



OCCUPATIONAL STRESS AND BURNOUT TOWARDS TEACHERS' TURNOVER INTENT: BASIS FOR A PROPOSED "EQUIPPING EDUCATORS FOR JOB STRESS" PROGRAM

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Abstract:

This study aimed to determine whether burnout and occupational stress were predictors of teachers' turnover intent. Utilizing a descriptive survey approach, data were collected, processed, tabulated, and analyzed using frequencies, percentages, means, and averages. A total of 105 teachers from Malapatan 2 District under the Department of Education served as respondents, selected through simple random sampling. The study revealed high levels of occupational stress, teacher burnout, and turnover intent. Results further showed a significant relationship between occupational stress and turnover intent. Among the domains, curricular stress was identified as the key predictor of turnover intent under occupational stress, while attitude towards students was the domain under burnout that predicted turnover intent. These findings established a solid foundation for future research on teacher retention. These may contribute to the body of knowledge by emphasizing the role of stress and burnout in influencing teachers' intent to leave the profession.

Keywords: educational management, occupational stress, burnout, turnover intent, Philippines

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1. Introduction

The Philippine Department of Education (DepEd) faces a significant crisis as many educators leave for better opportunities abroad, driven by insufficient salaries, challenging working conditions, and limited career advancement. The rapid integration of technology in classrooms further exacerbates this issue, acting as a "techno-stressor" that leads to burnout and increases teachers' desire to leave the profession. This exodus creates a severe "brain drain" that threatens the stability and quality of education in the Philippines as teachers seek financial stability and professional growth elsewhere (Cahilog & Sarong, 2023; Califf & Brooks, 2020; Santiago *et al.*, 2022).

In addition, the workplace atmosphere significantly affects employee retention, especially among teachers. Educators often base their decision to stay or leave on how they experience their daily responsibilities and the general culture of their school. When teachers repeatedly consider resigning, it usually signals deeper issues related to dissatisfaction and a lack of connection to their work. Addressing high turnover is essential to maintaining organizational stability, as the intention to leave is one of the most reliable indicators of an employee's likelihood to depart (Liu & Onwuegbuzie, 2020; Tran & Smith, 2023; Torres, 2019).

Building on this, a school's organizational structure and operational practices greatly affect teacher retention. A teacher's dedication to the profession plays a crucial role in determining whether they remain in or leave their position. This sense of commitment, combined with other influencing factors, directly affects their job satisfaction and level of engagement. As such, schools must take proactive steps to uncover and address the underlying causes of teacher turnover to build a more stable, motivated, and engaged workforce. Since employees' intention to leave is the strongest indicator of actual attrition, addressing these factors becomes vital for maintaining organizational effectiveness and long-term sustainability in educational institutions (Santoro, 2019; Živković *et al.*, 2024).

Consequently, elevated teacher turnover rates impair instructional continuity and escalate recruitment, hiring, and training expenses. Occupational stress and burnout are the most commonly referenced factors influencing turnover intention. Teaching professionals routinely confront intense pressures from excessive workloads, bureaucratic obligations, resource limitations, and emotional depletion. These compounding stressors frequently lead to chronic fatigue and professional burnout, which, when unmitigated, often precipitate serious considerations of career abandonment. An in-depth analysis of the interplay of occupational stress, burnout syndrome, and attrition intentions is essential for effective intervention techniques.

Thus, this study aimed to develop a complete support plan to keep teachers from leaving their jobs, improve their mental health and job satisfaction, and ultimately provide the best learning environments by keeping faculty members stable. Understanding and addressing employee turnover is fundamental because it remains a costly and persistent challenge for human resource management worldwide. Research

from South Africa highlights the substantial financial burden turnover places on organizations. Beyond recruitment and training expenses, high turnover negatively impacts existing staff morale, increases workload, complicates planning, and detrimentally affects overall organizational efficiency and performance (Khan *et al.*, 2023; Kyriakides *et al.*, 2020; Maree, 2024).

Specifically, in Laguna, Philippines, a developed Structural Equation Model has identified key variables directly influencing an individual's intent to stay for years within an organization. These include outside workplace features, educational attainment, and job happiness. Specifically, individuals with higher educational attainment tend to remain with organizations for shorter periods. People with higher educational qualifications often do not stay long in one organization. On the other hand, employees who feel satisfied in their roles and have a favorable view of their work environment are more likely to stay for a longer time. Things like how well they perform, chances for promotion, opportunities to grow professionally, and regular salary increases all play a big part in keeping them motivated and committed. In particular, being recognized and rewarded for good performance makes training, recognition, and mentorship important for enhancing an employee's performance and strengthening their long-term commitment to the company (Qin, 2021; Räsänen *et al.*, 2020; Tamundong *et al.*, 2024).

Locally, the issue of high personnel turnover is fundamental in the Sarangani School District's Division Office. Some teachers have quit their jobs to look for better jobs in other countries. The department might lose its highly skilled and effective instructors if these numbers keep increasing. Thus, it could significantly affect the quality of education in the area. This problem needs to be dealt with right away.

Numerous studies have explored the link between occupational stress, burnout, and employee turnover across local and international settings; limited research has specifically addressed public school teachers in geographically isolated and underdeveloped areas such as Sarangani Province. While existing studies have explored turnover intention in urbanized areas or generalized work environments, limited empirical evidence addresses how the unique challenges faced by teachers in rural or underserved divisions contribute to occupational stress and burnout, ultimately influencing their intention to leave.

Furthermore, many of the interventions suggested in previous studies fail to consider regions like Sarangani's unique socio-economic and cultural contexts. These one-size-fits-all approaches often overlook the lived realities of teachers in remote and resource-constrained environments, limiting their effectiveness. To bridge this gap, the present study investigates the psychosocial and organizational factors influencing teachers' intentions to leave, aiming to develop a context-sensitive framework tailored to educators' specific needs and challenges in geographically isolated and underdeveloped areas.

2. Literature Review

This section presents the related literature, articles, and studies that support the research study.

Teaching is a complicated job in schools, and teachers must develop various skills and abilities throughout their careers. This constant development can put much stress on teachers. Researchers have shown that academics, especially those who work in colleges and universities, have more work-related stress than people in other professions. These numbers from Education Support back up the claim that 72% of teachers said they were anxious at work, and 63% said they were considering quitting their jobs. This trend of teachers being more stressed out has been a big worry for a long time, and newer research has shown how common and damaging it is (Aziku & Zhang, 2024; Lambert *et al.*, 2019; Xu & Wang, 2023).

Additionally, stress is still a challenging notion to define, with researchers utilizing a variety of models to explain negative stress experiences. A widely accepted theoretical model of stress, coping, and its relationships to health and well-being, the Transactional Theory of Stress and Coping (TTSC), was developed. Individual evaluation is the core component of the model; three types of cognitive appraisal, primary, secondary, and reappraisal, actively influence how people interact with their environment and respond to stress. Recent research continues to explore and apply the TTSC model as a stress management framework in various contexts, including the role of social media in coping (Minihan *et al.*, 2022; Sun *et al.*, 2023; Wu *et al.*, 2024).

On the other hand, occupational stress contributes to employee illness, which has resulted in high absenteeism, high staff turnover, low productivity, early retirement, and strikes. High levels of occupational stress have also been linked to various adverse health outcomes, with studies showing that workers exposed to high-pressure environments, such as healthcare workers during the COVID-19 pandemic, experienced significant mental health challenges, faced considerable mental health concerns, such as depression, anxiety, sleep disturbances, and emotional distress (Lai *et al.*, 2020; Ogba *et al.*, 2020; Spielberger & Reheiser, 2020).

To begin with, occupational stress, often called workplace stress, happens when someone has to deal with more than they can handle quickly. The stress levels of a person who has trouble managing and contributing to their work are greatly affected by the problems they face. It causes both physical and mental strain. For example, studies using Bayesian network methods in high-demand jobs like correctional institutions show that chronic stress causes people to have higher job expectations, and conflicting roles increase the risk of burnout, which can seriously impact an individual's health and job performance.

About this, organizational resources, including the psychosocial safety climate (PSC), influence an employee's work environment. PSC reflects the organization's commitment to prioritizing psychological health and well-being through supportive policies, practices, and procedures. It represents management's efforts to create a work

environment that safeguards and enhances employees' mental health. Consequently, workplaces with a low PSC are more susceptible to occupational stress (Chambers, Mack, *et al.*, 2019; Lee *et al.*, 2019; Moreno *et al.*, 2020).

Conversely, academic staff deal with work-related stress in different ways. Some choose healthy coping methods, like exercise, support, and time management, which have helped them feel less stressed at work and stay healthy. Some people, on the other hand, choose passive ways to deal with their problems, such as drinking too much, doing drugs, smoking, and eating poorly. A survey of teachers at an American college shows that most of them use drugs and alcohol as unhealthy ways to deal with stress. Researchers say that using drugs and alcohol may help people deal with the stress of school, even though these substances worsen stress in the long run (Johari, 2020; Kakemam *et al.*, 2019; Grigsby *et al.*, 2019).

Indeed, workplace stress prevents employees from performing their professional responsibilities. The occurrence of aggressive conduct in the workplace significantly affects both productivity and levels of stress. Nevertheless, additional problems such as the likelihood of experiencing harassment, ostracism, and stalking can exert a detrimental effect on morale, result in heightened stress levels, and have an emotional effect on well-being (Marais-Opperman, 2020; Rasool *et al.*, 2020; Wang *et al.*, 2020).

Consequently, how job stress is when creating workplace treatments is of utmost relevance. Experts define job-related stress as a harmful reaction when individuals face excessive or unreasonable demands in the workplace. In the United Kingdom, nearly 440,000 workers reported that work-related stress, depression, or anxiety negatively affected their health, leading to the loss of approximately 9.9 million workdays during 2014–2015. The Health and Safety Executive (HSE) report (2015) further revealed that stress was present daily in public service sectors, with a prevalence rate of 1,380 cases and an incidence rate of 740 cases per 100,000 employees (Durak & Saritepeci, 2019; McCarthy, 2019; Shen & Slater, 2021).

Additionally, physical sickness, psychological distress, and mental illness can all be work stressors. Due to disordered parenting, the current rise in work stress has led to the global and national recession, job instability, and work intensity, all of which result in higher workloads and more interpersonal conflicts. People appear to experience stress at work when they try to manage their obligations, tasks, or other types of pressure related to their professions and run into difficulties, strain, anxiety, or worry. Stress at work is caused by exposure to various work stressors (Faisal *et al.*, 2019; Li *et al.*, 2019; Prasad *et al.*, 2020).

Moreover, depending on the features of the workplace, work pressures can take on a variety of shapes and may even be particular to a company or an industry. Academic theories on stress highlight multiple contributing factors, including difficult life experiences, demanding situations, and the body's physical and emotional responses. Some models also emphasize the dynamic exchange between individuals and their environments as a source of stress. However, there remains a noticeable gap between how stress is in scholarly frameworks and how it is commonly used in everyday

language, particularly regarding the idea that stress results from a mismatch between external demands and one's perceived ability to cope. There are many ways to define stress, both in scholarly literature and in reports from laypeople (Bhui *et al.*, 2021; Chitra, 2020; Durak & Saritepeci, 2019).

For instance, multiple personal, social, environmental, and work-related aspects need to be defined and interpreted to understand the meaning of stress, and there needs to be more agreement on the conceptualizations of stress. Although it has ideas that control or power about gender and class are related to stress, theories of stress do not explicitly account for them. For instance, participants believed stress to be a feminine quality linked to weakness, so few people acknowledge it (Faisal *et al.*, 2019; Kakemam *et al.*, 2019; Kumara, 2021).

According to the study, work-related stress is any unpleasant emotion that impairs individuals' ability to cope and feel good about themselves. One of the most common things instructors report experiencing that dramatically impacts their ability to do their work is related to their work-related stress. It is an integral component of teachers' well-being, their physical health, the school's stability, effectiveness, and students' academic accomplishment. The functioning and efficiency of an educational system are interdependent on the significance of teachers' health. As a result, managing workplace stress should go hand in hand with encouraging mental wellness to increase the school's overall efficacy (Lee *et al.*, 2022; Li *et al.*, 2019; McCarthy, 2019).

Meanwhile, a 2017 CNN PH study on Filipino Top Causes of Stress, headlined 23% of Filipinos were stressed out at work due to management, deadlines, workload, and, occasionally, coworkers. The top 5 factors contributing to employee stress were poor pay, insufficient personnel, corporate culture, a lack of work-life balance, and supervisor assistance. These sorts of stress, which are listed in the Philippine Inquirer article "Work-related stress affects one's life, dealing with it is essential, can lead to low-quality work and increase the risk of hypertension and heart disease among Filipino employees (Minihan *et al.*, 2022; Parveen & Bano, 2019; Perez *et al.*, 2023).

On the other hand, chronic stress or job-related stress leads to a high turnover rate, absenteeism, disengagement from work, and demotivation. Chronic stress or work-related stress might impact the effectiveness of the teaching. Numerous elements that affect an individual, including their workload, pupils, paperwork, sudden system changes, coworkers, and personal issues, can contribute to stress. Everyone can experience adverse effects from stress, but stress is inescapable and cannot be avoided. Considering this, stress is essential to a person's existence. The key is establishing the proper balance to develop stress as a good stress that fosters and enhances performance. Teachers are reportedly among the people who deal with stress regularly (Ogba *et al.*, 2020; Prasad *et al.*, 2020; Shen & Slater, 2021).

Also, teaching is one of the most stressful professions, comparable to other high-demand occupations such as nursing and medicine. Teachers often say their jobs are stressful because they work in unsafe places, do not have enough teaching materials, or do not have enough help to achieve professional standards. Institutional demands, such

as the need for measurable results, too much administrative control, and regular performance reviews, make stress levels even higher. Additionally, teachers often face personal manifestations of stress, including emotional exhaustion and affective dysregulation. These patterns suggest that occupational stress in teaching is not only pervasive but often unavoidable, given the complex demands of the profession (Kim *et al.*, 2022; Siddiqui & Soomro, 2019; Sokal *et al.*, 2020).

Meanwhile, learning outcomes are primarily the ability to complete or carry out the descriptions, duties, and responsibilities expected of that position or role. Internal and external forces, such as the environment, social interactions, and personal motivation, can contribute to the quality of teaching activities. In the Philippines, the full implementation of the government's Enhanced Basic Education Act of 2013, or Republic Act 10533, entitled 12 Years of Basic Education, significantly changes the public description of teachers' jobs. With these changes ushering in improvements to the education system, teachers to achieve good results while managing heavy administrative tasks, adapting to a changing student population, and participating in various seminars, reports, and training, which can eventually lead to psychological problems such as stress, job dissatisfaction, disengagement, and in the worst case, suicide, depression, and anxiety (Marais-Opperman, 2020; Rasool *et al.*, 2020; Wang *et al.*, 2020).

Moreover, unfavorable beliefs about the nature of stressors impact how work-related stress manifests itself. Workplace pressures are particular to many professions due to increased demands in today's competitive workforce. Similar jobs can be affected by work-related stresses such as a severe workload, disagreements with coworkers, a lack of job control, job insecurity, a lack of incentive, a poor working environment, and managerial support, depending on the setting. Lack of job satisfaction, psychological stress, poor mental and physical health, excessive absenteeism, rates of change and intention to resign, mistakes and accidents, and burnout can all come from ignoring these work-related stress issues. All of these were, therefore, influencing the organization's overall efficiency and profitability (Durak & Saritepeci, 2019; McCarthy, 2019; Shen & Slater, 2021).

On the other hand, although it is impossible to eradicate work-related stress from daily life completely, appropriate stress management techniques can significantly and consistently lessen it. Effective stress management techniques increase employee quality of life, lower healthcare expenses, and improve organizational productivity. Coping involves an individual's ongoing effort to manage thoughts and actions in response to internal or external challenges they perceive as overwhelming or difficult to control. Building resilience through deliberate, intentional, and preventive stress management is essential for sustaining well-being and performance, especially in high-pressure professions (Johari, 2020; Kakemam *et al.*, 2019; Parveen & Bano, 2019).

In addition to the commonly recognized problem-focused and emotion-focused strategies, many scholars highlight a broader range of coping approaches that individuals use in the face of stress. These include active coping, careful planning, setting aside distractions, seeking practical help or emotional support, finding meaning through

religion, expressing emotions, reframing situations positively, and temporarily distancing oneself mentally or behaviorally. Choosing the right coping strategies plays a vital role in managing stress at work and the everyday pressures that come with it. When individuals cope well, they protect their emotional and mental health and contribute more consistently to meaningful outcomes, especially in research settings, where stress can affect how participants respond (Faisal *et al.*, 2019; Kakemam *et al.*, 2019; Kumara, 2021).

2. Teacher Burnout

Teacher burnout is a serious mental illness that lowers teachers' morale, self-esteem, and physical energy. This tiredness often happens when there is an imbalance between high psychological job demands, like workload, work pace, and emotional demands, and insufficient job resources, like control over tasks or social support. Political reforms that add more rules and remove teachers' freedom make these high demands harder to meet. Dramatically affects teachers' health and ability to stay in their jobs. In the end, fixing these simple problems is important for keeping the love of learning and valuable knowledge alive. Teacher morale directly affects how well students do, especially when there are not enough teachers (Boström *et al.*, 2020; Leitão *et al.*, 2021; Traunmüller *et al.*, 2019).

Consequently, educators dealing with health issues like depression or chronic illness may face premature retirement or reduced performance, and those experiencing burnout can recover with proper support and interventions. Schools can help teachers preserve their well-being and long-term professional effectiveness by implementing proactive stress-management strategies. This approach benefits both students and faculty, as teacher morale directly impacts entire learning communities (Mahmoodi-Shahrehabaki, 2019; Saloviita & Pakarinen, 2021; Wang *et al.*, 2020).

Moreover, burnout is a persistent, unfavorable psychological state arising from the cumulative impact of work-related pressures on teachers, especially in emotionally demanding professions. Burned-out teachers exhibit three key symptoms: emotional exhaustion, depersonalization, and decreased personal accomplishment. Exhaustion occurs when a teacher believes all their "emotional resources" have been depleted, feeling mentally and emotionally drained. Depersonalization manifests as a growing sense of detachment, where a person withdraws from students, colleagues, and even personal relationships. Reflects a chronic negative mental state influenced by prolonged exposure to job-related stressors (Pyhältö *et al.*, 2021; Salmela-Aro *et al.*, 2019; Shen *et al.*, 2020).

In addition, the term "burnout syndrome" was used initially in two scholarly articles by Herbert Freudenberger and Sigmund Ginsburg published in 1974. Burnout syndrome is a consequence of inadequate stress management in the workplace. Conversely, Ginsburg stopped looking into burnout, and Freudenberger finally accepted the idea of the creator. Freudenberger also said the word was already popular in many other publications (Drugalya, 2020; Santoro, 2019).

However, the World Health Organization (WHO) now recognizes burnout as an occupational syndrome that can happen at work for a long time. It can show up as emotional exhaustion, detachment, and reduced effectiveness at work. This condition impairs cognitive and emotional functioning and creates significant organizational costs through increased absenteeism, turnover, and health-related expenses. Ultimately, burnout's multifaceted nature stems from individual vulnerabilities and environmental stressors, requiring comprehensive workplace interventions (Akin, 2019; Leitão *et al.*, 2021; Skaalvik & Skaalvik, 2020).

Furthermore, behavioral, psychological, and bodily symptoms of burnout are all considered occupational side effects. Physical symptoms include feeling uncomfortable and tired, headaches, and immunological and respiratory issues. Psychological signs of burnout include impatience, frustration, loss of motivation, low energy, low self-esteem, insomnia, and mental illnesses. Behavioral signs include job discontent, cynicism, self-doubt, and absenteeism (Gómez-Domínguez *et al.*, 2022; Rajendran *et al.*, 2020).

In addition, health, education, social services, and finance professionals are the primary subjects of burnout syndrome research. According to research, occupations requiring high worker demand, stress, and social contact are more likely to experience burnout syndrome. However, other professional groups are reportedly more susceptible to burnout, even though the disease disproportionately impacts medical employees; these include representatives from human resources, education, and advocacy (Akin, 2019; Costea *et al.*, 2020; Gómez-Domínguez *et al.*, 2022).

Moreover, burnout is a serious risk for employees who work with clients or provide services. It can make them sick, cause them to miss work, and cause rapid change. Burnout is a significant cause of psychological and physical problems, such as being unhappy at work, missing work, and having symptoms and disorders of mental illness. Many things can lead to job burnout, such as bad working conditions, high stress levels, emotional demands, and problems balancing work and family. However, recent developments in occupational health science suggest a shift in how job-related distress moves towards understanding it within the framework of depression research. This new perspective considers that the long-favored construct of burnout and its measures have proved problematic, thus advocating for tools like the Occupational Depression Inventory to assess work-attributed depressive symptoms (Bianchi *et al.*, 2021; Mahmoodi-Shahreabaki, 2019; Pressley, 2021).

Also, losing all motivation at their job can lead to job burnout and feelings of stress or sadness. It is caused by extreme stress, although specific types of worry and problems at work are more likely to be the cause. Numerous factors contribute to this disease, including professional aspects, lifestyle choices, and personality qualities. Some businesses and industries experience burnout far more frequently than others (Bottiani *et al.*, 2019; Pyhältö *et al.*, 2021; Rajendran *et al.*, 2020).

Additionally, stress reactions are more likely to manifest when employment expectations are too high to handle. Employee absenteeism, intention to quit, low work satisfaction, negative attitudes, and lack of interest are also associated with burnout.

Some factors, such as a lack of control, ill-defined professional objectives, dysfunctional workplace interactions, activity extremes, social isolation, and an unbalanced work-life schedule, can lead to employment difficulties (Bianchi *et al.*, 2021; Saloviita & Pakarinen, 2021; Santoro, 2019).

On the other hand, the World Health Organization's International Classification of Diseases identifies burnout as a distinct occupational syndrome rather than exhaustion. As Jones, Schenk, and the WHO noted, burnout represents an employee's intense and negative response to prolonged work-related stress. It can manifest through emotional exhaustion, reduced professional effectiveness, and a growing sense of detachment from job responsibilities (Skaalvik & Skaalvik, 2020; Traunmüller *et al.*, 2019). In particular, burnout, which can happen when a worker cannot cope with stress, is also a physical and psychological response to extreme workplace pressures. Burnout-causing stressors are frequently recurring, severe, continuing, and uncontrollable. Burnout can cause significant psychological and physiological issues, such as depression and high blood pressure, if it is left untreated. Burnout can hinder performance at all organizational levels by significantly affecting the production and productivity of people, teams, and entire organizations (Costea *et al.*, 2020; Demir, 2020; Jones & Schenk, 2020).

Moreover, human service careers that need intense client-employee relationships frequently experience high levels of work stress, high workloads, a lack of resources, and deadline pressure, which can cause workplace stress, resulting in burnout. When people cannot manage their work-related stress effectively, imbalances between employees and their workplace surroundings might develop. These roles are characterized by high workloads, limited resources, time pressures, and the emotional burden of caregiving, all of which contribute to chronic workplace stress (Leung *et al.*, 2022; Mahmoodi-Shahrehabaki, 2019; Saloviita & Pakarinen, 2021).

Additional pressures and burnout can also worsen when there is role conflict or job ambiguity, among other things. People are said to be in a state of role ambiguity when they do not know their job. For instance, the workplace might ask people to do more than one job at once, which makes it hard to finish everything. This uncertainty often leads to frustration, reduced efficiency, and increased emotional exhaustion, contributing to burnout (Madigan & Kim, 2021; Pressley, 2021; Pyhältö *et al.*, 2021).

Furthermore, workplace burnout is a common problem that can seriously affect the organization and the individual, such as lower productivity, strained professional relationships, and worse mental and physical health. This syndrome erodes job satisfaction and team dynamics and significantly increases turnover rates, as affected employees often resign. It lowers productivity, hurts professional relationships, and lowers mental and physical health, which makes people less happy at work and breaks up teams. The harmful effects of burnout last a long time, and they have ripple effects that hurt people's health and the stability of institutions (Awan *et al.*, 2023; Koutsimani *et al.*, 2019; Saloviita & Pakarinen, 2021).

3. Turnover Intention

When an employee leaves a company for good and ends their working relationship with the company, that is called employee turnover. In this unstable business world, where companies are losing many employees, it is hard to build a successful business if it keeps losing potential workers. Losing skilled workers repeatedly makes work slower, less efficient, and costs money and people. A stable and high-performing workforce is important for an organization's long-term success, but it is hard to do when people leave. Understanding the factors that influence employees' decisions to leave an organization, such as job satisfaction, leadership quality, workplace culture, and opportunities for career advancement, is essential (Deloitte, 2020; Hom *et al.*, 2021; Li & Yao, 2022).

Likewise, employers must understand and assess the factors that lead to the retention of employees. Turnover intention is the voluntary decision of employees to resign from their current positions due to an absence of satisfactory work experience in the workplace. Furthermore, workplace attrition is a well-researched aspect of organizational behavior that interests employers and employees and is crucial to the system's success. The significance of turnover analysis is its capacity to assist the organization in predicting and comprehending the actual resignation of employees, which is essential for the decision-making process of management, including employment and employee investment (Erro-Garcés & Ferreira, 2019; Ertürk, 2022; Shibiti, 2019).

Furthermore, the current global turnover rate is 13.2%. The average turnover rate in Asia is 12.4%. South Korea has the lowest turnover rate at 8.4%. The Philippines' turnover rate of 14.2% is higher than the average for Asia and the world, which is surprising. Due to a higher turnover rate, organizations in the Philippines are more likely to spend more on their rehiring process. The variance in turnover rates between countries is due to cultural factors such as workplace and job characteristics (Lee, 2019; Qin, 2021; Räsänen *et al.*, 2020).

On the other hand, retaining capable and satisfied employees is critical to any firm's development, sustainability, and financial well-being. For an organization to thrive, it must actively identify and understand the key factors contributing to employee turnover. Because the employee-organization connection is mutual, considering the elements influencing employee turnover intention is critical (Grant *et al.*, 2019a; Hu, 2020; Praharsini & Yasa, 2020).

Moreover, people spend a long time in the work environment. The quality of these working conditions increases their motivation and allows them to feel good about themselves. Reducing these problems in professional life and improving the efficiency of organizations gave rise to the concept of the quality of teachers' work.

Additionally, the quality of a teacher's work is a concept that requires improving working conditions, job satisfaction, productivity, and social balance; a technique that aims to create better working conditions by changing the existing working environment and contributing to improving the quality of life, while increasing the productivity of the

organization and trying to improve the skills of the workers work in the organization and ensure their rights. satisfaction (Califf & Brooks, 2020; Nguyen *et al.*, 2022; Promchart & Potipiroon, 2020).

Further, intention to quit is an employee's plan and consideration of leaving the current job at some point, intention to voluntarily change job or organization, tendency to leave the organization on their own, reaction employee awareness of the organization's working conditions; an employee's intention or desire to leave the organization where they work. Employees may believe that it is more beneficial for them to leave the organization and look for another organization or job if they are dissatisfied with their current job and expectations are not met (salary, promotion, peer groups, attitudes of school management, organizational culture, organizational and employer dissatisfaction), organizational and individual inability to achieve common goals (Li *et al.*, 2021; Liu *et al.*, 2021; Maryam *et al.*, 2021).

Furthermore, turnover intention occurs when employees are unwilling to work longer hours for the organization they now work for. Some modifications to the employee's working environment will eliminate the employee's inclination to leave, while job satisfaction, employment possibilities, investments, rewards, and penalties, among other things, prevent employee turnover intentions. Wages, career and advancement chances, profession, stress, and working conditions induce employee turnover intentions. The employee who intends to leave will be more indifferent to unfavorable work practices he has previously undergone for various reasons and will harm the organization by being more reckless (Fu *et al.*, 2022; Sevik, 2019; Yada *et al.*, 2020).

Consequently, in educational organizations, turnover intention refers to a teacher's desire to leave the profession. Qualified instructors are directly tied to increasing students' performance and the educational system's future success because they play a crucial role in enhancing the overall educational process and their contributions to improving students' academic achievement. It can also harm teaching quality since teachers' intentions to leave the profession may lead to fewer teaching efforts. Teachers' job satisfaction enhances the quality of education and training, as satisfied teachers are more likely to deliver effective and efficient instruction. (Grant *et al.*, 2019; Hu, 2020; Park & Johnson, 2019).

Moreover, employee turnover is the percentage of people who leave a company in a specific period compared to the average number of people who work there. Another way to say "employee turnover" is "the movement of people in the job market". This movement can occur between companies, stages of unemployment and employment, and between occupations and jobs. Understanding these dynamics is crucial for organizations to develop effective retention strategies and maintain operational stability (Califf & Brooks, 2020; Nguyen *et al.*, 2022; Promchart & Potipiroon, 2020).

Furthermore, turnover is a significant worry for many companies since it raises costs, especially in jobs with low compensation. Several factors influence an organization's turnover rate, which can come from employees and employers.

Compensation, benefits, earnings, and job analysis are such factors. According to the researchers, turnover costs a company indirect and direct expenses, including human resources, training, advertising, retention, and productivity loss (Aziz *et al.*, 2021; Hu, 2020; Park & Johnson, 2019).

However, many academics have traditionally viewed employee turnover and job satisfaction as inversely related. Conversely, an opposing viewpoint exists. For example, broader constructs such as commitment and job satisfaction cannot fully explain the specialized concept of employee turnover. Several factors may influence employee turnover and job satisfaction, including salary, stress, work environment, and training. Therefore, understanding the complex interplay of these variables is essential to developing effective strategies to reduce turnover and improve employee satisfaction (Erro-Garcés & Ferreira, 2019; Ertürk, 2022; Shibiti, 2019).

Also, different people use different techniques of turnover. For example, a person with a cheerful demeanor is less likely to leave his or her job. In some cases, an organization may be aware of the factors that cause an employee to leave their job, which may assist an organization in lowering the rate by implementing various problem-solving methods, such as confirming that employees have a high level of job satisfaction. Furthermore, individuals with a high turnover intention are generally perceived as less effective and are constantly looking for a method to quit the firm. Many experts have demonstrated that the fundamental cause for the increasing rate of personnel turnover in the workplace is a lack of job satisfaction. Individuals dissatisfied with their jobs are more likely to leave the company (Demir, 2020; Li & Yao, 2022; Puranitee *et al.*, 2019).

4. Material and Methods

This study employed a quantitative research design, specifically a descriptive correlational approach, to examine the relationship between occupational stress, teacher burnout, and turnover intent. Rooted in the postpositivist paradigm, the research focused on objectivity, observable data, and logical analysis while acknowledging the limitations of measurement. The research instruments and procedures were designed to allow replication, comparison, and verification of results. The primary instrument used was a researcher-adapted questionnaire composed of closed-ended items rated on a five-point Likert scale, ranging from Strongly Agree (5) to Strongly Disagree (1). This instrument was validated by experts to ensure internal consistency and relevance to the research objectives.

Participants in the study were 105 public elementary school teachers from twelve schools in the Malapatan 2 District, representing a substantial portion of the 141 teachers in the district. The sample size was determined using Slovin's formula, and simple random sampling was employed to give each teacher an equal chance of selection. This ensured that the sample was representative and inclusive. The participants' number, sex, and age group were also documented to aid in the analysis of demographic influences. Data collection used multiple modes, including online forms, printed surveys, and face-

to-face interviews, all containing the same structured set of questions. This multi-format approach improved participation rates and ensured reliability and consistency in the responses.

Table 1: Distribution of the Respondents

Name of School	Population Size	Sample Size
Akbual IP	8	6
Alna Integrated School	12	9
Calay IP	9	7
Del Hilado Elementary School	10	7
Francisco A. Cagang Elem. School	9	7
Libi Integrated School	12	9
Dolores Yatoy Integrated School	12	9
Policarpo H. Millona Central Integrated School	22	16
Rancho IP	5	4
Tocablao Elementary School	7	5
Tusan IP	8	6
Tuyan Integrated School	27	20
Total	141	105

A separate section was prepared to define abbreviated terms used in the study, such as TPB (Theory of Planned Behavior), COR (Conservation of Resources), and FSHC (Firm-Specific Human Capital), ensuring clarity for all readers. Overall, the materials and procedures used in this study were rigorously designed and implemented to support the reliability, validity, and ethical integrity of the research findings.

Established on the Theory of Planned Behavior (TPB) framework, this study explores turnover intentions by examining how individual attitudes, perceived social expectations (subjective norms), and the sense of control over one's actions influence the decision to remain in or exit the teaching profession. According to TPB, a teacher's intention to leave the profession is shaped by their belief about the outcomes of staying or leaving, their perceived social pressure, and their control over the decision. If a teacher believes that leaving the profession will lead to better personal or professional outcomes and feels empowered to make that choice, turnover intent will likely increase. TPB is beneficial in explaining how intentions evolve into actual behavior in the context of job dissatisfaction.

Moreover, the Demand-Control Model by Karasek (1979) addresses occupational stress. This model posits that job strain is highest when employees face high demands but have little control over their work. In the context of teaching, excessive workload, time pressure, and lack of autonomy contribute significantly to occupational stress. When demands outweigh the teacher's ability to manage them, stress levels rise, potentially leading to burnout and increased intent to leave. Highlights the importance of enhancing teacher autonomy and providing support systems for greater decision-making control to mitigate stress and improve retention.

Additionally, the Conservation of Resources (COR) Theory by Hobfoll (1989) is particularly relevant to understanding burnout and its link to turnover intent. COR theory suggests that individuals strive to obtain, retain, and protect their valued resources such as energy, time, and emotional stability. Burnout occurs when teachers continually lose these resources due to prolonged stress without adequate replenishment or support. This emotional exhaustion and sense of depletion fuel a desire to leave the profession, thus reinforcing turnover intent. The theory underscores how resource loss, more than the absence of gains, can disproportionately negatively impact teacher well-being and career commitment. Moreover, the Firm-Specific Human Capital (F.S.H.C.) Theory by Becker (1975) supports these main theories, emphasizing the importance of firm-specific skills and the cost implications of turnover. This theory explains why organizations have a vested interest in minimizing teacher attrition. When teachers leave, schools lose the investment in their training and accumulated knowledge tailored to their specific educational context. The theory underscores the broader organisational consequences of high turnover rates and reinforces the need for retention strategies. Retaining experienced teachers helps maintain instructional continuity and strengthens school culture, which is crucial for student achievement and institutional stability.

Thus, these theories provide a multidimensional framework for understanding the complex interplay between occupational stress, burnout, and turnover intentions. They inform this study's investigation into how individual perceptions, working conditions, and institutional support shape teachers' decisions to remain or leave the profession. This comprehensive perspective is essential for developing targeted interventions that address the root causes of teacher attrition.

Figure 1 presents the study's conceptual framework, which follows an input-output model. The framework outlines the key variables, occupational stress, teacher burnout, and turnover intent, as inputs that inform the development of an intervention program as the study's output. These interconnected variables reflect the realities educators face in increasingly demanding work environments. Systematically analyzing these factors, the framework guides the formulation of targeted strategies to reduce stress. Indeed, this framework highlights a critical progression: unresolved occupational stress often escalates into teacher burnout, manifesting as emotional and psychological exhaustion. This burnout is a primary precursor to increased turnover intent as educators seek relief from overwhelming demands. Recognizing this linear and cyclical relationship among stress, burnout, and turnover intent is fundamental to designing effective and comprehensive intervention strategies.

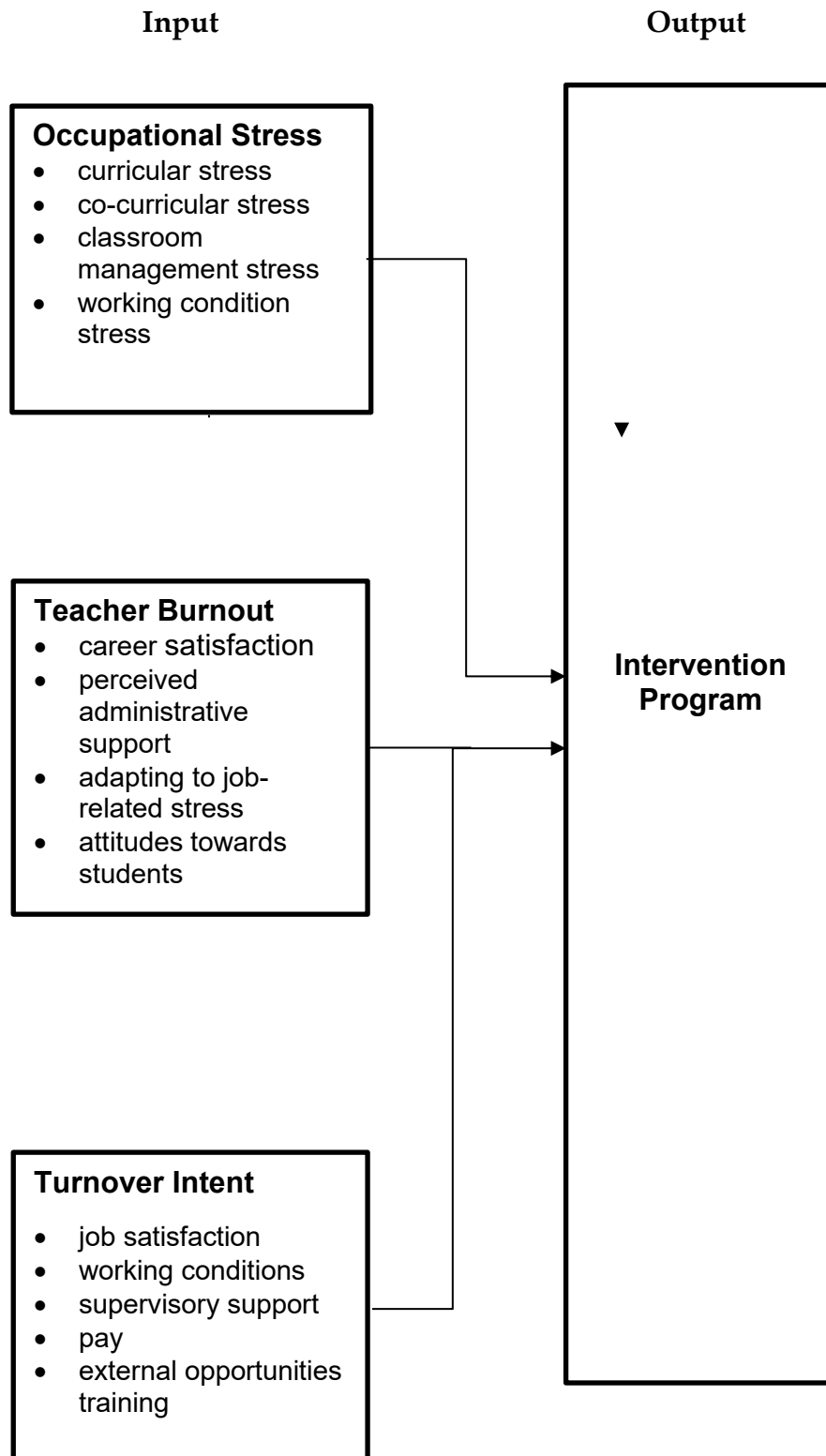


Figure 1: The Conceptual Framework of the Study

As one of the core inputs, occupational stress encompasses stressors related to curriculum implementation, co-curricular responsibilities, classroom management, and

working conditions. It arises when the job demands exceed an individual's ability to cope within a limited timeframe. Due to multiple and often conflicting roles in instruction, documentation, and administrative tasks, educators, especially in basic and higher education, are vulnerable to chronic stress. Research has shown that high occupational stress contributes to physical and emotional problems, including increased risks of cardiovascular disease, burnout, and job dissatisfaction (Kumara, 2021; Lambert *et al.*, 2019; Parveen & Bano, 2019).

Teacher burnout, the second primary input, refers to the emotional and psychological exhaustion caused by prolonged exposure to stress without adequate coping mechanisms or support. Includes diminished career satisfaction, low perceived administrative support, difficulty adapting to job-related stress, and deteriorating attitudes toward students. Burnout mediates occupational stress and turnover intent, emphasizing its significance in understanding teacher attrition. Turnover intent, the third input variable, reflects an educator's inclination to leave the profession or transfer to another institution. Job satisfaction, working conditions, supervisory support, compensation, and access to professional development opportunities shape this intent. Elevated turnover intent often signals a workforce that feels undervalued, unsupported, and overwhelmed, which can severely undermine educational quality and institutional stability. Addressing these underlying factors to retain skilled educators

To address these issues, the study proposes the E.E.J.S. (Equipping Educators for Job Stress) Program as its output. Intervention applies evidence-based strategies to alleviate stress, prevent burnout, and decrease turnover intent. The program integrates organizational support and individual coping mechanisms through cognitive-behavioral techniques, peer support systems, and leadership development for better workload management, the E.E.J.S. The program focuses on stress management and professional well-being, supporting teachers in building resilience.

4.1 Research Locale

The researcher conducted this study in the unique and diverse Malapatan 2 District in the Municipality of Malapatan, Sarangani Province, under the leadership of Mrs. Glenda L. Elem, the Public Schools District Supervisor. The district is a coastal municipality that covers 16.73% of the province's total land area, with a population of 80,741, as per the 2020 Census, and a population density of 133 people per square kilometer. Malapatan is a vibrant and dynamic research locale, known for its diverse culture, active community involvement, and growing educational initiatives.

Culturally, people living in Malapatan come from many different tribes, including our Muslim brothers and sisters. Fishing is one of the main ways that people in the municipality make money because the sea surrounds it. There are many beach resorts in the municipality. Malapatan has many natural resources and different cultures, with people from indigenous tribes like Blaan and Tboli and other migrant groups. The municipality honors its cultural heritage through several local festivals that showcase traditional music and dance. These events help people feel like they are part of a

community and unite them. The district's diverse population needs interventions that carefully use the community's strengths while maximizing spatial benefits, addressing systemic problems, and inequities.

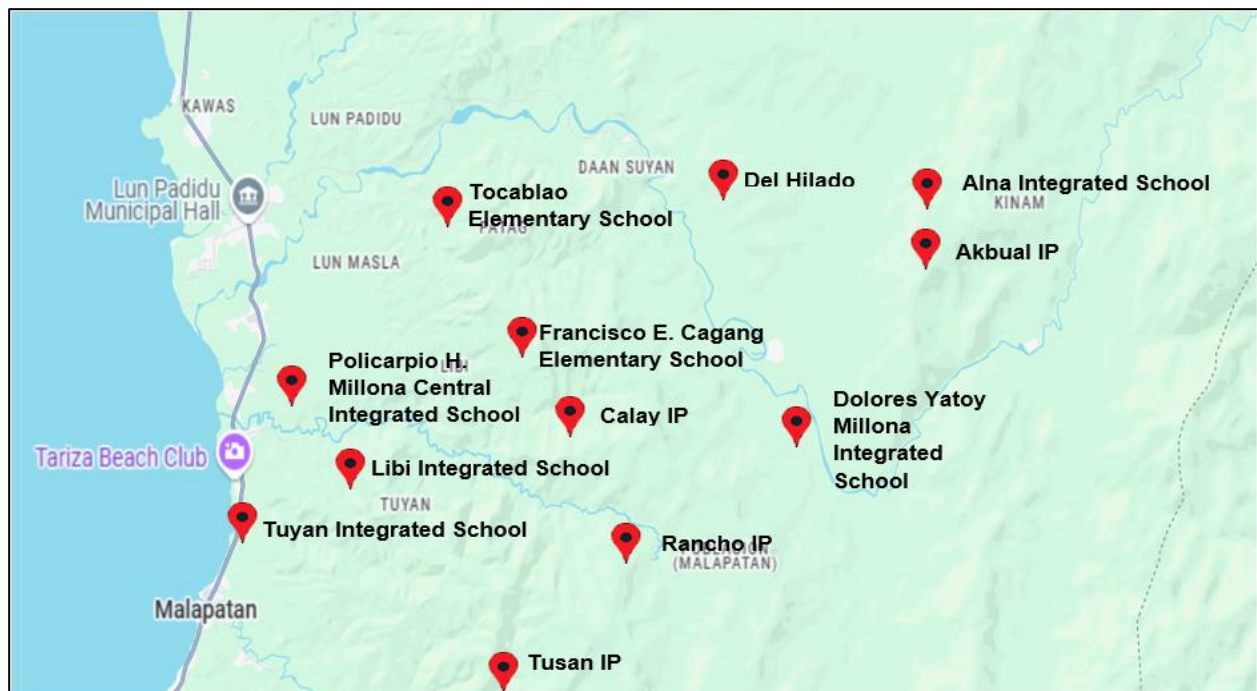


Figure 2: The Philippine Map and the Locale of the Study

4.2 Research Instrument

The study utilized an adapted survey questionnaire to measure occupational stress, teacher burnout, and teachers' turnover intentions. To ensure contextual relevance, the researcher sought the assistance of expert validators in modifying the instrument to align with the specific characteristics of the study locale. A total of five (5) expert validators participated in the validation process, which involved assessing item clarity, conceptual alignment with the research objectives, and the overall appropriateness of the questionnaire for the target teacher population. Feedback from the validators was carefully reviewed and integrated to enhance the instrument's validity and ensure it accurately captured the constructs under investigation.

Table 2: Scale and Interpretation Guide for Measuring Level of Occupational Stress

Scale	Range	Description	Interpretation
5	4.20 – 5.00	Strongly Agree	This means the level of occupational stress is very high and is always true.
4	3.40 – 4.19	Agree	This means the level of occupational stress is high, and is true oftentimes.
3	2.60 – 3.39	Fair	This means the level of occupational stress is fair, and it is true sometimes.
2	1.80 – 2.59	Disagree	This means the level of occupational stress is low, which is rarely true.
1	1.00 – 1.79	Strongly Disagree	This means the level of occupational stress is very low, which is never true.

On the other hand, it was the responsibility of the evaluators to complete the validation forms that the researcher provided. Additionally, the participants list all the suggestions in the tool's comment section. After the validators and evaluators had checked the questionnaires, the researcher considered all the ideas and comments and reflected them on the paper. After considering all the suggestions and feedback, the researcher sent her advisor a copy of the tool. Before finalizing the instrument, the researcher asked a small group with characteristics similar to the target population to complete a test. This step ensured that the survey questions were precise, reliable, and appropriate.

Correspondingly, the researcher designed the burnout questionnaire using a framework that offers insights into early conceptualizations of teacher burnout and focuses on modern stress dynamics in professional environments related to occupational stress. These tools were aligned with the study's objectives to ensure content validity and relevance to the participants' experiences. This rigorous process of development and refinement strengthened the overall reliability and validity of the research instruments used in the study. Lastly, the turnover intent questionnaire examines factors contributing to employee turnover.

Table 3: Scale and Interpretation Guide for Measuring Level of Burnout

Scale	Range	Description	Interpretation
5	4.20 – 5.00	Strongly Agree	This means the level of burnout is very high and is true all the time.
4	3.40 – 4.19	Agree	This means the level of burnout is high and is true oftentimes.
3	2.60 – 3.39	Fair	This means the level of burnout is fair and is true sometimes.
2	1.80 – 2.59	Disagree	This means the level of burnout is low and is rarely
1	1.00 – 1.79	Strongly Disagree	This means the level of burnout is very low, which is never true.

The reliability analysis results, as presented in Table 4, indicate that the instruments used to measure occupational stress and burnout exhibit strong internal consistency. According to widely accepted reliability standards, a Cronbach's Alpha coefficient of 0.89 for the occupational stress scale is excellent. This high coefficient means that the items on the occupational stress scale are very similar and measure the same, ensuring the data on teachers' occupational stress levels is accurate and reliable.

Similarly, the burnout scale also had a Cronbach's Alpha of 0.87, which is also very reliable. The high-reliability scores of both the burnout and turnover intent scales indicate that these tools are well-designed to produce consistent and dependable results. Specifically, the burnout scale effectively measures teachers' mental, emotional, and physical exhaustion. As a result, using these reliable instruments enhances the overall validity of the study's findings.

Table 4: Reliability Analysis of the Occupational Stress and Burnout Scales Using Cronbach's Alpha

Scale	Number of Items	Cronbach's Alpha	Interpretation
Occupational Stress	19	0.89	Excellent Reliability
Burnout	20	0.87	High Reliability

4.3 Data Collection

The first step of the data collection is to secure the approval letters. First, the researcher secured the approval letter from the Dean of the RMMC Graduate School and the needed clearance. After that, once the clearance was released, the researcher sought an approval letter from the Schools Division superintendent of the Sarangani Division. Then, the researcher sought approval from the Public Schools District Supervisor of Malapatan 2 District and the school heads of the concerned schools.

Subsequently, the next phase of the data collection is to secure permission from the participants. The researcher first visited the respondents' schools to arrange the schedule for the actual conduct of the survey. In this study, the researcher made sure that she would not disrupt classes and would firmly adhere to the mandate of the Department of Education about the No Disruption of Classes policy. Thus, the researcher administered the survey during the most convenient time for the teachers.

During the actual interview, the researcher first oriented the respondents to the goals and objectives of the study. The researcher informed the respondents that their

participation in the study was essential and that their input would significantly contribute to the success of the research. The researcher also oriented them on how to answer the survey questionnaires correctly. The researcher asked the respondents if they had questions about the items presented in the instrument and encouraged them to ask freely. The most important thing the researcher told them was that all the collected data would be kept private and no one else could see their answers.

4.4 Statistical Tools

Mean, Pearson's Product Moment of Correlation (Pearson's r), and Multiple Regression were used to determine and evaluate the strength of the corresponding responses of the said respondents based on the indicated statement of the problems. The researcher gave a full explanation and interpretation of the study's results, showing them in text and table form. The gathered data for this study utilized the following tools:

- **Mean.** This tool was used to determine what represents the typical value or average of the responses. It measures teachers' occupational stress, burnout, and turnover intent in answer to research objectives 1,2, and 3.
- **Pearson's Product-Moment Correlation (Pearson's r).** This tool would indicate how the linear correlation between two variables is assessed on an interval or ratio scale, in which the significant relationship between the specified variables in this study was determined in answer to research objective 4.
- **Multiple Regression.** This tool was used to determine the domain of occupational stress and burnout that predicts the turnover intent of teachers. It evaluates how these independent variables (occupational stress and burnout) impact the dependent variable (turnover intent), identifying which factors are the strongest predictors in answer to research objective 5.

4. Results and Discussion

This chapter presents the data and interpretation on the level of occupational stress of the teachers, the level of burnout of the teachers, the level of the teachers' turnover, the significant relationship between burnout and teachers' turnover intent and occupational stress and teachers' turnover intent, and the domain that predicts teachers' turnover intent. These data are essential for understanding teachers' challenges and potential effects on the education system.

4.1 The Level of Occupational Stress

Table 5 presents the level of occupational stress experienced by teachers, analyzed using mean scores and descriptive interpretations based on a five-point Likert scale. Results show that teachers experience substantial occupational stress, particularly in the areas of curricular, co-curricular, and classroom management. The mean scores for these stress domains were 3.90, 3.40, and 3.70, respectively, all falling within the high range. These

findings suggest that teachers frequently encounter challenges associated with their core teaching responsibilities.

In terms of curricular stress, the data revealed high levels of pressure stemming from managing academic workloads, fulfilling strict curriculum requirements, and addressing students' diverse learning needs. Teachers often feel overwhelmed due to the need to design engaging and effective lessons while ensuring that all students, regardless of ability, receive quality instruction. The elevated stress levels in this category are compounded by time constraints, performance evaluations, and the expectation to maintain consistent academic outcomes. Co-curricular stress was also notably high, with teachers often required to participate in activities beyond the classroom, such as coaching sports, managing school events, or preparing students for competitions. These responsibilities place additional demands on their time and energy, often disrupting work-life balance. Tasks that are not directly related to instruction still consume significant effort and can contribute to feelings of fatigue and time insufficiency.

Classroom management stress scored similarly high, indicating that teachers regularly face challenges in maintaining order, motivating disengaged learners, accommodating various learning styles, and managing student behavior. The need to supervise students during non-instructional times and to create a positive and supportive classroom environment further adds to their workload. These stressors, though part of routine teaching, accumulate and impact emotional and physical well-being.

In contrast, the domain of working conditions received an overall mean of 3.00, categorized as moderately high. This suggests that stress related to the physical and administrative environment is sometimes true and generally manageable. Teachers indicated difficulties with factors such as environmental discomfort (e.g., noise or temperature issues) and paperwork. However, these concerns did not reach the same intensity as those associated with teaching and student engagement. The presence of peer support, clear expectations, and effective communication from leadership helps mitigate stress in this area, maintaining performance levels despite occasional disruptions, and providing access to micro-credentialing programs that promote continuous learning.

Table 5: The Level of Occupational Stress of Teachers

Indicators	Mean	Description
	n=105	
Curricular Stress		
1. Juggling school-related responsibilities, such as grading papers, during dedicated family time.	4.10	Agree
2. Spending additional time preparing students for competitions that take place beyond regular school hours.	4.20	Strongly Agree
3. Working with classes that have diverse cognitive levels, making it challenging to cater to individual learning needs.	3.50	Agee
4. Navigating relationships with colleagues, which may involve differing opinions, conflicts, or collaborative challenges.	3.40	Agree
5. Facing inspections or evaluative situations in the classroom, which can create pressure to meet certain standards.	4.30	Strongly Agree

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Total	3.90	High
Co-Curricular Stress		
1. Participating in trips with students, potentially involving added responsibilities and stressors outside of the regular teaching environment.	3.20	Fair
2. Preparing students for competitions that occur during regular school hours, impacting normal teaching schedules.	3.50	Agree
3. Actively engaging in contests alongside students, possibly leading to additional stress related to performance expectations.	4.00	Agree
4. Providing extra assistance to a struggling student to help them improve academically.	3.10	Fair
5. Working with colleagues to prepare students for competitions, requiring effective collaboration and communication.	3.30	Agree
Total	3.40	High
Classroom Management		
1. Encouraging a calm and focused atmosphere in the classroom conducive to learning.	4.00	Agree
2. Establishing and upholding a structured and orderly environment to facilitate effective learning.	3.60	Agree
3. Collaborating with students who may need additional motivation to enhance their learning experience.	3.40	Agree
4. Guiding and supporting children who constructively display high energy or excitement.	3.80	Agree
5. Supervising and ensuring the well-being of students during designated break times.	4.10	Agree
6. Cultivating a positive and uplifting mood for every student within the classroom.	3.40	Agree
Total	3.70	High
Working Conditions		
1. Conducting lessons amidst external noise challenges, such as street disturbances.	2.40	Disagree
2. Delivering instruction in less-than-ideal thermal conditions, such as excessively cold temperatures.	3.00	Fair
3. Managing paperwork and documents pertaining to administrative responsibilities.	3.50	Agree
Total	3.00	Moderately High

4.2 The Level of Burnout

Table 6 presents the data on the level of burnout of teachers. Mean and description were used to treat the gathered data. The findings indicate that teacher burnout is generally high and is frequently true, particularly in the areas of career satisfaction, perceived administrative support, and students' attitudes. In contrast, the data show that burnout related to adapting to job-related stress falls within the moderately high range, meaning it is sometimes true.

The overall mean of 3.60 in the career satisfaction domain indicates that many teachers are increasingly dissatisfied with their profession. This dissatisfaction is commonly linked with symptoms of burnout, such as declining job performance,

frequent absences, decreased interest in professional development, work-life imbalance, emotional exhaustion, and reduced overall satisfaction in teaching. Teachers may experience a loss of passion for teaching, a sense of regret regarding their career choice, and lower motivation to engage fully in their instructional duties. To address this, school leaders and policymakers must adopt a whole-person approach, emphasizing the importance of teacher well-being. This includes providing adequate resources, emotional and professional support, stress-reduction programs, flexible working conditions, and meaningful professional development opportunities aimed at restoring purpose and enthusiasm in teaching.

The mean score of 3.50 in perceived administrative support also reflects a high level of burnout. Although many teachers acknowledge receiving some support from administrators, a significant portion still feels underappreciated, inadequately guided, or insufficiently recognized. This lack of consistent and meaningful support contributes to emotional fatigue and feelings of isolation. When administrative decisions are perceived as detached from classroom realities, teachers may feel undervalued or ignored, which exacerbates their stress and sense of burnout. These findings highlight the importance of improving communication, feedback systems, and supportive leadership practices to better align administrative actions with teachers' needs.

Burnout is also high in relation to students' attitudes, with a mean of 3.70. Teachers frequently report emotional exhaustion caused by dealing with student misbehavior, disrespect, lack of preparedness, and negative attitudes. These behavioral challenges contribute to frustration, classroom disruption, and lower instructional effectiveness. The persistence of such issues can diminish teacher morale and make the classroom environment more stressful. Addressing these concerns requires clear behavioral policies, consistent disciplinary strategies, and the integration of guidance and support services to promote a more respectful and conducive learning atmosphere.

Meanwhile, the dimension of adapting to job-related stress yielded a lower mean of 2.80, categorized as moderately high. While not as intense as the other areas, it still indicates that some aspects of burnout, such as physical fatigue, occasional depression, or stress-induced health concerns, are sometimes true for teachers. Signs such as increased absenteeism, reduced engagement in lesson planning, irritability, and emotional exhaustion suggest that while some teachers are managing their stress, others are beginning to show signs of burnout. Over time, this can lead to a reduced sense of accomplishment, motivation, and overall job satisfaction if not adequately addressed.

In summary, the findings highlight the urgent need for comprehensive burnout prevention and wellness programs for teachers. Burnout is driven not only by student behavior but also by organizational factors like heavy workloads and lack of support. A holistic and sustained approach is essential to promote teacher well-being and retention.

Table 6: The Level of Burnout of Teachers

Indicators	Mean	Description
	n=105	
Career Satisfaction		
1. I eagerly anticipate opportunities to teach in the future.	4.00	Agree
2. I am pleased with my decision to pursue teaching as a career.	3.10	Fair
3. I find that teaching is more fulfilling than I initially expected	3.30	Fair
4. I would still choose to become a teacher if I had to do it all over again	4.00	Agree
5. I eagerly look forward to every teaching day.	3.60	Agree
Total	3.60	High
Perceived Administrative Support		
1. I get adequate praise from my supervisors for a job well done.	3.30	Fair
2. I feel that my administrators are willing to help me with classroom problems should they arise.	4.00	Agree
3. I believe that my efforts in the classroom are appreciated by the administrators.	3.60	Agree
4. My supervisors give me more praise than criticism.	3.20	Fair
5. My administrators help me with my classroom problems.	3.50	Agree
Total	3.50	High
Adapting To Job-Related Stress		
1. I feel depressed because of my teaching experiences.	2.10	Disagree
2. The teaching day is so tiring.	3.40	Agree
3. My physical illness might be related to my stress with teaching.	3.70	Agree
4. I find it difficult to calm down after a day of teaching.	2.00	Disagree
5. The stresses in the job are more than I can bear.	3.00	Fair
Total	2.80	Moderately High
Students' Attitude		
1. Students act disrespectfully in the class.	3.40	Agree
2. Students are not decent.	4.20	Strongly Agree
3. Students come to school unprepared for learning.	3.40	Agree
4. Students come to school with bad attitudes.	3.80	Agree
Total	3.70	High

4.3 The Level of the Teachers' Turnover Intent

Table 7 presents the results on teachers' turnover intent, analyzed using mean scores and descriptive statistics. The findings indicate a high level of turnover intent, which is often true across key dimensions, including job satisfaction, working conditions, supervisory support, pay, and external opportunities and training.

The domain of job satisfaction showed an overall mean of 3.60, suggesting that many teachers frequently consider leaving the profession due to dissatisfaction with their roles. Contributing factors include limited opportunities for career advancement, lack of autonomy in teaching decisions, unaligned assignments, and frustration with current salary levels. When educators feel undervalued or unfulfilled, their motivation to remain in the profession declines, increasing the likelihood of attrition.

Similarly, working conditions yielded a mean score of 3.70, indicating frequent dissatisfaction. Some aspects, such as classroom conditions and facilities, were rated

moderately, but high workloads, large class sizes, and limited collegial support were cited as major stressors. These conditions negatively impact teachers' well-being and job satisfaction, making them more inclined to seek alternative employment opportunities.

The level of supervisory support also scored 3.70, revealing that teachers often feel unsupported by school leadership. Concerns include unequal enforcement of rules, insufficient qualifications of supervisors, and a perceived focus on criticism rather than constructive feedback. This lack of meaningful support erodes trust and contributes to a workplace culture where teachers feel undervalued and demotivated.

Pay emerged as a significant factor, with the highest mean score of 3.80, suggesting that dissatisfaction with compensation is frequently true among respondents. Teachers reported that their salaries were inadequate to support their basic needs, were not reflective of their workload, and lacked fairness in comparison to other professions. This financial strain can compel educators to pursue better-paying opportunities outside the teaching profession. Such dissatisfaction not only impacts morale but also reduces teachers' long-term commitment to their current institutions.

Lastly, the domain of external opportunities and training received a high mean score of 3.70, indicating that teachers are often drawn to outside opportunities due to limited professional growth within their current roles. The perception that teaching has low social recognition and prestige, coupled with unfair access to professional development, further intensifies turnover intentions. This highlights the importance of establishing clear, equitable, and accessible professional development pathways to retain skilled educators.

In conclusion, these results emphasize the urgent need to address compensation, workplace conditions, and growth opportunities. When teachers are fairly compensated, supported by leadership, and offered clear pathways for advancement, they are more likely to stay engaged and committed to the profession. Failure to act may result in continued teacher attrition, disrupting student learning and weakening the overall stability of the educational system. Therefore, proactive retention strategies must be prioritized to foster a more sustainable and resilient teaching workforce.

Table 7: The Level of the Teachers' Turnover Intent

Indicators	Mean	Description
	n=105	
Job Satisfaction		
1. Lack of career advancement.	4.20	Strongly Agree
2. Teachers’ interest in the teaching profession.	3.40	Agree
3. Dissatisfaction with current salary.	3.80	Agree
4. Insufficient control in running teaching activities.	3.20	Fair
5. Assign sections and periods based on teachers’ willingness.	3.60	Agree
Total	3.60	High
Working Conditions		
1. The conduciveness of the classroom condition.	3.00	Fair
2. Good school facilities (staff room, recreation centre, toilet, internet access, etc.).	3.40	Fair

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3. High workload.	4.20	Strongly Agree
4. Collegial relationship among teachers.	3.80	Agree
5. A large number of students in a classroom.	4.00	Agree
Total	3.70	High
Supervisory Support		
1. Rules and regulations are not applied equally.	3.20	Fair
2. Teachers' positive attitude towards school leaders.	4.00	Agree
3. School supervisors are not well qualified to supervise schools.	3.10	Fair
4. Supervisors are more fault-finders than constructive in giving support to teachers.	4.40	Strongly Agree
5. Supervisors are not well committed to discharging their responsibilities.	4.00	Agree
Total	3.70	High
Pay		
1. Teachers have low salaries.	4.70	Strongly Agree
2. Non-teaching professions have high salaries	2.00	Disagree
3. Inadequate income to support the family and meet other obligations	4.50	Strongly Agree
4. Poor living environment (housing, transport, and health insurance not given to teachers)	3.50	Agree
5. Unfair career structure & salary scale	4.50	Strongly Agree
Total	3.80	High
External Opportunities and Training		
1 Better pay is offered to non-teaching occupations with the same qualifications.	2.00	Fair
2. A lower level of recognition for teachers by government officials than for other professions.	4.00	Agree
3. The teaching profession has a very low social status compared to other professions.	4.20	Strongly Agree
4. High mismatch of teachers' income and market situation.	3.50	Agree
5. The opportunity for professional development is minimal.	4.90	Strongly Agree
6. The selection of teachers for a professional development opportunity is unfair.	3.40	Agree
Total	3.70	High

4.4 The Significant Relationship Between Burnout and Teachers' Turnover Intent

Table 8 presents the significant relationship between burnout and teachers' turnover intent. Pearson's Product-Moment Coefficient of Correlation was used to treat the data gathered.

It shows that when the burnout and teachers' turnover intent are tested, the Alpha level of .05 with a sample size of 103 is used. The table shows that the computed Pearson's Product Moment Coefficient of Correlation value was 0.81. It is more significant than the tabular value of .190, which led to rejecting the null hypothesis. The level of teachers' burnout significantly influenced teachers' turnout intent.

Table 9 presents the significant relationship between occupational stress and teachers' turnover intent. Pearson's Product-Moment Coefficient of Correlation was utilized to treat the data gathered.

Table 8: The Significant Relationship Between Burnout and Teachers' Turnover Intent

Variables	Df	rxy value n=105		Decision	Analysis
		Computed	Tabular		
Burnout vs. Teachers' Turnover Intent	103	0.81	0.190	Reject the null hypothesis.	There is a significant relationship.

Findings show that the level of occupational stress and teachers' turnover intent was tested through the Alpha level of .05 with a sample size of 103. The table shows that the computed Pearson's Product Moment Coefficient of Correlation value is 0.80. It was more significant than the tabular value of .190, which led to rejecting the null hypothesis. The level of teachers' occupational stress significantly influenced teachers' turnover intent.

Table 10 presents that the domain of occupational stress and burnout significantly predicts the turnover intent of teachers. Since the probability value is $p < 0.05$. R^2 value of .801 implies that 80.1% of the occupational stress and burnout best predict the turnover intent of teachers, while other factors influenced the remaining 19.99%. It revealed that the t-values of occupational stress regarding curricular, co-curricular, classroom management, and working condition stress are 200, .199, 1.189, and .146, respectively. Further, it revealed that the t-values of burnout regarding career satisfaction, perceived administrative support, adapting to job-related stress, and attitudes towards students were .210, .110, .248, and .700, respectively.

**Table 9: The Significant Relationship between
Occupational Stress and Teachers' Turnover Intent**

Variables	Df	rxy value n=105		Decision	Analysis
		Computed	Tabular		
Occupational Stress vs. Turnover Intent	103	0.80	0.190	Reject the null hypothesis.	There is a significant relationship.

Therefore, among the four domains of occupational stress, the best domain that significantly predicted the turnover intent of teachers was curricular stress, with $p = .004$. The best domain that significantly predicted the turnover intent in terms of burnout is attitudes toward students, with a coefficient of 3.548 and $p = .004$, which is less than the 0.05 significance level.

Table 10: The Domain of Occupational Stress and
Burnout that Predicts Teachers' Turnover Intent

Occupational stress	Turnover intent		
	B	t-value	p-value
Curricular stress	.200	2.21	.004
Co-curricular stress	.199	1.099	.002
Classroom management stress	.189	1.029	.003
Working condition stress.	.146	2.01	.002
Burnout			
Career satisfaction	.210	2.784	.003
Perceived administrative support	.11	1.50	.002
Adapting to job-related stress	.248	1.981	.003
Attitudes towards students	.700	3.548	.004
R	.801		
R-square	.490		
F-value	100.91		
P-value	.000		

5. Recommendations

The results of this study support the global call for Sustainable Development Goal 4 (SDG 4), which aims to provide everyone with access to high-quality education and opportunities to learn throughout their lives. To reach this goal, teachers' well-being and ongoing involvement must be at the heart of educational systems. This study found that many teachers have high levels of stress at work, high levels of burnout, and a strong desire to leave their jobs. These issues point to problems in the system that make it harder to provide a good education. So, national and local education authorities should spend money on policies that put teachers first and help them with things like managing their workload, getting fair pay, getting help with their mental health, and getting better at their jobs. It is important to make schools safe and well-equipped so that teachers can do their jobs well and stay in them.

At the local level, particularly within the Sarangani Division, the immediate beneficiaries of these recommendations include teachers, school heads, and learners. School leaders must foster a culture of open communication, fair supervisory practices, and responsive support systems. Teachers are encouraged to prioritize self-care, participate in stress management programs, and collaborate in building peer support networks. Moreover, learners should be aware of their role in promoting a respectful and positive classroom environment. Several indicators rated as "Fair" or "Moderately High," such as administrative support, working conditions, and career satisfaction, can be improved to "High" levels through targeted interventions like improved facility provisions, mentorship programs, recognition systems, and equitable access to training opportunities. Future researchers are encouraged to explore evidence-based solutions that address these areas, contributing to sustainable and transformative change in the teaching profession.

6. Conclusion

The results of this study showed that teachers are under much stress and are burning out, which significantly affects their plans to leave the profession. Teachers' daily challenges were evident in the curriculum's demands, classroom management, and co-curricular responsibilities. Even though the stress level from working conditions was only moderately high, it still added to the overall stress that teachers felt.

Similarly, it was also found that teachers were very burned out, especially regarding how happy they were with their jobs, how much support they got from their bosses, and how students acted. These results show how hard it is to be a teacher emotionally and mentally, especially when the administration does not give enough support and the students act out. The study also found that teachers had a hard time handling stress at work, which could make them tired and less motivated, which could be bad for their health and work.

Also, statistical analyses showed a strong link between teachers' desire to leave their jobs and stress and burnout. Students' attitudes were the best predictor of whether or not they would leave, meaning how they act in class and interact with teachers daily significantly impacts whether or not a teacher stays or leaves. How students behave significantly affects a teacher's decision to stay or leave.

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Conflict of Interest Statement

The researcher declares that there are no conflicts of interest.

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