

Job Demands, Burnout, and Early Retirement Intentions among Public Elementary School Teachers in the Division of City Schools, Manila

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Abstract

This study examined job demands, burnout levels, and early retirement intentions among 98 public elementary school teachers from five schools in two districts in the Division of City Schools of Manila, all with at least 15 years of service. Using a descriptive-correlational design, data were gathered through a standardized questionnaire and analyzed using weighted mean, frequency, percentage, Pearson r , and regression analysis. Results showed that teachers experienced moderate job demands overall (WM = 2.84), including organizational support (3.05), workload (2.68), resources (2.93), advancement opportunities (2.59), and job security (2.93). Burnout levels were also moderate, particularly in emotional exhaustion (2.85) and personal accomplishment (3.02), while depersonalization was low (2.10). In terms of retirement intentions, a large majority (89%) preferred early retirement, with most intending to retire between ages 45–54. Significant relationships were found between job demands (organizational support and workload) and burnout dimensions (emotional exhaustion and depersonalization), as well as between job demands and personal accomplishment. However, early retirement intentions were not significantly related to either job demands or burnout, indicating that other factors may influence teachers' decisions to retire early. The study concluded that while teachers generally manage moderate job demands, many experience stress and emotional strain. Despite this, they maintain a sense of professional accomplishment. However, the high rate of early retirement intention is a concern. It was also found that decreased organizational support increases burnout, while better job conditions reduce emotional exhaustion and depersonalization. Based on these findings, it is recommended that school administrators improve workload distribution, strengthen organizational support, and promote work-life balance. The implementation of wellness programs, counseling services, and stress management initiatives is also encouraged. Further research should explore additional factors influencing early retirement decisions, such as financial conditions, personal preferences, and organizational culture.

Keywords: Descriptive Correlational Study, Job Demands, Burnout, Early Retirement Intentions, Public Elementary School Teachers

Introduction

Teaching is widely regarded as one of the most vital professions, as it lays the foundation for all other careers. The transfer of knowledge and values from teachers to learners sustains not only individual growth but also societal development. In this context, the well-being of teachers is essential in maintaining a productive and positive learning environment. Healthy and motivated teachers are more capable of fostering student engagement and academic success. However, the increasing complexity of teaching roles has made it necessary to examine factors that influence teachers' performance and well-being, particularly job demands and burnout. Managing these factors is crucial to sustaining teacher productivity and ensuring the long-term effectiveness of the educational system.

In the Philippine setting, public school teachers are often exposed to demanding working conditions that may lead to burnout. The teaching profession has evolved significantly in the 21st century, requiring educators to perform multiple roles beyond classroom instruction. Teachers are not only facilitators of learning but also mentors, role models, and, at times, surrogate parents to their students. As noted by Muhammad et al. (2022), teachers play a critical role in shaping students' academic and social development, often extending their responsibilities beyond instructional duties. These expanding roles, coupled with limited resources and increasing expectations, contribute to heightened stress levels among educators.

Job demands refer to the physical, cognitive, and emotional efforts required in performing professional tasks. For teachers, these demands include managing large class sizes, meeting curriculum standards, addressing diverse learner needs, and fulfilling administrative responsibilities. According to Arnold B. Bakker et al. (2021), excessive job demands, when not balanced with adequate resources, can result in burnout, a condition characterized by emotional exhaustion, depersonalization, and reduced personal accomplishment. Similarly, Arceta (2020) emphasized that educators experience higher levels of burnout compared to other professions. Burnout is often viewed as a response to prolonged exposure to stressors in the workplace, affecting both psychological and physical well-being. While some scholars associate burnout with broader mental health conditions, it is widely recognized as a work-related phenomenon that reflects systemic challenges rather than individual weaknesses.

Empirical studies further highlight the strong link between job demands and teacher well-being. Eddy Admiraal (2023) identified workload and student misbehavior as key predictors of burnout, emotional exhaustion, and reduced job satisfaction. These factors also influence teachers' commitment and intention to remain in the profession. In line with this, Mona Armstrong-Stassen and Ursel (2019) explained that employees often leave their organizations due to dissatisfaction with working conditions. This phenomenon is particularly relevant in education, where prolonged stress and limited support may push teachers to consider early retirement. Supporting this claim, Macken (2019) and Muhammad et al. (2022) found that health concerns and work-related stress are primary factors influencing teachers' decisions to retire early.

Despite the growing body of literature on teacher burnout, there remains a need to contextualize these findings within specific environments. Urban public elementary school teachers in Manila face unique challenges shaped by sociocultural, economic, and institutional conditions. Large class sizes, resource constraints, and administrative pressures may intensify job demands and contribute to burnout. While previous studies have established general relationships between job demands and burnout, limited research has explored how these factors collectively influence early retirement intentions in this specific context.

Thus, this study aimed to examine the relationship between job demands, burnout, and early retirement intentions among public elementary school teachers in the Division of City Schools of Manila. By identifying the extent of these variables and their interrelationships, the study seeks to provide insights that can inform policy and intervention programs. Ultimately, the findings may contribute to the development of strategies that promote teacher well-being, reduce burnout, and enhance retention within the public education system.

Methods

This study utilized a descriptive-correlational research design to examine the relationship among job demands, burnout, and early retirement intentions among public elementary school teachers in the Division of City Schools of Manila. The descriptive method was employed to determine the levels of job demands, burnout, and early retirement intentions, while the correlational approach was used to assess the relationships among these variables and determine their predictive influence.

The respondents of the study consisted of 98 public elementary school teachers from five selected schools in two districts within the Division of City Schools of Manila. All participants had rendered at least 15 years of teaching service, ensuring adequate exposure to the demands of the profession. A purposive sampling technique was used to select respondents who met the inclusion criteria. Participation in the study was voluntary, and informed consent was obtained prior to data collection. The confidentiality and anonymity of all respondents were strictly observed throughout the research process.

A standardized questionnaire served as the primary instrument for data collection. The instrument was composed of three parts: Part I measured job demands in terms of organizational support, workload, resources, advancement opportunities, and job security; Part II assessed burnout in terms of emotional exhaustion, depersonalization, and personal accomplishment; and Part III determined early retirement intentions, including preferred retirement age. The questionnaire utilized a four-point Likert scale to ensure consistency in responses. It was validated prior to administration to establish its reliability and suitability for the study.

Prior to the conduct of the study, permission was secured from the appropriate school authorities. The researcher personally administered the questionnaires to the respondents and provided clear instructions to ensure accurate and honest responses. Adequate time was given for the completion of the instrument, and all collected data were treated with strict confidentiality and used solely for academic purposes. The data gathered were analyzed using appropriate statistical tools. Descriptive statistics, such as weighted mean, frequency, and percentage distribution, were used to determine the levels of job demands, burnout, and early retirement intentions. The Pearson Product-Moment Correlation Coefficient (Pearson r) was employed to examine the relationships among the variables. Furthermore, regression analysis was used to determine whether job demands and burnout significantly predict early retirement intentions. These statistical treatments enabled a comprehensive analysis and interpretation of the data.

Results and Discussion

The study assessed the analysis and interpretation of data on job demands, burnout, and early retirement intentions among public elementary school teachers in the Division of City Schools of Manila.

Table 1
Summary Table of the Teachers' Job Demands

Indicators	Weighted Mean	Verbal Interpretation	Rank
1.Organizational support	3.05	Moderate	1
2.Workload	2.68	Moderate	4
3.Resources	2.93	Moderate	2.5
4.Advancement opportunities	2.59	Moderate	5
5.Job security	2.93	Moderate	2.5
Overall Weighted Mean	2.84	Moderate	

As presented in Table 1, the **level of job demands** among teachers in terms of organizational support, workload, resources, advancement opportunities, and job security. Results revealed that the overall job demands were **moderate**, with a composite weighted mean of 2.84. Among the indicators, organizational support obtained the highest mean (3.05), followed by resources (2.93) and job security (2.93), while workload (2.68) and advancement opportunities (2.59) received relatively lower ratings. These findings indicate that while teachers perceive a reasonable level of support and stability in their profession, challenges remain in workload management and career growth opportunities.

The result of the study is supported by existing literature highlighting emphasizing the importance of organizational support in reducing burnout. Bakker, Hakanen, and Demerouti (2007) found that employees experiencing high job demands with low organizational support tend to have higher burnout levels and lower job satisfaction, while those receiving strong support report better well-being. Similarly, Leiter, Gascón, and Martínez-Jarreta (2010) reported that nurses exposed to high work demands and limited organizational support showed increased emotional exhaustion and depersonalization, both key indicators of burnout. These studies reinforce the present findings that inadequate organizational support, when combined with high job demands, significantly contributes to burnout among professionals.

Table 2 Summary Table of the Teachers' Burnout

Indicators	Weighted Mean	Verbal Interpretation	Rank
1.Emotional Exhaustion	2.85	Moderate	2
2. Depersonalization	2.10	Low	3
3. Personal Accomplishment	3.02	Moderate	1
Overall Weighted Mean	2.66	Moderate	

As presented in Table 2, it can be drawn from the data that the overall Teachers' Burnout among the respondents showed that teachers experienced a **moderate level of burnout**, particularly in emotional exhaustion (2.85) and personal accomplishment (3.02), while depersonalization was rated low (2.10). This suggests that although teachers feel emotionally strained due to work demands, they are still able to maintain a sense of fulfillment and engagement in their profession. The relatively low level of depersonalization indicates that teachers continue to demonstrate care and concern toward their students despite the pressures they face. These results align with existing literature emphasizing that burnout does not always lead to detachment, especially among educators who remain committed to their roles.

The result of the study is supported on teacher burnout, highlighting the impact of high job demands and limited resources on educators’ well-being. Granziera and Martin (2021) found that workload, classroom management, and administrative tasks are linked to emotional exhaustion and reduced engagement. Maslach et al. (2020) emphasized that prolonged occupational stress leads to chronic emotional exhaustion, the core dimension of burnout. Parker (2022) reported that low organizational support and heavy workload contribute to depersonalization and lower job satisfaction, while Lambert (2023) noted higher emotional exhaustion when job demands exceed available resources, especially in large and under-resourced classrooms. Similarly, Skaalvik(2020) identified workload, student behavior issues, and lack of support as key predictors of burnout, and Kim (2021) confirmed higher burnout levels among teachers under persistent job strain in public schools. Overall, these studies affirm that teacher burnout is driven by high job demands, insufficient support, and workplace stressors, supporting the present study’s findings on emotional exhaustion and working conditions

Table 3 Teachers’ Retirement Age Preference

Age Range	Frequency	Percentage
45 – 49	33	34%
50 – 54	37	38%
55 – 59	17	17%
60 – 65	7	7%
Beyond 65	4	4%
	98	100%

As presented in Table 3, Results presented in table 11 revealed that a significant portion of teachers intend to retire at a relatively young age. Specifically, 38% of the respondents indicated that they plan to retire between the ages of 50-54, while 34% intended to do so at the age of 45-49. Furthermore, 17% of the teachers reported that they plan to retire at the age of 55-59. Interestingly, only 7% of the teachers surveyed expressed their intention to retire at the normal retirement age. These findings suggest that a significant number of teachers in public schools in Manila may be considering early retirement, potentially impacting the workforce distribution in the education sector.

The findings of this study align with recent research of Toczec et al. (2022) study provided credence to the notion that one of the main causes of early retirement intentions is deemed to be poor health. Additionally, they disregarded the possibility that people with unfavorable employment histories would have to work later on owing to money worries, even in the face of potential health limitations, and that they would put off their plans to retire early.

Table 4 Relationship Between the Teachers’ Job Demands in terms of Organizational Support and Level of Burnout

Job Demands:	Statistical Treatment (Pearson r)	p-value	Decision	Interpretation
Organizational Support				
Emotional exhaustion	-0.694	.000*	Null Hypothesis Rejected	Significant

	(moderate negative correlation)			
Depersonalization	-0.640 (moderate negative correlation)	.000*	Null Hypothesis Rejected	Significant
Personal accomplishment	.081 (negligible correlation)	.429	Null Hypothesis Not Rejected	Not Significant
*Significant @ .01				

For the relationship between the teachers’ job demands in terms of organizational support and their level of burnout in terms of emotional exhaustion ($r=-0.694$) and depersonalization ($r=-0.640$), the p-value obtained was both .000 which was lower than the test of significance at .01, suggesting that there is enough statistical evidence to reject the null hypothesis. Therefore, there was a significant relationship between the job demands in terms of organizational support to burnout in terms of emotional exhaustion and depersonalization. This means that as the organizational support decreases, the level of burnout in terms of emotional exhaustion and depersonalization tends to increase. This means that teachers who perceive lower levels of organizational support are more likely to experience higher levels of burnout.

The study supported by recent literature provides on teacher burnout, highlighting the role of high job demands and limited resources in educators’ well-being. Granziera and Martin (2021) found that workload, classroom management, and administrative tasks are linked to emotional exhaustion and reduced engagement, while Maslach et al. (2020) emphasized that prolonged stress leads to chronic emotional exhaustion, the core dimension of burnout. Parker (2022) reported that low organizational support and heavy workload contribute to depersonalization and lower job satisfaction, and Lambert (2023) noted increased burnout when job demands exceed available resources. Likewise, Skaalvik and Skaalvik (2020) and Kim (2021) identified workload, student behavior issues, and lack of support as key predictors of burnout among teachers. Overall, these studies confirm that teacher burnout is driven by high job demands and insufficient support, supporting the present study’s findings.

Table 5 Relationship Between the Teachers’ Job Demands in terms of Workload and Level of Burnout

Job Demands: Workload	Statistical Treatment (Pearson r)	p-value	Decision	Interpretation
Emotional exhaustion	-0.039 (negligible correlation)	.705	Null Hypothesis Not Rejected	Not Significant
Depersonalization	-0.047 (negligible correlation)	.648	Null Hypothesis Not Rejected	Not Significant
Personal Accomplishment	0.204 (low correlation)	.044*	Null Hypothesis Rejected	Significant
*Significant @ 0.05 **Significant @.05				

As presented in Table 5 shows for the relationship between the respondents’ job demands in terms of workload and their level of burnout in terms of personal accomplishment ($r=0.204$), the p-value obtained

was .044 which was lower than the test of significance at .05, suggesting that there was enough statistical evidence to reject the null hypothesis. This means that the lower the respondents’ job demands in terms of workload, the lower the level of their burnout in terms of personal accomplishment.

Meanwhile, no significant relationship was found between workload and emotional exhaustion ($r=.039$) and depersonalization ($r=.047$) with probability values of .705 and .648, respectively, which were higher than the test of significance at .05, suggesting that there is not enough statistical evidence to reject the null hypothesis. This means that the respondents’ level of burnout in terms of emotional exhaustion and depersonalization do not depend on their job demands in terms of workload.

Table 6

Relationship Between the Teachers’ Job Demands in terms of Resources and Level of Burnout

Job Demands: Resources	Statistical Treatment (Pearson r)	p-value	Decision	Interpretation
Emotional exhaustion	.430 (moderate correlation)	.000*	Null Hypothesis Rejected	Significant
Depersonalization	.396 (low correlation)	.000*	Null Hypothesis Rejected	Significant
Personal accomplishment	-.013 (negligible correlation)	.899	Null Hypothesis Not Rejected	Not Significant
*Significant @ 0.01 **Significant @.05				

As presented in Table 6 for the relationship between the respondents’ job demands in terms of resources and their level of burnout in terms of emotional exhaustion ($r=.430$) and depersonalization ($r=.396$), the p-value obtained was both .000 which was lower than the test of significance at .01, suggesting that there is enough statistical evidence to reject the null hypothesis. This means that the lower the respondents’ job demands in terms of resources, the lower the level of their burnout in terms of emotional exhaustion and depersonalization.

The study supported by Wanamaker (2018) found that job demands moderate the relationship between job resources and burnout, such that higher demands and lower resources lead to increased burnout. Similarly, Yin et al. (2018) reported no significant relationship between job resources and teacher burnout among 450 teachers in China, noting that factors such as job autonomy and social support were stronger predictors. Consistently, the present findings show no significant relationship between resources and personal accomplishment, indicating that teachers’ sense of achievement is not dependent on job resources alone.

Table 7

Relationship Between the Teachers’ Job Demands in terms of Advancement Opportunities and Level of Burnout

Job Demands: Advancement Opportunities	Statistical Treatment (Pearson r)	p-value	Decision	Interpretation
Emotional exhaustion	.378 (low correlation)	.000*	Null Hypothesis Rejected	Significant

Depersonalization	.285 (low correlation)	.004*	Null Hypothesis Rejected	Significant
Personal accomplishment	.061 (negligible correlation)	.550	Null Hypothesis Not Rejected	Not Significant
*Significant @ 0.01 **Significant @.05				

As presented in Table 7 shows that for the relationship between the respondents’ job demands in terms of advancement opportunities and their level of burnout in terms of emotional exhaustion ($r=.378$) and depersonalization ($r=.285$), the p-values obtained were .000 and .004, respectively, which were both lower than the test of significance at .01, suggesting that there was enough statistical evidence to reject the null hypothesis. This means that the lower the respondents’ job demands in terms of advancement opportunities, the lower the level of their burnout in terms of emotional exhaustion and depersonalization. The result of the study is supported by Amiri et al. (2020) found that limited advancement opportunities contribute to higher burnout levels among primary health care providers, suggesting that improving career growth may enhance engagement and reduce burnout. Similarly, Lahana et al. (2019) emphasized that providing advancement opportunities, innovative supervisory support, and employee incentives can help prevent burnout. However, the present findings showed no significant relationship between advancement opportunities and personal accomplishment, indicating that teachers’ sense of achievement is not influenced by career advancement opportunities alone.

Table 8

Relationship Between the Teachers’ Job Demands in terms of Job Security and Level of Burnout

Job Demands: Job Security	Statistical Treatment (Pearson r)	p-value	Decision	Interpretation
Emotional exhaustion	.243 (moderate correlation)	.016**	Null Hypothesis Rejected	Significant
Depersonalization	.220 (moderate correlation)	.029**	Null Hypothesis Rejected	Significant
Personal accomplishment	-.032 (moderate correlation)	.755	Null Hypothesis Not Rejected	Not Significant
*Significant @ 0.05 **Significant @.05				

As presented in Table 8 shows that for the relationship between the respondents’ job demands in terms of job security and their level of burnout in terms of emotional exhaustion ($r=.243$) and depersonalization ($r=.220$), the p-values obtained were .016 and .029, respectively, which were both lower than the test of significance at .05, suggesting that there was enough statistical evidence to reject the null hypothesis. This means that the lower the respondents’ job demands in terms of job security, the lower the level of their burnout in terms of emotional exhaustion and depersonalization.

The results supported by the recent studies of Shahidi et al. (2022) found that higher job demands, low job control, job insecurity, and low organizational justice predict increased burnout over time, while Wielers et al. (2022) reported that job insecurity among young employees is strongly associated with higher burnout levels. However, the present findings revealed no significant relationship between job security and personal accomplishment, indicating that teachers’ sense of achievement is not influenced by job security as a job demand.

Table 9 Relationship Between the Teachers’ Job Demands and Early Retirement Intentions

Early Retirement Intentions	Statistical Treatment (Pearson r)	p-value	Decision	Interpretation
Organizational support	-.110 (negligible correlation)	.279	Null Hypothesis Not Rejected	Not Significant
Workload	.050 (negligible correlation)	.626	Null Hypothesis Not Rejected	Not Significant
Resources	-.071 (negligible correlation)	.487	Null Hypothesis Not Rejected	Not Significant
Advancement opportunities	.018 (negligible correlation)	.891	Null Hypothesis Not Rejected	Not Significant
Job security	.047 (negligible correlation)	.648	Null Hypothesis Not Rejected	Not Significant
Significant @ 0.01				

As presented in Table 9 shows that for the relationship between the respondents’ job demands in terms of organizational support ($r=.110$), workload ($r=-.035$), resources ($r=.075$), advancement opportunities ($r=-.014$) and job security ($r=-.044$), the obtained probability values were .280, .736, .465, .891 and .667, respectively, which were all higher than the test of significance at .05. This shows that there was not enough statistical evidence to reject the null hypothesis, indicating no significant relationship between the job demands and early retirement intentions. This means that the respondents’ early retirement intention does not depend on their job demands.

The result of the supported by Ageing (2019) explains this lack of relationship by pointing out that there is little evidence linking job demands to earlier retirement intentions. Furthermore, the study indicated that by enhancing psychosocial work characteristics, it could be feasible to delay early retirement from the workforce, prior to reaching pension age. The results are in opposition to a study by Nordlinder et al (2024) which found that the main factors influencing workers' intention to retire early were the type of occupation, job demands, and a lack of social support.

Table 10 Relationship Between the Teachers’ Level of Burnout and Early Retirement Intentions

Early Retirement Intentions	Statistical Treatment (Pearson r)	p-value	Decision	Interpretation
Emotional exhaustion	.085 (negligible correlation)	.404	Null Hypothesis Not Rejected	Not Significant

Depersonalization	.071 (negligible correlation)	.487	Null Hypothesis Not Rejected	Not Significant
Personal accomplishment	.021 (negligible correlation)	.835	Null Hypothesis Not Rejected	Not Significant
Significant @ 0.01				

As presented in Table 10 show that for the relationship between the respondents’ level of burnout in terms of their emotional exhaustion ($r=.076$), depersonalization ($r.058$) and personal accomplishment ($r.024$) and their early retirement intentions, the obtained probability values were .456, .568 and .813, respectively, which were all higher than the test of significance at .05. This shows that there was not enough statistical evidence to reject the null hypothesis, indicating no significant relationship between the level of burnout and early retirement intentions. This means that the respondents’ early retirement intention does not depend on their level of burnout.

The results supported by recent research of Schaack et al (2020) stating that in programs where there were a shared vision and more job control, teachers reported feeling more fulfilled in their work. Furthermore, teachers who reported higher levels of emotional exhaustion, had post-secondary degrees, made less effort to share their organization's vision, and made less money were also more likely to say they intended to quit. Furthermore, lower intentions to leave were correlated with higher levels of collegiality through a decrease in emotional tiredness.

Table 11
Regression Analysis of Teachers’ Job Demands on their Early Retirement Intentions

Predictor	Dependent Variable	β	R^2	ANOVA	t	p-value	Decision	Interpretation
Teachers’ Job Demands	Early Retirement Intentions	.284	.021	F=1.992	-1.412	.161	Null Hypothesis Not Rejected	Not Significant
Significant @ 0.05								

As presented in Table 11 shows the predictive power of teachers’ job demands on their early retirement intentions. As indicated, teachers’ job demands only accounted for 2.10% ($F=1.992$; $t=-1.412$) of the variability of the dependent variable. Results also showed that for every one-unit increase in job demands, there was .284 increase in early retirement intentions. However, the probability test showed a p-value of .161 which was higher than the significant value of .05, suggesting that there was not enough statistical evidence to reject the null hypothesis. This means that teachers’ job demands are not a significant predictor of their early retirement intentions.

The result of the study supported by is like the findings of Khan, Z et al (2019) which found that the job demands were not significantly related to teachers’ intention to retire early. The researchers concluded that factors such as autonomy, job satisfaction and work-life balance were more strongly correlated with retirement intentions than job demands. The lack of significant relationship between job demands and

early retirement intentions of teachers may be a result of a complex interplay of various factors that influence individual decisions about retirement. Some teachers may view job demands as normal part of their profession. Others may have coping mechanisms or strategies for managing job demands that mitigate the impact on their retirement intentions.

Table 12
Regression Analysis of Teachers’ Level of Burnout on their Early Retirement Intentions

Predictor	Dependent Variable	β	R ²	ANOVA	t	p-value	Decision	Interpretation
Teachers’ Burnout	Early Retirement Intentions	.066	.006	F=.597	.773	.442	Null Hypothesis Not Rejected	Not Significant
Significant @ 0.05								

As presented in Table 11 shows the predictive power of teachers’ level of burnout on their early retirement intentions. As indicated, teachers’ burnout only accounted for .60% (F=.597; t=.773) of the variability of the dependent variable. Results also showed that for every one-unit increase in burnout, there is .066 increase in early retirement intentions. However, the probability test showed a p-value of .442 which was higher than the significant value of .05, suggesting that there was not enough statistical evidence to reject the null hypothesis. This means that teachers’ level of burnout is not a significant predictor of their early retirement intentions.

The findings are supported by Kim and Lee (2018), who found that although burnout is negatively associated with job satisfaction, it does not have a significant relationship with turnover intentions among teachers in South Korea. Similarly, Skaalvik (2017) reported that teacher burnout is not a strong predictor of early retirement intentions, as retirement decisions are also influenced by factors such as job satisfaction, school climate, salary, and personal considerations. Overall, these studies suggest that while burnout affects teachers’ well-being, it is not the sole determinant of early retirement intentions.

Conclusions and Recommendations

The study revealed that public elementary school teachers experienced moderate job demands, with an overall weighted mean of 2.84. Among the indicators, organizational support obtained the highest mean, while advancement opportunities and workload received lower ratings. In terms of burnout, teachers demonstrated a moderate level of emotional exhaustion and personal accomplishment, while depersonalization was low. This indicates that although teachers experience stress and fatigue, they still maintain a sense of professional value and engagement in their work.

Findings also showed that a significant majority (89%) of teachers expressed intentions for early retirement, with most preferring to retire between ages 45–54. Correlation analysis revealed significant relationships between job demands and burnout, particularly in emotional exhaustion and depersonalization. However, no significant relationship was found between job demands and early retirement intentions, nor between burnout and early retirement intentions. Regression analysis further confirmed that job demands and burnout are not significant predictors of early retirement intentions.

Based on the findings, it is concluded that public elementary school teachers in the Division of City Schools of Manila experience manageable job demands and moderate levels of burnout, particularly in emotional exhaustion. Despite this, a high proportion of teachers still intend to retire early. The study further concludes that while job demands significantly influence burnout levels, they do not directly determine early retirement intentions. Likewise, burnout is not a significant predictor of teachers' decisions to retire early, suggesting that other factors beyond workplace stress contribute to retirement decisions.

Based on the results, it is recommended that school administrators strengthen organizational support systems by improving workload distribution, providing adequate teaching resources, and enhancing administrative assistance. Wellness programs, counseling services, and stress management interventions should also be implemented to help reduce emotional exhaustion among teachers. The Division of City Schools is encouraged to continuously monitor teachers' well-being and promote policies that support work-life balance.

Furthermore, school leaders should investigate other factors influencing early retirement intentions, such as financial stability, health conditions, and career development opportunities. Future researchers are also encouraged to explore additional variables that may better explain teachers' retirement decisions. Finally, the proposed action plan should be implemented, regularly monitored, and evaluated to ensure its effectiveness in improving teacher retention and well-being.

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