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## Research Article

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### Teacher's Workload in Relation to Burnout and Work Performance

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## ABSTRACT

Teaching is a rewarding yet demanding profession. While it brings immense joy when teachers experience fulfillment from achieving their goals, the wide range of responsibilities it entails can lead to exhaustion. This descriptive-correlational study explored the relationship between teachers' workloads, burnout levels, and work performance of permanent elementary school teachers from the Masinloc District, Division of Zambales. Using standardized instruments and the teachers' Individual Performance Commitment and Review Form (IPCRF) ratings, data gathered were analyzed using descriptive and inferential statistics. The findings showed that teachers reported a high perception of work/role overload and experienced significant burnout, particularly regarding career satisfaction and attitudes toward students. Moreover, a strong positive relationship was found between burnout levels and work/role overload. Despite these challenges, teachers maintained high performance, which can be attributed to their dedication and commitment to their profession.

**Keywords:** Workload, Burnout, Work Performance, Public Elementary Teachers

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## Introduction

Teaching is a profession marked by a wide range of responsibilities, extending far beyond a single focus. These duties require not only a teacher's professional skills but also their personal resilience. To be the most effective version of themselves, teachers must manage these numerous tasks efficiently in order to achieve high-quality outcomes. As Chirimi (2016) points out, the effectiveness of the

teaching-learning process is closely linked to the teacher's workload. When a teacher is assigned too many duties and responsibilities, it becomes difficult to fulfill them all, often leading to reduced time for teaching students. Consequently, an increase in a teacher's workload compromises the overall teaching-learning process by diverting their focus from instructional tasks.

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Similarly, a 2023 study highlighted by the National Association of Schoolmasters Union of Women Teachers (NASUWT) emphasizes that excessive teacher workload—especially tasks like excessive planning, marking, and administrative duties—significantly undermines their ability to focus on core teaching responsibilities. This leads to a reduction in the quality of education and negatively affects student outcomes. Furthermore, Thompson, G., et al. (2024) in their study on teachers' time use explores how heavy workloads, exacerbated by additional responsibilities outside of teaching, reduce teachers' available time for lesson preparation and student engagement. This workload intensification creates time poverty, where the core teaching tasks are sidelined, affecting both the teacher's well-being and their effectiveness in delivering education.

The amount of time dedicated to actual teaching has been progressively reduced due to the increasing workload and the various roles teachers are expected to fill. In addition to teaching, they are often burdened with administrative tasks and other duties such as paperwork, attending trainings and seminars, and handling responsibilities related to budget management, disaster response, and health initiatives. Furthermore, teachers are also expected to take part in numerous government programs, including mass immunization campaigns, deworming activities, conditional cash transfer programs, feeding initiatives, census-taking, anti-drug campaigns, and even election-related duties (David et al., 2019).

Public school teachers in the Philippines are not exempt from the increasing demands of their profession. Beyond their core responsibilities, they are often burdened with additional administrative duties that demand their time, skills, and energy. These extra tasks, when combined with their primary teaching responsibilities, contribute to burnout. According to DepEd Memorandum No. 291, s. 2008, public school teachers are expected to teach for up to six hours daily, with the remaining two hours dedicated to tasks such as lesson planning, assessment preparation, student evaluation, research, and participation in school activities. Additionally, teachers are often required to

handle school contests and other extracurricular responsibilities.

This growing list of tasks can lead to physical and mental exhaustion, causing teachers to experience burnout. Instead of focusing fully on teaching, their energy and attention are diverted to overwhelming administrative demands, making it difficult to maintain their primary goal of student learning. A survey conducted by the Alliance of Concerned Teachers (ACT) Party List in 2021 revealed that 70% of the 6,731 public school teachers surveyed work between 9 to 16 hours a day, highlighting the heavy burden many educators face (Manila Bulletin, April 2021).

Moreover, when teachers are burdened with excessive tasks—such as administrative duties, extracurricular obligations, and other non-teaching responsibilities—this workload can lead to stress, exhaustion, and ultimately, burnout. Recent studies continue to highlight the strong link between teachers' burnout and their increasing workload. Wijaya & Prastuti (2021) found that most teachers experience burnout, manifested as both mental and physical exhaustion due to increasing job demands and limited stress-coping abilities. Their research showed that emotional exhaustion and low self-esteem are common symptoms among teachers. Although teachers generally possess moderate coping skills, enabling them to handle various pressures, their workloads—whether mental, physical, or time-related—are consistently high. Teachers employ different stress-coping strategies, with some focusing on problem-solving and others on managing emotions. Despite these coping mechanisms, the heavy workload often leads to significant frustration.

The study conducted by Sy et.al (2023) found that teachers' well-being has seen improvement since the pandemic, but burnout remains a significant issue, particularly due to job-related stress, administrative demands, and additional responsibilities beyond teaching. A large percentage of teachers expressed a desire to leave their jobs, citing burnout as a primary reason, especially when they felt their mental health needs were unmet. Additionally, research by Xue et al. (2024) shows that

burnout in teachers is driven by multiple stressors, such as workload, emotional exhaustion, and the pressure of juggling various roles in the educational system. This burnout is often exacerbated by a lack of psychological empowerment and resiliency, which are critical in mitigating the mental toll of the profession. Lastly, Turner and Garvis (2023) scoping review emphasized that the intensified demands on teachers, especially in post-pandemic settings, have led to rising levels of stress and burnout, with mental and physical exhaustion becoming more prevalent due to increased job demands. These findings collectively underline how an overload of responsibilities continues to take a heavy toll on teachers' mental health and performance, further stressing the need for better support systems.

Given the detrimental impact of these additional duties and personal experiences of burnout, this study seeks to examine the effects of workload and burnout on teachers' performance.

## Results and Discussion

*Table 1. Mean and Descriptive Equivalent of the Teachers' Perception of their Level of Work/Role Overload*

Statement	Weighted Mean	Descriptive Equivalent	Rank
1. I have to do things for which I do not really have the time and energy.	3.15	High Engagement	7.5
2. There are too many demands on my time.	3.18	High Engagement	5.5
3. I need more hours in a day to do all the things which are expected of me.	3.27	Very High Engagement	1
4. I cannot ever seem to get caught up.	3.04	High Engagement	11
5. I do not ever seem to have time for myself.	3.08	High Engagement	10
6. There are times when I cannot meet everyone's expectations.	3.20	High Engagement	4
7. Sometimes, I feel as if there are not enough hours in the day.	3.21	High Engagement	2.5
8. Many times, I have to cancel commitments.	2.98	High Engagement	13
9. I seem to have overextended myself in order to be able to finish everything I have to do.	3.18	High Engagement	5.5
10. I seem to have more commitments to overcome than some others I know.	3.02	High Engagement	12
11. I find myself having to prepare priority lists (which tell me which things I should do first) to get all the things I have to do done.	3.21	High Engagement	2.5

## Methods

The study employed a descriptive-correlational design to explore the relationship between teachers' workload, their level of burnout, and work performance. Two standardized instruments, the Role Overload Questionnaire and the Burnout Questionnaire, were used to gather data. The respondents consisted of 279 permanent public elementary school teachers from the Masinloc District, Division of Zambales. Formal request letters were sent to the Dean of PRMSU Graduate School, the Schools Division Superintendent of Zambales, and the school principals to obtain permission for the distribution of the survey questionnaires. Data collected from the respondents were tallied and analyzed using statistical tools such as percentage, weighted mean, ranking, ANOVA, Pearson-r, and Likert Scale.

Statement	Weighted Mean	Descriptive Equivalent	Rank
12. I feel I have to do things hastily and less carefully in order to get everything done.	3.10	High Engagement	9
13. I just cannot find the energy to do all the things expected of me.	3.15	High Engagement	7.5
<b>Overall Weighted Mean</b>	<b>3.14</b>	<b>High Engagement</b>	

Table 1 shows the mean and descriptive equivalent of the teachers' perception of their level of work/role overload. The teacher-respondents perceived to have a very high engagement on Indicator 3, "I need more hours in a day to do all the things which are expected of me" top ranked the role overload statements with a mean of 3.27. This indicates that because of too much workloads, teachers need more hours or more extra hours to finish all these. There are many times when teachers cannot avoid to bring home unfinished tasks just to cope up the next day. This proves the study of Buskila & Chen-Levi (2021), that teachers reported that there is a need for them to take work home, triggering conflict between home and work demands to be true. This heavy workload in turn leads to time allocation difficulties for teachers when trying to manage the multiple activities required in the classroom at the school, and resulted in greater stress and lower self-esteem (Zydzunaite, et al, 2020). Indicator 7, "Sometimes, I feel as if there are not enough hours in the day" and Indicator 11, "I find myself having to prepare priority lists (which tell me which things I should do first) to get all the things I have to do done" tied in the 2.5 spot with a mean of 3.21 interpreted as High Engagement. These two items just support Indicator 1 that teachers really need more hours to finish all their tasks in a day. They cannot fulfill all the assigned works to them in a day because sometimes there are too much of them. The result is congruent with the study of Gul, et. al (2021), which concludes two factors, workload and lacking in the handling of time, are the main reason of anxiety and depression. For avoiding the stress, turning the stuffs down and staying committed to the work are the best ways of time saving because in this way, individuals can complete their assigned task in each day, thus, sacrificing times for leisure.

Feelings of hurriedness, of there not being enough time, of the pace of the teaching day being too rushed, increasingly have effects outside of work time, linked to health and well-being issues, and an inability to sustain a healthy work/life balance, along with a commensurate shrinking of leisure time (Brann, 2017; Lawrence et al, 2019). The findings validate the actual situation on the ground as felt by the teachers that actual teaching hours have been increasingly sidelined by the heavy workload and the multitude of other responsibilities and roles that teachers play (David et. al, 2019). His study pointed out that aside from the teachers' time rendered in instruction, they perform other ancillary tasks related to administration, training, students' well-being and health, and various projects that significantly affect their workload.

On the other hand, the respondents perceived to have a high engagement on Indicator 8 "Many times, I have to cancel commitments", with mean of 2.98, ranked 13<sup>th</sup>; Indicator 10 "I seem to have more commitments to overcome than some others I know", with mean of 3.04, ranked 12<sup>th</sup>; and Indicator 4 "I cannot ever seem to get caught up", with a mean of 3.04, ranked 11<sup>th</sup>. The overall weighted mean on the responses on the teachers' perception on their level of work/role overload is 3.14 described as High Engagement. It can be inferred from the table that the respondents are highly loaded of work and roles. Aside from teaching being their main function, they also perform ancillary tasks and other assignments/designations consuming much of time. Aspects of workload that have become most burdensome in recent years include, the number of bits of paper which teachers have to deal with and had nothing directly to do with teaching in classroom, constant curriculum reorganization, filling in of reports, record keeping, development of materials, and

form-filling, stiff resistance by the government to make any meaningful change to class sizes, indiscipline of the pupils, extra-curricular ac-

tivities which have become so riddles with bureaucracy that for some teachers, the enjoyment has disappeared (Gul et. al, 2021).

*Table 2. Mean and Descriptive Equivalent of the Teachers' Perception of Their Level of Burnout in Terms of Career Satisfaction*

Statement	Weighted Mean	Descriptive Equivalent	Rank
1. I look forward to teaching in the future.	3.33	Strongly Agree	3.5
2. I am glad that I selected teaching as a career.	3.36	Strongly Agree	1
3. Teaching is more fulfilling than I had expected.	3.35	Strongly Agree	2
4. If I had to do it all over again, I would not become a school teacher.	2.34	Disagree	5
5. I look forward to each teaching day.	3.33	Strongly Agree	3.5
<b>Overall Weighted Mean</b>	<b>3.14</b>	<b>Agree</b>	

Table 2 shows the mean and descriptive equivalent of the teachers' perception of their level of burnout in terms of Career Satisfaction. The teacher-respondents strongly agreed to be burnt out on Indicator 2 "I am glad that I selected teaching as a career" with the highest weighted mean of 3.36; Indicator 3 "Teaching is more fulfilling than I had expected" with mean of 3.35 and ranked 2<sup>nd</sup>; and Indicator 1 "I look forward to teaching in the future" and Indicator 5 "I look forward to each teaching day". with both means of 3.33, tied in 3.5 spot. Results imply that the teachers have a high level of burnout on these indicators under Career Satisfaction. According to Sekerci (2020), one of the reasons for burnout is job satisfaction. The results of his study demonstrated that insufficient future expectations were the primary reasons for burnout. Once teachers discovered that their expectations from their jobs are not fulfilled, their burnout level arises. Factors such as excessive workload, long working hours, excessive paper works, and job insecurity were cited as organizational factors which has negatively affected the teachers' job satisfaction and well-being. Teachers are expected to fulfill various roles and responsibilities, and the increasing workload can be overwhelming and stressful (Kececi & Kara, 2023).

On the other hand, the respondents disagreed that Indicator 4 "If I had to do it all over again, I would not become a school teacher" with a mean of 2.34 and ranked 5<sup>th</sup> is giving them low level of burnout. Amidst various challenges teachers face, the study found that the teachers' motivation to stay in the profession revolves around different intrinsic and extrinsic drivers are individual interest, commitment to the profession, and belief in divine providence, while factors within the extrinsic drivers are economic considerations and enabling environment (Acosta & Calmor-Torneo, 2023). Howes and Goodman-Delahunty's (2015) research stated that practical considerations such as salary and job stability is a major theme for teachers staying in the job. Teachers emphasized the need for passion and commitment to the profession in order to ensure success in the job. This finding highlights the importance of hiring and retaining teachers who are truly dedicated to the profession and are driven by their own sense of purpose and fulfillment (Kilag, et.al, 2023).

The overall weighted mean 3. 14 described as Agree indicating a high level of burnout in terms of career satisfaction. This only implies that the respondents are dedicated and committed in their profession despite experiencing burnout. According to Low, Goh, and Tan

(2022), though a lot of factors can affect the teachers for job satisfaction such as workload, there are still conditions that facilitate career-long commitment to their profession such as positive work relationship, professional dignity, opportunities for growth, and sense of safety. Sense of meaning at work also

contributes to job satisfaction among teachers (Lavy, 2022). Other job resources, such as self-efficacy (Cao, et al., 2020) may interest with teacher's sense of meaning at work in enhancing teacher's ability to deal with stress without increasing their burnout and get satisfaction.

*Table 3. Mean and Descriptive Equivalent of the Teachers' Perception of Their Level of Burnout in Terms of Perceived Administrative Support*

<b>Statement</b>	<b>Weighted Mean</b>	<b>Descriptive Equivalent</b>	<b>Rank</b>
1. I get adequate praise from my supervisors for a job well done.	3.28	Strongly Agree	2
2. I feel that the administrators are willing to help me with classroom problems should they arise.	3.32	Strongly Agree	1
3. I believe that my efforts in the classroom are unappreciated by the administrators.	2.02	Disagree	3
4. My supervisors give me more criticism than praise.	1.89	Disagree	4
5. I feel that the administrators will not help me with classroom difficulties.	1.84	Disagree	5
6. The administration blames me for classroom programs.	1.79	Disagree	6
<b>Overall Weighted Mean</b>	<b>2.36</b>	<b>Disagree</b>	

Table 3 shows the mean and descriptive equivalent of the teachers' perception of their level of burnout in terms of Perceived Administrative Support. The respondents strongly agreed to be burnt out of their administrators' lack of support as per Indicator 2 "I feel that the administrators are willing to help me with classroom problems should they arise" with a mean of 3.32, and ranked 1<sup>st</sup>; and Indicator 1 "I get adequate praise from my supervisors for a job well done" with a mean of 3.28, and ranked 2<sup>nd</sup>. This implies that there are times when teachers do not feel the support of their administrators especially when problems arise. More so, teachers sometimes also feel that they do not receive praise from their supervisors for their accomplishments. Recent studies proved how important administrative support is to teachers. According to Cancio, et. al. (2016), school administrators provide key leadership roles supporting classroom teachers. Shaw and Newtons (2014) referred to an aspect of servant leadership as emotional support. Their research suggested that servant leaders know their teachers and offer needed emotional

support. Servant leaders show trust and empower teachers to take charge of their classrooms, while showing love and humility.

On the other hand, the respondents concurred that Indicator 3 "I believe that my efforts in the classroom are unappreciated by the administrators" with mean of 2.02, ranked 3<sup>rd</sup>; Indicator 4 "My supervisors give me more criticism than praise" with a mean of 1.89, ranked 4<sup>th</sup>, Indicator 5 "I feel that the administrators will not help me with classroom difficulties" with mean of 1.84 and ranked 5<sup>th</sup>; and Indicator 6 "The administration blames me for classroom programs" with mean of 1.89 and ranked 6<sup>th</sup>, are giving them low level of burnout. The results support the fact that the teacher-respondents receive administrative support. The overall weighted mean is 2.36 described as Disagree indicating a low level of burnout in terms of Perceived Administrative Support. It can be deduced that the teachers have low level of burnout in terms of administrative support. This could be attributed to the supportive environment given by school administrators. Teachers who work in a collaborative school

climate declare that they tolerate stress better, showing themselves to be more self-confident about their work, with positive effects on students' motivation (Gearhart and Blaydes, 2022). Thus, when it comes to administrative support, teachers show good performance as

reflected in their IPCRF. Administrative support remains fundamental for several reasons, such as helping teachers feel satisfied and has been positively linked to classroom performance (Olsen & Huang, 2018).

*Table 4. Mean and Descriptive Equivalent of the Teachers' Perception of Their Level of Burnout in Terms of Coping with Job-Related Stress*

Statement	Weighted Mean	Descriptive Equivalent	Rank
1. I feel depressed because of my teaching experiences.	2.02	Disagree	6
2. The teaching day seems to drag on and on.	2.19	Disagree	4
3. My physical illnesses may be related to the stress of this job.	2.86	Agree	2
4. I find it difficult to calm down after a day of teaching.	2.32	Disagree	3
5. I feel that I could do a much better job of teaching if only the problems confronting me were not so significant.	3.00	Agree	1
6. There are more stresses in this job than I can bear.	2.09	Disagree	5
<b>Overall Weighted Mean</b>	<b>2.41</b>	<b>Disagree</b>	

Table 4 shows the mean and descriptive equivalent of the teachers' perception of their level of burnout in terms of Coping with Job-Related Stress. The teacher-respondents agreed to be burnt out on Indicator 5 "I feel that I could do a much better job of teaching if only the problems confronting me were not so significant" with a mean of 3.00 and ranked 1<sup>st</sup>; and Indicator 3 "My physical illnesses may be related to the stress of this job" with a mean of 2.86 and ranked 2<sup>nd</sup>. It can be inferred that the teachers feel highly burnt out in doing their tasks especially when confronted with problems and job-related stressors. Teachers tend to be disturbed because of the presence of these problems. Beck (2017), explained in a study the concept of "heavy hours" that refers to the feeling of being pulled in multiple directions at once due to the competing and contradictory demands at a given point of time, thus, causing individuals to get burnt out. Teachers, especially when confronted with job-related stressors, experience this feeling of multiple pressures as a more complex temporal patterning of experience, as if time is compressed (Wacjman, 2014). Also, physical health and well-being of teachers are gravely affected by stress brought by their job. Most of the teacher-

respondents agreed that their work has contributed to their physical illnesses. Arbia, et.al (2023) in their study concurred that some symptomatic aspects due to the highly correlated work stress in both physiological and psychological reactions can destabilize the teacher to their point of thinking. Exhaustion at both physical and psychological levels constitutes the core dimension of occupational burnout. According to the harmonized definition of occupational burnout elaborated within the framework of the EU Cort Action CA16216 (The Network on the Coordination and Harmonization of European Occupational Cohorts-OMEGA-NET, 2022), it is characterized as a state of physical and emotional exhaustion due to prolonged exposure to work-related problems. On the other hand, the respondents disagreed on Indicator 1 "I feel depressed because of my teaching experiences" with a mean of 2.02 and ranked 6<sup>th</sup>; Indicator 6 "There are more stresses in this job than I can bear", with a mean of 2.09 and ranked 5<sup>th</sup>; Indicator 2 "The teaching day seems to drag on and on", with a mean of 2.19 and ranked 4<sup>th</sup>; and Indicator 4 "I find it difficult to calm down after a day of teaching" with a mean of 2.32 and ranked 3<sup>rd</sup>. The overall weighted mean is 2.41 described as

Disagree indicating a low level of burnout in terms of Coping with Job-related Stress. It can be deduced that the respondents are happy with their work despite of the work-related stresses. Happiness is an important prerequisite for teachers to do a good job in education, a solid foundation for their career success, and an intrinsic motivation for their continuous development (Ding, 2022). Based from the study of Storch, et al, (2020), internal motivations can promote positive behaviors and

sources of motivation for achievement. Teachers with higher levels of professional identity have more positive behaviors toward work, are intrinsically motivated to work hard, and can easily experience the happiness that comes from work (Ren et al, 2021). Interventions or coping strategies help employees to modify or sustain their ability to cope with stressors by helping them to alleviate the risk of work-related illness and workplace injury (Glazer & Liu, 2017).

*Table 5. Mean and Descriptive Equivalent of the Teachers' Perception of Their Level of Burnout in Terms of Attitudes Towards Students*

Statement	Weighted Mean	Descriptive Equivalent	Rank
1. The students are bunch of animals.	2.17	Disagree	3
2. Most of my students are decent people.	3.24	Agree	1
3. Most students come to school ready to learn.	2.74	Agree	2
4. Students come to school with bad attitudes.	2.02	Disagree	4
<b>Overall Weighted Mean</b>	<b>2.54</b>	<b>Agree</b>	

Table 5 shows the mean and descriptive equivalent of the teachers' perception of their level of burnout in terms of Attitudes Towards Students. The teacher-respondents agreed on Indicator 2 "Most of my students are decent people" with a mean of 3.24 and ranked 1<sup>st</sup>; and Indicator 3 "Most students come to school ready to learn" with a mean of 2.74 and ranked 2<sup>nd</sup>. Although teachers may continue to perform well in spite of so many factors in their jobs, attitudes of students towards learning may add to the teachers' level of burnout. With less academic performance, the more negative attitude towards learning (Mala and Veresova, 2016), and the less academic performance of the students, the higher level of stress may arise to teachers since this is the primary goal of their jobs. The student attitude towards education is the most common factor for academic achievement. It is the common factor that gives impact to academic success (Das, Halder, Mishra, & Debnath, 2014). If students come to school without the proper attitudes towards education, this may affect the overall goal of the school primarily the goal of teachers which in return can cause them burnout and stress. On the other hand, the respondents disagreed on Indicator 1 "The students are bunch of animals"

with a mean of 2.17 and ranked 3<sup>rd</sup>; and Indicator 4 "Students come to school with bad attitudes" with a mean of 2.02 and ranked 4<sup>th</sup>. As educators, students' attitude is one of the factors that can affect the way of handling work. According to Iqbal, et al. (2023), student attitude is one of the main indicators of current learning and learning outcomes. If learning outcomes fail, teachers' work perception fails too. Students who do not have a positive attitude during the learning process will experience a decline in their learning outcomes (Veloo, Nor, & Khalid, 2015; Admiraal et. al, 2022; Wang, Bai, & Nie, 2023) which when happens could be a source of teacher's stress. The overall weighted mean is 2.54 described as Agree indicating a high level of burnout in terms attitudes towards students. Student negative attitudes can also really be a contributor to teacher's burnout. Since they are the number one clients of teachers' job, as well as the teachers' main purpose, when they will not behave well which can affect their achievement as stated by Iqbal, et al, 2023, can mainly contribute to the teachers' well-being. This supports various studies about the role of students' attitudes that emerge during the learning process are essential in guiding student behavior and

performance and well-being of teachers (Kaya & Bicen, 2016; Haynes, et. al, 2023; Wang & Bai, 2023). The attitude that emerges comes from each student himself, where the response from the student will indicate whether he is

interested in the object being displayed or not (Mardiana & Ningsh, 2023). The student interest to learn affects his attitudes towards learning and the way he behaves in the classroom can either boost or weaken a teacher.

*Table 6. Pearson r to Test the Significant Relationship Between the Teachers' Level of Burnout and Performance as per IPCR Rating*

Level of Burnout	Teachers' Performance as per IPCR Rating		Interpretation
	Pearson Correlation	.076	
	Sig. (2-tailed)	.233	
N		247	<b>Negligible Relationship</b> <b>Not Significant</b>

Table 6 shows the results of a Pearson correlation test, which was conducted to investigate the relationship between teachers' level of burnout and performance as per IPCR rating. The Pearson correlation test reveals a negligible relationship (.076) between teachers' burnout due to work overload and their performance, as indicated by their IPCR ratings. With a significance level of .233 (greater than 0.05), no significant correlation is established, suggesting that stress or burnout does not directly affect performance. This aligns with studies like Rotas (2020), which suggest that stress may not always reduce performance and can sometimes enhance it. Teachers exhibit strong

coping mechanisms, using both problem- and emotion-focused strategies to manage stress, allowing them to maintain performance levels despite heavy workloads (Geronimo et al., 2020; Wijaya & Prastuti, 2021). Therefore, while teachers' workloads significantly contribute to their levels of burnout, they are still able to maintain a satisfactory level of work performance. This resilience suggests that teachers possess effective coping mechanisms and a strong commitment to their roles, enabling them to navigate the challenges posed by high workloads while delivering quality education.

*Table 7. Pearson r to Test the Significant Relationship Between the Teachers' Level of Work/Role Overload and Level of Burnout*

Level of Burnout	Level of Work/Role Overload		Interpretation
	Pearson Correlation	.718**	
	Sig. (2-tailed)	.000	
N		247	<b>Highly Positive Significant Relationship</b>

\*\*. Correlation is significant at the 0.01 level (2-tailed).

Table 7 shows the results of a Pearson correlation test, which was conducted to investigate the relationship between teachers' level of burnout and level of work/role overload. The table shows a statistically highly positive significant relationship (.718) between teachers' level of burnout and level of work/role overload. The significance level (sig. (2-tailed) is .000) which is less than 0.05, indicating that this correlation is not likely due to chance. This

value is high and implies that the two variables have a highly positive significant relationship which means that if one variable gets higher, the other one is affected and gets higher too. If the level of work/role overload gets higher, the level of burnout gets higher too. It proves that there is a significant influence between workload and burnout of teachers. When the workload increases, burnout will increase significantly and vice versa, when the workload

decreases, burnout will have a significant decrease too. The high workload experience by employees will have an impact on the incidence of burnout (Werang, 2018). Jomuaad et al. (2021) also found that teachers with high workloads experience elevated levels of burnout.

## Conclusion

The study established that the respondents are highly engaged with their work/role as teachers. They are highly burnt out with career satisfaction and attitudes towards students. On the other hand, coping with job stress and perceived administrative support cause low level of burnout to them. It is interesting to note that even if teachers experience a high workload, it doesn't significantly impact their overall job performance suggesting that teachers are able to maintain their performance despite feeling overwhelmed or overloaded. And, there is a highly positive relationship between the teachers' level of work/role overload and level of burnout.

To address the issue of teacher work overload and burnout, several actionable recommendations can be implemented based on research findings:

1. The Department of Education may consider establishing policies to lessen teachers' ancillary tasks. This can be achieved by redistributing non-teaching duties, such as paperwork, administrative work, and extracurricular activities, to administrative staff. This shift would enable teachers to concentrate more on instructional responsibilities. Reducing or limiting additional assignments would allow educators to focus on delivering higher-quality education.
2. Implement clear guidelines to limit the number of additional tasks teachers can be assigned beyond their core teaching responsibilities. Schools should set realistic expectations regarding lesson planning, grading, and participation in extracurricular activities.
3. Creating more non-teaching positions to handle administrative and ancillary responsibilities. To reduce the administrative and clerical workload of teachers, schools
4. should prioritize hiring additional non-teaching staff. By assigning non-instructional tasks such as paperwork, record-keeping, and extracurricular coordination to administrative personnel, teachers can focus more on teaching and student engagement. This strategic redistribution of duties would enhance the efficiency of basic educational services, improving both instructional quality and overall school operations.
5. To effectively reduce teacher workloads, it is essential to identify priority areas for improvement and eliminate redundant roles and tasks. By streamlining processes and focusing on the most critical responsibilities, schools can create a more manageable workload for teachers.
6. Enhance the staffing system by ensuring equitable distribution of workloads among teachers. Recognize each teacher's strengths and areas for improvement, allowing for effective task delegation that leverages their skills.
7. Incorporate technology to automate routine tasks like grading, attendance tracking, and lesson planning. Educational software can assist teachers in managing their workload more efficiently.
8. School administrators may initiate quality teachers' mentoring programs which focus on the coping strategies of teachers such as time management skills, collaboration, skills development, and others.
9. Schools are encouraged to develop programs that shall reinforce positive behavior and expectation by recognizing and rewarding students for good behavior, academic progress and effort and other positive reinforcement methods to maintain this encouraging outlook and motivate students.
10. School administrators are encouraged to create a supportive environment where teachers' efforts are consistently acknowledged, their achievements recognized, and their contributions genuinely valued.
11. Teachers are encouraged to maintain a healthy work-life balance by effectively managing their time between professional responsibilities, family, and personal well-being.

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