

DISCOVERING THE FILIPINO TEACHERS' PUBLIC PROFESSIONAL WORKLOAD

by:
Paulo V. Samson

The majority of teachers' responsibilities have risen over time, including those who do not teach their obligations have increased, and occasionally they are given work that is not within their purview expertise areas. These consist of the numerous conferences, seminars, meetings, and paperwork for the administration of educational institutions, community outreach initiatives, and extracurricular athletic events. As a result, one of the most important objectives a teacher should managing stress at work is a goal you must establish in order to achieve. To maximize the instructors' effectiveness, the amount of homework should be appropriate.

The teaching profession entails being subjected to a variety of employment expectations, which frequently support an impression of a severe workload. According to the American Federation of Teachers' 2017 Educator Quality of Work Life Survey (2017), 61 percent of instructors said that their work was stressful either all the time or frequently while 58 percent of

respondents reported having poor mental health as a result of that stress, which is equally troubling, if not more so.

In addition, according to a Saudi research, teachers may experience stress because of the large quantities of paperwork they must complete while still instructing students (Tahseen, 2015). Burnout from being unable to cope with job obligations would arise from too much strain. When compared to other occupations, teaching in Sweden had higher

rates of weariness and stress-related symptoms. According to Jendle and Wallnäs's (2017) survey of teachers, nine out of ten of them said that their workload was excessive.

While in the Philippines, last 2018, the Department of Education had been on the hot spot when a few numbers of teachers committed suicide which provides upsetting fallouts in the education sector in the country (BusinessMirror, 2018). The Department has stated that the teacher's suicide should not, however, be attributed to the workload because there are other variables that may have played a role (Mateo, 2018; Reyes, 2018).

Meanwhile, the Alliance of Concerned Teachers (ACT) Philippines' survey of 6,731 public school teachers from March 29 to April 11, 2021, revealed that more than 70% of teacher respondents believe that the workload associated with distance learning has a "negative impact on their physical and mental health" – with about 10% admitting that they have already become ill as a result of the issues with distance learning and their onerous duties. According to the ACT study, teachers are overworked and commit longer hours of labor for public school teachers to complete their allocated obligations (Hernando-Malipot, 2021).

Given the aforesaid empirical data, it confronted the researcher to look for an in-depth analysis of the problem of teacher workload and know the effectiveness of the implementation of the policy on the teacher workload. Henceforth, the main objective and purpose of this study is to explore the workload policy among public teachers and know the effectiveness of the

implementation of the policy on the public teacher workload and to come up with the possible to uplift their awareness on the existing policy.

More than 800,000 public professional teachers work in the Philippine educational system (Rey, 2018). Although the Magna Carta for Public School Teachers stipulates that educators should only spend a maximum of six hours in the classroom each day, each

teacher is also given a number of administrative responsibilities, which, while hidden from view of the typical metrics, can degrade teaching quality (David et.al., 2019).

However, it is crucial for educational policymakers to develop strategies to better support and compensate teachers who are faced with these workload intensification triggers in order to help create an appropriate balance between work input and what they receive from work in order to prevent teachers from leaving the profession. Training and community services, as examples of teachers' workloads, are unquestionably significant and a great help for the personal and professional improvement of the teachers (Warren, 2018).

According to Civil Service Commission (CSC) Resolution No. 080096 from 2008, teachers are expected to spend six hours a day in the classroom on school property, with the remaining two hours being used for teaching-related duties off-campus. To address this, DepEd issued a DepEd Memorandum (DM) that reiterated the clauses in DM No. 291 s. 2008 and Section 16 of DepEd Order No. 16 2009 with the explicit directives that:

(1) Teachers who choose to complete the final two hours of work outside the school grounds must not be subject to salary deductions; and (2) Teachers should not be required to submit means of verification (MOVs) as proof of services rendered during the final two hours of work completed outside the school grounds.

In the exigencies of the service, a public school teacher may be required to work longer than eight (8) hours in a day due to the demands of the job; however, extra compensation calculated at the same hourly rate as the regular compensation, plus a premium of twenty-five percent (25% of the hourly rate), shall be paid for actual classroom teaching that lasts longer than six (6) hours and for work that lasts longer than eight (8) hours. Only labor actually conducted in the school's

facilities qualifies for overtime compensation. If there are no available cash, service credits will be awarded instead, and one hour of extra labor will count as 1.25 hours for calculating service credits.

DepEd further argued that teachers had a right to vacation service credits, which act as their sick and vacation days. as outlined in Section 9 of MC 41 of the Civil Service Commission (CSC). Vacation leave credits, as defined in 1998, are leave credits earned for services performed during activities during the summer or Christmas break, as authorized by appropriate authority, or for services performed outside of regular work hours or days when payment of honoraria is not possible during the regular school year. In addition to vacation service credits, instructors only receive proportional vacation pay (PVP). The total PVP that instructors must achieve will be "based on the computation" that the department will disclose each school year. The Study Leave and Indefinite Leave, which are covered by Sections 24 and 25 of Republic Act 4670, or the Magna Carta for Public School Teachers, are additional benefits for teachers, according to DepEd (Malipot, 2020).

The Official Website of DepED Division of Bataan

According to studies, teachers in the Philippines are under a lot of stress due to their workload. Concerns about overworked teachers have been expressed by teacher organisations. The Teachers' Dignity Coalition (TDC) and the Alliance of Concerned Teachers (ACT) Philippines called on the Department of Education to evaluate the workload of teachers in separate declarations to protect their physical and emotional wellbeing. According to ACT, the introduction of policies requiring a lot of work and the "non-application of those that secure enough rest" has led to an increase in the workload and exhaustion of instructors over the years (Hernando-Malipot 2018).

Additionally, a new teacher must put up extra effort to stay up with the expectations of the profession. It is essential that new teachers receive the assistance they require as they develop into "competent professionals." Teachers get skill-building

exercises as well as effective teaching strategies designed to increase student accomplishment so they can fulfill the demands of their vocations (Ancho,2019)

In this regard, Tancinco (2016) conducted a research to ascertain the workload and performance of professors in state universities in Eastern Visayas. In general, State University teaching members bear the recommended normal workload of 21 units. Nearly one-fourth (23.3%) of them were carrying excess weight. The respondents had a bad opinion of overloading. The instructors mostly agreed wholeheartedly that overloading boosts their pay. In relation to the other attitude variables, respondents only agreed and were unsure. Only the regulations on minimum workload, maximum workload, and workload computation were fully applied, according to the respondents. The respondents thought that other workload regulations were only partially in place. The job performance of more over half (55.8%) of the respondents was rated as very good. Only the workload status and job performance were substantially correlated among the examined variables.

According to the Alliance of Concerned Teachers (ACT) study, public school instructors must put in extra hours of labor to complete their allocated tasks. The eight-hour work norm is frequently broken; according to survey responses from teachers, those who work on school days for 9 to 16 hours or more on average in Metro Manila (41%) and outside Metro Manila (29%). Teachers in public schools work greater hours because of the longer school year, which prevents them from receiving their due proportionate vacation compensation after a school year with no more than 220 days of instruction.

It is indeed that the welfare of the teachers be prioritized and make sure that the working condition does not erode their capacities, health, and morale. However, it is based on the reviewed pertinent literature available online the following conclusions were drawn. (1) Teachers are 'overworked' and of "extended hours of work" to accomplish their assigned duties. However, in the midst of the workload demand, teachers find themselves, confronted with the challenge to work beyond official work

hours, need to sacrifice their personal time, and professional frustrations. (2) Overloading has a negative impact to teacher's performance, attitude and wellbeing. Many experience burnout. (3) Public school teachers struggle in the because they do not get enough support from the government. (4) Though policy on teacher workload is implemented, still, there is no strong adherence on this policy.

In this light, it is recommended that education sector should have a strong adherence on the implementation of the teacher workload policy. They should lessen clerical works among teachers. Education executives must conduct program that could uplift teachers' capacities, health, and morale and should continue to find ways to ease the burden of teachers by improving the system and implementing policies that would eventually help their growth.

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