

Teaching Workload and Burnout Experiences among the Elementary School Teachers of Talakag-I District

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Abstract

Teaching is a rewarding yet challenging profession. Teachers may experience burnout as a result of long hours and a heavy workload. The study aimed to determine the level of respondents' teaching workload and burnout experiences in Talakag I District, Division of Bukidnon. Specifically, it sought to: 1) find the respondents level of teaching workload based on perceptions, teaching workload, academic workload, non-academic workload, and teaching performance; 2) assess the respondents burnout experiences in terms of career-related stress, perceived administrative support, coping with job-related stress, and attitude toward learners; and 3) determine the significant relationship between the teachers' level of workload and their burnout experiences. The respondents of the study were the two hundred (200) public elementary school teachers in the schools, where this study was conducted. This study made use of descriptive correlational method of research. Further, descriptive statistics such frequency, percentage, mean, standard deviation were used to describe the variable in the study. Pearson Product Moment Correlation (r) was used to determine the significant relationship between teacher's workload and their burnout experiences.

The findings of the study revealed that the respondents' level of teaching workload is very high. Further, the respondent's assessment of their burnout experiences is highly manifested. There is a significant relationship between the respondent's teaching workload and their burnout experiences. Administrators play an important role in preventing burnout caused by non-academic workload of teachers. It is recommended that school administrators should look into the hiring of non-teaching personnel to manage the ancillary coordinatorship and to lessen the burden and strain that teachers experience daily.

Keywords: Teaching Workload, Burnout Experiences

1. Introduction

Teaching is a rewarding yet challenging profession. Teachers may experience burnout as a result of long hours and a heavy workload. Without the proper assistance, teachers risk being overworked and disregarding their personal needs for physical and emotional well-being. The teaching profession comprises a variety of job responsibilities, which frequently contribute to the feeling of a heavy workload. Numerous meetings that interfere with preparation time, management-generated administrative paperwork, and being subjected to ongoing reforms and changes that need reorganizing work and work assignments are further instances of job demands (Jomud et al., 2021).

In the realm of education, an increase in administrative job obligations for teachers has raised their burden, which is evident to the teachers in Talakag-I District. Giving multiple coordinatorships is a problem in most schools, particularly small and remote schools. Teachers took more than the required workload, including the ancillary services in addition to teaching. Because of the long hours and rising job expectations, they frequently express concerns about burnout and their inability to manage their time effectively in class. When there are urgent reports, they struggle to manage their class while completing the reports that must be done. As a result, teachers are experiencing burnout, which may have an impact on their health, and some of the researchers' friends have stated a desire to migrate and start new ventures elsewhere. Without the proper

assistance, teachers can be at risk of working themselves to exhaustion and disregarding their own needs for physical and emotional well-being. The study aims to investigate the relationship between teaching workload and burnout experiences of elementary teachers.

According to Saechao (2021), burnout among teachers is a real problem in education, and teacher stress can contribute to it. It has to be taken seriously by school districts, administrators, and educators. Teachers may feel overwhelmed or extremely anxious if signs of teacher stress are not properly managed, which might lead them to leave the field permanently. During teaching, teachers take on several roles and learn to adjust as necessary to meet the requirements of their pupils, their parents, and the administration. Moreover, several changes may occur throughout the day. Thus, educators must develop the ability to adapt to new job demands as they occur swiftly.

Magalong and Torreon (2021) stated that economic growth depends on education. Educational planning should be an inherent element of overall planning done in terms of the economy and society to enhance living conditions. The numerous processes involved are ongoing. Coordination across various teaching service departments is necessary to increase the quality of instruction for all students and elevate teachers' prestige. Teachers are crucial in shaping students' ideas. It is they who shaped children to maximize their brains and potential.

As posited by Rotas and Cahapay (2020), in its broadest meaning, teaching is the process of imparting information, skills, and values. It is undoubtedly one of the hardest jobs and demands the ability to multitask to succeed. Planning curriculum and lessons, managing the classroom, using a variety of teaching techniques, managing the conduct of the students, and creating instructional materials are just a few of the numerous jobs involved. A difficult task is an enormous burden that comes with the teaching profession.

Moreover, teachers must be adaptable and compliant according to professional education standards since their responsibilities extend beyond the four walls of the classroom or the boundaries of the school and include community service. The following obligations are in accordance with their solemn pledge or oath before the state that appoints them to perform their duties. These anticipate that a teacher must use their best effort to carry out the responsibilities delegated to them by superiors and other sources. Providing the learners with the skills and information they need to comprehend and survive in the world. The public generally agrees that one of the responsibilities of teachers in society is to provide students with the knowledge and skills they need to survive and understand the world (Pacaol, 2021).

Rosanes (2020) indicated that early in their careers, teachers who are overworked are more likely to see problems in their successful classroom management techniques. According to the study, inexperienced and overworked teachers often resort to excessive methods like yelling and using sarcasm to deal with disruptive learners. Three hundred ninety-five teachers were followed up on by the study from the time they received their teaching degree until they were fifteen years into their careers. However, teachers who are prepared and confident in their ability to manage behavior in the classroom are more likely to establish clear guidelines and standards for behavior among pupils.

According to Zydziunaite et al. (2020), workload, time allotted for instruction, and teacher self-esteem in the classroom and at school are mostly examined in connection to the efficacy or quality of instruction in educational research. Less than half-day workloads are statistically significantly associated with lower levels of activity at school and lower levels of stress. There is a significant relationship between teacher workload and time spent on various activities as well as stress. These results highlight the fact that teachers face significant issues related to workload, time management, self-esteem, and leadership.

The conceptual framework was based on the Republic Act 4670, also known as the Magna Carta for Public School Teachers, Section 13 on teaching hours which stated that any teacher engaged in actual classroom instruction shall not be required to render more than six hours of actual classroom instruction, which shall be so scheduled as to give him time for the preparation and correction of exercises and other incidental to his normal teaching duties: Provided, however, that where the exigencies of the service so require, any teacher may be required to render more hours but not exceeding eight hours of actual classroom teaching.

With the aforementioned Republic Act 4670, Section 14 on Additional Compensation stated that,

notwithstanding any provision of existing law to the contrary, co-curricular and out-of-school activities, as well as any other activities outside of what is defined as a teacher's normal duties, shall be paid an additional compensation of at least 25% of his regular remuneration after the teacher has completed at least six hours of actual classroom teaching. Any work performed more than eight hours per day by other teachers or school administrators who are not involved in real classroom instruction should be compensated at least 25% of their regular wage.

An additional source was taken from Puteri (2020), that the teacher is one of the critical success factors of every educational effort. The teacher's role is important in achieving educational success and creating qualified human resources. Therefore, teacher performance has an important role in achieving school goals. Furthermore, the workload is one of the factors that affect teachers' performance. It becomes one of the main pressures that is found to correlate with stress in many jobs, including the teacher. Working under time pressure can be stressful because people are anxious and feel overwhelmed when they have a lot to do at the same time. To release more time to teach or take on additional activities, the number of tasks to be completed must be reduced or rebalanced. Moreover, there are several ways to improve teachers' performance, such as by having discussions with other teachers or colleagues, joining training, seminars, and workshops, having a good work-life balance, and getting a suitable reward. Additionally, to have better performance, the teachers' workload management has to be appropriate and adjusted.

Moreover, the study by Jomud et al. (2021) mentioned that teaching had become a more challenging profession over the past two decades due to an increase in paperwork, bureaucracy, and disruptive classrooms. Teaching students who lack motivation, maintaining classroom order, dealing with general time constraints and workload demands, being exposed to a lot of change, being evaluated by others, having difficult relationships with coworkers, administration, and management, and being exposed to generally unfavorable working conditions are just a few of the many things that teachers think about.

2. Methodology

This study made use of descriptive survey method of research aimed to gather quantifiable data from the teaching workload and burnout experiences among the elementary school teachers of Talakag-I District, Division of Bukidnon, during the School Year 2022-2023. The correlation was used to find out the significant relationship between the respondents' teaching workload perception, teaching workload, academic workload, non-academic workload, teaching workload, and burnout experiences based on the following: career-related stress, perceived administrative support, coping with job-related stress, attitudes towards learners.

The respondents to this study were the two hundred (200) public elementary school teachers in Talakag I District, Division of Bukidnon, for the School Year 2022–2023. To obtain the sample size of respondents from the population, the researcher utilized Slovin's formula to compute the sample size (n) given the population (N) and an error margin of 3%. In this computation, a stratified random sampling procedure was used. This was done by dividing the computed sample size by its population to get the percentage and the appropriate number of respondents by school.

The questionnaire responses were evaluated and noted on a master data sheet to guarantee the accuracy and quality of the findings. All entries were thoroughly verified again before evaluation. To determine the critical answers, including the particular research objectives, the data was collected and statistically processed utilizing techniques such as frequency, percentage, mean and standard deviation. Pearson Product Moment Correlation (r) was used to determine the significant relationship between the respondents teaching workload and burnout experiences in the study.

3. Results and Discussion

Problem 1: What is the respondents' level of teaching workload based on:

1.1 Perception;

1.2 Teaching Workload;

1.3 Academic Workload;
 1.4 Non-academic Workload, and
 1.5 Teaching Performance?

Table 1
Summary of the Respondents' Level of Teaching Workload

Indicators	Mean	SD	Description
Perception	3.32	0.726	At all Times
Teaching Workload	3.39	0.672	At all Times
Academic Workload	3.50	0.592	At all Times
Non-Academic Workload	3.16	0.752	Most of the Time
Teaching Performance	3.42	0.622	At all Times
Overall	3.36	0.673	AT ALL TIMES

Legend: 3.26-4.00 At All Times I Very High, 2.51- 3.25 Most of the time I High, 1.76- 2.50 Sometimes I Low, 1.00-1.75 Never I Very Low

Table 1 shows the summary of the respondents' level of teaching workload with an overall mean of 3.36 (SD=0.673), described as At All Times. This means that the respondents manifested a Very High level in their teaching workload. It is a positive indicator that Talakag-I teachers take responsibility for an important part of their teaching career. This suggests that teachers have a high level of passion and affection for their profession and are deeply passionate about all aspects of it. This further suggests that teachers go beyond what is required of their job to mentor and motivate their pupils personally. This reveals that every pupil has a distinct identity, which teachers acknowledge. Based on each learner's capabilities and weaknesses, teachers offer individualized support and extra challenges. This individualized strategy makes sure that every learner receives an appropriate amount of supervision. This makes sure that each pupil gets an opportunity to succeed in all aspects of their lives. The result is supported by the study of Pacaol (2021), which stated that teachers must perform a variety of complex duties in each aspect of their profession. As a result, teachers frequently multitask throughout the working day, sometimes preventing them from focusing on higher-order activities like planning, participating in professional development, and reflecting on their practice activities that would almost certainly improve their effectiveness as teachers in the long run. Teaching and learning involve more than just the teacher; they also involve the pupils. The teacher serves as the facilitator while students actively participate in activities, and these two components of the educational process complement one another for a successful and high-quality education. In other words, interaction is one of the key markers of the best learning environments. Despite the many difficulties in the profession, the participant in the interview and informal conversation is determined that all teachers should and must pursue high-quality education.

The variable **Academic Workload** obtained the highest overall mean rating of 3.50 (SD=0.592), described as **At All Times**. This means that the respondents manifested a Very High level of academic workload. This further means that teachers are devoted to their work. To provide their pupils with high-quality academic content, they invest a lot of effort and time into planning it. This reveals that with enthusiasm, they handle their lessons to motivate and involve their pupils. They inspire learners to succeed by fostering an enjoyable and engaging learning environment. This further reveals that to ensure that pupils obtain a well-rounded education, they cover the topic in full detail by exploring various topics, including instances from the real world, and establishing interdisciplinary links within the subject matter. This suggests that teachers place equal emphasis on pupils' holistic growth and academic progress to ensure that pupils become competent individuals and can overcome challenges in various aspects of life, teachers incorporate moral development, life skills, and emotional intelligence into their lessons.

According to Talastas (2021), teachers' responsibilities connected to teaching workloads and other relevant school duties are increasing as a result of the ongoing growth in the teacher-student ratio. The

workforce frequently works long hours to complete all responsibilities related to education. Filipino teachers are expected to take on duties for which they are not adequately prepared; their workloads are growing, and their nonteaching roles are expanding rapidly. Teachers' work environments are changing in many ways these days. In addition to instructing more pupils, teachers are expected to work longer hours and perform additional professional and administrative responsibilities. The majority of teachers put in a lot of overtime and dedicate a significant amount of their time to class planning, paper grading, and parent communication. There is always work to be done and a backlog of tasks to do that might reduce the amount of time needed to prepare lessons and provide learners with the best education possible, regardless of whether teachers are planning a new lesson or trying to keep their attention in the midst of the school year.

On the other hand, the variable **Non-Academic Workload** got the lowest overall mean of 3.16 (SD=0.752), described as **Most of the Time**. This means that the respondents in the Talakag-I District manifested a High level of non-academic workload as part of their responsibilities. This further means that the respondents had the lowest mean rating among the variables, yet they were implying most of the time. This implies that teachers frequently take on duties and responsibilities that are not directly related to providing direct academic instruction. These non-academic jobs can take many different forms, but they frequently involve meetings, extracurricular activities, administrative work, learner support services, and other functions that are not directly connected to teaching particular subjects. This further implies that respondents are aware that if their non-academic workload is heavy, it can cause them to divert focus and energy from their primary role, which is to educate. This reveals that although a non-academic load can sometimes be challenging, there are also benefits to these tasks. This further reveals that non-academic responsibilities can support professional development, improved teaching strategies, and a positive atmosphere for learning when they are managed well.

According to the findings of Masrroor and Masroor (2020), teachers are intended to be teachers first, so any task that is not related to teaching does not take priority in providing a great education. However, government teachers in India are frequently required to perform additional tasks, which frequently harm their health and the quality of their instruction. It is vital to keep teachers busy with these non-teaching tasks to maintain high standards of instruction. The study on the impact of teachers' non-teaching responsibilities on the quality of education made it evident that, on average, teachers must attend election duties, population censuses, voter list preparation, etc., and that some days of absence due to their official leave privileges and assigned duties are the main reasons they miss school. The government, which places a high priority on quality education, should refrain from involving instructors in non-teaching activities, and educators should only be tasked with teaching.

The study by Nyamugoro et al. (2023) stated that the main workload for teachers is primarily attributed to their regular responsibilities in the classroom, which is the actual teaching activity. However, in addition to lessons, teachers are required to participate in other non-teaching responsibilities that may occasionally be delegated to them as needed. The study indicates that teachers can take on administrative responsibilities, such as supervising pupils' co-curricular activities and providing emotional support to pupils. Although these responsibilities are great and necessary for the school to function well, individuals are under pressure from the increased effort, which could reduce their levels of satisfaction. Teachers voiced a strong need for further assistance from principals in their work.

Problem 2: How do the respondents assess their burnout experiences considering:

- 2.1 Career Related Stress;**
- 2.2 Perceive Administrative Support;**
- 2.3 Coping with Job-related Stress, and**
- 2.4 Attitude towards Learners?**

Table 2 shows the summary of the respondents' assessment of their burnout experiences with an overall mean of 3.30 (SD=0.656), described as Strongly Agree. This means that teachers have Highly Manifested burnout experiences in the field of teaching. This implies a strong connection with particular

factors causing them stress and an intense and overwhelming feeling of burnout. This further implies that teachers might find it difficult to manage the pressures of their jobs. Everyday challenges that they formerly overcame may now feel overwhelming. This sense of helplessness and a lack of coping skills can make burnout more intense. This reveals that work and personal life are frequently interconnected as a result of burnout. Respondents might have been adversely affected by this imbalance, finding it difficult to find time for their loved ones, themselves, and leisure activities. According to the study of Madigan and Kim (2021), although burnout can occur in a variety of professions, teachers are more likely to experience it. In reality, one of the most demanding occupations is thought to be teaching. Given the numerous pressures and strains teachers deal with daily basis such as disruptive learners, heavy workloads, and frequent evaluation reviews this may not come as a surprise. When combined, these variables give teachers a high chance of developing burnout. Teachers who experience burnout will, therefore, experience a wide range of consequences. These will consequently have an impact on learners' outcomes, including motivation and performance.

Table 11
Summary Distribution of the Respondents' Assessment of their Burnout Experiences

Indicators	Mean	SD	Description
Career Related Stress	3.22	0.696	Agree
Perceive Administrative Support	3.18	0.695	Agree
Coping with Job-related Stress	3.20	0.674	Agree
Attitude Towards Learners	3.59	0.557	Strongly agree
Overall	3.30	0.656	Strongly Agree

Legend: 3.25-4.00 Strongly Agree/Highly Manifested
 2.50- 3.24 Agree/Manifested

1.75- 2.49 Disagree/Less Manifested
 1.00-1.74 Strongly Disagree/Not Manifested

Hence, stress has a detrimental effect on one's wellbeing and performance. When teachers are under stress and unable to maintain their relationships with their pupils, pupils' academic and behavioral outcomes are likely to deteriorate. Persistent stress might contribute to occupational burnout. Thus, there is likely more than one manner in which stress, self-efficacy, coping strategies, and teacher burnout interact. Maybe since managing is linked to stress, it's a lesser-known aspect of teaching functioning. Individual adaptation is mostly comprehended through various perspectives on stress and coping. This distinction might be particularly important in today's high-stress educational environments, where the majority of adults if not all of them may encounter stressful situations and exhibit a wide range of individual coping mechanisms (Herman et al., 2018).

The variable **Attitude towards Learners** obtained the highest overall mean rating of 3.59 (SD=0.557), described as **Strongly Agree**. This means that teachers have Highly Manifested their attitude towards learners. This further means that teachers who share a deep commitment to this mission treat learners with the utmost respect and dignity. Each learner is seen by them as a person with their own set of skills, challenges, and views. This implies that learners feel secure enough to express themselves in this environment because of the teacher's approach, which promotes a sense of acceptance and belonging. This further implies that learners receive specialized help from teachers with this attitude. They acknowledge the distinctive demands and learning preferences of every learner. To address these individual variations, they modify their teaching strategies and interventions, making certain that each pupil has the support they need to succeed.

According to the study by Comia (2019), teachers are essential in helping pupils change their conduct as well as their academic education. The growth of learners will undoubtedly benefit when a great teacher has a pleasant disposition. Teachers are the second-most important component in a person's development, behind parents. A positive attitude from the teacher is a great way to motivate students to perform well in the classroom. Teachers have a great influence on pupils' conduct and opinions; thus, they should be a positive example for them.

In contrast, the variable **Perceived Administrative Support** got the lowest overall mean rating of 3.18 (SD=0.695), described as **Agree**. This means that teachers have rated Manifested in terms of receiving support from the administration. This further means that even though the respondents' mean rating was the lowest, it still manifested and reflected the respondents' perceptions of administrative support. This implies that teachers constantly recognize and feel that the administrative personnel at their school provide them with a sufficient level of support. This further implies that in terms of resources, communication, decision-making procedures, or resolving issues brought up by the teaching staff, administrative support is needed to satisfy the particular needs of teachers. This ongoing effort might result in an educational environment that is more encouraging, cooperative, and fruitful. A study by Tran and Dou (2019) cited that administrative support in schools is defined as the degree to which principals and other school leaders facilitate teachers' work and assist them in enhancing their teaching skills. It has been reported that pre-service and current teachers consider administrative support to be the most significant factor when considering employment in a district. Administrative assistance can take many different forms. For example, it may protect teachers from district office regulations or offer professional development opportunities. Teachers are most attracted to principals who are effective instructional leaders, to colleagues who share their commitment to the same goals, to readily available instructional materials and favorable teaching conditions, and to learning support that facilitate their effectiveness, though financial compensation can play a role.

Furthermore, Katsantonis (2020) and Oco (2022) posited that in educational settings, administrative support is defined as verbally endorsing instructors' interests, providing stability and role clarity, and inspiring teachers with praise. Furthermore, the ability of schools to help teachers with context-related problems like student misbehavior, curriculum development, etc., is referred to as administrative support. Teachers' perceptions of administrative support have been characterized as a significant cause of stress or as a helpful coping mechanism.

Problem 3: Is there a significant relationship between the teachers' level of workload and their burn-out experiences considering the following:

3.1 Perception;

3.2 Teaching Workload;

3.3 Academic Workload;

3.4 Non-academic Workload, and

3.5 Teaching Performance?

Table 3 shows the relationships between teachers' level of teaching workload and their burnout experiences. The table offered a significant relationship in terms of perception, teaching workload, academic workload, non-academic workload, and teaching performance. According to Jomud et al. (2021), teachers who receive more than two supplementary services are overworked as a result of several demands on their time, which contributes to role overload. At times, they experience pressure from their community responsibilities as well as from their schoolwork. The research findings might lead the Department of Education to reevaluate how much work it assigns to teachers. The assignment or task distribution requires the highest discretion and care. The research findings could serve as a basis for enhancing teachers' task assignments by identifying the factors that lead to teacher burnout. Every school administrator, not just in the Mahayag South District but in every school district, ought to look into this issue. For this reason, teachers need to be knowledgeable about and skilled in controlling burnout since, if left unchecked, it will negatively impact their ability to teach. The tension they endure at work will prevent them from doing their jobs with pleasure. In light of that, teachers must broaden their perspective that teaching is a challenging and sometimes complex profession.

Table 3
Relationship between Teachers' Level of Workload and their Burnout Experiences

Teachers' Workload Indicators	Burnout Experiences Indicators				OVERALL <i>r-value</i> <i>p-value</i>
	Career Related Stress <i>r-value</i> <i>p-value</i>	Perceive Administrative Support <i>r-value</i> <i>p-value</i>	Coping with Job- related Stress <i>r-value</i> <i>p-value</i>	Attitude towards Learners <i>r-value</i> <i>p-value</i>	
Perception	0.608 (MPR) 0.001* S	0.453 (WPR) 0.001* S	0.527 (MPR) 0.001* S	0.630 (MPR) 0.001* S	0.723 (SPR) 0.001* S
Teaching Workload	0.458 (WPR) 0.001* S	0.462 (WPR) 0.001* S	0.540 (MPR) 0.001* S	0.600 (MPR) 0.001* S	0.670 (MPR) 0.001* S
Academic Workload	0.433 (WPR) 0.001* S	0.449 (WPR) 0.001* S	0.502 (MPR) 0.001* S	0.685 (MPR) 0.001* S	0.670 (MPR) 0.001* S
Non-academic Workload	0.454 (WPR) 0.001 S	0.362 (WPR) 0.001* S	0.390 (WPR) 0.001* S	0.286 (WPR) 0.001* S	0.491 (WPR) 0.001* S
Teaching Performance	0.545 (MPR) 0.001* S	0.428 (WPR) 0.001* S	0.445 (WPR) 0.001* S	0.718 (SPR) 0.001* S	0.692 (MPR) 0.001* S

Legend: *significant at $p < 0.05$ alpha level

S – significant

NS – not significant

Moreover, the variable **Perception** obtained the highest overall R-value rating of 0.723, described as **Strong Positive Relationship**. This means that the relationship between teachers' level of workload and their burnout experiences in terms of perception showed a strong positive significant relationship to their burnout experiences as indicated by the **correlation r-value and probability value less than 0.05 alpha level, which led to the rejection of the null hypothesis**. This further means that although the indicators are significant, the table exemplifies that perception belongs to the highest, which is described as a strong positive relationship among the notable. This further implies that burnout is more likely to occur when there is an immense workload and a sense that it is unmanageable. Moreover, burnout can result from a combination of feelings of being overwhelmed and the actuality of an overwhelming workload. On the other hand, individuals may be more able to handle the workload, even if it is objectively high if they believe it to be challenging but manageable. This reveals that positive attitudes can prevent burnout, such as having confidence in one's capacity to overcome obstacles or receiving the support of coworkers and superiors. This further reveals that to help individuals manage high demands and lower their risk of burnout, effective solutions may include fostering open communication, building a positive workplace atmosphere, managing workload, and offering resources and support.

According to the study by Puteri (2020), teachers have the key to bettering educational results. To raise the standard and degree of equity in education, we must make sure that teachers are equipped with extraordinary abilities, sufficient resources, and a strong will to excel. Teachers design classes, oversee learners, mark and evaluate their work, oversee administration, and conduct meetings, all of which have a big

impact on how education is shaped. Making lesson plans, going over the subject in writing, attending conferences, and receiving training are all part of a teacher's job description. This study also shows that teachers have important responsibilities, such as creating a safe and effective learning environment, setting goals, and creating the curriculum for the school. Policymakers should lessen teachers' excessive workloads because of the negative effects of workload on their performance. Workload management must be suitable and modified to perform better. Furthermore, the range of duties that must be accomplished must be either decreased or rebalanced to free up more time for teaching or to take on extra activities.

On the other side, the variable **Non-academic Workload** got the lowest overall R-value rating of 0.491, described as a **Weak Positive Relationship**. This means that the relationship between teachers' level of workload and their burnout experiences in terms of non-academic workload showed a weak positive relationship but a significant relationship to their burnout experiences as indicated by the **correlation r-value and probability value less than 0.05 alpha level which led to the rejection of the null hypothesis**. This further means that although the indicators are significant, the non-academic workload is still significant but has the lowest r-value rating, described as a weak positive relationship. This implies that a person's non-academic load may include a variety of duties like administrative work, extracurricular activities, social commitments, or demands from their personal life. This further implies that these activities need time, effort, and mental attention, even if they might not have a direct bearing on academic courses. Non-academic duties do contribute to burnout, even if their influence is not as great as that of other elements or that of individuals. This suggests that an individual's total resilience and mental health within the evaluated group may be significantly impacted by offering suitable support systems and attending to non-academic responsibilities in addition to academic stress. This further suggests that an ultimately healthier and more balanced lifestyle can be promoted by recognizing the variety of demands and difficulties that respondents encounter and using that knowledge to lead interventions and support activities that are suited to a particular setting. The result is supported by Das and Babu (2019), that stress results from several factors. Engaging in routine and non-academic work is a significant source of stress for teaching faculty members. It is important to provide them with enough attention to separate themselves from these tasks since they negatively impact their morale, job satisfaction, and sense of job security. Institutions are working hard to establish their institutional trademarks in the age of competition through accreditation, honors, and quality rankings. Faculty should be given primary academic responsibilities to improve their skills and competencies as vital exemplars of high-quality teaching and research. Flexibility in terms of terms and conditions of employment is important so that employees can concentrate on developing their careers. In addition, the compensation structure needs to be brought into line with public institutions, and irregular payment practices need to be examined. Therefore, for teaching staff to perform well academically, it is necessary to eliminate the non-academic work stress that significantly affects them.

4. Conclusion and Recommendations

The results of the study lead to the following conclusions:

The results of the study demonstrate a strong relationship between teaching workload and burnout. Higher workloads are linked with increased rates of burnout, indicating the adverse impact of high work demands on teachers' health. Responses to invitations to career-related stress, perceived administrative support, coping with job-related stress, and attitude towards learners all indicated highly manifested. Furthermore, the study discovered that perception, teaching workload, academic workload, non-academic workload, and teaching performance were all significant factors influencing the relationships between teachers' level of teaching workload and their burnout experiences.

School administrators play an important role in preventing burnout caused by a heavy workload. Administrators must actively listen to the concerns brought up by teachers, respond to them promptly, and collaborate to find sustainable solutions. Effective communication between teachers and administrators is essential. Despite the challenges they face, teachers in Talakag-I District are extremely dedicated to their

work, ensuring that pupils receive an excellent education.

Moreover, the higher the workload, the greater the burnout among teachers. In other words, teachers run the risk of being more burned out if they handle a lot of coordinatorship in addition to the subjects they teach.

The investigation's findings led to the following recommendations:

1. School administrators should recognize that teachers' obligations encompass non-academic tasks as essential components. Administrators need to reduce workloads by assigning work effectively, encouraging open communication, and creating a collaborative work atmosphere in order to prevent teacher burnout.

2. School administrators should concentrate on improving communication, openness, and responsiveness among administrative personnel to strengthen perceived administrative support and foster a collaborative atmosphere. This may be accomplished by actively soliciting feedback from staff and offering resources, training, and support as required.

3. Teachers who have an increasing amount of non-academic workload appear to be more likely to experience burnout. School administrators may think about hiring non-teaching personnel to manage the ancillary coordinatorship handled by the teachers, and fostering a positive and healthy work atmosphere is essential.

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