

Workload and Teaching Efficiency of High School Teachers in Southern Baptist College, Incorporated, Mlang, Cotabato, Philippines

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Abstract: *Intensification of workload decreases the quality of teaching efficiency among public teachers. Studies have shown that the more loaded teachers are the lesser is the efficiency. This study investigated the relationship of workload and efficiency of high school teachers. The data used in this study was secondary; the main source of teaching efficiency and teachers' load was from the high school principal's office of Southern Baptist College. The data about the teaching efficiency was gathered using a questionnaire that was distributed among 1,004 high school students enrolled in school year 2020-2021, 23 high school teachers and the high school principal. The data were analyzed using the spearman statistical tool. Results revealed that high school teachers at Southern Baptist College are overloaded with an average of 35 to 36 units in a semester in general and they are rated very satisfactory with their teaching efficiency. This implies that teachers perform their best however loaded they are. More so, they have the commendable ability of identifying specific needs, interest, and capacities of individual students, analyzing specific learning task, creating and trying out appropriate strategies and materials that meet needs of students, preparing adequately for the day's learning activities and showing evidence of professional and cultural growth. Moreover, the hypothesis which states that there is no relationship between workload and teaching efficiency is accepted with a correlation value of -0.102, and a p-value of 0.643 which is higher than 0.05 which means that workload does not affect teaching efficiency.*

Keywords: *workload, teaching efficiency, private school teachers, Philippines*

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I. INTRODUCTION

Teachers are able to perform duties very well if they are given sufficient time to prepare their lessons. In the Philippines, the situation is on the other way round; teachers are given ample amount of workload and expected to achieve excellent output. David, Alber, and Vizmanos, (2019) stated that public school teachers are not able give their best performance during the face-to-face class because they are also required to be involved in additional administrative duties such as: seminars and trainings which mandates them to do a paperwork, featuring the contents of the lectures that has been taught in the said event. In addition, public teachers are also assigned to supplementary designations relating to student guidance, health, budget, and disaster response.

Aside from that, they are tasked to do the administrative works like enrollment, registration, records, and daily operations as well. Moreover, they are also expected to assist on government programs like deworming, mass vaccination, community mapping, feeding, conditional cash transfer, anti-drug, population census, and the like. More so, salary was not a problem of the public teachers; the issue is workload, which subsequently restricts the time for actual teaching, and causes them to be inefficient as they should because the jobs that are entrusted to them are complex since they shoulder multiple works at a time.

On the other hand, it cannot be denied that private school teachers are also stressed and loaded with duties and responsibilities (Aydin and Kaya, 2016), even though they were rarely given duties beyond their job description, teachers are still encumbered in terms of subject loads because their salary is based on the number of units that they have to teach. Thus, it means that the more subjects they have the higher salary they get. It proves that, even though private teachers have fewer responsibilities than public teachers in terms of administrative services, they still have hectic workloads for them to be able to get high or additional

remuneration. Therefore, this study investigated the relationship between workloads and efficiency of high school teachers at Southern Baptist College, Incorporated, Philippines.

Research Objectives

This study investigated the relationship between workload and efficiency of high school teachers at Southern Baptist College, Mlang, Cotabato. It specifically aimed to:

1. determine high school teachers' workload;
2. determine high school teachers' teaching efficiency; and
3. analyze if there is any significant relationship between teachers' workload and efficiency.

II. REVIEW OF RELATED LITERATURE

The Impact of workload in the Teaching Efficiency of the Teachers

Teachers are vital in realizing effective education in the classroom. However, they are exposed to variety of difficulties, such as an increase in workload (Pacaol, N., 2021). Several reasons entails in the intensification of teachers workload. In the view of the teachers in Tazmania, Australia, these include decreased funding for education, a switch from a norm to a criterion-based system of student evaluation, changes in the administrative setup of the state institutions, and shifts in the student body. As a result, their work increased in size and complexity, leading to a far more challenging environment, resulting to the loss of instructors due to redundancy, stress, and a shift to part-time work has forced the surviving teachers to rationalize their workload and scale back their professional dedication (Easthope, C., & Easthope, G.,2000).

Here in the Philippines, teachers are bombarded also with workload, which affects their teaching performance. David et al.,(2019) emphasized that the extra responsibilities are administrative in nature, such as student support, documentation from seminars, budget, and advice for student's health and responsiveness. Teachers must also meet expectations to take part in the execution of different government initiatives like mass vaccinations, conditional cash transfers, community mapping feeding, population counting, antidrug, election is one of several. It can be concluded that, teachers' extra workload are beyond their job description, as Blane (2021) enumerated the standard role of the teaching faculty, these are; planning and preparing lessons, encouraging student participation, researching and developing new teaching materials, research and implementing new teaching methods, marking student work and recording performance, setting assessments and overseeing examinations, providing learners with one-to-one support, open days or other events, furthering your own learning and professional development, communicating effectively with other teachers and educational organizations and administrative tasks. The administrative task are; printing or photocopying resources for lessons, word processing documents for lessons, setting up IT equipment, ordering equipment and resources, and keeping and filing records. Thus, it is clearly stated that teacher's job description revolves just around academic related task, and this can be considered their normal workload. Moreover, many literatures prove that excessive workload can affect ones well-being, and causes teachers to leave their job (Geurts et al.,2003).

Additionally, its possible effects are the following; unhappiness and anxiety, depression, feelings of inadequacy and failure, mental exhaustion and dissociation, anxiety, dilemma, stress, and feelings of worthlessness, as well as reluctance and apathyKazak (2021). In addition to that, some research agree that workload not only affects ones well-being, it also distresses the teaching force, as Rahmanand A van (2016) classified workload as time spent on teaching, administrative activities, and co-curricular responsibilities, and teaching performance as quality of instruction, the amount and quality of research and training, and the use of modern technology in instruction. In addition to that there is positive and strong relationship between workload and teaching performance, with the exception of the time spent engaging in administrative tasks and implementing new technology, which have a negative correlation.

However, most of the studies showed that there is no significant relationship between workload and teaching efficiency. Just like what Ayeni and Amanekwe (2018) quoted that there is a difference between teachers' actual workload and workload policy standard, in which it can be concluded that most of the time teachers are given workloads that are beyond the institutions policies, for the reason that it can be one way of financial management, because the lower the number of employees the organization has the lower the number of the employees they ought to give salaries, nonetheless, the tendency of which is that it engaged employees has to suffice the work needed, and if the work is not equal with the number employees, most of them will be overloaded. Moreover, it was also revealed that teachers' heavy workload is mostly associated with teaching activities such as; data imputation and marking of students scripts. And it was clearly determined that it undesirably affected the execution of instructors' instructional tasks and proven that it also had a negative impact on students' academic performance.

This was supported by J. Janib et al., by saying that the performance of academic staff is inversely correlated with workload, instead they emphasized that job satisfaction intervenes workload and academic staff performance relationship. This indicates the significance of job satisfaction as a protective factor against the

harmful impact of workload and academic staff performance. This points out to the idea that there may be more intervening factors that links workload and teachers effectiveness in the academic world. In a lighter sense, the situation in the Philippines specifically in small barangays is very encouraging, because despite the hardships and struggles the educators are undergoing because of heavy workloads, teachers were discovered to be addressing these issues through planning, motivated work, and dedication to their careers. While it is commendable that teachers face challenges with a positive attitude, it would still be ideal to look at ways to "get the work done" without endangering the teachers' physical health, interpersonal relationships, or professional self-concept (Ancho & Bongco, (2019).

Teaching Efficiency

The role of a teacher in a classroom is multi-faceted; various abilities are required to complete numerous complicated tasks, Barr (1940) says that a teacher is the one who sets the parameters for everyone else's work; she chooses the overall feeling of the classroom, the teaching strategies, the efficient use of the resources, the curriculum, and the outcomes. With these ample errands, often time their efficiency is being questioned. Thus, the idea of creating the mechanics of evaluating teachers' efficiency was created.

Barr and Jones (1958) suggested the following questions to improve theoretical focus for enhanced teacher performance; (1) Is the teacher effectiveness one-dimensional or multidimensional? (2) Which pupil growth shall be measured? (3) How shall educational and measurement objectives be related? (4) How can impacts that aren't caused by the teacher be managed? (5) How should grade disparities be managed? (6) How should the impacts of school be managed? (7) How can effects that depend on pupil properties be managed? (8) How are learning aptitude disparities to be controlled by the design? (9) How should the teacher effectiveness index's reliability be calculated?

In addition to that teacher's preparedness is also a factor of teacher's efficiency. There are many situations in a classroom that a teacher should be preparing for; one of these is the strategy on how to hook students' attention in a lesson. In line with this, an assertion made by Csikszentmihalyi, Rathunde, and Whalen (1993), cited by Krajcik and Blumenfeld (2006), that many students, even those who do well on standardized tests, find school boring, an effective educator knows how to plan activities that would lessen students' boredom toward the subject matter. Education scholars began to understand that there was a problem with the way school systems were built up, rather than with the students themselves, about 1990, and later concluded that redesigning the classroom and allowing students to do and apply things in real-world situations was the solution.

Thus, this goes to show that an effective teacher should possess creative thinking necessary for the preparation of the effective learning process. Moreover, classroom management is also a basis of teaching efficiency, in a sense that it the ability of the teacher to control the students behavior and the learning environment, thus, it is the ability of the teacher to create a condition effective for instruction. Agreeing this idea were Brophy and Good (1985), a teacher's ability to manage the classroom has an impact on the amount of time that students spend engaged in academic activities, which has an impact on the students' achievement gains.

Additionally, Oliver and Reschly (2007) concur with it when they say that teachers need to be able to control their classroom surroundings and students' conduct in order to attain successful educational outcomes. In addition to that, the foundation of effective teaching is lesson mastery; mastery and the quantity of teaching experience are associated, and these experiences goes along with credentials and qualifications, knowing that more experienced teachers can impart greater knowledge to their students may come as no surprise, as Fakeye (2012) agrees by stating that teachers' teaching qualification has a significant relative contribution to students' academic achievement.

As well, a successful teacher must be able to establish and maintain a professional relationship with their students. This idea is supported by Rabo (2022) by saying that amicable relationships between students and instructors had a favorable and significant impact on students' academic achievement because teachers were able to keep students interested in school. Furthermore, a teacher must possess the ability to multitask, given that they have multiple responsibilities, on the other hand, it is intended that the headmasters should oversee that the school can give adequate resources for teacher training, so then, teachers must also prepare themselves by being prepared to complete tasks (Binti, 2021).

Additionally, teaching effectively requires the capacity to do appropriate assessment and evaluation. The said ability is crucial because the process of assessing and evaluating is greatly help teachers in identifying the areas of weakness of the students and give them suitable corrective activities (Birgin and Adnan, 2007). Subsequently, high moral standards and should be coupled with effective teaching. Because a person with emotional intelligence will also help in properly understanding the situation, emotional intelligence and self-esteem have a significant impact on the potential development of students in higher education institutions (Ashok et al., 2022). Additionally, teachers are also expected to be morally upright as for the reason that they are interacting to discipline their students. Lickona (1991) as cited by Lumpkin (2008) supports this idea by

asserting that it is crucial for teachers to function as moral and ethical role models when they interact with pupils by making decisions based on their professional judgment and moral principles.

III. METHODOLOGY

Research Design

This study is quantitative which processes and analyzed numerical data. This used correlation to determine the relationship between two variables – the workload and the teaching efficiency.

Research Material and Participants

The data of teaching efficiency of the high school teachers was solicited using a questionnaire. The respondents of the study were the 1,004 high school students, high school principal and the 23 high school teachers. The questionnaire is divided into four areas, the following are; the first part is the teaching skills which specifically asking questions about teacher’s preparation, classroom techniques and understanding of subject matter. The second part is the teacher-student relationship, third part is the management skills, fourth part is the evaluation skills, and lastly is the personal and social competencies. The rating scale of the questionnaire ranged from 5- Outstanding; 4- Very Satisfactory; 3- Average High, 2- Average Low; 1- Needs Improvement.

Moreover, the researchers requested the record of teacher’s load from the principal’s office to determine their workload. Specifically, each subject is equivalent to 3 units and an advisory assignment which is also equivalent to 3 units.

Data Collection

The study requires two variables to be collected. Thus, the researchers gave a letter of intent to access the teaching efficiency and workload to the right resource of data which is the high school principal’s office. After the letter was approved by the principal, the research eventually retrieved the data needed and analysed through the statistical tool, specifically, spearman. Spearman was the statistical used because the data were analysed in an ordinal manner.

Conceptual Framework

This study conceptualizes the relationship between workload and teaching efficiency.

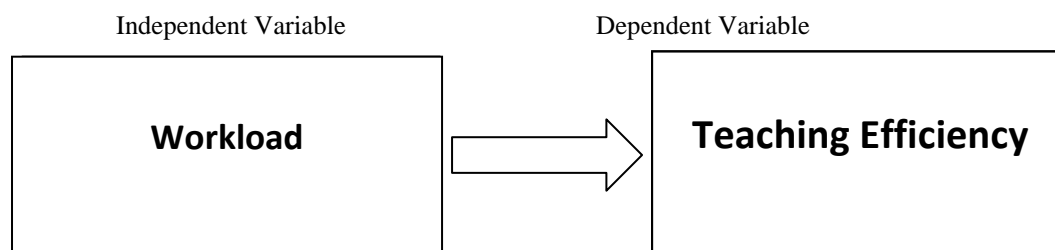


Fig. 1. Schematic Diagram of the Study

Hypothesis

Ho: There is no significant relationship between workload and teaching efficiency.

IV. Results and Discussion

This chapter presents conceptual framework, hypothesis of the study, tables and its discussions.

Table 1. Workload of High School Teachers of Southern Baptist College, Incorporated, Philippines

	<i>N</i>	<i>Std. Deviation</i>	<i>Mean</i>	<i>Descriptive Equivalent</i>
<i>Workload</i>	23	5.72	35.52	Overload

Legend:

<i>Rating</i>	<i>Description</i>
25 units and above	Over Load
21-24 units	Normal Load
21 units and below	Under Load

Table 1 shows the workload of high school teachers of Southern Baptist College, Incorporated, Philippines. Workload has a mean of 35.52. This explicitly explains that most of the high school teachers were overloaded with subject units.

This reveals that teachers have an average of 35 to 36 units of subject load per semester, which equates to 9 subjects per day excluding the advisory, which is equivalent to 3 units. Moreover, teachers' load exceeded beyond 21 unit standard which made them categorized as overloaded. This implies that teachers are expected to exert effort more than what is required. They put vigorous action to fulfill what is needed and be accomplished. They may have not spent coffee break long enough as they rush for the lesson preparation for the next classes. They may also over-plan their lessons trying to generate too many resources on their own.

Table 2. Teaching Efficiency of High School Teachers of Southern Baptist College, Incorporated, Philippines .

	<i>N</i>	<i>Std. Deviation</i>	<i>Mean</i>	<i>Descriptive Equivalent</i>
Teaching Efficiency	23	0.22	3.95	Very Satisfactory

Legend:

<i>Rating</i>	<i>Description</i>
4.21-5.00	<i>Outstanding</i>
3.41-4.20	<i>Very Satisfactory</i>
2.61-3.40	<i>Satisfactory</i>
1.81-2.60	<i>Good</i>
1.00-1.80	<i>Poor</i>

Table 2 shows the teaching efficiency of high school teachers in Southern Baptist College, Incorporated, Philippines. The teaching efficiency has the mean of 3.95 and a standard deviation of 0.22. This explains that the high school teachers of Southern Baptist College, Incorporated, Philippines are very satisfactory in their teaching efficiency.

This implies that high school teachers gave importance in the preparation of the lessons before immersing into their classes. Specifically, they have an admirable ability of identifying specific needs, interest, and capacities of individual students, analyzing specific learning task, creating and trying out appropriate strategies and materials that meet needs of students, preparing adequately for the day's learning activities and showing evidence of professional and cultural growth. More so, teachers prioritize tasks that need to be accomplished. They are resourceful and have the influence to guide students. Overloaded they are, still they embrace the qualities of effective teaching so their students can be guided in their learning and eventually achieve heights.

Moreover, the significance of lesson preparation in field of education is recognized by most of the literatures. This evolves in the idea of how to engage students in the process of learning. An efficient educator knows how to strategize activities that would decrease students' boredom towards the subject matter, just like what Csikszentmihalyi, Rathunde, and Whalen (1993) as cited by Krajcik and Blumenfeld (2006) stated that many students even those who perform well on standardized tests, find school boring. They added that, around 1990, it became clear to education researchers that there was a problem with the way schools were set up rather than with the students themselves, and later on, they realized that restructuring the classroom and allowing them to do and applying things in real world situation is the solution to the problem at hand. And this, learning experience needs creative brains, in which a quality found in an efficient teacher.

In addition, results also indicate that high school teachers were effective in implementing classroom techniques as a certain circumstances needed. This means that they were able to provide very satisfactory varied learning experiences for the development of communication, selecting appropriate available community resources for teaching-learning process, preparing and utilizing instructional materials effectively, motivating the students regarding the lessons and task questions for critical thinking, providing maximum involvement of students in the learning interaction, providing a permissive and stimulating atmosphere that encourage students, and utilizing evaluation results as a basis for improving instruction. In line with that, Brophy and Good (1985) says that, teachers' classroom management skills affect students' achievement gains by affecting the amount of time that the students spend engaged in academic activities. In addition to that, Oliver and Reschly (2007) agree with it by stating that, to achieve successful educational outcomes, teachers must be able to regulate their class environments and student behavior. Although appropriate behavior management cannot ensure effective instruction, it does create the conditions for effective instruction. Therefore, classroom management was really a part of academic focus that is associated with teachers' effectiveness.

One of the bases of teachers' efficiency is the degree of the mastery of lesson, in this study, as it can be implied from the result, teachers were displaying a deep understanding of their subject matter. In detail, they were showing qualities of communicating ideas effectively, applying the subject to present situation and to life

general, making sure students understand basic ideas of the lesson, and giving assignment that the students understand the subject matter.

Therefore, it can be suggested that the display of wide understanding of every subject matter of the lesson plays a very important role in students comprehension of the subject matter, Fakeye (2012) agrees with this concept, by stating that teachers' teaching qualification has a significant relative contribution to students' academic achievement, because as it is believed that teachers cannot give what they don't have, if teachers don't possess the mastery of the subject matter, then, it is expected that students will not be able to learn all of the essential skill in a certain matter.

In addition, results also imply that because they were very satisfactorily efficient in teaching, there were virtuous in maintaining teacher-student relationship. This means that they were showing interest in student's problems and needs and makes provision, stimulating and complimenting students to elicit positive and active participation, functioning effectively as a member of the classroom learning group, helping students develop self-discipline in and through the learning process, and setting examples in moral and ethical behavior to students and in the community. Most of them believe that building and maintaining teacher-student relationship could positively influence students' interest in their studies. Rabo, M. (2022) supports this idea by stating that the effects of cordial relationship between students-teachers and students' academic performance were positive and significant because teachers found of help in maintaining student interest in the school.

Moreover, teacher's efficiency is also based upon how they carry themselves amidst the topsy-turvy duties and responsibility. This indicates that they can still initiate, conduct, and participate in research, meetings, collaborative endeavor for improvement of teaching-learning, prepare adequately for the days learning activities, start learning activities promptly, administer tests effectively and returns corrected papers/work promptly, and achieve teaching objectives to the optimum based on lesson/activity within time. Base on the results, it can also be implied that the high school teachers were well managing their academic and personal responsibilities despite the numerous workload. On the other hand, it is intended that the headmasters should oversee that the school can give adequate resources for teacher training, teachers must also prepare themselves by being prepared to complete tasks (Binti, 2021). In addition to that, Bataineh (2019) emphasized the importance of work-life balance in a sense that it positively affects employees performance, this statement denotes that a balance between work and life should be maintained because it may affect individual's wellness if work preoccupies one's life.

An efficient teacher knows how to properly evaluate students' performance, as the result of the study also implied that high school teachers are knowledgeable in appropriate strategies in evaluating students output. This specifically connotes that they were very satisfactory in using specific criteria for the accurate evaluation of individual performance, selecting and utilizing criterion-reference test and other appropriate evaluation, making a continuing assessment of students' achievement, analyzing and interpreting evaluation results skillfully, and utilizing evaluation results as a basis for improving instructions. According to Işık (2020) a sound and reliable assessment is essential to the study of foreign languages, as well as with any subject matter, as Birgin and Adnan (2007) added by saying that the purpose of the evaluation activities should be to identify students' areas of weakness and help them. However, instructors' attitudes in applications of measurement and assessment pose various issues.

For instance, up until recently, teachers' qualifications were hindered by their insufficient in-service training and lack of pedagogical understanding. In addition, teachers were not given enough tools and knowledge about how to conduct assessments or what materials to utilize, and the choice of an assessment method was left to teacher initiative.

Finally, through the results, it can also be implied that high school teachers have high moral standards, high self-esteem and self-awareness that makes them very satisfactorily efficient in teaching. This shows that they set themselves as an example in moral and ethical behavior to students and the community, showed honesty and integrity in all activities, showed evidence of professional and cultural growth, gave attention to personal appearance and grooming, prepared and submitted neat and accurate reports on time, used free time wisely, showed friendliness and approachability, showed resourcefulness and creativity, demonstrated courtesy and personal discipline, get along well with superiors, peers, students, and parents, maintained poise and self-confidence, showed good sense of humor, and were active involving in civic, professional, religious, and community organization. In line with this, the importance of self-esteem and emotional intelligence skill of the teachers in higher secondary school was proven to be essential in giving effective instruction to the students. As Ashok et al. (2022) stated that, in higher education institutions, emotional intelligence and self-esteem have a powerful influence on the development of students' potential, because a person with emotional intelligence will also aid in appropriately analyzing the circumstances. Moreover, teachers are also expected to be morally upright as for the reason that they are interacting to discipline their students. Lickona (1991) as cited by Lumpkin (2008) supports this idea by asserting that it is crucial for teachers to function as moral and ethical role

models when they interact with pupils by making decisions based on their professional judgment and moral principles.

Table 3. Test of significant relationship between workload and teaching efficiency of Southern Baptist College, Incorporated, Philippines

Variables	<i>rho</i>	<i>p-value</i>	<i>Interpretation</i>
Workload	-0.102	0.643	There is no significant relationship
Teaching Efficiency			

Table 3 displays the test of significant relationship between workload and teaching efficiency. With a correlation value of -0.102, and a p-value of 0.643 which is greater than 0.5, interpreted as there is no significant relationship between workload and teaching efficiency.

Therefore, it is notable that the relationship computed is negative. It means that there is a tendency that if the workload is high then the teaching efficiency is low. This is in contrast with what Rahman and Avan (2016) stated that there is positive and strong relationship between workload and teaching performance, with the exception of the time spent engaging in administrative tasks and implementing new technology, which have a negative correlation. Moreover, as the results showed that even most of the high school teachers were overloaded with subject units, they gained very satisfactory teaching efficiency, thus, it can be implied that even though the high school teachers are bombarded with subject loads, they were still able to prepare their lessons very well, apply appropriate classroom techniques in a given circumstance, masters the subject matter, maintain good relationship with their students, manages to start classes on time, returns test results, achieves lesson objectives, evaluates students' performance appropriately and fair, and maintains good reputation and pleasing personality.

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Appendix A

**SOUTHERN BAPTIST COLLEGE INCORPORATED
Mlang, Cotabato
EFFICIENCY RATING
HIGH SCHOOL
SCHOOL YEAR 2020-2021**

Name of Faculty:

Specialization:

Grade Advisory:

Rating Scale:

5- Outstanding; 4- Very Satisfactory; 3- Average High

2- Average Low; 1- Needs Improvement

		RATE
I.	TEACHING SKILLS	
	A. Preparation	
1	Identifies specific needs, interest, and capacities of individual students.	
2	Analyzes and identifies specific learning task.	
3	Creates and tries out appropriate strategies and materials that meet needs of students	
4	Prepares adequately for the day's learning activities.	
5	Shows evidence of professional and cultural growth.	
	B. Classroom Techniques	
1	Provides varied learning experiences for the development of communication	
2	Selects appropriate available community resources for teaching-learning process	
3	Selects, prepares and utilizes instructional materials effectively	
4	Motivates the students regarding the lessons and task questions for critical thinking	
5	Provides maximum involvement of students in the learning interaction	
6	Provides a permissive and stimulating atmosphere that encouragement students	
7	Utilizes evaluation results as a basis for improving instruction	
	C. Understanding of Subject Matter	
1	Show evidence of mastery of subject matter	
2	Communicates ideas effectively	
3	Is able to effectively apply the subject to present situation and to life general	
4	Make sure students understand basic ideas of the lesson	
5	Gives assignment that the students understand, help the learn and is related to the objectives	
II	TEACHER-STUDENT RELATIONSHIP	
1	Shows interest in student's problems and needs and makes provision for these.	
2	Stimulates and compliments students to elicit positive and active participation.	
3	Functions effectively as a member of the classroom learning group.	
4	Helps students develop self-discipline in and through the learning process.	
5	Sets examples in moral and ethical behavior to students and in the community.	
III	MANAGEMENT SKILLS	
1	Initiates/ conducts /participates in research/meetings/collaborative endeavor for improvement of teaching-learning.	
2	Prepares adequately for the days learning activities.	
3	Starts learning activities promptly.	
4	Administers tests effectively and returns corrected papers/work promptly.	
5	Achieves teaching objectives to the optimum based on lesson/activity within time.	
IV	EVALUATION SKILLS	
1	Uses specific criteria for the accurate evaluation of individual performance.	
2	Selects/involves and utilizes criterion-reference test and other appropriate evaluation.	
3	Makes a continuing assessment of students' achievement.	
4	Analyzes and interprets evaluation results skillfully.	
5	Utilizes evaluation results as a basis for improving instructions.	
V	PERSONAL AND SOCIAL COMPETENCIES	
1	Sets the example in moral and ethical behavior to students and the community.	
2	Shows honesty and integrity in all his/her activities.	
3	Shows evidence of professional and cultural growth.	

Workload and Teaching Efficiency of High School Teachers in Southern Baptist ..

4	Gives attention to personal appearance and grooming.	
5	Prepares and submits neat and accurate reports on time.	
6	Uses free time wisely.	
7	Shows friendliness and approachability.	
8	Shows resourcefulness and creativity.	
9	Demonstrates courtesy and personal discipline.	
10	Gets along well with superiors, peers, students, and parents.	
11	Maintains poise and self-confidence.	
12	Shows good sense of humor.	
13	Is actively involved in civic, professional, religious, and community organization.	
	AVERAGE	0.00

DOLLY JOY V. VALENZUELA, MAED
HIGH SCHOOL PRINCIPAL

Alie Rose Barrios. " Workload and Teaching Efficiency of High School Teachers in Southern Baptist College, Incorporated, Mlang, Cotabato, Philippines." *IOSR Journal of Research & Method in Education (IOSR-JRME)*, 13(01), (2023): pp. 39-47.