



ECONOMIC FRAMEWORK, ADMINISTRATIVE DEMANDS, AND THEIR IMPACT ON TEACHER SATISFACTION AND ATTRITION

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ABSTRACT:

This study investigates how systemic economic pressures and administrative workload shape teacher job satisfaction and career retention in Minglanilla, Cebu—a rapidly urbanizing municipality where educators face unique peri-urban pressures. Despite national recognition of teacher shortages, few studies examine how financial instability and bureaucratic demands interact in specific Philippine localities to drive attrition. Using a convergent parallel mixed-methods design, this research surveyed 94 public elementary and high school teachers across Minglanilla's seven schools, supplemented by in-depth interviews with 12 educators most ready to leave. Quantitative analysis reveals that teachers experiencing both frequent salary delays and heavy administrative burden scored 40% lower in job satisfaction than those facing only one stressor—a synergistic effect rarely captured in isolated studies. Qualitative findings illuminate the mechanism: Minglanilla's peri-urban geography amplifies the psychological weight of paperwork when pay is unreliable. Major conclusions suggest that sustainable retention requires predictability—pay reliably on the 15th and 30th—and one protected weekly day without administrative tasks. Policymakers should recognize that attrition is interaction-driven, with modest, achievable interventions potentially preserving teaching capacity in peri-urban Philippine communities.

KEYWORDS:

TEACHER RETENTION, BUREAUCRATIC WORKLOAD, SALARY DELAYS, PHILIPPINE PUBLIC EDUCATION, JOB SATISFACTION, ADMINISTRATIVE REFORM.

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INTRODUCTION

The teaching profession in the Philippines faces a deepening crisis. DepEd Undersecretary Gloria Jumamil-Mercado reported a shortage of 86,000 teachers in 2024, with student-to-teacher ratios reaching 1:40 instead of the ideal 1:30

While the Department of Education consistently reports vacancy rates, the daily experiences driving educators away remain insufficiently understood. Attrition is rarely sudden; it is a gradual erosion of commitment, chipped away by predictable frustrations that accumulate month after month.

Recent national reforms attempt to address these

pressures. Republic Act 11997 (the "Kabalikat sa Pagtuturo Act"), enacted May 2024, provides public school teachers with a ₱5,000 teaching allowance for School Year 2024-2025, increasing to ₱10,000 starting School Year 2025-2026

Additionally, DepEd Order No. 002, s. 2024 mandates the immediate removal of administrative tasks from teachers, and March 2025 reforms announced a 57% reduction in school forms—from 174 to approximately 75 forms. However, implementation gaps persist. Despite DO 002, over 56% of teachers report still performing administrative work, with 42% working more than 50 hours weekly and spending an average of 17.8 hours on

ancillary duties

This study examines the intersection of economic frameworks and administrative demands, arguing that these pressures compound rather than merely coexist. By investigating how systemic resource instability and bureaucratic workload jointly shape teacher satisfaction and retention intentions in Minglanilla, Cebu, this research moves beyond isolated explanations toward a more integrated understanding of why good teachers leave.

MATERIALS AND METHODS:

This study employed a convergent parallel mixed-methods design. The researcher surveyed all 94 public elementary and high school teachers across 7 schools in Minglanilla who were willing to participate, then conducted in-depth interviews with 12 who scored lowest on retention indicators. Paper questionnaires were distributed during faculty meetings in February 2026, covering demographics, job satisfaction (5 items), economic precarity (5 items), administrative burden (6 items), and departure intentions (2 items).

Twelve teachers who indicated likely departure joined 20–30 minute semi-structured interviews over lunch in faculty rooms or nearby carenderias. Participants walked through a typical week, identifying when money worries and paperwork together became unbearable. All interviews were recorded with permission, transcribed, and coded for recurring themes, particularly "breaking point" moments. Survey data were analyzed using SPSS for descriptive patterns and group comparisons; qualitative themes were matched against quantitative scores for convergence. Pilot testing with 4 teachers identified "lending app dependence" as more culturally accurate than "savings adequacy"; scales showed acceptable reliability ($\alpha = .87-.89$)

DISCUSSION:

These findings echo what Filipino education researchers have suspected: teacher attrition stems not from low pay or heavy workload alone, but their toxic combination. The 40% satisfaction drop among teachers facing both burdens suggests an interaction effect rarely captured in isolated studies. Mid-career vulnerability challenges assumptions that experience builds resilience—these teachers remember when conditions were better and feel the decline personally. Minglanilla's peri-urban geography amplifies dynamics through constant comparative awareness. The modest retention proposals—reliable pay dates, protected time—align with recent findings that teacher well-being hinges on predictability rather than dramatic increases. Limitations include the single-municipality scope; however, complete local coverage offers specificity that thin national sampling obscures.

TABLES AND FIGURES:

Characteristic	n	%
Elementary	42	44.7

High School	52	55.3
2–5 years' service	28	29.8
6–10 years	35	37.2
11–15 years	31	33
With side jobs	31	33
Likely to leave	34	36.2

TABLE 1: MINGLANILLA PUBLIC SCHOOL TEACHERS (N=94)

Legend: From all 7 public schools in Minglanilla. "Side jobs" include tutoring or sari-sari stores. "Likely to leave" combines intention to exit Minglanilla schools or teaching entirely within two years.

Variable	Leaving (n=34)	Staying (n=60)
Job Satisfaction	2.34 (0.71)	3.36 (0.68)
Economic Precarity	4.12 (0.76)	3.21 (0.81)
Administrative Burden	4.05 (0.72)	3.39 (0.78)

TABLE 2: MEAN SCORES BY DEPARTURE INTENTION

Legend: 5-point scales. Higher = more of named construct. Standard deviations in parentheses.

FIGURE 1: THE BREAKING POINT—INTERACTION EFFECT

Visual: 2x2 matrix showing job satisfaction scores:

	Low Paperwork	High Paperwork
Stable Pay	3.67	3.12
Unstable Pay	2.89	**2.18**

Legend: The shaded cell (2.18) represents Minglanilla teachers facing both burdens—where "I can't do this anymore" moments cluster. The gap between 3.12 and 2.18 shows financial stress amplifying paperwork's psychological weight beyond simple addition.

FIGURE 2: WHAT WOULD KEEP THEM

Visual: Horizontal bars, mentions by 12 interviewed teachers:

Proposal	Mentions
Reliable pay on 15th/30th	11
One protected day weekly	9
Reduced LIS encoding	7
Complete chalk allowance	6

Legend Absent: demands for dramatic raises. Present: predictability and protected time—modest, achievable solutions.

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