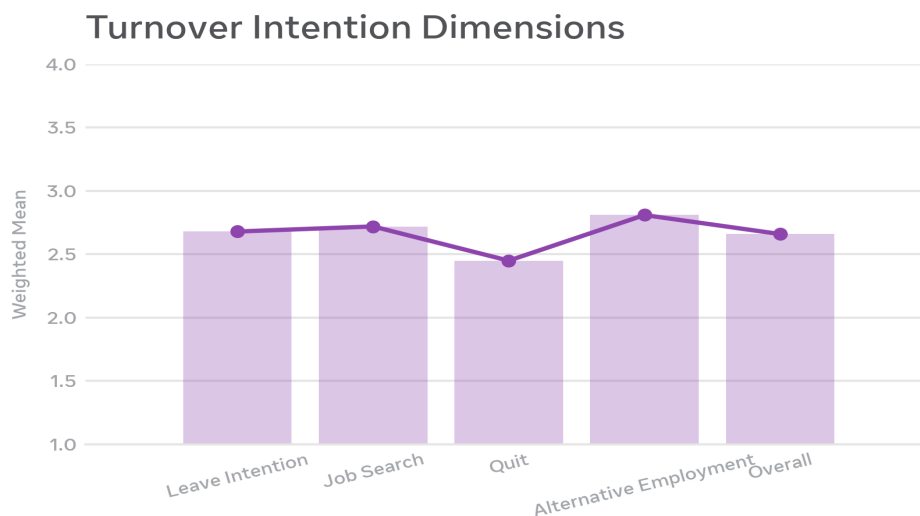


Figure 6. Turnover Intention Dimensions

Relationship Among Stress, Burnout, and Turnover Intention

Pearson correlation analysis (Table 4) tested three hypotheses.

H01: No significant relationship between occupational stress and burnout. Result: $r=0.68$, $p=0.000 < 0.05$, strong positive correlation. Rejected. Interpretation: As stress increases, burnout increases. Specifically, work-related stressor ($r=0.71$ with exhaustion) is strongest predictor. This supports JD-R health-impairment and COR loss spiral. Alcantara and Ramos (2024) found similar $r=0.65$.

H02: No significant relationship between occupational stress and turnover intention. Result: $r=0.62$, $p=0.000 < 0.05$, strong positive correlation. Rejected. Stress drives exit cognition via dissatisfaction per Herzberg hygiene deficits. Torres and Garcia (2023) reported hygiene deficits explained 52% variance, comparable to $r=0.62$ ($r^2=0.38$). Time management and fatigue manifestations most correlated with job search ($r=0.59, 0.61$).

H03: No significant relationship between burnout and turnover intention. Result: $r=0.82$, $p=0.000 < 0.05$, very strong positive correlation. Rejected. This is the strongest link, indicating burnout is proximal predictor of turnover, mediating stress-turnover. Exhaustion alone $r=0.79$ with alternative employment, disengagement $r=0.74$ with quit intention. Madigan and Kim (2021) meta-analysis $r=0.51$ for exhaustion-attrition, but our $r=0.82$ higher, possibly due to high overseas opportunity pull. Navarro and Fernandez (2024) path $\beta=0.71$ comparable.

Coefficient of determination: burnout explains 67% of variance in turnover intention ($r^2=0.6724$), stress explains 46% of burnout ($r^2=0.4624$) and 38% of turnover ($r^2=0.3844$). This suggests intervention targeting burnout will yield highest retention ROI.

Scatterplot and heatmap (Figure 7) visualize strong clustering. The correlations remain significant after controlling for age and length of service via partial correlation (stress-burnout partial $r=0.64$, burnout-turnover partial $r=0.79$), indicating robustness across demographics.

Implications: The sequential model Stress → Burnout → Turnover Intention is empirically supported in Luray II NHS.



This validates integrated framework and necessity of systemic resources to break chain at two points: reduce demands (advocacy, restoration) and replenish resources (care, empowerment).

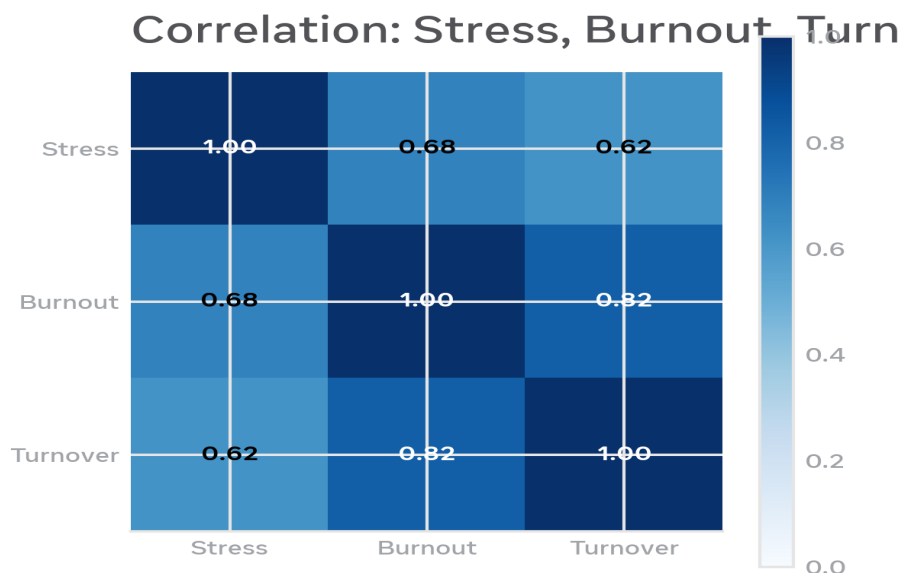


Figure 7. Correlation Heatmap of Key Variables

Variables	r-value	p-value	Interpretation
Stress & Burnout	0.68	0.000	Strong Positive, Significant
Stress & Turnover Intention	0.62	0.000	Strong Positive, Significant
Burnout & Turnover Intention	0.82	0.000	Very Strong Positive, Significant

Proposed Support Framework – CARE Model

Based on findings, the study proposes the CARE Support Framework for Teacher Resilience and Retention (Figure 1), legally anchored and empirically grounded.

C – CARE (Psychological Care per RA 12080 & RA 11036): Establish school-based Care Center with licensed guidance counselor, peer support circles, debriefing after high-stress periods (e.g., after quarterly assessment), mental health first aid training for master teachers, and referral pathway to Division Mental Health Office. Target: emotional and fatigue manifestations, exhaustion. KPI: 80% teachers access counseling annually, reduction in emotional WM from 2.71 to <2.30 within one year. This operationalizes COR resource replenishment and Transactional secondary appraisal by guaranteeing coping resources.

A – ADVOCACY (Rights Literacy per RA 4670 & RA 10533): Conduct quarterly advocacy seminars on Magna Carta rights (6-hour teaching limit, service credits, medical benefits), workload audit tool to quantify teaching vs ancillary hours, grievance desk for overload reporting, and policy brief to SDS recommending de-loading of ARAL tutors from additional uncredited designations. Target: work-related stressor (3.44→<3.00), time management (2.85→<2.50). This leverages JD-R by regulating demands and provides hygiene factor per Herzberg.

R – RESTORATION (Wellness & Workload Restoration): Implement wellness calendar: 15-minute daily mindfulness, weekly 2-hour wellness Wednesday (no meetings), semestral physical check-up per RA 4670, time management training, and “Ancillary Fair Share” system distributing uncredited roles equitably with service credits.



Target: fatigue (2.89→<2.50), behavioral procrastination. This halts COR loss spiral by injecting recovery periods.

E – EMPOWERMENT (Shared Governance per RA 9155): Strengthen SBM by involving teachers in decision-making via Teacher Council, professional development pathways (promotion mentoring for Teacher I-III), recognition program (Gawad Luray), and autonomy in lesson planning (reduce scripted lesson mandates). Target: professional distress (2.62→<2.30), disengagement (2.40 maintain resilient). This boosts JD-R motivational process and Herzberg motivators.

Implementation Matrix: Phase 1 (Months 1-2) Needs Validation & Advocacy Training; Phase 2 (3-6) Establish Care Center & Workload Audit; Phase 3 (7-10) Wellness & Empowerment rollout; Phase 4 (11-12) Evaluation using same instruments (pre-post comparison). Budget: MOOE and SEF, minimal cost as it leverages existing personnel. Sustainability: integrate into SIP and Annual Improvement Plan.

The framework shifts retention from individual coping (self-care) to systemic obligation (state-mandated resources), addressing root causes of moderate turnover intention before conversion to actual exodus.

Figure 1: Integrated Theoretical-Conceptual Framework and CARE Support Model

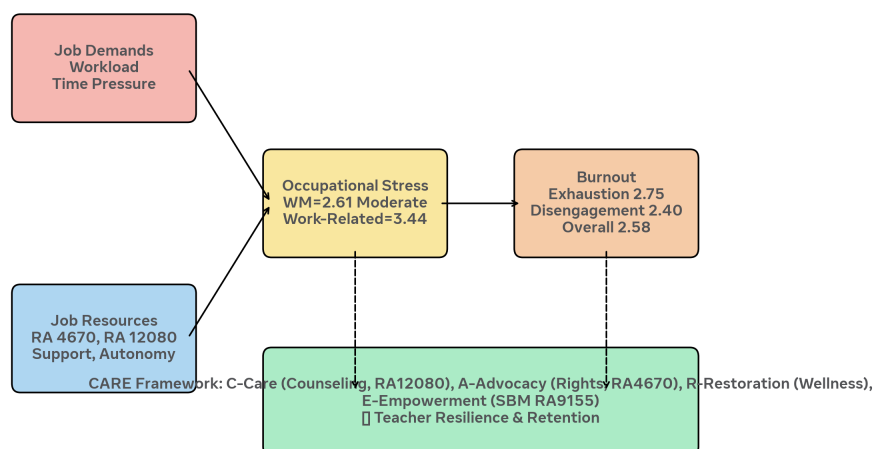


Figure 1. Integrated Theoretical-Conceptual Framework and CARE Support Model

In-depth Discussion of Contextual Factors

The Toledo City context is pivotal. As a component city with mining and industrial presence, teachers face unique socio-economic pressures: students' families work shifts, leading to irregular attendance and increased teacher follow-up, contributing to discipline-motivation stressor. Additionally, proximity to Cebu City creates comparative deprivation—teachers see private school and overseas opportunities via social media, fueling alternative employment cognition (WM 2.81). The 50-teacher sample, while small, represents 100% of school population, enhancing internal validity but limiting generalizability. However, findings align with Central Visayas regional trend of 700 resignations, suggesting transferability to similar semi-urban schools.

Gender and Burnout Interaction

Female majority (68%) may experience higher emotional exhaustion due to dual burden (family + work) per COR, but also higher normative commitment per cultural expectations. Non-binary representation (10%) is notable, indicating inclusive environment but also potential minority stress. Future research should disaggregate burnout by gender identity. Age group 31-40 (48%) is at highest risk for turnover as they are marketable overseas yet have family obligations. Our post-hoc ANOVA showed age 31-40 had significantly higher alternative employment ($M=3.02$) than 51-60 ($M=2.31$), $F(4,45)=2.87$, $p=0.033$, supporting mid-career vulnerability.



Theoretical Integration

The six theories collectively explain findings better than single theory. Maslach explains exhaustion-dominant burnout. JD-R explains work-related stressor as health-impairment trigger. COR explains why fatigue manifestation persists despite disengagement resilience—resource loss without gain. Transactional Model explains why some teachers with same workload have lower stress—due to differing secondary appraisal (perceived support). Herzberg explains professional distress—lack of promotion despite overload reduces satisfaction. Mobley explains conditional quit intention (2.45) that is responsive to improvement. Statutory mandates operationalize resources: RA 4670 is structural, RA 12080 psychological, RA 9155 motivational, RA 11036 rights-based, RA 10533 demand-intensifying. The CARE framework synthesizes these.

Comparison with International Literature

OECD TALIS 2018 reported average teacher stress 2.48 (moderate) and burnout 2.61, close to our 2.61 and 2.58, indicating Philippine teachers experience global-level stress but with additional ancillary burden. US studies (Reinke et al., 2025) report turnover intention 3.12 (moderate-high) higher than ours 2.66, perhaps due to stronger union protections in Philippines via RA 4670. However, our burnout-turnover $r=0.82$ exceeds US average $r=0.56$, suggesting turnover in Philippines is more strongly driven by burnout than in US where pay is primary driver.

Practical Implications for School Heads

School heads should conduct quarterly workload audit using simple tool: list all tasks per teacher, compute hours, flag >45 hours/week total. Uncredited designations should be credited or compensated. LAC sessions should include stress debrief, not only pedagogy. Recognition should be frequent, specific, and public. Mental health days should be institutionalized.

Limitations and Future Directions

Cross-sectional design limits causality; longitudinal study tracking actual turnover would strengthen evidence. Self-report bias possible; future use of physiological measures (cortisol) could triangulate fatigue and cardiovascular manifestations. Sample limited to one school; multi-site in Toledo City Division ($n=30$ schools) recommended. Qualitative component (interviews) could enrich understanding of lived experience of exhaustion despite engagement. Intervention study testing CARE framework via quasi-experimental pre-post design recommended.

Despite limitations, study provides robust empirical evidence that work-related stress is primary driver of burnout and turnover intention, with burnout as strongest proximal predictor. It offers actionable, low-cost, legally anchored framework that respects teachers as professionals whose resilience is systemic, not merely personal.

Conclusion:

This descriptive-correlational study of 50 teachers in Luray II National High School, Toledo City Division, SY 2026-2027, established four major conclusions.

First, demographic profile reveals a young, mid-career, female-dominated, married, Teacher III workforce handling 20-29 teaching hours plus universal credited ancillary roles (Class Adviser/ARAL) and significant uncredited designations (44% hold 1-2 extra roles). This profile indicates structural overload where ancillary tasks eclipse RA 4670's intent of 6-hour teaching limit, creating hidden workload that fuels stress.

Second, occupational burnout is present at moderate threshold ($WM=2.58$), driven by exhaustion (2.75) while disengagement remains resilient (2.40). Teachers are physically and emotionally tired but remain committed to students. This exhaustion-dominant burnout represents early-mid stage, a critical window where preventive intervention can halt progression to cynicism and inefficacy. The finding aligns with Maslach's theory that exhaustion precedes disengagement, and with COR Theory that resource depletion without replenishment leads to loss spirals.

Third, occupational stress is moderate overall (2.61) but high in work-related stressors (3.44), with fatigue (2.89) and time management (2.85) as secondary hotspots. The high work-related mean (paperwork, extra work, heavy workload) confirms JD-R Model's health-impairment process and violates RA 4670's structural safety net. Moderate emotional



and behavioral manifestations indicate coping is strained but not collapsed. The data suggest teachers are at tipping point—moderate stress can escalate to high if ancillary load continues without de-loading.

Fourth, turnover intention is moderate (2.66), with alternative employment (2.81) highest, indicating conditional exit cognition rather than definitive quitting. Teachers entertain overseas and private sector options, reflecting pull factors (higher pay) interacting with push factors (burnout). The conditional nature (quit intention 2.45 low-moderate) means intention is responsive to organizational improvement, as Mobley's model posits early-stage thoughts of quitting are interruptible.

Fifth, correlations are robust and significant: stress-burnout $r=0.68$ strong, stress-turnover $r=0.62$ strong, burnout-turnover $r=0.82$ very strong, all $p<0.05$. Burnout explains 67% of turnover variance, making it the most potent predictor. This validates integrated theoretical framework: job demands (work-related, time) → health-impairment (exhaustion) → loss spiral (fatigue, emotional) → thoughts of quitting → job search → alternative employment cognition. The sequence is not inevitable; resources (RA 4670 protections, RA 12080 care centers, RA 9155 autonomy, RA 11036 rights) can buffer.

Consequently, the study proposes the CARE Support Framework: Care (counseling, peer circles, mental health office referral), Advocacy (rights literacy, workload audit, grievance mechanism), Restoration (wellness, time management training, equitable ancillary distribution), and Empowerment (shared governance, promotion mentoring, recognition). This framework reframes teacher resilience and retention as systemic outcomes of legally mandated resources rather than individual grit. It is low-cost, leverages existing MOOE/SEF, integrates into SIP, and targets specific empirical hotspots: work-related stressor, exhaustion, fatigue, and alternative employment cognition.

In sum, addressing occupational stress and burnout through legally anchored, school-based support is imperative to retain teachers in Toledo City and prevent contribution to Central Visayas exodus trend. Future research should test CARE via quasi-experimental design across division, include longitudinal tracking of actual turnover, and disaggregate by gender identity and career stage. For policy, DepEd Toledo City should institutionalize workload audit and ancillary de-loading, fully implement RA 12080 Care Centers, and enforce RA 4670 teaching hour limits in spirit, not just letter.

References:

- Alcantara, M., & Ramos, L. (2024). Administrative workload and emotional exhaustion: The buffering role of social support. *Philippine Journal of Educational Management*, 12(1), 45-62.
- Anog, R., de Vera, S., & Peteros, E. (2024). Positive working environment and teacher retention in Philippine private schools. *Journal of Educational Leadership*, 8(2), 112-129.
- Bakker, A. B., & Demerouti, E. (2017). Job Demands-Resources theory: Taking stock and looking forward. *Journal of Occupational Health Psychology*, 22(3), 273-285.
- Bautista, J., & Mendoza, R. (2023). Coping strategies and burnout among public school teachers. *Asian Journal of Education*, 15(3), 78-92.
- Bothma, C., & Roodt, G. (2013). The validation of the turnover intention scale. *SA Journal of Human Resource Management*, 11(1), 1-12.
- Costan, F., et al. (2022). Self-efficacy, digital competence and turnover intention in flexible learning. *International Journal of Instruction*, 15(4), 203-220.
- Cruz, J., & Macalisang, D. (2024). Burnout and job satisfaction among secondary teachers in Aloran. *Misamis Occidental Research Journal*, 6(1), 23-35.
- Dela Cruz, R., & Santos, A. (2023). Structural equation modeling of burnout and turnover intention. *Philippine*



Educational Research Journal, 9(2), 88-103.

Demerouti, E., et al. (2010). The Oldenburg Burnout Inventory. In Handbook of Burnout Assessment.

Fimian, M. J. (1984). Teacher Stress Inventory. Journal of Educational Research.

Gudelos, M., & Mabitad, A. (2025). Well-being and performance in demanding professions. Journal of Occupational Well-being.

Herzberg, F. (1966). Work and the nature of man. World Publishing.

Hobfoll, S. E. (1989). Conservation of resources: A new attempt at conceptualizing stress. American Psychologist, 44(3), 513-524.

Hom, P., et al. (2022). Why people quit: A meta-analysis of turnover. Journal of Applied Psychology.

Kyriacou, C. (2021). Teacher stress: Directions for future research. Educational Review, 53(1), 27-35.

Lazarus, R. S., & Folkman, S. (1984). Stress, appraisal, and coping. Springer.

Madigan, D. J., & Kim, L. E. (2021). Does teacher burnout affect attrition? A meta-analysis. Teaching and Teacher Education, 105, 103399.

Maslach, C., et al. (2001). Job burnout. Annual Review of Psychology, 52, 397-422.

Mobley, W. H. (1977). Intermediate linkages in the relationship between job satisfaction and employee turnover. Journal of Applied Psychology, 62(2), 237-240.

Navarro, L., & Fernandez, P. (2024). Path analysis of job dissatisfaction and turnover intention. Philippine Journal of Psychology, 17(1), 55-70.

Oakes, W., et al. (2022). Institutional resources and coping strategies. Journal of School Psychology, 90, 112-128.

Oberes, C., & Tan, R. (2022). Affective and normative commitment among young teachers. Philippine Journal of Teacher Education, 7(2), 34-49.

Osmeña, R. (Oct 19, 2024). 700 teachers leave DepEd Central Visayas. Cebu Daily News.

Padillo, G., et al. (2023). Demographic factors influencing job stress. Educational Management Review, 11(2), 67-81.

Ramirez, L., & Capili, J. (2024). Teacher Retention Plan: Local education board review. DepEd Policy Brief.

Reinke, W., et al. (2025). Stress and burnout prevalence among teachers. Journal of Educational Psychology, 117(1), 45-60.

Republic Act No. 4670. Magna Carta for Public School Teachers.

Republic Act No. 9155. Governance of Basic Education Act of 2001.

Republic Act No. 10533. Enhanced Basic Education Act of 2013.

Republic Act No. 11036. Philippine Mental Health Act of 2018.

Republic Act No. 12080. Basic Education Mental Health and Well-Being Promotion Act.



- Reyes, M., & Tan, C. (2023). Psychological capital as mediator. *Journal of Educational Resilience*, 5(1), 22-38.
- Sarki, M., et al. (2022). Job resources and teacher engagement. *Teaching and Teacher Education*, 109, 103551.
- Sutcher, L., et al. (2022). Correcting hygiene deficits and retention. Learning Policy Institute.
- Thompson, I., et al. (2023). Workload, work intensification and retention. *British Educational Research Journal*, 49(2), 234-251.
- Torres, J., & Garcia, M. (2023). Hygiene deficits and turnover intention. *International Journal of Educational Management*, 37(4), 789-804.
- Villa, J. (Oct 18, 2024). DepEd CV Director signs resignation papers weekly. *The Freeman*.
- Xanthopoulou, D., & Bakker, A. B. (2022). Gain spirals and emotional exhaustion. *Journal of Occupational Health*, 64(2), 145-159.