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## Research Article

### The Influence of Workload and Work Motivation on the Performance of Teachers

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#### ABSTRACT

Given the nature of the teacher's job, it is expected that they have many workloads, both teaching-related and other functions. Literature suggests that too much workload for teachers may affect their teaching performance. In addition, work motivation is another factor affecting teachers' performance, with studies suggesting that those who have high motivation also have the driving mechanism to accomplish tasks. Considering the challenging tasks teachers face on daily basis, this study aims to examine how workload and motivation influence teacher performance. Using descriptive-correlational research, a survey was conducted to 45 teachers of Butuan Central Elementary School to determine the influence of their workload and level of motivation on their performance. Results showed that 62% of the participants have an ideal workload of 2,400 minutes per week and only 29% are overloaded. In terms of motivation, results showed that the participants' level of motivation is highly observed ( $M=4.15$ ). This study also looked into the relationship among work performance, length of service, education, and age. It was found that only length of service has a significant correlation with performance, although both are negatively correlated ( $r = -0.359, p = .015$ ). Moreover, the relationship among performance, workload and motivation was also examined. It was found that there is no significant relationship between performance and workload ( $r = -0.014, p = 0.928$ ) and performance and motivation ( $r = 0.009, p = 0.954$ ). Overall, results of this study suggest that the length of service has a significant negative relationship with performance, while teachers' workload and work motivation have no influence on their teaching performance.

**Keywords:** Teacher Performance, Workload, Work Motivation

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## **Introduction**

From a global point of view, Sugden (2010) testified that the majority of the teachers' workloads become progressively greater in numbers. Aside from teaching loads and school paper works, there are various conferences, meetings, seminars, and other administrative tasks, community extension services, and sports events that need their presence and involvement as educators. Chirimi (2016) incorporated that the effectiveness of teaching-learning is associated with teachers' workloads. For teachers, the workload is all liabilities and obligations that are compelling as their own. When teachers are overburdened and preoccupied with obligatory tasks and responsibilities whether it is teaching and non-teaching responsibilities, these drive forcefully to many teachers to hand over and entirely do it at home (Tancinco, 2016). This occurs when teachers are overloaded with the assigned tasks that are designated to them that they need to finish but cannot be complied during the maximum working hours.

The educational system in the Philippines is not far from this reality. Though the number of professional teachers in the country is more than eight hundred thousand, and even it is mandated under Magna Carta for Public School Teachers that educators should only have a maximum of six hours of actual classroom teaching per day, still several administrative duties are assigned to every teacher (Rey, 2018). In addition, the study of Lingam et al. (2017) has shown that if the facilitators of learning are overfilled with tasks, which are beyond their knowledge, skills, and qualifications as human capital, then it has a negative connotation on the quality of their outputs. In the year 2018, two cases of suicide happened due to teachers' work-related issues which alarmed the DepEd to take necessary actions. Too much workload for teachers may affect their teaching performance. Therefore, a balanced designation of workload in line to their competence is vital reason that the fulfillments and achievements of a certain school rely on its quality services. (Ellyzar & Yunus, 2017).

In addition to workload, work motivation is another factor that affects teachers' performance. Work motivation is a driving

mechanism for someone to accomplish an activity in order to get the best outcomes (Pramularso, 2018). Therefore, it is an assurance that teachers who possess high work motivation usually will result from high performance as well. The school head/principal can motivate fellow teachers by being a good leader in managing education that directs and determines the realizations of the goals and objectives of the school he leads (Lisnawati, 2017). The principal's role is also necessary for motivating teachers in handling and doing their duties to enhance their performance and achieve the desired outcomes and satisfaction. Teachers will be motivated in many ways. It can be in the form of salaries, incentives, and facilities that can help in implementing activities at school in order to attend to the learning goals.

The issues and concerns in the area of motivation in any institution must be taken with superb seriousness in managing human resources. If an organization has employees who have high morale, then it will lead to better work results and an increase in work performance. But if an organization has employees with low morale, then the organization will encounter downfalls and will not attain its goals (Ach yana & Sidiq, 2016).

Thus, in light of this research, the central idea of the study is to evaluate the influence of workload and work motivation on teachers' performance. It assessed and provided a clear lens on the following problems: (1) determine the profile of the teachers (2) identify the status of the workload of the participants; (3) determine the level of work motivation of the teachers (4) ascertain the relationship of education, length of service and age on teacher's performance; and (5) determine the significant relationship between workload and work motivation and the performance of the participants.

## **Methods**

The study utilized descriptive-correlational research to investigate the influence of workload and work motivation on teachers' performance in the post-pandemic period. It was conducted among the selected 45 teachers of Butuan Central Elementary School, Division of Butuan City.

The main instrument used for data collection was adopted from the researcher-made questionnaire of Comighud & Arevalo (2020) titled, "Motivation In Relation To Teachers' Performance." Document analysis was also used to gather the rest of the data. The researcher, with permission from the school head went through the performance rating of the teachers for S.Y. 2021-2022. Records on the teachers' master program, summary of loads, and School Form (SF) 7 were also viewed for data-gathering purposes only. Several statistical tools were used to present, analyze and interpret the data gathered such as frequency, percentage, mean, Pearson correlation coefficient, and One-way ANOVA.

## Results and Discussion

Based on the gathered data, the authors found the following:

### Profile of Participants

The 45 teacher-participants in this study have an average age of 40.38, with 25-year-old as the youngest and 63-year-old as the oldest. One-third of the participants have attained a Master's CAR (16 or 36%) and Bachelor's degree (13 or 29%), meanwhile, the least educational representation was observed in Doctorate CAR and Doctorate Degree with 0% of teachers who accomplished this level. In terms of length of service, most of the teacher-participants have 20 years and above of teaching experience (13 or 29%). It was then followed by

5 years and below, with (11 or 24%). Furthermore, the least representation belongs to the 6-15 years of service (4 or 9%).

### Status of the workload of the participants

The data disclosed in Figure 1 shows the distribution of workload among the participants. It divulged that among the teachers, 28 or 62% have an ideal load of 2,400 minutes per week. Meanwhile, there is a number of teachers who are overloaded with their workload (13 or 29%). It can be also observed that a minimal number of teachers are underloaded (4 or 9%). Results suggest that the majority of the teachers have a balanced workload which could contribute to a sense of fulfillment and delivery of quality services (Ellyzar & Yunus, 2017). Various designations held and other extra-curricular activities were not included since most of them are engaged in different circumstances.

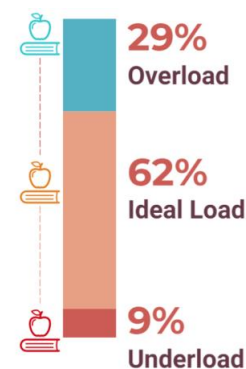


Figure 1. Percentage representation of workloads of teachers

### Level of Motivation of the Participants

Table 1. Mean distribution of the Level of Motivation as assessed in terms of Existence Needs

Level of Motivation as assessed in terms of Existence Needs		Mean	Interpretation
1	Adequate salary with respect to the nature of my work or the teaching profession	4.09	Highly Observed
2	Sufficient benefits and compensations which are at par with other organizations	4.11	Highly Observed
3	Financial incentives through fringe benefits and bonuses.	4.13	Highly Observed
4	Wide range of health benefits like that of medical care	3.44	Fairly Observed
5	Primary needs such as durable house with amenities.	4.04	Highly Observed
6	Living a happy and contented life with my family whom I foster strong relationship.	4.67	Very Highly Observed
7	Engaging myself in convenient lifestyle and satisfying leisure activities.	4.29	Highly Observed
8	Feeling contented, fulfilled and satisfied with my job.	4.47	Highly Observed

Level of Motivation as assessed in terms of Existence Needs		Mean	Interpretation
9	Enjoying high prestige and social standing in my work.	4.09	Highly Observed
10	Working for a stable and secured future through my profession.	4.47	Highly Observed
Over-all Weighted Mean		4.18	Highly observed

Table 1 above presents the overall weighted mean of the participants' level of motivation in terms of Existence Needs. The overall weighted mean of 4.18 signifies that the participant's level of motivation to become productive in accomplishing their workloads is influenced by their existence needs that should be addressed while performing their tasks in school. Since their roles as teachers are clearly defined by their flexibilities, integrate various techniques in doing their work as professionals.

It can be gleaned that indicator 6 rated the highest weighted mean of 4.67, which is interpreted as "Very Highly Observed". This means

that most of the participants' existence needs is to have a total state of well-being and cultivate satisfaction within their families. On the other hand, the lowest mean was obtained by indicator 4 with a mean of 3.44 described as "Fairly Observed". This indicates the desire of the teachers to have a wide range of health benefits like medical care and health insurance. The health and security of teachers are vital in ensuring the continuity of the delivery of instruction. According to Corgi (2021), if an education system can provide health and other security to the teachers, they will provide sustainable development through remarkable improvement in work efficiency.

Table 2. Mean distribution of the Level of Motivation as assessed in terms of Relatedness

Level of Motivation as assessed in terms of Relatedness		Mean	Interpretation
1	Organization foster supportive climate to its members.	3.84	Highly Observed
2	Friendly and congenial are my peers or colleagues in the office or in the workplace.	4.40	Highly Observed
3	Organization promotes good working conditions through the presence of camaraderie.	4.22	Highly Observed
4	Organization demonstrates social acceptance and belongingness.	4.51	Very Highly Observed
5	Organization promotes trust and confidence in the workplace.	4.18	Highly Observed
6	Organization values the contributions of each member for better performance management.	4.40	Highly Observed
7	Organization pay due attention to the needs of its members for better work engagement.	4.22	Highly Observed
8	Organization promotes public acknowledgement for better work accomplishments.	4.18	Highly Observed
9	Organization practices immediate feedback to manage expectations of its members.	4.20	Highly Observed
10	Organization promotes teamwork and cooperation among its members in work activities.	4.31	Highly Observed
Over-all Weighted Mean		4.25	Highly observed

Table 2 presents the overall weighted mean of the participants' level of motivation in terms of Relatedness. The overall weighted mean of 4.25 indicates that their level of motivation is highly observed and influenced by how their

working institution promotes acceptance and fairness in recognizing individual uniqueness and personal attributes, knowledge, and skills pertaining to their tasks. These inspire and lead them to have positive outlooks towards work.

Table 2 indicates that the majority of the participants marked mostly of the indicators as “often”, and “very highly observed” interpretation. Mainly, indicator 4 garnered the highest weighted mean of 4.51 with a verbal description as “always” and “very highly observed” interpretation. This implies that most of the participants’ level of motivation in terms of relatedness is influenced by their feeling of

inclusion and connectedness in the society of their teaching institution. This sense of belonging is a basic human need that an individual must experience to be motivated to do well. Meanwhile, the least mean falls to indicator 1 with an interpretation “Highly Observed”. This indicates that teachers always feel the warmth of a supportive climate, but not all the time.

*Table 3. Mean distribution of the Level of Motivation as assessed in terms of Growth Needs*

Level of Motivation as assessed in terms of Growth Needs		Mean	Interpretation
1	Opportunities to learn new things through attending seminars, workshops and training activities.	4.07	Highly Observed
2	Prospects for career advancements through study leave benefits, scholarship grants and graduate degree obtained	3.78	Highly Observed
3	Promotion of my abilities contributing to research undertakings and other developments.	3.87	Highly Observed
4	Leadership in the organization and make necessary contributions as part of it.	3.96	Highly Observed
5	Breaks to use my special abilities in working as part of a team and in a variety of work commitments	4.00	Highly Observed
6	Recognition for promoting professional growth and development	4.09	Highly Observed
7	Opportunities for promotion to higher positions through career progressions and prospects.	4.16	Highly Observed
8	Work related activities to enhance my skills and abilities.	4.29	Highly Observed
9	Opportunities to engage in feedback system mechanism to the top level management in order to enhance organizational practices.	4.04	Highly Observed
10	Remarks or constant feedbacks regarding my work progress and development for better work engagement.	4.09	Highly Observed
<b>Over-all Weighted Mean</b>		<b>4.03</b>	<b>Highly observed</b>

Table 3 shows the overall weighted mean of the participants’ level of motivation in terms of Growth Needs.

Table 3 denotes that all indicators marked by the participants as “often”, and interpreted as “highly observed”, with the over-all weighted mean of 4.03. This means that the level of motivation of the participants toward their works is influenced on how their growth needs being recognized, provided, and achieved utilizing their potentials in order to grow professionally as an individual. The result also connotes that most of the participants will be motivated to work when their capabilities to

have a good chance for advancement and progress are met, and to work productively with others taking responsibilities, showing integrity, and ethical behavior.

The autonomous motivation for learning of teachers is strongly correlated with their self-efficacy in teaching. Accordingly, teachers who are more driven to engage in professional development are more confident in their ability to teach. To maintain their sense of value, teachers who are more confident in their skills devote more time engaging in professional development (Xhang, X. & et.al. 2020).

### **Relationship on Teacher's Performance in terms of the length of Service, Education, and Age**

The table below shows the relationships between the different variables in the study. Results show that length of service has a significant relationship with performance ( $r = -0.359$ ,  $p = 0.015$ ). This suggests that as the length of

service increases, performance decreases. On the other hand, it was also found out that there is no significant relationship between education and performance ( $r = 0.143$ ,  $p = 0.349$ ) and age and performance ( $r = -0.028$ ,  $p = 0.062$ ). This suggests that performance does not depend on one's education or one's age.

*Table 4. Correlation analysis of the performance of teachers as assessed through the length of service, education and age*

Variables	Mean	SD	r	Sig.	Relationship	Conclusion
Performance	4.57	.214				
vs						
Length of Service	14.53	9.06	-0.359	.015	Low Negative Correlation	Significant
Education	2.51	1.25	0.143	.349	Positive Correlation	Not Significant
Age	40.38	10.265	-0.280	.062	Low Negative Correlation	Not Significant

The study of Yariv (2011) supports the result of the study that within the two or three decades of a teacher's career, many changes may occur. Some are expected and planned for, like giving birth and finding another source of income. Most of these teachers faced an internal and external shift in mid-career.

Meanwhile, the decreasing teaching performance due to the increasing years of experience was due to the loss of initial support structure and the increasing workloads, responsibilities, and emotional problems. A number of previous studies that investigated the correlation between teaching quality and years of experiences also questioned whether the previously detected post-five-year improvement might be associated with early career degradation and less effective early career teachers (Pranoto, Utami, & Latiana, 2021).

When compared to younger or new employees, who were typically more dynamic, enthusiastic, and excited about the job and the rewards it would bring for their increased effort, Janardhanan and Raghavan (2018) found that employees who had worked for organizations

for a long time tended to perform poorly because they lost motivation as they aged.

Furthermore, Horn and Jang (2017) emphasised that there is a complicated and poorly understood relationship between teacher education and student outcomes. This relationship varies depending on the educational level, academic subject, and major-course congruence.

### **Significant relationship of workload, work motivation, and performance**

Table 5 displays the correlation of teachers' performance as assessed through workload and work motivation tested at  $\alpha = 0.05$ . The relationship between performance and workload ( $r = -0.014$ ,  $p = 0.928$ ) indicates no significant relationship. Meanwhile, the performance and work motivation yielded a similar result, ( $r = 0.009$ ,  $p = 0.954$ ). This indicates that teachers' workload and work motivation have no dominant influence on performance. However, this does not mean that there is no relationship between work performance and work motivation.

Table 5. Correlation analysis of teachers' performance as assessed through workload and work motivation

Variables	Mean	SD	r	Sig.	Relationship	Conclusion
Performance	4.57	.214				
Workload	2490.67	213.15	-.014	.928	Low Negative Correlation	Not Significant
Work Motivation	4.15	.454	.009	.954	Positive Correlation	Not Significant

The result corresponds to the study of Guimary, Gabunilas, and Galagar (2022) that there is no direct link between the teachers' workloads and well-being to the performance of the participants. However, the moderate to heavy workloads reported by the participants reverberate a pressing issue in the educational workforce.

It is also supported by the study of Tancinco (2019) that attitude level and the extent of workload policy implementation as perceived by the participants were not significantly related to their work performance. This suggests that the general negative attitude of participants towards overload had nothing to do with their job performance. However, it was also emphasized that necessary policies regarding workload distribution and incentive system must be adopted and religiously enforced to effect management efficiency of the institution.

## Conclusion

The study sought to assess the influence of workload and motivation on teachers' performance. With respect to the key findings described in the preceding section, the following conclusions were made:

1. Teachers' workloads were categorized as an ideal load; however there are few teachers who were observed to be overloaded and under loaded. Furthermore, even if teachers were given additional tasks in school, they perform satisfactorily in their job. It is believed that they possess commitment and passion for teaching, that even if their working condition seems not right, they still have the inner desire to keep on teaching and performing their duties.
2. The participants' work motivation in fulfilling their workloads are influenced by the

satisfaction of their existence, relatedness, and growth needs being addressed to have stability, confidence in the workplace and opportunities to grow professionally. Teachers were observed to be motivated with their work as it fulfills their state of well-being and cultivates satisfaction within their families. It also provided them an avenue to be recognized and improved their potential in order to grow professionally.

3. Teachers agree that the institution should provide a wide range of health benefits like medical care and health insurance. It is also evident that the work environment is an essential factor for them that affects their level of job satisfaction.
4. The study also found that the length of service has a significant relationship with performance, however educational attainment and age do not correlate with the teachers' performance.
5. Based on the findings, it can be concluded that teachers' workload and work motivation have no dominant influence on their teaching performance.

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