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Teaching-Related Assignments and Work Engagement Among Public Elementary School Teachers: Basis for a School-Based Workload Management Plan

Meriam D. Carcasona

ABSTRACT

Public elementary school teachers performed instructional duties alongside teaching-related assignments: administrative, documentation and committee coordinator responsibilities. This quantitative descriptive-correlational study examined these responsibilities and their relationship with work engagement among 81 public elementary school teachers in the City Division of Bayawan, Negros Oriental, Philippines. The data were analyzed using frequency counts, percentages, means, and standard deviations. Differences in demographics and major variables were explored using Welch's t-tests and Welch's analysis of variance; Pearson's correlation was used to explore relationships between teaching-related assignments and work engagement. Teaching assignments registered a high correlation with committee coordinator responsibilities and the highest-rated assignment. The dedication component of work engagement was rated very high, although there were no variables that were significantly different when compared to the others. A moderate positive and significant correlation was found between teaching-related assignments and work engagement ($r = .485$, $p < .001$). These findings may be a basis for a School-Based Workload Management Plan, which could provide a framework that includes equitable and organized assignment distribution, automated documentation, and continuous evaluation of teaching-related assignments and work engagement.

Keywords: teaching-related assignments, work engagement, public elementary school teachers, workload management

INTRODUCTION

Background of the Study

Teachers have a pivotal role in influencing pupils' academic outcomes and personal growth. In the classroom, teachers act as facilitators, evaluators, mentors, and participants in school improvement initiatives. In the dynamic educational environment, the roles of teachers are becoming multifaceted and no longer confined to teaching students. This study identified teaching-related assignment components that encompass administrative, committee assignments, coordinatorship responsibilities, and teaching-related reports and documentation. These assignments complement effective school program implementation, policies and governance, but also demand significant time, effort, and commitment, which can limit preparation time, the time spent on assessing learners, managing the classroom, remediation, and time for professional development. issues are related to SDG 4: Teachers for inclusive, equitable, and quality education.

Public elementary school teachers also perform duties beyond classroom instruction in the Philippine education system. Alongside teaching and facilitating learning, they undertake responsibilities supporting school operations, program implementation, and compliance with Department of Education (DepEd) policies. In this study, these responsibilities were grouped under the term teaching-related assignments and operationalized as administrative tasks, committee assignments, coordinatorship responsibilities, and school-related reports and documentation. This operational definition described how the independent variable was measured; it did not purport to reproduce an official classification under DepEd Order No. 005, s. 2024.

The Department of Education introduced measures aimed at protecting instructional time and improving teachers' welfare. DepEd Order No. 002, s. 2024 directed the immediate removal of administrative tasks from public school teachers, while DepEd Order No. 005, s. 2024 provided guidelines on the rationalization of teachers' workload in public schools. These policies sought to clarify duties, improve workload distribution, and allow teachers to focus on instruction. Recommendations from the Second Congressional Commission on Education (EDCOM II) likewise emphasized reducing unnecessary administrative demands and strengthening institutional support for teachers.

This study is based on the Job Demands – Resources (JD-R) Theory of Bakker and Demerouti (2007), but used only the aspect of job demands that involve continuous physical, emotional, and cognitive exertion. For this study, job demands are defined as teaching-related assignments and work engagement. The theory underlines that unbalanced teaching load, if it does not receive proper organizational support, could have a negative impact on teachers' vigor, dedication, and absorption.

METHODOLOGY

Research Design. This is a quantitative study using a descriptive-correlational research design. The design sought to describe the level of teaching-related assignments and work engagement among public elementary school teachers and determine whether a significant relationship exists between these variables. The correlational design further examined the significant relationship between teaching-related assignments and work engagement.

Population and Sampling Techniques. The teacher population consisted of 101 public elementary school teachers School Year 2026–2027. Using a formula to compute the actual number of respondents from a known population with a 5% margin of error, the actual respondents were calculated to 81 respondents. A simple random sampling was used to pick the actual respondents in the study.

Research Locale

The study took place in Public Elementary Schools, District 1 with 16 participating schools within the jurisdiction of the Schools Division of Bayawan City, Negros Oriental in Central Philippines.

Instrumentation and Reliability Measures. A structured survey questionnaire from Job demands aspects of JD-R Theory and Utrecht Work Engagement Scale with minor revisions to adapt to the specific environment, served as the primary data collection instrument.

The instrument underwent content validation for relevance, clarity, and appropriateness in relation to the research objectives by three experts in educational management, research, and measurement.

Data Gathering Procedure. The structured questionnaires were personally administered by the researcher during the agreed schedule. Instructions were provided, and a one-week period was allotted to fill out all items completely and honestly. Data were encoded and organized using Microsoft Excel and later processed using the Statistical Package for the Social Sciences (SPSS) for analysis.

Ethical Considerations. The required protocols were secured by the researcher including ethical clearance from the Graduate School Ethics Review Committee.

The study followed the Data Privacy Act of 2012, RA 10173. All collected data were saved securely in password-protected electronic files, and only the researcher plus the research adviser can access them in accordance with institutional research policies.

Data Management and Data Analysis Procedures

Filled-out questionnaires were verified, encoded, and organized using Excel and later imported to SPSS. Descriptive and inferential statistics were used to analyze the data. Descriptive statistics were used to describe the respondents' demographic profile such age, sex, civil status, highest educational attainment, years of teaching experience, and current teaching position. The mean was used to determine the extent of work engagement and teaching-related assignments, and standard deviation validated the reliability of the mean.

Inferential Statistics were employed to determine whether significant differences and relationships existed among the study variables. Welch's Independent-Samples t-Test. Welch's independent-samples t-test was used to determine whether significant differences existed in the extent of teaching-related assignments and the level of work engagement.

Pearson Product-Moment Correlation Coefficient (Pearson's r) was used to determine the direction, strength, and statistical significance of the relationship between teaching-related assignments and work engagement The coefficient was interpreted in terms of the direction and magnitude of the relationship.

RESULTS AND DISCUSSIONS

Descriptions of the Respondents. The teachers of District 1 of the City Division of Bayawan, Negros Oriental, Philippines are dominated by the middle-aged age group (62.9%), mostly female and married, with at least 8 years of experience, and have risen to the rank of Master Teacher II and III respectively in the teaching profession over the period of 8 to 15 years of service. The apparent fast promotion, despite common sentiments about a culture of favoritism, perspective, and individuals' experience about job demands, may differ due to personal and contextual factors (Bakker *et al.*, 2023).

Teaching-Related Assignments in Terms of Administrative Tasks

Item	Statement	M	SD	Interpretation
1	I spend considerable time completing administrative paperwork and documentation required by the school.	4.05	0.99	High
2	Administrative responsibilities occupy a significant portion of my official working hours as a teacher.	3.86	1.00	High
3	I regularly prepare and submit routine operational reports, records, and documents required for the day-to-day management of school activities.	4.25	0.89	Very High
4	I perform numerous clerical or office-related responsibilities in addition to my teaching duties.	3.73	1.00	High

Item	Statement	M	SD	Interpretation
5	Administrative tasks reduce the time I allocate for lesson planning, instructional preparation, and classroom-related activities.	3.70	1.07	High
	Overall	3.92	0.80	High

Public school teachers believe that preparation and submission of routine operational reports and documents are very high-level assignments given to them. Further, the Standard Deviation suggests that teachers indeed unanimously perceived that administrative responsibilities occupy a significant portion of official working hours as a teacher. This finding has been affirmed earlier by Admiraal & Røberg (2023) and later given due concern by EDCOM II (2024), where administrative and organizational tasks take the time that could have been spent on teaching activities.

Teaching-Related Assignments in Terms of Committee Assignments

Item	Statement	M	SD	Interpretation
1	I actively participate in school committees and assigned organizational activities.	4.44	0.72	Very High
2	Committee assignments require substantial preparation, coordination, and participation beyond my regular teaching responsibilities.	4.19	0.73	High
3	School committee responsibilities significantly increase my total daily workload as a teacher.	4.00	0.89	High
4	I am frequently assigned tasks and responsibilities related to school committees.	3.88	0.87	High
5	Committee-related duties require additional time and effort beyond my regular working hours.	4.10	0.75	High
	Overall	4.12	0.64	High

Committee assignments were commonly experienced to a high extent by public school teachers particularly in actively participating in school committees and organizational activities. They believe that these Committee assignments require substantial preparation, coordination, and participation beyond their regular teaching responsibilities. Indeed, Pamunag and Mosquera (2025) and Shen *et al.* (2025) earlier postulated that committee assignments are non-teaching tasks that burdens teachers' organizational load.

Teaching-Related Assignments as Coordinators

Item	Statement	M	SD	Interpretation
1	I coordinate school programs, projects, or activities assigned to me by the school administration.	4.25	0.83	Very High

Item	Statement	M	SD	Interpretation
2	My coordinatorship duties require extensive planning and monitoring.	3.99	0.81	High
3	Coordinatorship responsibilities increase my overall workload as a teacher.	4.04	0.86	High
4	I regularly prepare accomplishment, monitoring records, and other documents/reports related to my coordinatorship.	3.95	0.85	High
5	My coordinatorship responsibilities reduce the time available for lesson preparation and other instructional tasks.	3.60	0.98	High
	Overall	3.97	0.70	High

Responsibility as coordinators in school programs and projects occupies a lot of teachers' time, although this perception seems varied in degrees among the respondents. Indeed such responsibilities that include planning, monitoring, and documenting though essential school function can be an additional workload for teachers (Pamunag & Mosquera, 2025; Shen et al., 2025).

Teaching-Related Assignments on Reports and Documentation

Item	Statement	M	SD	Interpretation
1	I regularly prepare and complete required school records, DepEd-related forms, and other documentary requirements as part of my teaching responsibilities.	4.28	0.79	Very High
2	Preparing school records, required forms, and reports related to my assigned duties requires a significant amount of my working time.	4.21	0.79	Very High
3	I prepare and submit multiple school documents, reports, and accomplishment records within the required deadlines.	4.01	0.87	High
4	Completing school documentation, including records, reports, and documents related to assigned roles or coordinatorship, contributes to my overall workload as a teacher.	4.09	0.82	High
5	School documentation responsibilities, including preparing required reports and assigned role-related documents, affect the time I allocate for lesson preparation and classroom instructional activities.	3.93	0.89	High
	Overall	4.10	0.71	High

Preparation and submission of school records and other documentary requirements require significant work time. This prescribed documentation by DepEd is highlighted by common understanding among teachers as routine documentary needs. This was earlier articulated by OECD (2021), EDCOM II (2024), and Shen et al. (2025), respectively.

Summary on Teaching-Related Assignments

Dimension	**M**	**SD**	**Interpretation**
Administrative Tasks	3.92	0.80	High
Committee Assignments	4.12	0.64	High
Coordinatorship Responsibilities	3.97	0.70	High
School-Related Reports and Documentation	4.10	0.71	High
Overall Teaching-Related Assignments	4.03	0.64	High

Committee Assignments, Documentation and Coordinator responsibilities occupied more than eighty-five percent (85%) of the time allotted for teachers on teaching-related Assignments. Multiple workload assignments experienced by the respondents have not been confined to a given school year. All four types of teaching-related assignments are consistently given to teachers in a single school year. As OECD, (2021) and later by Pamunag & Mosquera, (2025)averred, there is a high tendency to overload teachers with teaching-related assignments, which substantially diminishes efficiency and effectiveness in teaching-learning

Work Engagement in Terms of Vigor

Item	**Statement**	**M**	**SD**	**Interpretation**
1	I feel energetic and enthusiastic when performing my teaching responsibilities.	4.15	0.71	High
2	I remain motivated and persistent even when my teaching workload becomes demanding.	4.05	0.69	High
3	I am willing to exert additional effort to accomplish my teaching responsibilities effectively.	4.22	0.72	Very High
4	I remain resilient despite facing challenges related to my teaching duties.	4.25	0.77	Very High
5	I consistently approach my teaching tasks with enthusiasm and determination.	4.22	0.71	Very High
	Overall	4.18	0.63	High

High vigor in work engagement is common among teachers. This is particularly manifested through resilience despite challenges in teaching duties and extra effort in teaching responsibilities with enthusiasm

and determination. Work motivation and perseverance are highly affected by heavier workloads. This indicates levels of energy and persistence among teachers in completing tasks, as earlier found by Schaufeli (2021) and Zhou *et al.,(* 2024).

Work Engagement in Terms of Dedication

Item	Statement	M	SD	Interpretation
1	I am proud to be a public-school teacher.	4.69	0.56	Very High
2	I find my work meaningful and worthwhile.	4.56	0.67	Very High
3	I feel inspired by the contribution my work provides to learners and the school community.	4.49	0.71	Very High
4	I remain committed to achieving my teaching goals and responsibilities as a teacher.	4.62	0.58	Very High
5	I feel a strong sense of commitment when carrying out my teaching responsibilities.	4.56	0.63	Very High
	Overall	4.58	0.59	Very High

Public school teachers are very highly dedicated to their work. Overt manifestations of pride and openly discussing that their work is meaningful and worthwhile is common among public school teachers. These create inspiration in the entire academic community, which is highly associated with learning impact on the learners. This is also an earlier observation by Murangi *et al.* (2022), as they postulated that teachers under favorable working conditions have higher levels of enthusiasm and dedication.

Work Engagement in Terms of Absorption

Item	Statement	M	SD	Interpretation
1	I become fully focused when performing my teaching responsibilities.	4.33	0.72	Very High
2	I am deeply engaged in completing my teaching tasks.	4.36	0.66	Very High
3	I concentrate fully when preparing lessons and performing classroom-related activities.	4.33	0.71	Very High
4	I become absorbed in my work while carrying out the responsibilities as a teacher.	4.20	0.73	High
5	I find it difficult to lose focus when I am actively engaged in my teaching duties.	3.65	0.87	High
	Overall	4.18	0.60	High

Public school teachers showed a high level of work absorption, especially while in the process of performing teaching tasks. They are fully concentrated and focused when performing teaching responsibilities and performing classroom-related activities. They further averred, however, that a high volume of administrative responsibilities corresponds to being distracted while being fully engaged in teaching tasks. However, by DepEd standards, the level remained quite high. This assumption correlates

with the articulation of Collie *et al.* (2020) six years earlier that the work environment predisposes public school teachers to better absorption of teaching work.

Summary of the Level of Work Engagement

Dimension	M	SD	Interpretation
Vigor	4.18	0.63	High
Dedication	4.58	0.59	Very High
Absorption	4.18	0.60	High
Overall Work Engagement	4.31	0.55	Very High

The level of work engagement of public-school teachers is very high. Teaching-related assignments, regardless of volume, do not diminish their sense of dedication. They remained highly committed to and psychologically involved in with intensified pride and commitment to the teaching profession. This trend aligns with the conceptualization that sees work engagement, Zhou *et al.* (2024), as a positive state associated with work and involving vigor, dedication, and absorption.

A moderate positive correlation exists between teaching-related assignments and work engagement. Public teachers also tended to report higher work engagement despite the number of teaching-related responsibilities. It established an association, not that additional assignments caused engagement to increase. The positive relationship differed from a simple expectation that heavier demands necessarily accompany weaker engagement, but it was compatible with the context-dependent interpretation of job demands (Bakker et al., 2023; Bakker & Demerouti, 2024). Shen *et al.* (2025). Similarly highlighted a nuanced association among administrative workload, emotional exhaustion, and engagement. The present finding may be interpreted cautiously and alongside the distinct workload dimensions.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

1. Teachers from public elementary schools have professional diversity; the distribution of teaching-related responsibilities was not significantly different based on profile.
2. The four teaching-related assignments as essential components of the task occupy a large portion of teachers' teaching-learning processes.
3. Work Engagement remains high despite great number of extracurricular tasks, as the teachers still show unwavering dedication and great professional involvement in their profession.
4. A statistically significant moderate positive relationship exists between teaching-related assignments and work engagement. The presence of a relationship, however, does not imply that an increase in the number of tasks is linked to higher engagement of teachers, as there could be other personal or organizational variables involved.

Recommendations

1. Assignments of teaching-related responsibilities may consider gender, marital status, education, and experience in the profession.

2. Rationalized teaching-related responsibilities with feedback mechanisms may be planned and discussed at the start of the academic year.

3. A reward system may be developed for high work engagement and great professional involvement.
4. The study may be replicated in other districts and divisions using Mixed-Methods employing a longitudinal approach to find out whether changes in workload are associated with changes in engagement.

5. Future studies could explore a detailed causal relationship between components of teaching-related assignments and components of work engagement.

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