

Teachers' Workload and Job Performance Among Private School Teachers in the Schools Division of Zamboanga City

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Abstract. This study investigated the relationship between teachers' workload and job performance among private school teachers in the Schools Division of Zamboanga City for the School Year 2025–2026. While teacher workload and job performance have been widely studied internationally and among public school teachers in the Philippines, limited empirical attention has been given to private school teachers in Zamboanga City, which justified the conduct of this study. It specifically determined the extent of teachers' workload in terms of teaching and auxiliary responsibilities; assessed the level of teachers' job performance in terms of instructional delivery and professional responsibilities; and examined the significant relationship between the two variables. Utilizing a descriptive-correlational research design, data were gathered from 30 private school teachers selected through purposive sampling from different private schools within the Schools Division of Zamboanga City through a researcher-made questionnaire. Results revealed that teachers experienced a high extent of workload in both teaching and auxiliary responsibilities, with auxiliary responsibilities being slightly more demanding. Teachers' job performance was likewise at a high level in both instructional delivery and professional responsibilities, although participation in professional development activities was identified as the weakest performance indicator. Correlation analysis revealed a moderate positive relationship between teachers' workload and job performance ($r = 0.629$, $p < .001$). In sum, private school teachers in Zamboanga City carry a high workload yet sustain a high level of job performance, reflecting their professional resilience and commitment despite competing demands on their time. The study highlights the need for school administrators to rationalize workload distribution and for DepEd to revisit policies governing auxiliary responsibilities to ensure that teachers are adequately supported in sustaining high job performance. Future studies should explore additional mediating variables such as teacher motivation, burnout, and job satisfaction to provide a more comprehensive understanding of factors influencing teacher performance.

Keywords: Auxiliary Responsibilities; Instructional Delivery; Job Performance; Professional Responsibilities; Teaching Responsibilities

Introduction

Teacher workload encompasses both teaching-related tasks and other functional responsibilities assigned within the school setting, and has been widely recognized as a critical factor influencing the overall functioning of educational systems and the well-being of educators. The Organisation for Economic Co-operation and Development (OECD, 2019) reported that teachers across various countries dedicate a significant portion of their working hours to non-teaching tasks including administrative work, professional development, and extracurricular activities, while Skaalvik and Skaalvik (2017) emphasized that mounting workloads have been consistently linked to stress, burnout, and reduced professional efficacy among educators worldwide. In the Philippine context, Jomud et al. (2021) revealed that teachers carry a high level of workload that significantly impacts both their burnout levels and overall work performance, underscoring the need for school administrators to ensure proper and equitable workload assignment.

Job performance, on the other hand, refers to the degree to which teachers effectively fulfill their instructional and professional responsibilities in the educational setting. Stronge (2018) and Marzano, Frontier, and Livingston (2019) conceptualized teacher job performance as a multidimensional construct

encompassing lesson planning, instructional delivery, classroom management, and adherence to professional standards, noting that high-performing teachers consistently demonstrate competence in delivering meaningful learning experiences while fulfilling their broader professional obligations. Locally, findings on the relationship between workload and performance have been mixed, with Solania et al. (2023) finding no significant relationship between the two variables, while the Information Management and Business Review (2024) established a strong positive association between workload and burnout, highlighting the importance of a supportive work environment in sustaining teacher performance and well-being.

Despite the growing body of literature on teacher workload and job performance, limited empirical studies have explored this relationship specifically among private school teachers in Zamboanga City. This gap justifies the conduct of the present study, which aimed to determine the extent of teachers' workload in terms of teaching and auxiliary responsibilities, assess their job performance in terms of instructional delivery and professional responsibilities, and examine whether a significant relationship exists between these two variables. The findings are expected to contribute meaningful insights to school administrators, policymakers, and educators, and to promote evidence-based approaches to workload management that sustain the professional performance of private school teachers.

Research Questions

This study aims to determine the extent of teachers' workload, the level of their job performance, and the relationship between the two variables. Specifically, it seeks to answer the following questions:

1. What is the extent of teachers' workload in terms of teaching and auxiliary responsibilities?
2. What is the level of teachers' job performance in terms of instructional delivery and professional responsibilities?
3. Is there a significant relationship between teachers' workload and job performance?

Scope and Limitation of the Study

This study focused on determining the relationship between teachers' workload and job performance. Specifically, it examined teachers' workload in terms of teaching responsibilities and auxiliary responsibilities, and their job performance in terms of instructional delivery and professional responsibilities. The respondents of this study were 30 private school teachers drawn from different private schools within the Schools Division of Zamboanga City who had been continuously employed in their respective schools from the school year of their initial hiring up to the present, during the School Year 2025–2026. The study did not cover public school teachers, non-teaching personnel, or school administrators, as their roles and performance indicators differ significantly from those of private school classroom teachers. Data were gathered through a researcher-made survey questionnaire using a four-point Likert scale. The study did not seek to establish causal relationships between the variables; rather, it aimed to determine the extent of each variable and examine the correlation between them. Findings of this study were specific to the context and population covered and may not be generalized to all teachers across the country without replication in broader settings.

Literature Review

Workload

Workload is widely recognized as a significant factor influencing employee performance, job satisfaction, and turnover intentions. It encompasses the various tasks, responsibilities, and duties assigned to employees within a specific period, including time-sensitive activities and job-related demands (Anees et al., 2021; Masta & Riyanto, 2020b). In the teaching profession, workload extends beyond classroom instruction and includes lesson planning, student assessment, attendance at meetings, participation in professional development activities, and the completion of administrative tasks (Kreuzfeld et al., 2022). As a result, teachers are often required to balance multiple responsibilities simultaneously, making workload management an essential aspect of their professional practice. The growing concern regarding teachers' workload has prompted continuous educational inquiry since the beginning of the 21st century. Researchers have sought to better understand workload intensification and its effects on teaching quality and teacher performance. Workload intensification is commonly described as a condition in which teachers are expected to perform an increasing number of tasks, leaving them with limited time to engage in meaningful instructional activities that they perceive as valuable to student learning (Wiebe & MacDonald, 2014, as cited in Beck, 2017). According to Penrice (2011), teacher workload intensification manifests through an increase in the number of assigned tasks, heightened accountability requirements within the classroom, and expanding responsibilities outside the classroom. While effective workload management can enhance teachers' productivity, job satisfaction, and sense of accomplishment, the multifaceted and often unpredictable nature of teaching presents significant

challenges. Excessive workload has been associated with increased stress, diminished well-being, and stronger intentions to leave the profession (Anees et al., 2021; Fishbein et al., 2020). These findings highlight the importance of developing interventions and support mechanisms that address workload-related challenges, thereby promoting teacher retention, improving performance, and enhancing the overall quality of education. These consequences of workload naturally raise the question of how such demands ultimately shape the quality of teachers' work, which is examined through the lens of job performance in the following section.

Job Performance

Job performance refers to the extent to which an employee successfully fulfills the tasks, responsibilities, and objectives associated with a particular job role. It reflects the effectiveness and efficiency with which individuals carry out their duties and contribute to organizational goals. According to Campbell and Wiernik (2015), job performance encompasses behaviors and actions that are relevant to organizational objectives and can be evaluated based on established performance standards. In the teaching profession, job performance includes the ability to deliver quality instruction, manage classrooms effectively, assess student learning, engage in professional development, and fulfill administrative responsibilities. High levels of job performance are often associated with competence, motivation, commitment, and the ability to achieve desired educational outcomes. In the educational setting, teacher job performance is a critical factor influencing student achievement and the overall quality of education. Stronge (2018) emphasized that effective teacher performance is reflected in instructional planning, classroom environment, instructional delivery, and professional responsibilities. Teachers who consistently demonstrate high performance contribute to improved student learning outcomes, positive classroom experiences, and the achievement of school goals. Consequently, understanding the factors that influence teacher job performance is essential for developing strategies that enhance educational effectiveness and professional growth. Given that both workload and job performance have been separately established as critical concerns in teaching, it becomes necessary to examine how these two variables relate to one another.

Relationship Between Workload and Job Performance

The relationship between workload and job performance has been widely examined in organizational and educational research. Workload can have both positive and negative effects on employee performance depending on its level and the individual's capacity to manage assigned responsibilities. Moderate workloads may enhance productivity and motivation by encouraging employees to utilize their skills and abilities effectively. However, excessive workloads can negatively affect performance by increasing stress, fatigue, and job dissatisfaction (Anees et al., 2021). Teachers are often required to balance instructional duties with administrative tasks, student assessment, lesson preparation, and professional development activities. When these responsibilities become excessive, teachers may experience difficulties maintaining the quality of instruction and meeting professional expectations. According to Kreuzfeld et al. (2022), heavy workloads can contribute to psychological strain and reduced well-being among teachers, which may adversely affect their effectiveness and overall job performance. Similarly, Masta and Riyanto (2020b) found that workload significantly influences employee performance, suggesting that an imbalance between job demands and available resources can reduce productivity and work outcomes. In educational institutions, excessive workload may limit teachers' ability to focus on instructional improvement, student engagement, and classroom management, ultimately affecting their performance. These findings highlight the importance of maintaining a manageable workload to support teachers' effectiveness, professional satisfaction, and overall job performance. Taken together, these studies confirm that workload is a significant determinant of employee and teacher performance across various organizational and educational contexts. However, much of the existing literature has focused on public school teachers, non-Philippine settings, or organizational employees outside the education sector, with comparatively little empirical attention given to private school teachers in the Philippines, particularly within the Schools Division of Zamboanga City. This gap in the literature underscores the need for the present study, which examines the extent of teachers' workload and job performance, and the relationship between them, specifically among private school teachers in this locality, thereby contributing context-specific evidence to inform workload management practices in private educational institutions.

Methodology

Research Design

This study employed a descriptive-correlational research design to determine the extent of teachers' workload and job performance and examine the relationship between these two variables. As Cohen, Manion,

and Morrison (2018) described, correlational research is used to explore the degree of relationship between variables in educational settings through the use of statistical techniques, without manipulating or establishing cause-and-effect relationships. This design was deemed most appropriate for the study as it allowed the researcher to quantify and describe teachers' workload and job performance and apply suitable statistical tools to determine whether a significant association exists between the two variables.

Sampling Design

This study utilized purposive sampling in selecting the 30 respondents, given the specific characteristics required for inclusion. To be included, a teacher must: (1) be currently employed in a private school within the Schools Division of Zamboanga City; (2) have been continuously employed in their respective school from the school year of their hiring until the present; and (3) be willing to participate voluntarily in the study. Teachers on leave, substitute teachers, and non-teaching personnel were excluded from the study. The sample of 30 was not an arbitrarily selected subset but represented the total population of teachers across the participating private schools who satisfied all three inclusion criteria; hence, a complete enumeration of the eligible population was undertaken rather than a further sampling procedure.

Research Locale

This study was conducted in selected private schools within the Schools Division of Zamboanga City, located in Zamboanga City, Zamboanga Peninsula, Philippines. The locale was chosen based on the researcher's proximity and access to the respondents, which facilitates ease of data collection and follow-up. The private schools within this division serve diverse communities and represent a typical private school setting in the Zamboanga City context, making the findings relevant and applicable to similar educational institutions in the region.

Research Participants

The population of this study consisted of private school teachers from different private schools within the Schools Division of Zamboanga City. The selection of private school teachers as the target population was deliberate, as workload structures and performance expectations in private institutions may differ significantly from those in the public school system. Focusing on this specific group allowed for a more contextually relevant and targeted analysis of the relationship between teachers' workload and job performance in the private school setting of Zamboanga City.

Research Instrument

This study employed a researcher-made survey questionnaire for private school teachers, comprising two parts. The part I of the instrument utilized a four-point Likert scale to assess the extent of teachers' workload in terms of teaching responsibilities and auxiliary responsibilities, where 4 = Always (Very High Extent), 3 = Often (High Extent), 2 = Rarely (Low Extent), and 1 = Never (Very Low Extent). The part II also utilized a four-point Likert scale to assess the extent of teachers' job performance in terms of instructional delivery and professional responsibilities, using the same scale where 4 = Always (Very High Extent), 3 = Often (High Extent), 2 = Rarely (Low Extent), and 1 = Never (Very Low Extent). The questionnaire was written in English, as it is the medium of instruction and professional communication used in the Schools Division of Zamboanga City, and all respondents are expected to be proficient in the language. The respondents completed the questionnaire within approximately 10 to 15 minutes. The conduct of this study was done with the permission of the respective school principals of the selected private schools within the Schools Division of Zamboanga City and in accordance with the Data Privacy Act of 2012, Republic of the Philippines.

Data Gathering Procedure

The researcher followed a systematic and ethical procedure in collecting data for this study. First, the researcher secured the necessary permits and approvals. A letter of permission was addressed to the respective school principals of the identified private schools of Zamboanga City. Ethical considerations were observed throughout the entire process, ensuring the confidentiality and anonymity of all respondents. Upon approval, the researcher personally administered the survey questionnaires to the 30 identified private school teacher-respondents during their free time or vacant periods to avoid disruption of classes. The purpose of the study was clearly explained to the respondents, and informed consent was secured prior to the distribution of the questionnaires. The questionnaire composed of two parts: the first part measured the extent of teachers' workload in terms of teaching and auxiliary responsibilities, and the second part assessed their job performance in terms of instructional delivery and professional responsibilities. A four-point Likert scale was used to quantify the respondents' assessments of each variable. Accomplished questionnaires were retrieved

on the same day or within an agreed time frame. The collected data were then tallied, encoded, and subjected to appropriate statistical treatment.

Results and Discussions

Research Question 1: What is the extent of teachers' workload in terms of teaching and auxiliary responsibilities?

Table 1. Extend of Teachers' Workload in terms of Teaching Responsibilities

	Statement	Mean	Verbal Description
1.	Prepares Daily Lesson Logs (DLLs) aligned with the Most Essential Learning Competencies (MELCs).	3.07	High Extent
2.	Delivers classroom instruction following DepEd curriculum guidelines.	3.43	High Extent
3.	Assesses learners' performance through written works, performance tasks, and quarterly assessments.	3.47	High Extent
4.	Provides timely feedback on learners' academic progress and performance.	3.37	High Extent
5.	Manages classroom instruction to promote learner engagement and positive behavior.	3.40	High Extent
	Over-all Mean	3.35	High Extent

Table 1 presents the extent of teachers' workload in terms of teaching responsibilities. The indicators include preparing Daily Lesson Logs (DLLs), delivering classroom instruction, assessing learners' performance, providing timely feedback, and managing classroom instruction. The data shows that assessing learners' performance through written works, performance tasks, and quarterly assessments obtained the highest mean score of 3.47, interpreted as "High Extent", implying that teachers dedicate a considerable amount of time and effort to evaluating student learning through multiple forms of assessment. This finding supports the assertion of Stronge (2018) that effective teachers consistently monitor and assess student progress as a fundamental component of their instructional responsibilities. The second highest indicator was delivering classroom instruction following DepEd curriculum guidelines with a mean score of 3.43, also interpreted as High Extent, suggesting that teachers remain committed to curriculum-aligned instruction despite the demands of their workload. According to Marzano, Frontier, and Livingston (2019), adherence to curriculum standards is a defining characteristic of high-performing teachers who consistently strive to deliver quality instruction.

Meanwhile, the data shows that preparing Daily Lesson Logs (DLLs) aligned with the Most Essential Learning Competencies (MELCs) obtained the lowest mean score of 3.07, interpreted as High Extent, implying that while teachers still prepare lesson logs, this task is perceived as less frequently demanding compared to other teaching responsibilities. This finding is consistent with the observation of Jomud et al. (2021) that administrative and documentation tasks such as lesson log preparation contribute to teacher workload but may be perceived differently depending on the level of institutional monitoring and enforcement. The second lowest indicator was providing timely feedback on learners' academic progress and performance with a mean score of 3.37, also interpreted as High Extent, suggesting that while teachers provide feedback, the frequency and timeliness of doing so may be affected by the volume of students and outputs they need to manage. The Information Management and Business Review (2024) noted that excessive workload demands can reduce the quality and consistency of teacher feedback, ultimately affecting student learning outcomes. Overall, the results show that all indicators under teaching responsibilities were interpreted as High Extent with an overall mean score of 3.35. These findings indicate that teachers carry a high level of workload in terms of their teaching responsibilities, particularly in the areas of assessment and curriculum delivery, suggesting that the instructional demands placed upon private school teachers in Zamboanga City are substantial and consistent with the broader literature on teacher workload in the Philippine context.

Table 2. Extend of Teachers' Workload in terms of Auxiliary Responsibilities

	Statement	Mean	Verbal Description
1.	Accomplishes required reports such as Form 137, SF1–SF10, and other DepEd documentation.	3.47	High Extent
2.	Participates in school committees, such as School-Based Management (SBM) and various school focal tasks.	3.33	High Extent
3.	Attends Learning Action Cell (LAC) sessions, in-service trainings, and other DepEd-mandated professional development activities.	3.13	High Extent
4.	Assists in the implementation of school programs, projects, and activities (SPTA, Brigada Eskwela, etc.).	3.23	High Extent
5.	Performs additional duties assigned by school heads, including advisory roles and coordination tasks.	3.70	High Extent
	Over-all Mean	3.37	High Extent

Table 2 presents the extent of teachers' workload in terms of auxiliary responsibilities, covering five indicators namely: accomplishing required reports such as Form 137, SF1–SF10, and other DepEd documentation, participating in school committees such as School-Based Management (SBM) and various school focal tasks, attending Learning Action Cell (LAC) sessions, in-service trainings, and other DepEd-mandated professional development activities, assisting in the implementation of school programs, projects, and activities such as SPTA and Brigada Eskwela, and performing additional duties assigned by school heads including advisory roles and coordination tasks. The data shows that performing additional duties assigned by school heads including advisory roles and coordination tasks obtained the highest mean score of 3.70, interpreted as High Extent, implying that teachers are frequently assigned responsibilities beyond their primary instructional role, which significantly adds to their overall workload. This finding is consistent with the observation of Jomoad et al. (2021) that teachers in the Philippine setting are often burdened with non-teaching tasks assigned by school administrators, which contribute to elevated workload levels and increased risk of burnout. The second highest indicator was accomplishing required reports such as Form 137, SF1–SF10, and other DepEd documentation with a mean score of 3.47, also interpreted as High Extent, suggesting that documentary and administrative requirements place a considerable demand on teachers' time and energy outside of classroom instruction. According to the Information Management and Business Review (2024), excessive non-teaching demands such as report preparation are among the most significant contributors to teacher workload and burnout in the educational sector.

Meanwhile, the data shows that attending Learning Action Cell (LAC) sessions, in-service trainings, and other DepEd-mandated professional development activities obtained the lowest mean score of 3.13, interpreted as High Extent, implying that while teachers participate in professional development activities, this indicator is perceived as less frequently burdensome compared to other auxiliary tasks. Solania et al. (2023) noted that professional development activities, while important, are generally structured and time-bound, making them comparatively less demanding than open-ended administrative responsibilities. The second lowest indicator was assisting in the implementation of school programs, projects, and activities with a mean score of 3.23, also interpreted as High Extent, suggesting that participation in school-based programs adds to the workload of teachers, though to a lesser degree than direct administrative assignments. Skaalvik and Skaalvik (2017) emphasized that the accumulation of auxiliary responsibilities, even those of moderate frequency, can collectively contribute to role overload and diminished professional well-being among teachers. Overall, the results show that all indicators under auxiliary responsibilities were interpreted as High Extent with an overall mean score of 3.37. These findings suggest that private school teachers in Zamboanga City carry a substantial auxiliary workload, particularly in the areas of additional duties assigned by school heads and documentary requirements, reinforcing the need for school administrators to carefully manage the distribution of non-teaching responsibilities among their teaching staff.

Table 3. Summary of the Extend of Teachers' Workload

Indicators	Mean	Interpretation
Teaching Responsibilities	3.347	High Extent
Auxiliary Responsibilities	3.373	High Extent
Over-all Mean	3.36	High Extent

Table 3 presents the summary of the extent of teachers' workload in terms of teaching responsibilities and auxiliary responsibilities among private school teachers in the Schools Division of Zamboanga City. The data shows that auxiliary responsibilities obtained a higher mean score of 3.373 compared to teaching responsibilities with a mean score of 3.347, both interpreted as High Extent, implying that the non-teaching demands placed upon private school teachers are slightly more burdensome than their core instructional tasks.

This finding aligns with the observation of Jomuad et al. (2021) that Filipino teachers carry a high level of workload that extends beyond classroom instruction, with auxiliary functions contributing significantly to their overall professional demands. The relatively higher mean score of auxiliary responsibilities further suggests that the assignment of non-teaching tasks in private schools may be intensive and frequent, leaving teachers with limited time and energy for their primary instructional functions. Overall, the results show that the overall mean score for teachers' workload is 3.36, interpreted as High Extent. These findings indicate that private school teachers in the Schools Division of Zamboanga City experience a high level of workload across both teaching and auxiliary dimensions, consistent with the broader literature suggesting that teacher workload in the Philippine educational context remains a pressing concern that warrants deliberate institutional attention and policy response (OECD, 2019; Jomuad et al., 2021).

Research Question 2: What is the level of teachers' job performance in terms of instructional delivery and professional responsibilities?

Table 4. Level of Teachers' Job Performance in terms of Instructional Delivery

	Statement	Mean	Verbal Description
1.	Implements lesson plans aligned with the Most Essential Learning Competencies (MELCs).	3.27	High Level
2.	Delivers clear and well-structured classroom instruction.	3.37	High Level
3.	Uses appropriate teaching strategies to meet learners' needs.	3.37	High Level
4.	Integrates instructional materials and learning resources effectively.	3.53	High Level
5.	Monitors and adjusts instruction based on learners' understanding and performance.	3.37	High Level
	Over-all Mean	3.38	High Level

Table 4 presents the level of teachers' job performance in terms of instructional delivery, covering five indicators namely: implementing lesson plans aligned with the Most Essential Learning Competencies (MELCs), delivering clear and well-structured classroom instruction, using appropriate teaching strategies to meet learners' needs, integrating instructional materials and learning resources effectively, and monitoring and adjusting instruction based on learners' understanding and performance. The data shows that integrating instructional materials and learning resources effectively obtained the highest mean score of 3.53, interpreted as High Level, implying that teachers actively incorporate a variety of instructional materials and resources in their teaching to enhance the quality of learning experiences in the classroom. This finding supports the assertion of Marzano, Frontier, and Livingston (2019) that the effective use of instructional materials and resources is a hallmark of high-performing teachers who consistently strive to enrich their instructional delivery and maximize student engagement. The second highest indicators were delivering clear and well-structured classroom instruction, using appropriate teaching strategies to meet learners' needs, and monitoring and adjusting instruction based on learners' understanding and performance, all obtaining a mean score of 3.37, interpreted as High Level, suggesting that teachers demonstrate a consistently high level of competence across multiple dimensions of instructional delivery. According to Stronge (2018), teachers who employ varied and responsive instructional strategies while maintaining clear and structured delivery tend to produce better learning outcomes and demonstrate higher overall job performance.

Meanwhile, the data shows that implementing lesson plans aligned with the Most Essential Learning Competencies (MELCs) obtained the lowest mean score of 3.27, interpreted as High Level, implying that while teachers still implement MELCs-aligned lesson plans, this indicator is perceived as comparatively less consistent than other aspects of instructional delivery. This finding is consistent with the observation of Jomuad et al. (2021) that heavy workload demands, particularly those arising from auxiliary responsibilities, may reduce the time and energy available for thorough lesson planning and preparation, ultimately affecting the consistency of curriculum-aligned instruction. The second lowest indicators were delivering clear and well-structured classroom instruction, using appropriate teaching strategies, and monitoring and adjusting instruction, all with a mean score of 3.37, which while still high, suggest room for further improvement in these areas particularly when workload pressures intensify. The Information Management and Business Review (2024) emphasized that when teachers are overburdened with non-teaching responsibilities, the quality and consistency of their instructional delivery may be compromised, underscoring the importance of workload management in sustaining high performance. Overall, the results show that all indicators under instructional delivery were interpreted as High Level with an overall mean score of 3.38. These findings indicate that private school teachers in the Schools Division of Zamboanga City demonstrate a high level of job performance in

terms of instructional delivery, particularly in the integration of instructional materials and resources, reflecting their commitment to delivering quality instruction despite the demands of their workload.

Table 5. Level of Teachers' Job Performance in terms of Professional Responsibilities

	Statement	Mean	Verbal Description
1.	Completes required teaching-related documents and reports accurately and on time.	3.17	High Level
2.	Participates actively in Learning Action Cell (LAC) sessions and professional development activities.	2.97	Low Level
3.	Demonstrates punctuality and regular attendance in school duties.	3.37	High Level
4.	Collaborates with colleagues and school stakeholders in academic and school programs.	3.17	High Level
5.	Upholds ethical standards and professional conduct in the teaching profession.	3.50	High Level
	Over-all Mean	3.23	High Level

Table 5 presents the level of teachers' job performance in terms of professional responsibilities, covering five indicators namely: completing required teaching-related documents and reports accurately and on time, participating actively in Learning Action Cell (LAC) sessions and professional development activities, demonstrating punctuality and regular attendance in school duties, collaborating with colleagues and school stakeholders in academic and school programs, and upholding ethical standards and professional conduct in the teaching profession. The data shows that upholding ethical standards and professional conduct in the teaching profession obtained the highest mean score of 3.50, interpreted as High Level, implying that teachers place a strong emphasis on maintaining professional integrity and ethical behavior in all aspects of their work. This finding is aligned with the assertion of Stronge (2018) that professional ethics and conduct are fundamental qualities of effective teachers, as they reflect the teacher's commitment to the dignity of the profession and the welfare of their students and school community. The second highest indicators were demonstrating punctuality and regular attendance in school duties, completing required teaching-related documents and reports accurately and on time, and collaborating with colleagues and school stakeholders in academic and school programs, all obtaining a mean score of 3.37 and 3.17 respectively, interpreted as High Level, suggesting that teachers consistently fulfill their professional obligations in terms of attendance, documentation, and collegial collaboration. According to Cohen, Manion, and Morrison (2018), professional responsibility is a hallmark of effective teaching that reflects the teacher's dedication to continuous growth and institutional contribution.

Meanwhile, the data shows that participating actively in Learning Action Cell (LAC) sessions and professional development activities obtained the lowest mean score of 2.97, interpreted as Low Level, implying that teachers' participation in professional development activities is comparatively less consistent and may be affected by scheduling conflicts, workload demands, or limited institutional support for professional growth. This finding is consistent with the observation of Solania et al. (2023) that teachers facing heavy workloads and multiple responsibilities often find it difficult to actively engage in professional development activities due to time constraints and competing priorities. The second lowest indicator was completing required teaching-related documents and reports accurately and on time and collaborating with colleagues and school stakeholders, both with a mean score of 3.17, interpreted as High Level, suggesting that while teachers generally fulfill these responsibilities, the volume of documentary requirements and the demands of collaboration may occasionally strain their capacity to perform these tasks consistently and optimally. Jomud et al. (2021) noted that excessive workload significantly affects teachers' ability to fulfill their broader professional responsibilities, reinforcing the need for institutional measures to support teachers in managing their professional obligations effectively. Overall, the results show that all indicators under professional responsibilities were interpreted as High Level with an overall mean score of 3.23, with the exception of participation in LAC sessions which was rated at Low Level. These findings suggest that while private school teachers in Zamboanga City generally demonstrate a high level of professional responsibility, targeted support and intervention are needed particularly in the area of professional development participation to ensure that teachers remain continuously updated and professionally equipped.

Table 6. Summary of the Level of Teachers' Job Performance

Indicators	Mean	Interpretation
Instructional Delivery	3.380	High Level
Professional Responsibilities	3.233	High Level
Overall-Mean	3.307	High Level

Table 6 presents the summary of the level of teachers' job performance in terms of instructional delivery and professional responsibilities among private school teachers in the Schools Division of Zamboanga City. The data shows that instructional delivery obtained a higher mean score of 3.380 compared to professional responsibilities with a mean score of 3.233, both interpreted as High Level, implying that private school teachers in Zamboanga City perform comparatively better in their core instructional functions than in their broader professional obligations. This finding suggests that while teachers are generally competent and committed in delivering instruction, the fulfillment of professional responsibilities outside the classroom may be affected by workload pressures and competing demands on their time and energy. This is consistent with the findings of the Information Management and Business Review (2024), which noted that excessive workload tends to disproportionately affect teachers' capacity to fulfill non-instructional professional responsibilities, even among those who demonstrate high instructional competence. Overall, the results show that the overall mean score for teachers' job performance is 3.307, interpreted as High Level. These findings indicate that private school teachers in the Schools Division of Zamboanga City demonstrate a generally high level of job performance across both instructional delivery and professional responsibilities, consistent with the broader literature suggesting that Filipino teachers remain committed to their professional roles despite the challenges posed by heavy workloads and multiple responsibilities (Jomuad et al., 2021; DepEd, 2020).

Research Question 3: Is there a significant relationship between teachers' workload and job performance?

Table 7. Relationship Between Teachers' Workload and Job Performance Among Private School Teachers in the Schools Division of Zamboanga City

Variable		r-value	p-value	Interpretation
X	Y			
Teachers' Workload	Job Performance	0.629	0.000	Significant

Table 7 presents the correlation analysis between Teachers' Workload and Job Performance. The results showed a Pearson correlation coefficient of 0.629 with a significance value of 0.000, which is lower than the 0.05 level of significance. This indicates that there is a significant positive relationship between teachers' workload and job performance. The obtained correlation coefficient of 0.629 indicates a moderate positive correlation between the two variables. This means that higher levels of workload were associated with higher levels of job performance among the teacher-respondents; however, given the descriptive-correlational design of this study, this association should not be interpreted as evidence that workload causes an increase in job performance. The result may instead suggest that teachers who report higher workload are also those who remain productive and committed in fulfilling their responsibilities, possibly because they have developed adaptability, time management skills, and professional dedication in handling multiple demands effectively. Since the p-value is less than the level of significance (0.01), the null hypothesis stating that there is no significant relationship between teachers' workload and job performance is rejected. Therefore, the alternative hypothesis is accepted. Taken together, the findings of this study indicate that private school teachers in the Schools Division of Zamboanga City experience a high extent of workload alongside a high level of job performance, with a significant moderate positive association between the two variables. These results are largely consistent with the findings of Jomuad et al. (2021) and the Information Management and Business Review (2024), which similarly reported that Filipino teachers tend to sustain high performance despite considerable workload demands, while diverging from the findings of Solania et al. (2023), who found no significant relationship between the two variables among the population they studied. This divergence suggests that the workload-performance relationship may vary depending on institutional context, support systems, and the specific population examined, reinforcing the value of context-specific studies such as the present one.

Ethical Considerations

This study followed ethical standards in educational research to protect the rights and welfare of the participants. As this study was conducted independently of any university thesis or dissertation committee, ethical oversight was carried out through a written letter of permission secured from the respective school principals of the selected private schools within the Schools Division of Zamboanga City, together with a letter of informed consent for participants that was reviewed and validated by the researcher's research professor and content expert prior to data collection. Informed consent was secured from all participants after explaining the purpose of the study, the procedures involved, and their right to participate voluntarily or withdraw at any time without consequences. Confidentiality and anonymity were strictly observed throughout the entire research process. Participants' identities were protected through the use of codes, and no personal information

was disclosed in the data analysis or report. All data collected were used solely for research purposes and stored securely. The study ensured that participants were not exposed to physical, psychological, or emotional harm. Survey questionnaires were non-intrusive and were administered during the teachers' free time or vacant periods to avoid disruption of classes and any form of coercion. All data gathered were handled in accordance with the Data Privacy Act of 2012 (Republic Act No. 10173). Ethical principles of fairness, objectivity, confidentiality, and academic integrity were upheld throughout the entire research process.

Conclusion

The study concluded that teachers' workload has a significant relationship with job performance among private school teachers in the Schools Division of Zamboanga City. Results showed that teachers experienced a high extent of workload in both teaching and auxiliary responsibilities, with auxiliary responsibilities being slightly more demanding than teaching responsibilities. Teachers' job performance was likewise at a high level in both instructional delivery and professional responsibilities, although participation in professional development activities was identified as the weakest performance indicator. The correlation analysis revealed a significant moderate positive relationship between teachers' workload and job performance ($r = .629$, $p = .000$), suggesting that despite carrying a high workload, teachers remain committed and resilient in fulfilling their professional roles. These findings highlight the need for school administrators and policymakers to implement deliberate workload management strategies that sustain and further enhance teacher performance in private school settings. These findings contribute to a deeper understanding of how workload and job performance interact specifically within the private school context, an area that has received limited empirical attention relative to public school settings in the Philippines. Future studies are encouraged to include larger and more diverse samples, examine other educational settings such as public schools or higher education institutions, and explore additional variables such as teacher motivation, burnout, and job satisfaction to further clarify the dynamics between workload and performance.

Reccomendations

Based on the findings, the study recommended that school administrators in private schools within the Schools Division of Zamboanga City review and rationalize the distribution of teaching and auxiliary responsibilities to ensure equitable and manageable workload assignments among teachers. School principals were advised to utilize the findings of this study to develop institutional policies that protect teachers from excessive non-teaching demands while sustaining high levels of instructional performance. Teachers were encouraged to actively engage in professional development activities and adopt effective time management strategies to maintain high job performance despite workload pressures. Private school associations and school owners within the Schools Division of Zamboanga City were urged to develop programs that promote teacher well-being and workload equity across member institutions. Additionally, since private schools operate under the general oversight of the Department of Education with respect to compliance and reporting requirements, DepEd may consider reviewing existing guidelines on the auxiliary and documentary responsibilities imposed on private school teachers, to ensure that these remain reasonable and do not compromise teachers' primary instructional functions.

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