

WORKLOAD MANAGEMENT: IMPLEMENTATION IN THE CITY OF SAN FERNANDO, PAMPANGA DEPED SCHOOLS

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ABSTRACT: *This quantitative study explores the challenges related to the implementation of teacher workloads in small schools within the Division of the City of San Fernando, Pampanga. Stratified random sampling was used to select participants from schools facing excessive workloads due to limited staffing. The study found that workload-related meetings are a significant support mechanism, with 57% of teachers reporting regular meetings that help them manage their responsibilities. However, inconsistencies in meeting frequency were noted, highlighting the need for improved communication. Additionally, most teachers reported managing their daily teaching hours effectively, contributing to job satisfaction. The study also examined teacher performance, with 87% believing their performance met or exceeded expectations. However, a weak negative correlation between workload practices and teacher performance suggests that workload management alone may not significantly affect teaching outcomes. The findings emphasize the need for clearer communication, administrative support, and professional development.*

Keywords: Teacher Workloads, Performance Rating, Workload Management Practices, Teacher Satisfaction, Administrative Support.

1 INTRODUCTION

Teaching is widely regarded as a noble profession, associated with moral values and character traits embodied by educators. It is a selfless profession in which educators often make sacrifices for their students, finding fulfillment and happiness in their students' successes and milestones [1]. Despite the recognition and fulfillment teachers receive from society, they continue to face issues related to their workload. They receive a regular salary in exchange for their intensive hard work, often exceeding standard hours and managing heavy workloads [2].

Additionally, a research study by Price Waterhouse Coopers indicates that the intensity of teachers' work is greater than that of other professionals, often requiring them to sacrifice their weekends to plan engaging lessons and provide academic and emotional support for their students' holistic development [1]. Consequently, teachers may experience higher levels of stress due to their excessive workloads, as indicated in one of a study of Jomoad [3]. However, despite the stress, teachers continue to strive to perform their jobs effectively. It is recommended to review the implementation of teachers' workloads to help them better manage their stress. Although Shah, Jaffari, Aziz, Ejaz, Ul-Haq, and Raza (2011) noted that excessive workloads can provide teachers with an opportunity to learn and master time management skills, enhancing their productivity and efficiency [4]. Furthermore, the 2019 teachers' workload survey indicated a decrease in workloads compared to 2016. However, despite this reduction, many teachers are still working extra hours to prepare lessons, grade assignments, and complete other tasks [6].

Moreover, the Department of Education has established policy guidelines stating that a teacher's workday consists of eight hours: six hours of actual teaching and two hours for other teaching-related duties. According to RA 4670, compensation for these additional teaching-related tasks is not limited to the school coordinator. Meanwhile, most

teachers in the Department of Education spend more than two hours on additional teaching-related duties, exceeding the eight-hour workday mandated by the department. However, many teachers within the Department of Education often spend more than two hours on additional teaching-related duties, surpassing the mandated eight-hour workday [7]. Numerous studies have explored various aspects of education, including teaching pedagogies [8, 9, 10, 11, 12, 13], student preferences and readiness [14, 15], student motivation and attitudes [16, 17, 18, 19], teachers' skills, competencies, and challenges [20, 21, 22], assessment techniques and tools [23, 24, 25, 26], and other related factors [27, 28, 29, 30, 31, 32, 33], all aimed at improving students' learning outcomes. However, there has been limited research focused on examining workload management of teachers in the Philippines.

Thus, one reason teachers choose to teach abroad is to find better working conditions, a competitive salary, and improved work-life balance [37].

This study evaluated the current workloads of teachers in DepEd schools, specifically targeting small schools within the Division of the City of San Fernando, Pampanga. The primary objective was to identify areas where teachers faced excessive workloads and challenges related to their tasks. By examining these issues, the study sought to understand the workload management practices employed by these schools and to highlight areas that required further improvement to support teachers effectively.

It will be guided by the following questions.

1. What are the Implementation practices followed by schools in the Division of City of San Fernando regarding teachers' workloads?
2. How may the teachers' performance be described in terms of their performance rating?
3. Is there a significant relationship between the implementation practices regarding teachers' workloads and teachers' performance?

4. How do schools within the San Fernando Division differ in the implementation of teachers' workloads?
5. What challenges are teachers currently facing in the implementation of their workloads?
6. What support does the City of San Fernando division provide to help teachers manage their workloads?

1. MATERIALS AND METHODS

This research aimed to identify the challenges related to teachers' workloads in smaller schools within the City of San Fernando, Pampanga, while also providing teachers with a space to share their experiences. The study used both quantitative and qualitative methodologies to capture both general patterns of workload issues and detailed insights into teachers' lived experiences.

The study employed a Non-Comparative Mixed Methods Design [39], where both quantitative and qualitative data were collected and analyzed independently but were ultimately integrated to address the research objectives.

The study focused on two schools in San Fernando, Pampanga: City of San Fernando West Integrated School and Pandaras Integrated School. Both schools were classified as small schools, facing unique workload challenges due to limited teaching staff and a high number of teaching responsibilities per teacher.

The study utilized purposive sampling to select teachers who were directly impacted by the workload challenges in small schools.

A total of 30 teachers participated in the quantitative survey, providing a broad overview of the workload challenges faced by teachers in these schools. These teachers completed a structured survey designed to gather data. Additionally, 10 teachers were selected for qualitative interviews, providing an opportunity for deeper exploration of their personal experiences.

Quantitative data analysis was conducted using descriptive statistics such as mean scores, frequencies, and percentages, with the analysis performed using Excel. This allowed for a clear representation of the general trends and patterns in workload challenges across the selected teachers.

For qualitative data analysis, thematic analysis was employed to identify and interpret patterns and themes within the interview responses.

2. RESULTS AND DISCUSSION

Implementation Practices for Managing Teacher Workloads in the Division of City of San Fernando Schools

Clarity of Workload Expectations

Table 1 highlights that 56% of respondents (36% agree, 20% strongly agree) perceive that workload expectations are clearly communicated by the division office, reflecting a majority that are likely benefits from consistent communication. This suggests that when expectations are outlined effectively, teachers may find it easier to manage their tasks efficiently.

However, a significant 27% of respondents (17% strongly disagree, 10% disagree) report unclear workload expectations. This group points to potential disparities in communication practices across different schools or

divisions, which could hinder their ability to perform efficiently. Additionally, the 17% neutral response indicates variability in perceptions, possibly reflecting inconsistent communication practices or unclear messaging from leadership.

4. These findings resonate with Benegas [39], who underscores that unclear communication contributes to stress and burnout among teachers. The Greater Good Science Center [40] similarly emphasizes that transparent and realistic guidelines foster job satisfaction and reduce stress. Together, these insights highlight the importance of refining communication strategies to ensure all teachers feel supported and informed about their responsibilities.

Table 1 Clarity of Workload Expectations

Table 1			
Response Category	Mean	Frequency	Percentage
Strongly Disagree		5	17
Disagree		3	10
Neutral	3.33	5	17
Agree		11	36
Strongly Agree		6	20

Workload-Related Meetings Table 2 highlights the mixed perceptions of teachers in the Division of City of San Fernando regarding the regularity and effectiveness of workload-related meetings. While 57% of respondents (40% agree and 17% strongly agree) reported that regular meetings are held to address workload issues, contributing positively to their ability to manage responsibilities, a notable 37% expressed neutrality, and 7% disagreed, citing infrequent meetings.

The majority agreement suggests that workload-related meetings serve as a significant support mechanism for workload management. This aligns with findings from Ballet et al. [41], who noted that intensified workloads, driven by administrative tasks and policy demands, can constrain teachers' ability to focus on instructional creativity and student engagement. Regular meetings can provide a platform for collaborative problem-solving and administrative support, mitigating the adverse effects of such intensification [42]. However, the sizable minority of teachers reporting occasional or infrequent meetings points to inconsistencies across schools. This variation may reflect differences in administrative priorities or logistical challenges in organizing such meetings. As emphasized in a systematic literature review, workload intensification negatively impacts teachers' well-being when support structures, including workload-related meetings, are insufficient [42]. Addressing this gap requires a deliberate focus on reducing unnecessary workload and ensuring consistent support across all schools in the division.

The neutrality reported by 37% of respondents further highlights the need for schools to communicate the purpose and outcomes of workload-related meetings effectively. Ensuring that such meetings address specific challenges and provide actionable strategies could enhance their perceived value among teachers. As research suggests, fostering open communication and regular dialogue between teachers and

administrators can improve workload management and contribute to better teaching efficacy and well-being.

Table 2 Workload-Related Meetings

Response Category	Mean	Frequency	Percentage
Strongly Disagree (no meetings)		0	0
Disagree (infrequent meetings)	3.66	2	7
Neutral (occasional meetings)		11	37
Agree (regular meetings)		12	40
Strongly Agree (frequent meetings)		5	17

Allocation of Daily Teaching Hours and Related Activities

The data from this study shows that 50% of teachers strongly agree they spend less than 8 hours per day on teaching and related tasks, indicating effective time management. Another 37% of teachers agree they dedicate exactly 8 hours, which suggests a well-balanced workload. Only 3% of teachers strongly disagree with this, indicating that a small minority of teachers work more than 10 hours daily. This demonstrates that most teachers manage their time within a reasonable limit, which contributes to their job satisfaction.

These findings are supported by Gonzales and Caballes [43], who examined the relationship between professional life quality and job satisfaction. Their study highlights that effective time management is closely linked to higher job satisfaction and well-being. Teachers who feel they have control over their time tend to experience less stress and fatigue.

However, 3% of teachers who work over 10 hours may benefit from targeted interventions to better manage their workload and enhance their overall job satisfaction.

Table 3 Allocation of Daily Teaching Hours and Related Activities

Response Category	Mean	Frequency	Percentage
Strongly Disagree (Over 10 hours/day)		1	3
Disagree (Exactly More than 8-10 hours/day)	4.30	0	0
Neutral (Varies, around 8 hours/day)		3	10
Agree (Exactly 8 hours/days)		11	37
Strongly Agree (Less than 8 hours/day)		15	50

Assessment of Teaching Performance: Insights from the 2023–2024 IPCRF Data

The data presented in Table 4 reveals that a substantial 87% of teachers in the Division of City of San Fernando believe their teaching performance either meets or exceeds expectations, with 50% of respondents strongly agreeing that they have exceeded expectations. Only a small percentage (5%) reported feeling their performance was below

expectations. These results indicate a high level of confidence among the majority of teachers in their abilities to meet or surpass the performance standards set by the division. The strong alignment between teacher self-assessment and performance expectations suggests that most teachers are satisfied with their professional capabilities, which may contribute to a sense of job satisfaction and well-being. The findings are consistent with the research of Caballes and Gonzales [43], which explored the correlation between professional life quality and job satisfaction among teachers. Their study emphasized that when teachers perceive their performance as aligned with expectations, they tend to have higher job satisfaction, which positively impacts their overall well-being and effectiveness in the classroom. This suggests that the positive perceptions of teaching performance in this study could be a reflection of teachers' satisfaction and motivation [43].

Table 4A: Individual IPCRF Teacher Ratings for the 2023–2024 School Year

Teacher 1	4.860	Teacher 16	5.000
Teacher 2	4.301	Teacher 17	5.000
Teacher 3	4.500	Teacher 18	5.000
Teacher 4	5.000	Teacher 19	4.309
Teacher 5	4.790	Teacher 20	5.000
Teacher 6	4.755	Teacher 21	4.309
Teacher 7	4.888	Teacher 22	3.820
Teacher 8	4.895	Teacher 23	4.401
Teacher 9	4.720	Teacher 24	4.615
Teacher 10	4.888	Teacher 25	4.825
Teacher 11	4.930	Teacher 26	5.000
Teacher 12	5.000	Teacher 27	5.000
Teacher 13	4.000	Teacher 28	5.000
Teacher 14	4.309	Teacher 29	4.860
Teacher 15	4.895	Teacher 30	4.965

Table 4B Table 4B: Assessment of Teaching Performance Response Categories

Response Category	Mean	Frequency	Percentage
Strongly Disagree (Does not meet expectations)		0	3
Disagree (Below expectations)	3.63	2	0
Neutral (Somewhat meets expectations)		12	10
Strongly Agree (Exceeds expectations)		5	50

Assessment of Performance Ratings and Their Alignment with Teacher Effectiveness

Table 5 shows that 54% of teachers believe their performance rating accurately reflects their effectiveness, with 37% agreeing and 17% strongly agreeing. However, a significant portion (40%) of teachers remained neutral on the accuracy of the rating, suggesting some uncertainty or mixed opinions on how well the performance ratings align with their actual effectiveness. This finding is important as it points to the possibility that some teachers may feel the evaluation system lacks precision or does not fully capture their teaching effectiveness.

Table 5 Assessment of Performance Rating and Teacher Effectiveness

Response Category	Mean	Frequency	Percentage
Strongly Disagree: Rating doesn't reflect effectiveness		1	0
Disagree: Rating inaccurately reflects effectiveness		0	7
Neutral: Rating somewhat reflects effectiveness	4	3	40
Agree: Rating reflects effectiveness well		14	37
Strongly Agree: Rating excellently reflects effectiveness		12	17

Correlation Coefficient	-0.21475 Weak negative correlation
Sample Size (n)	30
t	-1.16352
p-value	0.25615
Significant level	0.05

Table 6 Relationship Between Workload Implementation Practices and Teacher Performance

Table 6 shows a weak negative correlation of -0.021475 between workload implementation practices and teacher performance, with a p-value of 0.25615. Since the p-value exceeds the significance threshold of 0.05, we fail to reject the null hypothesis, indicating that there is no statistically significant relationship between workload practices and teacher performance

This weak correlation suggests that the practices surrounding workload management may have little to no direct impact on teacher performance. While workload is often considered a significant factor influencing teacher well-being and effectiveness, other variables—such as administrative support, professional development, and classroom management strategies—may play a more central role in determining performance outcomes. Additionally, teacher motivation, work environment, and job satisfaction are often more closely linked to performance than workload alone.

The finding that workload management practices do not show a statistically significant relationship with teacher performance may reflect the complexity of the factors contributing to effective teaching. This suggests that, although well-structured workload management may offer indirect benefits, such as reduced stress and increased job satisfaction may not be sufficient on its own to drive substantial improvements in teacher performance. Moreover, teachers' perceptions of their work and the support they receive are often more significant indicators of their performance, rather than the workload management practices implemented within their school's workload practices may have minimal or no impact on performance.

Table 6

	Column 1	Column 2
Column 1	1	
Column 2	-0.21475	1

Manageability of Current Workload

Table 7 reveals that most teachers in the Division of City of San Fernando find their workloads manageable. Specifically, 47% agree and 37% strongly agree that their workload is mostly or entirely manageable, with only 10% remaining neutral and 6% reporting stress due to their workload. This suggests that, overall, most teachers are able to handle their workload effectively, with only a small group facing significant challenges.

These findings are consistent with the weak negative correlation identified in Table 6, which showed no statistically significant relationship between workload implementation practices and teacher performance. Despite most teachers indicating that their workload is manageable, the lack of a strong correlation between workload practices and performance may suggest that other factors, such as individual coping strategies, the availability of professional support, and the work environment, play a more prominent role in determining teacher performance outcomes. It is worth noting that 6% of teachers reported struggling with their workload, highlighting a small group that experiences stress related to work demands. This group may benefit from targeted interventions aimed at reducing stressors and improving workload management practices. While most teachers report manageable workloads, the presence of a small but notable percentage who experience stress underscores the importance of addressing workload-related challenges for all teachers, ensuring that workload practices are not only effective but also equitable across the division.

Table 7

Response Category	Mean	Frequency	Percentage
Strongly Agree: My workload is entirely manageable and stress-free.	4.20	1	37
Agree: My workload is mostly manageable, with occasional stress.		2	47
Neutral: My workload is manageable, but occasionally challenging.		12	10
Disagree: I struggle with my workload and find it stressful		11	3
Strongly Disagree: My workload is unmanageable and overwhelming.		5	3

Table 8 Effectiveness of Current Workload Management Practices

Table 8 shows that most teachers view the current workload management practices positively. 40% agree that the practices are generally effective but could be improved, while 13% strongly agree that they support their teaching well. However, 27% are neutral,

indicating uncertainty, and 20% (13% disagree, 7% strongly disagree) feel that the practices are ineffective or hinder their teaching. These results suggest that while most teachers find the workload management practices somewhat Effective, there is room for improvement to better support teaching effectiveness.

Table 8.1

Response Category	Mean	Frequency	Percentage
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Table 8.2

Response Category	Mean	Frequency	Percentage
Strongly Disagree: Extra time has no impact on my teaching performance.		0	0

Table 9.1 Practices for Managing Teacher Workloads in the Division of City of San Fernando Schools

Theme	Responses	Analysis of Responses
Teaching Preparation Challenges	"Too many preparations since it is a small school," "Facing challenges with 7 subjects/preparation," "Multiple preparations."	Many teachers face the challenge of excessive preparation, especially when handling multiple subjects or responsibilities.
Teaching Subjects Outside Specialization	"Teaching subjects outside of specialization," "Subjects not aligned with major."	Teachers are asked to teach subjects outside their area of expertise, requiring additional preparation and study.
Workload Overload and Time Constraints	"Overwhelming workload," "Time constraints," "Finding time for both my teaching duties and extra responsibilities."	Teachers struggle to manage the volume of work, with insufficient time for both teaching and other responsibilities.
Supportive Work Environment	"Our workplace (colleagues) are supporting each other," "Our principal equally distributes our workload."	A few teachers report positive experiences where colleagues and principals support each other, easing workload challenges
Satisfaction with Workload	"For me, my current workload is okay," "None, I'm satisfied with my current workload."	Some teachers are satisfied with their workload and do not perceive significant challenges.
Resource and Material Constraints	"Lack of resources materials," "Time constraints and printed modules."	Teachers face difficulties with limited resources, making their workload more challenging.
Non-Teaching Duties	"I am doing activities not relevant to my teaching activities as a Canteen Manager."	Non-teaching duties such as being assigned to roles outside of teaching (e.g., Canteen Manager) add to the workload.
General Comments/No Challenges	"Adjustments made because of MATATAG curriculum."	Changes in curriculum, such as the MATATAG framework, require additional work and adjustments.
General Comments/No Challenges	"None at all," "Nothing to report," "NA."	A small number of teachers report no challenges, indicating they are content with their workload.

Strongly Disagree: Workload management practices are highly ineffective and hinder my teaching.	0	7	Disagree: Working more has minimal impact on my performance.	1	3
Disagree: Workload management practices are mostly ineffective and make teaching more difficult.	1	13	Neutral: Extra time does not noticeably affect my performance.	10	33
Neutral: I am unsure about the effectiveness of the workload management practices.	4.13	5	Agree: Working beyond required hours slightly lowers my performance.	12	40
Agree: Workload management practices are generally effective but could be improved.	13	40	Strongly Agree: Extra hours significantly harm my teaching performance.	7	23
Strongly Agree: Workload management practices are highly effective and support my teaching well.	11	13			

Table 9.2 Identified Challenges in Teaching

Theme	Responses	Analysis of Responses
Teaching Preparation Challenges	"Too many preparations since it is a small school," "Facing challenges with 7 subjects/preparation," "Multiple preparations."	Many teachers face the challenge of excessive preparation, especially when handling multiple subjects or responsibilities.
Teaching Subjects Outside Specialization	"Teaching subjects outside of specialization," "Subjects not aligned with major."	Teachers are asked to teach subjects outside their area of expertise, requiring additional preparation and study.
Workload Overload and Time Constraints	"Overwhelming workload," "Time constraints," "Finding time for both my teaching duties and extra responsibilities."	Teachers struggle to manage the volume of work, with insufficient time for both teaching and other responsibilities.
Supportive Work Environment	"Our workplace (colleagues) are supporting each other," "Our principal equally distributes our workload."	A few teachers report positive experiences where colleagues and principals support each other, easing workload challenges
Satisfaction with Workload	"For me, my current workload is okay," "None, I'm satisfied with my current workload."	Some teachers are satisfied with their workload and do not perceive significant challenges.
Resource and Material Constraints	"Lack of resources materials," "Time constraints and printed modules."	Teachers face difficulties with limited resources, making their workload more challenging.
Non-Teaching Duties	"I am doing activities not relevant to my teaching activities as a Canteen Manager."	Non-teaching duties such as being assigned to roles outside of teaching (e.g., Canteen Manager) add to the workload.
General Comments/No Challenges	"Adjustments made because of MATATAG curriculum."	Changes in curriculum, such as the MATATAG framework, require additional work and adjustments.
General Comments/No Challenges	"None at all," "Nothing to report," "NA."	A small number of teachers report no challenges, indicating they are content with their workload.

Table 9.3 Support Provided by the City of San Fernando Division to Help Teachers Manage Their Workloads

Theme	Responses	Analysis of Responses
Access to Teaching Resources or Assistants	"Access to teaching resources or assistants"	The division supports teachers by providing necessary resources, including teaching assistants and instructional materials, to ease their workload.
Professional Development Opportunities	"Professional development opportunities"	These opportunities help teachers enhance their teaching skills and efficiency, reducing stress and workload by improving their overall performance.
Reduced Teaching Hours or Additional Planning Time	"Reduced teaching hours or additional planning time"	Providing teachers with more planning time or reducing teaching hours helps manage workload and prevents burnout
Counseling or Mental Health Support	"Counseling or mental health support"	Mental health support helps teachers cope with stress, anxiety, and burnout, which directly affects workload management.
Regular Communication and Meetings with Administration	"Regular communication and meetings with the administration"	Communication with administration ensures that teachers have a support system, are heard, and can address issues related to workload.

Table 9.4 Improving Workload Management in Schools and Divisions

Theme	Responses	Analysis of Responses
Consideration for Small Schools	"Consider the small schools when planning or implementing rules on teaching preparations." "Provide a different approach for big schools and small schools." "Small schools should be considered in counting the workloads." "For the small school consider our preparations."	Teachers from small schools request more consideration of their unique challenges when planning workloads and teaching strategies.
Workload Distribution and Equity	"Teachers should not exceed 3 preps." "Designate the workloads equally to all teachers." "Small schools should be considered in counting the workloads."	Teachers advocate for fair and equitable workload distribution, particularly ensuring teachers don't have too many preparations or excess duties.
Professional Development and Training	"Provides some seminars regarding professional development opportunities." "Regular training on time management and effective use of technology could help teachers handle tasks more efficiently."	Teachers request more professional development opportunities to improve their teaching skills and efficiency, helping with workload management.
Workload Transparency and Proper Planning	"Proper planning and transparency of workloads." "Follow the major of the teacher, prioritize the learning outcome, not the loadings of the teacher."	Teachers call for clear and transparent workload planning that considers the actual needs of the students and does not overwhelm the teacher.
Additional Support and Substitutes	"Give us a substitute teacher." "Do not deploy or transfer our excess teacher to improve workload in our school."	Teachers request more support in the form of substitute teachers and stable staffing to better manage workloads and teaching responsibilities.
Reduction of Non-Teaching Tasks	"Totally remove all workloads not related to teaching." "Less subject preparation for teachers."	Teachers want the removal of non-teaching tasks so they can focus on their primary responsibility teaching without unnecessary distractions.
Incentives and Motivation	"More incentives to come, the more incentives received, the merrier the teaching performance."	Teachers believe that offering incentives can motivate them to manage their workload more effectively and perform better in their roles.
Openness to Teacher Feedback and Collaboration	"Be open to opinions and suggestions from each other."	Teachers suggest a more open and collaborative environment where their feedback is valued and considered when planning workload management.
No Suggestions/Happy with Current Situation	"None." "I can manage somehow handling senior high school with multiple subjects."	Some teachers are content with their current workload management and do not feel the need for any further suggestions or changes

The responses highlight several key challenges teachers face in managing their workloads. Many teachers struggle with excessive preparations, especially when “handling multiple subjects” or responsibilities in small schools. Additionally, teaching subjects outside of their specialization adds to the burden, requiring extra time for preparation. “Time constraints” and the “overwhelming volume of tasks” further exacerbate the issue, with some teachers also handling non-teaching duties. While some report positive experiences with supportive colleagues and fair workload distribution, others cite resource shortages and “curriculum adjustments, such as the new MATATAG framework,” as significant hurdles. Overall, the data suggests that better workload distribution, access to resources, and support for non-teaching duties are important for improving teacher workload management. Teachers in the division have provided various suggestions for improving workload management. Those from small schools emphasize the need to recognize their unique

challenges in workload planning and preparation. Many teachers advocate for “equitable workload distribution”, ensuring no teacher is overburdened with too many preparations or responsibilities. “Access to resources”, such as teaching assistants and centralized materials, was highlighted as essential for easing workload and improving focus on teaching. Teachers also request “professional development and training” to enhance skills, especially in time management and the use of technology, to better manage their tasks. Clear and transparent workload planning that prioritizes student outcomes over teacher load is also a common suggestion. Additional support, including substitute teachers and stable staffing, would help reduce stress and ensure better management of teaching responsibilities. Many also expressed a “desire for the removal of non-teaching tasks” so they can focus more on teaching. “Incentives boost motivation” and performance, and teachers also called for a more open, collaborative environment where their feedback

on workload management is valued. However, some teachers are content with the current workload and do not feel the need for any changes.

4. CONCLUSION AND RECOMMENDATION

The study reveals that most teachers in the Division of the City of San Fernando report manageable workloads and effective time management. However, inconsistencies in workload-related meetings and unclear communication about workload expectations hinder the optimal management of these responsibilities. While many teachers feel confident in their performance, the study found no statistically significant relationship between workload management practices and teacher performance, suggesting that factors such as administrative support, professional development, and job satisfaction may play a more pivotal role in teacher effectiveness.

To address these issues, the following recommendations are proposed:

1. **Improve Communication of Workload Expectations:** The study identified unclear workload expectations as a source of stress for teachers. Clearer and more consistent communication from school administrators is essential to ensure that all teachers understand their responsibilities and are adequately supported.

2. **Ensure Consistent and Regular Workload-Related Meetings:** While workload-related meetings were considered beneficial, their frequency varied significantly. It is recommended that regular meetings be institutionalized to provide a consistent platform for addressing workload concerns and offering administrative support.

3. **Provide Targeted Support for Overburdened Teachers:** A small group of teachers reported working over 10 hours daily. Interventions should be introduced to help these teachers manage their workloads more effectively, potentially through additional support or adjustments to their teaching responsibilities.

4. **Focus on Professional Development:** Teachers would benefit from professional development programs designed to improve time management and strategies for coping with increased workloads. Such programs can enhance teachers' well-being and overall effectiveness.

5. **Monitor and Adjust Workload Practices:** Given the lack of a clear relationship between workload practices and teacher performance, it is important to continually assess and adjust workload management strategies to ensure they meet the needs of **teachers and** contribute to better performance outcomes.

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