

# Teachers' Workload on Learners' Performance Mediated by Teachers' Well-Being: Bases for Action Plan

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## ABSTRACT

This study explored if teachers' well-being can be a mediating variable towards the relationship between teachers' workload and learners' performance. Thus, one hundred nine (109) beginning teachers across the sub-congressional districts (Loon North, Loon South, Calape, Tubigon East and Tubigon West) had their workload (in terms of duties and obligations, energy expenditure and time demands), well-being (in terms of physical, mental, emotional, social and even with work-life balance) and learners' performance have analyzed for the school year 2025-2026. With that, a correlational research design was used with a structured survey questionnaire. Further, the findings revealed that beginning teachers experienced an overall high level of workload with the mean of 2.75 and a standard deviation 0.72) across all aspects. Moreover, in terms of well-being, beginning teachers experienced an overall composite mean of 3.09 with a standard deviation of 0.62 which gained positive level across all aspects. Further, in terms of learners' performances, 73 classes (67%) out of 109 (100%) got the very satisfactory level (85-89). This means, despite the challenges nor demands experienced by the beginning teachers, they can still be an effective teacher to their learners. Overall, the results of the Pearson correlation analysis revealed that beginning teachers' workload shows there is a significant relationship to teachers' well-being, and there is a significant total effect on learners' performance. Thus, it is recommended that school administrators should implement structured workload management strategies, provide professional development programs, help teachers maintain their well-being, promote teamwork, implement interventions and improve institutional support systems.

**Keywords:** Teacher's Workload, Learners' Performance, Well-Being, Class Overall Average, Mediation Analysis

## INTRODUCTION

Currently, workload has become one of the most fundamental building blocks in the field of education, as teachers often allocate their time, energy, and professional capacity towards teaching and their learners. In public schools, teachers, especially beginning teachers, are often tasked with extensive instructional and non-instructional responsibilities such as lesson preparation, assessment, documentation, coordinatorship, and even participation in school programs. These growing tasks have been recognized as a significant source of stress, particularly among beginning teachers who are still adapting to the system, which may lead to poor performance of the learners and poor well-being among teachers.

On the other hand, learners' performance remains a central indicator of educational quality, because learners are highly dependent on teachers for academic guidance, emotional support, and structured learning experiences. Thus, learners' performance may be affected when teachers have excessive works to do and when their well-being get affected.

In addition, teachers' well-being includes physical, emotional, mental, social, and even work-life balance, which are critical to their effectiveness and are often overlooked as crucial to teacher and student success. A teacher's positive well-being can truly impact their motivation, resilience, and instructional quality. It also can improve

students' engagement and success in school, whereas a low in well-being results in burnout and decreased effectiveness as a teacher.

Further, while several studies have investigated teachers' workload, learners' performance, and teachers' well-being as separate issues, very few have examined teachers' well-being as a mediator between workload and learners' performance, particularly among beginning teachers. The beginning teachers of both elementary and high school level in sub-congressional districts, namely: Loon North, Loon South, Calape, Tubigon West and East, are the core respondents of this study as they face unique challenges, such as limited experience, adjustment difficulties, and unfamiliarity with institutional demands, which can make balancing teaching duties and administrative tasks overwhelming. Through preliminary interview of some beginning teachers, it was found out that many of these individuals experience exhaustion and anxiety, which lead to reduce their confidence in teaching and affect their health.

Overall, this study examines how teachers' workload influences the performance of the learners through the mediating role of the well-being to the teachers, which provide an in-depth understanding of the said variables. Further, through focusing on the beginning teachers, the lack of literature regarding how beginning teachers' workloads impact not only the teacher but the learning outcomes of his/her learners, will be addressed. As a result, this study will serve as the basis for an action plan that assessed teachers' workloads, measure teachers' well-being, evaluate learners' overall class performance, in the school year 2025-2026.

## LITERATURE BACKGROUND

Nowadays, workload has a crucial impact towards learner's performance and teacher's well-being. To support this claim, the researcher presents relevant legal foundations, theories, and studies.

According to the 1987 Philippine Constitution, it is the right of every teacher to have their welfare prioritized by the government and to receive an adequate compensation for their work (Article XIV, Section 5 (5)). The Constitution also states that every citizen (including teachers) is entitled to basic health. Consequently, teachers must maintain their physical, mental, emotional and social well-being to provide effective instructional programs for students (Article II, Section 15). In addition, the Philippines' historic Magnolia Law, also known as Republic Act No. 11210, set mental health and well-being in general as a high priority towards the educators (Philippine Congress, 2019).

Thus, in order to improve learners' performance in school, teachers should also lessen nor manage their workload and look after their well-being. With that, Republic Act 4670 (or the Magna Carta for Public School Teachers), provide the means for enhancing the social and economic status of teachers through the development of public education here in the Philippines; however, many teachers are still burdened with many responsibilities beyond their teaching obligations.

Further, the Department of Education (DepEd) has introduced some policies to regulate teacher's workload, enhance learner's performance and support teacher's well-being. This include the issuance of DepEd Order No.002, s. 2024 in which under the MATATAG agenda, the department is committed to improve the quality of education (which includes the performance of the learners) while also promoting the good quality and welfare of the teachers and the DepEd Order No.005, s. 2024 which rationalize teacher's workload and the payment of teaching overload. These DepEd order both aim to remove administrative tasks for teachers to lessen their burden, help improve the learner's performance and attain good well-being. Additionally, Vice President and former DepEd secretary Sara Duterte have also announced her intention to cut teachers' overall workloads to 57% by utilizing a combination of digital technologies to reduce and eliminate tasks for teachers, yet significant hurdles still exist, and teachers are still experiencing high levels of stress.

Hence, beginning teachers will still face a heavy burden from their job responsibilities, and gaps remain in resources available for these teachers to perform many of their current job requirements. As written in the Manila Bulletin by Henando-Malipot (2024), Executive Director Karol Mark Yee had proved that claim and said that, "teachers struggle to teach effectively because of urgent reporting requirements". He also wrote, Senator Win

Gatchalian noted that fully relieving teachers of non-teaching tasks requires significant time and resources. In addition, the beginning teachers will continue to devote a lot of their time to tasks (some of it do not directly relate to instruction, including making of reports, coaching a sport and other administrative responsibilities) which take away their time spent preparing plans and delivering lessons. According to Henando-Malipot (2026), this was also stated by Teachers' Dignity Coalition (TDC) National Chairperson Benjo Basas in Manila Bulletin as he said that, "due to teacher's multiple or heavy workload to do, what they can't accomplish is the actual teaching. This is also agreed by Skaalvik and Skaalvik (2017), who noted that heavy job demands, including administrative duties and instructional responsibilities, significantly increase teachers' workload. Subsequently, if teachers cannot deliver the lesson, the learner's performance will be affected.

Moreover, in 1989, Hobfoll's Conservation of Resources (COR) and Job Demands-Resources (JD-R) of Demerouti, et al. in 2001 explain how important it is to balance the job demands with the available resources to avoid feeling stress and help promote well-being to teachers. Furthermore, research shows that when teachers' workload is overloaded, their effectiveness, job satisfaction, and mental health will all suffer. This supports the study of Maas et al. (2021), which states that many teachers experience high levels of work-related strain due to time pressure, which, over time, may lead to various health problems. Thus, many researchers including Taraya and Ojos (2023) and a separate study of Maquidato and Bayani (2024) which both research advocate to change the policy again and diminish non-teaching tasks assigned to teachers and build more extensive support systems for teachers.

In addition, if teacher's workload is loaded, it become one of the highest barriers to decrease the performance level of the learners. In 1896, Lev Vygotsky developed social constructivism theory. He emphasized that "learning occurs through social interaction with teachers, more capable peers, and the environment and the realm of potential learning which is called the 'Zone of Proximal Development', which refers to what learners can achieve with proper guidance and support". He even placed a great emphasis on dialogue and other interactions between the learner and others (which includes the teachers and how vital they are when it comes to learner's performance).

On the other hand, the Emotional Contagion theory provides a framework for understanding how teacher well-being influences classroom climate, as emotions are highly contagious in educational settings and teachers' emotional states directly affect students' engagement, behavior, and classroom atmosphere (Becker et al., 2014). Similarly, Bronfenbrenner's Ecological Systems Theory suggests that teacher well-being operates within nested environmental contexts, shaping teacher-student interactions at the microsystem level while being influenced by broader institutional and societal factors (Bronfenbrenner, 1979).

Indeed, the health and well-being of teachers are an important component of a successful education system not just in the Philippines, but all over the world, so working conditions not just for the beginning teachers, but to all should not only focus on lowering the workload but also ensuring that we respect and acknowledge their well-being in order to help learner increase the level of their performance in school. As stated by Mercer (2020), that implementing positive psychology in educational contexts improves students' engagement (which includes their performance), teachers' effectiveness and well-being in general.

## THE PROBLEM

### Statement of the Problem

The main focus of this study was to examine the mediating role of well-being towards the relationship between the teachers' workload and learners' performance of the beginning teachers within the sub congressional districts: Loon North, Loon South, Calape, Tubigon East and Tubigon West for the school year 2025-2026.

Specifically, this study sought to answer the following questions:

1. What is the level of workload engagement by beginning teachers in terms of duties and responsibilities, energy expenditure and time demands?

2. What is the level of well-being of beginning teachers in terms of physical well-being, mental well-being, emotional well-being, social well-being and work-life balance?
3. What is the level of learners' performance?
4. Does teachers' well-being significantly mediate the relationship between teachers' workload and learners' performance?
5. What action plan may be proposed to promote teachers' well-being while effectively managing workload?

### **Null Hypothesis**

This study was geared towards the rejection or not rejection of this null hypothesis:

Well-being does not mediate the relationship between workload experience by the beginning teachers and the learner's overall class performance.

## **RESEARCH METHODOLOGY**

### **Design**

This paper was a non-experimental mediation design, and the researcher used a descriptive-correlational research design, as it examined relationships among variables without manipulating them. Also, according to Bhandari (2022), it determined how strong and aligned the relationships are between variables, which may be a negative or positive. Further, the descriptive method was also used to accurately describe the population and the variables involved. This approach was appropriate since only a portion of the population was studied. The data were analyzed to examine the relationship between the independent, dependent, and mediating variables.

### **Environment**

The study was conducted in the five (5) districts within the sub-congressional namely: Loon North, Loon South, Calape, Tubigon East and Tubigon West for the school year 2025-2026.

Loon is located in the western part of Bohol. It has two (2) districts; Loon North and Loon South. Loon North likely refers to the northern part of the municipality, where the town proper is situated approximately 28 kilometers north of Tagbilaran. It has eighteen (18) elementary schools namely: Bagacay Elementary School, Biasong Elementary School, Cabacungan Elementary School, Cabilao Elementary School, Calayugan Elementary School, Cambaquiz Elementary School, Canhangdon Elementary School, Canigaan-Ubojan Elementary School, Cantam-is Elementary School, Cantaongon Elementary School, Cantomucad Elementary School, Lawis Elementary School, Loon North Central Elementary School, Mocpoc Elementary School, Nueva Vida Elementary School, Pondol Elementary School, and SondoL Elementary School.

Further, it also has three (3) primary schools namely; Basdio Primary School, Canmaag Primary School and Genomoan Primary School and six (6) secondary schools namely: Cabilao National High School, Sandingan National High School, Gov. Jacinto Borja National High School (formerly Cantaongon High School), Lopez Dano Simbajon High School, Loon North High School and Loon Northeast High School.

While, "Loon South" may refer to the southern section, which includes the islands of Sandingan and Cabilao. It has fourteen (14) elementary schools namely: Agoso Elementary School, Badbad Elementary School, Basac Elementary School, Campatud Elementary School, Cogon Norte Elementary School, Lintuan Elementary School, Loon South Central Elementary School, Nagtubo Elementary School, Napo Elementary School, Pig-ot Elementary School, Sto. Niño De La Paz Elementary School, Ticugan Elementary School, Tubodacu Elementary School, and Tubodio Elementary School, five (5) primary schools namely: Basdagu Primary School, Bugho Primary School, Cabug Primary School, Tangnan Primary School, and Tiwi Primary School and two (2) secondary schools namely: Loon South National High School and Loon East High School.

Whereas Calape is located in the southern part of Bohol. It is bounded by Loon in the west and Tubigon in the east. It consists of nineteen (19) elementary education namely: Banlasan Elementary School, Bentig-Calunasan Elementary School, Bonbon-Catmonan Elementary School, Cabayugan Elementary School, Cabudburan Elementary School, Calape Central Elementary School, Camias Elementary School, Canguha Elementary School, Kinabag-an Elementary School, Labuon Elementary School, Mandaug Elementary School, Mandaug-Gamay Elementary School, Mantatao Elementary School, Pangangan Elementary School, Sampoangan Elementary School, San Isidro Elementary School, Tinibgan Elementary School, Tultugan Elementary School and Ulbujan Elementary School and four (4) secondary schools namely: Calape National High School, Fermin Tayabas National High School, Mayor Anunciacion R. Tuazon National School of Fisheries and Pangangan National High School.

Another part of sub-congressional district is Tubigon. It is located in the Coastal town on the Western part of Bohol. Tubigon is bounded by Calape in the west, Clarin in the east, by the Cebu Strait in the north, and San Isidro in the south. It has two (2) districts: Tubigon East and Tubigon West. Tubigon East consists of sixteen

(16) elementary schools namely: Bagongbanwa Elementary School, Batasan Elementary School, Bilangbilangan Elementary School, Buenos Aires Elementary School, Cabulijan Elementary School, Cawayanan Elementary School, Isaac Lopez Elementary School, Libertad Elementary School, Mocaboc Elementary School, Pangapasan Elementary School, Talenceras Elementary School, Tan-awan Elementary School, Tinangnan Elementary School, Tubigon East Central Elementary School, Ubay Elementary School and Ubojan Elementary School and three (3) secondary schools namely: Bagongbanwa High School, Cawayanan National High School and Tubigon East Central National High School.

On the other hand, Tubigon West consist of eleven (11) elementary schools namely; Atty. Maximo C. Lasco Memorial Elementary School, Avelino Chagas Memorial Elementary School, Banlasan Elementary School, Cahayag Elementary School, Genonocan Elementary School, Guiwanon Elementary School, Ilijan Elementary School, Jose Boja Elementary School, Pinayagan Norte Elementary School, Pinayagan Sur Elementary School, and Tubigon West Central Elementary School, one (1) primary school namely: Carmen Mellijor Primary School and two (2) public secondary schools namely: Tubigon West Central High School and Tubigon West National High School.

## Respondents

The study's respondents were the one hundred nine (109) beginning teachers of five (5) districts within the sub-congressional, namely: Loon North, Loon South, Calape, Tubigon East, and Tubigon West, for the school year 2025-2026.

In Loon North district, there are twenty-one (21) beginning teachers both in elementary and secondary level: one

(1) teacher in Bagacay Elementary School, one (1) teacher in Calayugan Elementary School, one (1) teacher in Canhangdon Elementary School, one (1) teacher in Cantam-is Elementary School, one (1) teacher in Genomoan Primary School, one (1) teacher in Loon North Central Elementary School, three (3) teachers in Mocpoc Elementary School, one (1) teacher in Pondol Elementary School, one (1) teacher in SondoL Elementary School, Five (5) teachers in Lopez Dano Simbajon High School, three (3) teachers in Governor Jacinto Borja National High School and two (2) teachers in Cabilao National High School.

Additionally, Loon South District, have sixteen (16) beginning teachers, both in elementary and secondary level: two (2) teachers in Basac Elementary School, one (1) teacher in Loon South Central Elementary School, one (1) teacher in Napo Elementary School, two (2) teachers in Nagtubo Elementary School, two (2) teachers in Sto. Niño De La Paz Elementary School, one (1) teacher in Tangnan Primary School, one (1) teacher in Tiwi Primary School, two (2) teachers in Tubodio Elementary School, and four (4) teachers in Loon South National High School.

Further, there are nineteen (19) beginning teachers of Calape district both in elementary and secondary level: one (1) teacher in Banlasan Elementary School, one (1) teacher in Bentig-Calunasan, two (2) teachers in Bonbon-

Catmonan Elementary School, one (1) teacher in Kinabag-an Elementary School, one (1) teacher in Mandaug-Gamay Elementary School, one (1) teacher in Mantatao Elementary School, two (2) teachers in Tinibgan Elementary School, six (6) teachers in Calape National High School, one (1) teacher in Fermin Tayabas National High School and three (3) teachers in Mayor Anunciacion R. Tuazon National School of Fisheries and Pangangan National High School.

Moreover, twenty (20) beginning teachers are also in Tubigon East district: four (4) teachers in Bagongbanwa Elementary School, two (2) teachers in Batasan Elementary School, one (1) teacher in Bilangbilangan Elementary School, one (1) teacher in Mocaboc Elementary School, one (1) teacher in Tan-awan Elementary School, two (2) teachers in Tubigon East Central Elementary School, two (2) teachers in Cawayanan National High School, and seven (7) teachers in Tubigon East Central National High School.

Lastly, thirty-three (33) beginning teachers are in the Tubigon West district, both at the elementary and secondary levels: one (1) teacher in Atty. Maximo C. Lasco Memorial Elementary School, two (2) teachers in Banlasan Elementary School, two (2) teachers in Carmen Mellijor Primay School, two (2) teachers in Genonocan Elementary School, two (2) teachers in Guiwanon Elementary School, one (1) teacher in Jose Boja Elementary School, one (1) teacher in Pandan Elementary School, three (3) teachers in Pinayagan Norte Elementary School, one (1) teacher in Pinayagan Sur Elementary School, six (6) teachers in Tubigon West Central Elementary School, eight (8) teachers in Tubigon West Central High School and four (4) teachers in Tubigon West National High School.

These beginning teachers were selected through random/stratified sampling. The inclusion criteria focused on teachers employed in public elementary and secondary schools within the five (5) districts with 3 years or below teaching experience.

## Instrument

A survey questionnaire served as the main research instrument in a quantitative, descriptive-correlational design to investigate the relationship among teachers' workload (independent variable), teachers' well-being (mediating variable), and learners' performance (dependent variable). There was some consensus among recent reviews that most studies on teachers' well-being today rely on survey-based quantitative designs that describe conditions in some ways while also testing relationships among variables (Aziku et al., 2024).

The instrument was divided into 3 parts. The first part focused on the levels of workload that all beginning teachers have experienced in terms of: (a) duties and obligations, (b) energy, and (c) time. This questionnaire is about teachers' workload in terms of duties and obligations, as well as energy and time. This was also adapted from the study of Duran et al. (2024), titled "Teachers' Work-Life Balance and Well-Being Across Opol East District, Division of Misamis Oriental". This questionnaire mandated the respondents to rate whether they agree or not to the given statements using a 4-point Likert scale. The responses could either be Strongly Agree=4 points, Agree=3 points, Disagree=2 points, and Strongly Disagree=1 point.

Additionally, the second part was all about the learners' performance, in which the beginning teacher's overall class average was asked. The grades are described as: 90-100=Outstanding, 85-89=Very Satisfactory, 80-84=Satisfactory, 75-79=Fairly Satisfactory, and Below 75=Did not meet Expectation.

Lastly, the third part delved into the teachers' well-being with respect to; (a) physical, (b) mental, (c) emotional, (d) social, and (e) work-life balance. This was also adapted from the study of Duran, et al., (2024) which entitled "Teachers' Work-Life Balance and Well-Being Across Opol East District, Division of Misamis Oriental". This questionnaire required the respondents to rate their level of agreement or disagreement with each statement using a 4-point scale. The responses could either be Strongly Agree=4 points, Agree=3 points, Disagree=2 points, and Strongly Disagree=1 point.

Moreover, to check the reliability of the two (2) adapted questionnaires from two different studies and authors, a pilot test was conducted using the Cronbach's Alpha. The result of workload in terms of duties and obligations,

energy and time was 0.95, while the result of well-being questionnaire in terms of physical, mental, emotional, social and work-life balance was 0.97.

## Procedure

During data gathering, the researcher sent a formal written request to the Campus Director of Bohol Island State University, Clarin Campus, for approval of the study. Subsequently, the researcher sent a letter of permission to the Schools Division Superintendent of Bohol and then to the District Supervisors of Loon North, Loon South, Calape, Tubigon East, and Tubigon West districts for their consent. The researcher also sought permission and assistance from the school principals of different districts.

Once consents were gathered, the researcher distributed the questionnaires to the respondents, who are the beginning teachers — teachers with 3 years or less of teaching experience in the Department of Education (DepEd). The said research tool was treated with confidentiality. Each respondent was given enough time to answer the questionnaire. Afterward, the filled-in forms were retrieved immediately, together with the final grade results for tabulation and analysis.

When questionnaires were retrieved, the researcher tallied and combined the data in tables. The data gathered were subjected to statistical analysis as a basis for the analysis, interpretation, and discussion of results.

## Statistical Treatment

The data gathered in this study were treated using diverse statistical tools using appropriate techniques. To determine the level of workload experienced by beginning teachers in terms of duties and obligations, energy expenditure, time demands, and well-being in terms of physical, mental, emotional, social, and work-life balance, weighted means and standard deviations were used. Then, to determine if the well-being mediates the relationship between workload experience by the beginning teachers and the learner's performance, One-Way Analysis of Variance (ANOVA) was used.

Additionally, the relationship among the three variables was analyzed using correlation analysis. Then, a mediation analysis was performed to determine whether teachers' well-being substantially mediates the association between workload and student performance. Findings from the statistical analyses were intended to provide empirical support for developing an action plan.

## RESULTS AND DISCUSSION

This outlines the outcome of the study alongside with their evaluation and interpretation. An analysis of the level of teachers' workload is presented; as well as the level of teachers' well-being and the learners' overall class performance of the 109 beginning teachers of 5 districts within the sub congressional: Loon North, Loon South, Calape, Tubigon East and Tubigon West for the school year 2025-2026. The purpose of this study is to determine if teachers' well-being mediates the relationship between teachers' workload and learners' performance by the proposed action plan (based on data).

To determine the level of workload experienced by one hundred nine (109) beginning teachers, Table 1 presents the corresponding mean score and standard deviation of the level of workload in terms of duties and obligations, energy expenditure and time demands and its overall corresponding mean score and standard deviation.

In terms of duties and obligations, the data reveals that most of the time, beginning teachers find themselves to prepare a priority list for them to finish a task with the highest mean of 3.52 (SD = 0.59), which then interpreted as strongly agree. The relatively low standard deviation of 0.59, indicates that the responses are gathered tightly together around the mean, suggesting that most of the teachers consistently share the same experience.

Table 1: Teachers' Level of Workload

Statement	Mean	SD	Interpretation
<b>Duties and Obligations</b>			
1.I find myself having to prepare a priority list to get all the things I have to do.	3.52	0.59	Strongly Agree
2.There are times when I cannot meet everyone's expectations.	3.12	0.57	Agree
3.Many times, I have to cancel commitments outside to meet my work demands.	2.91	0.76	Agree
4.I seem to have more commitments to overcome than some other teachers I know.	2.63	0.73	Agree
5.I cannot ever seem to catch up with the work assigned to me.	2.10	0.67	Disagree
<b>Composite mean</b>	<b>2.86</b>	<b>0.66</b>	<b>Experienced</b>
<b>Time Demands</b>			
1.I need more hours to do all the things that are expected of me.	3.07	0.70	Agree
2.Sometimes, I feel like there are not enough hours in the day for me to complete my tasks.	2.94	0.77	Agree
3.There are too many demands on my time.	2.73	0.75	Agree
4.I have things to do which I do not have time for.	2.72	0.76	Agree
5.I do not ever seem to have time for myself.	2.49	0.81	Agree
<b>Composite mean</b>	<b>2.79</b>	<b>0.76</b>	<b>Experienced</b>
<b>Energy Expenditure</b>			
1.I find it necessary to push myself beyond my typical capacity to ensure the completion of all my tasks.	3.19	0.66	Agree
2.I have to do things less carefully in order to get everything done.	2.47	0.76	Disagree
3.I have a number of things to do which I don't really have enough energy to comply them	2.47	0.76	Disagree
4.I feel like my work leaves me mentally fatigued or drained	2.45	0.82	Disagree
5.I just cannot find the energy to do all the things expected of me	2.39	0.73	Disagree
<b>Composite mean</b>	<b>2.59</b>	<b>0.75</b>	<b>Experienced</b>
<b>Overall composite mean</b>	<b>2.75</b>	<b>0.72</b>	<b>Experienced</b>

However, with regards to “not being able to catch up with assigned work”, which garnered the lowest mean of 2.10 (SD = 0.67), the result indicates that this challenge is less frequently experienced by beginning teachers. The standard deviation further suggests densely packed around the mean, which imply that respondents generally

share similar views. Thus, this implies that despite existing pressures, teachers are generally able to manage their tasks effectively and demonstrate adaptability and effective coping strategies. In general, the results reveal as experienced level of workload with a composite mean of 2.86 (SD = 0.66). The obtained standard deviation results with low consistency, which indicates that most of the respondents share similar views and experiences. This aligns with the findings of Skaalvik and Skaalvik (2017), who noted that heavy job demands, including administrative duties and instructional responsibilities, significantly increase teachers' workload.

On the other hand, in terms of time demands, it indicates that time constraints are a consistent issue among beginning teachers which gained the highest mean of 3.07 and a relatively low standard deviation of 0.70, which implies that teachers often feel there are insufficient hours in the day to complete their responsibilities. Additionally, the presence of numerous demands, and the lack of personal time collectively emphasize the struggle to balance professional duties with personal life especially the need for more time, which acquired the lowest mean of 2.49 with a moderately varied standard deviation of 0.80 indicating that beginning teachers have the same answers, but exhibit some differences in perception. Holistically, the results show that all respondents agree to the statements with a composite mean of 2.79 and standard deviation of 0.76, suggesting a moderately dispersed answers from the respondents. This persistent time pressure may contribute to stress and could potentially impact teachers' overall well-being if not properly managed. These findings are supported by the study of Maas et al. (2021), which states that a number of teachers experienced job burnout due to limited time, which, gradually, may lead to some health concerns.

Finally, in terms of energy expenditure, analysis reveals that most of the teachers report themselves pushing beyond their typical capacity to accomplish tasks with the highest mean of 3.19, in which most of the respondents agree to the statements. The acquired standard deviation of 0.66 is relatively low, suggesting that the respondents' answers are the same and they all have similar experiences about pushing themselves more than what they can do to finish tasks. Nevertheless, other statements related to fatigue, reduced carefulness, and especially the lack of energy got the lowest mean of 2.39 is rated at a low level. This means that only few teachers have experienced the said indicators. Further, the attained standard deviation of 0.73 is closely clustered around the mean which means, teachers generally share similar views about having a lack of energy at times.

Collectively, the result shows a high level across all indicators with a composite mean of 2.59 (SD = 0.75) interpreted as experienced. This implies that although teachers exert extra effort to meet demands, still they did not always experience severe physical or mental exhaustion. Thus, this can be inferred that teacher maintain a level of resilience, allowing them to sustain performance even when faced with increased workload demands. Moreover, the moderately varied standard deviation of 0.75 implies that respondents exhibit some differences in perception. This supports the statement of former DepEd Secretary Sara Duterte when she announced her intention to cut teachers' overall workloads to 57%. Though, a lot of teachers find the workload still demanding, but not overwhelming.

Overall, the data reveals that beginning teachers experienced a high level of workload in terms of duties and obligations, energy expenditure and time demands with an overall composite mean of 2.75 (SD = 0.72) which then interpreted as experienced. Also, the obtained standard deviation of 0.72 is relatively low, which means that majority of the respondents share the same experience. Though, it also suggests that while beginning teachers are capable of managing their workload, they continue to experience significant challenges in balancing their workload.

Thus, the data highlight how important it is to provide an institutional support, such as fair workload distribution, management strategies and time allocation interventions, to help teachers maintain both effectivity and good health in their profession. With that, the Department of Education (DepEd) has introduced some policies to regulate teacher's workload like the DepEd Order No.005, s. 2024 which rationalizes teacher's workload — refers to the process of reviewing, organizing, and streamlining teachers' tasks and responsibilities to ensure they are reasonable, balanced, and efficiently distributed.

To determine the level of well-being experience by one hundred nine (109) beginning teachers, Table 2 shows the corresponding mean, standard deviation and interpretation of well-being in terms of physical well-being, mental well-being, emotional well-being, social well-being and even work-life balance with the overall

composite mean and interpretations of all aspects.

Table 2 reveals that in terms of emotional well-being, the highest-rated indicator is the ability to express care and support to learners and colleagues on a regular basis ( $M = 3.48, SD = 0.52$ ), which suggests that teachers consistently experience and demonstrate a positive emotional engagement in their professional roles. The obtained standard deviation reflects moderate consistency, indicating that most of the respondents share similar views and experiences. On the other manner, the lowest mean is observed in easily identify situations in the classroom that bring a sense of serenity and contentment ( $M = 3.22, SD = 0.52$ ), although it is still interpreted as positive. This means that teachers can still cope with the situations they are in and be optimistic despite heavy workload demands. Also, the obtained standard deviation indicates relatively low, suggesting that most of the responses are just the same. Generally, most of the beginning teachers strongly agree with the statements as reflected in the composite mean of 3.36 ( $SD = 0.52$ ). The obtained standard deviation also reflects low variability, indicating that a lot of the respondents had the same answer and share similar views. This aligns the study of Zhi and Derakhshan (2024), which asserts that when teachers have the ability to manage their emotions with stronger coping ability can tend to reflect a positive well-being.

Further, in terms of social well-being, the data indicates that the highest-rated indicator is having a strong network of friends and family who provide support with the mean of ( $M = 3.44, SD = 0.55$ ), showing that

Table 2: Level of Teachers’ Well-Being

Statement	Mean	SD	Interpretation
<b>Emotional Well-Being</b>			
<b>As a teacher, I can...</b>			
1.express care and support to my learners and colleagues on ....	3.48	0.52	Strongly Agree
2.find moments in my day when I’m grateful for the positive aspects of...	3.43	0.52	Strongly Agree
3.feel enthusiastic and motivated in teaching and engaging with students.	3.41	0.51	Strongly Agree
4.can engage school activities that bring me and my co-workers....	3.39	0.51	Strongly Agree
5.actively seek out opportunities to enhance positive emotions and....	3.34	0.51	Strongly Agree
6.experience feelings of joy and satisfaction in my teaching role.	3.31	0.54	Strongly Agree
7.maintain a general positive and hopeful outlook even in the face of...	3.30	0.50	Strongly Agree
8.easily identify situations in the classroom that bring me a sense of....	3.22	0.52	Agree
<b>Composite Mean</b>	<b>3.36</b>	<b>0.52</b>	<b>Highly Positive</b>
<b>Social Well-Being</b>			
1. I have a strong network of friends and family who provide support.	3.44	0.55	Strongly Agree
2. I observe that my school head treats teaching staff as professionals.	3.43	0.58	Strongly Agree

3. I feel that my school's administrator supports and appreciates my....	3.30	0.55	Strongly Agree
4. I have a work-life balance that allows me to maintain positive ....	3.31	0.59	Strongly Agree
5. I get along well with my colleagues about my life outside of school.	3.29	0.55	Strongly Agree
6. I am aware that my superior understands my needs.	3.28	0.59	Strongly Agree
7. I build strong relationships with colleagues through team building....	3.28	0.59	Strongly Agree
8. I feel comfortable talking to my colleagues about my life outside of school.	3.19	0.65	Agree
<b>Composite Mean</b>	<b>3.32</b>	<b>0.58</b>	<b>Highly Positive</b>
<b>Work-Life Balance</b>			
1. My school head is concerned about the welfare of those under him/her.	3.41	0.55	Strongly Agree
2. My school believes in having healthy work-life balance practice.	3.39	0.58	Strongly Agree
3. I work in an environment that is supportive to my family and personal....	3.36	0.54	Strongly Agree
4. I have significant support from my school head in ensuring that I have ....	3.34	0.55	Strongly Agree
5. My leave of absence is never denied by my school head.	3.28	0.61	Strongly Agree
6. I am allowed to work at home when required.	3.25	0.56	Strongly Agree
7. I have adequate technological support (laptops, internet access, etc.).	3.24	0.67	Agree
8. I do not face difficulties in my personal life due to cooperative nature....	3.12	0.65	Agree
<b>Composite Mean</b>	<b>3.30</b>	<b>0.59</b>	<b>Highly Positive</b>
<b>Physical Well-Being</b>			
1. I manage stress effectively through practices like mindfulness....	3.13	0.51	Agree
2. I feel the presence of physical pain such as; headache, backache, sore....	3.03	0.71	Agree
3. I feel energized and strong, with in my stamina and flexibility....	3.02	0.56	Agree
4. I sometimes have cough and colds due to stress.	2.96	0.62	Agree
5. I have the opportunity to experience sick, maternity, and paternity leave.	2.80	0.93	Agree
6. I avail of any wellness resources and health provided in the workplace.	2.65	0.76	Agree

7.I participate in stress-reducing activities such as yoga, meditation....	2.53	0.70	Agree
8.I experienced incidence of allergies, eczema or skin rash.	2.32	0.84	Disagree
<b>Composite Mean</b>	<b>2.81</b>	<b>0.70</b>	<b>Positive</b>
<b>Mental Well-Being</b>			
<b>As a teacher, I can...</b>			
1.recognize and accept repercussion of any given situations.	2.87	0.59	Agree
2.experience moodiness or short temperedness.	2.83	0.71	Agree
3.overthink certain situation too much.	2.75	0.72	Agree
4.explore digital tools for stress relief such as meditation apps....	2.71	0.68	Agree
5.have difficulty in concentrating when faced with complex tasks for an....	2.67	0.75	Agree
6.get adequate sleep.	2.67	0.72	Agree
7.have a negative feeling about myself.	2.44	0.79	Disagree
8.avail counseling services for employees/teachers.	2.33	0.76	Disagree
<b>Composite Mean</b>	<b>2.66</b>	<b>0.71</b>	<b>Positive</b>
<b>Overall composite mean</b>	<b>3.09</b>	<b>0.62</b>	<b>Positive</b>

external support systems play a key role in teachers' well-being. The attained standard deviation of 0.55 means most of the beginning teachers' answers are the same indicating a relatively low standard deviation. In contrast, the lowest mean is observed in feeling comfortable discussing personal life with colleagues ( $M = 3.19$ ,  $SD = 0.65$ ), although it is still interpreted as positive. This means that teachers liked to open up and share their happenings to ease the burden. The standard deviation of 0.65 indicates relatively consistent responses, suggesting that most respondents share similar experiences. Overall, teachers' social well-being is very positive, with a composite mean of 3.32 ( $SD = 0.58$ ). The obtained standard deviation of 0.58 suggests that the responses are closely clustered around the mean indicating that respondents generally share similar views. Hence, the findings suggest that while teachers experience strong support from family and friends, there is relatively less openness in sharing personal matters with colleagues.

Moreover, in terms of work-life balance, the highest-rated indicator fall within how concerned school heads are for the welfare of their subordinates with the mean of ( $M = 3.41$ ), suggesting strong administrative support for teachers' well-being. The acquired standard deviation is 0.55 indicating a relatively consistent set of responses, suggesting that most respondents share similar experiences about having a concerned principal for the well-being of the teachers. Conversely, the lowest mean falls within teachers not having difficulties in their personal lives with the mean of ( $M = 3.12$ ), although it is still interpreted as positive. The gained standard deviation is 0.65 stills falls within the relatively low suggesting that most of the beginning teachers' answers are the same, suggesting that despite the difficulties they faced, they are not having a hard time with their personal lives. Holistically speaking, the overall result for this aspect falls within the highly positive experienced, with a composite mean of 3.30 with a standard deviation of 0.59. The procured standard deviation indicates a relatively consistent set of responses, suggesting that most of the beginning teachers share similar experiences. With that, the findings suggest that while leadership support is strongly evident in promoting work-life balance, peer-

related support shows comparatively lower impact but remains favorable. According to Priya & Ahamed (2025), every individual can and must promote work-life balance through policies and work practices that can facilitate a healthier amalgamation of roles.

On the other manner, in terms of physical well-being, it implies that seven (7) out of eight (8) statements were agreed by the beginning teachers. Their standard deviations also resulted with consistently low, which means that the respondents' answers were the same and they all share similar views and experiences. The highest indicator entails teachers can manage stress effectively while coping with work-related demands in their field resulted with positive level of experience with the highest mean of 3.13 (SD = 0.51). The attained standard deviation indicates that it is closely clustered around the mean, suggesting that beginning teachers generally share similar views. However, despite the usual presence of physical pain such as; headache, backache, etc., the data reveals that very few teachers experienced incidence of allergies, eczema or skin rash with the lowest mean of 2.32 (SD = 0.84), this means that kind of incident is occasionally observed and slightly reflects the teachers' experiences. The acquired standard deviations is 0.84 which implies it is moderately varied suggesting moderate agreement among respondents. As a whole, the findings reveal that beginning teachers generally experience a "positive" level of well-being with an overall composite mean of 2.81 (SD = 0.70). The standard deviations indicate low variability, suggesting that most of the respondents' answers were generally similar indicating that the challenges face by the beginning teachers are not persistent and seem to be manageable. This coincides the study of Quiceno, et al. (2016), stating that having a wider range of resilience, adaptive behaviors and resilience can help individuals to bounce back from difficulties in different aspects.

Lastly, in terms of mental well-being, the findings show that most teachers recognize and accept the repercussions of any given situation, with the highest mean of 2.87 and a consistently low standard deviation of 0.59 which means the respondents' answers are generally the same and that they are aware of the possible consequences of being: being moody, overthinker, have difficulty in concentrating and the likes. In the contrary, the indicator who got the lowest mean is all about the counseling services availed by the teachers. In which, it shows that most of the teachers dis not avail the said service as it attained the lowest mean of 2.66 with a relatively low standard deviation of 0.71, suggesting beginning teachers generally share similar views.

Overall, the findings show that whatever challenges teachers (especially beginning teachers) may encounter, they still have a positive well-being in terms of physical, mental, emotional and social well-being including work-life balance as it obtained the overall composite mean of 3.09 and a low varied standard deviation of 0.62 suggesting that respondents generally share similar experiences. This also supports the Conservation of Resources theory of Hobfoll's in 1989 and a study of Demerouti, et al. (2001) on Job Demands-Resources, which both studies imply how vital it is to balance the job demands to avoid feeling stress at work.

To determine the level of performance among learners, Table 3 presents the number of learners in class, its grading scale, percentage and its interpretation.

Table 3: Learners' Performance

Learner's Performance		Frequency (f)	Percentage (%)
Outstanding	(90 – 100)	22	20%
Very Satisfactory	(85 – 89)	73	67%
Satisfactory	(80 – 84)	13	12%
Fairly Satisfactory	(75 – 79)	1	1%
Did not Meet Expectations	(Below 75)	0	0%
<b>Performance Summary</b>		Mean Score:	<u>87</u>

		SD:	<u>0.61</u>
		Interpretation:	Very Satisfactory

Learners' performance was determined by the overall class average of 109 beginning teacher both in elementary and secondary level. The results reveal that majority of the class averages fall under the scale of 85 to 89 which attained 67% and described as very satisfactory. With that, this indicates that beginning teachers are still performing really well, demonstrating a strong grasp of the competencies and learning objectives as their classes are performing above the expected standard despite the workload demands and their well-being problems. This fall Lev Vygotsky (1896) Zone of Proximal Development, states that learners can accomplish with proper support and guidance.

Furthermore, 20% of the beginning teachers' class overall averages fall within the scale of 90 to 100 (which described as outstanding), suggesting that a considerable number of classes exhibit excellent academic performance and a high level of mastery. Meanwhile, 12% of the beginning teachers' class overall averages are within the 80–84 range (satisfactory), indicating that some classes meet the required standards but may still need some further improvement. Lastly, only 1% of the beginning teachers' overall class averages fall under the scale of 75 to 79 range (which described as fairly satisfactory), and notably, no class average falls below 75, which means that all classes meet at least the minimum expected level of performance.

Overall, the findings suggest that the learners of the beginning teachers' performances are generally very satisfactory as it procured the mean of 87 with a relatively low standard deviation of 0.61, which implies that teachers generally share similar answers. Additionally, this also reflect effective teaching practices of the beginning teachers and consistent academic achievement among learners. This result reflected the issuance of DepEd Order No.002, s. 2024 in which under the MATATAG agenda, the department is committed to improve the quality of education (which includes the performance of the learners) while also promoting the good quality and welfare of the teachers.

To determine how well-being mediate the relationship between teachers' workload and learners' performance, Table 4 presents estimate coefficient, standard error (SE), z-score or statistics (Z) and the probability value (p-value) among the said three variables.

Table 4: Mediation Result of Teachers' Well-Being towards the relationship between Teachers' Workload and Learners' Performance

**Path Estimates**

Effect	Estimate	SE	Z	p-value
Workload to Well-being	0.8217	0.0154	53.4507	< .001
Well-being to Performance	-0.0963	2.3508	-0.0410	0.967
Workload to Performance	1.1570	1.9681	0.5879	0.557

**Mediation Estimates**

Effect	Estimate	SE	Z	p-value
Indirect	-0.0791	1.932	-0.0410	0.967
Direct	1.1570	1.968	0.5879	0.557
Total	1.0779	0.377	2.8568	0.004

Mediation Analysis Summary	p-value	p-crit	Interpret	Decision
	0.967	0.05	> 0.05	Do not reject H <sub>0</sub>

Table 4 shows the mediation result of Well-Being towards the relationship between Teachers' Workload and Learners' Performance. As we look at the path estimates, the result between workload to well-being shows a positive estimate coefficient of 0.8217 which indicates a strong and substantial effect. This suggests that as teachers' workload increases, there is a corresponding and noticeable change in their well-being, highlighting a strong relationship between the two variables. While its probability value is very small (p-value = <0.001), which implies a highly significant effect and unlikely to have occurred by chance. This means that teachers' workload has a clear and meaningful influence on teachers' well-being within the study.

Moreover, in terms of well-being to learners' performance the estimate coefficient result in a very small negative value of -0.0963, suggesting that there would be a miniscule decrease in performance even when well-being changes, but it is still almost to zero. Lastly, in terms of teachers' workload to learners' performance the estimate coefficient reveals 1.1570 which shows a positive relationship between workload and performance. In contrary, its probability value of 0.557 is greater than the standard 0.05 which means it is not statistically significant. Thus, teachers' workload to learners' performance is also not statistically reliable with each other.

On the other manner, according to the Pearson correlation analysis which reveal that teachers' well-being does not significantly mediate the relationship between teachers' workload and learners' performance. This is evidenced by the very small negative value of indirect effect (estimate = -0.0791), which indicates that the pathway from workload to performance through well-being is nearly nonexistent (close to zero) and may have diminished over time. Thus, indirect relationship is very weak. Conversely, although heavier workloads may cause some decrease in teachers' well-being, this decrease has no significant impact on learners' performance. The probability of getting a direct effect between teachers' workload, teachers' well-being, and learners' performance (p = 0.967) is much greater than the standard threshold of p < 0.05; therefore, the indirect effect was not statistically significant and likely resulted from chance alone. This means there is insufficient evidence to conclude that teachers' well-being serves as a mediating variable between workload and performance. This is in contrast to Bronfenbrenner's (1979) Ecological Systems Theory which states that teacher's well-being functions within nested milieu, that help mold the teacher-student interactions in the school while being influenced by a bigger institution and society.

Moreover, in terms of workload on learners' performance the direct effect reveals an estimate coefficient of (estimate = 1.1570), which shows a positive effect, suggesting that workload may directly affects learners' performance without considering well-being. Similarly, the probability value (p-value = 0.557) is greater than the standard threshold of 0.05, implying that both variables are still not statistically significant. This means, teachers' workload does not clearly or reliably affect learners' performance directly.

However, the total effect (estimate = 1.0779) which combines the direct and indirect effects shows a positively high result, suggesting that workload is generally associated or connected with performance. Conversely, the probability of total effect is less than the standard threshold of 0.05 (p-value = 0.004), implying that the said variables are statistically significant. This means, when taken as a whole, workload has an overall significant relationship with learners' performance.

Overall, considering the probability value of 0.967 which is greater than the probability critical value of 0.05, the result is therefore insignificant. Thus, the null hypothesis is not rejected and according to the result, well-being does not truly mediate the relationship between workload experienced by the beginning teachers and the learner's overall class performance. This contradicts the study of Maas, et al. (2021), which states that many teachers experience job burnout due to time constraints, which, gradually, may lead to several health issues, but this is also supported by the study of Hobfoll's Conservation of Resources in 1989 and the study of Demerouti, et al. (2001) about the Job Demands-Resources which both explain how important it is to balance the demands of their job with the available resources to avoid feeling stress and help promote well-being to teachers.

## CONCLUSION

The results of this study prove that teachers are resilient, versatile and can work under pressure as it indicates that beginning teachers experienced a high level of workload, indicating that they typically manage multiple responsibilities and work under pressure due to limited time. Despite the demands, the data shows that teachers were able to maintain an overall positive level of well-being and a very satisfactory overall performance among learners. However, the data also imply that teacher's well-being does not mediate the relationship between teacher's workload and learner's performance but also insinuate that teacher's workload will have a direct relationship between the learner's performance and the teacher's well-being indicating that these relationships operate separately rather than through a mediating pathway. Hence, it is concluded that conflicts might be present once workload is not managed, and well-being and learners' performance are not properly monitored.

## RECOMMENDATIONS

Based on the conclusions drawn from the study, the researcher came up with the following recommendations:

1. School administrators should implement structured workload management strategies to lessen excessive workload and improve teachers' efficiency in accomplishing tasks.
2. To help teachers maintain their physical, emotional, mental, social health and work-life balance regardless of workload demands, schools need to consistently offer wellness programs and mental health support.
3. Academic interventions should be implemented to support classes with lower performance levels. This would allow schools to better assist students performing at a lower level in order to help all learners have the opportunity to achieve some degree of academic success.
4. Regular monitoring and evaluation of both teachers' workload and learners' performance should be conducted, in order to measure progress and assist with required modifications to school programs and policies to promote positive well-being.
5. Implement the workplace application plan suggested by the researcher to help both learners and teachers with regards to workload demands, learners' performance and maintain positive well-being.
6. Future researchers are encouraged to explore other variables that may affect teachers' well-being. This will help provide a more effective solutions/policies that support improved conditions in which educators work and lead to higher overall quality of life for teachers. Additionally, greater methodological rigor should also be considered, such as the use of longitudinal designs (to better examine causal pathways and changes over time) or mixed-method approaches (such as interviews or observations)—may provide deeper insights into teachers' well-being—to strengthen the robustness, enhance the explanatory power of the findings and expand the sample size (include more regions) to enhance external validity.

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## APPENDIX

### The Proposed Action Plan



Republic of the Philippines Department of Education

REGION VII, CENTRAL VISAYAS SCHOOLS DIVISION OF BOHOL

## WORKPLACE APPLICATION PLAN

### Proponent's Profile

	<b>JOYCE B. MARCOJOS</b>		<b>T-1</b>
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	<b>BOHOL, RO7</b>		
	<b>NIEL MICHAEL G. OLAIVAR, PHD</b>		<b>FAY C. LUAREZ EDD, PHD-TM, CESO VI</b>

### PROGRAM/PROJECT PROFILE

	<b>Support the Teacher, Strengthen the Learner: A Balanced Education Approach</b>		<b>Special Project Seminar Activities with CE/LAC Integration</b>
	<p>This Workplace Application Plan is anchored on the findings of the study, which show that teachers experience generally high level of workloads specifically in terms of duties and obligations, energy expenditure and time demands. Although, the findings also reveal that despite the overwhelming workload demands, teachers are still able to promote quality education and attained an overall average of 87 which is interpreted as very satisfactory level which is aligned by the DepEd Order No.002, s. 2024 in which under the MATATAG agenda, the department is committed to improve the quality of education (which includes the performance of the learners) while also promoting the good quality and welfare of the teachers</p> <p>Further, eventhough, the study shows that learners' performance and teachers' well-being have positive results, the data identify areas that still require improvement especially the high level of workload attained by the teachers. As stated by Ramegowda &amp; Anidia (2024), numerous educators encounter stress, dissatisfaction, and challenges in reconciling teaching commitments with non-teaching obligations. Thus, this action plan is still in need by some teachers.</p> <p>Since, the findings also show no significant difference within the 5 districts of sub congressional namely: Loon North, Loon South, Calape, Tubigon East and Tubigon West, the intervention will be implemented across Maribojoc, Catigbian, Balilihan, Antequera, and Cortes (5 districts within its sub congressional) to promote consistent instructional practices while fostering sustained commendable performance among teachers and students.</p>		
	<p>This initiative is grounded in key legal frameworks such as the 1987 Philippine Constitution (Article XIV, Section 1), which emphasizes the State's responsibility to ensure quality education, and Republic Act No. 4670 (Magna Carta for Public School</p>		

	Teachers), which promotes the welfare, professional growth, and working conditions of teachers. It also aligns with Republic Act No. 9155, which supports school-based management and continuous improvement of teaching practices through shared accountability.
	<p>This program is designed to strengthen and refine teachers' workload management, enhance learners' performance, and help teachers maintain healthy well-being. It primarily focuses on promoting a balanced and supportive teaching-learning environment through targeted interventions, collaborative practices, and continuous professional development. The program also integrates effective planning, assessment, and feedback strategies to improve instructional delivery and student outcomes. By addressing both teacher support and learner needs, it aims to sustain quality education and foster consistent academic success.</p> <p>Overall, the program aims to build a culture of continuous improvement within the school by equipping teachers with the necessary knowledge, skills, and attitudes to manage their workload effectively, reduce unnecessary stress, and sustain high level of learners' performance. The expected outcome is all teachers have a fair distribution of workload, be able to promote quality education while achieving a very satisfactory to outstanding level of learners' performance while maintain a wealthy well-being.</p>
	<p><b>Knowledge:</b></p> <p>Understand how vital it is to manage workloads while maintaining a healthy well-being and improving learners' performance</p> <p><b>Skills:</b></p> <p>Workload management skills and time management skills Instructional planning and assessment skills</p> <p>Classroom management and student engagement skills Learner-centered teaching strategies</p> <p>Problem-solving and adaptability in teaching situations (Well-being)</p> <p><b>Attitude:</b></p> <p>Demonstrate collaboration, reflective practice, and commitment to teacher well-being and learner-centered instruction.</p>
	Face-to-face with LAC sessions and mentoring support
	Whole School Year (10 Months)

**Funding Details**

	Php.30,000		2k – speaker's
	MOOE/SEF		Honorarium

			5k – materials
			5k – Venue
			18k – snacks/lunch

**ACTION PLAN**

<b>Milestone 1: Manage and reduce teachers' workload</b>	<ul style="list-style-type: none"> <li>•Develop a structured task distribution plan</li> <li>•Limit excessive administrative work/ancillary tasks</li> </ul>	Whole School Year	Curriculum guides, Task Distribution Meeting Logs,	This will reduce the workload pressure and help improve the task management among teachers.	Every Trimester
	<ul style="list-style-type: none"> <li>•Set clear priorities and deadlines</li> </ul>		Feedback Forms		
<b>Milestone 2: Promote teachers' well-being</b>	<ul style="list-style-type: none"> <li>•Organize wellness programs (just for a day)</li> <li>•Provide access to counseling services</li> <li>•Monthly Kumustahan</li> </ul>	Whole School Year	Laptop, Venue, Speaker, Well-being Survey, Coaching Notes	Sustained teacher's well-being and reduced stress levels	Every Month
<b>Milestone 3: Strengthen monitoring of learners' performance</b>	<ul style="list-style-type: none"> <li>•Conduct regular assessment reviews</li> <li>•Implement intervention programs for low-performing learners</li> <li>•Provide timely feedback</li> </ul>	Whole School Year	Test paper, form 14, development plans, reports, Individual Learning Monitoring Plans	Improved learners' academic performance and early identification of learning gaps	Every Month
<b>Milestone 4: Foster a collaborative work environment and Enhance instructional efficiency</b>	<ul style="list-style-type: none"> <li>•Conduct peer mentoring and coaching sessions</li> <li>•Organize LAC sessions per grade level and sharing of best practices</li> <li>Create a lesson following a very</li> </ul>	Whole School Year	Evaluation Form, Best Practices Form, Lesson Plan sample out-line/ready made guides, laptop, Checklists, Peer	Improved collaboration, reduced individual workload and preparation time and improved quality of instruction	Every Month

	short outline/guide  •Integrate technology in lesson planning and delivery		Observation and Coaching  Logs		
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**Risks And Mitigation Strategies**

Resistance to changes in workload distribution and lack of time to implement workload-reduction strategies	Conduct orientation and involve teachers in planning to increase acceptance and provide administrative support and schedule adjustments to allow implementation
Low participation in wellness programs and limited resources or budget for well-being initiatives	Schedule activities during convenient times, encourage participation through incentives and utilize low-cost programs
Inconsistent or inaccurate data collection and teachers feeling overwhelmed with additional monitoring tasks	Standardize tools and provide training on data collection and analysis, use simple, efficient monitoring systems and integrate them into existing routines
Lack of cooperation or communication among teachers and conflicts or misunderstandings within the team	Establish regular meetings, clear communication channels, and shared goals, and promote team-building activities and conflict resolution strategies

**Monitoring and Evaluation Plan**

estone 1	Workload Tracking Sheets (Monthly), Task Distribution, Meeting Logs, Feedback Forms	Whole School Year / Every Trimester	School Head, Master Teachers, Teachers
estone 2	Well-being Seminar, Well-being Survey, Coaching Notes, Stress and Satisfaction Pulse Surveys (short monthly check)	Whole School Year / Monthly	School Head, Guidance Counselor/Expert Speaker, Master Teachers, Teachers
estone 3	Test paper, form 14, development plans, reports, Individual Learning Monitoring Plans	Whole School Year / Monthly	School Head, Master Teachers, Teachers

Milestone 4	Evaluation Form, Best Practices Form, Lesson Plan sample outline/readymade guides, laptop, Checklists, Peer Observation and Coaching Logs	Whole School / Year / Monthly	School, Master Teachers, Teachers
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**DECLARATION:**

I hereby declare the information provided in this application is true and correct to the best of my knowledge.

I agree that the Department of Education (DepEd) to be the co-owner of all the data gathered and the copyright of any publication of the use of this data.

Prepared by:	Signature:	Date:
Reviewed by:		
Recommending Approval:		
Approved by:		