

Teachers' Workload in Relation to Burnout and Teaching Effectiveness

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Abstract

This study investigates the relationship between teachers' workload, burnout, and teaching effectiveness among public elementary teachers in the New Bataan District, Davao de Oro for the school year 2024–2025. A total of 118 teachers from Cabinuangan, Camanlangan, Bantacan, and Cogonon Elementary Schools participated. Using a quantitative descriptive-correlational design, the study assessed workload and burnout levels and their relation to teaching effectiveness. Data were collected through standardized tools, including the Maslach Burnout Inventory (MBI). Findings revealed high levels of workload and burnout among teachers. However, a weak negative correlation between workload and burnout was found, possibly due to strong professional commitment and coping strategies. The study recommends the need for effective workload management to support teacher well-being and teaching quality.

Keywords: workload, burnout, teaching effectiveness, public elementary teachers, stress management, educational administration, teacher performance

INTRODUCTION

The teaching profession involves being subjected to various job demands that often underpin a perception of a heavy workload may it be on academic or non-academic activities. Other examples of job demands are multiple meetings that interfere with preparation time, administrative paperwork generated by the management, and being subjected to constant reforms and changes that demand re-organization of work and work tasks [1]. This work situation leads to the dwindling performance of teachers from its target, which is beyond proficiency level. Given this workload, actual teaching tasks are being sidelined by the multitude of other responsibilities and roles teachers play [2].

It was revealed in the study of Wakoli (2013) in Kanduyi Division, Bungoma District, Kenya that teacher overload is a real problem in these primary schools as this study revealed and has a negative impact on teacher performance. This is evident since the teacher does not have a humble time to prepare and teach the pupils, individual pupil's problems are not catered for especially the slow learners because pupils are too many in a class and lesson periods are short, there is no in depth preparation and grasping of the concepts since the subjects are many to be prepared and in any given responsibility the teacher may tend to be reluctant to carry out his duties as expected. Instead he/she will rather give more time to classwork because of the workload. Hence, the teacher will be termed as a non-performer. All these have a negative impact on the performance of the learners within the school and the whole division since the general

performance was only rated to be fair as the research findings indicated [1]. Workload is one of the factors that affect the teachers' performance.

Workload has a significant impact on the level of burnout experienced by teachers. It was concluded in their study that workload has an impact on teachers' performance as well and to avoid stress and burnout, they recommended that every school administrator adheres to proper workload assignment. Moreover, in the division of Davao de Oro particularly in the district of New Bataan, there is a greater number of teachers who resigned from the department and seek a different career path and greener pastures. The reasons included overwork, less compensation, and burnout.

In this current scenario the researcher is challenged to conduct this study upon hearing complaints from teachers that they are already overburden with so many paper works and other ancillary functions even if these are not related to their field of specialization. For the researcher, this situation is a serious thing to consider since she herself is also suffering of the other tasks given to her. She will be focusing on the workload and relates this to burnout and effectiveness.

STATEMENT OF THE PROBLEM

This quantitative-correlational study aimed to determine the level of the teachers' workload in relation to burnout and teaching effectiveness. Specifically, it sought to answer the following questions: Davao de Oro for school year 2024-2025. Further, it seeks to answer the following questions:

1. What is the level of workload of the teachers?
2. What is the level of burnout of the teachers?
3. Is there a significant relationship between workload and burnout of teachers?

MATERIALS AND METHODS

The main concern of the study was to identify the relationship of workload and teaching effectiveness of public elementary teachers. This study used a quantitative research design, particularly the descriptive-correlational research method.

Research Design

This study utilized the quantitative descriptive-correlational design. The descriptive research aimed to accurately portray the characteristics of situations, individuals, or groups and the frequency with which certain phenomena happened using statistics to describe and summarize the data [1]. The aim of descriptive-correlational research is to describe the relationship among variables rather than to infer cause and effect relationships. Descriptive correlational study are useful for describing how one phenomenon is related to another situation where the researcher has no control over the independent variables that are believed to cause or influence the dependent variable [3].

Research Locale

This study was conducted in the four identified public elementary schools in New Bataan District namely: Cabinuangan Elementary School, Camanlangan Elementary School, Bantacan Elementary School, and Cogonon Elementary School, New Bataan District, Davao de Oro, Phillipines.

Respondents

The respondents of this study were selected through random sampling procedure. There are 118 teacher respondents selected from the identified school.

Research Instrument

The researcher used the adapted questionnaire for the workload of teachers from the study of Malau et al.

(2021) [4] and burnout was taken from Maslach Burnout Inventory (MBI). The scale below will be used in describing the workload of teachers:

Scale Parameters Interpretations

4 Strongly Agree	3.5-4.0	Very High Engagement
3 Agree	2.5-3.49	High Engagement
2 Disagree	1.5-2.49	Low Engagement
1 Strongly Disagree	1.00-1.49	Very Low Engagement

The scale below was used in describing burnout.

Scale Parameter Interpretations

4 Strongly Agree	3.25-4.0	Very High
3 Agree	2.50-3.49	High
2 Disagree	1.50-2.49	Low
1 Strongly Disagree	1.00-1.49	Very Low

Data Gathering and Analysis

To gather the necessary and needed data for this study, the researcher seeks first the permission to conduct this study to the concerned authorities. A letter of permission is sent to the superintendent of the Division of Davao de Oro. Another letter of permission is sent to the district supervisor and school principal, attached the approved letter coming from the division office.

After all the approval, the researcher explains comprehensively the respondents how to accomplish the questionnaire and answers the different questions and clarifications of the respondents. To assure 100 percent of retrieval, the researcher personally gathers the questionnaire after the respondents answered. The data gathered in this study were encoded, tallied, collated, tabulated, and treated by appropriate statistical methods.

As for the statistical analysis, mean, standard deviation is used to determine the level of each variable of this study with their corresponding categories. Product Moment Coefficient of Correlation (Pearson r) is used to determine the degree of relationship of the variables.

Ethical Consideration

Table 2
Summary on Level of Burnout of Teacher Respondents

Level of Burnout of Teacher Respondents		Mean	Descriptive Equivalence
1	Overwork	3.41	high
2	Teacher Engagement	2.26	high
3	Less Compensation	3.22	high
Overall Mean		2.93	high

On the conduct of this study the researcher adheres to the ethical guidelines in conducting research. Utmost confidentiality is considered. Addressing the principle of respect for human dignity and autonomy. Responses, personal backgrounds, and other information about the respondents remain confidential. Reassuring that no respondents were harmed during the conduct of the study. The researcher sought the full consent from the respondents. Finally, all communication regarding the research was conducted with

integrity and clarity, ensuring that no misleading information was conveyed, and primary data findings were presented without bias.

RESULTS AND DISCUSSION

Table 1
Summary on Level of Workload of Teacher Respondents

Level of Workload of Teacher Respondents		Mean	Descripti Equivale
1	Number of Hours	3.37	high
2	Teaching Responsibilities	3.34	high
3	Extracurricular Obligations and Student-Teacher Relationships	3.50	high
Overall Mean		3.41	high

Table 1 presented the result of the workload of teacher in terms of number of hours, teaching responsibilities, extra-curricular obligations and student-teacher relationships. As the data show the weighted mean on each indicator statistically equates to 3.41 with the descriptive equivalent of high engagement. From the data, there is only one indicator that receives a descriptive equivalent of very high and all the rest are described as high. This means that teachers are overworked and over tasked. Teachers are burdened with excessive testing paper works, preparation of visual aids, and lesson plans and are expected to come up with meaningful research, extension services, counselling students and attending to curricular activities. They discovered that one common complaint made by teachers is the fact that they bring home their paper works which consequently deprives their time and attention.

However, teachers choose to confront issues with strategizing, inspired work and professional commitment. While it is admirable how teachers find ways around the challenges of the workload, it should be ideal, to explore ways of ‘getting the work done’ without compromising the teachers’ physiological and mental well-being, relationships, and professional self-concept.

Table 3
Summary of the Overall Mean on Teachers’ Workload and Burnout

Indicator	Mean	SD	Descriptive Equivalent
Workload	3.41	.23626	high
Burnout	2.93	.12253	high

The summary table shows the overall level of burnout among teacher respondents based on the indicators; overwork, teacher engagement, and less compensation. The highest burnout level is seen in the overwork indicator, with a mean of 3.41, indicating that excessive workload is the major contributor to teacher stress. Further, less compensation also indicates a high level with the mean of 3.22, suggesting that many teachers feel underpaid for the amount of work they do, which can reduce motivation and job satisfaction.

On the contrary, indicators on teacher engagement have a lower mean of 2.26, nevertheless it is still interpreted as high statistically. Overall, the weighted mean of 2.93 suggests that teachers are experiencing a generally high level of burnout. These findings highlight the need for interventions such as better workload management, increased support, and fair compensation. If left unaddressed, sustained burnout can lead to reduced teaching effectiveness, absenteeism, and turnover. Schools and policymakers must consider these factors to protect teacher well-being and improve educational quality.

Table 3 shows the overall mean of the teachers' workload, 3.41 which suggests that teachers generally experienced a high level of workload. The low standard deviation of 0.24 indicates that responses are closely clustered around the mean. Moreover, the mean of the teachers' burnout is 2.93, which signifies a high level of burnout while the standard deviation (0.12) shows a small spread in burnout levels across respondents. Increased workload due to administrative tasks, instructional planning, and extra duties contributes to teachers' stress.

Correlation Between Workload and Burnout

Table 4
Correlations between Workload and Burnout

		BURNOUT	WORKLOAD
BURNOUT	Pearson Correlation	1	-.205*
	Sig. (2-tailed)		.026
	N	118	118
WORKLOAD	Pearson Correlation	-.205*	1
	Sig. (2-tailed)	.026	
	N	118	118

Correlation is significant at the 0.05 level (2-tailed).

Table 4 presents the Pearson Correlation of burnout and workload. The correlation between burnout and workload is -.205. This indicates a weak negative linear correlation. As workload tends to increase, burnout tends to slightly decrease (and vice versa). Further, the correlation of a variable with itself burnout with burnout, workload with workload is 1.

Sig. (2-tailed): This is the p-value associated with the correlation. It tests the null hypothesis that there is no linear correlation between the two variables. The p-value for the correlation between burnout and workload is .026. This is the number of pairs of data points used to calculate the correlation, which is 118. Moreover, the footnote states "* Correlation is significant at the 0.05 level (2-tailed)." Since the p-value (.026) is less than 0.05, the correlation is statistically significant at the 0.05 level.

Hence, there is a statistically significant, weak negative linear correlation between burnout and workload in this sample. This suggests that there is a slight tendency for higher workload to be associated with lower burnout, although the linear relationship is not very strong.

Thus, despite the weak negative correlation found in this study, literature often associates higher workloads with higher burnout levels. The present results could be influenced by moderating variables such as coping strategies, administrative support, or professional development opportunities. While there is a weak negative correlation observed in this sample, it is not statistically significant. Therefore, based on this data alone, we cannot conclude that there is a meaningful linear relationship between work load and burnout. Further, the workload questionnaires that tackle the time pressure, unrelated works, association of skills and ideas, relationship with workmates and cooperation shows a high level of workload among the respondents.

CONCLUSION AND RECOMMENDATION

Workload and burnout levels. The results showed that teacher respondents generally experienced a high level of workload and burnout. The statistical data revealed a high level of workload among teachers which also suggests that most teachers are under considerable pressure due to both academic and non-academic tasks. This relates with the literature stating that Filipino teachers,

especially in rural areas, are often expected to fulfil multiple roles beyond classroom instruction [5]. Similarly, Jomuad et al. [1] documented that Filipino teachers commonly experience overwhelming demands such as paperwork, committee responsibilities, and extracurricular duties. Burnout levels among teachers are also high, which indicates that they are statistically significant. Further, in this sample burnout and workload have a weak negative linear correlation. This suggests that there is a slight tendency for higher workload to be associated with lower burnout, although the linear relationship is not that strong.

On the contrary studies of Cruz and Villanueva [6] found that despite having numerous responsibilities, many teachers reported manageable stress levels due to effective time management strategies and strong administrative support. In addition, despite this heavy workload and high level of burnout, which indicate that while teachers are stressed, they may be coping to some extent. This could be attributed to their professional commitment or support systems within their schools. On the contrary, previous literature suggests that such coping might not be sustainable long-term. Burnout symptoms like emotional exhaustion and depersonalization tend to increase when high workload is prolonged [7].

Correlation Between Workload and Burnout. The Pearson correlation analysis revealed a weak negative correlation between workload and burnout, suggesting that as workload increases, burnout slightly tends to decrease even though this relationship was not statistically significant.

On the contrary to this result, many studies and literature suggest that higher workload typically leads to higher burnout [7]. However, the presence of personal coping mechanisms, professional motivation, administrative support, and school culture may mitigate burnout despite heavy workload [8].

Thus, these findings might be interpreted in the context of Filipino teachers' resilience and dedication to their roles. Bongco and Ancho [9] emphasized that teachers often “find ways to get the work done” despite the challenges, which may explain the inverse trend found in this study.

Based on the results of the study, the following conclusions were drawn:

It can be concluded that public elementary school teachers in New Bataan experience a high level of workload, reflecting the demanding nature of their profession. These include combination of teaching and administrative tasks and extra-curricular tasks. The data revealed that there was a weak negative correlation between workload and burnout, suggesting that as workload increases, burnout slightly tends to decrease even though this relationship was not statistically significant. There is no significant correlation between workload and burnout, indicating that workload alone does not predict burnout.

Other intervening variables may buffer or mediate this relationship, such as support systems, individual coping strategies, or job satisfaction. This implies that in this specific context, workload may not be the primary driver of burnout. The lack of a significant correlation suggests the presence of other factors influencing burnout, such as personal resilience, peer support, administrative backing, or job satisfaction. In consideration of the results of the study, the researcher recommends that :

1. The distribution of teaching and non-teaching responsibilities should be based on the specialization of the teachers and the school administrators should review and regulate teacher workloads by assigning responsibilities equitably and ensuring teachers focus more on instructional tasks rather than excessive clerical duties. Moreover, this will minimize assignments of ancillary tasks unrelated to teaching to reduce stress and improve focus on instructional duties. In addition, provide regular mental health support and professional development related to time and stress management. Provide regular capacity-building activities that help teachers cope with workload through time management, delegation, and use of digital tools.

2. The teachers should be engaged in personal stress-reduction practices such as mindfulness, regular breaks, and peer collaboration. In addition, participate and take advantage of mentoring programs and seek support when overwhelmed with tasks.
3. The Department of Education should revisit current policies on teacher workload allocation. Also institutionalize systems that support teacher well-being and work-life balance. Further it is encouraged to hire additional support staff to relieve teachers of non-teaching responsibilities.
4. Investigate other factors affecting teacher burnout such as role ambiguity, leadership styles, or school climate. It is also encouraged to use qualitative methods to explore teacher experiences in more depth.

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