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WORKLOAD ON TEACHING EFFECTIVENESS OF TEACHERS IN PANABO CENTRAL DISTRICT

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ABSTRACT

This study examined the effect of school workload on teaching effectiveness among ninety-one (91) teachers in the Panabo Central District. Specifically, it determined the extent of school workload in terms of duties and obligations, energy, and time management, as well as the extent of teaching effectiveness in terms of subject matter knowledge, instructional planning and strategies, assessment, learning environment, and effective communication. A descriptive-correlational research design was employed using adopted and validated survey instruments. Data were analyzed using weighted mean, pearson product moment correlation, and multiple regression analysis at a 0.05 level of significance. Findings revealed that both school workload and teaching effectiveness were at an extensive level, indicating that they were oftentimes evident among teachers. Results further showed a significant relationship between school workload and teaching effectiveness. Regression analysis confirmed that duties and obligations and energy significantly influenced teaching effectiveness, while time showed a weaker influence. The study concludes that workload management plays a critical role in sustaining instructional performance. Effective regulation of teachers' responsibilities and support for their well-being are essential to maintaining high levels of teaching effectiveness.

KEYWORDS: *School Workload; Teaching Effectiveness; Duties and Obligations; Energy; Time Management; Descriptive-Correlational Design*

INTRODUCTION

Teaching effectiveness may be influenced by multiple factors, including teacher competence, institutional support, classroom context, and workload-related demands. Understanding the possible role of workload in shaping instructional performance remains an important area for investigation in educational research. In the current educational context, teachers are expected to balance multiple responsibilities, including lesson preparation, administrative tasks, professional development, and addressing diverse student needs, all of which require significant time, energy, and focus.

The effectiveness of teachers, therefore, depends on how well they organize their duties and obligations, regulate their energy, and allocate their time to prioritize instructional tasks. When workload is managed efficiently, teachers are better able to deliver clear and engaging lessons, implement appropriate instructional strategies, conduct meaningful assessments, and communicate effectively with learners. However, when workload becomes excessive or poorly managed, it can deplete teachers' cognitive and emotional resources, reducing their capacity to maintain high-quality teaching. Thus, teaching effectiveness is closely tied to workload management, highlighting that sustaining effective instruction requires not only professional competence but also the ability to balance and control the demands of the teaching profession. Internationally, the issue of teachers' workload is increasingly recognized not merely as an occupational concern but as a direct threat to teaching effectiveness. Across many education systems, excessive demands such as extended working hours, large class sizes, and non-teaching responsibilities have been shown to diminish teachers' ability to deliver high-quality instruction. The Organization for Economic Co-operation and Development (2020) emphasized that heavy workload contributes to burnout, which weakens teachers' instructional clarity, responsiveness, and capacity to support diverse learners. When teachers are physically and emotionally exhausted, their effectiveness in facilitating meaningful learning, engaging students, and sustaining classroom interaction is significantly compromised.

Global evidence highlights that insufficient time for lesson planning directly undermines teaching effectiveness. The UNESCO Global Education Monitoring Report (2019) stressed that limited preparation time prevents teachers from designing differentiated instruction and applying innovative teaching strategies. As a result, instruction becomes routine and less responsive, reducing the quality of learning experiences provided to students. This demonstrates that effective teaching is highly dependent on teachers ability to manage time in a way that prioritizes planning, reflection, and adaptation of instruction. In the Philippine context, the challenge becomes even more pronounced, with teaching effectiveness being directly affected by the volume of non-instructional responsibilities assigned to teachers. The Alliance of Concerned Teachers (2022) reported that a majority of public-school teachers feel overwhelmed by administrative tasks, which

significantly reduces the time and energy available for instructional preparation. When teachers are burdened with excessive paperwork and reporting requirements, their capacity to design effective lessons, conduct meaningful assessments, and provide timely feedback is weakened, ultimately affecting student learning outcomes.

Further, limited resources and large class sizes continue to constrain teachers' effectiveness in instructional delivery and assessment practices. The Seameo Innotech (2021) highlighted that these challenges hinder teachers from implementing varied instructional strategies and responsive assessment methods. Without adequate support, teachers struggle to maintain effective classroom environments and provide individualized attention, both of which are essential components of teaching effectiveness.

At the local level, teachers in Panabo Central District experience similar conditions, where workload demands directly influence their effectiveness in the classroom. The accumulation of teaching and non-teaching tasks limits their ability to engage in reflective planning, apply diverse instructional strategies, and sustain effective communication with learners. The difficulty in maintaining sufficient energy and managing time effectively further constrains their instructional performance. These realities emphasize that teaching effectiveness is not solely dependent on teachers' competence, but significantly shaped by how well they can manage workload demands. The lack of localized studies examining this relationship highlights a critical research gap, reinforcing the importance of this study in understanding how workload conditions affect teaching effectiveness in specific educational contexts.

Despite the presence of teaching effectiveness initiatives and performance evaluation systems within the division, empirical evidence remains scarce regarding how specific domains of workload—namely duties and obligations, energy, and time—affect teachers' subject matter expertise, instructional planning, assessment practices, learning environment, and communication with students. Although the Department of Education–Region XI (2023) has acknowledged workload as a pressing issue, no comprehensive study has been undertaken to quantitatively examine how these stressors influence instructional quality in Panabo Central District. This gap in local literature and policy development constrains the ability of school leaders and policymakers to design sustainable solutions that reflect teachers' lived experiences.

The scientific value of this study lay in its potential to inform localized policy and practice. By identifying the specific workload domains that significantly affected teaching effectiveness, the study provided school administrators in Panabo Central District with evidence to guide the design of intervention programs, streamline task delegation, and strengthen support systems for teachers. Moreover, it offered evidence-based recommendations aligned with national priorities under the Department of Education's MATATAG curriculum reform, which emphasized teacher empowerment, learning recovery, and classroom effectiveness. In this way, the research addressed not only academic gaps but also community and institutional needs.

Further, understanding the effect of workload on teaching effectiveness contributes to broader educational improvement. When teachers are supported and their workload is managed, they can better focus on delivering quality instruction, fostering a positive learning environment, and developing learners holistically. By bridging the gap between teacher welfare and teaching quality, the findings of this study have the potential to support educational transformation not only within Panabo Central District but also in similarly situated divisions across the Philippines.

This study is timely and essential given the evolving demands of education in the post-pandemic era. With the continued implementation of blended learning approaches and increasing administrative expectations, teachers face unprecedented challenges. Without deliberate efforts to manage workload of teachers, the vision of delivering quality education may remain unfulfilled. Thus, this study aims to contribute practical, data-driven solutions that can enhance both teacher well-being and student learning outcomes in Panabo Central District.

THE STUDY'S OBJECTIVES

This study determined the relationship between the workload of teachers and teaching effectiveness. Specifically, it sought to:

1. Determine the extent of the workload of the teachers in terms of duties and obligations, energy; and time.
2. Determine the extent of teaching effectiveness in terms of subject matter knowledge, instructional planning and strategies, assessment, learning environment; and effective communication.
3. Establish whether a significant relationship exists between workload of teachers and their teaching effectiveness.
4. Identify which domains of the workload of teachers significantly influence their teaching effectiveness.

METHODOLOGY

This chapter discusses the methodological component of the research including: Research Design, Research Respondents, Research Instruments, Data Collection Procedures and Data Analysis Procedures.

Method Used

Quantitative Research was used for this research study and a Descriptive Correlational Research design was implemented. Quantitative Research is based upon the systematic collection of measurable data that can then be analyzed statistically to describe and/or explain phenomena objectively from an empirical perspective (Bhandari, 2022). This approach was appropriate for studies where the goal is to quantify relationships between variables using structured instruments such as survey questionnaires. The aforementioned study utilized a quantitative methodology to conduct a systematic analysis of the workload of teachers as well as to assess the effectiveness of their teaching practices. It did this by examining the relationship between specific indicators of workload (i.e., duties and obligations, energy, and time) and indicators of teaching effectiveness (i.e., subject matter knowledge, instructional planning and strategies, assessment, learning environment, and effective communication).

By using a descriptive correlational research design (Davis, 2021), the researchers observed and analyzed the variables (teacher workload and teaching effectiveness) that were being studied in their natural environment without manipulation (Apuke, 2017). Descriptive research is used to describe the present state of the variables being studied; whereas, correlational research is used to determine if there exists a statistically significant relationship between the variables being studied (Apuke, 2017). Therefore, the study sought to provide a description of the extent of the teacher's workload and the extent of the effectiveness of the teacher's performance, with specific interest being placed on the extent to which teacher workload had an impact on the effectiveness of the teacher's performance in the Panabo Central District. The results of this study provided an accurate representation of the current condition of the classroom and teacher's workload; therefore, the ecological validity was maintained.

In addition, the use of a descriptive correlational research design can be justified because it allows researchers to determine the strength and direction of the relationship between two or more variables, without changing the natural context in which teaching takes place (Creswell & Creswell, 2018). For this study, the descriptive correlational research design provided researchers with insights into whether teacher workload negatively impacts teacher effectiveness, and/or if particular indicators of teacher workload are responsible for influencing the quality of instruction. Additionally, the research produced statistical analysis utilizing Pearson's correlation and multiple regression analyses which displayed the degree of relationship between the teacher's workload and teacher effectiveness, and ultimately serve as evidence for developing educational policy and practice.

Sources of Data

The respondents of this study were Key Stage 1 teachers (Grades 1–3) from large schools in Panabo Central District, 91 teachers from a total population of 117 teachers. To determine the appropriate sample size, Slovin's formula was applied, where N is the population size and e was the desired margin of error (Tejada & Punzalan, 2019). Using a 0.05 margin of error, the computed sample size was 91 respondents. This number was considered adequate to represent the target population and ensure the reliability and validity of the results.

The inclusion criteria for the respondents were established to ensure that the data accurately reflect the experiences and perspectives relevant to the study's objectives. Only full-time and permanent Key Stage 1 teachers aged between 25 and 50 years old, with more than three years of teaching experience, were included. This ensured that participants possess sufficient professional maturity, instructional exposure, and understanding of workload-related demands and their implications for teaching effectiveness. This criterion aligns with the view that teachers with several years of experience can provide more meaningful insights into their professional responsibilities and performance (Komba & Mwakabenga, 2021).

Also, the study focused on teachers assigned to large schools in Panabo Central District, as they were more likely to encounter heavier workload conditions due to larger class sizes and expanded school programs. Participation was voluntary, and only those willing to take part in the study were included. This approach upholds ethical research practices by respecting autonomy and ensuring fairness in respondent selection. By focusing on experienced and active Key Stage 1 teachers, the study ensures that the collected data accurately represent the realities of workload of teachers and its relationship to teaching effectiveness. As Creswell and Creswell (2018) emphasize, aligning the research population and sampling procedures with the study's objectives strengthens the validity and generalizability of the findings.

Data Gathering Instrument

The main method of collecting data was the use of a structured questionnaire to measure the level of workload of teachers and the effectiveness of their teaching. This questionnaire consisted entirely of closed-ended questions to capture the respondents' perceptions and experiences using Likert scales. Data collection was accomplished by using a modified version of the survey questionnaire. The questionnaire contained two distinct sets: a set of questions addressing teacher's workload and another set addressing teacher's teaching effectiveness.

To ensure the quality of the data collection process, the research instruments underwent a systematic validation process. Content validity was conducted to determine if the survey items accurately represent the specific domains of school workload and teaching effectiveness. This was essential to ensure that the indicators such as duties, energy, and subject matter knowledge are comprehensive and relevant to the actual experience of educators. Furthermore, the researcher refined the tools based on the expert feedback and suggestions provided by the panel of examiners to establish construct validity. Throuh the process, the instruments were properly contextualized for the teachers in Panabo Central District, ensuring that the measurement of professional performance and work demands is both technically sound snd culturally appropriate for the study's setting.

Workload of Teachers. Maquidato & Bayani (2024) developed a questionnaire measuring teacher workload, using three constructs: duties and obligations (1-5), energy (1-5), and time (1-5).

A pilot study of the teacher workload questionnaire (Maquidato & Bayani, 2024) was performed with a separate group of key stage 1 teachers from the target population, to assess the clarity, reliability, and appropriateness of the items. The results of the pilot study produced a Cronbach's alpha of .93 (indicating a high degree of internal consistency between the items), which supports the reliability of the instrument for measuring the three constructs of interest: duties and obligations, energy, and time. The high reliability of this instrument indicates that it can be used to obtain reliable responses from teachers regarding their workload, and, therefore, collect valid data and minimize measurement error. An example of the grading scale used to establish the extent of teacher workload was provided in the pilot test.

Mean Interval	Descriptive Level	Descriptive Interpretation
4.20 - 5.00	Very Extensive	The workload of teachers is always evident.
3.40 - 4.19	Extensive	The workload of teachers is oftentimes evident.
2.60 - 3.39	Moderately Extensive	The workload of teachers is occasionally evident.
1.80 - 2.59	Less Extensive	The workload of teachers is seldom evident
1.00 – 1.79	Not Extensive	The workload of teachers is never evident.

Teaching Effectiveness. The teaching effectiveness questionnaire was restructured using Akram (2019) as the baseline source, while using 26 items from the original tool. The instrument has five indicators of: subject matter knowledge (1-6), instructional planning and strategies (1-6), assessment (1-5), learning environment (1-6), and effective communication (1-3).

The teaching effectiveness questionnaire, restructured from Akram (2019), was subjected to pilot testing to assess its psychometric properties. The instrument demonstrated a Cronbach's alpha reliability coefficient of .77, indicating excellent internal consistency across the five indicators of subject matter knowledge, instructional planning and strategies, assessment, learning environment, and effective communication. This high reliability suggested that the items were developed in a manner that allowed them to be used consistently in determining teaching effectiveness across multiple dimensions. Consequently, the teaching effectiveness questionnaire was deemed appropriate for use in the present study, supporting the validity and reliability of the data to be obtained. The grading scale below illustrates how the extent of teaching effectiveness was measured.

Mean Interval	Descriptive Level	Descriptive Interpretation
4.20 - 5.00	Very Extensive	Teacher teaching effectiveness is always evident.
3.40 - 4.19	Extensive	Teacher teaching effectiveness is oftentimes evident.
2.60 - 3.39	Moderately Extensive	Teacher teaching effectiveness is occasionally evident.
1.80 - 2.59	Less Extensive	Teacher teaching effectiveness is seldom evident.
1.00 – 1.79	Not Extensive	Teacher teaching effectiveness is never evident.

In order to achieve the purpose of the study, the instruments used in this study were modified to meet the needs of the study. To modify the instruments, the researcher made all modifications based on the advice and recommendations from the advisor and the members of the committee to develop the final copies of the instruments to meet construct validity.

Sampling Technique

The study employed a probability sampling technique, specifically the simple random sampling method through the lottery approach, to ensure that all qualified teachers had an equal chance of being selected as respondents. After determining the required sample size of 91 teachers from the total population in the Panabo Central District, the names of eligible teachers who met the inclusion criteria were listed and assigned corresponding numbers. These numbers were then placed in a container, and the required number of respondents was drawn randomly. This method ensured fairness, minimized selection bias, and enhanced the representativeness of the sample in reflecting the workload and teaching effectiveness of teachers within the district.

The use of the lottery method strengthened the credibility of the respondent selection process by promoting inclusivity and equal participation among teachers. The inclusion criteria, such as having at least three years of teaching experience, being within the age range of 25–50 years old, and being assigned to Key Stage 1, ensured that the selected respondents possessed sufficient experience and exposure to workload demands and teaching practices. This approach enhanced the reliability of the data collected, as participants were capable of providing informed and meaningful responses regarding their workload and teaching effectiveness.

With the selection of 91 teachers who met the established criteria, the study was guided by methodological rigor and objectivity. This sampling technique allowed for the generation of valid and reliable findings that accurately represented the experiences of teachers in the Panabo Central District. Ultimately, the sample provided a balanced and representative basis for examining the relationship between school workload and teaching effectiveness, contributing valuable insights for improving workload management and instructional practices in the educational setting.

Procedure of the Study

A systematic way to gather data for this study was used to ensure a sound ethic process, and provide for accurate, reliable and truthful results. The data gathering procedures have included obtaining the ethics compliance certificate, securing an endorsement letter from the Dean, and receiving a permit from the Schools Division Superintendent (SDS) to conduct the study. The data collection was conducted among individuals located in Panabo Central District.

Ethics Compliance Certificate. Prior to the conduct of the study, the researcher secured an Ethics Compliance Certificate on November 11, 2025. This process ensured that the study adheres to the ethical standards required for research involving human participants. The ethics review confirmed that the rights, dignity, and welfare of the respondents were protected throughout the research process. Ethical principles such as voluntary participation, informed consent, confidentiality of responses, and proper handling of collected data are strictly observed in accordance with the provisions of the Data Privacy Act of 2012. The issuance of the certificate signifies that the study meets the required ethical guidelines and is permitted to proceed with the subsequent stages of the research..

Endorsement Letter from the Dean. On November 22, 2025, following the completion of the ethics compliance certificate, the researcher asked for an endorsement letter to be issued by the Dean of Graduate School at Rizal Memorial Colleges, Inc., to confirm that they had been through proper academic review process and that their research fit within the requirements of the graduate program. In addition, the endorsement would state that the research study was current, academically sound and appropriate for use within the identified research environment. This endorsement serves as an official institutional support that allows the researcher to formally request permission from the Schools Division Office to conduct the study.

Permit to Conduct the Study from the Schools Division Superintendent (SDS)**.** With the endorsement letter from the dean, the researcher submitted a formal request for a Permit to Conduct the Study addressed to the Schools Division Superintendent (SDS) of Panabo City Division on January 12, 2026 The request includes the research title, objectives of the study, the target respondents, and the procedures for data collection. Supporting documents such as the endorsement letter, research instruments, and other required attachments are also submitted for review. Upon approval, the permit grants the researcher official authorization to conduct the study within the schools under the jurisdiction of the said division.

Letter to the Principals. After receiving the permit from the Schools Division Superintendent, the researcher prepared and sent letters to the school principals of the identified schools in Panabo Central District on January 26 and 28, 2026. These letters informed the school heads about the purpose of the research, the respondents involved, and the procedures for administering the research instruments. Coordination with the principals was undertaken to schedule appropriate times for the distribution and retrieval of the questionnaires, ensuring that regular school activities were not disrupted. Their cooperation was essential in facilitating clear communication with the respondents and in maintaining an organized data collection process.

Validation Sheets. Prior to the actual administration of the research instruments, the questionnaire underwent expert validation on November 24, 26 and 28, 2025. The researcher provided validation sheets to selected experts who evaluate the research instruments in terms of clarity, relevance, appropriateness of content, and alignment with the research variables. The experts record their comments and suggestions in the validation sheets, which are carefully reviewed by the researcher. Necessary revisions were incorporated to improve the quality of the questionnaire before the final administration to the respondents. This process ensures that the instrument is valid, reliable, and capable of accurately measuring the variables included in the study.

Statistical Treatment

For improved interpretation and analysis of this data, three statistical tools were employed:

Weighted Mean. Weighted mean was used because it measures the extent to which teachers' workloads were measured by durability of finished work (objectives achieved), instructional strategies and techniques used to deliver content (teaching effectiveness), consistency in evaluating provided student assistance (fatalities vs. non-fatalities), consistency when providing feedback to students regarding their behaviour/faults after being selected for inclusion in the research (failed), etc.

Standard Deviation. Standard deviation was used to measure how significantly similar or different the responses were to one another.
Higher mean values indicate greater relationships (proportionality) while lower standard deviation values indicate higher consistency (normal surfacing of data). In contrast, higher standard deviation values indicate a lesser degree of similarity among the responses.

Pearson Correlation Coefficient. was the correlation analysis measured between the Teacher Work Load (TWL) and Teacher Effectiveness. This tool is appropriate for determining whether changes in TWL were significantly correlated to corresponding changes in Teacher Effectiveness.

Multiple Regression Analysis. For the fourth problem, which identified which domains of workload of teachers significantly influence teaching effectiveness, multiple linear regression analysis was employed. Regression was suitable for identifying predictors among multiple independent variables and explaining how each indicator of workload of teachers (duties and obligations, energy, and time) contributes to teaching effectiveness. The use of regression analysis enabled the study to go beyond correlation and examine the predictive power of each workload domain on teaching effectiveness.

Ethical Consideration
This section of the research paper reviewed the ethical principles in relation to the confidentiality, permission and voluntary nature of students' involvement in the study to ensure that all study participants' rights to participate in the investigation and/or have their opinions represented fairly were protected.

Social Value. This study held significant social value as it examined the relationship between workload of teachers and teaching effectiveness among key stage 1 teachers in Panabo Central District. By identifying how workload factors such as duties and obligations, energy, and time influenced instructional quality, the research contributed to the development of policies that promoted teacher well-being and optimized learning outcomes for young learners.

Beyond individual respondents, the study's findings informed DepEd administrators, school heads, and local policymakers in designing interventions such as workload management programs or professional development training. These outcomes created positive ripple effects in the teaching profession by enhancing job satisfaction, teacher retention, and ultimately, the quality of education in the early grades.

Informed Consent. Every participant in the research study was provided with information about the research study prior to the commencement of data collection process. Each participant signed a consent form containing information about the purpose of the research study, the voluntary nature of the research study, the potential risks, the anticipated benefits from participating in the research study, and their right to withdraw from the study at any time without penalty. The information provided to participants was written in clear and simple language to ensure that they clearly understood all aspects of the consent form.

Teachers were also given time to ask questions before signing the form, ensuring that they fully understood their involvement. While assent typically applied to minors, the same principle of respectful agreement guided interactions with teachers, who were required to be comfortable with their participation. Copies of the signed consent form were provided to respondents for their personal records.

Vulnerability of Research Respondents. Although teachers were professionals, their status as employees under school administrations placed them in a vulnerable position. Some worried that their responses could affect their employment evaluation. To address this, the researcher emphasized that all data were for academic purposes only and were not shared with school principals or supervisors. Also, teachers might have felt emotionally burdened when reflecting on workload challenges. Thus, questions were designed to avoid judgment or discomfort. Respondents were reassured that their participation did not lead to any personal disadvantage, thereby respecting their professional dignity.

Privacy and Confidentiality. This study strictly adhered to the Data Privacy Act of 2012. All personal identifiers such as names and school affiliations were removed during data encoding. Instead, respondents were assigned numerical codes to ensure anonymity in both data analysis and reporting.

The researcher stored the survey data on a password-protected computer to ensure that no unauthorized individual could access it. In addition, the hard copies of the questionnaires were kept in locked cabinets and were scheduled for secure disposal at the conclusion of the study. The confidentiality of the data was clearly explained to the respondents, allowing them to place trust in the research process.

Risk, Benefits and Safety. The risks involved in this study were minimal, limited to possible discomfort when disclosing workload concerns. To minimize this, the researcher framed questions neutrally and assured respondents that there were no right or wrong answers.

The benefits, however, were significant. Teachers gained self-awareness of how workload affected their teaching practices, while DepEd leaders used the findings to adjust policies for workload distribution. Safety was ensured by conducting surveys in safe school environments during appropriate schedules, minimizing disruption to teachers' responsibilities.

Justice. The principle of justice was upheld by ensuring that all key stage 1 teachers in Panabo Central District were given equal opportunity to participate, regardless of their years of service, school location, or employment status.

The benefits of the study were also distributed fairly, as the findings not only supported policy and practice improvements but were also shared with participating schools. This ensured that respondents were not merely sources of data but also beneficiaries of the knowledge generated.

Transparency. Transparency was maintained throughout the research process. Teachers were informed about the objectives, methodology, and expected outcomes of the study at the onset. Any revisions to the procedures were also disclosed promptly.

Also, the results of the study were shared with the Panabo Central District and participating schools. This open communication fostered trust and demonstrated accountability to the educational community.

*Qualification of the Researcher.*The researcher possessed training in educational research and ethics and sought guidance from the Rizal Memorial Colleges (RMC) and its Research Ethics Committee before implementation. This ensured that the study aligned with DepEd's research agenda and ethical protocols.

By undergoing such oversight, the researcher demonstrated competence not only in quantitative methodologies but also in handling sensitive information responsibly. This guaranteed that the study was conducted with professional integrity and credibility.

*Conflict of Interest.*The researcher acknowledged the possibility of conflict of interest, especially if employed within Panabo Central District. For instance, being a colleague of the respondents might have unintentionally influenced responses.

To avoid bias, the researcher clarified that the study was purely academic, with no direct benefit to their career or financial interest. The results were not influenced by personal relationships or administrative ties, thereby upholding objectivity and fairness.

Adequacy of Facilities. Data collection was carried out using printed survey questionnaires distributed during school hours, ensuring accessibility for teachers. The researcher used school classrooms or faculty lounges for survey administration to maintain comfort and convenience.

For data processing, the researcher utilized a computer equipped with SPSS for statistical analysis, secure storage facilities for data, and basic office materials for organizing research documents. These facilities were adequate to ensure systematic and efficient conduct of the study.

Community Involvement. Community involvement was fostered by engaging school principals and district supervisors in Panabo Central District. Their cooperation helped in scheduling data collection without disrupting teaching activities.

Additionally, after data analysis, a summary of the findings was shared with the schools and the division office. This feedback loop ensured that the community not only participated but also benefited from the research, strengthening the link between academic inquiry and practical educational improvement.

Results

This chapter presents the findings on school workload and teaching effectiveness, highlighting how duties, energy, and time impact teacher performance.

Extent of School Workload

Duties and Obligations

Teachers reported an **extensive level of workload** in terms of duties and obligations ($M = 4.00$, $SD = 0.857$). Highest-rated items included creating priority lists ($M = 4.04$), managing workload relative to peers ($M = 4.02$), and meeting role expectations ($M = 4.00$). These results indicate that teachers consistently organize, manage, and fulfill responsibilities, demonstrating responsibility, adaptability, and task-management skills. However, sustained high demands suggest the need for institutional support to prevent fatigue or burnout. These findings align with Maquidato and Bayani (2024), Allen et al. (2020), and OECD (2023), highlighting that structured prioritization supports teaching performance despite increasing non-instructional demands.

Energy

The overall mean for energy-related workload was **extensive** ($M = 3.97$, $SD = 0.946$). Teachers generally reported sufficient physical and mental energy to complete tasks, maintain motivation, and remain productive. Key items included having adequate energy to accomplish tasks ($M = 4.01$) and feeling engaged at work ($M = 3.97$). These findings suggest teachers maintain emotional and cognitive stamina, which supports instructional effectiveness. The results correspond with research emphasizing the importance of energy and resilience for sustaining teaching performance (Soler et al., 2023; Ajayi, 2024; OECD, 2023).

Time

Time workload was also rated **extensive** ($M = 3.99$, $SD = 0.926$). Teachers reported effective time management in completing tasks thoroughly, remaining engaged, and balancing competing demands. High consistency in responses suggests shared experiences and strategies in managing time. These results align with studies emphasizing structured time allocation as key to sustaining productivity and instructional quality (Maquidato & Bayani, 2024; Kim et al., 2022; Fiorilli et al., 2020).

Extent of Teaching Effectiveness

Subject Matter Knowledge

Teachers demonstrated **extensive effectiveness** in content knowledge ($M = 4.01$, $SD = 0.892$), particularly in culturally responsive teaching, knowledge of minority students' historical and social contexts, and awareness of community resources. Findings indicate a strong foundation for inclusive, relevant, and coherent instruction (Akram, 2019; Bueno, 2023; Mafa-Theledi, 2024).

Instructional Planning and Strategies

Teachers scored **extensively** in planning and instructional strategies ($M = 4.04$, $SD = 0.934$). High-rated items included engaging students effectively ($M = 4.09$), providing individualized instruction ($M = 4.07$), and using diverse techniques for comprehension ($M = 4.04$). The results highlight teachers' ability to design adaptive, student-centered learning experiences, consistent with evidence-based practices (Akram, 2019; Alecio et al., 2021; Ferlazzo, 2020).

Assessment

Teaching effectiveness in assessment was **extensive** ($M = 4.03$, $SD = 0.943$). Teachers regularly conducted class tests, provided feedback, and maintained student records. Findings suggest competence in monitoring student progress and motivating improvement, aligning with best practices in formative assessment (Akram, 2019; Levy-Feldman, 2025; Fisher, 2025).

Learning Environment

Teachers maintained **extensive effectiveness** in creating positive learning environments ($M = 4.02$, $SD = 0.965$), including promoting trust, student participation, and inclusive practices. The consistency of responses indicates shared strategies to foster engagement, minimize disruptions, and support low-performing students, aligning with research on supportive classroom climates (Akram, 2019; AERO, 2023; CASEL, 2025).

Effective Communication

Communication effectiveness was **extensive** ($M = 4.01$, $SD = 0.948$). Teachers used age-appropriate language, correct grammar, and responsive interactions to support student understanding. This reflects the importance of clear, adaptive communication in enhancing engagement and learning outcomes (Akram, 2019; Wanzek et al., 2023; Michigan Virtual, 2024).

Relationship Between School Workload and Teaching Effectiveness

Correlation analysis revealed a **strong positive relationship** between overall workload and teaching effectiveness ($r = 0.8905$, $p < 0.001$). All workload dimensions—duties and obligations ($r = 0.9336$), energy ($r = 0.8675$), and time ($r = 0.8703$)—were positively associated with teaching effectiveness, indicating that increases in these factors correspond to improved instructional performance. These results support studies showing that manageable workloads and sufficient

energy enhance teacher engagement, motivation, and instructional quality (Kanwal et al., 2023; Wang et al., 2025; Embodo & Villanueva, 2024).

Regression Analysis

Regression analysis confirmed that **school workload is a significant predictor of teaching effectiveness** ($R = 0.938$, $R^2 = 0.881$, $p < 0.001$). Duties and obligations emerged as the strongest predictor ($\beta = 0.733$, $p = 0.000$), followed by energy ($\beta = 0.159$, $p = 0.011$), while time had the lowest influence ($\beta = 0.067$, $p = 0.053$). This indicates that efficient management of responsibilities and sustaining energy levels are critical to effective teaching, while time alone has limited impact unless coupled with well-managed duties and energy.

The findings align with **Cognitive Load Theory** (Sweller, 1988), highlighting that efficient workload management optimizes teachers' cognitive resources for instruction. **Self-Determination Theory** (Deci & Ryan, 1985) emphasizes that energy sustains motivation and autonomy, enhancing performance. The results also reflect the **Job Demands–Resources Model** (Demerouti et al., 2001), where duties represent high demands and energy serves as a personal resource that supports teaching effectiveness.

Summary

The findings of the study were summarized as follows:

The primary purpose of the research is to assess whether there is any significant relationship between the workloads of teachers within the Panabo Central District Schools and their overall effectiveness as teachers. An overall total of 91 teachers participated in the descriptive-correlational study. The study used validated, adopted research instruments to ascertain how school workload, represented by duties and obligations, energy used, and time spent on duties, relates to the effectiveness of the teachers on all levels measured: Content Knowledge, Instructional Design/Strategies, Assessment, Learning Environment, and Communication. The study used both expert validation and pilot testing prior to distribution to determine if the instruments were reliable and appropriate to the teacher sample group. The Weighted Mean, Standard Deviation, Pearson Product Moment Correlation, and Multiple Regression were the statistical methods used to analyze the collected data; all null hypotheses were evaluated at the 0.05 level of significance.

A second purpose of the analysis was to use the Standard Deviation to determine the degree of variability or consistency among responses; the lower the Standard Deviation, the more similar the participant's perceptions of workload and teaching effectiveness.

The three most significant results from the study were that teachers perceive their school workloads as large, with duties and obligations, energy, and time being typical of their professional responsibilities. Of these three factors, the most substantial indicator is duties and obligations, followed subsequently by time and energy.The results of this study indicate that teachers in the Panabo Central District have access to a wide range of different types and levels of professional demands. The overall results indicate that they have considerable professional responsibilities that extend beyond instruction within their own classrooms. Therefore, it is important for all teachers in the district to support their own work experiences by taking into account the responsibilities of administration and other professional obligations that affect them on a daily basis.

The indication of teachers' teaching effectiveness is also widespread across all the areas or indicators used to measure the extent of their teaching effectiveness. For example, the results show that teachers are very effective in the areas of subject matter knowledge, instructional planning and strategy, assessment of student learning, establishing a supportive classroom environment, and communicating effectively with students. This indicates that even though these teachers have many responsibilities within their profession addressing their workload, they can continue to provide effective instruction, develop and maintain a supportive classroom environment, and successfully engage their students in the learning process. The results of this study demonstrate that teachers can successfully maintain their professionalism and quality of instruction in the face of overwhelming workload demands.

Several analyses of the data revealed a significant correlation between teacher workload and the effectiveness of the teacher's instruction. The results of this finding indicate that as teachers have more responsibility in regard to their workloads, they are correspondingly less likely to demonstrate effective instructional practices in the classroom. Therefore, the relationship between the amount or extent of the workload and the way in which teachers demonstrate effective instructional practices in the classroom are highly correlated; therefore, there is a direct relationship between the degree of the workload of the teacher and the use of effective instructional practices by the teacher.

Additionally, the results of the multiple regression analysis indicated that, despite the fact that the teacher is required to assume multiple roles within his or her teaching responsibilities, not all of those roles or his/her responsibilities will influence the effectiveness of the teacher's instruction to the same degree. For example, the responsibility of duties and obligations as a teacher has a significant influence on the effectiveness of teachers' instructional practices; however, the

time required for a teacher's duties does not significantly influence the effectiveness of instructional practices when the teacher's responsibilities related to their other roles are factored into the time component of the teacher's responsibilities. Consequently, that extent of the amount or degree of relationship between teacher workload and teaching effectiveness cannot be attributed solely to the time required to perform the teacher's duties. All of the implications point to the relationship between the teacher's professional responsibilities, the amount of time required to perform his/her role as a teacher, and the effectiveness of the teacher's instruction.

Conclusions

From the analysis of this research, several conclusions emerged regarding the schools workload of teachers within the Panabo Central District. Teachers within the district experienced a high degree of workload due to their various duties, obligations, energy requirements and use of hours, as evidenced by the extensive results across all dimensions of the teachers workload and performance. In terms of teaching effectiveness, the study revealed the same results as previous studies indicating that the majority of teachers maintained a high level of teaching effectiveness by demonstrating successful instruction through their own knowledge, and subsequent actions or behaviors related to educational planning, delivery and assessment, creating a positive classroom environment, as well as communicating successfully with their students. These results indicated that teachers can continue to display effective teaching practices despite the extensive amount of work associated with their respective workloads and that the long term impact of the workload demands may be negatively impacting a teachers overall effectiveness; therefore making it necessary to develop additional supports to assist them.

Overall, the findings supported the connection between teachers' workload and instructional effectiveness, indicating that the amount of work managed by a teacher directly influenced the quality of instruction provided to students. The results further reinforced the position that workload functioned not merely as a secondary influence but as a primary factor shaping lesson planning, student participation, assessment practices, and communication with learners. When teachers were able to manage their workload effectively, they concentrated more fully on instructional tasks and remained motivated. Conversely, when overwhelmed by excessive responsibilities, their cognitive and emotional resources were diminished, which in turn reduced the extent to which they demonstrated successful teaching effectiveness.

Through the findings, it was found that teachers duties and obligations significantly impacted their overall effectiveness, meaning that any improvement or decline in terms of the workload of these elements will directly correlate to an overall change in the effectiveness of their instruction. Therefore, the findings indicate that prioritizing responsibilities/tasks, providing the necessary energy to complete their duties and creating/implementing an effective use of time are basic needs of the teacher in order to maintain their performance at a high level; without sufficient assistance/supports, teachers will have difficulty providing the above and/or maintaining a high level of professional/teacher performance.

Finally, the conclusions drawn from the analysis of this research demonstrate that while teachers are able to consistently provide effective instruction, they will continue to do so only if they are able to effectively manage their workload demands and that sustaining effective teaching requires the continued focus on maintaining teachers at high levels of professional performance by enhancing their teaching skills/knowledge, developing systems for managing their workloads effectively, eliminating unnecessary workloads, and supporting teacher well-being. The results of this study necessitate that institutions/administrators take the necessary steps to develop support systems in order to allow teachers to continue to provide high levels of professional performance and sustainability over time.

Recommendations

This study highlights various factors contributing to the school workload challenge. In particular, it provides recommendations to improve the management of the school workload and enhance teacher effectiveness within Panabo Central District and similar educational environments.

For Schools Division Office (SDO). The SDO is encouraged to evaluate/revise its policies and programs to achieve a more equitable workload distribution among teachers. Since workload has a significant impact on teacher effectiveness (e.g., level of responsibility and available energy), institutions must take steps to reduce administrative work-related to instructional work. In doing so, SDOs can increase/maintain teachers' energy level and motivation by enhancing the support systems available to teachers through more streamlined reporting processes, adequate staffing levels and implementing wellness programs. Continuing to improve professional development opportunities that include management of workload, well-being and instructional effectiveness will support long-term teacher performance and retention.

For School Principals. Principals are encouraged to engage in supportive/proactive instructional leadership by regularly checking in with teachers regarding their respective workloads and equitable distribution of responsibilities. By promoting collaboration and teamwork within their school's climate/culture, principals will help ensure that teacher workload is shared and aligned with the strengths and capabilities of individual teachers. Through providing open channels of communication, acknowledging the great work of their teachers and providing flexibility in scheduling, principals may help maintain the

energy and commitment of teachers. School-based interventions should also be developed to emphasize utilizing time for instruction, reducing unnecessary paperwork and supporting teachers to provide effective instruction.

For Teachers. Teachers were encouraged to continue developing effective strategies for managing their workload, maintaining their energy, and utilizing their time efficiently. Engaging in reflective practice, collaborating with peers, and prioritizing self-care assisted teachers in successfully balancing their responsibilities while providing quality instruction. Through participation in professional development, teachers enhanced their competencies in instructional planning, assessment, and classroom management—areas recognized as significant contributors to effective teaching. By proactively managing their workload and safeguarding their overall well-being, teachers sustained high levels of performance and experienced greater professional satisfaction.

For Future Researchers. Researchers are encouraged to extend the scope of their research to include other factors that influence teacher effectiveness (i.e., organizational support, type of leadership style or teachers' coping mechanisms). Future research may also include using longitudinal or mixed method designs to examine how workload impacts teacher effectiveness over time. Extending the boundaries of future studies to include additional school districts and/or levels of education may broaden the generalizability of future findings and deepen the overall understanding of teacher workload and its impact on the quality of instruction provided.

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