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Teaching on Empty: How Teachers' Workloads Affect Students' Learning Capacity at Noveleta Senior High School

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Abstract

This study focuses on examining how teachers' workloads affect student learning capacity at Noveleta Senior High School. As we all know, teachers are required to handle multiple responsibilities such as preparing detailed lesson plans, completing administrative paperwork, attending meetings, assessing student performance, and managing extracurricular duties. These responsibilities play a significant role in shaping the effectiveness of their teaching practices inside the classroom. However, when these demands become excessive, they may negatively impact both teacher performance and student outcomes. The study used a descriptive qualitative research design involving selected students and teachers from Noveleta Senior High School. Data were gathered through in-depth interviews and open-ended questionnaires, allowing participants to share their personal experiences, perceptions, and challenges related to teacher workload and its impact on classroom learning. This approach provided a deeper understanding of how workload pressures influence teaching quality and student engagement.

The findings revealed that excessive workloads reduce teachers' time for lesson preparation, limit their ability to

create interactive and engaging classroom activities, and increase stress and fatigue. As a result, classroom instruction becomes less effective, and meaningful teacher-student interaction is diminished. Students reported experiencing difficulties in understanding lessons, decreased motivation to participate, and a lower overall learning capacity due to less structured and less engaging instruction.

Furthermore, the study highlights that when teachers are overburdened, they may struggle to provide timely feedback, individualized support, and innovative teaching strategies that cater to diverse learning needs. This situation can widen learning gaps among students and negatively affect their academic performance and confidence. Based on these findings, it is recommended that school administrators develop and implement effective workload management strategies. These may include redistributing administrative tasks, providing support staff, improving time management systems, and ensuring a balanced allocation of responsibilities. By addressing teacher workload concerns, schools can enhance teaching effectiveness, promote better classroom interaction, and ultimately improve the learning capacity and overall educational experience of students.

Keywords: Organization for Economic Co-operation and Development (OECD), Cognitive Load Theory (CLT), Philippines

1. The Problem and its Background

Introduction

Teachers are the heart and center of education in every classroom. Their work is not only to teach students but also to guide them, explain lessons, and help them grow academically and personally. However, many teachers face heavy workloads that affect their performance in teaching. Nowadays, they are not only expected to teach their students but also to handle additional tasks such as paperwork, lesson planning, meetings, and other school responsibilities. These added duties can be tiring and stressful, which may affect their teaching skills and daily performance.

When teachers are overwhelmed, it becomes harder for them to focus and give proper attention to their students, which can result in lower student learning. A heavy workload also consumes time because instead of fully preparing and creating effective lesson plans, teachers are often busy attending meetings and completing paperwork. As a result, they may have less time to prepare engaging lessons, provide individual attention, or create a better learning experience for their students. Consequently, students may find it difficult to stay focused, understand lessons clearly, and reach their full learning potential.

Understanding and analyzing how teachers' workloads affect students' learning capacity is important for improving the school environment. By recognizing the heavy responsibilities and challenges teachers face, schools can find ways to better support them and reduce their workload. This can lead to more effective teaching and better learning experiences for students.

Background of the Study

Teachers play a crucial role in shaping students' academic achievement as well as their social and emotional development. However, their responsibilities extend far beyond classroom teaching. Teachers are required to accomplish various non-instructional tasks, including lesson preparation, assessment and marking of students' work, preparation of progress reports, attendance at meetings, participation in school programs, and communication with parents. These multiple responsibilities contribute to the overall workload of teachers and often demand significant time and effort beyond teaching hours (OECD, 2022).

In recent years, the workload of teachers has increased considerably due to curriculum changes, added administrative functions, the use of educational technologies, and heightened expectations from schools and other stakeholders. The OECD (2022) reported that excessive administrative and non-teaching duties limit instructional time, increase documentation requirements, and lead to higher levels of stress and lower job satisfaction among teachers.

While research findings on the direct link between workload and stress vary, teachers' experiences suggest that heavy workloads frequently result in burnout, emotional exhaustion, and reduced teaching effectiveness. UNESCO (2022) emphasized that overwhelming workloads hinder teachers' ability to focus on core instructional tasks, provide individualized support to learners, and maintain their overall well-being. Consequently, managing teachers' workload effectively is essential to promote teacher welfare and ensure the delivery of quality education.

The workload of teachers is a significant factor not only for the welfare of the teaching profession but also for the learning ability of students.

If teachers are overloaded with many activities outside the classroom, the time allocated for teaching will be limited. The Organization for Economic Co-operation and Development (2022) emphasized that when teachers are asked to do too much work, they simply do not have enough time to teach.

In addition, such behaviors not only decrease the ability of teachers to establish clearly structured and organized academic learning conditions, it also directly affect the students' focus, participations and overall academic progress

because it takes away teachers' time and energy from teaching important activities. Also, lack of time to prepare for a lesson because of heavy workloads can result in visibly lower quality in teaching practice. The Organization for Economic Co-operation and Development (2022) emphasized that when teachers are asked to do too much work, they simply do not have enough time to teach. In addition, such behaviors not only decrease the ability of teachers to establish clearly structured and organized academic learning conditions, it also directly affect the students' focus, participations and overall academic progress because it takes away teachers' time and energy from teaching important activities. Also, lack of time to prepare for a lesson because of heavy workloads can result in visibly lower quality in teaching practice.

Statement of the Problem

This study aims to examine relationship between teachers' workloads and students' learning capacity of the Senior High Students at Noveleta.

Specifically, the study aims to answer the following questions:

1. How much work do teachers at Noveleta Senior High School have to do in terms of teaching hours, administrative tasks, and other duties?
2. How do teachers assess their students' learning capacity in terms of focus, comprehension, and retention during classroom instruction?
3. Is there a significant relationship between teachers' workloads and students' learning capacity as perceived by teachers?
4. Which aspect of teachers' workloads significantly affects students' learning capacity based on teachers' perceptions?
5. How do teachers perceive the effects of their workloads on the quality of teaching and students' learning?

Hypothesis

H₀: There is no significant effect of teachers' workloads on the learning capacity of the students at Noveleta Senior High School.

H₁: There is a significant effect of teachers' workloads on the learning capacity of the students at Noveleta Senior High School

Objective of the Study

This study aims to examine the relationship of teachers' workloads to the learning capacity of the Students at Noveleta Senior High School.

Specifically, this study aims:

1. Identify the level of teachers' workloads in terms of teaching hours, administrative tasks, and additional responsibilities.
2. Determine teachers' perceptions of students' learning capacity in terms of focus, comprehension, and retention during classroom instruction.
3. Find if there is a significant relationship between teachers' workloads and students' learning capacity.
4. Identify which aspect of teachers' workloads most affects students' learning capacity.
5. Describe teachers' perceptions of how their workloads affect the quality of teaching and students' learning.

Theoretical Framework

Social Cognitive Theory

Excessive workloads not only affect the teachers but also the students, because when the teacher feel stress and pressured it can affect their teaching skills and how will they face their students. Marcionetti and Castelli (2023) claim that teachers are more prone to stress and burnout when they feel overworked. Overload works can make them less motivated and focused in teaching, as a result, their work as a teacher become more difficult and challenging. According to social cognitive theory, their attitudes, behaviors, and workplace have an impact on their effectiveness as teacher. Marcionetti and Castelli (2023) claim that support and assistance from coworkers and school administrators helps teachers manage better, heavy workloads can reduce their confidence and job satisfaction. Teachers may find it difficult to plan interesting classes or provide students with full attention when they are worn out. Students' ability to learn may be impacted by this.

Role Strain Theory

Role strain theory explains how stress occurs when teachers are expected to handle too many responsibilities at the same time. According to Goode (1960), role strain occurs when the demands of a work are more than teachers can manage. For teachers, heavy workloads such as lesson planning, grading, meeting, other paperwork, administrative tasks, and classroom management can create constant pressure and stress.

When teachers experience role strain, their ability to teach well can be affected and it reduces effectiveness. Heavy workload and stress may affect the time teachers spend preparing lessons and give support to every student. As a result, students may receive less guidance, and they may find it hard to stay focused in class, experience less interactive learning, and struggle to listen and learn. This directly affects students' learning capacity.

When teachers are stressed and pressured by work, classroom instruction may become less effective, which can reduce and negatively affect students' attention, understanding, and they may not receive enough knowledge. Role strain theory therefore helps explain how teachers workload can negatively affect students' ability to learn and succeed in school.

Cognitive Load Theory (CLT)

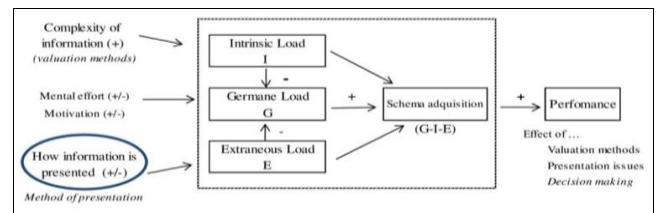
According to Sweller (1988), mental effort is required in processing every information that the student is trying to understand. When the student is loaded with too much information, and exposed to poorly structured lessons, delayed feedback, or rush discussion of the lesson — which are caused by the excessive workloads of teachers — their cognitive load increases that can greatly impact their ability to focus, learn and comprehend the lesson, and even retaining lessons.

Cognitive Load also explains that the student's brain has a limited capacity, and learning becomes too difficult when they are facing the consequences of the teachers' heavy workloads. This theory explains that learning is effective when the lessons are clear, well structured, and manageable to understand.

There are three types of cognitive load:

- Intrinsic Load – The difficulty of the material itself
- Extraneous Load – Extra mental effort due to poor quality of the teaching performance of the teacher.

- Germane Load – Mental effort that used for learning, understanding, organizing and even remembering the lesson.



Significance of the Study

This study is important because it helps explain how teachers' workload can affect students' learning capacity. Teachers have a lot of responsibility such as preparing lessons, checking activities, attending meetings, and handling other school tasks. When teachers have too much work, their time for preparing their lesson plan is also affected that can result in low learning of the students.

For Teachers: This study can help them become more aware of how their workload may influence and affect their teaching performance and their students' learning. It may also encourage schools to support teachers by giving them a balanced number of responsibilities.

For Students: This study is important because their learning depends on how well lessons are explained and how much attention they receive from their teachers. If teachers are overloaded with tasks, they may have less time to prepare effective lessons or help and assist those students who need extra attention. This can affect students' understanding, focus, and academic performance.

For School Administrators: This study can provide information that may help improve school policies. By managing teachers' workload properly, and reduce teachers' responsibility. Schools can create a better learning environment for students.

For Future Researchers: Who wants to study more about education, teacher performance, and student learning. Overall, this study shows that maintaining a balanced teacher workload is important to ensure better learning outcomes for students.

Scope and Delimitations

This study focuses on assessing how the teachers' workloads affect students' learning capacity. The participant of the study is the selected teachers from Noveleta Senior High School during 2025-2026. The research will be focusing on how does teachers' workloads affect the learning capacity of their students.

The study is only limited for selected teachers from the said school. The researchers did not include the students from different grade levels, strands, and even the views from the students, administrators, and parents. It is restricted to one specific senior high school and does not aim to generalize the findings from other schools. Other factors that are not related to how teachers' workloads affect the learning capacity of the students are not included in this research study.

Definitions of Terms

Teachers' Workloads: This refers to the tasks and responsibilities of the teachers such as lesson planning; paperwork and other school related tasks of the teacher.

Academic Achievement: This refers to the result of how well the performance of the students in every classroom activity such as quizzes, performance tasks and even seatwork.

Student Focus: The level of attention and concentration that a student maintains during classroom activities.

Learning Capacity: A student's ability to understand, retain, and apply knowledge or skills taught in class.

Stress: Unorganized thinking of every teachers when they are loaded with their works and other responsibilities.

Responsibilities: Refer to the specific works and duties assigned to the teachers beyond classroom teaching such as administrative tasks, preparation of lessons plans, checking and grading the students' outputs, attending meetings, preparing reports and participating in school activities.

Teaching hours: Refer to the total number of teachers spends conducting classroom instruction per day or per week.

Administrative Tasks: Non-teaching duties performed by the teachers that involve paperworks, documentation, coordination, and compliance school requirements.

Classroom Instructions: The time when the teacher teaches and guide the students in learning.

Academic Progress: Refers to the measurable improvements of the students' learning outcomes over a specific grading period.

2. Review of Related Literature

This chapter presents the related literature and studies that serve as the foundation of the research. It reviews both local and international findings on teachers' workload and its effects on teaching performance, well-being, and student learning outcomes. The purpose of this chapter is to identify key themes and research gaps, providing a basis for understanding how teachers' workload may influence students' learning capacity in the selected research setting.

Local

Teacher workload has been widely recognized as a critical factor affecting educators' professional performance, personal well-being, and students' academic outcomes. Excessive workloads often lead to stress, burnout, and reduced teaching efficiency, which can compromise the quality of education delivered in schools. Local studies provide strong evidence of these challenges. Gudelos and Mabitad (2025) [7] state that senior high school teachers in the Philippines experience high levels of work-related stress due to the combination of teaching responsibilities, administrative tasks, and non-academic duties. Their study highlighted that stress resulting from heavy workloads reduces teachers' ability to plan lessons effectively, maintain student engagement, and deliver high-quality instruction.

Similarly, Gonzales *et al.* (2022) [6] emphasized that teachers' well-being is closely linked to workload, showing that overburdened teachers may have less energy, focus, and time to plan effective teaching strategies, which directly affects students' learning performance.

Tarraya (2024) [11] also examined workload policies in Philippine public schools and found that mandatory administrative duties and documentation requirements significantly increase teachers' non-teaching responsibilities. This situation limits instructional time and student interaction, affecting both teaching quality and

professional satisfaction. Aquino *et al.* (2023) [2] explored the experiences of teacher-parents and found that balancing teaching responsibilities with family obligations creates additional stress that influences teaching effectiveness and overall well-being.

The BEST Research Journal (2025) [4] reinforced these findings by highlighting the general effects of stress and workload on teaching performance and suggesting that adequate support systems and effective workload management are essential to maintaining instructional quality. Overall, these local studies indicate that without proper workload distribution and time management, teachers face significant challenges in delivering high-quality education while maintaining their personal well-being.

International

International studies further support these findings and provide broader insights into the global nature of teacher workload challenges. Bagum *et al.* (2025) [3] found that effective workload management in secondary schools positively influences student learning performance, allowing teachers to focus more on lesson planning, individualized instruction, and classroom engagement. Similarly, Kanwal *et al.* (2023) [8] reported at the university level that high workloads reduce teachers' efficiency, which negatively impacts students' learning outcomes.

Wang (2025) [12] emphasized that overworked teachers in Chinese secondary schools have less time to apply creative, student-centered teaching strategies, thereby limiting student engagement and critical thinking development.

Gan *et al.* (2025) [5] explored gender differences in workload perception and job performance, showing that male and female teachers may experience workload demands differently, which affects job satisfaction and teaching effectiveness. Collectively, these studies demonstrate that excessive workload is a global concern with similar consequences on teaching quality, creativity, and student learning across diverse educational systems.

Synthesis of Related Literature

The reviewed local and international studies consistently highlight that teacher workload is a significant factor influencing teaching performance, professional well-being, and student learning outcomes. Both Philippine and global research emphasize that excessive workloads-composed of teaching responsibilities, administrative tasks, documentation requirements, and non-academic duties-contribute to high levels of stress and burnout among educators.

Local studies reveal that senior high school teachers in the Philippines experience substantial work-related stress due to multiple responsibilities, which limits their ability to plan lessons effectively, engage students, and maintain instructional quality. Additional responsibilities, such as mandatory administrative work and balancing family obligations, further intensify workload pressures. These challenges not only affect teachers' professional satisfaction and well-being but also reduce the time and energy available for meaningful student interaction and effective teaching strategies.

Similarly, international studies affirm that workload issues are not confined to the Philippine context but are a global concern.

Research from various countries demonstrates that heavy workloads decrease teachers' efficiency, creativity, and ability to implement student-centered approaches. Overburdened teachers have less time for lesson preparation, individualized instruction, and innovative teaching practices, ultimately affecting students' academic performance and critical thinking development. Some studies also suggest that workload perception and its impact on performance may vary across individuals, including differences related to gender.

Overall, the literature indicates a strong and consistent relationship between workload, teacher well-being, instructional quality, and student outcomes. The findings suggest that effective workload management, equitable task distribution, and institutional support systems are essential in promoting both teacher performance and student academic success. These studies provide a solid foundation for further investigation into how teacher workload specifically affects student learning capacity in the selected research setting.

3. Methodology

Research Design

This study adopts a phenomenological qualitative design to explore teachers' lived experiences with workloads and their influence on students' learning capacity. Phenomenology allows for in-depth understanding of personal experiences, focusing on the meaning participants assign to the phenomenon (Alaba *et al.*, 2026) [1].

Moreover, Alaba *et al.* (2026) [1], highlights that qualitative has a different design such as phenomenological, that aims to understand the essence of participants' lived experiences. In phenomenological studies, the researchers explored how individuals describe and make meaning of a specific phenomenon. This design aligns well with studies that seek to examine how teachers experience heavy workloads and their demand and how these experiences influence their quality of teaching.

Research Locale

This study will be conducted at Noveleta Senior High School, a public secondary school located in Noveleta, Cavite. The school offers various senior high school strands and operates under structured academic and administrative systems. It is an appropriate setting for this research because teachers manage both instructional and non-instructional responsibilities that may influence their teaching performance and students' learning outcomes. The respondents will be ten (10) senior high school teachers currently employed at the institution. They are actively involved in classroom instruction, lesson planning, student assessment, and administrative tasks.

Their experiences are essential in examining how workload affects teaching effectiveness and student learning capacity. Data will be collected within the school premises, such as in faculty rooms or other quiet areas, to ensure a comfortable and distraction-free environment. This will allow respondents to share their insights openly and support the collection of reliable and relevant data.

Population and Sampling

The population of this study consists of teachers from Noveleta Senior High School, who are currently handling multiple academic subjects and classroom responsibilities.

These teachers are the focus because they are the ones who experience teaching workloads and can observe how workload pressures may influence students' learning capacity.

Since the goal of the study is to gather insights from teachers with relevant experience and responsibility, purposive sampling was used to choose participants who meet specific criteria such as having a full teaching load and at least one year of teaching experience.

Purposive sampling allows the researcher to intentionally select participants who are most knowledgeable and relevant to the research topic, which increases the quality and relevance of the data collected (Makwana, Engineer, Dabhi, & Chudasama, 2023) [9]. Convenience sampling is a non-probability sampling technique. It is a more feasible for gathering data with constrained time and resources since participants are selected based on their availability and willingness (Nikolopoulou, 2023).

A suitable and representative sample for analyzing the impact of teachers' workload on students' learning capacity was ensured by combining convenience and purposive sampling to select all ten (10) teachers who were available during the research period and met the criteria as respondents.

Research Instrument

The Researchers used open-ended and follow up questionnaires as the research instruments for this study that will be asked to the participants. The 10 (ten) questionnaires were created by the researchers to explore and assess how teachers' workloads affect the students' learning capacity. The Researchers also assured that all questions are aligned to the statement of the problem given in the study.

The research instrument that the Researchers used has three (3) different sections, and each section contains several questions. **The first section of questionnaires is all about the teachers' workload. This section explores nature, challenges, and class preparation.** This part aims to gather information about the nature of the tasks and responsibilities assigned to teachers, including teaching-related duties and non-teaching responsibilities. **The second section of questionnaires contains the impact on students.** This part seeks to explore the perceptions and experiences of participants regarding how teachers' responsibilities and workload affect students' learning experiences inside the classroom.

Data Gathering Procedure

The Researchers gathered the data using a qualitative approach and used in-depth interview to know the detailed experiences of the selected teachers at Noveleta Senior High School.

The questions were made to make sure that the participants answered based on the study. Before the interview began, the researchers made the ten (10) respondents sign the 'participant consent' to allow the researchers to record, video and list their answers to the questions during one-on-one interview. The Researchers also explained to the respondents what the study all about and the importance of their responses. They also clarified some terms to the participants to fully answer the questionnaires with full knowledge of their responsibilities as the main subjects of the study.

Step 1: Preparation of the Research Instrument

The researchers prepared a self-administered questionnaire composed of 10 items focusing on how a teacher's workload affects students' learning capacity. The questionnaire includes statements about lesson delivery feedback time, classroom interaction academic support, and students' academic performance. The instrument was validated by the research adviser to ensure clarity and relevance to the study.

Step 2: Participants Selection

The participants of the study are selected teachers from Noveleta Senior High School for the School Year 2025–2026. The respondents are chosen because they directly experience the demands and responsibilities associated with teaching, including instructional and non-instructional tasks. Their insights and experiences are essential in determining how teachers' workload may influence students' learning capacity. The selection of teacher-respondents ensures that the data gathered are reliable and relevant to the objectives of the study.

Step 3: Distribution of the Questionnaire

The researchers distributed the questionnaires personally to the selected respondents during their free time to avoid disrupting classes. Clear instructions were given before answering the survey to ensure that the participants understood each statement. The researchers assured the respondents that their answers would remain confidential and would only be used for academic purposes.

Step 4: Participant Consent and Briefing

Before the interview, participants signed consent forms and were briefed on the study's objectives, the confidentiality of responses, and their rights as participants.

Step 5: Data Analysis and Interpretation

The researchers analyzed the results to identify patterns and relationships between teachers' workload and students' learning capacity. The findings were interpreted to determine whether heavy workload affects students' understanding, participation, motivation, and academic performance. The results were then used as the basis for conclusions and recommendations of the study.

Data Analysis

Thematic analysis was employed to examine data collected from semi-structured interviews with the teacher. Responses were transcribed verbatim and reviewed multiple times. Relevant statements were coded and grouped into categories. Core themes identified included administrative burden, limited planning time, and work-life balance strain. These themes reflect how teachers' workload affects students' learning capacity, including lesson quality, feedback timeliness, and student support.

When teachers are too busy, they end up making lessons simpler, taking forever to give feedback, or can't stay after helping struggling students.

This makes it tough for the students to get the lessons, practice what they learn, and even want to keep going. By putting all the responses into clear groups, we finally saw exactly how teachers being overworked affects how well their students do, which is what we set out to figure out from the start.

Ethical Consideration

This study "Teaching on Empty: How Teachers' Workloads Affect Students' Learning Capacity at Noveleta Senior High School" followed ethical guidelines to protect the rights and well-being of all participants. Before the research began, the researchers made sure to obtain informed consent from all participants. They were fully informed about the study's purpose, their role, and how the research would be carried out, with clear communication that they could withdraw at any time without facing negative consequences.

The researchers also ensured confidentiality and anonymity by keeping personal information private and storing the data securely, with only the research team having access. They were committed to the principle of non-maleficence, ensuring that no harm would come to the participants, and that all questions were respectful and non-invasive. To protect data privacy, all collected data were securely stored and not shared without the participant's consent. The researchers aimed to have a positive impact, following the principle of beneficence by ensuring the study could lead to improvements in teachers' working conditions, which would ultimately enhance students' learning. They also made sure that all participants were treated fairly, upholding the principle of justice to ensure that no one was unfairly treated.

In summary, the study adhered to ethical practices by ensuring informed consent, confidentiality, non-maleficence, data privacy, beneficence, and justice, protecting the rights and well-being of all participants throughout the research process.

4. Result and Discussion

This chapter is based on the research study and its findings regarding teachers' workloads and their impact on students' learning capabilities. Data collection for this research was done through verbal interviews with selected teachers of senior high school and was analyzed thoroughly. The themes were arranged according to the research questions to determine clearly how students' learning capabilities are influenced by teachers workloads. Verbal interviews were conducted with teachers, and direct quotations were obtained for accurate understanding of the research themes. The aim of the research findings of this chapter is to provide a clear understanding of teachers' workloads as one of the contributing factors for students' learning capabilities.

**Theme 1: Nature and challenges of teachers' workloads
Problem No.1: Can you tell us about your current workload as a teacher**

"In terms of some paperworks definitely some of the paperwork that are the teachers that doing are most likely a burden so on most of us and to the point that uhm there's sometimes that we need to prioritize doing the paperworks rather than teaching..."

(Teacher 1)

"Super daming paperworks di ko matatapos talaga. Like paperworks, kailangan mo gumawa ng different forms like SF1234... 5... 8... 8 forms. Ah.. lalo na ngayon diba patapos na yung school year so daming paperworks tapos eto, evaluation form, sa work

immersion kailangan naming gawin and mga mid year review...

(Teacher 2)

"The documents ahh being prepared on those individual coordinators. So I have a different paperworks on those assignments."

(Teacher 5)

"Regarding the paperworks we need to prepare the class record..."

(Teachers 8)

"For the paper work most of the time since I am English teacher I am also task with creating minutes of the meeting newsletter layout and articles as well as certificate and event program for most of the school activities...."

(Teacher 9)

The respondents answer the question by saying that their current workload is paperworks and documents they have to pass because of the deadline.

However, two participant answered this question that their current workload is still manageable.

"In terms of the paperwork, maybe I could say it's ahh quite a lot of paperwork. However, it's still manageable on my part."

(Teacher 3)

"My current workload is manageable."

(Teacher 6)

One of the participant said that her workload involves managing and overseeing the school canteen.

"I oversee the school canteen, which involves managing, ensuring food safety and handling the daily finances."

(Teacher 4)

Meanwhile, one respondent also said that she has four teaching hours and teaching load.

"Ahh adviser and meron akong apat na teaching hours and teaching workload."

(Teacher 7)

Problem No. 2: Which part of your workload do you usually find the most tiring or challenging?

"Okay so sometimes I find it difficult or I find it difficult to plan when teaching since I need to prioritize doing those paperworks rather than prioritize for my lesson but nevertheless I considered myself namin to manage it in a good way..."

(Teacher 1)

"Most tiring siguro nga... yung.. mga different ano nga... different paperworks..."

(Teacher 2)

Teacher 1 and Teacher 2 said that the most tiring and challenging work they have is the different workloads and assignment they need to do.

"Teaching. Because ahh.. we are preparing our daily lessons and we conduct different activities on those subjects and we compute the grades of the students."

(Teacher 5)

Teacher 5 said that teaching is one of the most challenging and tiring work he needs to do.

"Yung mga biglaang paperworks na hinihingi o reports so wala kaming enough time to prepare."

(Teacher 8)

Teacher 8 also said that the most challenging tasks for her are the rushed reports and unexpected paperwork, which result in limited time for preparation.

"The most tiring part is the writing of the detail lesson plan because most of the time I'm not able to what's on the plan I find it most tiring to do it..."

(Teacher 9)

Meanwhile, Teacher 9 said that the most tiring part of her job is writing a detailed lesson plan.

"Maybe the human resource would always be a challenge to be with and to handle with. Ahh... reason why it should be properly cared and at mostly handled with ahh.. security and safety."

(Teacher 3)

Teacher 3 said that most challenging of his work is associating with other people.

"Ahh yung, as a coordinator adviser."

(Teacher 7)

Teacher 7 said that the most tiring part of her workloads is being the coordinator adviser.

"I don't think my work is tiring because I love my work."

(Teacher 6)

Theme 2: Effects of Workload on Teaching Performance

In this theme, it will show us the effects of their workloads to their own teaching performance inside the classroom.

Problem No 3. How does your workload affect the way you prepare for your lessons?

"Okay sobrang ano uhm... it ahh... it really affects my lesson in terms na... yung pag may time na dapat... dapat nag focus ka lang sa... kung paano mo ide-deliver yung lesson, mas parang...dahil ang dami mo ngang ibang ginagawa so.. minsan ka maka focus hindi mo masyadong maa-aral."

(Teacher 2)

“To be honest, it makes my preparation time much more compressed. Because my breaks are spent in the canteen, I have to be extremely organized and often do my lesson planning late at night or very early in the morning. I’ve learned to be more concise with my materials because I simply don’t have the enough time to prepare.”

(Teacher 4)

“It affects our.. lesson making or teaching based on how much document is needed. Ahh.. everytime the deadline is coming regarding those documents, so we.. we didn’t teach our students face-to-face, but we only give different activities during our time so the the face-to-face discussion and lesson with our students is affected.”

(Teacher 5)

“Ayun syempre, ano marami kaming ginagawa marami ka talagang.. madaming paper na ire-ready o ipe-prepare. Since adviser ng ALS eh hindi pa gaanong gamay yung pagiging adviser ng ALS... mag le-lesson plan ka pa, kasi may time consuming rin yung lesson plan, exam, activities na ipe-prepare mo.”

(Teacher 7)

“Pag marami kasing workload yung preparation namin na dapat sa mga students na yung ituturo na lang namin na dapat pine-prepare kami para mas maganda yung quality of teaching namin naapektuhan yung pag tuturo namin dahil mas kailangan namin ipasa yung mga urgent report na as in ASAP.”

(Teacher 8)

“Since most of the time dealing reports documents aside from preparing the lesson there are times that prioritize report more than the presentation it affects negatively there are times that I admit that I am go to class unprepared on what I am as I expected.”

(Teacher 9)

Teacher 2, Teacher 4, Teacher 5, Teacher 7, Teacher 8, and Teacher 9 stated that because of too much workload and administrative tasks, their time in preparing the lesson, mastery of lesson, and the quality of their teaching is shortened and limited due to numerous loads they had.

“It’s proper time management that would lead you to better lesson management. I always make time for my teaching materials to be prepared, and so far, I’ve had no major problems because it really helps.”

(Teacher 3)

“In any job, proper management of time is very crucial with me, I prepare my lesson on weekends.”

(Teacher 6)

Compared to the previous responses, Teacher 3 and Teacher 6 said that they do not usually jive into their workloads because they know how to handle and manage their time.

Problem No. 4: Based on your experience, do you notice any changes in students’ focus during class when your workload is heavy?

“When we are busy noh, we lose focus in doing the teaching and most of the time we tend to make our lesson late and just consider doing other workloads noh rather than the teaching workload, so somehow I think the students are also affected.”

(Teacher 1)

“Kapag heavy talaga yung workload, ang nano-notice ko sa mga students is parang lagi silang antok hahaha. Parang wala na silang eagerness na matuto kasi kapag sunod-sunod na hindi pumapasok yung teacher dahil sobrang daming workload, tatamarin na yung bata at parang hindi na sila interesado makinig.”

(Teacher 2)

“Yes, I notice that when I feel physically or mentally tired due to workload, my energy level in delivering the lesson decreases. As a result, students may become less engaged during discussions.”

(Teacher 4)

“I think yes, kasi yung mga bata imbis na mas maintindihan pa nila yung ano namin mas nahahabaan pa nami yung discussion namin, nakukulangan kami ng time sa discuss ng mga topic kase para matapos na agad, binibigyan na lang namin sila ng mga activities na kailangan nila i-comply.”

(Teachers 8)

Teacher 1, Teacher 2, Teacher 4 and Teacher 8 answered that they really notice the changes on their students focus inside the classroom. They noticed that the students is less engaged to the topic they teach because of their workload they do not have enough time to master the lesson, prepare the lesson in an interactive way.

However, Teacher 3 said that he also observe the changes in students’ focus of the students but not on his class.

“Yeah... Not on my class. Because as I’ve said, I’m always ahhh.. up to the time management. But to other classes as well. If they have so much workload minsan napapabayaang or minsan hindi nakakapag klase kaya.. the behavior.. of the students that is.. ahh.. quite not discreet comes out.. when the teacher is out.”

(Teacher 3)

Regarding the impact of workload on students’ attitude, one of the respondent stated that:

“Not ah.. I think it is ahh.. there’s no difference. There is no difference regarding the attitude of the students and their treatment on their classes.”

(Teacher 5)

Regarding the impact of workload on teaching effectiveness and student performance, one of the respondents stated:

“Ahmmmmm, siguro depende yon sayo pero sakin kasi minsan since dami nga ng ginagawa hindi nako nakakapasok o kaya yung... yung focus nila ay wala na kasi minsan nakakalimutan nila yung last topic kaso hindi nila ma connect doon sa susunod.”

(Teacher 7)

Another respondent shared a similar concern, noting the correlation between their busy schedules and students' performance:

“I think if busy ako ang nakikita kong correlation sa kanya ay pag busy ako tapos nagpapa lesson ako sakanila ng hindi ganong ka detail and then nag pa quiz ako after, medyo hindi nila medyo nahihit yung target score medyo mababa yung score nila kapag hindi naming napa uulit lesson.”

(Teacher 9)

Teacher 7 and Teacher 9 shared that because of too much workload, they noticed that the students had less focus that can cause their performance in the classroom.

Theme 3: Impact of Workload on Students' Learning

Inside this theme, it will show us the different impacts and factors that can really affect the students' learning.

Problem No. 5 How does your workload affect students' understanding of the lesson?

“Okay since most of the time if ever I am very busy doing some paperworks that are due within the day definitely I need to find time doing it so I sacrifice the teaching time so definitely I think my students also lost focus they tend to have less concentration in terms of my topic and definitely somehow it can also affect their scores in examination per quizzes and so some how they become lazy, uh not totally lazy, they become less active because if ever there no teachers around during those time they definitely what they are going to do is just sleep or do other things rather than studying here in school.”

(Teacher 1)

“So.. yun nga kapag hindi ka talaga ready noh? When the teacher is not ready noh.. yun nga it can really affect the students learning kasi nga hindi ka nga naka focus, hindi mo na aral so hindi rin... ang tendency hindi rin nila maiintindihan.. yung lesson.”

(Teacher 2)

“If I am not able to provide timely feedback due to workload, students may struggle to fully understand the lesson. Feedback is important to clarify misconceptions and improve their performance.”

(Teacher 4)

“How does my workload affect the lesson so I can see it this way if there is no mastery of the lesson due to unpreparedness student understanding will not be as clear as what's expected them to portray because it the teacher does not master the subject itself or the lesson itself students will be more confuse about that

because it Is the teacher's job to make the lesson be more understandable.”

(Teacher 9)

Teacher 1, Teacher 2, Teacher 4 and Teacher 9, stated that if the teacher is too loaded of different works, it can really affect their teaching quality that can cause the confusion of the students to their lesson.

Meanwhile, several teachers said that instead of teaching their students in a detailed and clear way, they cannot teach well because their time is too limited due to numerous workloads.

“Ahh the preparation is not affected but the amount of time or the length that we are going to teach, example, the topic is “schedule for four days” so we speed up our teaching, the four days become two days. So the discussion is a.. very ahh.. fast and the time is limited”

(Teacher 5)

“Mas nagiging limited lamang yung time na dapat mas marami pa silang malaman kumbaga na shorshorcut na lang ng teacher sa madaling paraan para hindi mabitin yung lesson at the same time merong parin silang learning na matutunan.”

(Teacher 8)

But one teacher said that his students understood well the lesson when he is teaching because of the time management that can make him prepare and master his lesson.

“On my part, they really understood well. Because yeah, it's it's the proper time management that I am pointing out.”

(Teacher 3)

One participant emphasized that missed classes due to other responsibilities can disrupt the continuity of lessons and make it difficult to connect previous topics to new discussions.

“Ah yun nga gaya nga ng sabi ko kanina since ang lesson naman natin ay kapag meron tayo na hindi na attendance na klase syempre mahirap kung ano man yung sa previous na lesson natin.”

(Teacher 7)

Problem No. 6: In what ways does your workload influence students' ability to remember or retain the lessons?

“So in that note naman when we are talking about the students ability to remember and definitely if ever you teach less or you teach in a very short period of time then definitely I can consider that the less time you teach the less time for the students to have retention so definitely what happen to the students retention that they only consider yung short retention of the understanding of the subject matter so definitely sabi nga natin we can consider having long term retention among students if they have long time to process the lesson”

(Teacher 1)

“Interactive activities help students retain lessons better. However, when time is limited due to workload, I may reduce such activities, which can affect their retention of the material.”

(Teacher 4)

“Ah because the lesson is in a very fast pacing, so the discussion or the theory or the concept of the lesson is not very well discussed. But we, ahh.. we always ahh... create some activities or hands on activities that can ahh.. make the retention of the students high regarding that lesson.”

(Teacher 5)

“Ganon pa din (haha) ganon ulit? Ah katulad nga ng sinabi ko pag marami ng ginagawa lalo pag pasahan na ng report kasi pag nag pasahan na ng report sasabihin ngayon bukas pasahan na agad so by ngayon makakaligtaan mo na pumasok sa room merong mga lessons na interrupt ganon kaya yung focus para matandaan nila yung lesson nila hindi na ganon kadali kasi napuputol na nga yung discussion”

(Teacher 7)

Yes when the topic is really teacher centered because there are topics especially in research subject where In the information really should come from the teacher and not from the student itself because they still need guidance when it come to those topics so when teachers are very busy especially research teachers and they cannot come to their classes to discuss something they be can more confuse about it so it affect their understanding of the lesson.”

(Teacher 9)

Teacher 1, Teacher 4, Teacher 5, Teacher 7 and Teacher 9 emphasized that limited teaching time can really affect the students' learning especially the students' ability to retain every lessons.

However, three teachers emphasized the importance of teaching strategies in terms of teaching.

“Siguro..kung.. mas.. mas mareretain sa memory ng student yung tinuro mo kung uhm...nairerelate mo siya into daily living ng bata and.. more.. siguro more interactive activities na mas mag eenjoy sila so...yon.”

(Teacher 2)

“Ahhh they.. when I teach my lesson, I always make sure that I give it in layman's terms so that they would understand it without memorizing it. So... on my part, my strategy was always to let them understand instead of memorize it.

So the effect would always be good as it will be retained to their uhh.. memory without even memorizing it. So the key for students to remember... and perform well is for them to understand and comprehend what you are teaching.”

(Teacher 3)

“So I think... ano recap okay so recap kayo kung ano tinopic last meeting para magkaroon ng ano... Para mas maintindihan nila kung kahapon hindi nila

naiintindihan kasi nga nagmamadali tayo so another day ay kailangan nating magkaroon ng recap para sa tinopic na tinalakay.”

(Teacher 8)

Problem No. 7: How would you describe the relationship between teachers' workloads and students' learning capacity based on your experience?

“So based on my experience teachers who are.. who are tend not to attend classes because they are prioritizing their workloads then definitely they can also affect the students capacity in a way that student had or has less time to have retention of the lesson meaning less understanding, lower uhm tawag dito lower understanding of the subject matter and definitely if that happen it can also affect their performance not only with a written works but also in a quarterly assessment as well as in the performance task. Another thing is that if ever teacher uh if ever students encounter teachers are always busy then definitely they think base on my observation those students tend to uhm become more lazy or lazier in doing the task be assigned to them by the specific teacher.”

(Teacher 1)

“As I've said, if you jive your workload with your teaching load, especially if it is other... stuff matters, it would really affect students' performance in.. in in school because the teacher is the manoeuver of learning if they are having problems with their own time schedule, then.. there would be an impact how they teach the students, and when it happens, it would make the discussion much ahh.. ahh out of clarity, ahhh.. vague, and.. quite not so meaningful for the students. In teaching, the students would always be the center of the universe. And... if the.. uhhh time management of the teacher is ahh disrupted always, then the learning is disrupted. It will affect the students' academic performance.”

(Teacher 3)

“It's a direct link. A teacher's workload is the soil in which a student's learning grows. If the soil is overworked and depleted, the crop (the students) won't reach its full potential. A rested, inspired teacher creates an environment where students feel more capable of learning.”

(Teacher 4)

“Ahh okay soo.. the mga variables doon is mas mataas ang, mas madaming additional works ang mga teachers, mas mabilis yung klase, mas mababa yung retention ng ano.. ng learning or nung ano topic. So ayon, tatlo yon.”

(Teacher 5)

“Ano naman sila related naman sila sa isat isa kapag marami kayong ginagawa or yung workload teacher ay hindi nag tutuon sa pag tuturo ahm mas magiging minsan mahihirapan si students once na nag karoon ng interruption sa klase.”

(Teacher 7)

“Yung nga nakakaapekto sa effectiveness ng pag tuturo I think yung sa ano...”

Sa learning kasi nga yung time nagiging limited uhmm yung time na exposed ka sa harap ng bata nagtuturo nagiging ano limited lang sya.”

(Teacher 8)

“Based on my experience teacher workload really affect the student learning capacity how ever there are also certain factor that need to be examined so for example yung personal factors that affects the learning capacity but when we are going to see the correlation between the two I guess there is still the connection or the relationship between the two because based on my experience if the discussion of the topic its not really the focus of the week for example, more on activity sila ang nangyayari ay hindi sila ganon napa perfect yung mga quizzes and also if hindi nauulit ulit sakanila yung instruction for the activities what happen that they would come to me during breaktime or they would chopped outside classhours and ask me about the activity that I have given them in the previous days.”

(Teacher 9)

Based on Teacher 1, Teacher 3, Teacher 4, Teacher 5, Teacher 7, Teacher 8 and Teacher 9, teachers workloads has a strong relationship and connected to each other. They said that teachers workloads can directly affect the students' performance and learning.

Problem No. 8: Which part of your workload do you think affects students' learning the most?

“I think uhm those uhm concilliary task including yung uhm paperworks, plan preparation and even compliance so with the things naman that are not totally in relation with the teaching process but more administrative processes.”

(Teacher 1)

“So yun nga. Yung sobrang ano.. daming workloads. Kahit na.. sa tingin mo na ano.. basta sobrang dami talaga as in. Gagawa ka ng different coordinatorship. Meron kasi kaming coordinatorships so sa tingin ko minsan pag humihingi ng urgent na...papers.. so doon talaga naaapektuhan yung ano... imbis na magtuturo ka gagawa ka ng mga deadlines na papel... kasi yun, kailangan mo nag comply. So... akala kasi nila kapag teacher is more on turo lang, magtuturo kalang as in turo lang, pero hindi nila alam sobrang daming ano paperworks na nakakabaliw sobrang ano...hahaha sobrang.. ano kana burnout kana, stress kana, magkaka anxiety kana, wala kang ano..wala kanang ano sapat na pahinga at tulog so yon. So yon talaga, yung talagang mga paperworks talaga.. yun talaga yung nakakaapekto.”

(Teacher 2)

“Administrative tasks and paperwork affect students' learning the most because they reduce the time available for lesson planning and individualized instruction.”

(Teacher 4)

“Ay yung mga additional workloads namin.. na hindi related sa teaching.”

(Teacher 5)

“Inulit nato ah, ah yun katulad din nung sa number 3 diba yung sa which part of your workload think affect the most ganon din yung isang coordinatorship or yung adviser or advisory na naiinterrupt yung klase minsan hindi na rin madali makuha ng student lalo pag hindi tuloy tuloy yung lesson.”

(Teacher 7)

“Part of the workload... Feeling ko kapag ano nag gagawa Sila ng mga hands on activities... Hands on activities.”

(Teacher 8)

Teacher 1, Teacher 2, Teacher 4, Teacher 5, Teacher 7, and Teacher 8 emphasized the part of their workloads that really affects the students' learning the most.

Meanwhile, some of the respondents specify their workload that can really affects their students is the preparation of lesson.

“Well, the teaching planning.. noh? When you plan well, you teach well.. noh? Ahh It always goes back to the old saying that the teacher should not go inside the classroom without a lesson plan. If they do not have a plan, then there would be a problem in executing the lesson. So, teaching in a classroom is not an impromptu thing to do. It should be planned so that you would know where to adjust.”

(Teacher 3)

“Preparation of the lesson”

(Teacher 6)

In addition to affecting students' learning, one teacher also described how workload influences her overall teaching performance.

“For me it is the preparation of the lesson because it starts with that so if you come unprepared the consequence is the understanding of the lesson would be compromised as well.”

(Teacher 9)

Theme 2: Effects of Workload on Teaching Performance
Problem No. 9: How does your workload affect your overall teaching performance and classroom instruction?

“So somehow if ever, if ever there will be time that paperwork are not in due definitely I can teach well but when it times at the end of this every quarter where paperworks are reports are being in due definitely I tend to consider that I am affected so I cant prepare for a lesson well and also that also will affect students learning.”

(Teacher 1)

“Well actually nga, yun nga yung sinabi ko kanina na aapektuhan siya kasi hindi ka nga more prepared kapag marami kang workloads.. so sana noh yung workloads na.. mapupunta samin sana isang ano

lang.. kumbaga for example, isang subject, yung PolGov (Political Governance) ay hinde.. yung mga core, for example isang core na subject sana samin nalang lahat para yung preparation kahit marami siyang load, isang lang. Kasi ang nangyayari, ang dami na.. minsan tatlo kaming preparation so paano pa namin mama-master? So ibig sabihin walang mastery kung maraming workload.. okay? Dapat isa lang, so yon.”

(Teacher 2)

“It forces me to be a minimalist. While I still deliver the required curriculum, the extra spark the personalized feedback and the creative lesson hooks sometimes gets sacrificed when I’m physically and mentally tired from my dual roles.”

(Teacher 4)

“Ahh... it affects the.. distribution of ahh.. enough time on our lesson from ahh.. from the start up to the finish. So the.. there are instances that most of the lesson are shortened.”

(Teacher 5)

“Teachers workload significantly influence both their professional performance and the quality of classroom instruction.”

(Teacher 6)

“Ah katulad nga kasi alam nga ng lahat kapag teacher ka ay turo kalang ng turo pero sa totoo lang marami pa yung paper works kesa sa pag tuturo so yun yung workload ay nakaka apekto siya sa performance ah performance namin kasi nga minsan yung teaching skills namin or yung yun nga performance parang bumababa siya mga workload parang naisasantabi yung pag tuturo.”

(Teacher 7)

“How does your workload affect your overall teaching in classroom... Nawala nako haha... Ayung nga pwedeng ano eh uhm... Pwedeng sa teacher part pwedeng maging stressful okay sa mga teachers kapag yung workload ay ano... Madami okay so dapat nakafocus lang kami sa pag tuturo but because of that ah... Maraming mga reports na pinapapasa samin ayun so nagiging limited nga yung time namin na dapat para sa studyante na dapat nagtuturo kami ng mga topic na makakapag provide ng learning sakanila..”

(Teacher 8)

“Okay the workload really affects the overall teaching performance and classroom instruction because it’s not just the teaching process that is being affected it has the consequence and then nakaka affect siya talaga sa learners.”

(Teacher 9)

Teacher 1, Teacher 2, Teacher 4, Teacher 5, Teacher 6, Teacher 7, Teacher 8 and Teacher 9 emphasized the impact of their workloads to their teaching performance inside the classroom. Due to heavy workloads, some of them state that the mastery, prepared of the lesson is quite limited, making

it more challenging to them to deliver their lesson clearly and more understandable.

Some participants shared that their workload, particularly in handling additional responsibilities, can actually help improve their teaching performance. Teacher 3 explained how observing and guiding other teachers gave them insights that positively affected their own classroom instruction.

“At the moment, I’m still adjusting as master teacher 1. But... ahh.. I think it really affect my students in a way.. in a good way. As I’m having a more vivid view of what’s happening in the field. Because I’m already handling ahh teachers. So, I’m seeing the flaws. I’m seeing the good things as well. I’m seeing what to adjust. I’m seeing what to do. And.. with that collaborative expertise, collaborative observation, I would have been deepening into the flaws. Instead of having those flaws, I would go and implement the good ones, reason why it will really affect my students in a good way.”

(Teacher 3)

Theme 4: Propose Solutions and Recommendations

In this last theme, the selected teachers from Noveleta Senior High School shared their suggestions on how to lessen the different workloads, administrative tasks and such.

Problem No. 10: What suggestions can you share to help lessen teachers’ workloads and improve students’ learning?

“Hindi sana nga, yung ano.. yung.. mga core subjects kung.. kunwari sa isang core subjects sana isang teacher nalang para ma-lesse namin yung.. different workloads namin, kasi ang tendency kasi nag hahati hati pa kami sa isang subject. For example yung UCSP (Understanding Cultural, Society, Political) tatlo pa kaming teachers don, eh kung ibinigay nalang sana sa isang teacher edi isang working load lang yon, edi male-lesse na, makakapag focus siya, may mastery pa. And sa students naman, siguro yung student engagement yung kailangan pa i-enhance.. kase madalas diba mga students tulog, inaantok so... siguro yung mas engage na may mga games, yun siguro yung mas kailangan natin para sa... para sa.. yung mga techniques na hindi pa natin nagagawa.”

(Teacher 2)

“I believe we should have dedicated non-teaching staff to handle business operations like the canteen. Teachers are trained to inspire and educate; when we are turned into managers or book keepers, the students are the ones who ultimately pay the price. Let teachers teach, and let managers manage.”

(Teacher 4)

“Ahh.. the additional workload must be distributed to different teachers in balance way. So that ahh.. all of the teachers inside the inside the school has their assignments. The lesser the other works, the more time on our teaching ahh.. teaching time for our students. Ayon.”

(Teacher 5)

Aside from distribution of the other works in a balance way, one participant also suggested that all the paperworks must be in automated or digital forms since all of the teacher is facing different paperworks.

“Okay so that’s a very good uhm question noh so I can consider that since paperworks is yung the most difficulty of all teachers I think so the department of education can consider uhm removing some of the paperworks that are too redone done, some reports that are not totally uhm beneficial to the students and may they consider doing some forms that are automated or in a digital form it so most likely it would lessen the time for the teachers to prepare it with that they can already focus teaching the students rather than doing the paperworks.”

(Teacher 1)

Meanwhile, several participants emphasized the importance of effective time management and proper self-care in preventing mental health issues such as anxiety, stress, and depression. These practices enable educators to maintain their well-being, which in turn positively affects students’ learning and academic performance.

“One, workload is always there because this is teaching eh.. noh? Teaching is always a work that is very demanding. And we enter this world knowing that. So, saying that we are overworked or overloading would always depend on the rules and regulations governed by the Department of Education. The one that we have raised our hands to. However, I would suggest that in order to avoid burnout, proper time management will always be the key. Instead of complaining and being reactive, we have to be more proactive on the part that we should be uhm.. thinking that what we are doing is what we have promised to this land noh? I Mean, walang teacher na pinili to be a teacher.. noh? And entering this field.. alam na dapat ng isang tao na um-enter ng teaching, it would have a great workload. And they.. they have to manage their time very well alongside with their family time, with their personal reasons. They have to be very clear that their life as a teacher would always be tiring. And it’s up to the people how to manage their time. So, next advice aside from time management would be proper health monitoring. So, they have to monitor their health very well so that they could teach more. Avoid stress, avoid anxiety, avoid things that are not good for their mental health. So, overall, I could say time management and proper health management, every health aspect that they could have. Because those two could really affect the learning of the students.”

(Teacher 3)

“Teacher should know how to manage time properly”

(Teacher 6)

One of the participant noted that a limited number of teachers in their school increases the workload for each teacher, making it more challenging to balance

responsibilities and provide effective instruction.

“Ayun sa ganyan naman so dito mahirap na satin, sa school natin. Kasi konti lang yung teachers so maraming sa sa daming ginagawa sa mga teachers na ginagawa nila pantay pantay lang hindi magiging mahirap sa isang teacher katulad kasi dito satin konti lang yung teachers.”

(Teacher 7)

Some of the respondents suggested that reducing teachers’ administrative responsibilities would allow them to focus more on teaching and improve student learning.

“Uhm remove the extra workload dapat mag focus lang yung mga teachers sa pag tuturo lang.”

(Teacher 8)

“I guess it is not a simple suggestion because it should start with the policymakers of the system although we appreciate na they are starting naman na because nagkariin na ng administrative task although meron pa ring maraming reports na nare-require sa teacher. So I suggest bawasan pa yung or bawasan nalang yung workload or subject teaching load ni teacher para more time yung magamit niya sa paggawa ng ganong reports if needed talaga.”

(Teacher 9)

Discussion of Findings

Nature and Challenges of Teachers’ Workloads

The study’s conclusions show that pupils’ ability to learn can be greatly impacted by teachers’ workloads. There is less time available for teaching, discussion, and classroom involvement when teachers are overworked. Lessons may be taught more quickly as a result, which may have an impact on students’ comprehension and retention of the material. Insufficient teaching time may also limit students’ chances to really comprehend the material, which could result in poorer retention.

Also, a lot of work can affect the class discussions. Teachers may need to reduce their time on teaching and other duties, for them to do all the task that they have such as teaching, paperworks, meeting, report, deadlines, and other professional responsibilities. When instructional time is shortened or interrupted, students may struggle to maintain focus and fully understand the lesson.

The amount of work you must do may also affect how well you can use effective teaching methods that help students learn. Students are more likely to stay interested and remember what they learn when they do interactive activities, have discussions, and learn by doing. But when teachers have too much work to do and not enough time, they may not be able to use these strategies as much. This restriction could make it harder for students to actively take part in the lesson and learn more about it.

Additionally, the teacher plays a special role in students learning because they are the ones who guide students to achieve their goals in life.

When teachers are facing a lot of responsibilities, their ability to provide and teach students effectively can be affected, which can lead to difficulty and reduced comprehension among students. As a result, students’

learning and overall academic performance can also be affected.

These findings support the study of Gudelos and Mabitad (2025) ^[7], which reported that administrative responsibilities significantly reduce teachers' preparation time and instructional quality. The results show that students' learning is affected by the workload of teachers. When teachers have a reasonable amount of work, they can teach their students better, use more engaging methods, and give more support to their learners. This shows how important it is to balance teachers' responsibilities so they can provide better teaching and improve student learning.

Effects of Workload on Teaching Performance

The findings under the theme of changes in students' focus under heavy workload indicate that the workload of teachers might affect the students' focus. The participants of the study shared various opinions on the effect of teachers' workload on students' focus. The opinions indicated that when the workload of the teachers is high, the students might not be able to concentrate during class discussions. This is because the teachers might be too busy to have thorough class discussions. As a result, the students might not be able to grasp the concepts of the class discussions. The students might also not be able to connect the previously discussed concepts to the new ones. This is because the students might not have enough interaction with the teachers.

The findings of the study are similar to the study by Kanwal, Rafiq, & Afzal (2023) ^[8], which indicated that the workload of the teachers might affect the students' focus. The study found that the workload of the teachers might lead to stress, thus affecting the students' performance. The study concluded that the workload of the teachers should be managed to improve the students' focus.

Impact of Workload on Students' Learning

The findings on the impact of workload on learning and retention revealed that limited time for teaching due to heavy workloads may influence the learning and retention of lessons by students. Some teachers stated that, for instance, when they are interrupted during discussions by urgent reports and administrative tasks, students may not be given enough time to understand and retain the lessons. Moreover, teachers stated that interactive learning, which is beneficial for the learning and comprehension of lessons by the students, is often limited since it may require additional preparation time.

This study is related to the study by Kanwal, Rafiq, and Afzal (2023) ^[8], which emphasized that heavy workloads may influence teachers' effectiveness and quality of teaching. When teachers are overwhelmed by heavy workloads, the quality of teaching may be compromised. Moreover, Gonzales, Guimary, and Gabunilas (2022) ^[6] stated that teachers' workloads and well-being influence the learning environment. Although the study did not establish any statistical relationship between teachers' workloads and academic performance, it noted that heavy workloads, whether moderate or heavy, are of great concern and may influence teaching effectiveness and learning experiences.

Relationship Between Teachers' Workload and Students' Learning Capacity

The findings of the relationship between teachers' workload and students' learning capacity revealed that teachers' workload may affect students' academic performance indirectly. Some of the participants shared that teachers' failure to attend classes regularly or their failure to clearly explain concepts due to lack of proper preparation may affect students' understanding of their subjects. As a result, students may perform poorly in their academic tests, tasks, and other academic activities. Some of the teachers also shared that students may lose their motivation to do their homework if they see their teachers frequently busy with their workload.

This finding was also supported by the study of Kanwal, Rafiq, and Afzal (2023) ^[8]. They found that a heavy workload may reduce teachers' effectiveness, thus affecting students' academic performance. Bagum, Younis, and Malik (2025) ^[3] emphasized that managing workload effectively is important in maintaining the quality of teaching and improving students' academic performance.

5. Summary, Conclusion, and Recommendations

This chapter presents the summary of findings, conclusions, and recommendations of the study. It synthesizes the key results gathered from senior high school teachers regarding their workload and its impact on their teaching responsibilities and students' learning.

The chapter highlights the major themes that emerged from the data and connects these insights to practical conclusions and recommendations. It serves as the final section of the study, providing direction for possible improvements within the school setting to better support both teachers and students.

Summary of Findings

Nature and Challenges of Teachers' Workloads

This chapter examines teachers' workloads and their effects on students' learning. It is organized into five sections: **nature of workloads, administrative challenges, impact on teaching performance, effects on students' learning, and coping strategies and solutions.** Findings are based on qualitative interviews with senior high school teachers.

Problem No. 1: Current Teacher Workloads

Excessive Paperwork: Teachers consistently report that paperwork constitutes a substantial and often burdensome part of their roles.

Prioritizing Paperwork over Instruction: Teacher 1 highlights that the burden of administrative tasks often leads to prioritizing paperwork over actual teaching.

Numerous Forms and Evaluations: Teacher 2 describes the vast number of forms and evaluations—such as School Forms (SF), evaluation rubrics, and mid-year reviews—that teachers must complete, particularly toward the end of the school year.

Coordinator-Related Documentation: Teacher 5 notes that documents required for specialized coordinator roles add significantly to their overall workload.

Class Records and Administrative Tasks: Teacher 8 identifies the preparation of class records as a primary administrative task. Similarly, Teacher 9 (an English teacher) manages additional responsibilities, including drafting meeting minutes, newsletters, and program layouts for school activities.

Manageable Workloads: In contrast, Teachers 3 and 6 consider their current workloads to be manageable, despite acknowledging the significant amount of paperwork involved.

Non-Teaching Responsibilities: Beyond instruction and paperwork, several teachers manage auxiliary school duties:

School Canteen Management: Teacher 4 oversees the school canteen, ensuring food safety and managing daily finances.

Advisory and Teaching Hours: Teacher 7 maintains four teaching hours in addition to managing an advisory class.

Problem No. 2: Most Tiring or Challenging Aspects of the Workloads

Deadline-Driven Prioritization: Teachers 1, 2, 8, and 9 find it challenging to balance lesson planning with instruction because they must often prioritize paperwork due to tight deadlines. These participants consider the continuous processing of documentation to be the most exhausting aspect of their professional lives.

Conclusion

In conclusion, the findings of this study revealed that the workload of senior high school teachers extends far beyond classroom instruction. Through in-depth conversations with the participants, it became evident that the demands placed upon them significantly influence not only their professional well-being but also their capacity to effectively support student learning. Their shared experiences provided a clearer understanding of the daily realities they encounter in the field.

Based on the findings presented in Chapter IV, one of the most prominent concerns among teachers is the overwhelming amount of paperwork. Nearly all participants reported that administrative tasks occupy a substantial portion of their time, including the preparation of school forms, grading checklists, mid-year and year-end reports, and other required documentation—tasks that increase as the academic year progresses. Teachers who also serve as coordinators handle additional documents and reports alongside their regular teaching duties. Some participants indicated spending several hours maintaining updated student records, while others are responsible for preparing meeting minutes, school newsletters, and event layouts. Although a few teachers reported being able to manage these responsibilities, the majority described the paperwork as burdensome and exhausting, highlighting a recurring theme of administrative workload as a significant challenge in Chapter IV.

Beyond administrative requirements, teachers are also assigned various non-teaching responsibilities. Some participants reported handling operational roles such as managing the school canteen, ensuring food safety, and overseeing daily financial transactions. Others divide their time between classroom instruction and advisory roles, which involve providing both academic guidance and personal support to students. These additional responsibilities further reduce the time and energy available

for lesson preparation and meaningful student engagement.

The findings of this study support previous research showing that too much administrative work limits teachers' ability to focus on planning lessons and interacting with students. When teachers spend a lot of time on paperwork and other non-teaching tasks, they have less time to prepare lessons, provide individual support, and engage students in meaningful learning.

This shows that school administrators and policymakers should find ways to reduce teachers' administrative workload, so they can focus more on teaching. Doing this can help improve teaching quality, support student learning, and create a better learning environment for everyone.

Recommendations

Based on the findings and conclusions of the study, several practical and realistic recommendations are proposed to help address the challenges faced by senior high school teachers in the specific school setting.

For Policy Makers: Policy makers may review existing policies related to teachers' administrative workload and consider reducing excessive documentary requirements that are not directly connected to student learning. Clear guidelines may be established to limit redundant reports and simplify documentation processes. Additionally, policies that provide clerical or administrative support for schools, particularly senior high school departments, may be strengthened to ensure that teachers can focus more on instruction rather than paperwork.

For School Administrators: School administrators may conduct an internal audit of teachers' tasks to identify non-essential paperwork and overlapping responsibilities. Standardized templates and a centralized digital filing system may be introduced to reduce repetitive documentation. Administrators may also ensure a fair and transparent distribution of non-teaching assignments, such as coordination, advisory roles, and event-related tasks. Where possible, clerical staff, student assistants, or work-immersion students may be assigned to assist with record-keeping and basic documentation. Regular consultation meetings may also be scheduled to allow teachers to voice workload concerns and suggest improvements.

For Teachers: Teachers may strengthen collaborative practices by sharing instructional materials, lesson plans, and assessment tools within departments to reduce individual workload.

Time management strategies and structured planning schedules may also help balance instructional preparation and administrative responsibilities. Teachers handling additional roles may document their workload to communicate clearly with administrators regarding support needs. Maintaining open communication with colleagues can also foster a supportive working environment. Strengthening administrative support can significantly ease teachers' burden. The possible assignment of clerical assistance, student aides, or work-immersion of students to help with organizing records and basic documentation tasks may be explored. Even small support systems can make a meaningful difference in reducing teachers' stress and improving productivity.

For Students: Students may be encouraged to become active partners in the learning process by practicing responsibility, meeting deadlines, and participating meaningfully in class. When appropriate, student leaders or

volunteers may assist in organizing classroom materials or simple non-confidential tasks under teacher supervision. By being cooperative and engaged, students help create a more productive classroom environment, allowing teachers to focus more on instruction and guidance.

For Future Researchers: Future researchers may conduct similar studies in different schools or educational levels to compare findings and broaden understanding of teacher workload concerns. Quantitative studies may also be undertaken to measure the relationship between workload and student academic performance. Further research may explore specific interventions, such as digital documentation systems or administrative support programs, to evaluate their effectiveness in reducing teacher workload and improving student outcomes.

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Dedication

To Teachers: This is dedicated to all teachers who, despite heavy workloads and limited resources, continue to inspire and nurture their students with patience, dedication and passion.

To Students: To the students, whose learning and growth are shaped by the care, time, and effort of their teachers, and who continually inspire and motivate educators to continually give their.

To School Administrators: To school administrators, as this research aims to provide insights that support the development of policies and practices that reduce teacher workload and enhance the quality of education.

To Future Researchers: To future researchers, as a reference and guide for further studies the seek to improve educational practices and promote meaningful learning for all.

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