

Additional Workloads of Teachers in Public Secondary Schools and their Performance

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Abstract. The research explored the impact of additional workloads on public secondary school teachers and their performance. It investigated how administrative, community-related, and unrelated tasks assigned to teachers affect their teaching effectiveness, as measured by the Individual Performance Commitment and Review Form (IPCRF). The study employed a quantitative research design, focusing on teachers in the Districts 1 and 2 of Ayungon, Negros Oriental, and it utilized structured questionnaires for data collection. Pearson Product Moment Coefficient of Correlation, weighted mean, and mean were used in treating the data. The study revealed that the teachers' additional workload assignment is at a "Low Extent" across various categories these shows that teachers are not heavily burden in their task as teachers. Administrative task, such as paperwork and school monitoring are prevalent but manageable, while more complex responsibilities like handling personnel issues are less commonly assigned. Similarly, community-related tasks, including community outreach and school improvement projects, are rated as "Low Extent", suggesting that teachers can engage in these activities without being overwhelmed. Tasks unrelated to teaching are also minimally assigned. The researcher also found that there is a significant positive relationship between teachers' additional workloads and performance. These underscores that despite the presence of additional workloads, this manifest a positive attitude towards job.

Keywords: Public school teachers; Workloads; Teaching performance.

1.0 Introduction

The teaching profession is regarded as the noblest of all. Being a professional teacher gives a wonderful sense of pride (Mallillin, 2021). Teachers play a critical role in implementing curriculum and fostering classroom learning. However, they often encounter numerous job demands leading to a perception of heavy workloads, which can affect their productivity, morale, and classroom performance (Jomoad et al., 2021; Bottiani et al., 2019; Wijaya & Prastuti, 2020). Such overwhelming workload can result in burnout characterized by fatigue, low productivity, and absenteeism (Gituriandu, Mwaura, & Mukolwe, 2022). As cited by Herman, Hickmon-Rosa, and Reinke (2020). Teacher burnout is a common occurrence, stemming from various factors. Different components of school atmosphere were linked to the three dimensions of burnout identified by Herman et al., (2020) emotional weariness, depersonalization, and feelings of poor personal accomplishment. According to Agyapong et al. (2023), stress and burnout can have a bad impact on teachers and, very frequently, the children they educate. A significant contributor to this problem is the overwhelming daily workloads they must contend with, impacting not only their physical and emotional well-being but also depleting their energy levels (Akhtar Malik, 2019).

The Magna Carta for Public School Teachers - Section 13 of RA 4670 limits teachers to six hours of classroom teaching per day, allowing time for preparation and other duties. However, teachers can be required to teach up to eight hours a day with extra pay if necessary. This law ensures that teachers have a regular workload and teaching time, but also acknowledges additional responsibilities like administration, community engagement, and

student support. In the study of David, Albert, and Vizmanos (2019), found out that public school teachers are facing challenges in performing well due to additional administrative tasks, such as student guidance, budget management, disaster response, and student health care. This can lead to teachers decrease performance and burnout. The workload of public-school teachers extends beyond classroom instruction to encompass various non-teaching responsibilities.

Admittedly, there are various research inquiries made into the teachers' additional workloads. Previous local studies, such as those conducted by Ancho and Bongco (2019), David et al. (2019), and Barrios et al. (2023), predominantly examined the correlation between increased workloads, teaching efficacy, and teacher welfare. In addition, the study of David, Albert, and Vizmanos (2019) focused on the pressures on public school teachers and implications on quality. They also emphasized that reducing teacher workload needs to be systematic and evidence based. Thus, the current research would like to delve deeper as to how these workloads influence the quality of classroom instruction.

In light to this, the aim of the study is to find out as to the extent of assignment of additional workloads to teachers in terms of administrative, community, and unrelated workloads and how these impact their performance. Additionally, the study aims to explore and investigate how these additional workloads of teachers influence their performance, as evaluated through the Individual Performance Commitment and Review Form (IPCRF).

2.0 Methodology

2.1 Research Design

The descriptive-correlational type was used in the study. The following schools of Ayungon Districts 1 and 2 in the Division of Negros Oriental was used for the study: Ayungon Science High School, Ayungon National High School, Tambo National High School, Mabato National High School, and Carol-an National High School.

2.2 Research Participants

The respondents of this study comprised of teachers from the five public secondary schools in Ayungon Districts 1 and 2. A total of 113 teachers from Ayungon Science High, Ayungon National High School, Tambo National High School, Mabato National High School, and Carol-an National High School. The teachers were sampled and distributed proportionately in the different high schools and the designed number of respondents from each school were randomly picked.

2.3 Research Instrument

The study made use of a structured questionnaire to gather information about the teachers' additional workloads. The statistical instruments utilized by the researcher for data analysis included the weighted mean for presenting the extent of additional workloads assigned to teachers in terms of administrative, community, and unrelated tasks, and the mean for evaluating the average performance of teachers based on the IPCRF. Additionally, the Pearson Product-Moment Correlation Coefficient (Pearson r) was employed to assess the relationship between the extent of additional workloads given to teachers and their level of performance. The researcher used a structured questionnaire and was validated.

2.4 Data Gathering Procedure

After the design hearing, the researcher perused all the panel members' comments and ideas. Upon approval by the Dean of the Graduate School of Foundation University, a letter of request to conduct the study was delivered to Ayungon Districts 1 and 2. The signed and approved request was given to the principals of the respective schools. Afterwards, the Public School Supervisors of Ayungon Districts 1 and 2 endorsed the researcher to the Division of Negros Oriental for final approval of the study. During the distribution, the researcher explained the intention and importance of the study to the teachers. The questionnaires were retrieved immediately after the teachers completed the questionnaires.

2.5 Ethical Considerations

Throughout the duration of the study, the researcher was steadfast in adhering to all essential ethical considerations. As the study involves human participants, the confidentiality of their provided information was diligently maintained. The study's approach had upheld the dignity and privacy of all respondents while striving

to minimize any potential risks they might face. The researcher followed strictly to the ethical protocols laid out by the Ethics Committee of Foundation University. In order to ensure that the research topic is relevant, significant, and ethically sound, consultations were sought. Furthermore, respondents were asked to read the disclosure statement before responding to the questionnaire, thereby confirming their voluntary involvement and comprehension of the research purpose and methods.

3.0 Results and Discussion

3.1 Additional Workloads

Administrative Workloads

Table 1. Extent to which teachers are assigned with additional administrative workloads (n=113)

INDICATORS		MEAN	INTERPRETATION
1.	Doing administrative paperworks and documentation	2.40	LE
2.	Conducting of School Monitoring, Evaluation, and Adjustment (SMEA)	2.35	LE
3.	Checking of personnel attendance and punctuality	2.21	LE
4.	Record keeping of School Data (EBEIS)	2.17	LE
5.	Planning of School Maintenance	2.08	LE
6.	Allocating and budgeting of school resources (MOOE)	1.89	LE
7.	Facilitating non-teaching staff meetings (ADAS and School Personnel)	1.88	LE
8.	Handling of School Personnel	1.80	VLE
9.	Resolving conflicts and issues towards faculty and staff	1.80	VLE
10.	Keeping school financial record	1.79	VLE
AVERAGE		2.04	VLE

Legend:

4.21-5.00	Very High Extent	(VHE)
3.41-4.20	High Extent	(HE)
2.61-3.40	Moderate Extent	(ME)
1.81-2.60	Low Extent	(LE)
1.00-1.80	Very Low Extent	(VLE)

Table 1 demonstrates the extent to which teachers are assigned with additional administrative workloads. The table depicts that in terms of administrative workloads, the teachers are assigned at a “Low Extent” evident in the low average weighted mean ($w\bar{x}$) of 2.04. This indicates that while teachers do take on extra administrative duties, these are not typically overwhelming or highly time-consuming. The findings resonate with Ortan, Simut, and Simut (2021), which suggests that although administrative workloads and teaching tasks impact teacher job satisfaction and well-being, they do not necessarily lead to a decline in these areas.

It can also be seen from Table 1 that administrative responsibilities like paperwork, school monitoring, and record-keeping are rated slightly higher but remain in the “Low Extent” category, suggesting that they are more common but manageable. On the other hand, there is a “Very Low Extent” of use of complex task in handling personnel issues, resolving conflicts, and financial record-keeping which are rated with $w\bar{x}$ of 1.80, 1.80, and 1.79, respectively, indicating that they are less assigned to teachers.

Therefore, tasks that extend beyond traditional teaching responsibilities are given less and not frequent. The study of Arañas (2023) aligns with these findings, highlighting that while ancillary tasks can enhance professional growth for teachers, they also present challenges in balancing instructional responsibilities with personal life. This underscores the need for a well-managed distribution of tasks to ensure that teachers can maintain a balance between their professional and personal lives while fostering job satisfaction and effectiveness.

Community Workloads

Table 2 shows the extent to which teachers are assigned with additional community workloads. The findings show that teachers generally have a “Low Extent” in their additional community workloads, indicated by an average $w\bar{x}$ score of 2.38. Despite having responsibilities for community involvement, it is not demanding for teachers. The study supports the idea that teachers can engage in community activities without being overwhelmed, aligning with data on teachers’ roles in the community. This is consistent with McMullen and Walton-Fisette’s (2022) research on incorporating family and community involvement in education. It is notable that organizing PTA meetings is moderately emphasized, with a weighted mean of 3.31, highlighting the importance of connecting

families with schools. Other tasks with low involvement levels include community outreach, school improvement projects, and organizing community events ($\bar{w}\bar{x}$ ranging from 1.86 to 2.55).

Table 2. Extent to which teachers are assigned with additional community workloads (n=113)

INDICATORS	MEAN	INTERPRETATION
1. Organizing and leading Parent-Teacher Association (PTA) meetings	3.31	ME
2. Participating in community outreach and collaboration efforts	2.55	LE
3. Initiating and participating in projects to improve the physical environment of the school	2.54	LE
4. Participating in community clean-up initiatives	2.51	LE
5. Hosting community events or meetings	2.30	LE
6. Organizing community sport teams and events	2.20	LE
7. Coordinating in town festivals and events	1.85	LE
8. Serving as a school's liaison during community meetings and events	1.80	VLE
AVERAGE	2.38	LE

While these activities are important for community engagement and environmental stewardship, they are assigned less among teachers' responsibilities. According to Tarraya (2023), teachers are entrusted with a profound social obligation, as they are expected to devote themselves to the education and well-being of their students, the school community, and society as a whole. David et al. (2019) added that teachers are also responsible for collaborating in the implementation of various government-led initiatives such as feeding program, deworming, and community development.

Unrelated Workloads

Table 3. Extent to which teachers are assigned with additional unrelated workloads (n=113)

INDICATORS	MEAN	INTERPRETATION
1. Assisting in the deworming of students	3.15	ME
2. Submitting of report materials to District Office	2.81	ME
3. Keeping inventory of educational resources	2.02	LE
4. Acting as task force unrelated to classroom instruction, such as event planning or accreditation committees	1.99	LE
5. Implementing Feeding Program in School	1.73	VLE
6. Performing bookkeeping tasks	1.59	VLE
7. Serving as an Officer in an Alumni Association	1.57	VLE
8. Managing the School Canteen or as a Canteen Manager	1.45	VLE
AVERAGE	2.04	LE

Table 3 displays the extent to which teachers are assigned with additional workloads. At the higher end of the scale, tasks such as "Assisting in the Deworming of Students" and "Submitting of Report Materials to District Office" fall under the "Moderate Extent" category, with weighted means of 3.15 and 2.81, respectively. This indicates a significant, though not overwhelming, involvement in activities essential for student welfare and administrative compliance. It suggests that teachers are recognized for their versatility, capable of handling varied responsibilities that surpass traditional classroom teaching.

On the other hand, tasks like keeping inventory of educational resources, acting as task force unrelated to classroom instruction, implementing feeding program in school, performing bookkeeping tasks, serving as an officer in an alumni association, and managing the school canteen or as a canteen manager are categorized as "Low Extent" to "Very Low Extent". These lower ratings, with weighted means ranging from 2.02 to 1.45, indicate that such tasks are less assigned to teachers. The overall average weighted mean of 2.04, in the "Low Extent" category, supports the notion that teachers are generally not overburdened with unrelated tasks. Supporting this, the study of Hayat (2023) highlights the impact of these additional duties on the academic environment. According to head teachers' perspectives in the study, while these non-teaching duties are peripheral to direct classroom instruction, they significantly contribute to the broader educational framework. They influence the overall efficacy and functioning of schools, reinforcing the notion of teachers as multifaceted personnel adept at managing a broad spectrum of responsibilities, extending beyond conventional classroom teaching roles.

Summary

Table 4. Summary table on the extent to which teachers are assigned with additional workloads (n=113)

INDICATORS	MEAN	INTERPRETATION
1. Administrative Workloads	2.04	LE
2. Community Workloads	2.38	LE
3. Unrelated Workloads	2.04	LE
AVERAGE	2.15	LE

Table 4 presents the summary on the extent to which teachers are assigned with additional workloads. Findings revealed that the additional workloads fall within “Low Extent” across various categories. The average weighted mean of Administrative Workloads is 2.04. This suggests that while teachers are assigned administrative tasks beyond their teaching responsibilities, the extent of these tasks is not significantly high. Similarly, Community Workloads, with an average score of 2.38, also fall at “Low Extent”, suggesting that teachers are not heavily burdened with community-related tasks. Unrelated Workloads, which include tasks not directly related to teaching, also have an average weighted mean of 2.04, further supporting the notion that such workloads are perceived to be “Low extent”.

The overall average weighted mean of 2.15 across all workload categories supports the finding that teachers, on average, experience additional workloads to a “Low Extent”. This implies that, despite teachers are assigned additional workloads, these responsibilities have no significant impact on their classroom performance. Solania et al. (2023) also revealed that teachers are likewise not given and also not assigned with additional workloads.

3.2 Teaching Performance

Table 5. Teachers’ performance based on the IPCRF (n=113)

IPCRF PERFORMANCE	ADJECTIVAL RATING	F	%
4.500–5.000	Outstanding	14	12.39
3.500–4.999	Very Satisfactory	99	87.61
2.500–3.499	Satisfactory	-	-
1.500–2.499	Unsatisfactory	-	-
Below-1.499	Pool	-	-
Average Rating = 4.292			

Based on CSC Memorandum Curricular No. 06, s. 2012

Table 5 displays the teachers’ performance based on the IPCRF. It showcases the performance of teachers as assessed using the IPCRF, with 87.61% receiving a ‘Very Satisfactory’ rating and 12.39% rated as ‘Outstanding’. This suggests that the teachers are performing well above average. As emphasized by the study of Gragasin et al. (2023), a positive attitude towards teaching, coupled with high job satisfaction and managed anxiety levels, correlates with higher IPCRF ratings, indicating superior teaching performance. With an average IPCRF rating of 4.292, which is closer to ‘Outstanding’, the data underscore the effectiveness and high teaching quality of the group.

4.0 Conclusion

In conclusion, result of the findings revealed that school management learned how to balance already teachers’ workload assignments. As revealed in the result teachers are not heavily burden in their task as teachers. This shows a positive step that can have significant implications for teacher retention and well-being, as emphasized by Churches and Fitzpatrick (2023). Moreover, the study revealed that teachers’ performance in the classroom, as evaluated through the Individual Performance Commitment and Review Form (IPCRF) remained consistently high despite of the different types of additional workloads and this manifest a positive attitude toward job. Despite the challenges of additional workloads, teachers have demonstrated a commendable level of commitment and passion for their profession. Their perseverance in facing demanding working conditions is a testament to their dedication to teaching and their willingness to embrace additional workloads or tasks as opportunities for professional growth.

5.0 Contributions of Authors

The author has reviewed and approved the final version of this work.

6.0 Funding

The study received no specific grant from any funding agency.

7.0 Conflict of Interests

The author declared that he has no conflicts of interest as far as this study is concerned.

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