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Teachers' Workload And Work Engagement On Teaching Performance

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Abstract*:* This study investigated the relationship between workload and work engagement and the teaching performance of teachers in public secondary schools in San Ildefonso, Schools Division of Bulacan, during the school year 2025–2026. Using an explanatory sequential research design, quantitative data were collected from 187 teachers and 21 school heads, followed by qualitative interviews with nine teachers to provide a deeper understanding of the results. Findings revealed that teachers "always" exerted extra time and effort in their academic workload, while their non-academic workload was described as "often". In terms of work engagement, teachers were "always" engaged regarding vigor and dedication, and "sometimes" engaged regarding absorption. The overall teaching performance, as measured by Individual Performance Commitment and Review Form (IPCRF) ratings, was found to be "outstanding" with a mean score of 4.508. Statistical analysis indicated no significant difference between the assessments of school heads and teachers concerning workload and engagement, but a highly significant relationship was established between these variables and teaching performance ($p = 0.000$). The study concluded that teachers' workload and work engagement are positively and significantly correlated to their teaching performance, suggesting that high engagement allows teachers to effectively manage heavy workloads. Based on these results, a program of activities focusing on time management and the utilization of modern technology was proposed to help teachers manage their tasks more effectively.

Keywords: Teachers' Workload, Work Engagement, Teaching Performance, IPCRF, Public Secondary Schools

1. INTRODUCTION (*Heading 1*)

The workloads of teachers are a prevalent topic of research and discussion in the area. The majority of secondary school teachers in public schools are seeing their workloads increase over time. Teachers have a lot on their plates between classroom duties, school paperwork, administrative meetings and conferences, community extension programs, and even sporting activities. The efficiency of instruction and student learning is linked to the demands placed on educators. Every responsibility and liability that a teacher has is just as demanding as their own workload.

Overworked and distracted by their various obligations, both in and out of the classroom, many educators find they have little choice but to leave their jobs at home. This happens when education professionals are pressed for time and unable to complete all of their allocated tasks within the allotted working hours. This is quite close to what is happening in the Philippines' school system. Regardless, there are over 800,000 certified teachers in the nation, and the practice is even required by. Despite the Magna Carta for Public School Teachers' mandate that teachers may spend no more than six hours a day in the classroom actually instructing students, all teachers are nonetheless expected to complete a number of administrative tasks. Furthermore, if the learning facilitators are swamped with work that is too much for them to handle, expertise, credentials, and experience as human capital, it implies that their outputs are of low quality. Two incidents involving the DepEd was alerted when a teacher committed suicide as a result of problems at work. A teacher's ability to educate could be compromised if they are overburdened with duties. Since a school's success is dependent on the quality of its services, it is essential that teachers have workloads that are proportional to their abilities (Solania et al., 2023).

There is a noticeable lack of studies that investigate teachers' workload, work engagement, and teaching performance when reviewing the current literature on the main study constructs. This lack of research highlights the need for fresh and current studies in this area, which is in line with the Department of Education's (DepEd) Basic Education Research Agenda, particularly Theme 3, which focuses on human resource development and employee welfare (DepEd Order No. 39, series of 2016). To our knowledge, no studies have been carried out in Bulacan that aim to investigate the relationship between teachers' workload, their level of involvement with their work, and their effectiveness in the classroom.

Theoretical Framework

Several theories shed light on teacher workload and its impact, including Maslach's Burnout Theory, Cognitive Load Theory, and the Transactional Theory of Stress, which explain how excessive demands and stressors can lead to burnout, reduced performance, and negative consequences for teachers and students.

This study is also anchored to the Work Engagement Theory of Kahn, who defined work engagement as the degree to which a person shows self-preference in job tasks to promote connections between self and job, which can increase

role performance through cognitive, emotional, and physical self-investment (Huang et al., 2022). This theory is relevant to the current study since it addresses the domains of job engagement that were examined. A person's vigor, which could mean physical exertion, is the measure of the physical energy they put out to carry out their responsibilities. What matters most to employees is their level of emotional investment in the company, its mission, and its leaders, as well as their feelings toward these three aspects individually. Lastly, employees' attitudes about the organization, its leaders, and working conditions are addressed in absorption, which may be related to cognitive involvement.

In addition, Simmons's Theory of Actions in Performance Management serves as a foundation for this research. According to this view, the qualities of an excellent teacher are best described by their educational background and how they perform in the classroom. In addition, schools serving low-income, minority students often look to performance management as a means to improve the distribution and identification of successful instructors (Christensen and Laegreid, 2021).

Conceptual Framework

Teaching is a rewarding yet challenging profession. Teachers may experience burnout as a result of long hours and a heavy workload. Without the proper assistance, teachers risk being overworked and disregarding their personal needs for physical and emotional well-being. The teaching profession comprises a variety of job responsibilities, which frequently contribute to the feeling of a heavy workload. Numerous meetings that interfere with preparation time, management-generated administrative paperwork, and being subjected to ongoing reforms and changes that need reorganizing work and work assignments are further instances of job demands (Jomuad et al., 2021).

As posited by Rotas and Cahapay (2020), in its broadest meaning, teaching is the process of imparting information, skills, and values. It is undoubtedly one of the hardest jobs and demands the ability to multitask to succeed. Planning curriculum and lessons, managing the classroom, using a variety of teaching techniques, managing the conduct of the students, and creating instructional materials are just a few of the numerous jobs involved. A difficult task is an enormous burden that comes with the teaching profession.

According to Zydziunaite et al. (2020), workload, time allotted for instruction, and teacher self-esteem in the classroom and at school are mostly examined in connection to the efficacy or quality of instruction in educational research. Less than half-day workloads are statistically significantly associated with lower levels of activity at school and lower levels of stress. There is a significant relationship between teacher workload and time spent on various activities as well as stress. These results highlight the fact that teachers face significant issues related to workload, time management, self-esteem, and leadership.

The conceptual framework w
13 of Republic Act 4670, also known

Public School Teachers. This section states that teachers are not to be obligated to teach for more than six hours a day, with the rest of the time allocated for preparing and correcting exercises and other tasks related to their regular teaching duties. However, if the needs of the service necessitate it, teachers can be required to teach for up to eight hours a day.

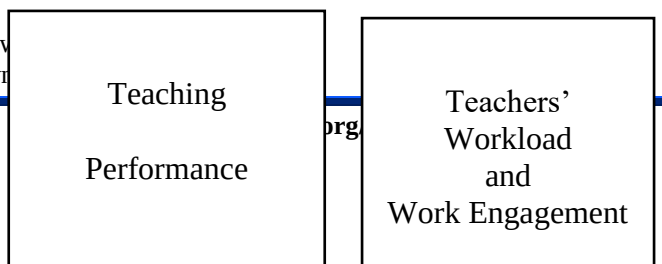
The aforementioned Republic Act 4670, Section 14 on Additional Compensation, states that teachers are to be paid an additional 25% of their regular salary after six hours of classroom instruction for participating in extracurricular activities, outside of school, and any other work that falls outside of their normal duties, regardless of any other laws that may be in effect. Any work performed more than eight hours per day by other teachers or school administrators who are not involved in real classroom instruction should be compensated at least 25% of their regular wage.

Meanwhile, work engagement means "a condition of personal fulfillment connected to work that is encouraging, rewarding, and productively inspiring". It is a positive state of mind reflected by (1) strength, (2) dedication, and (3) absorption. Dedication is a condition that shows individual enthusiasm and engagement, appreciation, and spirit in completing work and difficult tasks. Meanwhile, absorption is a condition that shows an individual is focused and immersed in work so that time seems to pass quickly. In the teaching profession, work engagement involves elements of job demand, job resources, personal resources, and professionalism. Employees with high work engagement will show high spirit, optimism, and eagerness to do work, where often they are so involved in work that they lose track of time. A higher level of work engagement is believed to have loyalty towards the organization and high work motivation because the employees view their job as important (Meng et al., 2022).

From the literature, concepts and theories mentioned and discussed above the researcher came-up with a paradigm which served as guide in the conduct of the present undertaking.

Based on the aforementioned literature, concepts, and theories, the researcher developed a paradigm that guided the current study. Figure 1 illustrates the conceptual framework of the study, connecting the constructs to teaching performance. This paradigm, as depicted in the picture, comprises the independent variables of teachers' workload and work engagement, which exhibit a link (indicated by the arrowhead) with the dependent variable, teachers' teaching performance.

Figure 1.
Paradigm of the Study



Statement of the Problem

This study determined the relationship between workload and work engagement and the teaching performance of teachers in public secondary schools in San Ildefonso, Schools Division of Bulacan during the School Year 2025–2026.

Specifically, it sought answers to the following questions:

1. How may the teachers' workload as assessed by the two groups of respondents be described in terms of:
   1.1 academic; and
   1.2 non-academic workload?
2. How may the teachers' work engagement as assessed by the two groups of respondents be described in terms of:
   2.1 vigor;
   2.2 dedication; and
   2.3 absorption?
3. How may the teachers' teaching performance be described in terms of their ratings in their respective IPCRF?
4. Is there a significant difference between the assessments of the school heads and teachers with regard to workload and engagement?
5. Is there a significant relationship between the teachers' workload and work engagement and their teaching performance?
6. What are the challenges encountered by the teachers in dealing with over workload?
7. What program of activities can be crafted from the results of the study?

Hypotheses

The following hypotheses were tested in the study:

1. There is no significant difference between the assessments of the school heads and teachers with regard to workload and engagement.
2. There is no significant relationship between the teachers' workload and work engagement and their teaching performance.

Significance of the Study

Engaged teachers are more committed, satisfied, and likely to perform better, ultimately leading to a more positive and effective educational environment for learners and the school as a whole.

The findings of the study will be significant to the following:

Teachers. Results of the study would make the public secondary school teachers aware of the importance of having a normal or regular load so that they can perform their duties and obligations efficiently. Moreover, these teachers will be informed of the contribution of engagement on their teaching performance.

Learners. The learners being the primary beneficiary of the study will benefit from teachers who are fully engaged in their work and who can foster personal commitment to their duties and responsibilities. The findings would enable learners to focus more on their studies and exert extra efforts towards academic success.

School Heads. From the results of the study, public secondary school heads will be able to lessen the workload of the teachers to make them more effective in their teaching obligations. Further, this study would provide the school heads adequate information as to the effect of over workload to the teaching effectiveness of the teachers under their supervision.

Future Researchers. Results of the present study can serve as additional reference to the very rare local research that focuses on workload. Moreover, future researchers can consider adding other variables such as teachers' competence, learners' motivation and interest, school performance, etc. in their studies to further validate the present research findings.

Scope and Limitation of the Study

The primary concern of the study is to determine if significant relationship existed between teachers' workload and work engagement and their teaching performance. This was conducted in all public secondary schools in San Ildefonso, Bulacan using explanatory sequential as research design. The teachers and school heads served as respondents of the study for data gathering. This study was conducted in the fourth quarter of School Year 2025-2026.

The variables under study were limited only to (a) teachers' workload in terms of academic and non-academic workload; (b) teachers' work engagement in terms of vigor, dedication and absorption; and (c) teachers' teaching performance which was described in terms of their ratings in their respective IPCRF.

Definition of Terms

To shed the light in understanding, the following operational definitions are hereby presented.

Absorption. This refers to the extent to which teachers are fully focused and immersed in their tasks, such that time passes quickly and detachment from work becomes difficult.

Academic Workload. This refers to the total teaching hours, lesson preparation, instruction, and assessment responsibilities assigned to teachers within the school year, as recorded in their teaching load schedules.

Collaboration. This refers to the teacher's active participation in teamwork with colleagues to enhance teaching practices and solve school-related problems.

Dedication. This refers to teachers' commitment to their profession, shown through enthusiasm, pride in work, and willingness to embrace challenges, as indicated in their questionnaire results.

No.	School	Teachers	School Head
1	Calawitan NHS	22	1
2	San Ildefonso NHS	104	15
3	Sta. Catalina NHS	16	1
4	Akle HS	23	1
5	Gabihan HS	11	1
6	Upig HS	11	2
TOTAL		187	21

Non-Academic Workload. This refers to ancillary tasks unrelated to classroom teaching—such as administrative duties, coaching, mentoring, or committee work—as assigned by school heads and documented in school records.

Teachers' Teaching Performance. This refers to the teachers' ratings in their respective Individual Performance Commitment and Review Form (IPCRF).

Vigor. This refers to the level of physical energy, mental resilience, and willingness to invest effort in teaching tasks, as indicated by teachers' responses in the work engagement survey.

Work Engagement. This refers to the level of vigor, dedication, and absorption teachers demonstrate in performing their duties, as measured through their questionnaire responses.

Workload. This refers to the total academic and non-academic tasks assigned to teachers within a school year, based on official school records and load assignments.

RESEARCH METHODS

The information about the research and sampling procedures that were utilized by the researcher are provided in this chapter. The research design that was employed, as well as the data gathering techniques, and data analysis scheme are also discussed in this chapter.

Research Design

The researcher used the explanatory sequential research design in order to answer the problems presented in the preceding chapter. According to Creswell (2019), explanatory sequential design (ESD) is a research method that involves collecting and analyzing quantitative data first, followed by qualitative data, to explain the quantitative data. It's a type of mixed methods research (MMR) that's used when researchers want to gain more information about a set of quantitative data.

In the conduct of the present research, the researcher determined first the relationship between teachers' workload and work engagement and their teaching performance. This was attained by collecting the quantitative data through the administration of survey questionnaires which was followed immediately by statistical analysis. From the results of the analysis, guide questions were formulated and were asked to selected participants during the semi-structured interview. The data gathered from the said interview were then analyzed and results were integrated to quantitative findings for a more in-depth and comprehensive discussions.

Sampling and Respondents

In the quantitative data collection, total population or universal sampling was used for the teacher and school head respondents. All 21 school heads and 187 public junior high school teachers in San Ildefonso, Bulacan served as respondents in this research.

Table 1.
Respondents of the Study

In collecting the qualitative data needed in the study, three (3) teachers from small, medium, and large schools – a total of nine (9) teachers, were chosen at random to participate in the interview. They were chosen using the lottery method. In this method, all teachers' names were numbered on separate slips of paper of the same size, shape, and color. These papers were then folded and mixed up in a box. A blindfold selection was made to select the 9 teachers who were subjected to interview.

Locale of the Study

This study was conducted in all public secondary schools in San Ildefonso, Bulacan which are presented in Table 1.

Figure 2.
Map of the Public Secondary Schools in San Ildefonso, Bulacan

Instruments

In explanatory sequential research design, quantitative and qualitative data were collected in order to answer the problems raised in the preceding chapter**.** In the quantitative data collection, the researcher utilized survey questionnaires which is composed of two parts. Part I of the questionnaire was adapted from Puteri (2020) was utilized to describe the teachers' workload. Meanwhile, Part II was adapted from Maquidato and Bayani (2024) was used to describe the teachers' work engagement. These adapted questionnaires were modified in order to fit the current system of education in public secondary schools. On the other hand, the teachers' teaching performance was obtained from the school respondents.

In order to obtain the qualitative data needed in the study, the researcher formulated questions in conformity with the quantitative findings of the study.

Data Gathering Procedure

Prior to the conduct of the study, the researcher sent a request letter together with all the accomplished required documents to the Schools Superintendent of DepEd Bulacan. Upon receiving the approved permit to conduct the study, the researcher coordinated with the principals of the public secondary school respondents for the schedule of administration of survey questionnaires (for quantitative data) and conduct of interview (for qualitative data).

The researcher personally administered the survey questionnaire to the junior high school teachers of the public-school respondents. In doing the survey, respondents were given enough time to answer the questionnaire. In the same manner, the researcher personally conducted the interview wherein participants were also given ample time to answer the asked questions.

The researcher guaranteed that all phases of the study comply with institutional and ethical criteria in accordance with Memorandum No. 9, series of 2022 of Bulacan Agricultural State College, which describes the rules and ethical standards for student research. In addition to preserving the integrity and credibility of the research process, the memorandum highlights the significance of obtaining official approval from relevant authorities and adhering to the principles of confidentiality, voluntary involvement, and informed consent. When carrying out the study, the researcher will adhere closely to these guidelines.

Data Analysis

Mean was computed to describe the teachers' workload, work engagement and teaching performance. t-test analysis was performed to determine if significant difference existed between the assessments of the school heads and teachers with regard to their workload and work engagement. Correlation analysis was performed to determine if significant relationship existed between these variables. To interpret the collected qualitative data, thematic analysis was done.

Ethical Considerations

In the conduct of the study, standard ethical procedures were practiced throughout the process of collecting the needed data. As indicated in Memorandum No. 9, s. 2022, issued by the College of Education, BASC, the researcher saw to it that respondents of the study were informed and oriented on the goal of the research and provisions of the agreement including the potential risks (i.e. limits to confidentiality) and the possible benefits of taking part in the study and details of alternative options that may benefit the respondents. It was emphasized also that participation of every respondent is voluntary and that they have the right to withdraw at any time. The researcher ensured that the informed consent form has no misleading or deceptive statements and that the consent form has undergone a critique from a competent reviewer or panel of experts.

Additionally, the data gathered were stored in password-protected computer or files. In the same manner, the recordings were stored in a secure location. Consistent with

the presumption that anonymity accords with the privacy preference of respondents. Only the researcher had the access to gathered data for security purpose and confidentiality of the respondents.

Upon completion of the research study which happened in April 2026, the recordings were destroyed. In the same vein, paper records were destroyed/disposed through shredding that leaves no possibility for reconstruction of information.

CHAPTER 3

RESULTS AND DISCUSSIONS

This chapter deals with the presentation, analysis and interpretation of the data collected and the results of the statistical treatment employed in the study with the purpose of determining the relationship between workload and work engagement and the teaching performance of teachers in public secondary schools.

The Teachers' Workload

Teacher workload in the Philippines is often reported to exceed 52 hours per week, despite the six-hour limit for classroom teaching. Teachers also handle various non-teaching tasks such as administrative work, school activities, and other assigned duties, which often require them to work beyond regular school hours.

The assessments of the school heads and the teachers themselves as regards their academic and non-academic workload are presented in Tables 2 and 3.

Academic Workload

The latest guidelines on teaching loads are primarily covered by DepEd Order (DO) No. 005, s. 2024 (Rationalization of Teachers' Workload) and RM-No.-219-s.-2025 (Teacher Workload Policy Toolkit). These policies reaffirm that teachers should render a maximum of six hours of actual classroom instruction per day, with sufficient time allotted for lesson preparation, assessment, and other related instructional tasks. Any additional teaching load, which may extend up to two hours, is required to be compensated as overtime.

Table 2.
The Teachers' Workload in terms of Academic

Item Statement	School Head		Teachers	
Aside from teaching, the teacher exerted extra time and effort in…	Mean	VD	Mean	VD
1. planning the lesson before teaching.	4.8		4.92	A
2. presenting lesson in ways that require learners to explore actively the material in greater depth.	4.32	A	4.56	A
3. providing well-designed materials.	4.38	A	4.72	A
4. setting up classroom or teaching area.	4.45	A	4.68	A
5. demonstrating awareness of individual learner learning needs.	4.33	A	4.38	A
6. monitoring learners' performance and responding to individual learning needs.	4.56	A	4.78	A
7. integrating technology in order to maximize learners' learning process.	4.33	A	4.52	A
8. fostering the development of learner leadership and teamwork skills to be used beyond the classroom.	4.12	O	4.16	O
9. ensuring success of the learners through the selection and utilization of appropriate methods.	4.23	A	4.28	A
10. providing enrichment and/or remediation when needed.	4.38	A	4.70	A
Overall Mean	4.40	A	4.57	A

Legend: 1.00-1.80 "Never(N)", 1.81-2.60 "Seldom(SM)", 2.61-3.40 "Sometimes(S)", 3.41-4.20 "Often(O)", 4.21-5.00 "Always(A)"

It can be noted from Table 2 that item "Aside from teaching, the teacher exerted extra time and effort in planning the lesson before teaching" garnered the highest computed weighted mean of 4.88 from the school head respondents and 4.92 from the teacher respondents, both of which were verbally described as "always." Meanwhile, item "Aside from teaching, the teacher exerted extra time and effort in fostering the development of learner leadership and teamwork skills to be used beyond the classroom" received the lowest computed weighted mean of 4.12 from the school head respondents and 4.16 from the teacher respondents, with a verbal description of "often." The overall mean was recorded at 4.40 for the school head respondents which is lower than the computed overall mean of 4.57 for the teacher respondents.

These results signify that the respondents strongly believed that carefully crafted plan serves as a roadmap that provides structure, enhances teacher confidence, and ensures that instructional time is maximized for learners' engagement. Further, they knew that planning allows for logical sequencing and pacing of lessons, which helps keep learners on track and ensures that learning goals are met.

Farhang and Hashemi (2023) equated a teacher's lesson plan to a construction engineer's blueprint, asserting that a scientifically-based educational plan was the fundamental basis for structured learning and the effective delivery of content.

In the conducted interview, selected teachers were asked about the importance of lesson planning in their teaching. These respondents replied that lesson planning is crucial for effective teaching, acting as a roadmap that ensures

learning goals are met, class time is optimized, and learner engagement is maximized. Moreover, they opined that it provides structure for lessons, aids in classroom management, and allows then to cater to diverse learning needs, resulting in increased confidence and better learner outcomes.

Non-Academic Workload

In the realm of education, non-academic workload for teachers has raised their burden. Giving multiple tasks is a problem in most schools, particularly small and remote schools. Teachers took more than the required workload, including the ancillary services in addition to teaching. Because of the long hours and rising job expectations, they frequently express concerns about burnout and their inability to manage their time effectively in class.

Table 3.
The Teachers' Workload in terms of Non-Academic Workload

Item Statement	School Head		Teachers	
Aside from teaching, the teacher exerted extra time and effort in…	Mean	VD	Mean	VD
1. doing administrative work.	2.62	ST	3.33	ST
2. engaging in extracurricular activities.	4.22	A	4.38	A
3. doing daily communication with parents.	4.12	O	4.36	A
4. coaching learners who will participate in various contests/competitions.	4.18	O	4.23	A
5. organizing school events.	3.88	O	4.12	O
6. participating in committee meetings.	4.10	O	4.18	O
7. accompanying learners during competition.	4.28	A	4.26	A
8. participating in school management.	4.23	A	4.28	A
9. resolving conflicts and issues towards faculty and staff.	3.16	ST	3.45	O
10. conducting of School Monitoring, Evaluation, and Adjustment (SMEA)	4.18	O	4.19	O
Overall Mean	3.90	O	4.08	O

Legend: 1.00-1.80 "Never(N)", 1.81-2.60 "Seldom(SM)", 2.61-3.40 "Sometimes(S)", 3.41-4.20 "Often(O)", 4.21-5.00 "Always(A)"

According to Table 3, the item "Aside from teaching, the teacher exerted extra time and effort in doing administrative work" had the lowest computed weighted mean of 2.62 from the school head respondents and 3.33 from the teacher respondents, with a verbal description of "sometimes." The item "Aside from teaching, the teacher exerted extra time and effort in accompanying learners during competition" had the highest computed weighted mean of 4.28 from the school head respondents and 4.26 from the teacher respondents, with both groups describing it as "always." Compared to the calculated overall mean of 4.08 for teachers, the school heads' recorded mean of 3.90 is lower.

These results indicate that teachers often go above and beyond, investing personal time, effort, and sometimes finances to assist learners and facilitate extracurricular activities, sports, and community service, which are crucial for learners' holistic development. Despite DepEd Order No. 008, s. 2023 restricting these activities during school hours, teachers continue to dedicate themselves to fostering learners' skills, teamwork, and talents.

Martin and Bonesto-Tugguin (2020) supported these results, noting that teacher involvement in extracurricular activities strengthened school culture and student-teacher bonds. They emphasized that such engagement built trust, which ultimately increased student motivation within the classroom.

The teachers were interviewed and asked questions regarding the effort that they exerted in extracurricular activities. These teachers answered that they really do their best an even used or devoted their vacant times when they are assigned to train learners who will participate in extracurricular activities because this serves as the barometer as to their competencies. Additionally, they said that they even utilized Saturdays and Sundays to train the learners who will compete in various levels of competitions. Further, they stated that winning in the contests/competitions can be used in their future promotion which is one of the primary reasons why they exerted more efforts and time to train learners.

The Teachers' Work Engagement

Teacher work engagement was said to be influenced by motivation and other factors that lead to job satisfaction leading to teacher retention in an educational institution. A teacher who has a high level of work engagement views their job as inspiring and stimulating and wants to give it their all, investing every ounce of energy into it.

The assessments of the school heads and the teachers themselves as regards their work engagement as to vigor, dedication and absorption are presented in Tables 4 and 6.

Vigor

Teachers' vigor represents a high level of energy, mental resilience, and persistence in teaching, acting as a core component of work engagement alongside dedication and absorption. It drives professional commitment, helps teachers overcome classroom challenges, and maintains passion, even amidst demanding environments.

Table 4.
The Teachers' Work Engagement in terms of Vigor

Item Statement	School Head		Teachers	
The teacher…	Mean	VD	Mean	VD
1. feels like bursting with energy when working.	4.22	A	4.23	A
2. feels strong and enthusiastic.	4.38	A	4.52	A
3. invigorates by showing that he/she likes to work.	4.36	A	4.46	A
4. is very resilient mentally and emotionally.	4.33	A	4.50	A
5. perseveres even when things do not go well in class.	4.20	O	4.18	O
6. demonstrates high energy and enthusiasm for teaching.	4.22	A	4.36	A
7. shows commitment and dedication to profession.	4.76	A	4.88	A
8. maintains high levels of mental resilience and persistence.	4.21	A	4.26	A
9. creates engaging, dynamic learning environments.	4.33	A	4.40	A
10. uses varied teaching styles to keep learners motivated.	4.28	A	4.56	A
Overall Mean	4.33	A	4.44	A

Legend: 1.00-1.80 "Never(N)", 1.81-2.60 "Seldom(SM)", 2.61-3.40 "Sometimes(S)", 3.41-4.20 "Often(O)", 4.21-5.00 "Always(A)"

From Table 4, we can see that item "The teacher shows commitment and dedication to profession" had the highest computed weighted mean of 4.76 from the school head respondents and 4.88 from the teacher respondents, with both groups verbalizing "always." In contrast, item "The teacher perseveres even when things do not go well in class" had the lowest computed weighted mean of 4.20 from the school head respondents and 4.18 from the teacher respondents, with both groups verbalizing "often." The overall mean for the school head respondents was 4.33, which is lower than the computed overall mean of 4.44 for the teacher respondents. These results indicate that when a teacher demonstrates commitment and dedication to their profession, it triggers a ripple effect that significantly enhances learners' academic performance, classroom environment, and professional stability.

Shu (2022) asserted that professional commitment and dedication were essential dispositions for effective teaching. The study found that dedicated teachers demonstrated their vocational pride through behaviors that supported student learning, viewing the profession as a valuable career and a lifelong calling regardless of economic necessity.

In the conducted interview, teachers were asked about the importance of commitment and dedication to teaching profession. These teachers replied that commitment and dedication are paramount in teaching, directly driving learners' achievement and their effectiveness. Moreover, they added that these traits foster positive learning environments, encourage innovative teaching strategies, and ensure educators go above and beyond to support learners' success.

Dedication

Teachers' dedication is essential for maximizing student learning, boosting achievement, and shaping future generations by providing mentorship, emotional support, and engaging instruction. Dedicated teachers go beyond curriculum to foster critical thinking, build resilience, and instill values, often leaving a lifelong positive impact on learners.

Table 5.

The Teachers' Work Engagement in terms of Dedication

Item Statement	School Head		Teachers	
The teacher…	Mean	VD	Mean	VD
1. performs his/her job with full meaning and purpose.	4.58	A	4.66	A
2. demonstrates through outputs that teaching is full of meaning and purpose.	4.22	A	4.28	A
3. continues working for a very long period of time.	4.66	A	4.54	A
4. is happy teaching the learners.	4.69	A	4.72	A
Continuation of Table 5				
5. is proud of the work he/she does.	4.30	A	4.32	A
6. adapts innovative teaching methods.	4.88	A	4.92	A
7. creates a positive and supportive classroom environment.	4.28	A	4.30	A
8. mentors and inspires learners.	4.30	A	4.57	A
9. continually seeks professional growth.	4.39	A	4.51	A
10. has a strong desire to shape learners into well-rounded individuals	4.36	A	4.45	A
Overall Mean	4.47	A	4.53	A

Legend: 1.00-1.80 "Never(N)", 1.81-2.60 "Seldom(SM)", 2.61-3.40 "Sometimes(S)", 3.41-4.20 "Often(O)", 4.21-5.00 "Always(A)"

Table 5 shows that all items are included in the verbal description of "always." Looking closer at the table, we see that item "The teacher adapts innovative teaching methods" received the highest computed weighted mean of 4.88 from the school head respondents and 4.92 from the teacher respondents. The school head respondents' computed overall mean was slightly lower than the teacher respondents' computed overall mean of 4.53. However, both school administrators and classroom teachers gave the item "The teacher demonstrates through outputs that teaching is full of meaning and purpose" their lowest scores (4.22 and 4.28, respectively). These results indicate that when a teacher adapts innovative teaching methods—such as project-based learning, gamification, flipped classrooms, and the integration of technology—the implications are generally transformative, leading to improved learners' engagement, higher academic achievement, and the development of 21st - century skills.

Sivananthan and Wedikandage (2023) reported that globalization and technological advancements necessitated significant shifts in the teaching-learning process. The study emphasized that teachers had to implement innovative methods and engage in continuous professional development to prepare students for contemporary demands.

In the conducted interview, teachers were asked about the importance of adapting to innovative teaching methods. The teachers answered that adapting to innovative teaching methods is critically important in modern education to bridge engagement gaps, improve learning outcomes, and prepare learners for a rapidly evolving world.

Absorption

Teacher absorption—the successful integration, commitment, and immersion of educators into a school community—is critical for shaping professional identity, reducing turnover, and enhancing instructional quality. Effective absorption, often aided by mentorship, boosts teacher well-being, fosters innovative pedagogical practices, and ensures long-term commitment to the educational system, particularly for new teachers.

Table 6.
The Teachers' Work Engagement in terms of Absorption

Item Statement	School Head		Teachers	
The teacher…	Mean	VD	Mean	VD
1. usually feels negative emotions that reduce his/her overall work engagement.	3.08	ST	2.67	ST
2. gets irritated during a busy time at school.	3.02	ST	2.68	ST
3. does not talk to people when busy.	3.21	ST	3.08	ST
4. feels unhappy when working intensely.	2.08	S	2.02	S
5. finds it difficult to detach him/herself from the job.	4.28	A	4.56	A
6. is fully engrossed of his/her tasks.	4.30	A	4.52	A
7. experiences overwhelm and exhaustion.	3.58	O	3.42	O
8. struggles with increasing paperwork and meeting deadlines.	3.78	O	3.88	O
9. feels emotionally depleted and overtaxed.	3.02	ST	3.08	ST
10. feels exhausted making it difficult to remain engaged in his/her work.	3.00	ST	3.04	ST
Overall Mean	3.34	ST	3.30	ST

Legend: 1.00-1.80 "Never(N)", 1.81-2.60 "Seldom(SM)", 2.61-3.40 "Sometimes(S)", 3.41-4.20 "Often(O)", 4.21-5.00 "Always(A)"

From Table 6, we can see that item "The teacher is fully engrossed of his/her tasks" had the highest computed weighted mean of 4.30 from school head respondents and 4.52 from teacher respondents, both of whom verbalized it as "always." In contrast, item "The teacher feels unhappy when working intensely" had the lowest computed weighted mean of 2.08 from school head respondents and 2.02 from teacher respondents, verbalizing it as "seldom." The overall mean for the school head respondents was 3.34, which is nearly identical to the computed overall mean of 3.30 for the teacher respondents.

These results indicate that when teachers are fully engrossed in their tasks which is characterized by high levels of vigor, dedication, and absorption, they are multifaceted, acting as a double-edged sword that can lead to high-quality instruction.

Werang et al. (2024) contended that teachers who were fully engrossed in their tasks significantly boosted academic performance by enhancing student motivation. The study found that such commitment fostered supportive relationships and tailored instruction, resulting in a superior learning environment and higher achievement.

In the conducted interview with the teachers, they were asked about the importance of focusing on their tasks. These teachers replied that focusing on tasks is critical for them because it directly affects their ability to deliver high-quality instruction, reduces burnout from heavy, often administrative, workloads, and improves learners' learning outcomes. Further, they stated that given that teaching is a complex, often overwhelming profession, task prioritization, time management, and maintaining a focus on primary instructional roles are essential for sustaining high performance and job satisfaction.

The Teachers' Teaching Performance

The teachers' teaching performance is evaluated using the Individual Performance Commitment and Review Form (IPCRF) based on the Results-Based Performance Management System (RPMS). It assesses teachers against Key Result Areas (KRAs) such as teaching strategies, classroom management, and professional development using a 5-point rating scale.

Table 7.
Distribution of the Teachers According to Teaching Performance

Range	f (N=187)	Percent	Adjectival Rating
4.500-5.000	156	83.42	Outstanding (O)
3.500-4.499	31	16.58	Very Satisfactory (VS)
2.500-3.499	0	0.00	Satisfactory (S)
1.500-2.499	0	0.00	Unsatisfactory (US)
below 1.499	0	0.00	Poor (P)
Mean			4.508
Verbal Description			Outstanding (O)
Standard Deviation			0.32

83.42 percent of the teachers registered ratings that ranged from 4.500 to 5.000 which is verbally interpreted as "outstanding." The remaining 16.58 percent received ratings

from 3.500 to 4.499 which is verbally described as "very satisfactory." A closer examination of the table reveals that the mean of the teachers' ratings was calculated at 4.508 which is verbally described as "outstanding." Meanwhile, the standard deviation which measures the spread of the teachers' ratings from the mean was recorded at 0.32. This very low standard deviation typically indicates that the performance ratings of the teachers are close to each other, resulting in a tight clustering of scores around the mean. This finding suggests that the teachers are consistently performing at a similarly high level.

The result of the present study implies that teachers' performance "exceeded all goals" and "extraordinary level of achievement and commitment" in quality, time, technical skills, and creativity. Moreover, teachers' outstanding performance is marked by significant improvements in service delivery, impact on the school community, and exceptional job mastery.

In conformity with the present findings, it was also found in the study conducted by Magtoltol and Oropa (2025) in Tandag City, Surigao del Sur, Philippines that 85 percent of the public elementary school teacher respondents attained an "Outstanding" rating (4.500–5.000). Additionally, they stated that factors such as job satisfaction, effective evaluation tools like the IPCRF, and continuous professional development contribute to the high-performance levels observed among teachers.

The Difference between the Assessments of School Heads and Teachers with regard to Workload and Work Engagement

In this part of the study, Table 8 presents the results of the t-test analyses which were performed to determine if significant difference existed between the assessments of the school heads and the teachers themselves with regard to their workload and work engagement.

Table 8.

Results of the t-test Analysis on the Difference between the Assessments of School Heads and Teachers

Item	Mean		Mean Diff.	t-value	p-value
	School Heads	Teachers			
Workload					
Academic	4.40	4.57	-0.17	-1.73ns	0.10
Non-Academic	3.90	4.08	-0.18	-0.85ns	0.41
Work Engagement					
Vigor	4.33	4.44	-0.11	-1.28	0.22
Dedication	4.47	4.53	-0.06	-0.64	0.53
Absorption	3.34	3.30	0.04	0.12	0.91

Legend: ns = not significant (p>0.05)

In terms of workload and involvement on the job, there was no significant difference between the evaluations given by school administrators and those given by the instructors themselves, as seen in the chart. Since the calculated probability values, which varied from 0.10 to0.91, are higher than the 0.05 significance level, there is no statistically significant difference.

This result discloses that the assessments of the school heads and the teachers themselves with regard to their workload and work engagement are statistically the same. Further, this means that the school heads validated that truthfulness of the teachers' own assessments of their workload and work engagement.

Embodo and Villanueva (2024) reported that teachers demonstrated a very good level of instructional workload management, with program heads noting strong performance across most areas except consultations, which were rated slightly lower in their conducted study on teachers' workload management.

The Relationship between Teachers' Workload and Work Engagement and their Teaching Performance

Table 9 displays the outcomes of the correlation study that was conducted to explore the possibility of a significant association between instructors' workload, work engagement, and their teaching performance. Evaluations for comments with negative undertones were reverse-coded before the correlation analysis.

Table 9.

Results of the Correlation Analysis on the Relationship between Teachers' Workload and Work Engagement and their Teaching Performance

Item	Teaching Performance	
	r-value	p-value
Teachers' Workload	0.708**	0.000
Teachers' Work Engagement	0.855**	0.000

*Legend: ** = highly significant (p≤0.01)*

Teachers' workload, job engagement, and teaching performance were found to have a highly significant association. The calculated probability value of 0.000 is lower than the 0.01 level of significance, which led to this extremely significant connection. These variables also showed a strong positive association with one another as indicated by the r-values of 0.708 for teachers' workload and 0.855 for teachers' work engagement. This means that as the level of teachers' workload and work engagement increases, the level of their teaching performance also increases.

This means that the heavy workload of the teachers did not negatively affect their teaching performance which indicates that they can effectively handle the extra assignments, the additional duties and responsibilities given to them by their school heads.

Similarly, Jaramillo and Ubayubay (2025) reported that teacher empowerment and work engagement significantly influence teaching performance, with notable

differences across demographic and professional factors. They recommend continuous training, mentoring, and collaborative activities, while school leaders should support teachers through workshops, recognition, and involvement in decision-making to sustain motivation and improve outcomes.

This finding is supported by Legaspi et al. (2022) who found a significant relationship between work engagement and teaching performance. Likewise, when paired with efficient methods of time management, workload positively and significantly affects employee performance (Akbar et al., 2021).

The Challenges Encountered by the Teachers in Dealing with Over Workload

In the conducted interview with the teachers, they were asked about the challenges they experience in relation to workload. The respondents shared that they often handle a considerable amount of documentation, including school forms, reports, and data entry tasks, which can limit the time they have for classroom instruction. They also mentioned that opportunities for training are sometimes limited, making it more difficult for them to keep up with new teaching strategies and educational developments. In addition, they described having multiple administrative requirements—such as learners' records (e.g., School Forms), individual monitoring plans, and weekly accomplishment reports—which may require them to extend their work beyond regular school hours, including evenings or weekends.

In answer to the follow-up question, educators shared several approaches they take to manage the difficulties posed by heavy workloads. They explained that in order to maintain productivity while also protecting their well-being, they do not rely on a single strategy. Instead, they combine personal discipline, professional practices, and organizational support systems to better cope with daily demands and responsibilities.

Deliberately separating one's professional and personal life is one of the most commonly mentioned strategies. Teachers shared that they make a conscious effort to avoid bringing work-related stress home so they can fully rest, recharge, and spend meaningful time with their families. Alongside this, they practice effective time management by prioritizing tasks based on urgency and importance, ensuring that critical responsibilities are accomplished first while still maintaining overall efficiency in their workload.

Additionally, technology plays a significant role in easing their daily tasks. Educators noted that digital tools and automated systems have made a noticeable difference in managing documentation, grading, and communication with stakeholders. These innovations help reduce repetitive and time-consuming administrative work, allowing teachers to focus more on instruction and student engagement. As a result, even small improvements in their use of technology contribute to a meaningful reduction in workload pressure.

Their colleagues' support is also considered highly valuable in managing workload challenges. Teachers emphasized that collaboration within the workplace creates a strong sense of community, where they can share resources, exchange ideas, and seek guidance when needed. This teamwork not only helps distribute responsibilities more effectively but also fosters a more positive and encouraging work environment, making everyday challenges more manageable.

Program of Activities Crafted from the Results of the Study

It was found that teachers exerted greater effort in managing their academic workload, indicating that a significant portion of their time and energy is devoted to instructional and related academic responsibilities. In response to this finding, the researcher proposed a program of activities designed to address workload concerns and promote more effective task management. The proposed program, which is presented in Table 10, aims to support teachers in balancing their responsibilities while maintaining efficiency and quality in their work.

Table 10.
Proposed Program of Activities

Objectives	Action	Timeline	Persons Involved	Expected Outcome
To promote balanced workload distribution and strengthen teachers' work engagement in order to sustain and enhance teaching performance.	Project BALANCE Building Active, Less-Loaded, and Nurtured Commitment in Educators	Year Round of S.Y. 2026-2027	Public Secondary School Teachers School Heads and Department Heads	A more balanced workload that will lead to increased teacher engagement and improved teaching performance.
To examine the relationship between teachers' workload, work engagement, and teaching performance, and to develop strategies for balanced workload distribution and improved teaching quality.	Seminar Workshop: "Sustaining Excellence: Managing Teachers' Workload and Strengthening Work Engagement for Improved Teaching Performance	1st Quarter of S.Y. 2025-2026	Teachers, Resources Speaker, School Head, Head Teachers	.Improved teacher engagement and sustained teaching performance through better workload management.

CHAPTER IV

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of the major findings, the conclusions arrived at based on the findings, and the recommendations given in accordance with the conclusions.

Findings

This study determined the relationship between workload and work engagement and the teaching performance of teachers in public secondary schools in San Ildefonso, Schools Division of Bulacan during the School Year 2025–2026.

A summary of the solutions found to the issues brought up by this study, based on the methods outlined in the previous chapter, is as follows: It was shown that teachers "always" put in extra effort with their academic workload.

On the other hand, these educators "often" put in additional hours on tasks that had nothing to do with studying. On the other hand, the teachers are “always” engaged to their work as to vigor and dedication, and “sometimes” engaged as to absorption.

The teachers’ teaching performance in terms of their ratings in their respective IPCRF was described as “outstanding.”

No significant difference existed between the assessments of the school heads and teachers themselves with regard to their workload and engagement.

Highly significant relationship was found between the teachers’ workload and work engagement and their teaching performance.

Conclusions

This result was reached after considering the study's findings: Positive and statistically significant correlations exist between teachers' workload and work engagement and their teaching performance.

Recommendations

In light of the findings and conclusions of the study, the following recommendations are hereby offered:

1. The school may implement the program of activities offered by the researcher.
2. School administrators may consider reducing teachers’ administrative workload by designating or hiring non-teaching personnel who can handle clerical and documentation tasks.
3. The Department of Education and school heads may adopt streamlined and technology-assisted systems in accomplishing reports and other administrative
4. For future researchers, further research along this line could be conducted. The same study may be conducted with the consideration of using teachers’ burnout as dependent variables to further validate the present findings.

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