

**WORKLOAD, JOB SATISFACTION AND PERFORMANCE OF TEACHERS: BASIS FOR FORMULATING PROFESSIONAL DEVELOPMENT INITIATIVES****\*Grace O. Cimanés**

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**Received 20<sup>th</sup> December 2024; Accepted 16<sup>th</sup> January 2025; Published online 21<sup>st</sup> February 2025**

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**Abstract**

This study examined teachers' workload, job satisfaction, and their influence on work performance in Naga City for the school year 2023-2024. It assessed workload in terms of task nature, working hours, reporting requirements, responsibility, and accountability; job satisfaction in terms of compensation, relationships, career advancement, and work environment; and work performance based on pedagogy, learning environment, curriculum planning, assessment, and professional growth. The study employed a descriptive-correlational method with 112 teachers and 10 school heads as respondents. Data were gathered through questionnaires, interviews, and focus group discussions and analyzed using weighted mean, Pearson correlation, and coefficient of determination. Findings revealed that teachers had a high workload ( $M=3.1$ ), were highly satisfied ( $M=3.61$ ), and exhibited strong work performance ( $M=3.75$ ). Workload and work performance showed mixed correlations ( $-0.8986$  to  $0.0087$ ), with a significant relationship in select aspects. Job satisfaction had weak to no influence on performance, while workload showed varying degrees of impact. The study recommends a professional development initiative to enhance job satisfaction and improve performance. It concludes that teachers remain highly competent despite their workload, and targeted interventions are needed to sustain job satisfaction and performance.

**Keywords:** Workload, Job Satisfaction, Work Performance, Teachers.

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**INTRODUCTION**

Teachers today juggle multiple roles, including planners, graders, and administrators. Much of their time is spent preparing lessons, creating materials, and grading assignments, but their responsibilities do not end there. They often take on roles as counselors, social workers, and clerks, further adding to their workload. Teachers also frequently assist students facing emotional and social challenges such as bullying, family issues, or behavioral concerns. They ensure student safety and handle clerical tasks like filling out reports. These extra responsibilities contribute to stress and reduce job satisfaction, affecting both well-being and teaching quality. Many educators enter the field with enthusiasm but become frustrated due to overwhelming non-teaching duties. Globally, teacher workload and job satisfaction are persistent concerns. Excessive administrative tasks divert attention from instructional responsibilities, leading to frustration and burnout. A survey by Boyd (2018) in *The Age* revealed that many teachers struggle to complete essential tasks due to excessive workloads. Studies consistently highlight how workload impacts job satisfaction and teaching effectiveness, underscoring the urgent need to address these challenges. In the Philippines, teacher workload has even been linked to serious mental health concerns. Advocacy groups have urged the Department of Education (DepEd) to investigate after reports of teacher suicides allegedly linked to excessive workload (Esguerra, 2018). This highlights the urgent need for systemic reforms to support educators. Job satisfaction is a crucial factor influencing a teacher's professional and personal life. It depends on workload, compensation, work environment, and recognition. When teachers feel valued and supported, their motivation increases, leading to better performance.

Conversely, excessive workload and lack of support lower job satisfaction, resulting in stress, burnout, and even teacher resignation. In Naga City, many teachers have left their jobs to pursue opportunities abroad, citing low job satisfaction and better prospects as primary reasons. This trend reflects a broader issue: overburdened educators often seek better conditions elsewhere. Satisfied teachers foster positive learning environments, whereas dissatisfaction leads to absenteeism, low morale, and declining instructional quality. Addressing these concerns is essential for attracting and retaining talented educators and maintaining educational standards. Teacher performance is closely tied to the support they receive. Effective teaching extends beyond delivering lessons; it involves fostering critical thinking, creativity, and emotional well-being among students. However, excessive non-instructional duties hinder their ability to perform effectively. Reducing unnecessary tasks and implementing strong support systems can enhance teacher performance. Initiatives such as minimizing administrative burdens and promoting professional development can create a more focused and motivated workforce. Consequently, manageable workloads improve job satisfaction and teaching performance. The Philippine government has recognized the need to address teacher workload and job satisfaction issues. Various policies and programs have been introduced to help teachers maintain a healthier work-life balance. Republic Act 4670, also known as the Magna Carta for Public School Teachers, provides professional rights and safeguards in recognition of the challenges they face. Additionally, Section 5 of Batas Pambansa 232 mandates the establishment of an integrated education system that ensures teacher support. Recently, DepEd issued Memorandum No. 02, s. 2024, calling for the immediate removal of administrative tasks from teachers. This initiative, part of the MATATAG Agenda, aims to reduce their clerical workload so they can focus more on classroom

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instruction. Despite these policies, challenges remain. Tasks such as preparing report cards, recording attendance, and handling paperwork consume significant time. Teachers also develop individualized learning plans and prepare for parent meetings, diverting energy from lesson planning and student engagement. This workload contributes to stress, burnout, and even migration abroad, reducing the local educational workforce. The pressure also affects mental health and teaching effectiveness, making it difficult to focus on inspiring students. Excessive workload leads to burnout, dissatisfaction, and ineffective teaching. This study is vital because addressing workload-related issues will enhance teacher well-being, improve instructional methods, and boost student performance. Supporting teachers ensures education remains a transformative force for individuals and communities, fostering a more sustainable and effective system.

## Workload

Workload focuses on the responsibilities individuals manage in their work and academic environments, affecting their overall performance. Consequently, studies and literature have been gathered to offer valuable insights into how this can affect employees' effectiveness at work. These encompass topics related to teaching methods and administrative duties. In the study of Rose and Sika (2019), it was revealed that teacher workload had a substantial impact on academic performance. They found that for every one-unit increase in teacher workload, there was a corresponding decrease in students' academic achievement. The study emphasized the importance of reducing workload to improve student outcomes. It also recommended stricter monitoring of teacher attendance in classrooms to address this issue. Concurrently, Sellen (2016) found that most teachers identified data recording, inputting, monitoring, and analysis (56%) as well as excessive marking (53%) as significant workload issues. Many cited the level of detail required in these tasks, along with duplication, as problematic. Teachers also noted that the volume of tasks often exceeded what could be completed within their contracted hours. This highlighted the challenge of managing workload, not due to unproductive tasks but because of the sheer volume of requirements.

In Solania *et al.* (2023) study at Butuan Central Elementary School, 62% of 45 teachers reported an ideal workload, while 29% felt overloaded. Despite workload variations, participants consistently showed high motivation. The research found a negative correlation between performance and length of service, but no notable relationships between performance and workload or motivation. In summary, length of service negatively influences performance, while workload and motivation do not significantly impact teaching performance. Relatively, Kim (2019) conducted a study which explored how teachers' administrative workloads impact their capacity for class instruction preparation and providing feedback on students' homework, challenging the misconception that teachers efficiently manage administrative tasks; utilizing an instrumental variable method, the study revealed that higher administrative workloads result in an opportunity cost for instructional activities, with teachers less likely to dedicate time to preparation and feedback, and the findings emphasized the need for a reduction in teachers' administrative burdens, particularly in public schools, to prioritize essential instructional duties. Similarly, a study conducted by Manuel *et al.* (2018) on workload emphasized various professional and

situational factors experienced by teachers because of administrative and accountability demands related to teacher and student performance monitoring, high-stakes test preparation, central curriculum changes, and reduced resources. An overwhelming workload emerged as the primary obstacle for English teachers to concentrate on their core teaching duties. The paper underscored the urgent need to address teacher workload, given its significant impact on quality teaching, student learning, and the retention and support of excellent educators in the profession.

In a similar study, Salise *et al.* (2021) examined the correlation between classroom performance and ancillary functions among secondary school teachers, utilizing a descriptive-normative method with a survey tool. Findings revealed outstanding performance in announced observations and satisfactory ratings in unannounced observations. Teachers were partially involved in ancillary functions, and a significant correlation was found between the nine indicators of classroom performance and the level of ancillary functions. Teachers in private schools received higher ratings in unannounced classroom observations. Further, a study conducted by Celik (2022) suggested that effective strategies for managing stress and workload in organizations can lead to positive outcomes for employees. By applying these strategies, employees are better equipped to cope with negative situations. This, in turn, can enhance overall performance and well-being. The study highlighted the importance of addressing stress and workload to achieve beneficial results in the workplace. Several studies have examined the impact of workload on employees' time management skills. Gul *et al.* (2021) investigated how university teachers perceive workload's influence on their time management abilities. The study found positive perceptions of workload-related factors and effective time management skills, but increased workload was associated with decreased time management proficiency. Meanwhile, the study of Ujir *et al.* (2020) explored teaching workload factors in the current higher education landscape, emphasizing the need for an equation that encompasses all 21st-century teaching and learning strategies. Devising such an equation poses a challenge for academic administrators who must scrutinize various parameters influencing teaching and learning. In the same way, Higton *et al.* (2016) also conducted a survey on teachers' workload and found out that teacher-level factors, including perceptions of performance evaluation by management and school-level factors such as phase and the size of the school, had an impact on the total number of hours reported by teachers in the reference week.

## Job Satisfaction

Job satisfaction is crucial for a fulfilling professional experience, extending beyond mere contentment to encompass overall fulfillment and happiness derived from one's work. Aligning skills, values, and tasks fosters job satisfaction, amplified by a positive work environment, supportive colleagues, and opportunities for growth. A study conducted by Alegre *et al.* (2015) explored how job satisfaction is influenced by the relationships with the organization, supervisor, and coworkers. The research identified three key paths to job satisfaction: teamwork, strategy identification, and the absence of work-family balance; work-family balance, autonomy, and strategy identification; and supervisor support and strategy identification. A follow-up analysis compared these results with alternative methodologies. The study

underscored the importance of these factors and provides managerial insights. This was supported by the study conducted by Inuwa (2016), which examined the link between job satisfaction and performance among non-academic staff at Bauchi State University Gadau, Nigeria (BASUG). Dissatisfaction can adversely impact productivity. The analysis of two hundred and seventy questionnaires, using SPSS, highlighted a positive and significant relationship between job satisfaction and performance. This study served as a policy guide for Nigerian Universities to enhance employee performance and contributed to the fields of organizational behavior and human resource management. This study of Chirchir (2016) investigated job satisfaction among primary school teachers in Bomet County, Kenya, with a focus on demographic variables. The study found that teachers were most satisfied with colleague relationships and handling administrative duties with delegated authority. The research highlighted the importance of improving school leadership in areas like supervision, reward systems, communication, and working conditions, with positive correlations found between job satisfaction and the teachers' age and teaching experience. A study conducted by Haitao (2022), aimed to formulate a research hypothesis regarding the interplay of variables within the realm of Human Resource Management. The study identified three key factors influencing job satisfaction: challenges, recognition, and relationships with colleagues. Beyond these variables, the research acknowledged the impact of additional factors, including salary, work environment, and workload on the endogenous variable, job satisfaction. Coworkers' personalities profoundly affect job satisfaction. A positive, collaborative environment with supportive and amicable colleagues fosters camaraderie and fulfillment. Conversely, conflict and negativity among coworkers lead to stress and dissatisfaction. This was supported by the study conducted by Ahmad *et al.* (2018) which looked at personality traits as a moderating factor in the relationship between job satisfaction and organizational climate. The results implied that certain aspects of organizational climate and job satisfaction are mediated by personality traits.

Moreover, Pepe *et al.* (2017), in their study, examined the measurement in variance of the Teacher Job Satisfaction Scale (TJSS) across six international cohorts (Netherlands, United States, Russia, China, Italy, and Palestine) comprising in-service teachers. Confirmatory factor analysis and multi-group invariance tests were employed. The TJSS-9 exhibited strong psychometric properties with no significant deviations from measurement invariance. Further research is essential to assess equivalence across additional countries, aiming to develop a globally applicable tool for measuring job satisfaction in teaching. Correspondingly, Inegbedion *et al.* (2020) investigated how employees' perceptions of workload balance impact job satisfaction in organizational settings. The study involved 764 employees from eight multinational organizations and two private universities in Nigeria. Using structural equation modeling, the research found that comparing workloads with colleagues, aligning job roles with competencies, and the organization's staff strength significantly influence employees' perception of workload balance. This, in turn, affected their overall job satisfaction. Likewise, Charoensukmongkol *et al.* (2016) examined the effects of coworker and supervisor support on job satisfaction and three burnout dimensions: emotional exhaustion, depersonalization, and perceived lack of personal accomplishment. The study found that support from coworkers

negatively correlated with depersonalization and emotional exhaustion but had no impact on personal achievement. In contrast, supervisor support was negatively correlated with all aspects of burnout. Correspondingly, Bellani *et al.* (2017) explored the impact of job satisfaction on employee engagement, a key driver of organizational success. Using a self-administered questionnaire, the study surveyed 110 participants from a property company in Makassar. The study suggested that while improving job satisfaction can boost engagement, only three of the seven factors had statistically significant effects, indicating the need for further research across different industries.

### Work Performance

One important factor that has a significant impact on both the overall school environment and the quality of education is the work performance of teachers. Since teachers have a significant influence on how students learn, it is crucial to examine how well they perform at work to improve student outcomes. The study of Campbell and Wiernik (2015) highlighted the critical role of individual work performance as the foundation for broader organizational and economic success. Without individual contributions, team, unit, and organizational performance cannot be sustained, ultimately impacting entire economic sectors and GDP. However, despite its significance, research on performance itself remains limited in scope compared to studies focusing on its antecedents and consequences. This imbalance suggested a need for more direct investigation into the nature and measurement of performance to fully understand and enhance its impact. Meanwhile, the study by Kad Tong *et al.* (2018) explored the connection between teaching performance and job satisfaction among educators. Teachers reported moderate satisfaction in areas such as school policies, supervision, opportunities for growth, and achievement. A moderate correlation was found between job satisfaction and teaching performance, suggesting that higher performance may lead to greater satisfaction.

In a study by Tehseen and Hadi (2015), retaining high-quality teachers was crucial for maintaining educational standards in schools. Teacher turnover negatively affected student satisfaction and educational development. Job satisfaction played a vital role in reducing turnover intentions and enhancing teacher performance. Intrinsic factors included satisfaction from teaching, career development, and the challenging nature of teaching, while extrinsic factors involve external rewards like salary and benefits. Further, Anderson (2017) emphasized that as far as work performance is concerned, effective school leadership plays a pivotal role. However, there's apprehension regarding whether school leaders possess the requisite management skills and leadership approaches to ensure efficient operational performance. Given that schools increasingly resemble business organizations, there is potential for adopting leadership styles that have demonstrated success in both business and educational settings. However, Schoonenboom, *et al.* (2017) emphasized that to improve work performance it is important to develop a teacher. To empower university teachers, it is crucial to recognize and reward teaching excellence while fostering a sense of community. Staff development activities can serve as a platform for educators to cultivate strategies for boosting confidence and exerting active control over their work situations, both on an individual and collective level. The authors argued for increased attention to the implicit messages

conveyed by departments to their teaching faculty. Meanwhile, Elliott (2015) pointed out that an understanding of the various aspects of successful performance appraisal is essential in attaining quality performance. He discussed some of the key research connected with teacher performance appraisal, including aspects and outcomes and points to the need for a better understanding of how they are connected to bigger ideas. The importance of an enhanced understanding of performance appraisal as a discursive approach to building teaching quality was also highlighted. On the other hand, Tenney *et al.* (2016) found that high subjective well-being, such as employee job satisfaction, positively impacts health, reduces absenteeism, improves self-regulation, and enhances motivation, creativity, relationships, and retention all key predictors of individual and organizational performance. They also examined factors that moderate these relationships, identifying conditions under which a happier workforce translates into higher productivity. In the same way, Khan *et al.* (2020) concluded that work performance has positive significant relationship with transformational leadership. However, there was indirect and insignificant relationship of transformational leadership with working burnout and social loafing. Therefore, it can be stated that organizational leaders must have transformational attributes by getting informed of their employees well because transformational leader can inspire employees to achieve anticipated or significant outcomes. It could give employees self-confidence over specific jobs, as well as the power to make decisions once they have been trained. Similarly, Mahaputra and Saputra (2021) emphasized that teacher performance was influenced by headmaster leadership, which involves the actions, decisions, and behaviors the headmaster displays in guiding and managing the school community. This type of leadership played a crucial role in shaping the school environment by fostering collaboration and support among teachers, students, and staff. Effective headmaster leadership can create a positive atmosphere that enhances teacher motivation and performance

## METHODOLOGY

The study used a descriptive-correlational method to examine the relationship between teacher workload, job satisfaction, and performance. The descriptive method assessed workload, job satisfaction, and performance levels, while the correlational method analyzed their relationships. Factors such as workload nature, working hours, compensation, career growth, pedagogy, and assessment were explored. The findings provided insights into how workload and job satisfaction influence teacher performance, helping improve well-being and effectiveness in schools.

## RESULTS AND DISCUSSION

Table 1 shows that teachers' workload in accountability had a weighted mean of 3.82, while reporting requirements ranked lowest at 3.57, both interpreted as very highly competent. The overall mean was 3.71. For school heads, reporting requirements ranked highest at 3.94, while accountability and responsibility ranked lowest at 3.87. Teachers manage accountability well but struggle with reporting due to complexity, time constraints, unclear guidelines, or insufficient training, which may reduce their focus on teaching. This is supported by the study of Manuel *et al.* (2018) which highlighted the overwhelming workload with emphasis to English teachers due to administrative and accountability demands, stressing the urgency of addressing teacher workload to maintain teaching quality and support educators in the profession. Further, this resonated with the findings indicating a highly evident workload along with a degree of accountability, while reporting requirements obtained a lower rank, suggesting a need for attention to workload distribution and management to ensure effective teaching practices for workload and degree of accountability.

In terms of job satisfaction (Table 2), the average weighted mean was 3.55, interpreted as very highly satisfied. School heads ranked working relations highest at 3.84, while compensation and benefits ranked lowest at 3.40. Both teachers and school heads view positive relationships as key to job satisfaction, though improving pay and benefits may boost long-term motivation. This study aligned with the results of several other studies. Both teachers and school heads agreed that good working relationships, including support from colleagues and supervisors, are the main factors contributing to teachers' job satisfaction. The findings aligned with the studies of Inegbedion *et al.* (2020) and Charoensukmongkol *et al.* (2016), which indicated that while relationships with coworkers and supervisors are crucial, employees' perceptions of their compensation and workload balance significantly affect their overall satisfaction. The need to address compensation and benefits is echoed by studies like those of Bellani *et al.* (2017) which suggested that fair pay and benefits are key to long-term job satisfaction and employee motivation. Thus, while teachers are generally happy with their working relationships, improving compensation could be an important step toward maintaining and enhancing their job satisfaction in the future. Meanwhile, Table 3 shows the Level of Teachers Work Performance. School heads rated content knowledge and pedagogy highest at 3.89, while learning environment and diversity of learners ranked lower at 3.73, with an overall mean of 3.79, all interpreted as very highly performed.

Table 1. Status of Teachers' Workload

Aspects	T	SH	Overall AWM	Int	R
Degree of Accountability	3.82	3.87	3.85	VHC	1.5
Nature of Tasks	3.76	3.93	3.85	VHC	1.5
Degree of Responsibility	3.77	3.87	3.82	VHC	3
Working Hours	3.62	3.93	3.78	VHC	4
Reporting Requirements	3.57	3.94	3.76	VHC	5
Overall Average Weighted Mean	3.71	3.91	3.81	VHC	
Interpretation	VHC	VHC			
Rank	2	1			
<i>Legend:</i>	<i>T-Teacher</i>	<i>SH-School Head</i>			
<i>Scale</i>	<i>Range of Values</i>	<i>Interpretation</i>			
4	3.26 – 4.00	Very Highly Competent (VHC)			
3	2.51 – 3.25	Highly Competent (HC)			
2	1.76 – 2.50	Moderately Competent (MC)			
1	1.00 – 1.75	Fairly Competent (FC)			

**Table 2. Level of Job Satisfaction of Teachers**

Aspects	T	SH	Overall AWM	Int	R
Working Relationships	3.78	3.84	3.81	VHS	1
Career Advancement Opportunities	3.62	3.77	3.70	VHS	2
Work Nature and Environment	3.57	3.67	3.62	VHS	3
Compensation and Benefits	3.21	3.40	3.31	VHS	4
Overall Average Weighted Mean	3.55	3.67	3.61	VHS	
Interpretation	VHS	VHS	VHS		
Rank	2	1			

*Legend: T-Teacher SH-School Head*

Scale	Range of Values	Interpretation
4	3.26 – 4.00	Very Highly Competent (VHC)
3	2.51 – 3.25	Highly Competent (HC)
2	1.76 – 2.50	Moderately Competent (MC)
1	1.00 – 1.75	Fairly Competent (FC)

**Table 3. Level of Work Performance of Teachers**

Aspects	T	SH	Overall AWM	Int	R
Content Knowledge and Pedagogy	3.70	3.89	3.80	VHP	1
Learning Environment and Diversity of Learners	3.77	3.73	3.75	VHP	2.5
Assessment and reporting	3.74	3.76	3.75	VHP	2.5
Personal Growth and Professional Development	3.65	3.82	3.74	VHP	4
Curriculum and Planning	3.68	3.74	3.71	VHP	5
Overall Average Weighted Mean	3.71	3.79	3.75	VHP	
Interpretation	VHP	VHP	VHP		
Rank	2	1			

*Legend: T-Teacher SH-School Head*

Scale	Range of Values	Interpretation
4	3.26 – 4.00	Very Highly Competent (VHC)
3	2.51 – 3.25	Highly Competent (HC)
2	1.76 – 2.50	Moderately Competent (MC)
1	1.00 – 1.75	Fairly Competent (FC)

**Table 4. Significant Relationship between Status of Teachers' Workload and Teachers' Work Performance**

Teachers' Workload	Teachers' Work Performance	r-value	Critical Value	Interpretation
<b>Nature of Tasks</b>	Content Knowledge and Pedagogy	0.8947	0.754	*S
	Learning Environment and Diversity	0.2071	0.754	NS
	Curriculum and Planning	-0.0803	0.754	NS
	Assessment and Reporting	0.0087	0.754	NS
	Personal Growth and professional Development	0.3838	0.754	NS
<b>Working Hours</b>	Content Knowledge and Pedagogy	0.074	0.754	NS
	Learning Environment and Diversity	0.0754	0.754	NS
	Curriculum and Planning	-0.0775	0.754	NS
	Assessment and Reporting	0.3998	0.754	NS
	Personal Growth and professional Development	-0.2288	0.754	NS
<b>Reporting Requirements</b>	Content Knowledge and Pedagogy	-0.1826	0.754	NS
	Learning Environment and Diversity	0.4441	0.754	NS
	Curriculum and Planning	0.7588	0.754	*S
	Assessment and Reporting	-0.8986	0.754	*S
	Personal Growth and professional Development	0.1555	0.754	NS
<b>Degree of Responsibility</b>	Content Knowledge and Pedagogy	-0.3676	0.754	NS
	Learning Environment and Diversity	-0.5300	0.754	NS
	Curriculum and Planning	-0.5035	0.754	NS
	Assessment and Reporting	0.5306	0.754	NS
	Personal Growth and professional Development	-0.1993	0.754	NS

*Legend: Computed r-value Interpretation*

Less than +/-0.19	Negligible Correlation
+/-0.20 to +/-0.39	Low Correlation
+/-0.40 to +/-0.69	Moderate Correlation
+/-0.70 to +/-0.89	High Correlation
+/-0.90 to +/-0.99	Very High Correlation
+/-1.00	Perfect Correlation

Table 5. Significant Relationship between Teachers' Job Satisfaction of and Work Performance

Teachers' Job Satisfaction	Teachers' Work Performance	r-value	CV	Int
Compensation and Benefits	Content Knowledge and Pedagogy	0.3818	0.754	NS
	Learning Environment and diversity of Learners	0.4469	0.754	NS
	Curriculum Planning	0.2795	0.754	NS
	Assessment and Reporting	-0.3128	0.754	NS
	Personal Growth and Professional Development	0.3011	0.754	NS
Working Relationships	Content Knowledge and Pedagogy	0.2170	0.754	NS
	Learning Environment and diversity of Learners	-0.5984	0.754	NS
	Curriculum Planning	-0.6295	0.754	NS
	Assessment and Reporting	0.1262	0.754	NS
	Personal Growth and Professional Development	0.4540	0.754	NS
Career Advancement Opportunities	Content Knowledge and Pedagogy	-0.6918	0.754	NS
	Learning Environment and diversity of Learners	0.0238	0.754	NS
	Curriculum Planning	-0.3192	0.754	NS
	Assessment and Reporting	0.1003	0.754	NS
	Personal Growth and Professional Development	0.5186	0.754	NS
Work Nature and Environment	Content Knowledge and Pedagogy	-0.0779	0.754	NS
	Learning Environment and diversity of Learners	-0.4197	0.754	NS
	Curriculum Planning	-0.5882	0.754	NS
	Assessment and Reporting	0.2924	0.754	NS
	Personal Growth and Professional Development	-0.2008	0.754	NS

Table 6. Extent of Influence of Status of Teachers' Workload on Teachers' Work Performance

Teachers' Workload	Teachers' Work Performance	r-value	r <sup>2</sup> -value	Int
Nature of Tasks	Content Knowledge and Pedagogy	0.8947	0.800	S
	Learning Environment and Diversity	0.2071	0.043	VW
	Curriculum and Planning	-0.0803	0.006	VW
	Assessment and Reporting	0.0087	0.000	NI
	Personal Growth and professional Development	0.3838	0.147	VW
Working Hours	Content Knowledge and Pedagogy	0.074	0.005	VW
	Learning Environment and Diversity	0.0754	0.006	VW
	Curriculum and Planning	-0.0775	0.006	VW
	Assessment and Reporting	0.3998	0.160	VW
	Personal Growth and professional Development	-0.2288	0.052	VW
Reporting Requirements	Content Knowledge and Pedagogy	-0.1826	0.033	VW
	Learning Environment and Diversity	0.4441	0.197	VW
	Curriculum and Planning	0.7588	0.576	M
	Assessment and Reporting	-0.8986	0.807	S
	Personal Growth and professional Development	0.1555	0.024	VW
Degree of Responsibility	Content Knowledge and Pedagogy	-0.3676	0.135	VW
	Learning Environment and Diversity	-0.5300	0.281	VW
	Curriculum and Planning	-0.5035	0.254	VW
	Assessment and Reporting	0.5306	0.282	VW
	Personal Growth and professional Development	-0.1993	0.040	VW

Legend:

Size of r<sup>2</sup>

0.91 to 1.00

0.71 to 0.90

0.51 to 0.70

0.31 to 0.50

0.01 to 0.30

0.00

Strength of r<sup>2</sup>

Very Strong (VS)

Strong (S)

Moderate (M)

Weak (W)

Very Weak (VW)

No Influence (NI)

Table 7. Extent of Influence of Job Satisfaction on Teachers' Work Performance

Teachers' Job Satisfaction	Teachers' Work Performance	r-value	r <sup>2</sup> -value	Int
Compensation and Benefits	Content Knowledge and Pedagogy	0.3818	0.146	VW
	Learning Environment and diversity of Learners	0.4469	0.200	VW
	Curriculum Planning	0.2795	0.078	VW
	Assessment and Reporting	-0.3128	0.010	VW
	Personal Growth and Professional Development	0.3011	0.091	VW
Working Relationships	Content Knowledge and Pedagogy	0.2170	0.047	VW
	Learning Environment and diversity of Learners	-0.5984	0.358	VW
	Curriculum Planning	-0.6295	0.396	VW
	Assessment and Reporting	0.1262	0.016	VW
	Personal Growth and Professional Development	0.4540	0.206	VW
Career Advancement Opportunities	Content Knowledge and Pedagogy	-0.6918	0.479	W
	Learning Environment and diversity of Learners	0.0238	0.001	VW
	Curriculum Planning	-0.3192	0.102	VW
	Assessment and Reporting	0.1003	0.010	VW
	Personal Growth and Professional Development	0.5186	0.269	VW
Work Nature and Environment	Content Knowledge and Pedagogy	-0.0779	0.006	VW
	Learning Environment and diversity of Learners	-0.4197	0.176	VW
	Curriculum Planning	-0.5882	0.346	W
	Assessment and Reporting	0.2924	0.085	VW
	Personal Growth and Professional Development	-0.2008	0.040	VW

This suggests teachers align their teaching values with lesson plans and classroom activities, showing a commitment to growth and improvement. While subject expertise is emphasized in training, creating inclusive classrooms remains challenging due to limited specialization in this area. School heads ranked first in this aspect with a mean of 3.79, while teachers followed at 3.71, both maintaining a very highly performed rating. School heads rated all areas higher than teachers did, suggesting they view teachers' performance more positively than teachers see themselves. The importance of retaining high-quality teachers, as emphasized by Tehseen and Hadi (2015), is reflected in the results of the study. The school heads' higher ratings of teacher performance may point to their recognition of the teachers' efforts to meet diverse learner needs. Ensuring teacher satisfaction, through appropriate recognition and professional development, can help reduce turnover intentions and enhance performance, as suggested by the study's findings on job satisfaction correlating with performance. As reflected in Table 4, the relationship between status of teachers' workload and work performance ranged from r-value of -0.8986 to 0.0087 with a critical value of 0.754. Majority of the aspects of teachers' workload and work performance had no significance with one another. It was only between nature of task and content knowledge and pedagogy; reporting requirements and curriculum planning; and reporting requirements and assessment and reporting where significant relationships were noted. The weak links between content knowledge, teaching skills, and personal growth suggested these areas have little impact on how responsible teachers feel. This may mean that while teachers are skilled and knowledgeable, these qualities do not heavily influence their sense of responsibility. Instead, responsibility may be driven more by their commitment to student success, school culture, or relationships with students and colleagues. This pointed to the idea that a teacher's sense of duty is shaped more by motivation and connections with others than by skills or knowledge alone. The findings also aligned with the research conducted by Kim (2019) who argued that when teachers are burdened with excessive paperwork, meetings, and other non-teaching duties, they have less time and mental energy to dedicate to the instructional aspects of their role. As a result, the quality of teaching may decline, and students may not receive the full attention and support they need. Additionally, the stress and fatigue caused by these administrative demands can lower teachers' job satisfaction and overall well-being.

As shown in Table 5 teachers' job satisfaction and work performance ranged from r-value of -0.6295 to 0.5186 with a critical value of 0.754. Between job satisfaction and work performance, all the aspects had no significant relationships with one another. The inference is that while there are moderate relationships between work nature and certain teaching aspects (like curriculum planning and learning environment), these correlations are not strong enough to suggest a significant influence. This indicated that the work environment may play a role but is not a decisive factor in shaping these areas. The low and negligible correlations further imply that factors like assessment, reporting, personal growth, and even content knowledge may be driven more by personal or external elements rather than the work nature and environment itself. This finding aligned with the studies of Gul *et al.* (2021) and Stacey *et al.* (2022), who noted that while teachers' content knowledge and professional development are important, they are not always directly tied to career

advancement unless they are accompanied by structural support, such as appropriate compensation and workload management. As reflected in Table 6, the extent of influence of teachers' workload on their work performance ranged from  $r^2$ -value of 0.000 to 0.807 which ranged from no influence to strong influence. The varying extent of influence ( $r^2 = 0.000$  to 0.807) suggests that teachers' workload impacts work performance differently across various aspects. In some areas, workload has little to no effect, implying that other factors, such as motivation, support systems, and teaching strategies, play a more significant role. Conversely, the strong influence in certain areas indicates that excessive workload can enhance or hinder performance, affecting teaching quality, lesson planning, and assessment practices. This highlights the need for balanced workload management to optimize teacher effectiveness while preventing burnout and maintaining overall job satisfaction. The findings are in consonance with the study of Inegbedion *et al.* (2020) in the context of nature of teachers' tasks having a significant influence on content knowledge and pedagogy. Specifically, the study indicated that when teachers' tasks are well-defined and aligned with their instructional roles, these task-related demands can enhance their expertise in teaching. This mirrored Inegbedion *et al.*'s argument that well-managed workload balance leads to better performance outcomes. In both cases, task-related demands, when appropriately matched to teachers' strengths and resources, contribute positively to their job satisfaction and professional growth. Table 7 shows the extent of influence of teachers' job satisfaction on their work performance ranged from  $r^2$ -value of 0.006 to 0.479 ranged from very weak to weak. This implies that while job satisfaction may play a role, other factors, such as workload, support systems, professional development, and school environment, likely have a greater impact on performance. It suggests that even if teachers are satisfied with their jobs, their effectiveness in teaching may depend more on external conditions and structural support rather than just personal contentment.

## Conclusion

Teachers in Naga City demonstrated very high competence in handling workloads, high job satisfaction, and excellent overall work performance. Most aspects of workload and work performance showed no significant relationship, except for correlation between the nature of tasks and content knowledge, reporting requirements and curriculum planning, and reporting requirements and assessment. Similarly, job satisfaction and work performance had no significant relationships. The influence of workload on work performance varied from none to strong, while job satisfaction had only a very weak to weak influence on work performance.

## Recommendations

The study recommends that Naga City schools should support teachers by managing workloads effectively through time management training, reducing paperwork, and using technology for reporting. Delegating tasks to non-teaching staff and fostering a supportive environment can ease stress. Regular reviews and collaboration with the education office ensure continuous improvement, benefiting both teachers and students. To enhance job satisfaction, schools must strengthen



teamwork and career growth while addressing concerns on pay and benefits. The Schools Division Superintendent should review salaries and introduce better perks to improve retention and performance. School heads should sustain strengths in classroom management, student engagement, and assessments while expanding training in subject knowledge, teaching strategies, and lesson planning. Encouraging professional development, mentorship, and collaboration will foster continuous improvement. Managing workload is crucial to teacher satisfaction and productivity. School heads should provide resources, reduce paperwork, and optimize schedules while offering stress and time management training. Establishing peer support and mentorship programs will promote teamwork and well-being. Recognizing teachers' efforts will further motivate them, leading to better student outcomes. The Schools Division Office (SDO) of Naga City must prioritize workload management by adhering to DepEd policies that remove administrative tasks from teachers. A thorough assessment of workload distribution will help streamline processes and improve scheduling. Wellness programs focusing on physical and mental health can enhance school culture. A professional development program, starting in one district due to budget constraints, aims to help teachers balance work and personal life, reduce stress, and increase job satisfaction. Providing teachers with proper tools and support will ultimately create a better learning environment for students and educators alike.

### Acknowledgment

The researcher expresses gratitude to the teachers and school heads of Naga City elementary schools for their participation. Appreciation is also extended to the Schools Division Superintendent of DepEd Naga City for granting permission to conduct this study.

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