

Teachers' workload and support system in basic education: Implications for well-being and instructional effectiveness

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Abstract

The study aimed to assess the workload and support system of the teachers to identify the gaps in the existing school system that might influence their overall well-being and effectiveness in the delivery of quality education. The study used a descriptive research method. The participants in the study were basic education teachers in a select basic education school, employing a total population sampling technique. The basic education school has a total population of 45 basic education teachers. The study found that teachers found work duties to be the most appropriate workload and that classroom instruction was deemed suitable for their well-being. However, there were areas in teachers' work control and schedule that needed improvement. Moreover, the study found that administrative support was the highest level of support for teachers, with adequate guidance from supervisors and sufficient resources. Still, there were areas for enhancement in professional development and collegial support. The findings of the research formed the foundation for recommendations aimed at regulating teachers' workloads and providing a strong system of support for them to deal with stress, which can inevitably result in their ineffectiveness.

Keywords: basic education teachers, instructional effectiveness, support system, well-being, workload

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1. Introduction

Teachers play a crucial role in shaping the future by educating and guiding students. Though the teaching profession is often associated with high levels of stress and burnout, the demanding workload, coupled with a limited support system, can significantly impact teachers' well-being and work satisfaction, ultimately affecting the quality of education they provide. There are major ramifications for basic education schools in the Philippines, South Asia, and beyond due to the worldwide problem of the impact of workload and support system on teachers' effectiveness and well-being (Jerrim & Sims, 2021; Tarraya, 2022). To make certain that teachers have the resources and support they need in order to provide their students with an exceptional educational experience, school administrators, educators, and other stakeholders must work together to address this issue (Kanwal et al., 2023). A teacher's commitment and perseverance in the classroom determine how well they perform, and like any other profession, the teacher is susceptible to burnout. In basic education, especially in the basic education schools, concerns about teachers' workload remain prevalent and have been an ongoing problem, according to Johal (2022). Moreover, it was discovered that teachers in basic education schools put in a lot of overtime while dealing with increasing demands (Gavin et al., 2021). Due to their demanding schedules and lengthy workdays, teachers are vulnerable to exhaustion (Jomuad et al., 2021). In the absence of support, they run the risk of becoming overburdened and neglecting their own general well-being. Nonetheless, this continues to be one of the persistent problems in the Philippine education system that impacts teachers in basic education schools (Tarraya, 2023).

Teachers' workloads in basic education schools can have a big impact on how productive they are and how well their students do academically (Bugay et al., 2025). Concern over teachers' workloads has grown in recent years as a result of the high rates of stress and burnout that many of them are reporting. Basic education school teachers frequently face high administrative workloads, large class sizes, and mounting pressure to meet performance standards. Consequently, teachers might experience an excessive workload, resulting in elevated levels of stress and fatigue (Rose & Sika, 2019). In the same direction, Magtalas and Eduvala (2024) investigated the incidence of teacher burnout in the Philippines and pinpointed the causes. The results made clear how important it is to address workload and the support network in order to prevent burnout in Filipino teachers. Additionally, Panganiban's (2015) study on the elements linked to the workplace that cause teacher burnout in the Philippines was discovered. The study stressed how crucial it is to comprehend the effects of workload and support system because these factors may have a negative impact on teachers' general performance and well-being.

One naturally occurring resource in schools that may help teachers cope with the high levels of pressure and strain they face is a network of collegial guidance and administrative support (Bottiani et al., 2019). But according to a study by Karacabey (2021), some school administrators failed to carry out tasks that could have supported teachers' professional development and helped them receive enough support for adequate guidance. In a comparable manner, a study by Alzahmi et al. (2022) discovered that there was a disruption in collegial relationships in workplaces like basic education schools due to heavy work duties and schedules. Teachers who are overworked and under difficulty may find themselves unable to stay motivated and focused. This may have a detrimental effect on their productivity and their capacity to provide their students with a quality education (Hester et al., 2020). Inadequate preparation by the teachers could result in inadequately planned lessons, inefficient teaching methods, and minimal interaction with the students. Moreover, a heavy workload and adaptable work control may cause teachers' burnout, which may have a long-term negative impact on their health and wellbeing. According to Mullen et al. (2020), teachers who are burned out may become disengaged from their work, which lowers job satisfaction and increases turnover. Students may suffer substantial effects from teachers' workloads and insufficient support. Less student engagement and academic achievement occur when teachers are overworked

and under stress, which makes them less effective at delivering instruction. Lack of individualized attention and feedback can also be detrimental to students, which can lower their motivation and academic performance (Afzal & Rafiq, 2022; Kamran et al., 2022). Therefore, addressing teacher workload and strengthening support systems are critical to improving both teacher effectiveness and student learning outcomes

Based on previous studies and the researchers' observation and experience in the Philippine basic education schools, an urgent investigation and more focused investigation were required to examine the practice gaps in the school's current workload management and overall support system specifically within the Philippine context. By having a clear understanding of the particular factors influencing teachers' workload and support system, the researchers aimed to develop suggestions for managing duties at work, schedules, and the significance of control over one's obligations. Furthermore, workplace stress might be managed and addressed in this context by emphasizing the value of support system from administrators and colleagues as well as the necessity of providing sufficient professional development. This is crucial for creating interventions and support networks that are effective in addressing these issues. Thus, this study was intended to provide empirical insights that might guide policies and initiatives designed to reduce workload-related stress, strengthen support systems, and ultimately enhance teachers' well-being and instructional effectiveness in basic education schools.

Theoretical Framework –The Job Demand-Control-Support (JDCS) model served as the primary theoretical foundation for this study. The objective is to understand job demands, job control, job support, and the impact they have on teachers. According to Karasek and Theorell's (1990) JDCS model, teachers' ineffectiveness can be attributed to high job demands, low job control, and inadequate job support. The current study aims to investigate the current workload and support system in the selected research site in order to manage workplace stress that can lead to burnout that may affect teachers' effectiveness. According to Agyapong et al. (2022), employees, particularly teachers, are stressed as they balance work and personal responsibilities. By highlighting the circumstances and personal traits that are significant during stressful times, the JDCS Model provides guidance on managing stress. The well-known JDCS model (Karasek & Theorell, 1990) describes how job characteristics affect employees' psychological well-being. This model also shows how job demands and schedules can lead to stress among teachers, including high workloads, unidentified duties, and job-related strain (Bakker & de Vries, 2020). On the other hand, the model suggests that individuals can cope with these stressful circumstances by developing a support system that provides them a sense of independence and control over their job (Karasek & Theorell, 1990).

The model functions by demonstrating that high levels of job demands lead to stress among employees. However, by having greater autonomy over their work and developing strong connections with their supervisor and coworkers, employees can lessen their stress levels (Acoba, 2024).

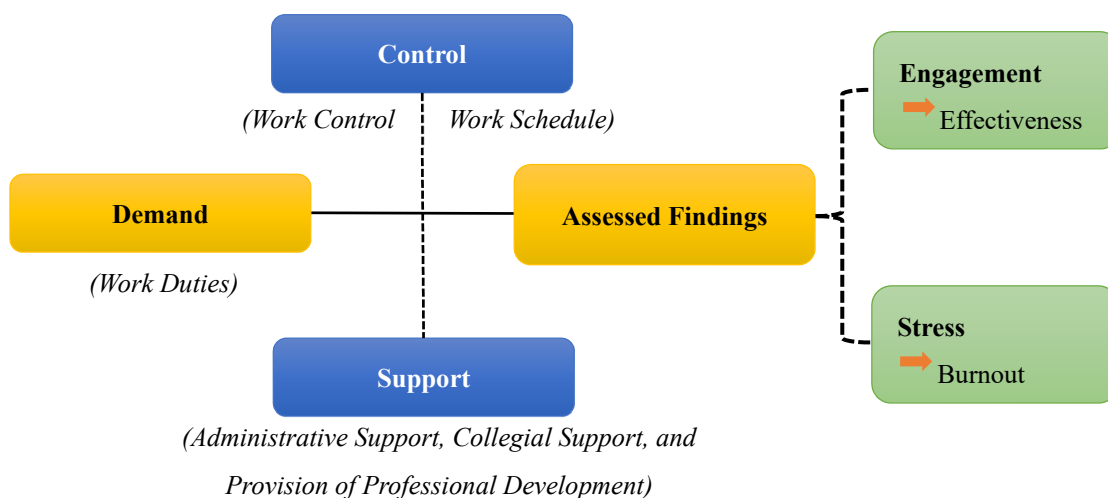


Figure 1. The Conceptual Diagram of the Study

In the illustration of the integrated JDCS model and present study's variables, which is shown in Figure 1 above, it shows the three sets of job variables: demand, control, and support. The job demands pertain to the work duties assigned to teachers. Job control, which in this study includes the work control and work schedule, and the support system, encompassing administrative support, collegial support, and the provision of professional development, can mediate this. The illustration shows that if teachers are given fair and equitable work duties, control, and a schedule that does not jeopardize their well-being, it may lead to teacher engagement. Additionally, teachers' effectiveness can be attributed to a strong network of support from administrators and colleagues as well as the provision of sufficient professional development opportunities. Teachers' motivation and engagement may increase as a result of the support, direction, and evaluation they receive from administrators, peers, supervisors, and the school as a whole. This can result in the way they function at their most effective.

On the other direction, if teachers are overworked, lack control over their work pace, and have a rigid schedule, the demands of their workload can lead to stress and eventually burnout. Excessive demands at work can exacerbate stress and cause burnout. High job demands can have detrimental effects on their well-being, which can be exacerbated by low job control. This risk may also rise in the event that teachers lack a robust support network, since sufficient job support can mitigate the detrimental impacts of high job demands and little job control on stress and burnout.

Significance of the Study - Understanding the factors affecting the workload and support systems of basic education teachers is essential for promoting their well-being and effectiveness in delivering quality education. This study's significance contributes to the existing body of knowledge through the identified workload-related challenges and the inadequacy of support that may cause stress and burnout among teachers. The provided empirical evidence for providing evidence-based knowledge aimed to foster a supportive work environment, improving teachers' well-being and ultimately benefitting students. Moreover, the results provide helpful tips for policymakers and educational administrators in designing better resource management and a more efficient educational system that supports both teachers and students.

Objectives of the Study - The study aimed to assess the workload (work duties, work control, and work schedule) and support system (administrative support, collegial support, and professional development) in a basic education school in the Philippines. This was also intended to identify the gaps in the existing school system that might influence teachers' overall well-being and their effectiveness in the delivery of quality education. The findings of the research formed the foundation for recommendations aimed at regulating teachers' workloads and providing a strong system of support for them to deal with stress, which can inevitably result in their ineffectiveness.

2. Methods

Research Design – The study used a descriptive research method. This is a scientific approach that entails characterizing a subject's behavior and the overall circumstances without exerting any kind of influence on them. Moreover, according to Aggarwal (2024), it provides significant foundational understandings for further research and decision-making. The study used a quantitative approach, which aims to gather measurable data for the population sample's statistical analysis. This aimed to gain insight into the strengths and challenges that teachers encountered in the workload and support system, leading to recommendations for improvement. The findings of this study provided valuable insights into the direct observations of basic education teachers with regards to the gaps in the workload and deficiencies in the overall support system at school. This is important since a high workload and low support system might cause significant stress to teachers that might eventually lead to burnout if not managed and addressed properly.

Participants and Sampling Procedure – The participants in the study were basic education teachers. The study used a total population sampling technique. Total population sampling is a purposive sampling technique that examines the entire population. This sampling method is applied when every member of the population is used as a sample. The researchers used total sampling to choose the sample based on the number of population.

The basic education school has a total population of 45 basic education teachers. Given that the total population is manageable for data collection, the researchers used a suitable sampling technique, in which the study included all the basic education teachers from the selected research locale.

Research Instrument – The researchers used a self-made survey questionnaire, supported by the JDCS model (1990) and related studies, and anchored to the rationalization of teachers' workload by DepEd Philippines (2024). The instrument underwent content validation. This was validated by experts that included a basic education school administrator, a graduate school professor, and a specialist in educational management. The recommendations and suggestions that the experts provided were taken into consideration. Prior to the actual conduct of the study, the research instrument was subjected to pilot testing. This involved a group of teachers that were not included in the actual conduct of the investigation. The results of the pilot study were subjected to Cronbach's alpha (work duties, 0.81, work control, 0.89, work schedule, 0.91, administrative support, 0.84, collegial support, 0.90, and professional development, 0.84) to measure reliability and internal consistency. The instrument focused on the assessment of the respondents on their workload, consisting of 15 items about work duties, work change, and work schedule. Moreover, this focused on the assessment of the respondents on their support system, consisting of 15 items about administrative support, collegial support, and professional development.

Data Gathering Procedure – Before the study began, the researchers asked permission from a select basic education school to conduct an investigation in order to guarantee that all guidelines were followed accordingly. When the permission to conduct the study was approved by the research locale, the researchers started the actual investigation. The researchers distributed the survey questionnaire to the target teachers through electronic forms. The researchers also informed the participants that they could answer the questionnaire at their most convenient time but were also reminded that they had a week to complete the survey. The responses of the participants were automatically retrieved since the researchers used an electronic form of survey questionnaire. After the respondents had finished answering the survey questionnaire, the researchers ensured the data accuracy by appropriately checking the responses on the data sheets. The data was tabulated and organized for appropriate statistical treatment.

Ethical Considerations – The study adhered to ethical principles, prioritizing the welfare of research participants. Central ethical concerns included obtaining informed consent from the respondents to participate, ensuring privacy and confidentiality, and minimizing discomfort. The participants were informed about the study's goals, voluntary nature, and any associated risks or benefits, and could withdraw at any time. The researchers maintained open communication, objectivity, and integrity while safeguarding against conflicts of interest. The data collection was secured and handled ethically through appropriate disposal methods, ensuring accuracy and protecting participant identity.

Statistical Treatment and Data Analysis – In this study, statistical analysis was employed. Every data sample in a set of items from which samples were collected and carefully examined in order to perform statistical analysis. The study made use of descriptive statistics to measure the overall assessments of the respondents about the workload and support of the teachers in a select basic education school. For the quantitative interpretation (QI) of the computed weighted mean, the study used the 5-point Likert scale for the respondents to objectively indicate whether they agree or disagree with the statements indicated on the survey forms. The rating scale consisted of five (5) as the highest form of agreement, while one (1) is the highest form of disagreement.

3. Results and Discussions

The section deals with the presentation of findings, analysis and interpretation of the data gathered by the researchers. The presentation is in tabular and textual forms to provide the readers a clearer insight to the results of the study.

3.1 The Assessment of the Teachers' Workload

Work Duties

Table 1
The Assessment of the Teachers' Workload in Terms of Work Duties

Work Duties	Basic Education Teachers		
	WM	QI	Rank
The workload on actual classroom teaching is appropriate to teachers' well-being.	3.78	High	1
The remediation class assignments to support struggling learners are adapted to teachers' workloads and overall well-being.	3.44	High	4
The ancillary tasks, such as preparation, advising duties, paperwork, etc., are adequate and not excessive in relation to teachers' well-being.	3.36	Moderate	5
The teaching workload is all given in fair and equitable distributions among teachers.	3.71	High	2
The teaching-related assignments, such as designation as a coordinator, trainer, adviser, and chairmanship, are all given to the teachers in a fair and equitable manner.	3.56	High	3
Overall	3.57	High	

Table 1 presents the assessment of the level of appropriateness of teachers' workload in a select basic education school based on work duties, employing a series of weighted means. From the findings of the study, it revealed that item no. 1 obtained the highest level of appropriateness of workload in terms of work duties as assessed by the teachers themselves, with a weighted mean of 3.78 with a qualitative interpretation of "high," while item no. 3 with a weighted mean of 3.36 with a qualitative interpretation of "moderate," which was found to be the lowest level of form of assessment. In general, the assessment of the level of appropriateness of the workload of the teachers in a select basic education school, as assessed by themselves based on work duties, obtained an overall weighted mean of 3.57 and was interpreted as "high."

According to the study's findings, the respondents gave a positive assessment of the suitability of the work duties given the workload of the teachers. The teachers indicated that the workload associated with actual classroom instruction was deemed suitable for their well-being based on the data collected. Additionally, it was pointed out in the assessment that teachers were assigned their workload in a fair and equal manner. However, the investigation's findings revealed that there were areas of the teachers' work duties that required attention and continuous improvement. In terms of teachers' well-being, it is necessary to make sure that ancillary tasks like preparation, advising responsibilities, paperwork, etc., are sufficient and not excessive. Furthermore, it is imperative to enhance the way remediation class assignments are tailored to teachers' workloads and general well-being in order to support struggling learners.

According to Zydziunaite et al. (2020), the negative consequences of disproportionate and demanding work duties on teachers have a significant impact on the quality of their teaching, their professional lives, and their students' learning experiences and accomplishments. The results of the current study, which indicate for immediate attention, are supported by the excessive ancillary tasks and other responsibilities that may affect their overall performance. Thus, the school should take the advantage on the gaps in the work duties identified by the teachers, as this will provide the administration with a basis for managing the issues of maintaining improvement for the proper workload of teachers, thereby contributing to their general well-being and ultimately increasing their effectiveness.

Work Control

Table 2 presents the assessment of the level of appropriateness of teachers' workload in a select basic education school based on work control, employing a series of weighted means. From the findings of the study, it revealed that item no. 5 obtained the highest level of appropriateness of workload in terms of work control as assessed by the teachers themselves, with a weighted mean of 3.67 with a qualitative interpretation of "high," while item no. 2 with a weighted mean of 3.07 with a qualitative interpretation of "moderate," which was found to be the lowest

level of form of assessment. In general, the assessment of the level of appropriateness of the workload of the teachers in a select basic education school, as assessed by themselves based on work control, obtained an overall weighted mean of 3.46 and was interpreted as "high."

Table 2
The Assessment of the Teachers' Workload in Terms of Work Control

Work Control	Basic Education Teachers		
	WM	QI	Rank
The teachers have control over their breaks and non-working hours, including weekends, holidays, leave credits, and academic breaks.	3.62	High	2
The teachers have control over their work speed and the extent to which adequate time is given to them for the intended school task.	3.07	Moderate	5
The teachers are given flexibility with their assigned teaching-related assignments that include remedial and enhancement classes.	3.44	High	4
The teachers have control over ancillary tasks, such as preparation, advising duties, and paperwork., such as flexibility and adjustment based on their workload.	3.51	High	3
The teachers are given fair and equitable work opportunities over something they can choose to do at school.	3.67	High	1
Overall	3.46	High	

The results of the study showed that the respondents provided a favorable review of the appropriateness of work control based on the workload of the teachers. Based on the collected data, it was found that teachers were provided with fair and equal work opportunities regardless of what they decided to do in school. Additionally, the assessment highlighted that teachers were in control of managing their own breaks and non-working hours, including academic breaks, weekends, holidays, and leave credits. But according to the investigation's findings, there were also components of the teachers' work control that called for attention and continuous improvement. It is necessary to enhance the teachers' ability to regulate their work pace and the amount of time allotted to them for the assigned schoolwork. Improvements must also be made to allow teachers more flexibility in their assigned teaching-related tasks, such as remedial and enhancement classes, and to give them authority over ancillary tasks like preparation, advising, and paperwork. This will allow them to adjust their workload as needed.

When teachers are given adequate autonomy to effectively organize their time in their workload, their ability to concentrate is improved, according to Olivo (2021). Teachers need to manage their time more flexibly, which supported the current study's findings for immediate attention. Thus, in order to maintain improvement for suitable teachers' teaching and non-teaching assignments, the school should take advantage of the deficiencies in teachers' control that were discovered. This will help the administration manage the flexibility issues and increase the teachers' overall effectiveness in managing such tasks.

Work Schedule

Table 3
The Assessment of the Teachers' Workload in Terms of Work Schedule

Work Schedule	Basic Education Teachers		
	WM	QI	Rank
The remediation classes are given among teachers in a fair allotted schedule not comprising their well-being.	3.20	Moderate	5
The enhancement classes are given and distributed in an organized schedule among teachers.	3.80	High	1
The work schedules of teachers follow the given regular work hours of the school, not comprising their personal time or breaks.	3.60	High	3
The teachers work schedules beyond regular work hours are adequately considered and compensated that are consistent with the rules and regulations.	3.76	High	2
The actual classroom teaching schedules (class programs) among teachers at school are organized and structured accordingly for effective quality education delivery.	3.40	Moderate	4
Overall	3.55	High	

Table 3 presents the assessment of the level of appropriateness of teachers' workload in a select basic education school based on work schedule, employing a series of weighted means. From the findings of the study, it revealed that item no. 2 obtained the highest level of appropriateness of workload in terms of work schedule as assessed by the teachers themselves, with a weighted mean of 3.80 with a qualitative interpretation of "high," while item no. 1 with a weighted mean of 3.20 with a qualitative interpretation of "moderate," which was found to be the lowest level of form of assessment. In general, the assessment of the level of appropriateness of the workload of the teachers in a select basic education school, as assessed by themselves based on work schedule, obtained an overall weighted mean of 3.55 and was interpreted as "high."

According to the study's findings, the respondents provided an overall favorable assessment of the work schedule's appropriateness considering the workload of the teachers. Based on the collected data, the teachers observed that the enhancement classes were offered and dispersed among them in a systematic manner. Additionally, it was observed that teachers' beyond-work hours were appropriately taken into account in accordance with the rules and regulations. The findings of the investigation did, however, also highlight certain aspects of the teachers' work schedule that require ongoing attention and improvement. The way remediation classes are distributed among teachers in a fair, allocated schedule that does not compromise their well-being needs to be improved. Enhancements must also be made to the way that teachers' actual classroom schedules are set up and structured in order to provide high-quality education. The school administration should also take into account the work schedules of teachers who adhere to the regular work hours specified by the school, excluding their breaks and personal time.

Setting priorities for work schedules is essential to optimizing productivity and promoting a healthy work-life balance for teachers, claimed by Dianat et al. (2020). Work-related issues like remediation classes, classroom schedules, and regular work hours can be resolved by implementing a priority-based scheduling system, which reinforced the current study findings for immediate intervention. As a result, the school should thus take advantage of the schedule deficiencies that were identified, as this will provide the management with an understanding for managing work schedule concerns and ensuring that teachers' workloads are appropriate, thereby enhancing their general productivity and well-being.

3.2 The Assessment of the Teachers' Support System

Administrative Support

Table 4
The Assessment of the Teachers' Support System in Terms of Administrative Support

Administrative Support	Basic Education Teachers		
	WM	QI	Rank
The teachers are provided with an adequate amount of support and guidance from their immediate supervisor.	3.60	High	1
The school administrators offer suggestions and improvements that are encouraging for teachers' development.	3.36	Moderate	5
The school administrators ensure that all teachers are provided with sufficient resources to support their classroom instruction.	3.53	High	2
The school administrators are approachable and accessible for any teachers' concerns regarding challenges presented by students with behavioral difficulty.	3.51	High	3
The school administrators provide sufficient support and mentoring when teachers are faced with challenges presented by students with learning difficulties.	3.49	High	4
Overall	3.50	High	

Table 4 presents the assessment of the level of support system of teachers' workload in a select basic education school based on administrative support, employing a series of weighted means. From the findings of the study, it revealed that item no. 1 obtained the highest level of support system in terms of administrative support as assessed by the teachers themselves, with a weighted mean of 3.60 with a qualitative interpretation of "high," while item

no. 2 with a weighted mean of 3.36 with a qualitative interpretation of “moderate,” which was found to be the lowest level of form of assessment. In general, the assessment of the level of support system of the teachers in a select basic education school, as assessed by themselves based on administrative support, obtained an overall weighted mean of 3.50 and was interpreted as “high.”

The respondents' positive responses to the study's findings about the level of administrative support based on the teachers' support system were observed. Based on the collected data, it was found that the teachers received sufficient support and direction from their immediate supervisors. Additionally, the assessment noted that the school administration made sure the teachers had access to enough resources to support their instruction in the classroom. However, the investigation's findings also indicated that specific areas of the teachers' administrative support required improvement. The way that school administrators can make recommendations and enhancements that could support teachers' growth needs to be improved. Improvements must also be made to the way that school administrators can offer teachers the support and guidance they need when they encounter difficulties brought on by students with special needs.

According to Balang et al. (2021) and Cabildo and Espinosa (2020), the school administrators must act to assist teachers and ensure that they have the necessary resources and direction to teach students, which strengthen the need to address the issues raised by the results of the current study. Therefore, the school should take advantage of the administrative support gaps identified for teachers. This will allow the administration to effectively handle the issues in order to sustain improvement in the areas of encouragement, mentoring, and guidance when addressing challenges with the students, thereby increasing the teachers' overall effectiveness.

Collegial Support

Table 5
The Assessment of the Teachers' Support System in Terms of Collegial Support

Collegial Support	Basic Education Teachers		
	WM	QI	Rank
The teachers are effectively working as a team when it comes to assisting one another in carrying out school activities and programs.	3.71	High	1
The senior teachers help the less experienced teachers by offering them support in the form of mentoring, advice, and help when needed.	3.27	Moderate	5
The collegial interaction and strong professional relationships are valued by teachers at school as a means of strengthening support for one another in achieving institutional goals.	3.47	High	2
The teachers exchange ideas and best practices in order to assist and encourage one another in expanding their own understanding of efficient teaching and learning delivery.	3.42	High	4
The teachers encourage and celebrate one another's accomplishments, successes, and promotions without acting enviously or jealously.	3.44	High	3
Overall	3.46	High	

Table 5 presents the assessment of the level of support system of teachers' workload in a select basic education school based on collegial support, employing a series of weighted means. From the findings of the study, it revealed that item no. 1 obtained the highest level of support system in terms of collegial support as assessed by the teachers themselves, with a weighted mean of 3.71 with a qualitative interpretation of “high,” while item no. 2 with a weighted mean of 3.27 with a qualitative interpretation of “moderate,” which was found to be the lowest level of form of assessment. In general, the assessment of the level of support system of the teachers in a select basic education school, as assessed by themselves based on collegial support, obtained an overall weighted mean of 3.46 and was interpreted as “high.”

The study's respondents provided favorable remarks on the level of assessment of collegial support based on the teachers' support system. When it came to supporting one another in carrying out school activities and programs, the data collected showed that the teachers were functioning as an efficient team. Additionally, the assessment noted that teachers valued strong professional relationships and collegial interaction as ways to support one another in accomplishing school objectives. However, the investigation's findings revealed that there were areas in the

teachers' collegial support that required attention and continuous improvement. It is necessary to enhance the ways in which senior teachers can assist less experienced teachers by providing them with guidance, support, and assistance when required. Furthermore, it is imperative to enhance the ways in which teachers can share ideas and best practices to support and motivate one another in deepening their comprehension of effective teaching and learning delivery. It is also necessary for the teachers to work on their ability to support and celebrate each other's achievements and promotions without becoming jealous or envious.

Studies found that, which further supported the current study's findings, in order to create a safe and supportive environment that encourages collegial collaboration and the sharing of best practices, it is essential that individuals feel supported by their fellow professionals (Espinosa, 2020; Espinosa, 2021; Fuxman, 2024; Mendoza-Ignacio & Espinosa, 2024). Thus, in order to improve the teachers' overall collaborative effectiveness and relationships, the school must consider on the gaps in their collegial support that were discovered. This will provide the school with a strong foundation on which to build their support system.

Professional Development

Table 6

The Assessment of the Teachers' Support System in Terms of Professional Development

Professional Development	Basic Education Teachers		
	WM	QI	Rank
The teachers are provided with adequate professional development opportunities to participate in divisional, regional, national, and international conferences for continuous advancement.	3.16	Moderate	5
The teachers are provided with special professional development programs for non-pedagogical-related tasks on a regular basis.	3.31	Moderate	4
The teachers are provided with relevant professional development to equip them with the necessary competencies according to their chosen career line for promotion.	3.40	Moderate	1.5
The school provides subject content professional development programs for all teachers to improve subject content delivery and support quality teaching on a regular basis.	3.38	Moderate	3
The teachers are provided with adequate and relevant master classes through learning action cell and in-service training on a regular basis.	3.40	Moderate	1.5
Overall	3.33	Moderate	

Table 6 presents the assessment of the level of support system of teachers' workload in a select basic education school based on professional development, employing a series of weighted means. From the findings of the study, it revealed that items nos. 3 and 5 obtained the highest level of support system in terms of professional development as assessed by the teachers themselves, with both weighted means of 3.40 with a qualitative interpretation of "moderate," while item no. 1 with a weighted mean of 3.16 with a qualitative interpretation of "moderate," which was found to be the lowest level of form of assessment. In general, the assessment of the level of support system of the teachers in a select basic education school, as assessed by themselves based on professional development, obtained an overall weighted mean of 3.33 and was interpreted as "moderate."

The results of the study indicated that the respondents' assessment of professional development based on the teachers' support system was moderately favorable. Based on the information collected, it was found that teachers received only a moderate amount of pertinent professional development to give them the skills they needed to advance in their chosen field. Additionally, the assessment noted that regular in-service training and learning action cells gave the teachers a moderate amount of access to sufficient and pertinent master classes. Further, the findings of the investigation also indicated that there were areas in the professional development of the teachers who required immediate attention and further development. Improving the way in which teachers can be given sufficient opportunities for professional development to attend divisional, regional, national, and international conferences is also essential for their ongoing progress. In addition, it is imperative that teachers receive regular, specialized professional development programs for tasks unrelated to teaching. Further, the school should regularly support high-quality teaching by offering teachers professional development programs related to the subject matter.

According to Padillo (2021) and Santos et al. (2025), it has become widely recognized that increasing teachers' effectiveness, general performance, and level of dedication to their work requires continual professional development. Teachers must constantly adapt to changes in the current educational system in order to meet the needs (Espinosa & Mangali, 2021), demands for support (Salamatin et al., 2025), discipline (Peña & Espinosa, 2019), and preferences (Cruz et al., 2025) of the students. This supports the current study's finding that prompt attention is necessary. As a result, to help the administration handle their concerns regarding the teachers' support system and enhance their overall professional development and effectiveness in providing high-quality education, the school should take advantage of the shortcomings in the professional development needs of the teachers that were found out.

4. Conclusions

Based on the above findings of the study, the researchers had drawn the following conclusions:

The study indicated that teachers found work duties to be the most appropriate workload and that classroom instruction was deemed suitable for their well-being. However, there were areas in teachers' work control and schedule that needed improvement. These include fair distribution of remediation classes and improved classroom schedules. School administration should consider teachers' regular work hours, including breaks and personal time, to ensure high-quality education. Improving teachers' work schedules requires regulating work pace and time allocation, providing more flexibility in teaching-related tasks, and giving them authority over ancillary tasks. The school should capitalize on these gaps to manage concerns and maintain appropriate workloads, contributing to teachers' effectiveness and well-being.

The study concluded that administrative support was the highest level of support for teachers, with adequate guidance from supervisors and sufficient resources. However, there were areas for improvement in professional development and collegial support. Professional development opportunities should include attending conferences, specialized programs for non-teaching tasks, and regular school support. Collegial support should involve senior teachers providing guidance to less experienced teachers, encouraging sharing of ideas and best practices, and supporting each other's achievements without jealousy. By addressing these gaps, schools can better manage concerns about professional development needs and collegial support, ensuring continuous improvement in teachers' growth, relationships, and effectiveness in delivering high-quality education.

Implications and Recommendations - The study recommends that the school administration may consider developing an environment that promotes the success of teachers, identifying their specialized skills and the possibility of improving professionally, leading to an effective delivery of quality education. Moreover, it is suggested that school administration may refine teachers' timetables, bringing them more autonomy over remedial classes and giving them free rein in the decision-making process so that they can be able to design a learner-centric experience. There is a need for regular working hours, rest periods, and time off to avoid burnout and promote general well-being. The practical implications of these insights emphasize that a balanced workload and improved working conditions can directly enhance teachers' job satisfaction, teaching performance, and long-term retention in the profession. Strengthening work-life balance and support systems can help the school administration develop a sustainable and motivating working environment that can empower teachers to perform at their best.

It is also recommended that the school administration continuously improve administrative support for teachers within the educational system. This will facilitate effective performance in their roles and create an atmosphere that supports high-quality teaching methods. It should place a strong emphasis on enhancing professional development opportunities by offering workshops, training sessions, and opportunities for continuous learning to equip teachers with the most recent methodologies for instruction. Furthermore, the significance of these for practitioners lies in the need for the school leaders to acknowledge the direct relationship between strong institutional support and improved instructional effectiveness and quality. Promoting a collaborative culture through administrative and peer support and joint problem-solving can help close gaps in professional development

needs and improve teachers' overall effectiveness and growth, ultimately benefiting the students from quality instruction, a more positive classroom climate, and greater access to teacher attention and feedback.

The study recommends that in order to get a more comprehensive understanding of teachers' views regarding allocation of workload and support system, researchers and scholars should address the limitations of the current study, which includes a range of basic education schools. The results could be strengthened, and helpful comparative data would be provided by expanding the study sample, allowing for a more thorough evaluation of the problems at hand. Additionally, for future studies, a qualitative methodology could provide additional insights into teacher assessments and the ways in which workload and support systems influence their effectiveness and well-being. It might be feasible to create tailored interventions for improved teacher productivity and satisfaction with work using this data. With a greater understanding of the educational environment, the approach may identify challenges for teachers' workload that may correspond to the support system.

5. References

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