
LEVEL OF TEACHER'S JOB SATISFACTION AND LEVEL OF TEACHERS WORKLOAD

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ABSTRACT

This study investigated the level of teachers' workload and its relationship to teachers' job satisfaction among public school teachers in the Quezon 3 District during the school year 2025–2026. Specifically, it examined teachers' workload in terms of administrative tasks and extracurricular responsibilities, as well as their job satisfaction in terms of administrative support and work-life balance. The study employed a descriptive-correlational research design and involved 150 teachers from Manuto Integrated School, San Jose Integrated School, and Quezon Central Elementary School through total enumeration. Data were gathered using an adapted and modified questionnaire based on Martinez (2020), with a Cronbach's Alpha reliability coefficient of 0.825. Mean, standard deviation, and Pearson r were used as statistical tools for data analysis. Findings revealed that teachers experienced a high level of workload in terms of both administrative tasks and extracurricular responsibilities. Despite this, teachers reported a high level of job satisfaction in administrative support and a very high level of job satisfaction in work-life balance. Results of the Pearson r correlation showed that administrative tasks and extracurricular responsibilities did not have a significant relationship with teachers' job satisfaction. Based on these findings, the study concluded that although teachers consistently experience heavy workloads, their job satisfaction remains high, largely due to strong administrative support and favorable work-life balance conditions. The absence of a significant relationship between workload and job satisfaction suggests that supportive leadership and effective organizational practices help mitigate the negative effects of work demands. The study recommends that teachers continue practicing effective time management and self-care, the Department of Education streamline administrative and extracurricular requirements while strengthening

support systems, and future researchers explore additional factors affecting teachers' job satisfaction across different contexts.

KEYWORDS: *Administrative tasks, extracurricular responsibilities, teaching workload, teachers' Job satisfaction, ancillary support, work-life balance.*

INTRODUCTION

Teaching extends far beyond classroom instruction, encompassing lesson preparation, grading, student monitoring, administrative work, meetings, extracurricular duties, and pastoral care. When these responsibilities are balanced, teachers remain motivated and effective; however, excessive workload often leads to stress, burnout, and diminished instructional quality. As a result, teacher well-being has become a critical factor in educational success, with growing attention from policymakers and school leaders on how workload affects teacher morale, retention, and performance.

The study is anchored in key Philippine policies that emphasize teacher welfare and manageable workloads. Republic Act No. 4670 (Magna Carta for Public School Teachers) promotes improved working conditions, reasonable working hours, and fair distribution of duties, while Republic Act No. 9155 mandates effective human resource management in schools. Additionally, Department of Education Order No. 2, s. 2015 aims to reduce teachers' administrative burden. These frameworks collectively highlight the importance of proper workload management in enhancing job satisfaction and ensuring that teachers can focus on their primary role of instruction.

Despite existing research on teacher stress and burnout, workload as a direct factor influencing job satisfaction remains underexplored, particularly in developing contexts where teachers face large class sizes, limited resources, and heavy non-teaching duties. This study seeks to address this gap by examining how specific workload components—such as teaching hours, administrative tasks, and extracurricular responsibilities—affect teachers' professional fulfillment and motivation. By identifying which aspects of workload most impact satisfaction, the research aims to provide evidence-based recommendations to improve teacher well-being, support retention, and strengthen overall educational quality.

Conceptual Framework

This study is anchored on the Job Demand-Control (JDC) Model proposed by Karasek (1979), which explains how job demands and job control interact to influence stress and job satisfaction. The model suggests that high job demands, when paired with low control, lead to high strain, resulting in burnout, dissatisfaction, and reduced well-being. However, when individuals experience high demands alongside a high degree of control over their tasks, the negative effects of workload are minimized, allowing job satisfaction to remain stable. In the teaching profession, this theory is particularly relevant, as educators often face heavy workloads while having limited autonomy over schedules, instructional methods, and administrative duties.

Teachers commonly handle extensive administrative responsibilities such as report preparation, classroom documentation, meetings, and compliance tasks, which reduce time for actual teaching. Additionally, involvement in extracurricular activities like coaching, organizing events, and supervising students further extends working hours and affects work-life balance. When these responsibilities are not supported by efficient systems or administrative assistance, teachers may feel overwhelmed and stressed. However, when schools provide clear guidance, shared responsibilities, and sufficient support, teachers are better able to manage their workload, leading to improved satisfaction and professional engagement.

The relationship between workload and job satisfaction highlights the need for balanced task distribution and strong institutional support. Excessive administrative and extracurricular demands can lead to fatigue and dissatisfaction, but these effects can be mitigated through strategies such as workload sharing, hiring support staff, flexible scheduling, and involving teachers in decision-making. By addressing both workload and autonomy, school leaders and policymakers can foster a supportive environment that enhances teacher well-being, improves retention, and promotes better educational outcomes.

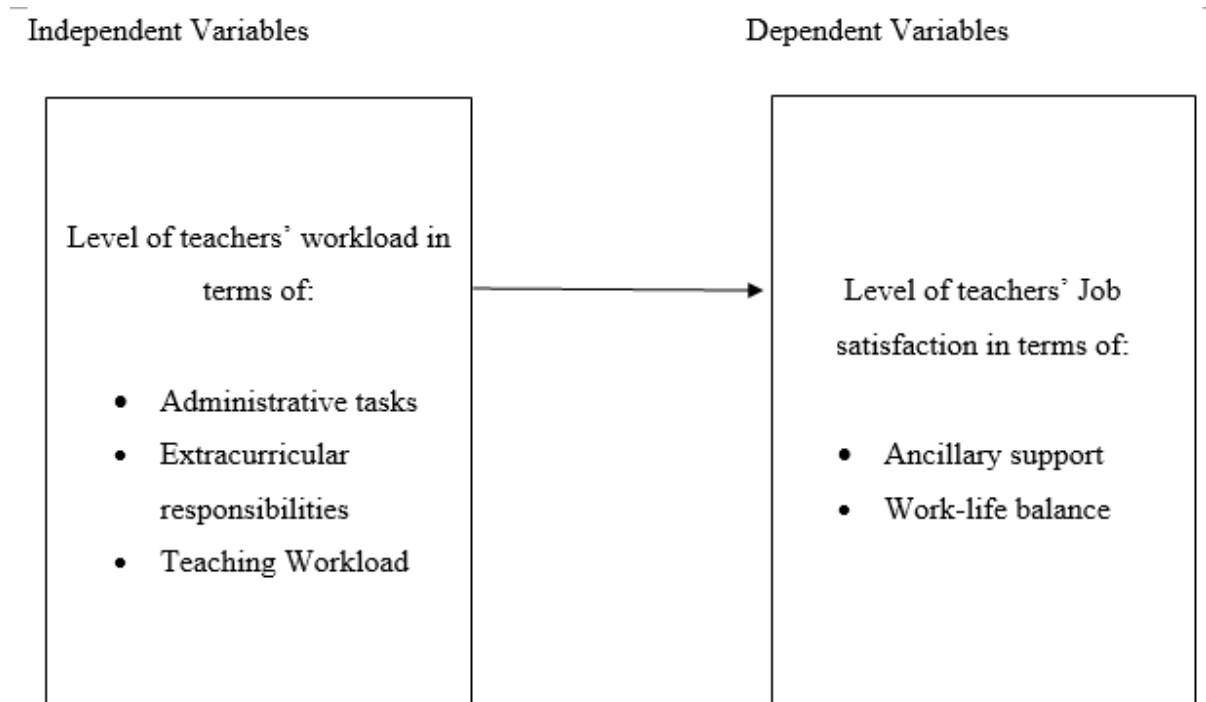


Figure 1. Schematic Presentation Showing the Relationship Between the Independent and Dependent Variables of the Study.

Statement of the Problem

This study aimed to examine the relationship of the teacher Workload And Its Effect on Job Satisfaction Among Public School Teachers. Specifically, this study aimed to answer the following questions:

1. What is the level of teachers' workload in terms of administrative tasks, extracurricular responsibilities, and teaching workload?
2. What is the level of teachers' Job satisfaction in terms of ancillary support and work-life balance?
3. Is there a significant relationship between teachers' workload and teachers' job satisfaction?

Delimitation of the Study

This study covers the analysis of teacher workload and its effect on job satisfaction among public school teachers in Quezon, Bukidnon. It focuses on key workload components such as administrative tasks, and extracurricular responsibilities and teachers' Job satisfaction in terms of administrative support and work-life balance. The study is limited to public school teachers only and does not include private schools. It also relies on self-reported data through

surveys, which may be influenced by personal perceptions and biases. Additionally, the study does not account for external factors such as salary, leadership style, or school facilities that may also affect job satisfaction.

Review of the Literature

Level of teachers' Job satisfaction

Research on ancillary support highlights its critical role in improving teacher job satisfaction and retention. Studies by Garcia and Mendoza (2020) found that teachers who received clear communication, adequate resources, and encouragement from school leaders reported higher satisfaction levels. Similarly, Thompson and Daniels (2020) emphasized that strong administrative leadership and mentorship significantly influenced teacher retention, while Naidoo and Reddy (2020) showed that recognition, involvement in decision-making, and acknowledgment of teachers' efforts enhanced satisfaction even under heavy workloads. Chavez and Lim (2020) further noted that constructive feedback and moral support reduced stress and increased motivation. Supporting these findings, Ngidi and Sibaya (2019) and Kassa and Melesse (2019) revealed that consistent guidance and transformational leadership improved teacher morale and professional fulfillment. In addition, Domingo and Agbisit (2019) and Anderson and Miskell (2019) confirmed that responsive leadership and open communication serve as both practical and emotional support systems that strengthen teacher satisfaction.

Studies on work-life balance also demonstrate its strong influence on teachers' well-being and job satisfaction. Lopez and Ramirez (2020) found that excessive take-home tasks and limited personal time led to emotional exhaustion and dissatisfaction, particularly among early-career teachers. In the United Kingdom, Green and Foster (2020) reported that flexible work arrangements improved both satisfaction and mental health. Similarly, Ahmed and Noor (2020) highlighted the importance of maintaining boundaries between work and personal life, while Kim and Lee (2020) found that manageable workloads and institutional support for rest increased teacher engagement and commitment.

Additional research reinforces the importance of supportive policies and balanced workloads in sustaining teacher satisfaction. Ali and Ahmed (2019) emphasized that flexible schedules and supportive management improved teachers' ability to balance responsibilities, while Roberts and Leisy (2019) found that heavy workloads and after-hours duties negatively

affected mental health and family time. Gomez and Fabella (2019) reported that long teaching hours, large class sizes, and take-home tasks contributed to emotional exhaustion, recommending better time management and organizational support. Finally, Karatepe and Demir (2019) highlighted that emotional support and a healthy work culture enable teachers to maintain work-life balance, ultimately leading to greater job satisfaction and long-term commitment to the profession.

Level of teachers' workload

Studies on administrative tasks consistently show their negative impact on teachers' performance and well-being. Reyes et al. found that Filipino teachers spent much of their time on encoding grades, compliance reports, and structured lesson planning, limiting creativity and engagement. Similarly, Lopez and Santiago reported that excessive and often redundant administrative duties increased stress and reduced job satisfaction. In an international context, Kim and Park revealed that increased paperwork reduced teacher autonomy and instructional effectiveness, while Tan and De Vera emphasized the value of digital tools and administrative support in easing workload. Local findings by Dela Cruz and Ramos further showed that teachers spent more time on paperwork than teaching preparation, diminishing professional satisfaction. Likewise, Johnson and Steele and Martinez highlighted that growing administrative requirements led to stress, fatigue, and potential burnout. However, Chua and Tan demonstrated that effective school leadership, delegation, and digital support can significantly improve teacher satisfaction.

Research on extracurricular responsibilities similarly indicates that these duties intensify teacher workload and affect work-life balance. Gonzales and Arriola found that teachers handling multiple extracurricular roles often worked beyond school hours, leading to fatigue and reduced satisfaction. In China, Wang and Liu reported that participation in school events and competitions added pressure without sufficient compensation or planning support. Martinez and Delos Reyes further revealed that unclear guidelines and weekend assignments disrupted teachers' personal time and motivation. Likewise, Ahmed and Salim identified extracurricular demands as a major contributor to burnout, recommending limits and fair distribution of such roles.

Additional studies reinforce the impact of extracurricular workload on teacher effectiveness and morale. Villanueva and Santos observed that extended commitments to school programs and clubs reduced time for lesson planning and family life. In India, Singh and Mehta found

that heavy involvement in sports and cultural activities negatively affected classroom instruction and job satisfaction due to lack of compensation. Similarly, Wijaya reported that teachers in rural schools faced multiple extracurricular roles, causing stress and role conflict. Lastly, Rivera and Mendoza highlighted that unclear policies and unequal distribution of extracurricular tasks led to perceived unfairness and lower morale. Collectively, these studies emphasize the need for balanced workload distribution, clear policies, and institutional support to sustain teacher well-being and performance.

Research Methodology

This study employed a descriptive correlational research design to determine the relationship between teacher workload and job satisfaction. The participants consist of 113 public school teachers in Kipolot Integrated School, Palacapao Integrated School, and Kiburiao National High School, which are located in the Quezon 3 District, during the school year 2025-2026. It was conducted through total enumeration. This study used an adapted questionnaires from Martinez (2020). consisted of 2 parts. Part 1 dealt on level of teachers' workload in terms of administrative tasks, and extracurricular responsibilities. Part II was about the level of teachers' Job satisfaction in terms of administrative support and work-life balance. The questionnaire was patterned and modified in order to fit the settings of the study.

The following statistical tools were applied to analyze and interpret the data of this study: Mean and standard deviation were used to determine the level of teachers' workload in terms of administrative tasks, and extracurricular responsibilities. Mean and standard deviation were also utilized to determine the level of teachers' Job satisfaction in terms of administrative support and work-life balance. Pearson r Product-Moment Correlation Coefficient was utilized to find out the significant relationship between teachers' workload and teachers' job satisfaction.

Findings

Presented below are the findings derived from this study.

The Level of teachers' workload in terms of administrative tasks was high and in terms of extracurricular responsibilities was also high.

The Level of teachers' Job satisfaction in terms of administrative support was high and in terms of work-life balance was very high.

The test of significant relationship found out that Administrative Tasks and Extracurricular Responsibilities do not have significant relationship with teachers' job satisfaction.

CONCLUSIONS AND RECOMMENDATIONS

Drawing from the study's findings, the following conclusions can be made:

Teachers experienced a consistently high workload, particularly in terms of administrative tasks and extracurricular responsibilities. This means that teachers are frequently engaged in non-teaching duties that go beyond classroom instruction. Despite these demands, such tasks have become a regular and expected part of teachers' professional roles, highlighting the need for proper workload management and institutional support.

Teachers generally demonstrate a high level of job satisfaction, especially in relation to administrative support and work-life balance. The very high level of satisfaction in work-life balance suggests that teachers are able to manage their professional responsibilities while maintaining personal well-being. This implies that supportive school leadership and effective organizational practices play a crucial role in sustaining teachers' positive outlook toward their work.

Teachers' workload does not significantly influence their job satisfaction, as administrative tasks and extracurricular responsibilities were found to have no significant relationship with job satisfaction. This suggests that although teachers experience heavy workloads, their satisfaction remains stable, possibly due to strong administrative support systems and favorable work-life balance conditions that help mitigate the negative effects of work demands.

Derived from the study's conclusions, the following recommendations are proposed:

For the teachers. Teachers are encouraged to continue practicing effective time management and to make use of available support systems within their schools. While workload levels remain high, maintaining open communication with school administrators and actively participating in planning and coordination can help manage responsibilities more efficiently. Teachers may also benefit from engaging in self-care practices and setting clear boundaries between work and personal life to sustain their well-being and job satisfaction.

For the Department of Education administrators. The Department of Education is encouraged to review and streamline administrative and extracurricular task requirements assigned to

teachers. Policies that reduce redundant paperwork, promote digital solutions, and ensure fair distribution of extracurricular responsibilities may help prevent excessive workload. At the same time, the Department should continue strengthening administrative support and work-life balance initiatives, as these factors play a vital role in maintaining teachers' job satisfaction despite high work demands.

The Department of Education officials may consider implementing policies that help balance teachers' workload in order to improve their overall job satisfaction. This may include reviewing administrative and non-teaching tasks assigned to teachers, hiring additional support staff, and providing continuous professional development and wellness programs. DepEd may also strengthen monitoring systems to ensure that teaching responsibilities remain manageable and aligned with teachers' competencies. By addressing workload concerns and promoting supportive policies, the Department can help create a more positive working environment that enhances teacher motivation, performance, and retention.

For School heads. School heads play a vital role in managing teachers' workload and fostering job satisfaction within their schools. They are encouraged to regularly assess the distribution of teaching and non-teaching duties to ensure fairness and prevent work overload among teachers. School heads may also promote open communication, provide emotional and professional support, and recognize teachers' efforts and achievements. Through effective leadership, proper task delegation, and supportive school policies, school heads can help create a collaborative and healthy work environment that contributes to higher levels of teacher satisfaction and improved instructional quality.

For future researchers. Future researchers are encouraged to explore other variables that may influence teachers' job satisfaction, such as compensation, professional development opportunities, school culture, and mental health support. Additionally, future studies may focus on different educational contexts or regions to validate and expand the findings of the present research.

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