

Teachers' Workload, Burnout, and Their Influence on Work Performance

Mary Joy Flores, MAEM¹, Joey L. Gumban, PhD²

La Consolacion College, Bacolod City, Philippines

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ABSTRACT

This study examined the relationship between teachers' perceived workload and burnout level, as well as the relationship between burnout level and teacher performance as measured by Individual Performance Commitment Review Form, among teachers in two districts in the Division of Bacolod City. A descriptive-quantitative and correlational research design was employed involving 300 teachers. Data were collected using the Role Overload Questionnaire, Burnout Questionnaire, and IPCRF ratings. Results indicated that teachers experienced a very high level of role overload. In terms of burnout dimensions, career satisfaction was found to be at a high level, while perceived administrative support and attitudes toward students were at low levels, and coping with job-related stress was at a very low level. Despite these findings, no significant relationship was found between workload and burnout level, nor between burnout level and teacher performance as measured by IPCRF. The findings suggest that increased workload had no significant influence to burnout levels in this dataset, and similarly, burnout level had no significant effect to teacher performance based on IPCRF ratings.

Keywords: Work overload, burnout level, IPCRF

INTRODUCTION

Teaching in the Philippines is widely recognized as a demanding profession because teachers manage instructional duties, administrative work, and community responsibilities, resulting in excessive workload (Gepila Jr., 2020). These increasing demands have contributed to higher levels of stress and burnout, characterized by emotional exhaustion, reduced motivation, and lower job satisfaction, which adversely affect teachers' professional performance (Fabella et al., 2023; Geronimo & Olegario, 2020). Excessive paperwork and non-teaching tasks reduce time for lesson preparation and student engagement, thereby weakening instructional quality (Barrios et al., 2023; Magtalas & Eduvala, 2024). The transition to alternative learning modalities further intensified teachers' workload and negatively influenced morale and instructional delivery (Añoda, 2022; Jomud et al., 2021). Moreover, assigning teachers responsibilities beyond their professional roles has aggravated burnout and reduced classroom effectiveness (Lagrama & Pedriña, 2025).

Research has shown that workload imbalance contributes to burnout, poorer classroom performance, and higher turnover intentions, threatening the sustainability of educational outcomes (Penuliar & Natividad, 2025; Molina & Escarlos, 2024). Addressing these concerns requires effective school leadership, supportive organizational practices, and policies that reduce unnecessary non-teaching responsibilities (Parcon & Gallardo, 2025). Evidence from Southeast Asia further emphasizes that effective workload management is essential for teacher well-being and sustained professional performance (Duong, 2023). In the Philippine context, heavy workloads involving administrative and non-teaching duties continue to undermine teacher well-being, instructional quality, and student learning outcomes (De Guzman & Astillero, 2025; Lagawid, 2024). Hence, this study examines the relationship among teacher workload, burnout, and work performance to inform interventions that strengthen teacher resilience, educational quality, and teacher retention (Gudelos & Mabitad, 2025; Batad, 2024).

FRAMEWORK

The study was anchored on the Job Demands–Resources (JD-R) Model and Role Theory, which explain how teachers' workload and burnout influence work performance (Kahn et al., 1964; Demerouti et al., 2001). The JD-R Model posits that excessive job demands, including heavy workload, time pressure, and administrative responsibilities, lead to stress and burnout when not balanced by adequate resources (Demerouti et al., 2001). In Philippine public schools, large class sizes, non-teaching tasks, and extensive documentation intensify this imbalance and reduce teachers' motivation and performance (Manlongat et al., 2021; Lopez et al., 2025; Villanueva et al., 2022; Nalla, 2022). Consequently, insufficient support contributes to burnout and declining instructional quality and school performance (Maguate, 2024; Barcelona et al., 2023; Cabaluna & Moleta, 2023). Role Theory further explains that multiple and conflicting responsibilities create role overload, resulting in stress, burnout, and reduced professional competence (Arañas, 2023; Quirap, 2022; Wahab et al., 2024).

Together, the JD-R Model and Role Theory provide a comprehensive framework for understanding how systemic demands and role expectations contribute to teacher burnout and work performance (Demerouti et al., 2001; Yang et al., 2018; Anglin et al., 2022). These theories highlight that limited resources and excessive responsibilities create a cycle of stress that undermines teaching effectiveness (Villarejo, 2022; Malquisito et al., 2023). They also emphasize that teacher well-being is essential to educational quality, student outcomes, and institutional effectiveness (Kurrle, 2025; Oducado et al., 2024; Agyapong et al., 2023; Nwoko, 2023). Therefore, strengthening support systems, reducing unnecessary workload, and promoting teacher welfare are critical for sustaining performance (Na'imah et al., 2021). Overall, these theories provide the foundation for examining teacher burnout and guiding interventions that enhance teacher resilience, efficiency, and professional growth in the Philippine educational context.



METHODS

The study employed a quantitative-descriptive and correlational research design to examine the relationship among teachers' workload, burnout, and work performance without manipulating the variables (Shuttleworth, 2019; Siedlecki, 2020; Bhandari, 2021; Ghanad, 2023). The respondents were 300 public elementary school teachers from Districts V and VI, Division of Bacolod City, selected through stratified random sampling with proportionate allocation from a population of 559 teachers using the Raosoft Sample Size Calculator with a 95% confidence level and 5% margin of error (Raosoft, Inc. Sample Size Calculator, 2023; Andrade, 2020).

Data were collected using three instruments. Teachers' workload was measured using the standardized Role Overload Questionnaire (ROQ), which assesses respondents' perceptions of excessive work demands, competing responsibilities, and insufficient time to accomplish assigned tasks. Burnout was measured using the standardized Burnout Questionnaire (BQ), which evaluates four dimensions: career satisfaction, perceived administrative support, coping with job-related stress, and attitudes toward students. Both instruments employ a four-point Likert scale, with higher scores indicating greater levels of perceived workload and burnout, respectively. Teachers' work performance was assessed using their Individual Performance Commitment and Review Form (IPCRF) ratings, the official performance evaluation instrument of the Philippine Department of Education under the Results-Based Performance Management System (RPMS), which measures teachers' attainment of professional standards and performance targets across key result areas.

The ROQ and BQ are standardized instruments with established validity reported in previous studies. To ensure reliability in the present study, a pilot test involving 30 teachers who were excluded from the final sample was conducted. The instruments yielded a Cronbach's alpha coefficient of 0.808692, indicating good internal consistency and acceptable reliability (Cronbach, 1951; Wadood et al., 2021; Kennedy, 2022). While the IPCRF provides a standardized measure of teacher performance, its ratings may be influenced by evaluator-related

factors such as leniency, halo effects, or restricted score variability, particularly when a large proportion of teachers receive high performance ratings. Consequently, the IPCRF results should be interpreted alongside these potential sources of measurement bias.

Data collection followed approved ethical and institutional procedures, beginning with permissions from the Graduate School, Schools Division Office, district supervisors, and school principals before administering the surveys. Participation was voluntary, and respondents were assured of informed consent, confidentiality, anonymity, and the right to withdraw at any time. The researcher personally administered and collected the questionnaires following a brief orientation to ensure consistency in data gathering. Data were analyzed using percentage, weighted mean, ranking, and Spearman's rho to determine respondents' profiles, levels of workload, burnout, work performance, and the relationships among the variables. Throughout the study, ethical principles of beneficence, justice, respect for persons, transparency, and institutional support were strictly observed.

Data were analyzed using percentage, weighted mean, ranking, and Spearman's rank-order correlation (Spearman's rho). Descriptive statistics were used to summarize the respondents' profile and determine the levels of workload, burnout, and work performance. Spearman's rho was employed to examine the relationships among the study variables because the data were ordinal and the analysis focused on determining the strength and direction of associations rather than predicting one variable from another. Effect sizes were interpreted based on the magnitude of the correlation coefficients following Cohen's (1988) guidelines, while statistical significance was evaluated at the 0.05 level.

This study has several limitations that should be considered when interpreting the findings. First, the cross-sectional and correlational design precludes the establishment of causal relationships among teachers' workload, burnout, and work performance. Second, workload and burnout were measured using self-reported questionnaires, which may be subject to response and social desirability biases. Third, teacher performance was assessed using IPCRF ratings, which may not fully capture all dimensions of actual teaching performance and may be influenced by evaluator-related factors. Finally, the study was limited to public elementary school teachers in Districts V and VI of the Division of Bacolod City; therefore, the findings may not be generalizable to other educational settings or populations.

RESULTS AND DISCUSSION

This chapter presents the data collected to answer the study's research questions. The findings are analyzed, interpreted, and discussed to ensure a clear and comprehensive understanding of the results.

Table 1. Workload Level

	Mean	Interpretation	SD
Workload	3.36	Very High	0.183

n=300

Legend:

1.0 – 1.75	Very Low
1.76 – 2.50	Low
2.51 – 3.25	High
3.26 – 4	Very High

The findings revealed that public elementary school teachers perceived their workload as very high ($M = 3.36$, $SD = 0.183$), indicating that teaching responsibilities are generally demanding and consistently experienced by

most respondents. The low standard deviation suggests a strong agreement among teachers regarding their high workload. Although the mean was below the maximum score of 4.00, it still reflected a uniformly high, though not extreme, level of workload. This finding suggests that teachers face substantial responsibilities that extend beyond classroom instruction. Such workload remains a significant concern in public elementary schools.

This finding is consistent with studies showing that Filipino teachers perform numerous administrative, reporting, and community-related responsibilities in addition to teaching (Heraña et al., 2025; Cruz et al., 2026). Systemic challenges, including large class sizes, limited resources, and frequent policy changes, further increase teachers' workload (Pantao et al., 2026; Bongco & David, 2021). Teachers are also expected to fulfill multiple roles, such as educator, facilitator, record-keeper, and counselor, which adds to their responsibilities (Rivera, 2022; Sundar & Mesalia, 2023). These factors reinforce the consistently high workload experienced by public school teachers. Therefore, stronger institutional support is needed to better manage and distribute teachers' responsibilities (Algar et al., 2025).

Table 2. Burn Out Level

Level of Burnout	Mean	Interpretation	SD
Career Satisfaction	2.70	High	0.304
Perceived Administrative Support	2.37	Low	0.284
Coping with Job-related Stress	1.62	Very Low	0.300
Attitudes toward Students	2.50	Low	0.332

n=300

Legend:

1.0 – 1.75	Very Low
1.76 – 2.50	Low
2.51 – 3.25	High
3.26 – 4	Very High

Teachers demonstrated a high level of career satisfaction ($M = 2.70$, $SD = 0.304$), indicating that they generally remain fulfilled and committed to their profession despite workplace demands (Sevilla et al., 2025). This positive outlook is attributed to teaching being viewed as a vocation, supported by resilience, commitment to nation-building, and intrinsic motivation (Cahilog et al., 2023; Angara, 2024; Nazareth et al., 2026). Strong collegial relationships and supportive school communities further reinforce teachers' professional satisfaction (Fernandez-Docallas & Batani, 2021). Socio-cultural factors such as family support, faith, optimism, adaptability, and perseverance also help teachers cope with challenges (Salvo-Garrido et al., 2025; Vanlommel et al., 2023; Ayson et al., 2025; Emborgo & Uchang, 2025). Nevertheless, sustained career satisfaction requires stronger professional development, adequate resources, and work-life balance initiatives (Pablo et al., 2025; Eryilmaz et al., 2025; Badaruddin et al., 2024).

Teachers perceived administrative support as low ($M = 2.37$, $SD = 0.284$), indicating limited institutional assistance in leadership, resources, and professional support. Effective administrative support is widely recognized as a protective factor against burnout, while inadequate support increases stress, lowers job satisfaction, and weakens teacher performance (Torres et al., 2025; Tekel & Erus, 2023; Belmes et al., 2025; Cornista, 2025). Weak support systems also contribute to emotional exhaustion, low morale, and professional isolation (Maas et al., 2022; Saramosing et al., 2025; Kelly, 2024). These findings are consistent with Philippine and international studies emphasizing the importance of supportive leadership for teacher well-being (Ancho & Bongco, 2021; Bowers, 2025; Ertürk, 2023). Thus, strengthening leadership, support systems, and access to

teaching resources is essential to reduce burnout and improve teacher morale and performance (Tosun & Bostanci, 2024; Arobirole & Chinyere, 2023; Gumilao, 2024; Liu et al., 2025).

Teachers reported low burnout related to job-related stress ($M = 1.62$, $SD = 0.300$) and maintained generally balanced attitudes toward students ($M = 2.50$, $SD = 0.332$), suggesting effective stress management and continued commitment to learners. Although teaching is inherently demanding, respondents appeared to sustain psychological well-being through resilience and coping strategies (Macadula et al., 2025; Chambers, 2025; Arlan, 2025; Masayon & Buenaventura, 2025). Social support, time management, collaboration, professional development, family, and faith further strengthened their ability to cope with occupational stress (Señal & Abellana, 2025; Maculada et al., 2025). Their balanced attitudes toward students also reflect the compassion, empathy, resilience, and malasakit that characterize Filipino educators (Peng et al., 2023; Gatdula, 2025; Santiago, 2023). Overall, these findings indicate that while teachers occasionally experience emotional strain, they remain dedicated to supporting students, highlighting the importance of strengthening coping mechanisms and support systems to sustain teacher well-being (Brittain, 2025; Ancho & Arrieta, 2021; Sanchez et al., 2022; Pangilinan, 2025; Quejada & Orale, 2021).

Table 3. Level of Teacher’s Performance as per IPCRF

	Mean	Interpretation	SD
Level of Teachers’ Performance	4.509	Outstanding	0.403

n=300

Legend:

1.0 – 1.80	Poor
1.81 – 2.60	Unsatisfactory
2.61 – 3.40	Satisfactory
3.41 – 4.20	Very Satisfactory
4.21 – 5.00	Outstanding

The findings revealed that teachers demonstrated an outstanding level of work performance ($M = 4.509$, $SD = 0.403$), indicating that they consistently met or exceeded professional expectations. The low standard deviation suggests that this high level of performance was consistently observed across respondents. These results reflect teachers’ competence, commitment, and ability to deliver quality education despite the demands of the profession. The findings also indicate that excellent performance is a shared characteristic rather than being limited to a few individuals. Overall, teachers maintained a stable and dependable standard of professional practice.

In the Philippine context, these findings are remarkable considering the challenges of large class sizes, limited resources, administrative responsibilities, and extended working hours (Department of Education, 2024; Malinao & Miano, 2025). Despite these constraints, Filipino teachers continue to demonstrate resilience and adaptability in achieving positive learning outcomes. Their outstanding performance reflects a strong sense of vocation and willingness to go beyond their prescribed duties to support students (Acosta & Torneo, 2023). Many invest additional time, effort, and personal resources to enhance teaching and learning. These findings underscore the professionalism, perseverance, and dedication of Filipino teachers in sustaining quality education despite systemic challenges.

Table 4. Relationship of Workload and Level of Burnout

Variable	Spearman's rho	Effect Size	p-value	Decision
Workload & Burnout	-0.017	Negligible	.766	Fail to Reject H ₀

n=300

The findings revealed an extremely weak and non-significant negative relationship between work overload and burnout (Spearman's $\rho = -0.017$, $p = 0.766$), indicating that workload was not significantly associated with burnout in this study. This suggests that teachers who perceived higher workloads did not necessarily experience higher levels of burnout. Burnout appears to be influenced by factors beyond workload alone, including coping mechanisms, social support, and resilience (Demerouti, 2024). Although teachers reported high work overload, their burnout levels remained relatively low, implying effective management of job demands (Algar et al., 2025). Intrinsic motivation and commitment to teaching may also help teachers sustain well-being despite heavy workloads (Wang et al., 2024).

While work overload is widely recognized as a risk factor for burnout due to excessive professional demands (Mapano & Ubayubay, 2024; Chan & Walker, 2024), it does not inevitably lead to emotional exhaustion. Protective factors such as effective time management, peer collaboration, administrative support, and adaptive coping strategies can reduce the impact of heavy workloads (Dung et al., 2024; Cañete, 2025). These findings indicate that teachers possess resources that buffer the negative effects of workload on burnout. Consequently, workload alone is insufficient to explain burnout among the respondents. This underscores the need to strengthen organizational support and teachers' coping capacities alongside workload management.

Table 5. Relationship of Burnout and Teacher's Performance as per IPCRF

Variable	Spearman's rho	Effect Size	p-value	Decision
Burnout & Teacher's Performance	0.073	Negligible	.206	Fail to Reject H ₀

n=300

The findings revealed a very weak and non-significant positive relationship between teachers' burnout and work performance ($\rho = 0.073$, $p = 0.206$), indicating that burnout was not significantly associated with IPCRF performance ratings. Although burnout was present, it did not result in measurable differences in teacher performance. This may be because teachers maintain professionalism despite stress, while IPCRF ratings primarily assess observable outputs rather than emotional well-being. Administrative support, teaching experience, coping strategies, and workplace conditions may also have a greater influence on performance than burnout alone. Overall, the results suggest that burnout did not significantly affect teachers' work performance in this study.

While the Job Demands–Resources Model and Role Theory propose that excessive job demands contribute to burnout (Galanakis & Tsitouri, 2022; Holmes et al., 2020; Demerouti et al., 2001), the findings did not support this relationship. Teachers experienced workload and burnout, yet resilience and adaptive coping mechanisms may have buffered the negative effects of job demands (Ang et al., 2025; Donasco et al., 2025).

The normalization of heavy workloads may also have led teachers to view these demands as a routine part of the profession rather than a source of severe burnout (Tarraya, 2023). Prolonged exposure to workload may have fostered psychological adaptation, reducing the impact of stress on performance. These findings highlight the need for further research on institutional support, resilience, and coping strategies as factors influencing burnout and teacher performance.

CONCLUSION

The findings revealed that public elementary school teachers experienced a very high workload but only low to moderate burnout, indicating that heavy professional demands did not automatically lead to adverse psychological outcomes. Moreover, no statistically significant relationships were found between workload and burnout or between burnout and teacher performance. These results suggest that burnout is a complex phenomenon influenced by factors beyond workload alone. Resilience, coping mechanisms, and social support may have buffered the effects of workload on teachers' well-being and performance. Consequently, teachers were able to sustain outstanding performance despite demanding work conditions.

The study also highlighted teachers' professionalism, intrinsic motivation, and adaptability in maintaining high performance despite limited administrative support. However, the consistently low ratings for administrative support indicate the need to strengthen leadership, resource provision, and institutional assistance. Although teachers effectively managed job-related stress, prolonged exposure to high workload without adequate support may threaten their long-term well-being. The findings further emphasize the importance of resilience, coping strategies, and socio-cultural factors in mitigating occupational stress. Therefore, enhancing institutional support and exploring other factors influencing workload, burnout, and performance are essential to sustaining teacher well-being and educational quality.

RECOMMENDATIONS

Educational policymakers and school administrators should implement strategies to reduce teachers' workload despite its non-significant relationship with burnout. Efforts should focus on streamlining administrative tasks, minimizing non-teaching responsibilities, and ensuring equitable workload distribution. Integrating digital tools and providing administrative support staff can further improve efficiency. These measures will enable teachers to devote more time to instruction and improve work conditions.

Schools should strengthen administrative support by promoting responsive, transparent, and supportive leadership practices. Professional development for school leaders should emphasize effective communication, instructional leadership, and teacher engagement. Mentorship programs, collaborative decision-making, and regular feedback mechanisms can foster a more supportive school environment. These initiatives can enhance teacher morale, well-being, and professional satisfaction.

Schools should continue promoting resilience through wellness programs, stress management activities, peer support, mental health services, and work-life balance initiatives. Recognizing teachers' contributions can further sustain their psychological well-being and prevent long-term burnout. Future studies should examine additional variables such as organizational culture, emotional intelligence, and job satisfaction using longitudinal designs and more diverse samples. Such research can provide stronger evidence for policies and practices that enhance teacher well-being and educational quality.

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