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Research Article

Faculty Workload and Well-being at President Ramon Magsaysay State University: Impacts of Allied Tasks on Stress and Health

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ABSTRACT

Faculty members in higher education institutions are increasingly burdened by a growing workload, particularly non-teaching assignments or allied tasks. The time spent on workloads were observed to have increased in the past years. Hence, the researchers decided to undertake this study entitled,"Faculty Workload and Well-being at President Ramon Magsaysay State University: Impacts of Allied Tasks on Stress and Health," during the academic year 2021-2022. A quantitative descriptive design was employed to evaluate the variables of the study. A researcher-made survey questionnaire was administered to forty-three faculty members using population sampling. Data were collected through online platform due to limited face to face interactions. A letter of consent was emailed to the three(3) Campus Directors of north campuses prior the online survey. Descriptive statistics such as percentage, weighted means, and Pearson Correlation was used in the treatment of data. The findings revealed that on average, faculty members spent approximately 29.54 hours on teaching tasks and 34.73 hours on allied tasks per week. This study revealed significant differences in the time spent on allied tasks across various demographic groups, such as age, gender, civil status, highest educational attainment, and length of service. Additionally, a significant relationship was found between the time spent on teaching and allied tasks and the extent of experienced stress, but not on personal life, mental health, or physical health. Based on these findings, it is recommended that the university administration implement strategies such as offering mental health support services and creating a more supportive work environment. Reallocating administrative responsibilities or hiring support staff is highly encouraged. Providing health breaks may also be implemented which could help address stress.

Keywords: *Faculty Workload, Well-being, Health, Allied tasks, Stress, Higher education*

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Introduction

The COVID-19 pandemic has significantly exacerbated the increasing workload of faculty members in academic institutions. Beyond their core teaching responsibilities, faculty are now burdened with a multitude of non-teaching assignments, including online teaching, administrative tasks, and other allied tasks. From face-to-face learning, PRMSU adopted an online learning system. Their workloads have increased because of additional work on preparation for online teaching as well as for their respective other non-teaching tasks, especially since the three campuses were preparing for the International Organization for Standardization (ISO) and Accreditation. This increased workload has potential negative impacts on their physical, mental, and overall health.

To delve deeper into this issue, the researcher conducted a study focused on Faculty Workload and Well-being at President Ramon Magsaysay State University: Impacts of Allied Tasks on Stress and Health. The study aimed to assess the effect of workload in the workplace well-being of the teachers in terms of experiencing stress, time for personal life, impact on mental health and impact on physical health. The study also determined the time spent on workload as to teaching tasks and allied tasks, including the effect of workload as to performing teaching tasks and allied tasks respectively on the workplace well-being of teachers when grouped according to their profile variables. The relationship between time spent on workload as to teaching tasks and the teacher's well-being was also dealt with. The relationship or impact of faculty workload with their well-being was not covered in this study.

A population sampling technique was employed to select participants for the study. A researcher-made survey questionnaire was administered to collect data on various aspects of faculty workload, including teaching load, research activities, administrative duties, and other non-teaching assignments. The data collected from the survey was then analyzed to gain insights into the specific challenges faced by faculty members and to identify potential areas for improvement.

Methods

Research Design

A quantitative-descriptive survey method was used in this study because it involved measurement, classification, analysis, comparison and interpretation. Also, descriptive survey design involved the collection of information by interviewing a sample of individuals and administering a questionnaire to a sample of individuals

Respondents and Location

The respondents in this study were the forty-three (43) regular faculty members from PRMSU North Campuses. Population sampling was the method used in selection of respondents since there are only forty-three (43) faculty members in the three campuses namely Masinloc, Candelaria and Sta Cruz. These three campuses were chosen among the seven campuses of the university because of their proximity with each other.

Instrument

As descriptive research, the main tool for this study was the questionnaire. Since it was researcher-made, validation was required to ensure the accuracy and reliability of this research. A draft questionnaire was prepared by the researchers, reviewed by experts for content validity, assessing whether the questions were relevant, clear, and accurately measured the intended constructs of faculty workload and well-being. Their feedbacks were noted and necessary revisions were made to improve the questionnaire's clarity and focus. Then, a pilot study was administered to a sample of 15 faculty members. Their responses were considered, such as confusing questions, unclear instructions, or time-consuming sections. By reviewing the completed questionnaires and identifying patterns in the responses, areas that required improvement were pinpointed. Cronbach's alpha was used to assess the internal consistency of the questionnaire. This would have provided additional evidence of the questionnaire's reliability

The questionnaire used consist of three parts. Part I included the profile of the respondents as age, gender, civil status, years in service, academic rank, monthly salary and campus; Part II consisted of the time spent on workload (average number of hours per week) which were answered using a 4-point rating scale of greater than 45 hours, 30-44 hours, 15-29 hours and 1-14 hours. Part III contained the effect of workload in the workplace well-being of the teachers in terms of experiencing stress which will be answered using a 4-point rating scale of always, often, seldom and never. Time for personal life which was answered by using a 4-point scale very much, much, little and none. Impact on mental health and impact on physical health was answered using a 4-point rating scale of very good, good, bad and very bad.

Data Collection

After the questionnaire was validated, a letter of consent was prepared to seek the permission of the three Campus Directors of the three campuses namely Masinloc, Candelaria and Sta Cruz. The researchers also sought their help to send the google form link to the faculty members through the respective campus group chats. After all the faculty have answered, the data were extracted and encoded in the Microsoft Excel Spreadsheet.

Data Analysis

The data collected was analyzed using the SPSS(Statistical Package for the Social Sciences. The following tools were employed:

1. Percentage. This was employed to determine the frequency counts and percentage distribution of the personal-related variable of the faculty-respondents.
2. Weighted Mean. This was used to determine the perception of the faculty-respondent on the effect of workload in the workplace well-being of the teachers in terms of experiencing stress, time for personal life, impact on mental health and impact on physical health. It also determines the perception of the faculty-respondent time spent (average number of hours) per week on the following workload as to teaching tasks and allied tasks.
3. Analysis of Variance (ANOVA). This was used to determine the significant difference in the time spent on workload when grouped according to profile variables as to teaching tasks and allied tasks. And the significant difference in the effect of workload as to performing teaching tasks and allied tasks respectively on the workplace well-being of teachers when grouped according to their profile variables?
4. Pearson R. This was used to determine the significant relationship between time spent on workload as to teaching tasks and the teacher's well-being and the significant relationship between time spent on workload as to allied tasks and the teacher's well-being.

Interpretation of Data:

Likert Scale. It was used to interpret the perception of the faculty-respondent on the effect of workload in the workplace well-being of the teachers in terms of experiencing stress, time for personal life, impact on mental health and impact on physical health. It also used to interpret the faculty-respondent time spent (average number of hours) per week on the following workload as to teaching tasks and allied tasks

Table I. Likert Scale Use to interpret the Respondent's Time Spent on Workload

Point	Weight Value	Qualitative Interpretation
4	3.25-4.00	Greater than 45 hours
3	2.50-3.24	30-44 hours
2	1.75-2.49	15-29 hours
1	1.00-1.74	1-14 hours

Table II. Likert Scale Use to Interpret the Effect of Workload in the Workplace Well-Being of The Teacher in Terms of Experiencing Stress

Point	Weight Value	Qualitative Interpretation
4	3.25-4.00	Always
3	2.50-3.24	Often
2	1.75-2.49	Sometimes
1	1.00-1.74	Never

Table III. Likert Scale Use To Interpret The Effect Of Workload In The Workplace Well-Being Of The Teacher In Terms Of Time For Personal Life

Point	Weight Value	Qualitative Interpretation
4	3.25-4.00	Very Much
3	2.50-3.24	Much
2	1.75-2.49	Little
1	1.00-1.74	None

Table IV. Likert Scale to Interpret Effect of workload in the workplace well-being of the teacher in terms of Impact on Mental Health

Point	Weight Value	Qualitative Interpretation
4	3.25-4.00	Very Good
3	2.50-3.24	Good
2	1.75-2.49	Bad
1	1.00-1.74	Very Bad

Table V. Likert Scale Use to interpret the Effect of workload in the workplace well-being of the teacher in terms of Impact on Physical Health

Point	Weight Value	Qualitative Interpretation
4	3.25-4.00	Very Good
3	2.50-3.24	Good
2	1.75-2.49	Bad
1	1.00-1.74	Very Bad

Result and Discussion

1. Profile of Respondents

Table VI shows the respondent's profile as to age, gender and civil status. As to age, 11 or 25.58% respondents were from age bracket 26 -30; age bracket 36-40, age bracket 41-45 and age bracket 46 and above has 8 or 18.60% respondents each; 5 or 11.63% were from age bracket 21-25; 3 or 6.98% were from age bracket 31-35. The computed mean age was 36.14 years old. This signifies that majority of the respondents were in the middle age. In one article, this age is a prime working age (Indexmundi.com/Philippines/age_structure.html).

As to civil status, out of 43 respondents 22 or 51.16% were single; 20 or 46.51% were married; and 1 or 2.33% was separated, there was no widowed respondent. Mostly, respondents were single. This signifies that the respondents do not yet find their right partners because majority of them are still young.

As to gender, out of 43 respondents, 16 or (37.21%) were male, while 27 or (62.79%) are female, there was no respondent identified as LGBTQ+. The respondents were mostly female. In research conducted by Zippia The Career Expert, among Teachers, 74.3% of them are women compared to 25.7% which are men. Perceptions of teaching as "women's work" (Kelleher et al., 2011; Martino W. J., 2008) are

very much evident in the feminization of teaching. This is especially true at the elementary level where 65.73% of teachers are females as of 2017 according to World Bank data. The same is true in the Philippines where 87.54% of teachers at the primary level are females, as of 2016 (World Bank Data, retrieved August 2019).

Table VI.. Frequency and Percentage Distribution of the Faculty-Respondents' Profile

Age	**Frequency**	**Percent**
21-25 years old	5	11.63
26-30 years old	11	25.58
31-35 years old	3	6.98
36-40 years old	8	18.60
41-45 years old	8	18.60
46 and above	8	18.60
Total	**43**	**100.00**
Mean = 36.14 years old		
Gender	**Frequency**	**Percent**
Male	16	37.21
Female	27	62.79
LGBTQ+	0	0.00
Total	**43**	**100.00**
Civil Status	**Frequency**	**Percent**
Single	22	51.16
Married	20	46.51
Widowed	0	0.00
Separated	1	2.33
Total	**43**	**100.00**

Table VII. Frequency and Percentage Distribution Faculty-Respondents' Profile

Length of Service (years)	**Frequency**	**Percent**
1-3 years	7	16.28
4-6 years	17	39.53
7-9 years	4	9.30
10 years and above	15	34.88
Total	**43**	**100.00**
Mean = 6.88 years		
Academic Rank	**Frequency**	**Percent**
Instructor level	40	93.02
Assistant Professor level	1	2.33
Associate Professor level	2	4.65
Professor level	0	0.00
Total	**43**	**100.00**
Educational Attainment	**Frequency**	**Percent**
College Graduate	1	2.33
College Graduate with MA units	21	48.84
MA degree holder	10	23.26
MA with doctoral units	6	13.95
Doctorate degree holder	5	11.63
Total	**43**	**100.00**

Monthly Salary	**Frequency**	**Percent**
P20,000-29,999	40	93.02
P30,000-39,999	2	4.65
P40,000-49,999	1	2.33
P50,000 and above	0	0.00
Total	**43**	**100.00**
Mean = P25,929.73		
Campus	**Frequency**	**Percent**
Masinloc Campus	16	37.21
Candelaria Campus	12	27.91
Sta. Cruz Campus	15	34.88
Total	**43**	**100.00**

Table VII shows the respondents' profile as to Length of Service, Academic Rank, Educational Attainment, Monthly Salary and Campus. For the Length of Service, bracket 1-3 years has 7 respondents or 16.28% of the total respondents; 17 or 39.53% were from service bracket 4-6 years; 4 or 9.30% were from service bracket 7-9 years; and 15 or 34.88% were from service bracket 10 years and above. The computed mean for length of services is 6.88 years. This signifies that the employees are considered long-tenured employees. According to Indeed Editorial Team (2021), a tenured employee is someone who has worked for a company or organization for a number of years. Employees that have worked for a company for more than five years are considered long-tenured employees, while those that have worked for a company for less than five years are considered short-tenured employees. Employees with longer tenure are often valued because they have adapted to an organization's culture and have a strong understanding of the policies and processes, which results in increased productivity. They are often viewed as loyal and tend to indicate employee satisfaction.

For Academic Rank, out of 43 respondents, 40 or 93.02% were instructor level; 1 or 2.33% were assistant professor level; 2 or 4.65 were associate professor level; and there are no respondents as professor level. Most of the respondents were instructor level. This can mean that respondents remain as instructor level though most of the respondents have stayed more than 5 years in the university. According to the Position Classification of DBM, Instructor 1 is the entry level of a faculty member in the Higher Education.

For Educational Attainment, out of 43 respondents, 1 or 2.33 % is college graduate; 21 or 48.84% were college graduate with MA units; 10 or 23.26% were MA degree holder; 6 or 13.95% were MA with doctoral units; and 5 or 11.63% are doctorate degree holder. Most of the respondents were college graduate with MA units. The majority of this result are faculty members who are under a Regular Temporary employment status who already have units in MA but not yet doing their thesis studies as confirmed by their Campus HR.

For Monthly Salary, salary bracket P20,000-29,999 has 40 or 93.02% respondents; salary bracket P30,000-39,999 has 2 or 4.65%; salary bracket P40,000-49,999 has 1 or 2.33%; and there was no respondent in salary bracket 50,000 and above. The computed mean for monthly salary is P25, 929.73.

For campus, out of 43 respondents 16 or 37.21% of total respondents are from Masinloc Campus; 12 or 27.91% are from Candelaria Campus and 15 or 34.88% are from Sta. Cruz Campus. Most of the respondents are from Masinloc Campus.

2. Time Spent (Average Number of Hours) Per Week on the Workload

2.1 Teaching Tasks

Table VIII shows the time spent per week on the workload. Faculty-respondents perceived that statement 13 "Keeping records on students' performance" ranked 1st with a weighted mean of 33.26 while "Inviting class discussion" ranked least with a weighted mean

of 24.27. The overall weighted mean of time spent (average number of hours per week) on teaching tasks is 29.54.

On a study conducted by Ziker (2014), faculty spent about 23 percent of their working time on class preparation, 13 percent on course administration, 10 percent of the time on email, and 9 percent at workshops and conferences. Professional conversations, manuscript writing and "housekeeping," such as updating files, rounded out of the rest of the time. Combining work week and weekend, faculty subjects spent about 40 percent of their time on teaching-related tasks, or about 24.5 hours. Ziker points out that 24.5 hours is almost exactly 60 percent of a 40-hour work week.

Table VIII. Time Spent (Average Number of Hours per Week) on Teaching Tasks

Teaching Tasks	Weighted Mean (hours per week)	Rank
1.Planning the lesson before teaching	27.03	13
2.Presenting lesson in ways that require students to explore actively the material in greater depth	28.06	11
3.Providing well-designed materials	30.81	5.5
4.Inviting class discussion	24.27	15
5.Demonstrating awareness of individual student learning needs	27.35	12
6.Monitoring students' performance and responding to individual learning needs in order to engage students in learning	30.14	9
7.Integrating technology in order to maximize students' learning process	30.45	8
8.Fostering the development of student leadership and teamwork skills to be used beyond the classroom	31.50	3.5
9.Ensuring success of the students through the selection and utilization of appropriate methods	30.81	5.5
10.Providing enrichment and/or remediation when needed.	31.50	3.5
11.Recording students' attendance	26.03	14
12.Marking or correcting student work	32.91	2
13.Keeping records on students' performance	33.26	1
14.Reporting students' progress	30.49	7
15.Administering test or exam	28.43	10
Overall Weighted Mean	**29.54**	

2.2 Allied Tasks

Table XIX shows that time spent on allied tasks. Faculty-respondents perceived that statement 3 "Organizing files as required by ISO, Accreditation" ranked 1 with weighted mean of 42.27 while statement 6 "Participating in committee meetings" ranked 9 with weighted mean of 28.79. The overall weighted mean of time spent (average number of hours per week) on allied tasks is 34.73.

In this study, the employees spent most of their times in doing non-teaching or allied tasks particularly on the demands for ISO and Accreditation. The Campus Director of Masinloc Campus confirmed that the required reports, tasks, meetings, etc., have increased from 2020 during pandemic. She also added that online meetings and webinars became more frequent. More so, even before pandemic, Ziker (2014) says that faculty participants spent 17 percent of their work week in meetings – including those with students – and 13 percent of the day on email (both for research and with students).

Table IX. Time Spent (Average Number of Hours per Week) on Allied Tasks

Allied Tasks	Weighted Mean (hours per week)	Rank
1.Doing administrative work/designation task	38.79	3
2.Preparation of various reports (accomplishment report, continuity plan, report related to designations as requested)	39.14	2
3.Organizing files as required by ISO, Accreditation	42.27	1
4.Attending webinars	30.84	8
5.Organizing events/activity	34.28	5
6.Participating in committee meetings	28.79	9
7.Supervising students before/during/after student day (e.g., during breaks, assembly)	31.90	6
8.Accompanying/assisting students during competition/activity	30.86	7
9.Participating in school activities	35.69	4
Overall Weighted Mean	**34.73**	

2.3 Summary on Time Spent (Average Number of Hours) Per Week on the Workload

Table X. Summary on Time Spent (Average Number of Hours per Week) on Workload

Workload	Weighted Mean (hours per week)	Rank
1. Teaching Tasks	29.54	2
2. Allied Tasks	34.73	1
Grand Mean	**32.14**	

Table X shows the summary of time spent on workload for teaching tasks and allied tasks. Faculty-respondents perceived that indicator number 2. "Allied Tasks" ranked 1st with 34.73 weighted mean while indicator number 1 "Teaching Tasks" ranked 2nd with a weighted mean of 29.54. The grand mean of time spent (average number of hours per week) on workload is 32.14.

The result revealed that the time spent of faculty to work on allied tasks are greater than their time spent on teaching tasks. Teachers affirmed that they engage on attending to designation related matters more frequently than time for their classes. The annual number of teaching hours of teachers differs greatly from one country to another and tends to decrease as the level of education increases. On average across countries, teachers spend half of their working time in non-teaching activities including planning lessons, marking and collaborating with other teachers (OECD, 2015). But, how professors spend their time has major implications for faculty, students and their institutions

3.Effect of Workload in the Workplace Well-Being of the Teachers

3.1 Experiencing Stress

3.1.1Teaching Tasks

Table XI showed the effect of workload in the workplace well-being of teachers as to experiencing stress in teaching tasks. Faculty perceived that statement 7 "Integrating technology in order to maximize students' learning process" ranked 1st with a weighted mean of 3.37 and qualitative rating," Always" while statement 4 "Inviting class discussion" and statement 11 "Recording students' attendance" both ranked the least with a weighted mean of 3.02 and a qualitative rating "Often". The overall weighted mean for effect of teaching tasks on the extent of experiencing stress is 3.22 perceived as "Often"

Because of the Covid-19 pandemic, face to face classes were suspended and were replaced by online modality of teaching. This required all the faculty members to utilize internet-based teaching. For the university, the use of learning management system(LMS) was introduced. This caused stressed to majority of faculty members due to sudden shift of teaching modality. According to the study of Batanero, et. Al (2021), the findings revealed that the teachers present high levels of anxiety or stress due to their use of educational technology in the classroom. Also, teachers are stressed because they have to meet students' and parents' expectations to fulfill their roles of being a "learning coach" on the one hand and a "student evaluator" on the other hand (Trachsler et al. 2006). Meanwhile, teachers affect the least on recording of attendance and inviting them to attend class. This form part of their usual routine in the past.

Table XI. Effect of Teaching Tasks on the Extent of Experiencing Stress

Teaching Tasks	Weighted Mean	Qualitative Rating	Rank
1.Planning the lesson before teaching	3.28	Always	4.5
2.Presenting lesson on ways that require students to explore actively the material in greater depth	3.19	Often	11
3.Providing well-designed materials	3.26	Always	7
4.Inviting class discussion	3.02	Often	14.5
5.Demonstrating awareness of individual student learning needs	3.23	Often	8.5
6.Monitoring students' performance and responding to individual learning needs in order to engage students in learning	3.28	Always	4.5
7.Integrating technology in order to maximize students' learning process	3.37	Always	1
8.Fostering the development of student leadership and teamwork skills to be used beyond the classroom	3.16	Often	13
9.Ensuring success of the students through the selection and utilization of appropriate methods	3.28	Always	4.5
10.Providing enrichment and/or remediation when needed.	3.30	Always	2
11.Recording students' attendance	3.02	Often	14.5
12.Marking or correcting student work	3.28	Always	4.5
13.Keeping record of students' performance	3.19	Often	11
14.Reporting students' progress	3.19	Often	11
15.Administering test or exam	3.23	Often	8.5
Overall Weighted Mean	**3.22**	**Often**	

3.1.2 Allied Tasks

Table XII showed the effect of workload in the workplace well-being of teachers as to experiencing stress in allied tasks. Faculty-respondents perceived that statement 2 "Preparation of various reports (accomplishment report, continuity plan, report related to designations as requested)" and statement 3 "Organizing files as required by ISO, Accreditation" both ranked 1st a weighted mean of 3.72 each and a qualitative rating "Always" while statement 8 "Accompanying/assisting students during competition/activity" ranked the least with a weighted mean of 3.05 and a qualitative rating "Often". The overall weighted mean for

effect of allied tasks on the extent of experiencing stress is 3.38 perceived as "Always".

The respondents seen allied task as always contributing stress to them particularly during the ISO and Accreditation preparations. Faculty members have multiple designations due to limited number of faculty members in the satellite campuses, as confirmed by Campus Directors. As a general rule of thumb, full-time instructional faculty members spend about 80 percent of their time on teaching and 20 percent on service, or all their time teaching, whereas tenure-track faculty members spend about 40 percent on teaching, 40 percent on research and 20 percent on service (Merritt, 2019). But with the current situation and experience of faculty members, it was observed that much time are spent on non-teaching tasks.

Table XII. Effect of Allied Tasks on the Extent of Experiencing Stress

Allied Tasks	Weighted Mean	Qualitative Rating	Rank
1.Doing administrative work/designation task	3.67	Always	3
2.Preparation of various reports (accomplishment report, continuity plan, report related to designations as requested)	3.72	Always	1.5
3.Organizing files as required by ISO, Accreditation	3.72	Always	1.5
4.Attending webinars	3.30	Always	5
5.Organizing events/activity	3.35	Always	4
6.Participating in committee meetings	3.16	Often	8
7.Supervising students before/during/after student day (e.g., during breaks, assembly)	3.21	Often	6.5
8.Accompanying/assisting students during competition/activity	3.05	Often	9
9.Participating in school activities	3.21	Often	6.5
Overall Weighted Mean	**3.38**	**Always**	

3.2 Time for Personal Life

3.1.1Teaching Tasks

Table XIII. Effect of Teaching Tasks on the Time Spent by for Personal Life

Teaching Tasks	Weighted Mean	Qualitative Rating	Rank
1.Planning the lesson before teaching	3.16	Much	7.5
2.Presenting lesson in ways that require students to explore actively the material in greater depth	3.12	Much	11.5
3.Providing well-designed materials	3.07	Much	13.5
4.Inviting class discussion	3.21	Much	2.5
5.Demonstrating awareness of individual student learning needs	3.19	Much	5
6.Monitoring students' performance and responding to individual learning needs in order to engage students in learning	3.14	Much	9.5
7.Integrating technology in order to maximize students' learning process	3.16	Much	7.5
8.Fostering the development of student leadership and teamwork skills to be used beyond the classroom	3.07	Much	13.5

Teaching Tasks	Weighted Mean	Qualitative Rating	Rank
9.Ensuring success of the students through the selection and utilization of appropriate methods	3.14	Much	9.5
10.Providing enrichment and/or remediation when needed.	3.12	Much	11.5
11.Recording students' attendance	3.00	Much	15
12.Marking or correcting student work	3.19	Much	5
13.Keeping records on students' performance	3.21	Much	2.5
14.Reporting students' progress	3.19	Much	5
15.test or exam	3.23	Much	1
Overall Weighted Mean	**3.15**	**Much**	

In Table XVIII, faculty-respondents perceived that statement 15 "Administering test or exam" ranked 1st with a weighted mean of 3.23 and a qualitative rating "Much" while statement 11 "Recording students' attendance" ranked least with a weighted mean of 3.00 and a qualitative rating "Much". The overall weighted mean for effect of teaching tasks on the time spent by for personal life is 3.15 perceived as "Much".

The faculty experienced difficulty how to administer online examinations. Implementing a new system may create a minor disruption and require a period of familiarization by the users. One of the major disadvantages of an online examination system surfaces in remote locations where access to electricity, stable internet connection and other basic system requirements are difficult to meet. Such barriers impede online exams (Singh, 2018). And the respondents perceived much effect of this task on the time spent by for their personal life. This implies that even outside of their work environment, most of the teachers interviewed reported that they experience insufficient time to spend with their own children, spouse or partner; for caregiving for family and friends in need; or for personal recreational pursuits. Most of the respondents who were married responded that they can hardly give time to teach and help their children in their modules because of the workloads they have in school which grow much during the pandemic.

Providing well-designed materials is another stressor as time spent is sacrificed for personal life. There is difficulty in choosing the right content to give to students. This does not happen because the teacher does not master the field of knowledge, but rather the difficulty in sorting out which sub-material to be conveyed using what media and in what way. In the teacher's mind developing digital learning resources for exact learning materials that contain formulas or vocational is more difficult. Some teachers also have difficulty in determining material facts, concepts, principles, or procedures that are appropriate learning resources. This is closely related to the ability to choose message delivery strategies and learning organization strategies, especially those based on digital (Wahyuningsih, et.al, 2021).

3.2.2 Allied Tasks

In Table XIVtable 14, faculty-respondents perceived that statement 2 "Preparation of various reports (accomplishment report, continuity plan, report related to designations as requested)" ranked 1st with a weighted mean of 3.49 and a qualitative rating "Very Much" while statement 8 "Accompanying/assisting students during competition/activity" ranked the least with a weighted mean of 3.16 and a qualitative rating "Much".

Table XIV. Effect of Allied Tasks on the Time Spent for Personal Life

Allied Tasks	Weighted Mean	Qualitative Rating	Rank
1.Doing administrative work/designation task	3.35	Very Much	3.5
2.Preparation of various reports (accomplishment report, continuity plan, report related to designations as requested)	3.49	Very Much	1
3.Organizing files as required by ISO, Accreditation	3.47	Very Much	2
4.Attending webinars	3.35	Very Much	3.5
5.Organizing events/activity	3.30	Very Much	6
6.Participating in committee meetings	3.26	Very Much	8
7.Supervising students before/during/after student day (e.g., during breaks, assembly)	3.28	Very Much	7
8.Accompanying/assisting students during competition/activity	3.16	Much	9
9.Participating in school activities	3.33	Very Much	5
Overall Weighted Mean	**3.33**	**Very Much**	

The overall weighted mean for the effect of allied tasks on the time spent by for personal life is 3.33 perceived as "Very Much".

The respondents perceived a very much effect of allied tasks on the time spend by for their personal life. This implies that other related tasks of teachers really have a great effect on their time for their personal life. Teachers tend to be hard workers. It's not unusual for teachers to stay at school until 7 p.m. helping students, to stay up until midnight correcting papers, and to spend weekends planning lessons, chaperoning field trips, or attending conferences. And make no mistake about it. It is understood that teachers' duties are almost impossible to accomplish without putting in extra hours. With this scenario, teachers' personal life was being neglected.

3.2 Impact on Mental Health

3.2.1 Teaching Tasks

In Table XV, faculty-respondents perceived that statement 4 "Inviting class discussion" ranked 1 with a weighted mean of 3.21 and a qualitative rating "Good" while statement 12 "Marking or correcting student work" ranked 15 with a weighted mean of 2.93 and a qualitative rating "Good". The overall weighted mean for the impact of teaching tasks on teachers' mental health is 3.05 perceived as "Good".

The respondents perceived a good impact of teaching task on their mental health. In most cases the students respond to these invitations by giving possible answers, albeit sometimes after pursuits by the teacher. The interaction following the invitation typically consists of a series of parallel responses (sometimes with arguments) given one after the other by various students or an actual discussion in which the students respond to each other and offer multiple perspectives and substantiate their views with arguments. Naturally, the teacher often has a hand in this as well by steering the students towards one of both continuations (Willemsen, A., Gosen, M., Van Braak, M., Koole, T., De Glopper, K., 2018) This implies that though teachers are suffering from heavy workload in teaching tasks, they still can manage to maintain a healthy mental state of mind. Some teachers who were interviewed expressed this thought: *"I leave the emotion of work at work." I one of my classed messed up my mood, I try not to carry it over on my next class. With that I am able to maintain my good mental health."*

Table XV. Impact of Teaching Tasks on Teachers' Mental Health

Teaching Tasks	Weighted Mean	Qualitative Rating	Rank
1.Planning the lesson before teaching	3.12	Good	3.5
2.Presenting lesson in ways that require students to explore actively the material in greater depth	3.12	Good	3.5
3.Providing well-designed materials	3.02	Good	9
4.Class discussion	3.21	Good	1
5.Demonstrating awareness of individual student learning needs	3.12	Good	3.5
6.Monitoring students' performance and responding to individual learning needs in order to engage students in learning	3.00	Good	11.5
7.Integrating technology in order to maximize students' learning process	3.02	Good	9
8.Fostering the development of student leadership and teamwork skills to be used beyond the classroom	3.07	Good	6
9.Ensuring success of the students through the selection and utilization of appropriate methods	2.98	Good	13
10.Providing enrichment and/or remediation when needed.	2.95	Good	14
11,Recording students' attendance	3.05	Good	7
12.Marking or correcting student work	2.93	Good	15
13.Keeping records on students' performance	3.02	Good	9
14.Reporting students' progress	3.00	Good	11.5
15.Administering test or exam	3.12	Good	3.5
Overall Weighted Mean	**3.05**	**Good**	

3.3.2 Allied Tasks

Table XVI. Impact of Allied Tasks on Teachers' Mental Health

Allied Tasks	Weighted Mean	Qualitative Rating	Rank
1.Doing ministrative work/designation task	2.91	Good	6.5
2.Preparation of various reports (accomplishment report, continuity plan, report related to designations as requested)	2.81	Good	8
3.Organizing files as required by ISO, Accreditation	2.63	Good	9
4.Attending webinars	3.02	Good	2.5
5.Organizing events/activity	2.91	Good	6.5
6.Participating in committee meetings	3.02	Good	2.5
7.Supervising students before/during/after student day (e.g., during breaks, assembly)	2.98	Good	5
8.Accompanying/assisting students during competition/activity	3.00	Good	4
9.Participating in school activities	3.09	Good	1
Overall Weighted Mean	**2.93**	**Good**	

In Table XVI, faculty-respondents perceived that statement 9 "Participating in school activities" ranked 1 with a weighted mean of 3.09 and a qualitative rating "Good" while statement 3 "Organizing files as required by ISO, Accreditation" ranked 9 with a weighted mean of 2.63 and a qualitative rating "Good". The overall weighted mean for the impact of allied tasks on teachers' mental health is 2.93 perceived as "Good".

The respondents perceived a good impact of allied task on their mental health. This implies that though teachers are experiencing from heavy workload in allied tasks, they still can manage to maintain quite a good mental health. Based on the result that participating in school activities being the highest in mean has the highest impact on teachers' mental health. According to the interviewed teachers from the three campuses, participation in school activities like tree planting and other related activities that does not require much of using their brains really balanced their life and thus, contributes to a good mental health. This claim was confirmed by their campus directors that sometimes they just also want to clean their campus surroundings rather than doing paper works that need to be thought of. They said they take this as form of recreation. According to Devi, (2019), recreation consists of activities or experiences carried on within leisure, usually chosen voluntarily by the participant – either because of satisfaction, pleasure or creative enrichment derived, or because he perceives certain personal or social values to be gained from them. It may, also be perceived as the process of participation, or as the emotional state derived from involvement.

3.3 Impact on Physical Health

3.3.1 Teaching Tasks

Table XVII. Impact of Teaching Tasks on Teachers' Physical Health

Allied Tasks	Weighted Mean	Qualitative Rating	Rank
1.Doing administrative work/designation task	2.86	Good	7
2.Preparation of various reports (accomplishment report, continuity plan, report related to designations as requested)	2.72	Good	8
3.Organizing files as required by ISO, Accreditation	2.51	Good	9
4.Attending webinars	2.98	Good	3.5
5.Organizing events/activity	2.93	Good	6
6.Participating in committee meetings	2.98	Good	3.5
7.Supervising students before/during/after student day (e.g., during breaks, assembly)	2.95	Good	5
8.Accompanying/assisting students during competition/activity	3.09	Good	1.5
9.articipating in school activities	3.09	Good	1.5
Overall Weighted Mean	**2.90**	**Good**	

In Table XVII, faculty-respondents perceived that statement 4 "Inviting class discussion" and statement 5 "Demonstrating awareness of individual student learning needs" are both ranked 1.5 with a weighted mean of 3.00 each and a qualitative rating "Good" while statement 6 "Monitoring students' performance and responding to individual learning needs in order to engage students in learning" and statement 7 "Integrating technology in order to maximize students' learning process" are both ranked 14.5 with a weighted mean of 2.84 each and a qualitative rating "Good". The overall weighted mean for the impact of teaching tasks on teachers' physical health is 2.91 perceived as "Good".

Table XVIII. Impact of Allied Tasks on Teachers' Physical Health

Teaching Tasks	Weighted Mean	Qualitative Rating	Rank
1.Planning the lesson before teaching	2.95	Good	4
2.Presenting lesson in ways that require students to explore actively the material in greater depth	2.93	Good	6
3.Providing well-designed materials	2.91	Good	8
4.Inviting class discussion	3.00	Good	1.5
5.Demonstrating awareness of individual student learning needs	3.00	Good	1.5
6.Monitoring students' performance and responding to individual learning needs in order to engage students in learning	2.84	Good	14.5
7.Integrating technology in order to maximize students' learning process	2.84	Good	14.5
8.Fostering the development of student leadership and teamwork skills to be used beyond the classroom	2.86	Good	12.5
9.Ensuring success of the students through the selection and utilization of appropriate methods	2.88	Good	10
10.Providing enrichment and/or remediation when needed.	2.88	Good	10
11.Recording students' attendance	2.93	Good	6
12.Marking or correcting student work	2.86	Good	12.5
13.Keeping records on students' performance	2.88	Good	10
14.Reporting students' progress	2.93	Good	6
15.Administering test or exam	2.98	Good	3
Overall Weighted Mean	**2.91**	**Good**	

The respondents perceived a good impact of teaching task on their physical health. This implies that though teachers are suffering from heavy workload in teaching tasks, they still can manage to maintain a good physical health. But the result of the study is quite low on the range of a good physical health state. This is because of a heavy workload which exhaust the physical body of the teachers, according to some of the interviewed teachers. According to them, they extend more time at night and on weekends just to finish all tasks added to by the poor signal and limited access to internet in the campuses. This too is confirmed by their campus directors. Most teachers are required to move to online teaching almost immediately with no training and tools. Most of them have to use numerous e-learning tools making the whole process overwhelming. They are supposed to attend to students virtually, handle bulk information, and prepare for their teaching strategy. Most stay up to ten hours carrying out teaching practices, including cleaning up messes, streamlining processes, and affecting learning, which is intimidating. Thus, causing them physical stress(Marette,2019)

3.4.2 Allied Tasks

In Table 18, faculty-respondents perceived that statement 8" Accompanying/assisting students during competition/activity" and statement 9" Participating in school activities" are both ranked 1.5 with a weighted mean of 3.09 each and a qualitative rating "Good" while statement 3 "Organizing files as required by ISO, Accreditation" ranked 9 with a weighted mean of 2.51 and a qualitative rating "Good". The overall weighted mean for the impact of allied tasks on teachers' physical health is 2.90 perceived as "Good".

The respondents perceived a good impact of allied task on their physical health. This

implies that though teachers are suffering from heavy workload in allied tasks, they still can manage to maintain a good physical health. But the result shows a low rate of good physical health. According to most interviewed instructors, the highest contributory to their physical health exhaustion is the preparation of documents and physical appearance of their delivery unit both for ISO and Accreditation. These two major events almost fell on succeeding months which really exhaust them physically, added was the limited resources that they have. Teaching is definitely not the same job it was 10 or 20 years ago. The increasing complex demands on teachers' workloads are eventually bound to impact the quality of teaching and learning, negatively. It is a concern for the future of the education system and for teachers who want to teach those 'out of the box' lessons but are so swamped with admin paperwork that their mind fogs up at the end of the day and all they can do to keep going, is just switch off (Orfanogianni, 2021)

Studies from across Canada consistently show that teachers work an average of 50 to 55 hours per week. When asked to estimate how much time they spend on work-related activities, teachers tend to underestimate their hours of work (ATA, 2012). From the literature review, Teachers work 10 to 20 hours per week outside of regular school hours. These long hours create stress and exhaustion, which, in turn, lead to high rates of absenteeism and burnout (Naylor and White 2012).

On an article, *The Teacher's Challenge: Balancing Work and Life,* Thompson (2018) states that Education is often ranked as one of the most stressful of all career choices. The chief cause of this ranking frequently lies in the unfortunate combination of too many pressing responsibilities and the idealistic dedication that many teachers feel about their work. Emotionally, mentally, and physically challenging, teaching is a compelling profession where teachers find it all too easy to immerse themselves in their school duties to the detriment of their personal lives. The result is that many teachers report significant stress due to a harmful work-life imbalance. Because being a teacher means that daily responsibilities begin early and seem never to end, it is not always easy to leave the demands of school at school. Because we are in the business of changing lives, we feel the weight of those responsibilities long after we have left the building. One of the occupational hazards all successful teachers face is that it is all too easy to take home not only paperwork but also worries about school days.

The problem of teacher stress is pervasive. It is evident across all sectors of education and across countries (Gray et al, 2017) and results in burnout and lower job satisfaction. Teachers are consistently reported to experience an increased risk of developing mental ill health (Kidger et al, 2016).

Long working hours can have a negative impact on well-being as well as physical and mental health (Angrave, 2015 and Wong, 2019). Evidence suggests that risk of work-related stress and burnout increase with the number of working hours per week (Hu, 2016). Nevertheless, it can be difficult for teachers to limit their working hours. Their own demands for good quality teaching and the expectations of pupils, parents, colleagues and the public force some of them to overcommit themselves, even though they realize that they are putting their health at risk. Many teachers work in the evenings and at weekends (Felsing, 2019). This not only reduces the time needed for recreation but also the possibility of detaching from work. However, this detachment from work is an essential prerequisite for recovery processes (Sonnentag, 2015). If teachers fail in distancing themselves from the content of work, physiological activation which lasts longer than work can hinder recovery processes. As a result, the consequences of previous activities cannot be fully compensated for, so that the teacher's own performance reserves are chronically overtaxed. In this respect, both long working hours and shortened regeneration times are significant for health Wepfer, 2018), especially about exhaustion.

4.Analysis of Variance on the Difference in the Time Spent on Workload when Grouped According to Profile Variables

4.1 Teaching Tasks

In Table XIX, the computed Significant values of 0.80, 0.57, 0.96, 0.56, 0.06, 0.17 0.45 and

0.22 are greater than (>) 0.05 Alpha Level of Significance, therefore, the Null Hypothesis is Accepted. There is no significant difference in the time spent on teaching tasks when grouped according to age, gender, civil status, length of service, academic rank, educational attainment, monthly salary, and campus respectively.

In one study conducted in different countries, they compare the time spent not only in the demographic profile of teachers but also on the working conditions. According to the study, there is consensus that the working hours of teachers depend both on the working conditions (e.g. type of school, subjects taught) and on their individual skills and attitudes (Sellen, 2016). However, data on the influence of sex and age on working hours are inconsistent Walker, 2019). The factors mentioned influence the amount of time required for the preparation and follow-up of lessons as well as corrections.

Table XIX. Difference in the Time Spent on Teaching Tasks when Grouped According to Profile Variables

Profile Variables	Source of Variation	Sum of Squares	df	Mean Square	Sig.	Interpretation
Age	Between Groups	482.38	5	96.48	0.80	Do not reject Ho Not Significant
	Within Groups	7635.96	37	206.38		
	Total	8118.34	42			
Gender	Between Groups	64.60	1	64.60	0.57	Do not reject Ho Not Significant
	Within Groups	8053.74	41	196.43		
	Total	8118.34	42			
Civil Status	Between Groups	19.35	2	9.67	0.96	Do not reject Ho Not Significant
	Within Groups	8098.99	40	202.48		
	Total	8118.34	42			
Length of Service	Between Groups	418.16	3	139.39	0.56	Do not reject Ho Not Significant
	Within Groups	7700.18	39	197.44		
	Total	8118.34	42			
Academic Rank	Between Groups	1086.84	2	543.42	0.06	Do not reject Ho Not Significant
	Within Groups	7031.50	40	175.79		
	Total	8118.34	42			
Educational Attainment	Between Groups	1230.49	4	307.62	0.17	Do not reject Ho Not Significant
	Within Groups	6887.85	38	181.26		
	Total	8118.34	42			
Monthly Salary	Between Groups	318.38	2	159.19	0.45	Do not reject Ho Not Significant
	Within Groups	7799.96	40	194.99		
	Total	8118.34	42			
Campus	Between Groups	600.22	2	300.11	0.22	Do not reject Ho Not Significant
	Within Groups	7518.12	40	187.95		
	Total	8118.34	42			

4.2 Allied Tasks

In Table XX, the computed Significant values of 0.58, 0.42, 0.93, 0.56, 0.78, 0.44 and 0.25 are greater than (>) 0.05 Alpha Level of Significance, therefore, the Null Hypothesis is Accepted. There is no significant difference in the time spent on allied tasks when grouped according to age, gender, civil status, academic rank, educational attainment, monthly salary and campus respectively. On the other hand, the computed Significant value of 0.04 is lower than (<) 0.05 Alpha Level of Significance, thus,

the Null Hypothesis is rejected. There is a significant difference in the time spent on allied tasks when grouped according to length of service.

Length of Service is a factor as to time spent on allied tasks. Normally, those faculty members who have been in the profession for years are regular faculty members who are designated or given a position aside from teaching. Institutional service performed by faculty members includes serving on internal committees and advisory boards, mentoring and advising students, and assuming part-time administrative appointments as program or unit leaders. In some cases, faculty members also assume term appointments in fulltime roles as mid-level or senior level institutional administrators (Hamrick, 2021).

Table XX. Difference in the Time Spent on Allied Tasks when Grouped According to Profile Variables

Profile Variables	Source of Variation	Sum of Squares	df	Mean Square	Sig.	Interpretation
Age	Between Groups	722.93	5	144.59	0.58	Do not reject Ho Not Significant
	Within Groups	6959.83	37	188.10		
	Total	7682.75	42			
Gender	Between Groups	122.48	1	122.48	0.42	Do not reject Ho Not Significant
	Within Groups	7560.27	41	184.40		
	Total	7682.75	42			
Civil Status	Between Groups	26.38	2	13.19	0.93	Do not reject Ho Not Significant
	Within Groups	7656.37	40	191.41		
	Total	7682.75	42			
Length of Service	Between Groups	1431.57	3	477.19	0.04	Ho is rejected Significant
	Within Groups	6251.18	39	160.29		
	Total	7682.75	42			
Academic Rank	Between Groups	222.08	2	111.04	0.56	Do not reject Ho Not Significant
	Within Groups	7460.68	40	186.52		
	Total	7682.75	42			
Educational Attainment	Between Groups	344.38	4	86.09	0.78	Do not reject Ho Not Significant
	Within Groups	7338.37	38	193.12		
	Total	7682.75	42			
Monthly Salary	Between Groups	308.20	2	154.10	0.44	Do not reject Ho Not Significant
	Within Groups	7374.55	40	184.36		
	Total	7682.75	42			
Campus	Between Groups	511.62	2	255.81	0.25	Do not reject Ho Not Significant
	Within Groups	7171.13	40	179.28		
	Total	7682.75	42			

5.Analysis of Variance on the Difference in the Effect of Workload as to Performing Teaching Tasks and Allied Tasks Respectively on the Workplace Well-Being of Teachers When Grouped According to Their Profile Variables

5.1 Experiencing Stress

5.1.2Teaching Tasks

In Table XXI, the computed Significant values of 0.86, 0.37, 0.82, 0.38, 0.14, 0.46, and 0.51 are greater than (>) 0.05 Alpha Level of Significance, therefore, the Null Hypothesis is Accepted. There is no significant difference on the effect of teaching tasks on the extent of experiencing stress when grouped according to age, civil status, length of service, academic rank, educational attainment, monthly salary and campus respectively. On the other hand, the computed Significant value of 0.05 is equal to (=) 0.05 Alpha Level of Significance, thus, the Null Hypothesis is rejected. There is a significant difference on the effect of teaching

tasks on the extent of experiencing stress when grouped according to gender.

Women more frequently experience work-family conflict than family-work conflict, although they equally value the performance of family roles and professional roles (Schonfeld, 2017). Professional stress is mainly caused by time and workload pressure, while family stress results from the necessity to care for children. Women more often than men experience stress due to workload (Alhija, 2015), and they have life quality lower than men, which deteriorates with age. This may have them make a decision to leave the profession (Mäkelä, 2014).

Table XXI. Difference on the Effect of Teaching Tasks on the Extent of Experiencing Stress when Grouped According to Profile Variables

Profile Variables	Source of Variation	Sum of Squares	df	Mean Square	Sig.	Interpretation
Age	Between Groups	1.17	5	0.23	0.86	Do not reject Ho Not Significant
	Within Groups	22.74	37	0.62		
	Total	23.91	42			
Gender	Between Groups	2.21	1	2.21	0.05	Ho is rejected Significant
	Within Groups	21.70	41	0.53		
	Total	23.91	42			
Civil Status	Between Groups	1.15	2	0.57	0.37	Do not reject Ho Not Significant
	Within Groups	22.76	40	0.57		
	Total	23.91	42			
Length of Service	Between Groups	0.55	3	0.18	0.82	Do not reject Ho Not Significant
	Within Groups	23.36	39	0.59		
	Total	23.91	42			
Academic Rank	Between Groups	1.12	2	0.56	0.38	Do not reject Ho Not Significant
	Within Groups	22.79	40	0.57		
	Total	23.91	42			
Educational Attainment	Between Groups	3.88	4	0.97	0.14	Do not reject Ho Not Significant
	Within Groups	20.03	38	0.53		
	Total	23.91	42			
Monthly Salary	Between Groups	0.92	2	0.46	0.46	Do not reject Ho Not Significant
	Within Groups	22.99	40	0.58		
	Total	23.91	42			
Campus	Between Groups	0.79	2	0.39	0.51	Do not reject Ho Not Significant
	Within Groups	23.11	40	0.58		
	Total	23.91	42			

5.1.2 Allied Tasks

In Table XXII, the computed Significant values of 0.08, 0.19, 0.66, 0.27, 0.29, 0.37, 0.23 and 0.86 are greater than (>) 0.05 Alpha Level of Significance, therefore, the Null Hypothesis is Accepted. There is no significant difference on the effect of allied tasks on the extent of experiencing stress when grouped according to age, gender, civil status, length of service, academic rank, educational attainment, monthly salary and campus respectively.

Based on the results of the study, demographic profile of the employees has nothing to do on how they spent their time in performing allied tasks contributes for them to experience stress from workload. In contrast with some surveys conducted were findings revealed that women were more stressed than men. The American Psychological Association shows that women are more likely to develop physical and emotional burnout than men. This is even

worse for married woman, as married women report higher levels of stress than single women, about 33 percent versus 22 percent (Espada, 2017).

Table XXII. Difference on the Effect of Allied Tasks on the Extent of Experiencing Stress when Grouped According to Profile Variables

Profile Variables	Source of Variation	Sum of Squares	df	Mean Square	Sig.	Interpretation
Age	Between Groups	3.69	5	0.74	0.08	Do not reject Ho Not Significant
	Within Groups	12.88	37	0.35		
	Total	16.58	42			
Gender	Between Groups	0.69	1	0.69	0.19	Do not reject Ho Not Significant
	Within Groups	15.89	41	0.39		
	Total	16.58	42			
Civil Status	Between Groups	0.34	2	0.17	0.66	Do not reject Ho Not Significant
	Within Groups	16.24	40	0.41		
	Total	16.58	42			
Length of Service	Between Groups	1.57	3	0.52	0.27	Do not reject Ho Not Significant
	Within Groups	15.01	39	0.39		
	Total	16.58	42			
Academic Rank	Between Groups	1.00	2	0.50	0.29	Do not reject Ho Not Significant
	Within Groups	15.58	40	0.39		
	Total	16.58	42			
Educational Attainment	Between Groups	1.72	4	0.43	0.37	Do not reject Ho Not Significant
	Within Groups	14.86	38	0.39		
	Total	16.58	42			
Monthly Salary	Between Groups	1.17	2	0.59	0.23	Do not reject Ho Not Significant
	Within Groups	15.41	40	0.39		
	Total	16.58	42			
Campus	Between Groups	0.12	2	0.06	0.86	Do not reject Ho Not Significant
	Within Groups	16.46	40	0.41		
	Total	16.58	42			

5. 2Time for Personal Life

5.2.1Teaching Tasks

Table XXIII. Difference on the Effect of Teaching Tasks on the Time Spent for Personal Life when Grouped According to Profile Variables

Profile Variables	Source of Variation	Sum of Squares	df	Mean Square	Sig.	Interpretation
Age	Between Groups	1.03	5	0.21	0.81	Do not reject Ho Not Significant
	Within Groups	17.14	37	0.46		
	Total	18.18	42			
Gender	Between Groups	2.83	1	2.83	0.01	Ho is rejected Significant
	Within Groups	15.35	41	0.37		
	Total	18.18	42			
Civil Status	Between Groups	1.49	2	0.75	0.18	Do not reject Ho Not Significant
	Within Groups	16.68	40	0.42		
	Total	18.18	42			
Length of Service	Between Groups	0.23	3	0.08	0.92	Do not reject Ho Not Significant
	Within Groups	17.94	39	0.46		
	Total	18.18	42			
Academic Rank	Between Groups	1.46	2	0.73	0.19	Do not reject Ho Not Significant
	Within Groups	16.72	40	0.42		
	Total	18.18	42			
Educational Attainment	Between Groups	2.09	4	0.52	0.31	Do not reject Ho Not Significant
	Within Groups	16.08	38	0.42		
	Total	18.18	42			
Monthly Salary	Between Groups	1.52	2	0.76	0.17	Do not reject Ho Not Significant
	Within Groups	16.65	40	0.42		
	Total	18.18	42			
Campus	Between Groups	0.02	2	0.01	0.97	Do not reject Ho Not Significant
	Within Groups	18.15	40	0.45		
	Total	18.18	42			

In Table XXIII, the computed Significant values of 0.81, 0.18, 0.92, 0.19, 0.31, 0.17 and 0.97 are greater than (>) 0.05 Alpha Level of Significance, therefore, the Null Hypothesis is Accepted. There is no significant difference on the effect of teaching tasks on the time spent for personal life when grouped according to age, civil status, length of service, academic rank, educational attainment, monthly salary and campus respectively. On the other hand, the computed Significant value of 0.01 is lower than to (<) 0.05 Alpha Level of Significance, thus, the Null Hypothesis is rejected. There is a significant difference on the effect of teaching tasks on the time spent for personal life when grouped according to gender.

In an article, Workplace stress hits women harder than men reported that many women report feeling pressured at work, with much more demands than they can handle. In the survey by Cigna(2015), women reported heavy workloads as the major cause of stress at work. Many of these women reported that work was invading their personal time.

5.2.2 Allied Tasks

Table XXIV. Difference on the Effect of Allied Tasks on the Time Spent for Personal Life when Grouped According to Profile Variables

Profile Variables	Source of Variation	Sum of Squares	df	Mean Square	Sig.	Interpretation
Age	Between Groups	0.95	5	0.19	0.86	Do not reject Ho Not Significant
	Within Groups	18.62	37	0.50		
	Total	19.57	42			
Gender	Between Groups	1.53	1	1.53	0.07	Do not reject Ho Not Significant
	Within Groups	18.04	41	0.44		
	Total	19.57	42			
Civil Status	Between Groups	1.86	2	0.93	0.14	Do not reject Ho Not Significant
	Within Groups	17.71	40	0.44		
	Total	19.57	42			
Length of Service	Between Groups	0.78	3	0.26	0.66	Do not reject Ho Not Significant
	Within Groups	18.79	39	0.48		
	Total	19.57	42			
Academic Rank	Between Groups	1.11	2	0.55	0.31	Do not reject Ho Not Significant
	Within Groups	18.46	40	0.46		
	Total	19.57	42			
Educational Attainment	Between Groups	2.08	4	0.52	0.36	Do not reject Ho Not Significant
	Within Groups	17.49	38	0.46		
	Total	19.57	42			
Monthly Salary	Between Groups	0.31	2	0.16	0.73	Do not reject Ho Not Significant
	Within Groups	19.26	40	0.48		
	Total	19.57	42			
Campus	Between Groups	0.15	2	0.08	0.86	Do not reject Ho Not Significant
	Within Groups	19.42	40	0.49		
	Total	19.57	42			

In Table XXIV, the computed Significant values of 0.86, 0.07, 0.14, 0.66, 0.31, 0.36, 0.73 and 0.86 are greater than (>) 0.05 Alpha Level of Significance, therefore, the Null Hypothesis is Accepted. There is no significant difference on the effect of allied tasks on the time spent for personal life when grouped according to age, gender, civil status, length of service, academic rank, educational attainment, monthly salary, and campus respectively.

Though the results gathered are not significant about the demographic variables of the respondents, some studies have shown how workloads impacted the teachers free time or their personal life. The review of the literature mentioned how teacher workload impacts teachers' free time—what cannot be accomplished within the specified job-embedded preparation period spills over into teachers' evening and weekend time. As one teacher is

quoted in Dibbon (2014), "I have no time for my family and a social life is out of the question—my work has become my life." In the United Kingdom, Helsby (as cited in Gunter et al., 2015) noted that "people work longer hours in order to meet work demands, which increasingly impinge upon their private life". As noted, lost family time was a concern found in studies in Canada, the United States, and the United Kingdom.

5.3 Impact on Mental Health

5.3.1Teaching Tasks

Table XXV. Difference on the Impact of Teaching Tasks on Teachers' Mental Health when Grouped According to Profile Variables

Profile Variables	Source of Variation	Sum of Squares	df	Mean Square	Sig.	Interpretation
Age	Between Groups	1.09	5	0.22	0.77	Do not reject Ho Not Significant
	Within Groups	15.89	37	0.43		
	Total	16.96	42			
Gender	Between Groups	2.00	1	2.00	0.02	Ho is rejected Significant
	Within Groups	14.96	41	0.37		
	Total	16.96	42			
Civil Status	Between Groups	1.28	2	0.64	0.21	Do not reject Ho Not Significant
	Within Groups	15.68	40	0.39		
	Total	16.96	42			
Length of Service	Between Groups	0.62	3	0.21	0.69	Do not reject Ho Not Significant
	Within Groups	16.34	39	0.42		
	Total	16.96	42			
Academic Rank	Between Groups	0.94	2	0.47	0.32	Do not reject Ho Not Significant
	Within Groups	16.02	40	0.40		
	Total	16.96	42			
Educational Attainment	Between Groups	1.33	4	0.33	0.53	Do not reject Ho Not Significant
	Within Groups	15.64	38	0.41		
	Total	16.96	42			
Monthly Salary	Between Groups	0.45	2	0.23	0.58	Do not reject Ho Not Significant
	Within Groups	16.51	40	0.41		
	Total	16.96	42			
Campus	Between Groups	0.25	2	0.12	0.75	Do not reject Ho Not Significant
	Within	16.72	40	0.42		

In Table XXV, the computed Significant values of 0.77, 0.21, 0.69, 0.32, 0.53, 0.58 and 0.75 are greater than (>) 0.05 Alpha Level of Significance, therefore, the Null Hypothesis is Accepted. There is no significant difference on the impact of teaching tasks on teachers' mental health when grouped according to age, civil status, length of service, academic rank, educational attainment, monthly salary and campus respectively. On the other hand, the computed Significant value of 0.02 is lower than to (<) 0.05 Alpha Level of Significance, thus, the Null Hypothesis is rejected. There is a significant difference on the impact of teaching tasks on teachers' mental health when grouped according to gender.

Given the situation that the study was conducted during the pandemic, it has intensified some factors with regards to mental health of teachers. Not many studies conducted during the pandemic measure the symptoms of stress, anxiety, and depression among teachers but the studies that have been carried out suggest that they have psychological symptoms and this reinforces the importance of reopening schools and universities. A recent Arab study has indicated that this crisis has caused teachers to suffer problems that are often related to a pandemic situation, such as anxiety, depression, domestic violence, and divorce, all of which restrict their ability to teach properly (Al Lily et al., 2020). A study carried out in three cities in China during the pandemic assessed the prevalence of anxiety among teachers and found a prevalence of 13.67%, with women being more anxious than men and the older ones being more symptomatic (Li et al., 2020). Another study conducted also in China showed that the prevalence of stress symptoms in teachers was 9.1% and that it was important to support them psychologically (Zhou and Yao, 2020).

In a study conducted in Spain at the beginning of the pandemic, teachers also reported having workloads, psychosomatic problems, and exhaustion (Prado-Gascó et al., 2020).

Research among teachers has indicated that the mental strain of teaching is mainly related to high workloads and adverse events caused by pupils and parents (Unterbrink, 2014). The mental well-being of teachers was found to be worse among female teachers, and also seemed to deteriorate with age (Kovess-Masfety, 2012).

5..3.2 Allied Tasks

In Table XXVI, the computed Significant values of 0.62, 0.13, 0.52, 0.88, 0.44, 0.65, 0.91 and 0.99 are greater than (>) 0.05 Alpha Level of Significance, therefore, the Null Hypothesis is Accepted. There is no significant difference on the impact of allied tasks on teachers' mental health when grouped according to age, gender, civil status, length of service, academic rank, educational attainment, monthly salary, and campus respectively.

Teachers' participation in extracurricular activities can either help teachers or add stress with them. Being over-scheduled in activities can lead to stress and negative mental health symptoms (Leonard et al., 2015).

5.4 Impact on Physical Health

5.4.1 Teaching Tasks

In Table XXVII, the computed Significant values of 0.81, 0.17, 0.80, 0.27, 0.82, 0.46 and 0.99 are greater than (>) 0.05 Alpha Level of Significance, therefore, the Null Hypothesis is Accepted. There is no significant difference on the impact of teaching tasks on teachers' physical health when grouped according to age, civil status, length of service, academic rank, educational attainment, monthly salary and campus respectively. On the other hand, the computed Significant value of 0.03 is lower than to (<) 0.05 Alpha Level of Significance, thus, the Null Hypothesis is rejected. There is a significant difference on the impact of teaching tasks on teachers' physical health when grouped according to gender.

Table XXVI. Difference on the Impact of Allied Tasks on Teachers' Mental Health when Grouped According to Profile Variables

Profile Variables	Source of Variation	Sum of Squares	df	Mean Square	Sig.	Interpretation
Age	Between Groups	2.43	5	0.49	0.62	Do not reject Ho Not Significant
	Within Groups	25.52	37	0.69		
	Total	27.95	42			
Gender	Between Groups	1.51	1	1.501	0.13	Do not reject Ho Not Significant
	Within Groups	26.44	41	0.65		
	Total	27.95	42			
Civil Status	Between Groups	0.89	2	0.45	0.52	Do not reject Ho Not Significant
	Within Groups	27.05	40	0.68		
	Total	27.95	42			
Length of Service	Between Groups	0.46	3	0.15	0.88	Do not reject Ho Not Significant
	Within Groups	27.49	39	0.71		
	Total	27.95	42			
Academic Rank	Between Groups	1.13	2	0.56	0.44	Do not reject Ho Not Significant
	Within Groups	26.82	40	0.67		
	Total	27.95	42			
Educational Attainment	Between Groups	1.73	4	0.43	0.65	Do not reject Ho Not Significant
	Within Groups	26.21	38	0.69		
	Total	27.95	42			
Monthly Salary	Between Groups	0.14	2	0.07	0.91	Do not reject Ho Not Significant
	Within Groups	27.81	40	0.69		
	Total	27.95	42			
Campus	Between Groups	0.01	2	0.00	0.99	Do not reject Ho Not Significant
	Within Groups	27.94	40	0.69		
	Total	27.95	42			

Table XXVII. Difference on the Impact of Teaching Tasks on Teachers' Physical Health when Grouped According to Profile Variables

Profile Variables	Source of Variation	Sum of Squares	df	Mean Square	Sig.	Interpretation
Age	Between Groups	1.09	5	0.22	0.81	Do not reject Ho Not Significant
	Within Groups	17.91	37	0.48		
	Total	18.99	42			
Gender	Between Groups	2.19	1	2.19	0.03	Ho is rejected Significant
	Within Groups	16.81	41	0.41		
	Total	18.99	42			
Civil Status	Between Groups	1.63	2	0.82	0.17	Do not reject Ho Not Significant
	Within Groups	17.37	40	0.43		
	Total	18.99	42			
Length of Service	Between Groups	0.47	3	0.16	0.80	Do not reject Ho Not Significant
	Within Groups	18.52	39	0.48		
	Total	18.99	42			
Academic Rank	Between Groups	1.21	2	0.61	0.27	Do not reject Ho Not Significant
	Within Groups	17.78	40	0.45		
	Total	18.99	42			
Educational Attainment	Between Groups	0.74	4	0.19	0.82	Do not reject Ho Not Significant
	Within Groups	18.25	38	0.48		
	Total	18.99	42			
Monthly Salary	Between Groups	0.73	2	0.37	0.46	Do not reject Ho Not Significant
	Within Groups	18.26	40	0.46		
	Total	18.99	42			
Campus	Between Groups	0.00	2	0.00	0.99	Do not reject Ho Not Significant
	Within Groups	18.99	40	0.48		
	Total	18.99	42			

5..4.2 Allied Tasks

In Table XXVIII, the computed Significant values of 0.29, 0.13, 0.29, 0.64, 0.28, 0.61, 0.90 and 0.62 are greater than (>) 0.05 Alpha Level of Significance, therefore, the Null Hypothesis is Accepted. There is no significant difference on the impact of allied tasks on teachers' physical health when grouped according to age, gender, civil status, length of service, academic rank, educational attainment, monthly salary, and campus respectively.

Though results have shown that demographic profiles of respondents were not significantly different on the impact of allied tasks on their physical health, some studies have shown differences particularly on gender. women and men working at equal loads could react differently in a physiological sense. Women and men differ, for example, as regards muscle morphology, which could influence the capacity for performing different types of work tasks. Sex hormones have an effect on sensitivity to pain; there is, for example, research showing that male sex hormones have a pain-reducing effect. How men and women react to and deal with fatigue and pain in their current jobs can also differ, for instance due to gender-stereotypical roles (Bartley and Fillingim, 2013).

Table XXVIII. Difference on the Impact of Allied Tasks on Teachers' Physical Health when Grouped According to Profile Variables

Profile Variables	Source of Variation	Sum of Squares	df	Mean Square	Sig.	Interpretation
Age	Between Groups	2.91	5	0.58	0.29	Do not reject Ho Not Significant
	Within Groups	16.94	37	0.46		
	Total	19.85	42			
Gender	Between Groups	1.12	1	1.12	0.13	Do not reject Ho Not Significant
	Within Groups	18.73	41	0.46		
	Total	19.85	42			
Civil Status	Between Groups	1.17	2	0.58	0.29	Do not reject Ho Not Significant
	Within Groups	18.68	40	0.47		
	Total	19.85	42			
Length of Service	Between Groups	0.82	3	0.27	0.64	Do not reject Ho Not Significant
	Within Groups	19.03	39	0.49		
	Total	19.85	42			
Academic Rank	Between Groups	1.22	2	0.61	0.28	Do not reject Ho Not Significant
	Within Groups	18.63	40	0.47		
	Total	19.85	42			
Educational Attainment	Between Groups	1.34	4	0.34	0.61	Do not reject Ho Not Significant
	Within Groups	18.51	38	0.49		
	Total	19.85	42			
Monthly Salary	Between Groups	0.10	2	0.05	0.90	Do not reject Ho Not Significant
	Within Groups	19.75	40	0.49		
	Total	19.85	42			
Campus	Between Groups	0.47	2	0.24	0.62	Do not reject Ho Not Significant
	Within Groups	19.38	40	0.48		
	Total	19.85	42			

6. Test of Significance on the Relationship Between Time Spent on Workload as to Teaching Tasks and the Teacher's Well-Being

6.1 Experiencing Stress

In Table XXIX, the computed Pearson r-value of 0.390** denotes a low positive correlation. The computed significance value (Sig. = 0.010) is less than (<) 0.05 Alpha Level of Significance; therefore, the null hypothesis is rejected. There is a significant relationship between time spent on teaching tasks and extent of experiencing stress. Hence, the time spent on teachings tasks has something to do with their stress.

Table XXIX. Relationship Between Time Spent on Teaching Tasks and Extent of Experiencing Stress

Pearson Correlation	0.390**
Sig. (2-tailed)	0.010
N	43
Interpretation	Low positive correlation
	Ho is rejected
	Significant
** Correlation is significant at the 0.01 level (2-tailed).	

Public school teachers are confronted with numerous paperwork and workloads. According to DepEd Secretary Leonor Briones, not only the teachers are suffering from a heavy workload; everyone in government service is overworked and under immense pressure (Terrazola, 2018). This further proves that public school teachers are bombarded with work-related assignments such as reports, instructional materials, school designations and other related tasks apart from their usual six-hour teaching load every day. This work situation leads to experiencing stress of teachers which greatly affects their health. Given this workload, actual teaching tasks are being sidelined by the multitude of other responsibilities and roles teachers play which relate positively to the stress experienced by teachers Evidence suggests that work-related stress increase with the number of working hours spent in teaching and allied tasks(David et al., 2019).

6.2 Time for Personal Life

Table XXX. Relationship Between Time Spent on Teaching Tasks and Time Spent for Personal Life

Pearson Correlation	0.273
Sig. (2-tailed)	0.076
N	43
Interpretation	Low positive correlation
	Do not reject Ho
	Not Significant

In Table XXX, the computed Pearson Correlation r- value of 0.273 denotes a very low positive correlation. The computed significance value (Sig. = 0.076) is greater than (<) 0.05 Alpha Level of Significance; therefore, the null hypothesis is accepted. There is no significant relationship between time spent on teaching tasks and time spent for personal life. It can be gleaned that time spent on teaching tasks has a very low positive relationship with the time spent for personal life. This means that the time spent on teachings tasks does not affect much their time spent for personal life.

In the United Kingdom, Helsby (as cited in Gunter et al., 2015) noted that "people work longer hours in order to meet work demands, which increasingly impinge upon their private life". As noted, lost family time was a concern found in studies in Canada, the United States, and the United Kingdom. This implies a positive relationship with the times spent in teaching task to the time spent for personal life. The more teachers spent time doing things in relation to their job, the lesser time have spent for their personal life (e.g., recreation, me-time, attending to family needs, etc.

6.3 Impact on Mental Health

Table XXXI. Relationship Between Time Spent on Teaching Tasks and Perceived Impact on Teachers' Mental Health

Pearson Correlation	0.335*
Sig. (2-tailed)	0.028
N	43
Interpretation	Low positive correlation
	Ho is rejected
	Significant
* Correlation is significant at the 0.05 level (2-tailed).	

In Table XXXI, At 0.05 level of significance, the computed r-value of 0.335* denotes a low positive correlation. The computed significance level (Sig. = 0.028) which is lesser than the 0.05 alpha level of significance; therefore, the null hypothesis is rejected. There is a significant relationship between time spent on teaching tasks and perceived impact on teachers' mental health. Hence, the time spent on teaching tasks affect teachers' mental health.

Mental health is not just the absence of a mental illness; it is also an ability to live a productive life while coping with and handling stress (CDC, 2018). Mental health also influences how a person thinks, feels, and acts. To maintain positive mental health, researchers stress people should socialize, maintain a positive attitude, be active, help others, develop coping skills, and sleep well. Someone who has more negative mental health may display feelings of hopelessness, turn to drugs and alcohol, have a reduced diet, feel more extreme negative emotions, be more combative, have low energy, be unable to handle daily life tasks, and in more extreme cases have feelings of self-harm (US Department of Health and Human Services, 2020b. Teachers spending more time in doing school tasks definitely affects their mental health. Extending the number of hours spend in teaching tasks can merely affect the state of mental health of a teacher. This leads to burnout, anxiety, and depression.

6.4 Impact on Physical Health

Table XXXII. Relationship Between Time Spent on Teaching Tasks and Perceived Impact on Teachers' Physical Health

Pearson Correlation	0.316*
Sig. (2-tailed)	0.039
N	43
Interpretation	Low positive correlation
	Ho is rejected
	Significant
* Correlation is significant at the 0.05 level (2-tailed).	

In Table XXXII, At 0.05 level of significance, the computed r-value of 0.316* denotes a low positive correlation. The computed significance level (Sig. = 0.039) which is lesser than the 0.05 alpha level of significance; therefore, the null hypothesis is rejected. There is a significant relationship between time spent on teaching tasks and perceived impact on teachers' physical health. The time spent on teaching tasks affect the physical health of teachers.

The American Federation of Teachers (2015) found that 78% of teachers reported feeling physically and emotionally exhausted at the end of the day. The stress that educators experience affects their enthusiasm about the profession and longevity in the field. For example, a survey of 30,000 teachers revealed that 89% said they had been enthusiastic about teaching when they started the profession, but only 15% reported being enthusiastic at the

time they completed the survey. The more teachers spent time in performing their teaching tasks, the more it is detrimental to their health.

7. Relationship Between Time Spent on Workload as to Allied Tasks and the Teacher's Well-Being

6.2 Experiencing Stress

In Table XXXIII, at 0.05 level of significance, the computed r-value of 0.350* denotes a low positive correlation. The computed significance level (Sig. = 0.021) which is lesser than the 0.05 alpha level of significance; therefore, the null hypothesis is rejected. There is a significant relationship between time spent on allied tasks and extent of experiencing stress. Hence, the time spent on allied tasks is affecting or causing stress of faculty.

These findings suggest that as the time dedicated to work-related activities increases, so does the likelihood of experiencing stress. According to Whiteley and Richard (2012), there is a direct correlation between teachers' access to preparation time for developing classes and teachers' participation in extracurricular activities. They conducted a qualitative study investigating whether or not teachers who have a full teaching load were willing to volunteer to participate in extracurricular activities. The study concluded that over 70% of teachers did not have sufficient preparation time. This made their workloads unmanageable and thus they struggled to engage with extracurricular activities. The teachers wanted to engage in extra activities, but felt they were overloaded with time and work commitments

Table XXXIII. Relationship Between Time Spent on Allied Tasks and Extent of Experiencing Stress

Pearson Correlation	0.350*
Sig. (2-tailed)	0.021
N	43
Interpretation	Low positive correlation
	Ho is rejected
	Significant
* Correlation is significant at the 0.05 level (2-tailed).	

6.3 Time for Personal Life

Table XXXIV. Relationship Between Time Spent on Allied Tasks and Time Spent for Personal Life

Pearson Correlation	0.102
Sig. (2-tailed)	0.516
N	43
Interpretation	Very low positive correlation
	Do not reject Ho
	Not Significant

In Table XXXIV, the computed Pearson Correlation r- value of 0.102 denotes a very low positive correlation. The computed significance level (Sig. = 0.516) which is greater than the 0.05 alpha level of significance; therefore, the null hypothesis is accepted. There is no significant relationship between time spent on allied tasks and time spent for personal life. This means that the time spent on allied tasks of faculty does not affect their personal life.

There are ever increasing pressures on teachers to engage wit activities that lie outside of their assigned teaching workload (Bailey and Colley, 2014). Higher engagement of teachers to allied task has been correlated to having lower time spent in personal life. It could be suggested that when a teacher involves too much in allied tasks, the lesser the time spent for personal life.

6.4 Impact on Mental Health

Table XXXV. Relationship Between Time Spent on Allied Tasks and Perceived Impact on Teachers' Mental Health

Pearson Correlation	0.083
Sig. (2-tailed)	0.599
N	43
Interpretation	Very low positive correlation
	Do not reject Ho
	Not Significant

In Table XXXV, the computed Pearson Correlation r- value of 0.083 denotes a very low positive correlation. The computed significance level (Sig. = 0.599) which is greater than the 0.05 alpha level of significance; therefore, the null hypothesis is accepted. There is no significant relationship between time spent on allied tasks and perceived impact on teachers' mental health, meaning the time spent on allied tasks does not affect the teacher's mental health.

Long working hours can have a negative impact on well-being (Angrave, 2015) as well as physical and mental health (Wong, 2019). This contrasts with the result of the study that there is no relationship between time spend on allied task to the teachers' mental health. While it may seem counterintuitive that stress would not significantly impact mental health, there can be a few potential explanations for this result. People respond to stress differently. Some individuals may have better coping mechanisms or higher resilience which can mitigate the negative effects on mental health. The study of Aulén, Pakarinen, Taru & Lerkkanen (2021) shows that teachers use versatile strategies, especially emotion-focused coping strategies, to cope with the stress and strain deriving from work.

6.5 Impact on Physical Health

Table XXXVI. Relationship Between Time Spent on Allied Tasks and Perceived Impact on Teachers' Physical Health

Pearson Correlation	0.214
Sig. (2-tailed)	0.168
N	43
Interpretation	Very low positive correlation
	Do not reject Ho
	Not Significant

In Table XXXVI, the computed Pearson Correlation r- value of 0.214 denotes a very low positive correlation. The computed significance level (Sig. = 0.168) which is greater than the 0.05 alpha level of significance; therefore, the null hypothesis is accepted. There is no significant relationship between time spent on allied tasks and perceived impact on teachers' physical health. The time spent on allied tasks does not affect the teachers' physical health.

Teachers and other school staff who experience exhaustion and burnout related to their work are likely to have a number of negative physical and psychological symptoms and consequences, including emotional numbing, lack of energy, aches and pains, increased illness or fatigue, etc. Teacher burnout is being correlated with lower level of energy and physical exhaustion. Additionally, teacher burnout appears to affect the stress levels of the students they teach; a recent study found that teacher burnout level explained more than half of the variability in students' levels of cortisol (a stress hormone) when evaluated in the morning (Oberle & Schonert-Reichl, 2016).

Conclusions

This study revealed that majority of the respondents are middle-aged single female adults which are considered long-tenured employees with an academic rank of instructor and a highest educational attainment with MA units and takes a monthly salary of P25,929.73 from Masinloc Campus. The time spent is 29.54 hours per week on teachings tasks while 34.73 hours on allied tasks. The effect of workload in the workplace well-being of teachers in terms of experiencing stress on teaching tasks is perceived as "Often" while "Always" for allied tasks; in terms of time for personal life on teaching tasks is perceived as "Much" and allied tasks is perceived as "Very Much"; in terms of impact on mental health on both teachings tasks and allied tasks is perceived as "Good"; and in terms of impact on physical health on both teaching tasks and allied tasks is perceived as "Good." There is no significant difference in the time spent on workload when grouped according to profile variables as to teaching tasks and allied tasks except for length of service for the latter. There is no significant difference in the effect of workload as to performing teachings tasks on the workplace well-being of teachers as to experiencing stress, time for personal life, impact on mental and physical when grouped according to age, civil status, length of service, academic rank, educational attainment, monthly salary, and campus but a significant difference on gender, while on the allied tasks there is no significant difference when grouped according to profile variables. There is a significant relationship between time spend on workload as to teaching tasks and extent of experiencing stress and impact on mental and physical health but no significant relationship on time for personal life. There is a significant relationship between time spend on workload as to allied tasks and extent of experiencing stress but no significant relationship on time for personal life, impact on mental and physical health.

The study revealed a significant disparity between the time spent on teaching and allied tasks, with the latter consuming a substantial portion of faculty workload. This imbalance, coupled with the strong correlation between allied tasks and stress, highlights a pressing need for institutional intervention. While the perceived impact on mental and physical health was generally positive, the underlying stress levels cannot be ignored. To address these issues, institutions should prioritize workload assessment and management, implement work-life balance initiatives, provide professional development opportunities, and foster a supportive institutional culture. By taking these steps, institutions can create a more sustainable and fulfilling work environment for faculty, leading to improved well-being and enhanced educational outcomes.

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