

# Workload, School Environment, and Instructional Quality in Public Integrated Schools in Laguna

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## Abstract

This study focused on knowing the relationship of Workload and School Environment to the Instructional Quality of the teachers in Integrated School in Laguna.

It is quantitative in nature and utilized a self-made Likert-scale type of survey questionnaire to gather information that helped in realizing the purpose of the study. The areas that were given emphasis are Workload (teaching load, administrative tasks, and extracurricular responsibilities), School Environment (support from administration, resources, and classroom conditions), and Instructional Quality (Content Knowledge and Clarity, Instructional Strategy, Classroom Management, Assessment and Feedback). Mean, SD, and Pearson product-moment correlation were used for the statistical treatment of the study.

After careful analysis of data, the respondents are mostly female. Most of them were in the ages twenty-five to thirty years old. Forty-two percent (42%) of them have units in Masteral. Thirty-four percent (34%) of them have worked in the field for less than ten years, and forty-five and three percent (45.3%) of them are teacher I.

It was also revealed that the relationship between the workload of the respondents and instructional quality showed a significantly correlated, therefore the hypothesis is rejected. Likewise, the relationship between School Environment and Instructional Quality is significantly correlated; hence the hypothesis is likewise rejected.

**Keywords:** instructional quality; public integrated school teachers; school environment; workload

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## INTRODUCTION

Teacher effectiveness is shaped by multiple organizational factors, particularly workload and school environment. Excessive workload has been linked to burnout and diminished instructional performance (Dung et al., 2024), while supportive environments foster relational trust and enhance teaching outcomes (Bryk & Schneider, 2002). In the Philippine context, integrated schools face unique challenges due to combined grade levels and administrative demands, yet limited studies have examined how workload and environment interact to influence instructional quality.

Quality education is a cornerstone of national development, and teachers play a pivotal role in ensuring that learners achieve desired competencies. However, the effectiveness of instruction is often influenced by organizational factors such as workload and school environment. Excessive workload can lead to stress, burnout, and diminished teaching performance, while a supportive environment fosters

collaboration, motivation, and professional growth. In the Philippine public school system, particularly in integrated schools where teachers handle diverse grade levels and administrative responsibilities, these issues are magnified. Understanding how workload and environment affect instructional quality is therefore crucial for sustaining effective teaching and learning.

Recent studies have highlighted the impact of workload on teacher performance. Dung et al. (2024) found that heavy academic and administrative tasks contribute to burnout and reduced instructional effectiveness. Wilson (2023) emphasized that administrative duties often consume time meant for lesson preparation, thereby affecting instructional delivery. On the other hand, Bryk and Schneider (2002) demonstrated that relational trust within schools enhances collaboration and improves teaching outcomes. International research, such as Yang and Kaiser (2022), also underscores the role of professional competence and supportive environments in sustaining instructional quality. Despite these insights, limited empirical studies have examined the combined effects of workload and school environment on instructional quality in Philippine integrated schools.

While existing literature establishes that workload and environment are critical determinants of instructional quality, most studies have focused on either one factor in isolation or on contexts outside the Philippine integrated school system. There remains a gap in understanding how these variables interact within integrated schools in Laguna, where teachers face unique challenges due to multi-level teaching assignments and administrative demands. This lack of localized evidence hinders the development of targeted interventions and policies to improve instructional quality in such settings.

This study aimed to investigate the relationship between workload, school environment, and instructional quality public integrated schools in Laguna. Specifically, it sought to:

1. Assess the level of teachers' workload and perceptions of school environment;
2. Determine the relationship between workload and instructional quality;
3. Identify predictors of instructional quality.

### **Research Questions / Objectives**

The study aimed to determine the significant relationship of workload, school environment, and instructional quality in public integrated schools in Laguna.

Specifically, the study aims to answer the following questions:

- 1 How is the Workload be described in terms of:
  - 1.1 teaching load;
  - 1.2 administrative task; and
  - 1.3 extracurricular responsibilities?
- 2 How is the school environment experienced by the respondents in terms of:
  - 2.1 support from administration;
  - 2.2 resources; and
  - 2.3 classroom conditions?
- 3 What is level of Instructional Quality of teachers as to:
  - 3.1 Content Knowledge and Clarity;
  - 3.2 Instructional Strategy;
  - 3.3 Classroom Management; and
  - 3.4 Assessment and Feedback?

- 4 Is there a significant relationship between workload and Instructional Quality of teachers?
- 5 Is there a significant relationship between school environment and Instructional Quality of teachers?

### Theoretical/Conceptual Framework

The JD-R Model explains how workplace demands, such as excessive workload, can lead to stress and reduced performance, while resources, such as supportive environments, help sustain motivation and effectiveness. In the context of teaching, workload represents the “demands” that may hinder instructional quality, whereas a positive school environment serves as the “resource” that enables teachers to maintain high-quality instruction despite challenges.

Human Relations Theory, introduced by Mayo (1945), emphasizes the importance of social factors, interpersonal relationships, and worker satisfaction in productivity. Applied to education, this theory suggests that supportive collegial and administrative relationships foster trust, collaboration, and morale, which in turn enhance instructional quality.

Together, these frameworks guide the study by linking the independent variables (**workload** and **school environment**) to the dependent variable (**instructional quality**). The JD-R Model provides the structural lens for understanding how demands and resources interact, while Human Relations Theory highlights the relational and motivational dimensions that explain why supportive environments can buffer the negative effects of workload.

This conceptual framework thus directs the research design: workload and school environment are measured as predictors, and instructional quality is assessed as the outcome. The framework also informs the interpretation of findings, ensuring that results are understood not only statistically but also in terms of organizational and relational dynamics within schools.

**Figure 1.** Conceptual framework of the study

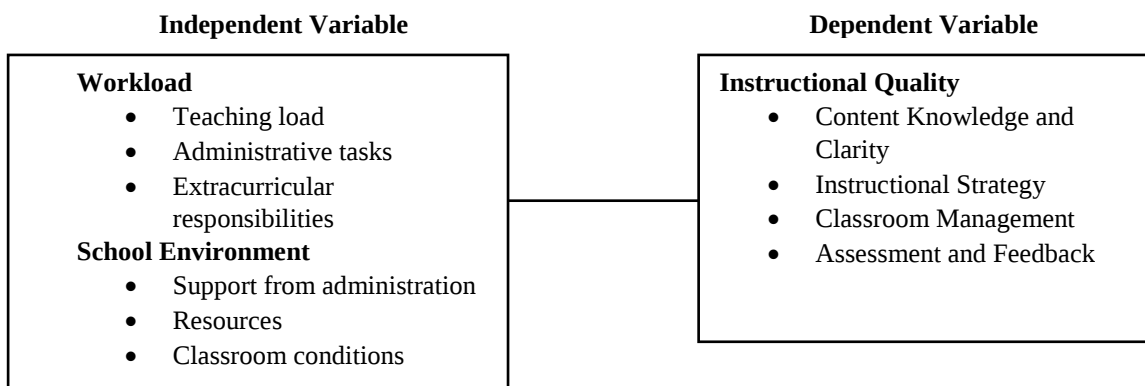


Figure 1 illustrates the conceptual framework of the study, showing the variables workload and school environment, as well as instructional quality. Workload composed of teaching load, administrative tasks, and extracurricular responsibilities. The school environment defined by administrative support, resources, and classroom conditions.

Instructional quality, measured through content knowledge and clarity, instructional strategies, classroom management, and assessment and feedback, is the dependent variable shaped by these factors. Guided by the Job Demands–Resources Model and Human Relations Theory, the framework emphasizes that excessive demands can undermine instructional quality, while supportive environments buffer challenges and enhance teaching outcomes.

## METHODOLOGY

### Research Design

A *descriptive-correlational design* was employed to examine relationships among variables.

### Participants

Respondents included *one-hundred fifty (150) teachers* from *four integrated schools in Laguna*, selected through stratified random sampling.

Table 1. Distribution of Respondents

| Group / Stratum                    | Population (N) | Sample (n) |
|------------------------------------|----------------|------------|
| 1. Atisan Integrated School        | 16             | 14         |
| 2. Sta. Filomena Integrated School | 32             | 30         |
| 3. Diezmo Integrated School        | 34             | 25         |
| 4. Punta Integrated School         | 141            | 81         |
| <b>Total</b>                       | 223            | 150        |

Note. Participants were recruited from SDOs' in Laguna during October – December, 2025.

### Instrument

In the gathering of data and information for the study, the researchers used self-devised survey questionnaire as the major data-gathering tool. To better categorize the demographic profile of the respondents, the instrument provided with information such as name which can be optional for privacy purpose, age, gender, designation, years in service, and highest educational attainment which can be used to have an idea of who the respondents are. The self-devised survey questionnaire is divided into three parts: Workload (Teaching Load, Administrative Task, Extracurricular Responsibilities), School Environment (Support from Administration, Resources, School Condition), and Instructional Quality (Content Knowledge and Clarity, Instructional Strategy, Classroom Management, Assessment and Feedback).

After the validation, the research instruments were undergone a run-through. Twenty-one teachers in different schools were asked to be part of the run-through since they agreed on it. The respondents in the said run-through were not part of the actual respondents of the study. It was done to test the reliability of the indicators with one another.

## Data Collection Procedure

Based on the theory and concepts being examined, the researcher's primary focus is determined by the topic. The researcher adhered strictly to the protocols established by the Graduate School and Applied Research Office. The pre-oral defense included comments and suggestions from the panelists for improving the paper. It was approved thus, it was put into practice.

The researcher prepared a letter for the division superintendents, district supervisors, and principals/ school heads for permission to conduct the study in their division/district/ school. Since the division superintendents, supervisors and principals/ school heads approved the letter of request, the researcher conducted the study. The respondents answered the research instrument via a Google form. The Google form was sent to the respondents, and attached to it was the letter to them on the conduct of the study. The link was sent to the school's social media accounts for easy dissemination of information. The respondents answered the instrument based on their perceptions and feelings. The data gathered was tabulated and statistical treatment was done through the help of the statistician.

The data gathered were analyzed using the statistical treatment appropriate to the study. The results were interpreted to answer the questions and achieve the aim of the study. The data collected were treated confidentially and were used only for the study.

The researcher ensured the privacy of the research respondents. The respondents' names were excluded from the study. An adequate level of confidentiality of the research data from the online survey questionnaire was guaranteed. The researcher honestly presented the data collected from the respondents.

## Data Analysis

Descriptive statistics (mean, SD, Verbal Interpretation) summarized workload and environment levels. Pearson correlation tested relationships between workload and instructional quality, as well as school environment and instructional quality. Analyses were conducted using SPSS v.27.

Table 2. Statistical Tools Used per Research Question

| Research Objective                                                | Statistical Tool |
|-------------------------------------------------------------------|------------------|
| Level of Satisfaction in terms of Workload                        | Mean, SD         |
| Level of Favorability in terms of School Environment              | Mean, SD         |
| Level of Practice in terms of Instructional Quality               | Mean, SD         |
| Relationship between Workload and Instructional Quality           | Pearson r        |
| Relationship between School Environment and Instructional Quality | Pearson r        |

## RESULTS AND DISCUSSION

Results are presented per research objective and immediately followed by interpretation and discussion in relation to the literature. Tables and figures are numbered consecutively.

### Research Objective 1 — Level of Satisfaction in terms of Workload

To determine the extent of teachers' responsibilities, the study first examined the level of workload across its dimensions, highlighting areas such as teaching load, administrative tasks, and extracurricular involvement.

Table 3. Mean and Standard Deviation of Workload as Assessed by Respondents

| Dimension                        | Mean | SD   | Interpretation          |
|----------------------------------|------|------|-------------------------|
| Teaching load                    | 3.42 | 0.51 | Substantially satisfied |
| Administrative tasks             | 3.31 | 0.56 | Substantially satisfied |
| Extracurricular responsibilities | 3.28 | 0.55 | Substantially satisfied |
| <b>Overall mean</b>              | 3.34 | 0.54 | Substantially satisfied |

**Legend:** 3.50-4.00 Highly Satisfied, 2.50-3.49 Substantially Satisfied 1.50-2.49 Seldomly Satisfied, 1.00-1.49 Unsatisfied

The summary of results in workload shows that Teaching load obtained the highest mean ( $M = 3.42$ ,  $SD = 0.51$ ), while extracurricular responsibilities recorded the lowest mean ( $M = 3.34$ ,  $SD = 0.55$ ). The overall workload mean was substantially satisfied ( $M = 3.34$ ,  $SD = 0.54$ ), suggesting that teachers generally manage their responsibilities but continue to experience notable pressures, particularly in non-instructional duties.

This distribution makes sense in the context of integrated schools, where teachers often rely on peer collaboration to cope with diverse teaching assignments. The high mean for collegial support reflects the strong culture of teamwork and relational trust among educators, consistent with Bryk and Schneider's (2002) Human Relations Theory, which emphasizes that supportive interpersonal relationships sustain morale and performance. Conversely, the low mean for administrative tasks highlights the burden of paperwork, compliance requirements, and reporting obligations. Wilson (2023) similarly argued that administrative workload detracts from instructional preparation and delivery, a finding echoed in this study.

Comparative literature reinforces these results. Jomuah et al. (2021) found that while teachers often report high workload, collegial networks help buffer stress and sustain job performance. Dung et al. (2024) likewise noted that workload contributes to burnout and reduced effectiveness, particularly when administrative demands outweigh instructional priorities. The present findings align with these studies, showing that while teachers value collaboration, excessive administrative tasks remain a persistent challenge in Philippine integrated schools.

Anchored on the Job Demands–Resources (JD-R) Model, the results illustrate that workload functions as a “demand” that can undermine instructional quality, while collegial support serves as a “resource” that helps teachers sustain effectiveness. The balance between these demands and resources is critical: when administrative tasks increase without adequate support, instructional quality is likely to suffer.

## Research Objective 2 — Level of Favorability in terms of School Environment

To assess the organizational climate of the schools, the study examined teachers' perceptions of the school environment, focusing on dimensions such as administrative support, availability of resources, and classroom conditions.

Table 4. Mean and Standard Deviation of School Environment as Assessed by Respondents

| Dimension                   | Mean | SD   | Interpretation          |
|-----------------------------|------|------|-------------------------|
| Support from administration | 3.53 | 0.53 | Highly favorable        |
| Resources                   | 3.18 | 0.56 | Substantially favorable |
| Classroom condition         | 3.33 | 0.56 | Substantially favorable |
| <b>Overall Mean</b>         | 3.35 | 0.55 | Substantially favorable |

**Legend:** 3.50-4.00 Highly Favorable, 2.50-3.49 Substantially Favorable, 1.50-2.49 Seldomly Favorable, 1.00-1.49 Unfavorable

The summary of results in school environment shows that support from administration obtained the highest mean ( $M = 3.53$ ,  $SD = 0.53$ ), while resources recorded the lowest mean ( $M = 3.18$ ,  $SD = 0.56$ ). The overall mean score was substantially favorable ( $M = 3.35$ ,  $SD = 0.55$ ), indicating that teachers generally perceive their school environment as conducive to teaching and learning, though resource limitations remain a concern.

This distribution is logical in the context of public integrated schools in Laguna. Administrative support is often emphasized through leadership initiatives, mentoring, and monitoring systems, which teachers recognize as beneficial. However, resource constraints, such as limited access to updated instructional materials and technology, continue to challenge classroom delivery. These findings align with Bryk and Schneider's (2002) Human Relations Theory, which underscores the importance of supportive leadership and trust in sustaining teacher morale and instructional quality.

Comparative studies reinforce this interpretation. Jomud et al. (2021) found that administrative support was a critical factor in teacher satisfaction and performance, while inadequate resources hindered instructional innovation. Similarly, Pianta et al. (2008) highlighted that classroom environments rich in support and structure foster effective teacher–student interactions. In the Philippine context, Tomakin and Wabingga (2023) noted that the MATATAG curriculum's success depends heavily on resource provision and contextualized support from administrators.

Anchored on the Job Demands–Resources (JD-R) Model, the results illustrate that a supportive school environment functions as a “resource” that enhances instructional quality, even when workload demands are high. The relatively lower rating for resources reflects the “demand” side of the framework, showing that without adequate materials, teachers may struggle to fully implement effective strategies. Thus, the balance between administrative support and resource provision is essential for sustaining instructional effectiveness.

### Research Objective 3 — Level of Practice in terms of Instructional Quality

To evaluate the effectiveness of teaching practices, the study analyzed teachers' instructional quality across dimensions such as content mastery, instructional strategies, classroom management, and assessment and feedback.

Table 5. Mean and Standard Deviation of Instructional Quality as Assessed by Respondents

| Dimension                   | Mean        | SD          | Interpretation         |
|-----------------------------|-------------|-------------|------------------------|
| Content knowledge & clarity | 3.81        | 0.32        | Highly practice        |
| Instructional strategy      | 3.78        | 0.35        | Highly practice        |
| Classroom management        | 3.76        | 0.37        | Highly practice        |
| Assessment & feedback       | 3.78        | 0.35        | Highly practice        |
| <b>Overall Mean</b>         | <b>3.78</b> | <b>0.35</b> | <b>Highly practice</b> |

**Legend:** 3.50-4.00 Highly Practice, 2.50-3.49 Substantially Practice, 1.50-2.49 Moderately Practice, 1.00-1.49 Seldom Practice

The summary of results in instructional quality shows that content knowledge and quality obtained the highest mean ( $M = 3.81$ ,  $SD = 0.32$ ), while classroom management recorded the lowest mean ( $M = 3.76$ ,  $SD = 0.37$ ). The overall mean score was highly practiced ( $M = 3.78$ ,  $SD = 0.35$ ), indicating that teachers generally demonstrate strong instructional quality across dimensions, with particular strength in maintaining discipline and order, though classroom management require further improvement.

This distribution is logical in the context of integrated schools, where effective classroom management is essential for handling diverse grade levels and large class sizes. The high mean for classroom management reflects teachers' ability to establish routines, enforce discipline, and create conducive learning environments. Conversely, the relatively lower mean for assessment and feedback suggests challenges in providing individualized, timely, and constructive feedback, likely due to workload pressures and large student populations.

Comparative studies support these findings. Pianta et al. (2008) emphasized that classroom management is a cornerstone of effective teaching, directly influencing student engagement and learning outcomes. Yang and Kaiser (2022) similarly noted that professional competence in instructional delivery is often reflected in strong classroom management skills. On the other hand, Jomud et al. (2021) and Obaidullah (2023) highlighted that assessment practices are frequently compromised when teachers face heavy workloads, limiting their ability to provide meaningful feedback.

Anchored on the Job Demands–Resources (JD-R) Model, the results illustrate that instructional quality is shaped by the balance between demands and resources. Classroom management thrives as a resource-driven strength, supported by teachers' professional competence and collegial collaboration. However, assessment and feedback are more vulnerable to workload demands, reflecting the strain of administrative tasks and large class sizes. From the lens of Human Relations Theory, the findings also suggest that supportive environments can enhance assessment practices by fostering collaboration and shared responsibility among teachers.

#### Research Objective 4 — Relationship between Workload and Instructional Quality

Table 6. Correlation Between Workload and Instructional Quality

| Workload                         | Instructional Quality         |                        |                      |                         |  |
|----------------------------------|-------------------------------|------------------------|----------------------|-------------------------|--|
|                                  | Content Knowledge and Clarity | Instructional Strategy | Classroom management | Assessment and Feedback |  |
| Teaching Load                    | .376**                        | .377**                 | .364**               | .336**                  |  |
| Administrative Tasks             | .356**                        | .427**                 | .446**               | .355**                  |  |
| Extracurricular Responsibilities | .420**                        | .518**                 | .553**               | .454**                  |  |

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The table shows the correlation between aspects of workload and measures of instructional quality. All correlations are statistically significant at the 0.01 level (two-tailed), indicating a very low probability of the result occurring by chance, leading to the rejection of the null hypothesis. The results reveal that all workload factors are significantly correlated with instructional quality dimensions, suggesting that increases in workload are associated with changes in teaching practices. The result was inversely supported by the study of Tarraya (2023), which revealed that heavy workloads add pressure on teachers' effectiveness and fulfilling the major teaching duties. An increase in workloads from policymakers often resulted in teachers' burnout and teachers' satisfaction is crucial to their teaching performance.

This result is consistent with Dung et al. (2024), who found that excessive workload contributes to burnout and reduced academic performance, with self-efficacy mediating the effects. Similarly, Jomud et al. (2021) reported that heavy workload among teachers often leads to stress and diminished instructional preparation, though collegial support can buffer these effects. Obaidullah (2023) also emphasized that administrative demands reduce teachers' capacity to provide individualized instruction and meaningful feedback.

At the same time, the moderate strength of the correlation suggests that workload is not the sole determinant of instructional quality. Yang and Kaiser (2022) argued that professional competence and adaptive expertise can sustain instructional quality even under demanding conditions. This aligns with the present findings, where instructional quality remained generally high despite moderate workload levels, indicating that teachers' professional commitment and peer collaboration mitigate the negative impact of workload.

From a practical standpoint, the findings highlight the need for **workload management policies** in integrated schools. Reducing administrative burdens and redistributing tasks can help teachers devote more time to lesson preparation, assessment, and student engagement. Administrators should prioritize streamlining reporting requirements and providing support systems to alleviate workload pressures.

Theoretically, the results affirm the **Job Demands–Resources (JD-R) Model**, which posits that excessive demands (workload) undermine performance, while resources (supportive environments, collegial trust) sustain effectiveness. In this study, workload clearly functioned as a “demand” that negatively influenced instructional quality. The findings also resonate with **Human Relations Theory**, which emphasizes that teacher performance is shaped not only by tasks but also by relational and organizational

support.

### Research Objective 5 — Relationship between School Environment and Instructional Quality

Table 7. Correlation Between School Environment and Instructional Quality

| School Environment     |      | Instructional Quality         |                        |                      |                         |
|------------------------|------|-------------------------------|------------------------|----------------------|-------------------------|
|                        |      | Content Knowledge and Clarity | Instructional Strategy | Classroom management | Assessment and Feedback |
| Support Administration | from | .402**                        | .506**                 | .535**               | .462**                  |
| Resources              |      | .309**                        | .415**                 | .445**               | .440**                  |
| Classroom Conditions   |      | .410**                        | .508**                 | .555**               | .476**                  |

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The table presents the findings regarding the significant relationship between the school environment and instructional quality of teachers from integrated schools. All correlations are statistically significant at the 0.01 level (two-tailed). The data analysis indicated that there is indeed a significant relationship between school environment and instructional quality, leading to the rejection of the null hypothesis. Furthermore, the study revealed a correlation between the constructs of school environment and instructional quality. This was supported by the study conducted by Leino et. al. (2022). According to the study, the most significant variables of instructional quality were Work Atmosphere in the Class and Teacher Support Perceived by Students measured by the students' view. Students have the right to a safe, peaceful, and encouraging learning atmosphere. The emergence of issues related to classroom management implies that this right is not exercised for all students. For one reason or another, teachers are unable to organize class activities so that there is a peaceful working atmosphere for everyone.

This finding is consistent with Bryk and Schneider's (2002) Human Relations Theory, which emphasizes that relational trust and supportive leadership foster teacher morale and instructional improvement. Pianta et al. (2008) similarly highlighted that structured, supportive classroom environments enhance teacher–student interactions and instructional delivery. In the Philippine context, Tomakin and Wabingga (2023) noted that the success of the MATATAG curriculum depends heavily on administrative support and adequate resources, reinforcing the present study's results.

Comparative studies also show similar trends internationally. Yang and Kaiser (2022) argued that professional competence flourishes in environments where teachers feel supported and valued, leading to higher instructional quality. Jomud et al. (2021) found that administrative support and collegial collaboration were among the strongest predictors of teacher satisfaction and performance. The present findings align with these studies, demonstrating that supportive environments are not only beneficial but essential for sustaining instructional quality.

Practically, the results highlight the importance of strengthening school environments through administrative support, resource provision, and collegial collaboration. Administrators should prioritize mentoring, monitoring, and resource allocation to ensure teachers can focus on instructional delivery. Policymakers must recognize that improving instructional quality requires not only curriculum reforms but also investments in

school climate and infrastructure.

Theoretically, the findings affirm the Job Demands–Resources (JD-R) Model, where school environment functions as a “resource” that enhances performance and buffers against workload demands. A supportive environment provides teachers with the psychological and material resources needed to sustain high instructional quality. From the lens of Human Relations Theory, the results underscore that trust, collaboration, and supportive leadership are indispensable in fostering effective teaching practices.

## CONCLUSION

The study found that teachers in Laguna public integrated schools experienced **substantial satisfaction in terms of workload**, with collegial support rated highest and administrative tasks lowest. School environment was perceived positively, with administrative support rated highest and resource availability lowest. Instructional quality was generally high, with classroom management strongest and assessment and feedback weakest.

Correlation analyses confirmed that **workload negatively influenced instructional quality**, while **school environment positively predicted instructional quality**. These results mean that excessive demands undermine teaching effectiveness, but supportive environments can buffer these effects and sustain high-quality instruction.

The findings underscore the importance of balancing workload and strengthening school environments to improve instructional quality. Moving forward, these insights can inform **practice** (workload management and collaborative teaching strategies), **policy** (DepEd guidelines on administrative load and resource provision), and **future research** (longitudinal studies on workload, environment, and quality dynamics in integrated schools).

## Recommendations

Based on the findings of this study, the following recommendations are proposed:

### 1. Workload Management

- School administrators should streamline reporting requirements and reduce redundant administrative tasks to allow teachers more time for lesson preparation and student engagement.
- Policymakers may consider revising workload policies to balance teaching, administrative, and extracurricular responsibilities, ensuring that instructional duties remain the priority.

### 2. Strengthening School Environment

- Administrators should sustain and expand mentoring, monitoring, and collegial support systems to foster trust and collaboration among teachers.
- Resource provision must be prioritized, including updated instructional materials, technological tools, and classroom facilities, to enhance teaching effectiveness.

### 3. Enhancing Instructional Quality

- Professional development programs should focus on improving assessment and feedback practices, equipping teachers with strategies for individualized and timely evaluation of student learning.
- Continuous training in classroom management and instructional strategies should be provided to sustain high levels of instructional quality across diverse grade levels.

### 4. Policy and Practice Integration

- The Department of Education and local school divisions should integrate workload management and school environment improvements into broader educational reforms, such as the MATATAG curriculum, to ensure holistic support for teachers.
- Future research may expand the scope to other provinces or include longitudinal designs to further validate the relationship between workload, school environment, and instructional quality.

### Ethical Statement

The research was conducted in accordance with established ethical standards for pedagogical research. Approval to undertake the study was granted by the appropriate institutional research ethics committee, which confirmed the ethical suitability of the project. Participation was voluntary, informed consent was obtained, and confidentiality of responses was maintained throughout the data collection and analysis process.

### Disclosure Statement

The author(s) declare that there are no financial or non-financial conflicts of interest related to this study. No external funding or sponsorship influenced the design, data collection, analysis, or reporting of the research.

### Data Availability Statement

The datasets generated and/or analyzed during the current study are not publicly available due to confidentiality agreements with participating teachers and ethical restrictions imposed by the approving institutional research body. However, anonymized data supporting the findings are available from the corresponding author upon reasonable request and subject to institutional approval.

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## Appendices

### Appendix A. Research Instrument

#### Survey questionnaire

#### I. Personal profile of the respondents.

Please fill in the needed information or check (✓) the option provided that gives your personal information.

| AGE                                       | GENDER                                 | DESIGNATION                              | YEARS IN SERVICE                              |
|-------------------------------------------|----------------------------------------|------------------------------------------|-----------------------------------------------|
|                                           |                                        |                                          |                                               |
| <b>HIGHEST EDUCATIONAL ATTAINMENT</b>     |                                        |                                          |                                               |
| <input type="checkbox"/> Bachelors Degree | <input type="checkbox"/> With MA Units | <input type="checkbox"/> Master's Degree | <input type="checkbox"/> With Doctorate Units |
|                                           |                                        |                                          | <input type="checkbox"/> Doctoral Degree      |

#### PERCEPTIONS OF THE RESPONDENTS ON WORKLOAD

Directions: Please put a check mark (/) on the space provided that corresponds to your perceptions in terms of workload in your respective school. Use the scale below.

| Scale | Description      | Equivalent              |
|-------|------------------|-------------------------|
| 4     | Always           | Highly Satisfied        |
| 3     | Most of the time | Substantially Satisfied |
| 2     | Seldom           | Seldom Satisfied        |
| 1     | Never            | Unsatisfied             |

In terms of:

| Teaching Load                                                        | 4 | 3 | 2 | 1 |
|----------------------------------------------------------------------|---|---|---|---|
| <b>In school, I observed that...</b>                                 |   |   |   |   |
| 1. The number of hours in teaching load is reasonable.               |   |   |   |   |
| 2. The teaching schedule allows us to equilibrate our work and life. |   |   |   |   |
| 3. Teachers have enough time to prepare their lesson materials       |   |   |   |   |
| 4. The amount of grading and assessment work is manageable.          |   |   |   |   |

|                                                                                                     |          |          |          |          |
|-----------------------------------------------------------------------------------------------------|----------|----------|----------|----------|
| 5. The teachers can effectively support the needs of their learners despite my workload.            |          |          |          |          |
| 6. The teachers feel contented by the number of students assigned to them.                          |          |          |          |          |
| 7. The time allotted for teaching is enough to cover all required topics.                           |          |          |          |          |
| 8. The teachers receive reasonable institutional support to manage their teaching responsibilities. |          |          |          |          |
| 9. The workload of teachers allows them to apply innovative teaching strategies.                    |          |          |          |          |
| 10. The teachers are satisfied with the distribution of their teaching responsibilities.            |          |          |          |          |
| <b>Administrative Tasks</b>                                                                         | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |
| <b>In school, I observed that...</b>                                                                |          |          |          |          |
| 1. Administrative works blends with my teaching duties                                              |          |          |          |          |
| 2. The teachers have given time to complete paperwork.                                              |          |          |          |          |
| 3. The amount of meetings the teachers attend is reasonable.                                        |          |          |          |          |
| 4. They feel supported in managing administrative responsibilities.                                 |          |          |          |          |
| 5. They are given clear and concise instructions on administrative tasks.                           |          |          |          |          |
| 6. They can complete documentation without affecting their core job responsibilities.               |          |          |          |          |
| 7. Their workload allows them to meet administrative deadlines easily.                              |          |          |          |          |
| 8. They are capable of balancing administrative duties with academic responsibilities.              |          |          |          |          |
| 9. The distribution of administrative tasks within the teachers' institution is fair.               |          |          |          |          |
| 10. The teachers feel that administrative tasks contribute to their professional development.       |          |          |          |          |
| <b>Extracurricular Responsibilities</b>                                                             | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |
| <b>In school, I observed that...</b>                                                                |          |          |          |          |
| 1. Teachers can encompass the manageable number of extracurricular activities.                      |          |          |          |          |
| 2. Teachers can actively participate in extracurricular programs despite of their workload.         |          |          |          |          |
| 3. Teachers are carefree in planning extracurricular events.                                        |          |          |          |          |
| 4. Extracurricular duties have no effect in teaching and administrative efficiency.                 |          |          |          |          |

|                                                                                               |  |  |  |  |
|-----------------------------------------------------------------------------------------------|--|--|--|--|
| 5. Teachers can decide the level of their administrative involvement.                         |  |  |  |  |
| 6. Teachers receive satisfactory support for organizing extracurricular activities.           |  |  |  |  |
| 7. Their institution sees their contributions to extracurricular programs.                    |  |  |  |  |
| 8. Teachers feel composed to participate in extracurricular activities beyond their capacity. |  |  |  |  |
| 9. Managing extracurricular activities aligns with their workload expectations.               |  |  |  |  |
| 10. Teachers are optimistic with their extracurricular responsibilities.                      |  |  |  |  |

## I. II. PERCEPTIONS OF THE RESPONDENTS ON SCHOOL ENVIRONMENT

In order to measure the public school teachers perceptions on classroom environment, kindly check the column that corresponds to your perception about the following statements. Please be guided by the following rating scale below:

| Scale | Equivalent              |
|-------|-------------------------|
| 4     | Highly Favorable        |
| 3     | Substantially Favorable |
| 2     | Seldom Favorable        |
| 1     | Unfavorable             |

In terms of:

| <b>Support from administration</b>                                                            | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |
|-----------------------------------------------------------------------------------------------|----------|----------|----------|----------|
| 1. The school administration is approachable and supportive when addressing my concerns.      |          |          |          |          |
| 2. Policies and procedures are clearly communicated by the administration.                    |          |          |          |          |
| 3. The administration provides timely and relevant feedback on teaching performance.          |          |          |          |          |
| 4. Professional development opportunities are consistently offered by the administration.     |          |          |          |          |
| 5. The administration acknowledges and rewards teacher efforts.                               |          |          |          |          |
| 6. The administration supports innovative teaching methods.                                   |          |          |          |          |
| 7. Conflict resolution between teachers and administration is handled effectively.            |          |          |          |          |
| 8. The administration prioritizes the well-being of teachers and students.                    |          |          |          |          |
| 9. Communication between the administration and teaching staff is consistent and transparent. |          |          |          |          |
| 10. Teachers are included in decision-making processes regarding classroom policies.          |          |          |          |          |
| <b>Resources</b>                                                                              | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |

|                                                                                               |          |          |          |          |
|-----------------------------------------------------------------------------------------------|----------|----------|----------|----------|
|                                                                                               |          |          |          |          |
| 1. The school provides adequate teaching materials and supplies.                              |          |          |          |          |
| 2. Technology resources in the classroom meet instructional needs.                            |          |          |          |          |
| 3. There are adequate books and reference materials available for both students and teachers. |          |          |          |          |
| 4. The classroom is equipped with necessary furniture, such as desks and chairs.              |          |          |          |          |
| 5. Access to multimedia equipment (e.g., projectors, smart boards) is readily available.      |          |          |          |          |
| 6. The school ensures access to reliable internet for teaching and learning.                  |          |          |          |          |
| 7. The budget allocated for classroom resources is enough to meet needs.                      |          |          |          |          |
| 8. Maintenance and repair of resources are handled promptly by the school.                    |          |          |          |          |
| 9. Storage space is sufficient and organized for classroom materials.                         |          |          |          |          |
| 10. The school has a library with adequate number of references.                              |          |          |          |          |
| <b>Classroom Condition</b>                                                                    | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |
|                                                                                               |          |          |          |          |
| 1. The classroom is clean and well-maintained.                                                |          |          |          |          |
| 2. There is adequate lighting in the classroom.                                               |          |          |          |          |
| 3. The classroom is well-ventilated and has a comfortable temperature.                        |          |          |          |          |
| 4. Noise levels in and around the classroom are manageable.                                   |          |          |          |          |
| 5. The classroom layout is conducive to different teaching methods.                           |          |          |          |          |
| 6. Seating arrangements meet the needs of all students.                                       |          |          |          |          |
| 7. Safety measures are in place to protect students and teachers in the classroom.            |          |          |          |          |
| 8. There is sufficient space in the classroom to accommodate all students comfortably.        |          |          |          |          |
| 9. The classroom environment promotes student focus and engagement.                           |          |          |          |          |
| 10. The overall physical condition of the classroom supports effective teaching and learning. |          |          |          |          |

## II. PERCEPTIONS OF THE RESPONDENTS ON INSTRUCTIONAL QUALITY

In order to measure the instructional quality of the public school teachers, kindly check the column that corresponds to your perception about the following statements. Please be guided by the following rating scale below:

| Scale | Equivalent             |
|-------|------------------------|
| 4     | Highly Practice        |
| 3     | Substantially Practice |
| 2     | Moderately Practice    |
| 1     | Seldom Practice        |

In terms of:

| <b>Content Knowledge and Clarity</b>                                          | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |
|-------------------------------------------------------------------------------|----------|----------|----------|----------|
|                                                                               |          |          |          |          |
| 1. I demonstrate mastery of the subject matter.                               |          |          |          |          |
| 2. My lessons are delivered with clarity and precision.                       |          |          |          |          |
| 3. I explain difficult concepts in an understandable way.                     |          |          |          |          |
| 4. My Instruction reflects current and accurate content knowledge.            |          |          |          |          |
| 5. I use relevant examples to support understanding.                          |          |          |          |          |
| 6. The Subject-specific terms are clearly defined and contextualized.         |          |          |          |          |
| 7. I connect lesson content to real-life applications.                        |          |          |          |          |
| 8. My students are encouraged to ask questions to clarify content.            |          |          |          |          |
| 9. I carefully explain the lessons based on student responses.                |          |          |          |          |
| 10. I show enthusiasm and confidence in the subject taught.                   |          |          |          |          |
| <b>Instructional Strategy</b>                                                 | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |
|                                                                               |          |          |          |          |
| 1. I use varied teaching methods to address diverse learning needs.           |          |          |          |          |
| 2. My instructional activities are aligned with learning objectives.          |          |          |          |          |
| 3. I incorporate interactive strategies to engage students.                   |          |          |          |          |
| 4. The technology and multimedia are used effectively to support instruction. |          |          |          |          |
| 5. I facilitate group work and collaborative learning.                        |          |          |          |          |
| 6. My lessons are paced appropriately for student comprehension.              |          |          |          |          |
| 7. I encourage critical thinking and problem-solving.                         |          |          |          |          |
| 8. My Instruction is differentiated to support individual learning styles.    |          |          |          |          |
| 9. I use questioning techniques to deepen understanding.                      |          |          |          |          |
| 10. My students are given opportunities to explore and apply concepts.        |          |          |          |          |

| <b>Classroom Management</b>                                                      | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |
|----------------------------------------------------------------------------------|----------|----------|----------|----------|
|                                                                                  |          |          |          |          |
| 1. I maintain a well-organized and structured classroom.                         |          |          |          |          |
| 2. My classroom rules and expectations are clearly communicated.                 |          |          |          |          |
| 3. I effectively manage my student behavior.                                     |          |          |          |          |
| 4. My students are consistently engaged and focused during lessons.              |          |          |          |          |
| 5. The transitions between activities are smooth and efficient.                  |          |          |          |          |
| 6. I foster a respectful and inclusive learning environment.                     |          |          |          |          |
| 7. The time is managed effectively throughout the class period.                  |          |          |          |          |
| 8. I promote student responsibility and independence.                            |          |          |          |          |
| 9. My classroom routines are consistently implemented.                           |          |          |          |          |
| 10. I create a safe and supportive space for learning.                           |          |          |          |          |
| <b>Assessment and Feedback</b>                                                   | <b>4</b> | <b>3</b> | <b>2</b> | <b>1</b> |
|                                                                                  |          |          |          |          |
| 1. I use multiple forms of assessment to evaluate learning.                      |          |          |          |          |
| 2. The assessment tasks are clearly explained and relevant to the content.       |          |          |          |          |
| 3. My students receive timely and meaningful feedback.                           |          |          |          |          |
| 4. Feedback helps students understand their strengths and areas for improvement. |          |          |          |          |
| 5. I use assessment data to inform instruction.                                  |          |          |          |          |
| 6. My students are aware of the criteria used for grading.                       |          |          |          |          |
| 7. Opportunities for peer and self-assessment are provided.                      |          |          |          |          |
| 8. I discuss assessment results with students.                                   |          |          |          |          |
| 9. The assessment practices are fair and consistent.                             |          |          |          |          |
| 10. I encourage students to reflect on feedback and improve.                     |          |          |          |          |