Work-Related Stress, Workloads, and Performance: A Case of Senior High School Teachers

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ABSTRACT

During the 2021–2022 academic year, this study examines the relationship between workload, performance, and work-related stress among Senior High School (SHS) teachers at School X, Cebu, Philippines. Teachers' performance and well-being have been negatively impacted by ongoing stress and excessive workloads, which is indicative of larger difficulties in one of the most demanding occupations in the world. In contrast to research that looks at these elements separately, this study investigates how they interact to offer a comprehensive picture of their combined influence on teacher performance. All ten, 100% of the SHS teachers were involved in the study using a qualitative and quantitative approach. The researcher applied a simple percentage and mean to analyze profile data, work-related stress scores, workloads, and work performance. Spearman rho was applied to determine statistical correlations between main variables. Qualitative interviews were used to get deeper insights, and quantitative data was collected using validated stress questionnaires, workload measures, and standardized performance evaluations. The results showed that although teachers were able to cope with moderate levels of stress in spite of heavy workloads, performance outcomes were not substantially predicted by either stress or workload. Systemic workload issues are still a major worry, though. In order to address systemic difficulties, the study suggested an action plan based on these findings that included stress management training, modified teaching duties, improved technical assistance, and stakeholder involvement. The goals of these plans are to boost performance, lessen stress, and manage workload better. In order to support teacher well-being and maximize educational outcomes, the study offers policymakers, school administrators, and researchers practical advice based on its insightful analysis of the complex relationships between stress, workload, and performance.

Keywords: performance, work-related stress, workloads

INTRODUCTION

Teaching is considered one of the most stressful jobs (Harmsen et al., 2018). As discussed, teachers are said to be doing more work relative to most professionals, again only because of their place of work, main and supplementary tasks, and various skills. All these can factor in how well they complete the job (Azman, 2015; Harmsen et al., 2018; Rivera, 2018). Several implications of work stress exist on job performance, as different studies showed poor performance to be a result of failure to manage work-related stress appropriately (Wangui et al., 2013; Wellness Council of America [WELCOA], 2021). Chronic work-related stress can impact the wellbeing of teachers and thus the learning achievement of students (Harmsen et al., 2018; Rivera, 2018).

In the Philippines, public school teachers have multiple roles. This increases the possibility of experiencing stress at work by public school teachers (Mingoa, 2017). Among the tasks such as making modules and giving learning feedback during the pandemic, they are overloaded. Thus, this makes it challenging for them to handle stress and perform well in their jobs (David et al., 2018; Embang et al., 2022). As indicated in the Magna Carta for Public-School Teachers, public-school teachers are entitled to six hours of teaching per day, but under certain

conditions, they can be required to teach up to eight hours. But, as observed in School X in the Philippines, reports from the teachers show that the workload is more than the allowed number of hours. These reasons include custodianship of properties, coordination of Information and Communications Technology, and research-related work (DepEd Order No. 39, s. 1990; Law Phil Project, 2024).

Work-related stress among teachers in the Philippines has been linked to various factors, including heavy paperwork, large class sizes, and unskilled administrators (Mingoa, 2017).

Stress manifests in physical, emotional, and social health challenges, which can result in absenteeism, anxiety, and loss of motivation (Centers for Disease Control and Prevention [CDC], n.d.; Deakin University, 2022; Health and Safety Executive, n.d.). For instance, Rivera (2018) reported that stress-induced conditions such as hypertension and heart diseases are common among Filipino educators. Alson (2009) identified inadequate learning materials and strict monitoring by superiors as sources of stress.

While moderate stress can sometimes enhance performance, excessive and persistent stress often diminishes work productivity and overall well-being (The American Institute of Stress, 2024; Corporate Wellness Magazine, 2024). Coping mechanisms, such as stress-related seminars and supportive workplace environments, have been shown to improve teachers' productivity and alleviate burnout (Baluyos et al., 2019; Sarabia & Collantes, 2020). However, many studies focus only on the correlation between two variables, such as workload and stress, or stress and performance (Gonzales, 2022; Prastuti, 2021).

This study addresses the gaps by examining the interrelation of three critical variables: work-related stress, workloads, and performance. Specifically, it investigates Senior High School teachers' experiences during School Year 2021–2022 through a mixed-method approach, combining quantitative data with qualitative interviews. This approach aims to provide a deeper understanding of how stress and workloads influence teaching performance and to propose actionable plans for stress management, workload adjustments, and performance improvement.

The outcomes of this study served as the basis for an action plan aimed at enhancing stress management through adjustment and stressor modification, reframing workloads, providing technical assistance, and orienting administrators, educators, learners, and other stakeholders.

A. Research Objectives

This research investigated the work-related stress, workloads, and performance of Senior High School teachers for the School Year 2021–2022, focusing on the correlation between work-related stress, workloads, and performance to inform the development of an action plan. The study explored the respondents' profiles in terms of age, sex, highest educational attainment, job position, and number of years in the Department of Education service. It examined their work-related stress scores and workloads, which included the number of subject preparations, hours of teaching/feedbacking, and designated ancillary functions. The research also assessed the respondents' work performance and analyzed statistically significant correlations between work-related stress and workloads, including stress and the number of subject preparations, hours of teaching feedbacking, and ancillary functions. It further examined correlations between work-related stress and work performance, as well as workloads and performance, specifically the relationships between the number of subject preparations, teaching hours, and ancillary functions with performance. The study investigated how work-related stress and workloads influenced performance and proposed an action plan based on the findings. The outcomes of this study served as the basis for an action plan aimed at enhancing stress management through adjustment and stressor modification, reframing workloads, providing technical assistance, and orienting administrators, educators, learners, and other stakeholders.

B. Literature and Related Studies Review

The World Health Organization defines stress as a response to pressures and demanding situations beyond an individual's capacity to cope or adapt (Deakin University, 2022). While stress is neither a disease nor a disability, if left unmanaged, it can lead to health problems, impair daily routines, and reduce job productivity. Similarly,

workplace stress, though not classified as a health condition, can adversely affect physical, mental, and social well-being, potentially resulting in work absenteeism and diminished performance (Deakin University, 2022; Centers for Disease Control and Prevention, 2024). Work-related stress arises when job demands exceed one's ability to cope, sometimes causing physical harm (Centers for Disease Control and Prevention, 2024; Corporate Wellness Magazine, 2024). In a Northwestern National Life survey, nearly 40% of employees reported working under highly stressful conditions, highlighting how stress impedes productivity and overall health (The American Institute of Stress, 2024; Corporate Wellness Magazine, 2024).

Workplace stress can manifest in various forms across professions and environments (The American Institute of Stress, 2024). The quality of the workplace and the behavior of employees under stress are critical indicators of stress levels (Centers for Disease Control and Prevention, 2024; Health and Safety Executive, 2024). Stressed employees may exhibit symptoms such as frequent absenteeism, anxiety, mood swings, poor communication, and reduced motivation (Health and Safety Executive, 2024). Filipino secondary school teachers, for instance, face stress from heavy paperwork, large class sizes, multiple ancillary duties, and insufficient administrative support (Mingoa, 2017). This stress is often compounded by personal and economic factors, leading to high stress levels and sedentary coping mechanisms like watching movies or shopping (Mingoa, 2017).

The stressful work environment for Filipino educators is exacerbated by issues such as poor workplace conditions, inadequate resources, and pressure to meet tight deadlines (Alson, 2009). Despite legal protections under the Magna Carta for Public School Teachers, which prescribes a maximum of six teaching hours per day (with compensation for extended hours), public school teachers frequently exceed these limits due to additional ancillary functions and urgent tasks (Embang et al., 2022; Law Phil Project, 2024). These excessive workloads may affect focus on teaching and learner development. Moreover, workloads and stress have been linked to burnout and decreased performance (Prastuti, 2021).

Although some studies suggest no direct correlation between workloads and overall well-being or academic achievements (Gonzales, 2022), workplace environment remains a significant factor in teachers' stress and performance. Administrators are encouraged to improve working conditions to support educators' mental and physical health (David et al., 2019; Gonzales, 2022). Beyond teaching, public-school teachers often handle additional roles such as coordinating health programs, managing school activities, and participating in government initiatives like feeding programs, elections, and community mapping, further stretching their capacity (David et al., 2019).

Interventions like stress management seminars have shown promise in improving teacher productivity and reducing burnout (Sarabia & Collantes, 2020). Teachers with low job satisfaction and poor performance often attribute their challenges to inadequate administrative support (Baluyos et al., 2019). Enhanced workplace environments, such as dedicated relaxation spaces for teachers, may mitigate stress and boost productivity (Baluyos et al., 2019).

While existing literature has examined the correlation between stress, workloads, and performance among teachers, most studies adopt a purely quantitative approach, focusing on two-variable relationships (e.g., stress and workloads or stress and performance). These approaches lack the depth to fully capture the interplay among stress, workloads, and performance. Addressing this gap, the current study integrates both quantitative and qualitative methods to explore the interrelationship of these three variables. By doing so, it aims to provide a more comprehensive understanding of how work-related stress and workloads influence performance, ultimately informing targeted interventions for educators.

METHODS

A. Research Design

This study utilized a descriptive-correlational research design, integrating both quantitative and qualitative approaches to examine the relationships among work-related stress, workloads, and performance of Senior High School teachers. The use of both approaches makes the study more substantial (Gudelos, 2023a; Gudelos, 2023b). Quantitative data were collected on variables such as respondents' profiles, stress scores, workloads

(number of subject preparations, teaching hours, and ancillary functions), and work performance. To supplement these findings, qualitative interviews were conducted to provide deeper insights into how stress and workloads influence teacher performance, aligning with the embedded design of mixed-method research. The study's focus on a single Senior High School with ten teachers ensured comprehensive data collection within the school setting, fulfilling the purpose of an action research design.

B. Participants and Sampling Method

The research participants of the study were the complete enumeration of ten (10) Senior High School teachers of School X. The participants were teaching different subjects across three (3) different strands of Accountancy Business and Management (ABM), Humanities and Social Sciences (HUMSS), and General Academic (GA). The entire population of Senior High School teachers were chosen since the population is only ten (10). The mentioned school, the research locale, is the only Senior High School of the district 10.

C. Research Procedure and Instruments

The researcher adopted questionnaire to measure work-related stress scores but he added profile section to it. Work-related stress is the perceived level of stress of the Senior High School teachers in the performance of their actual job functions. A score of 10-39 is interpreted as the participant handled stress well on the job; 40-69 as they handled stress moderately well; and 70-100 interpreted as the participant encountered problems that need to be resolved. The researcher sent a formal letter through email asking permission to utilize the tool for research and it was granted and approved. Data on workloads were obtained from School Form 7, a record of the entire workloads of teachers; and from the class program for verification. Workloads refer to the number of subject preparations, number of hours of teaching/feedbacking, and number of designated ancillary functions. The employee performance scores, with the highest possible score of 100, were gathered using the adopted tool from Template Roller (2021) which was automated already. The tool was open accessed and free to use. The researcher did not anymore subject the quantitative instruments to validity and reliability testing since they were adopted and were considered to be valid and reliable already. The researcher designed a researcher-made interview questionnaire intended for a semi-structured interview. It was validated by two (2) Master Teachers as qualified validator. The qualitative interview responses supplemented the quantitative data gathered. The researcher conducted a descriptive-correlational study utilizing mixed method approach to determine the level of work-related stress, loads, and performance of Senior High Teachers and the correlation of one to the other mentioned variables. The data on profile of the respondents was gathered. Quantitative data focusing on work-related stress, workloads, and work performance were gathered as well. Work-related stress scores among Senior High School teachers were collected during the second quarter of school year 2021-2022 using the adapted survey questionnaire from The American Institute of Stress (2024). Help from the experts was sought to validate the adapted questionnaires on level of work-related stress. Data on workloads was collected using the available school records on School Form 7, a record of the entire workloads of the whole faculty including their ancillary functions, verified as well with the teachers' class program. Letter asking permission from the school head was accomplished prior to utilizing the records of teachers' workloads for research purposes. Workloads were determined based on A) the actual number of subject preparation of the teacher-respondent; B) number of hours of teaching/feedbacking/checking of answer sheets; C) number of designated ancillary functions. The work performance of teachers was determined on the second quarter of the school year using Midyear Performance Review rating of teachers utilizing the adopted Employee Performance Review Tool from Template Roller (2021), so that the respondents would not be hesitated in giving the actual performance through self-rating. This is done to fit in the six (6)-month duration of most school-based action research in the Department of Education. Supposedly, the data on work-related stress, workloads, and work performance will be presented based on profile, but the researcher has not enough time for the detailed presentation. For this research, the correlations covered in the subproblems of the study are considered appropriate and substantial already. Qualitative data on how the level of work-related stress and workloads influence the performance of Senior High School teachers were also be asked. There was a content validation of interview questions and accomplishment of informed consent prior to the actual interview. The study was conducted for six (6) months, first semester of the school year 2021-2022. A continuation of the study for Quarter 3 and 4 was desired on a separate paper to clearly see the changes, improvements, and the implementations of action plans based on the findings of this research paper.

D. Ethical Issues and Considerations

The right to conduct the study was sternly anchored upon the approval of the school head, Schools Division Superintendent, and the Institutional Research Committee. The Interagency Task Force (IATF) guidelines were strictly adhered for the health and safety of the researcher and the participants. Assent of the participants was asked prior to the actual survey and in-depth interview. Issues on confidentiality and anonymity were discussed requiring the participants not to write on the survey questionnaire or state their names but they were given codes. The same with the interview data. At no point of the research paper or in the discussions where the actual name of the participants was attached to their answers.

E. Data Analysis

The researcher was using mixed method embedded approach wherein the qualitative data or responses from the interview was utilize to further expound and give meaning to the quantitative survey responses as well as other numerical data (SAGE Research Methods, 2021). The researcher opted to correlate the data of at least ten (10) pairs since it is possible with the use of Spearman's Rank Correlation test (Field Studies Council, 2021). The data on profile was treated with simple percentage. The work-related stress scores of the respondents were dealt with simple percentage and simple mean; workload of the respondents in terms of the number of subject preparations, number of hours of teaching/feedbacking, and number of designated ancillary functions was treated using simple percentage and simple mean; work performance of the respondents using simple average of the performance percentage/level determined by the automated adopted employee performance review tool ; the statistical significance of the correlation between the following variables: 1) work-related stress and workloads: 1.1) work-related stress and the number of subject preparations, 1.2) work-related stress and the number of hours of teaching/feedbacking; 1.3) work-related stress and the number of designated ancillary functions; 2) the work-related stress and work performance; 3) workloads and work performance: 3.1) the number of subject preparations and the work performance, 3.2) the number of hours of teaching/feedbacking and the work performance, 3.3) the number of designated ancillary functions and the work performance were treated using Spearman rho. The subproblem on how the work-related stress and workloads influence the performance of the respondents was utilized to supplement the discussions utilizing the embedded design mixed method of data presentation.

F. Scope and Limitations of Research

The study used the descriptive-correlational research design with a quantitative and qualitative approach. Ten (10) Senior High School teachers from School X, the sole Senior High School in District 10, Cebu, Philippines, served as the study's subjects. Ensuring careful enumeration of the population guaranteed that all participated at 100%, meeting the goal of the research that aims to address particular issues within the institution wherein the researcher was working. The scope was limited to just one school; however, this was due to a time constraint but was appropriate given the purpose served by the school action research, targeted solutions for immediate local issues. While including information from a different Senior High School in a different district might have served to improve on the correlation accuracy, this study considered solving immediate, pressing issues within the research school's context.

The study was conducted during the first semester of the 2021–2022 academic year and gave quantitative data regarding the respondents' profiles, levels of work-related stress, workloads-including subject preparation numbers, hours spent on teaching and giving feedback, and other duties-and overall job performance. The connections between the variables were analyzed using Spearman's Rank Correlation test. In an integrated mixed-method design, qualitative data collection with regard to the impact of stress and workload on performance added richness to the discussion.

Given that performance could be seen, it didn't meet the design standard of the study- hence, a new one on a survey form on an enlarged scope of teaching performances fully without the use of review sheet akin to Individual Performance Commitment Review Form or something is to ascertain and determine the changes by reviewing all the modules handled because of the pandemic-induced pressures. Its results did indeed come in contextualized terms- the impact on their particular stress and performances with their handling of modules

across a pandemic period.

RESULTS

A. Profile of the Participants

The participants of the study are the complete enumeration of ten (10) Senior High School teachers with respect to the covered period of the study. In terms of age, most of them are in the age bracket of 26-30, mostly females. Only one (1) completed the Masteral Program. Most of the respondents are Teacher-III/Special Science Teacher (SST) 1, with mostly 0-3 years in Department of Education service.

Table 1. Profile of the Respondents

Profile	Frequency	Percentage
1.1. Age (years)		
36-40	3	30
31-35	1	10
26-30	5	50
21-25	1	10
1.2. Sex		
Males	3	30
Females	7	70
1.3. Highest educational attainment		
Bachelors' Graduate without MA units	3	30
Bachelors' Graduate with Masteral (MA) units	3	30
With Masteral Complete Academic Requirements (CAR)	3	30
Graduate of Masteral Program	1	10
1.4. Job Position		
Teacher 1	3	30
Teacher 2	1	10
Teacher 3/SST-1	6	60
1.5. No. of Years in Deped Service		
8-11	2	20
4-7	2	20
0-3	6	60

Note: N=10

Teacher 1, 2, 3 are the academic job ranks in the Department of Education, Philippines. Teacher 1 is the entry level job position.

B. Work-related stress Scores of the Participants

Analysis of work-related stress scores among Senior High School teachers shows that the majority of respondents (60%) had scores within the range of 40 to 69 with a grand mean of 42.8. The results thus show that, in general, the teachers have moderate ability to manage stress, which is indicative of a fairly good level of adaptability in coping with demands and responsibilities at the workplace.

Table 2. Work-related Stress Scores of the Respondent Senior High School Teachers

Stress Scores	N	Mean	Frequency	Percentage (%)	Interpretation
70-100	10	42.8	0	0	Encountered problems that need to be resolved.
40-69			6	60	Handled stress moderately well.
10-39			4	40	Handled stress well on job.

Note: N=10

C. Workload of the Participants

The results show that seven out of ten (70%) of the respondents handle 1–3 subject preparations, while three out of ten (30%) have to handle 4–6 preparations, specifically in Accountancy, Business, and Management (ABM) major subjects. This situation is caused by the limited number of teachers to teach specialized subjects and, consequently, more workload is given to them.

Table 3.1. Number of Subject Preparations of Senior High School Teachers

Number of subject preparations	Mean	Frequency	Percentage (%)
4-6		3	30
1-3	3.4	7	70

Note: N= 10

Regarding teaching hours, five out of ten participants (50%) exceed the regular 30-hour teaching load, falling within the range of 30–34 hours per week, while three participants (30%) reach 40–44 hours weekly, with a grand mean of 36 hours. These extended hours reflect not only instructional time but also feedbacking, checking of outputs, and other academic responsibilities necessitated by the modular learning system during the pandemic.

Table 3.2. Number of Hours of Teaching/Feedbacking/Checking/Module Production of Senior High School Teachers

Number of Hours of Teaching/Feedbacking	Mean	Frequency	Percentage (%)
40-44		3	30
35-39	36	2	20
30-34		5	50

Note: N=10

Most teachers (70%) have 4–6 ancillary functions, with a grand mean of approximately five, further straining their capacity to balance teaching and administrative responsibilities.

Table 3.3. Number of Designated Ancillary Functions

Number of Designated Ancillary Functions	Mean	Frequency	Percentage (%)
7-9		1	10
4-6	4.7	7	70
1-3		2	20

Note: N=10

D. Work performance of the Participants

The work performance scores of the participant Senior High School teachers indicate that half of the respondents (50%) rated themselves below 75%, while 40% fell under the 75-79% range, with a grand mean of 71%. These self-assessments categorize performance as ranging from "Fairly Satisfactory" to "Unsatisfactory" during the first and second quarters. This result, however, should not be misinterpreted as an outright lack of performance, as the study utilized an employee performance review tool designed to minimize self-rating bias. Notably, the school head's midyear performance evaluations for these teachers were predominantly "Very Satisfactory," but these ratings were excluded from the study due to time constraints.

Table 4. Work Performance of Participant Senior High School Teachers Based on Self-Rating

Work Performance Score	Mean	Standard Deviation	Frequency	Percentage (%)	Interpretation
90-100	71	9.33	0	0	Outstanding
85-89			1	10	Very Satisfactory
80-84			0	0	Satisfactory
75-79			4	40	Fairly Satisfactory
<75			5	50	Did not Meet Expectations

Note: N=10

E. Correlation between Work-related stress and Workloads

The correlation analysis between work-related stress and workloads revealed a low correlation coefficient of .247 between stress scores and the number of subject preparations, suggesting that the number of subjects handled does not significantly affect stress levels. Similarly, the correlation coefficient of -.094 between stress scores and the number of equivalent hours of teaching/feedbacking/checking answer sheets (subject loads) further supports the notion that subject loads do not have a substantial impact on stress. The correlation of .035 between stress scores and the number of ancillary functions suggests minimal association. These findings imply that the volume of subject preparations, subject loads, and ancillary functions may not be significant contributors to the work-related stress experienced by the teachers.

Table 5. Correlation of Work-related stress and Workloads

Variables	Mean	Std. Deviation	Stress Scores Correlation (R)	Interpretation
Work-related stress (score)	42.80	8.11		
Workloads:				
1.Number of subject Preparations	3.4	1.17	.247	Negligible correlation
2.Number of hours of teaching/feedbacking/checking (subject loads)	36	4.92	-.094	Negligible correlation
3.No. of ancillary functions	4.7	1.25	.035	Negligible correlation

Note: N=10

F. Correlation between Work-related stress and Work Performance

The analysis of the correlation between work-related stress and work performance in this study revealed a

negligible correlation coefficient of -.091. This suggests that work-related stress may not significantly influence the work performance of Senior High School teachers.

Table 6. Correlation of Work-related stress and Work Performance of the Respondents

Variable	Mean	Std. Deviation	Correlation (R)	Interpretation
Work-related stress	42.80	8.11	-.091	Negligible correlation
Work Performance	71.00	9.83		

Note: N=10

G. Correlation between Workloads and Work Performance

The correlation analysis between workloads and work performance among Senior High School teachers in this study revealed varied results. Specifically, a high positive correlation of .751 was found between the number of subject preparations and work performance, suggesting that an increase in subject preparations is positively associated with improved work performance. Similarly, a moderate positive correlation of .411 was observed between the number of equivalent hours of teaching, feedbacking, and checking of answer sheets (subject loads) and work performance, further supporting the idea that as workload increases in these areas, teachers' performance also improves.

Table 7. Correlation of Workloads and Work Performance

Variables	Mean	Std. Deviation	Work Performance Correlation (R)	Interpretation
Workloads:				
1.Number of subject Preparations	3.4	1.17	.751	High Positive correlation
2.Number of hours of teaching/feedbacking/checking (subject loads)	36	4.92	.411	Low Positive correlation
3.No. of ancillary functions	4.7	1.25	-.307	Low negative correlation
Work Performance	71	9.83		

Note: N=10

DISCUSSIONS

This research discusses work-related stress among Senior High School teachers and their moderate ability to handle stress and the difficulties in handling heavy workloads and ancillary responsibilities. The study, through quantitative findings and qualitative insights, discusses the effects of stress on teachers' performance and indicates the need for organizational support, proper coping mechanisms, and task balancing to enhance productivity and welfare.

The data on work-related stress scores of the participant Senior High School teachers indicate that the teachers generally managed stress moderately well, suggesting adaptability in handling workplace tasks. However, they may require additional support to better manage stress for future demands. One participant commented, "It's part of our job. I always take it positively and consider it as a challenge" (P2), reflecting a proactive coping

approach. Conversely, other respondents highlighted the challenges posed by additional responsibilities, with one noting, “Overloads for me normally lead into stress at work, so I think regular loads, if possible, must be followed and minimize the ancillary works” (P5), while another shared, “I feel drained sometimes; that results in delayed works” (P6).

This aligns with findings that workplace stress arises when job demands surpass an individual’s capacity to cope, adversely affecting productivity and well-being (Centers for Disease Control and Prevention, 2024; Corporate Wellness Magazine, 2024; Deakin University, 2022). Stress in educational settings is often compounded by heavy workloads, insufficient support, and ancillary responsibilities, as seen among Filipino teachers (Alson, 2009; Mingoa, 2017). Although stress is not a disease, unmanaged stress can impair health, daily activities, and job performance, sometimes leading to burnout (Centers for Disease Control and Prevention, 2024; Corporate Wellness Magazine, 2024; Prastuti, 2021;).

Further, the frequent excess of workload limits prescribed under the Magna Carta for Public School Teachers and additional non-teaching functions are significant stressors (Embang et al., 2022; Law Phil Project, 2024). Such tasks may hinder teachers’ primary focus on learner development and academic excellence, as workloads and stress correlate with reduced teaching effectiveness (David et al., 2018; Prastuti, 2021). Despite this, some studies indicate no direct association between workload and overall teacher well-being, suggesting that environmental factors and administrative support play crucial roles in mitigating stress (Baluyos et al., 2019; Gonzales, performance and well-being. Addressing these concer, 2022).

The participants’ experiences reflect broader trends documented in the literature, emphasizing the need for effective coping mechanisms, supportive work environments, and reduced ancillary responsibilities to alleviate stress and optimize performance (David et al., 2019; Sarabia & Collantes, 2020).

These findings participants workload align with existing literature emphasizing the burdens teachers face in managing heavy workloads, multiple ancillary functions, and inadequate support systems (Alson, 2009; Mingoa, 2017). Such excessive demands often lead to work-related stress, which can adversely impact physical, mental, and social well-being (Centers for Disease Control and Prevention, 2024; Deakin University, 2022). While the Magna Carta for Public School Teachers prescribes a maximum of six teaching hours per day, many educators exceed these limits due to additional responsibilities, exacerbating stress and diminishing focus on learner development (Embang et al., 2022; Law Phil Project, 2024). Stress management is critical as unmanaged stress can impair productivity and increase the risk of burnout (Prastuti, 2021; Sarabia & Collantes, 2020).

Despite some studies suggesting no direct link between workloads and academic performance (Gonzales, 2022), the workplace environment plays a significant role in influencing stress levels and teaching effectiveness. Filipino educators often encounter stressful conditions, including inadequate resources, tight deadlines, and large class sizes, necessitating interventions like administrative support and improved working conditions (Baluyos et al., 2019; David et al., 2018). Stress management programs, such as seminars or creating dedicated relaxation spaces, could enhance teacher productivity and well-being (Baluyos et al., 2019; Sarabia & Collantes, 2020).

The findings on work performance of the participants align with literature highlighting how excessive workloads, inadequate resources, and workplace stress contribute to diminished performance among educators (Alson, 2009; Centers for Disease Control and Prevention, 2024). Workplace stress arises when job demands exceed coping capacities, leading to potential impairments in health, daily routines, and productivity (Corporate Wellness Magazine, 2024; Deakin University, 2022). Teachers frequently encounter stressors such as multiple ancillary duties, large class sizes, and insufficient administrative support, which further complicate their ability to meet performance expectations (Embang et al., 2022; Mingoa, 2017). The additional responsibilities public-school teachers face—such as coordinating school programs and participating in community activities—exacerbate these challenges and may reduce focus on learner outcomes (David et al., 2019).

Although some research suggests that workloads do not directly impact well-being or academic achievements (Gonzales, 2022), the interplay between stress and performance is well-documented, with stress often leading to

reduced motivation, mood swings, and anxiety (Health and Safety Executive, 2024; Prastuti, 2021). Stress management interventions, including seminars and improved workplace environments, have proven effective in mitigating burnout and enhancing productivity (Baluyos et al., 2019; Sarabia & Collantes, 2020). Addressing the root causes of stress and offering tailored support, administrators can foster environments that enhance both teacher satisfaction and work performance (David et al., 2019; Gonzales, 2022).

The findings on the correlation of work-related stress and workload are consistent with existing literature, which notes that stress in the workplace often stems from factors beyond the immediate workload. The World Health Organization (Deakin University, 2022) defines stress as a response to overwhelming pressures that exceed an individual's capacity to adapt. Similarly, workplace stress is influenced by multiple factors, including workplace conditions, personal circumstances, and social factors (Centers for Disease Control and Prevention, 2024; Corporate Wellness Magazine, 2024). Filipino teachers, for example, face stress from external factors such as inadequate administrative support and heavy paperwork (Mingoa, 2017), which compounds the stress caused by their workloads. In contrast, the study suggests that teachers' perceived stress may stem from factors such as time constraints and urgency rather than the sheer number of tasks.

While the study finds no significant correlation between workloads and stress, qualitative feedback from teachers highlights the subjective nature of stress. Participants noted that "too many workloads" and the "overload" of tasks added burdens to their roles, with some feeling unable to focus on their teaching duties (P4, P9, P2). These perceptions resonate with the broader literature, where stress is linked not only to objective workloads but also to the subjective experience of feeling overwhelmed or unsupported (Alson, 2009; Mingoa, 2017).

The absence of a direct correlation between workloads and stress in this study suggests that stress may be more influenced by organizational factors and individual coping mechanisms. Indeed, other studies emphasize that stress management interventions, such as providing better administrative support or creating a more conducive work environment, can improve teacher productivity and reduce stress (Baluyos et al., 2019; Sarabia & Collantes, 2020). As such, while workload-related stress is a common issue among educators, addressing broader organizational issues and supporting teacher well-being may be key in reducing stress and improving performance (David et al., 2019; Prastuti, 2021).

The analysis of the correlation between work-related stress and work performance suggests that work-related stress may not significantly influence the work performance of Senior High School teachers. This finding indicates that the performance of teachers may be impacted by other factors beyond stress. In line with the qualitative data, some participants mentioned that stress at work is manageable, with one teacher observing, "Stressful situations at work are manageable. As a teacher, we can reframe this situation and look at the bigger picture" (P7). This suggests a level of resilience among teachers, where stress does not necessarily hinder their performance.

However, contrasting perspectives were also provided by a few participants who acknowledged that stress negatively affects their work performance. For instance, one participant expressed, "Stress at work affects my performance…I can't focus as a teacher…My feedbacking is generic, not individualized" (P4), and another noted, "Stress greatly affects my performance since it can contribute (for) teachers to be not productive" (P8). This aligns with the literature, which suggests that work-related stress, when unmanaged, can lead to physical, mental, and emotional consequences, including impaired productivity (Centers for Disease Control and Prevention, 2024; Corporate Wellness Magazine, 2024; Deakin University, 2022). Stress is known to affect performance by impairing focus and diminishing motivation (Health and Safety Executive, 2024).

Although this study finds a negligible correlation, existing literature supports the notion that workplace stress can still affect overall well-being and job performance. For example, stress in the workplace is often linked to absenteeism, decreased motivation, and poor communication, which in turn may reduce productivity (Centers for Disease Control and Prevention, 2024; Health and Safety Executive, 2024). Filipino teachers, in particular, have been shown to face stress due to large class sizes, heavy paperwork, and multiple responsibilities (Mingoa, 2017), all of which can detract from their ability to perform at their best. Excessive workloads and the strain of

balancing teaching with other duties have been linked to burnout and performance declines (Prastuti, 2021).

Despite the lack of a strong correlation between stress and performance in this study, teachers' individual experiences suggest that work-related stress can impact their ability to perform well, especially in terms of individualized student feedback. This finding supports the view that while stress may not directly determine performance, it can influence aspects of teaching, particularly when teachers are overwhelmed by multiple tasks and time constraints. Moreover, interventions such as stress management workshops and creating supportive work environments have been shown to improve productivity and reduce burnout (Baluyos et al., 2019; Sarabia & Collantes, 2020).

While the study suggests no significant relationship between stress and performance overall, the qualitative data highlights that stress may still have nuanced effects on teachers' work. This points to the need for a more comprehensive approach to understanding the complex relationship between stress, workload, and performance, especially in educational settings.

The findings on the correlation analysis between workloads and work performance among Senior High School teachers suggest that the more teachers are engaged in subject preparations and subject load-related tasks, the better they perceive their work performance, which may be due to the support they receive from co-teachers. One participant noted, “My co-teachers do not hesitate to give assistance. Everything is manageable so far” (P1), emphasizing the importance of collaboration in managing workload.

It is important to clarify that this positive correlation does not imply that increased workloads directly cause better work performance. As one teacher explained, “It (referring to heavier workloads) can make the performance ineffective because of too much work” (P8). This statement underscores the complexity of workload impact, which may vary depending on the type of tasks and the support systems in place.

A low negative correlation of -.302 was found between the number of ancillary functions and work performance, indicating that an increase in ancillary tasks is inversely related to perceived work performance. This suggests that as the number of ancillary functions increases, teachers’ performance may decrease, potentially due to the added burden of non-teaching responsibilities. This finding aligns with research indicating that excessive workloads and ancillary duties can lead to teacher burnout, reduced focus on teaching, and diminished performance (Alson, 2009; Prastuti, 2021). Filipino teachers, for instance, have reported stress from managing additional roles alongside their teaching duties, such as coordinating school programs and participating in government initiatives (David et al., 2019).

The findings are consistent with existing literature suggesting that while workloads may enhance performance in some areas, such as subject preparations and teaching tasks, they can also lead to performance challenges when ancillary functions become overwhelming (Gonzales, 2022; Mingoa, 2017). When teachers are tasked with additional responsibilities, such as administrative duties or extracurricular activities, their focus and productivity in core teaching activities may suffer (Embang et al., 2022; Gonzales, 2022; Law Phil Project, 2024).

Research highlights that the quality of the workplace environment, including available resources and administrative support, plays a significant role in teachers’ ability to manage workloads and maintain high performance (Baluyos et al., 2019; Sarabia & Collantes, 2020). Support from colleagues and administrators can mitigate some of the stress caused by heavy workloads, as suggested by one participant’s comment on the helpfulness of co-teachers. Conversely, insufficient support and poor working conditions can exacerbate stress and hinder performance (David et al., 2019).

While the findings of this study show that workloads, particularly subject preparations and subject loads, may positively influence work performance, excessive ancillary tasks may have a detrimental effect. These results underline the importance of balancing workloads to maintain teacher performance and well-being. Addressing these concerns requires a holistic approach that includes improving working conditions, providing sufficient administrative support, and managing the distribution of tasks to prevent burnout and enhance productivity (Baluyos et al., 2019; David et al., 2019).

CONCLUSIONS

The findings suggest that workloads can influence the performance of Senior High School teachers, although other variables also play a significant role. While the quantitative data showed a positive correlation between subject preparations and subject loads with work performance, it did not fully capture the nuanced impact of work-related stress. In contrast, the qualitative in-depth interview responses provided deeper insights into how stress, stemming from heavy workloads and excessive responsibilities, affects teachers' performance. Teachers expressed that their work performance could be enhanced when workloads are manageable, and when adequate time and technical assistance are available. For example, new teachers benefit greatly from the support and guidance of mentor teachers, especially when the mentors' own workloads are manageable. This assistance can foster a more effective learning environment, both for the teachers and their students. Similarly, feedback quality, particularly on learners' least learned competencies or skills, could improve if class sizes were reduced. Smaller class sizes would allow teachers more time to provide individualized feedback, thus improving their teaching effectiveness.

The study revealed that teachers' focus on teaching and learning tasks could be significantly improved by reducing ancillary functions. Excessive non-teaching responsibilities can divert attention away from instructional duties, leading to reduced work performance and heightened stress. This reflects the importance of streamlining administrative duties and providing teachers with sufficient time to concentrate on their core responsibilities. These reflections highlight the complex interplay between workloads, stress, and work performance. It emphasizes the need for targeted interventions that not only address workload management but also provide adequate support and resources to enhance teachers' effectiveness and well-being.

Based on the findings, several recommendations are proposed for future studies to enhance the robustness and applicability of the research. First, the evaluation of teachers' performance could benefit from incorporating both self-ratings and ratings from Master Teachers or School Heads, as this would provide a more holistic assessment of teacher effectiveness and offer a multi-perspective view of their performance. Second, the study could be extended to cover a full school year, allowing for a more thorough examination of the relationship between workloads, stress, and performance over time. If a full-year study is not feasible, an adjunct study could be conducted in the second semester to explore potential differences in stress levels and work performance between the first and second halves of the academic year. Third, future studies should consider including more specific measures of teachers' workloads, such as the number of answer sheets graded per week, to better capture the intensity of grading responsibilities and how it relates to stress and work performance. A more detailed investigation into other aspects of teachers' workloads, such as lesson preparation time or administrative tasks, would provide a clearer picture of the demands placed on educators. Fourth, the future studies may include advance statistical test, such as multiple regression to avoid type 1 error. Finally, to increase the generalizability of the findings, it would be beneficial to include a larger sample of participants from multiple Senior High Schools, particularly from different districts, to ensure a more representative sample. While this study focused on one Senior High School in District 10 due to time constraints, expanding the sample would provide more comprehensive data, allowing for broader insights into the relationship between workload and performance across different educational settings.

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