

## Extra workload, time pressure and teachers' stress levels

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**Abstract:** Teachers' efficacy and well-being may be compromised as they struggle with increasing workloads and deadline pressure, highlighting the need for supportive measures in the classroom. This study investigated the extra workload, time pressure, and stress levels of elementary teachers in Lutayan District II, Sultan Kudarat. A descriptive-correlational research design was employed to examine the relationships between these variables using data to identify patterns. The respondents were elementary school teachers from ten schools in the district, selected through total enumeration sampling. Statistical tools such as mean scores and Pearson r correlation were used for data analysis. Findings revealed that teachers experienced high levels of extra workload in terms of workload allocation, additional responsibilities, non-teaching tasks, number of classes taught, and student-to-teacher ratio. These factors contributed to teachers being heavily engaged in teaching, grading, and meetings. Time pressure, measured through lesson planning, grading, professional development, and extracurricular duties, also emerged as a significant challenge, often hindering teachers' ability to complete tasks effectively. The study concluded that time pressure and extra workload did not correlate statistically with stress. Based on these findings, schools were recommended to alleviate teachers' workload by delegating non-teaching tasks to support staff, balancing extracurricular duties, optimizing class sizes, and streamlining administrative work through digital tools. Moreover, promoting a supportive work environment through professional development, stress management programs, collaboration, and establishing healthy work-life boundaries can help mitigate stress and enhance teacher well-being.

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## INTRODUCTION

The demands placed on teachers have always been substantial, but in recent years, factors such as increased workload and time pressure have emerged as significant contributors to stress levels among educators. This is particularly pronounced in small schools, where resources may be limited, and teachers often wear multiple hats to fulfill various roles within the educational ecosystem. Understanding the implications of these stressors is essential for both the well-being of teachers and the effectiveness of educational institutions.

Relationship between teachers' workload, time constraints, and stress levels. A study by Johnson and Smith (2018) highlighted the pervasive nature of workload pressures, revealing that teachers often face additional responsibilities beyond teaching, such as administrative tasks, extracurricular activities, and community engagement initiatives. Similarly, findings from a longitudinal study conducted by Lee et al. (2020) underscored the detrimental impact of time

pressure on teachers' mental health, with prolonged exposure leading to burnout and diminished job satisfaction.

Administrative and community-related tasks assigned to teachers are generally manageable, with complex duties, like handling personnel issues, assigned less frequently. Teachers rarely receive non-teaching assignments, and when additional workloads are present, they are linked to better job performance, reflecting a positive approach to work. This suggests that teachers maintain a constructive attitude toward extra tasks without feeling overwhelmed (Medez, 2024).

The teachers in Lutayan II district experienced moderate burnout and moderate involvement in ancillary tasks but maintained high teaching engagement. It highlighted that ancillary duties are significantly related to both burnout and engagement levels. To reduce burnout and boost engagement. It is recommended collaborative work, fair task distribution, and supportive partnerships with the community (Prio, 2024).

The Department of Education (DepEd) recognizes the importance of a vibrant and quality teaching workforce for delivering quality basic education. Teachers are vital in shaping young learners' minds and preparing them for future challenges. However, they often face excessive administrative tasks that hinder their teaching focus. To address this, DepEd introduced the MATATAG Agenda, which promotes teacher quality and welfare. As part of this initiative, DepEd issued Order No. 2, s. 2024, titled "Immediate Removal of Administrative Tasks of Public-School Teachers," to create a more conducive environment for effective teaching and learning. This order is relevant to this study as it aims to reduce workload-related stress, allowing teachers, especially in small schools, to concentrate on their primary instructional roles, thereby potentially improving their performance and well-being.

In the context of the Philippines, particularly within the Lutayan II district, existing research has predominantly focused on evaluating teachers' extra workloads about teaching performance and classroom management. However, a significant gap exists in that there has been a notable absence of research aimed at comprehensively exploring the impact of various teachers' workloads and time pressures on stress levels among teachers. Addressing this gap would significantly contribute to the body of knowledge by highlighting the unique challenges teachers face in small schools and informing targeted interventions to support their well-being.

Because of its significant complications for the education sector, study on increased workload, time pressure, and teachers' stress levels is vital. Although teachers are essential in forming the future, they are increasingly overworked, which causes stress, discontent with their jobs, and even attrition. To preserve the standard of education, enhance job performance, and protect teachers' well-being, these issues must be resolved. A thorough dissemination strategy will be put into place to guarantee the research findings are seen by the target audience. This include giving presentations at national and international education conferences, holding workshops for school administrators and policymakers, and publishing in peer-reviewed publications of education and mental health. Furthermore, the results will be disseminated to educators via webinars and useful manuals to assist them in handling their workload and stress. By targeting multiple stakeholders, this research aims to foster systemic change and enhance the overall teaching environment.

## METHODOLOGY

### *Research design*

The study employed a descriptive correlational research design to examine how teachers' extra workload and time pressure affect their stress levels. This methodology, aligned with the research framework, involved systematic data collection and analysis (Akhtar, 2016). Rooted in quantitative research principles (Watson, 2015), it explored relationships among variables without establishing causality (Miller, 1994). Pearson's  $r$  correlation was used to analyze the connection between workload-related factors and stress, providing evidence-based insights to improve teacher well-being and school effectiveness (Curtis et al., 2016).

#### *Respondents and locale of the study*

The research was conducted across ten public elementary schools in Lutayan District II, Sultan Kudarat, including Blingkong Central, Bayasong, Quevedo-Baptista, R. Lacamento, Panagas De-Vera, Palavilla Integrated, Mangudadatu, Sumapal, Tananzang, and Sisiman Elementary Schools. These institutions represent diverse teaching contexts, allowing a comprehensive examination of factors affecting teacher stress and job satisfaction due to workload. In this district, a shortage of administrative staff often leads to teachers assuming additional non-instructional responsibilities, resulting in increased workload, tighter deadlines, and elevated stress. The study aims to highlight these challenges and provide actionable insights to improve working conditions and school effectiveness.

The study's primary respondents were elementary school teachers from Lutayan District II, Sultan Kudarat, specifically from ten public schools: Blingkong Central, Bayasong, Quevedo-Baptista, R. Lacamento, Panagas De-Vera, Palavilla Integrated, Mangudadatu, Sumapal, Tananzang, and Sisiman Integrated Schools. All 141 teachers across these schools participated, representing a 100% sample size. Additionally, master teachers, school heads, and critic readers served as validators to ensure the credibility and accuracy of the research findings. This diverse representation ensured comprehensive insights into the impact of workload and time pressure on teacher stress within the district.

#### *Research instrument*

The study utilized a research instrument adapted from existing validated studies to ensure relevance, clarity, and accuracy. It was reviewed by critic readers, master teachers, and school heads, whose insights enhanced its reliability and alignment with real teaching scenarios. The instrument consisted of three main parts, each evaluated using a 5-point Likert scale ranging from Strongly Disagree (1) to Strongly Agree (5).

Part I focused on teachers' extra workload, addressing workload allocation, added responsibilities, non-teaching hours, number of classes, and student-to-teacher ratio, adapted from studies by Orduwan (2023), Tutor and Elbanbuena (2024), and Salise et al. (2021).

Part II assessed time pressure, including time demands for lesson planning, assessments, administrative tasks, professional development, and extracurricular activities, based on Draeger (1995) and Sheppard (2008).

Part III measured teacher stress in terms of physiological, psychological, and behavioral indicators, along with work-life balance and workplace environment, grounded in the work of Duran et al. (2024).

#### *Data analyses procedure*

The mean was the primary statistical tool used to determine the levels of teachers' extra workload, time pressure, and stress. Results were interpreted using three data interpretation

tables that assigned descriptive ratings (Very Low to Very High) based on specific mean score ranges (1.00–5.00). Each level corresponded to defined interpretations that captured the respondents' work experiences in terms of task volume, time constraints, and stress impact.

Evaluated teachers' extra workload across five dimensions such as lesson planning, grading, and extracurricular duties.

Assessed time pressure by examining how teachers managed their responsibilities within limited timeframes.

Measured stress levels based on physical, psychological, and behavioral indicators.

In addition to descriptive statistics, Pearson's  $r$  correlation was used to examine the relationships between teachers' extra workload and time pressure (independent variables) and teachers' stress levels (dependent variable). This statistical test helped identify the strength and direction of correlations among the variables, providing evidence-based insights into how workload and time constraints contribute to teacher stress

## FINDINGS AND DISCUSSION

### *Mean distribution of the level of teachers' extra workload in terms of workload allocation*

Teachers manifested the following: The workload assigned is evenly distributed throughout the school year (3.93, high); the workload is manageable within the current capacity (3.72, high); the distribution of tasks fair and reasonable (3.94, high); the workload aligns well in teaching expertise and skills (3.92, high); and receive adequate support to handle workload effectively (3.79, high).

Teachers exhibited a high level of workload allocation with a mean score of 3.86. Studies by Skaalvik et al. (2018) and Day and Gu (2010) highlight that excessive administrative and non-teaching duties contribute to teacher stress, reduce effectiveness, and affect retention, emphasizing the need for balanced workload distribution.

### *Mean distribution of the level of teachers' extra workload in terms of additional responsibilities*

The teachers expressed the following: Required to take on non-teaching responsibilities that add to the workload (3.73, high); additional responsibilities such committees and extracurricular activities interfere with primary teaching duties (4.02, high); Feel adequately prepared to handle the additional responsibilities assigned (3.69, high); the extra roles enhance professional growth (3.79, high); and the school administration considers the input before assigning additional responsibilities (3.73, high).

Teachers reported a high level of additional responsibilities with a mean score of 3.79. Research by Toropova et al. (2021), Ingersoll and Merrill (2017), and Aris et al. (2017) suggests that excessive non-teaching duties can lead to burnout, lower instructional quality, job dissatisfaction, and decreased teacher engagement.

### *Mean distribution of the level of teachers' extra workload in terms of work hours devoted to non-teaching tasks*

The teachers demonstrated the following: Spending a significant portion of work hours on administrative tasks (3.81, high); non-teaching tasks reduce the time dedicated to lesson planning and instruction (3.90, high); the amount of time spent on non-teaching tasks is reasonable (3.80, high); non-teaching tasks are distributed equitably among teachers (3.93, high); and feel burdened by the non-teaching tasks required to complete (3.94, high).

Teachers reported a high level of work hours devoted to non-teaching tasks, with a mean score of 3.88. Studies by OECD (2019), Sharma and Jyoti (2020), and Markow et al. (2018) reveal that such tasks consume a significant portion of teachers' time, leading to emotional exhaustion, lower job satisfaction, reduced instructional preparation, and higher turnover rates.

*Mean distribution of the level of teachers' extra workload in terms of number of classes or subjects taught*

The teachers revealed the following: Teaching an appropriate number of classes given in current workload (3.91, high); the variety of subjects aligns with the qualifications and expertise (3.79, high), managing multiple classes or subjects impacts the quality of teaching (3.98, high); an adequate preparation time for each of the classes or subjects to teach (4.08, high); and the number of classes or subjects is comparable to peers' workload (3.91, high).

Teachers showed a high level of teaching load, with a mean score of 3.93. Research by McCarthy et al. (2016) and Darling-Hammond (2017) emphasized that teaching multiple subjects increases workload and preparation demands, which can hinder instructional effectiveness and limit teachers' ability to deliver individualized instruction and thorough assessments.

*Mean distribution of the level of teachers' extra workload in terms of student-to-teacher ratio*

The teachers highlighted the following: The number of students in classes allows students to provide sufficient attention to each learner (3.83, high); a high student-to-teacher ratio makes classroom management challenging (3.87, high); the student-to-teacher ratio in school is conducive to effective teaching and learning (4.13, high), Feel overwhelmed by the number of students responsible for (4.18, high); and the school administration provides adequate support to address large class sizes (4.09 high).

The student-to-teacher ratio was rated high with a mean score of 4.02. Studies by Finn and Achilles (2017), Blatchford et al. (2019), and Hattie (2018) emphasized that high ratios negatively impact instructional quality, classroom management, and student engagement, while lower ratios improve teacher morale, student performance, and individual support.

*Summary table of the level of teachers' extra workload*

The teachers experience a high level of extra workload across various aspects of their profession. The highest workload burden is seen in the student-to-teacher ratio (4.02), indicating that managing a large number of students adds significant pressure. Additionally, the number of classes or subjects taught (3.93) and work hours devoted to non-teaching tasks (3.88) further contribute to the overall workload. Workload allocation (3.86) and additional responsibilities (3.79) also reflect the extensive duties teachers must handle beyond classroom instruction.

With an overall mean of 3.89, the data suggests that teachers face substantial extra workload, which may affect their efficiency, job satisfaction, and overall well-being.

High student-to-teacher ratio was the biggest contributor to teachers' workload, suggesting that managing larger groups of students significantly increases their burden, along with handling multiple subjects and non-teaching duties.

*Mean distribution of the level of time pressure in terms of time spent on lesson planning*

Teachers' illustrated the following: Dedicate sufficient time to preparing daily lesson plans that align with instructional goals (3.99, high); spend a significant amount of time creating tests, handouts, and syllabi as indicated in lesson plan (3.89, high); allocate time to plan and schedule the use of facilities to ensure an effective teaching environment (4.06, high); regularly evaluate and revise lesson plan, instructional materials to enhance their relevance and effectiveness (3.89, high); and effectively manage my time to balance lesson planning, material preparation, and facility scheduling (3.82, high).

Overall, teachers' time spent on lesson planning showed a high level with a mean score of 3.93. Based on the study of Farrell (2018), emphasized that teachers who dedicate sufficient time to planning tend to have more organized lessons, leading to better student engagement and achievement. However, Clements and Sarama (2019), found that teachers often work beyond school hours to prepare lessons, which affects their work-life balance and job satisfaction.

*Mean distribution of the level of time pressure in terms of time spent on grading and assessments*

The teachers manifested the following: Dedicate sufficient time to grading student homework to provide timely feedback (3.91, high); spend a considerable amount of time evaluating quizzes and tests to ensure accurate assessment of student performance (3.93, high); allocate time to assess student projects thoroughly to align with learning objectives (4.00, high); regularly review grading practices to ensure fairness and consistency (4.14, high); and balance effectively between grading and other teaching responsibilities (4.06, high).

Teachers' time spent on grading and assessments was rated high, with a mean score of 4.01. Carless (2019) highlighted that excessive grading leads to burnout and poor work-life balance, while Brookhart (2018) emphasized its importance in supporting student learning and instructional decision-making.

*Mean distribution of the level of time pressure in terms of time constraints for professional development activity*

The teachers revealed the following: Regularly allocate time for attending conferences, courses, or seminars to support professional development (3.70, high); time constraints often prevent people from participating in professional development activities during the academic year (3.72, high); consistently engage in professional reading or research to stay updated with current trends and best practices (3.54, high); It is challenging to balance professional development activities with regular teaching responsibilities (3.89, high); and effectively manage time to include professional development activities throughout the year (3.81).

Teachers' time constraints for professional development activities were rated high, with a mean score of 3.73. Desimone and Garet (2015) highlighted that professional development

improves teaching practices, but teachers face time challenges due to workload demands. Wei, Darling-Hammond, and Adamson (2018) found that excessive responsibilities limit opportunities for professional learning, while Kennedy (2016) stressed the importance of institutional support for providing structured time for development activities.

*Mean distribution of the level of time pressure in terms of time spent on administrative tasks*

As presented the result of the teachers spend a significant portion of time completing administrative tasks such as preparing reports and maintaining records (3.89, high); administrative responsibilities, such as attending meetings and completing compliance forms, taking up a large part of workweek (3.88, high); allocate time to manage student records, grades, and attendance as part of administrative duties (3.92, high); time spent on administrative tasks sometimes limits the time available for lesson planning and instructional preparation (3.89, high); and effectively balance administrative responsibilities with teaching and other professional obligations (3.84, high).

Teachers' time spent on administrative tasks was rated high, with a mean score of 3.89. Research by Taris, Schaufeli, and Shimazu (2019) showed that excessive administrative duties reduce time for lesson planning, grading, and student engagement, contributing to stress. Bessette (2020) found that teachers focused on administrative tasks often experience less instructional time and reduced classroom effectiveness.

*Mean distribution of the level of time pressure in terms of time spent in extracurricular activities*

The teachers manifested the following: Dedicate time outside of classroom hours to support athletics, clubs, or other extracurricular activities (3.92, high); actively participate in planning and organizing extracurricular events such as plays, performances, or competitions (3.72, high); involving extracurricular activities enhances students' overall development and engagement (3.94, high); time spent on extracurricular responsibilities occasionally impacts classroom preparation or teaching time (4.21, very high); and able to balance extracurricular commitments with teaching and other professional duties (3.97, high).

Overall, the teachers' time spent on extracurricular activities was rated high, with mean scores of 3.95. Sorensen and McKim (2021) found that excessive extracurricular commitments negatively affect teachers' work-life balance, leading to lower job satisfaction and higher attrition rates. They recommended that schools implement workload management strategies to make teachers' extracurricular involvement beneficial. In contrast, Biddle and Azano (2022) found that schools with clear policies on extracurricular assignments, including voluntary participation and workload limits, had higher teacher satisfaction and retention rates.

*Summary table of the level of time pressure*

It showed that teachers experience a high level of time pressure across various workload-related tasks. The highest time demand is observed in grading and assessments (4.01), suggesting that evaluating student work is a significant source of time strain. Similarly, lesson planning (3.93) and extracurricular activities (3.95) contribute to the overall workload burden. Administrative tasks (3.89) and professional development activities (3.73) also require considerable time, further limiting teachers' availability for instructional duties. With an overall mean of 3.90, the findings

highlight the substantial pressure teachers face, which may impact their efficiency, job satisfaction, and overall well-being.

Teachers spent most of their time on grading and assessment, while lesson planning and extracurricular activities also took up a large portion of their workload, indicating that these areas were key contributors to stress and time pressure.

*Mean distribution of the level of stress in terms of physiological indicators*

The teachers revealed the following: Experience physical discomfort such as headaches, backaches, sore arms, legs, or nape pain due to heavy workloads (3.87, high); effectively manage stress through mindfulness, meditation, or hobbies to mitigate the negative effects of stress on the body (3.96, high); feel energized and maintain good stamina and flexibility, reflecting overall positive well-being (4.14, high); Occasionally, experience coughs and colds, likely linked to stress or fatigue (4.12, high); and have access to leave benefits, including sick, maternity, or paternity leave, when needed (4.04, high).

Overall, the results showed that teachers' physiological stress levels were high, with a mean score of 4.03. Kyriacou (2020) identified teaching as a highly stressful profession, with factors like heavy workload and time pressure leading to increased cortisol levels, chronic fatigue, and health problems. Jepson and Forrest (2019) found that high stress levels in teachers increased the risk of cardiovascular diseases and weakened immune systems, also affecting job satisfaction and well-being. Steinhardt et al. (2021) highlighted workload, lack of administrative support, and time constraints as major contributors to teachers' stress, with teachers in schools with high student-teacher ratios and excessive non-teaching responsibilities reporting higher levels of physical stress.

*Mean distribution of the level of stress levels in terms of psychological assessment*

The teachers exhibited psychological assessments such as, experience negative feelings about self, impacting my self-esteem (3.72, high); face bouts of moodiness or short-temperedness in challenging situations (4.06, high); tend to overanalyze and overthink certain situations (3.93, high), struggle with maintaining concentration when dealing with complex tasks for prolonged periods (3.94, high); and acknowledge and accept the consequences of any given situation with resilience (3.76, high).

Overall, teachers' psychological stress levels were high, with a mean score of 3.88. McCarthy et al. (2020) found that high psychological stress impacts classroom management, lesson delivery, and relationships with students. Richards et al. (2021) linked this stress to pressures of meeting performance standards and extracurricular commitments, emphasizing the connection to role overload and lack of professional autonomy.

*Mean distribution of the level of stress levels in terms of behavioral manifestations*

The teachers' behavioral manifestation highlighted the following: struggle to experience feelings of joy and satisfaction in teaching role (3.63, high); rarely find moments to feel grateful for the positive aspects of teaching (3.79, high); have difficulty identifying situations in the classroom that provide a sense of serenity and contentment (3.91, high); often find it challenging to maintain a positive and hopeful outlook when faced with educational challenges (3.88, high);

and seldom participate in school activities that foster enjoyment and happiness with co-workers (3.65, high).

Overall, teachers' stress levels in terms of behavioral manifestations were high, with a mean score of 3.77. Travers (2017) found that stressed teachers often exhibit withdrawal, tardiness, and avoidance behaviors, which are linked to burnout. Klassen and Chiu (2019) noted that prolonged stress may lead teachers to reduce lesson preparation and participation in extracurricular activities.

*Mean distribution of the level of stress levels in terms of work-life balance*

The teachers' work-life balance manifested the following: long hours dedicated to work often leave concerned about maintaining balance in life (3.84, high); frequently, spend so much time at work that struggle to meet family responsibilities (3.89, high); school-related tasks often occupy mind, even after leaving the work (3.96, high); the demands of pupils often require spending extra hours at work (3.79, high); and regularly feel exhausted due to the sheer volume of tasks needed to accomplish in a single day (3.68, high).

Overall, teachers' stress levels regarding work-life balance were high, with a mean score of 3.83. MacIntyre et al. (2020) found that poor work-life balance leads to increased stress, reduced job satisfaction, and lower motivation, as teachers sacrifice personal time. Shen et al. (2022) emphasized that school policies and administrative expectations, such as documentation and extracurricular duties, further contribute to stress by hindering teachers' ability to maintain balance.

*Mean distribution of the level of stress levels in terms of workplace environment*

The teachers' workplace environment highlighted the following: Find it difficult to get along with colleagues when discussing life outside of school (3.72, high); feel unsupported and unappreciated by the school's administrator regarding school contributions (3.94, high); feel uncomfortable talking to colleagues about personal matters outside of school (3.89); struggle to build strong relationships with colleagues due to a lack of team-building activities, limited idea-sharing, and insufficient support (3.84, high); and work in an environment that does not support professional commitments (3.79).

Overall, teachers' stress levels related to the workplace environment were high, with a mean score of 3.84. Collie et al. (2020) emphasized that a positive school climate, fostering collaboration and support, helps reduce stress. Similarly, Goddard and Kim (2021) highlighted the role of school leaders in creating a stress-free environment through open communication, recognition, and emotional support for teachers.

*Summary table of the level of teachers' stress levels*

It revealed that teachers experience consistently high levels of stress across various aspects. The highest stress level is observed in physiological indicators (4.03), suggesting that teachers frequently experience physical symptoms of stress, such as fatigue or health-related concerns. Psychological assessment (3.88) and behavioral manifestations (3.77) also indicate significant mental and emotional strain. Additionally, high stress levels in work-life balance (3.83) and workplace environment (3.84) highlight the challenges teachers face in managing their personal

and professional responsibilities. With an overall mean of 3.87, the findings emphasize the substantial stress burden on teachers, which may impact their well-being and job performance.

Teachers experience the most through physical symptoms, indicating that job-related stress was taking a toll on their health, alongside challenges in mental well-being, behavior, work-life balance and work environment.

#### *Relationship between the teachers' workload, time pressure and stress level*

The study examined the relationship between teachers' extra workload, time pressure, and their stress levels. Using the Pearson correlation coefficient (Pearson  $r$ ), the analysis yielded a value of 0.012, with a  $p$ -value of 0.884, based on 139 degrees of freedom ( $df$ ) and a sample size ( $N$ ) of 141 participants.

The Pearson  $r$  value (0.012) suggested a very weak positive correlation between time pressure, extra workload, and stress level. However, the  $p$ -value (0.884) was greater than the 0.05 level of significance, indicating that this correlation was not statistically significant. In other words, there is no meaningful evidence to suggest that teachers' stress levels were significantly affected by their extra workload and time pressure based on this data.

Therefore, the null hypothesis is accepted, stating that there is no significant relationship between teachers' extra workload and time pressure on the stress level.

Studies by Dela Cruz & Santos (2023), Chen et al. (2018), Pita (2019), and Brunner et al. (2021) suggest that factors beyond immediate workloads contribute significantly to teacher stress. Dela Cruz & Santos (2023) found no significant correlation between workload components and stress, suggesting organizational support and individual coping mechanisms are more influential. Chen et al. (2018) similarly noted no significant link between teaching workload and stress, emphasizing factors like rest and exercise. Pita (2019) concluded that teachers can maintain a balanced stress level despite workloads, with marginal contributions from various stress dimensions. Brunner et al. (2021) found no reciprocal effects between time pressure and emotional exhaustion, suggesting that long-term occupational realities rather than fluctuating workloads affect stress.

## CONCLUSIONS

Teachers' extra workload in terms of work allocation, additional responsibilities, work hours devoted to non-teaching tasks, number of classes or subjects taught, and student-to-teacher ratio, exposed them to substantial workloads that consistently engage them in teaching responsibilities, grading assessments, and participating in meetings.

Time pressure in terms of time spent in lesson planning, time spent on grading and assessments, time constraints for professional development activity, and time spent on extracurricular activities; they frequently experience pressure from time restrictions, adversely affecting their capacity to do their jobs efficiently.

Moreover, the time pressure, workload, and stress level showed no statistically significant relationship. It concluded that the null hypothesis was accepted.

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