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Teachers' Workload Rationalization Policy: Implementation, Challenges and Well-Being

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Abstract

This study examined the implementation of the Teachers' Workload Rationalization Policy, attainment of its objectives, fair task assignment, implementation challenges, and teachers' well-being in selected public elementary schools in the Division of Bohol, Philippines, during School Year 2026–2027. Anchored in Maslow's Hierarchy of Needs Theory, Herzberg's Two-Factor Theory, and Lipsky's Street-Level Bureaucracy Theory, the study employed a descriptive-inferential quantitative design involving 1,696 respondents comprising 212 school heads and 1,484 teachers selected through stratified random sampling. Data were gathered using a validated, pilot-tested structured questionnaire (Cronbach's $\alpha = 0.91$) and analyzed using weighted means and multiple regression. Findings revealed that policy implementation was moderate (AWM = 3.30), policy objectives were mostly attained (AWM = 3.33), fair task assignment was moderately applied (AWM = 3.41), and implementation challenges were moderate (AWM = 3.20). Teachers reported high well-being (AWM = 3.33). Teaching-hour compliance was the strongest implementation domain, whereas overload compensation was the weakest. Administrative demands, staffing limitations, and ancillary responsibilities remained implementation concerns. Regression analysis involving 1,435 respondents indicated that policy implementation ($B = 0.149$), objective attainment ($B = 0.241$), and fair task assignment ($B = 0.232$) significantly and positively predicted teachers' well-being (all $p < .001$), collectively explaining 24.3% of its variance ($R^2 = 0.243$). The findings support strengthening policy monitoring, overload compensation, administrative support, and equitable workload distribution. The study aligns with SDG 3 (Good Health and Well-Being), SDG 4 (Quality Education), SDG 8 (Decent Work and Economic Growth), and SDG 16 (Peace, Justice, and Strong Institutions). Its findings may contribute to educational, occupational, and institutional sustainability by informing equitable employment practices, teacher welfare, instructional quality, and accountable school governance.

Keywords: Fair Task Assignment, Implementation Challenges, Policy Objective Attainment, Public Elementary Schools, Sustainable Development Goals, Teachers' Well-Being, Teachers' Workload Rationalization Policy, Workload Management

1. Introduction

Teachers' workload rationalization is essential to educational quality, equitable task distribution, and professional well-being. In the Philippines, DepEd Order No. 005, s. 2024 establishes guidelines for managing teaching hours, ancillary responsibilities, and teaching overload compensation. However, challenges in policy implementation, resource availability, administrative demands, and workload distribution continue to affect teachers. This study

examines the implementation, attainment of objectives, fair task assignment, and challenges associated with the Teachers' Workload Rationalization Policy and their implications for teachers' well-being in selected public elementary schools in the Division of Bohol during School Year 2026–2027. It also investigates the predictive effects of policy implementation, objective attainment, and fair task assignment on teachers' well-being as a basis for a proposed enhancement program.

Teachers perform instructional, administrative, and ancillary responsibilities that influence their professional effectiveness and well-being. Despite policies intended to regulate workload, excessive teaching hours and non-instructional duties continue to contribute to stress, burnout, and reduced job satisfaction (Wahab et al., 2024). Formal workload reforms do not necessarily improve well-being when implementation fails to address actual working conditions (Gámez-Genovart et al., 2025). In the Philippines, public school teachers frequently exceed prescribed working hours because of additional instructional and administrative responsibilities, affecting teaching efficiency and educational quality (Tarraya, 2024; Magtalas and Eduvala, 2024). Similar concerns exist in Bohol, where teachers experience multiple assignments, extended working hours, and challenges involving overload compensation (Zerna, 2025). To address these concerns, the Department of Education introduced DepEd Order No. 005, s. 2024, Rationalization of Teachers' Workload in Public Schools and Payment of Teaching Overload. The policy provides for an eight-hour workday, a maximum of six hours of classroom teaching, appropriate ancillary task allocation, and compensation for authorized teaching overload. It emphasizes the efficient use of teachers' working hours (Department of Education, 2025), sufficient time for instructional preparation and learner support (Department of Education, 2024), and equitable recognition of additional teaching responsibilities (Malonzo, 2024). Nevertheless, differences between prescribed workload standards and school-level practices necessitate an examination of policy implementation, attainment of objectives, fair task assignment, and their relationship with teachers' physical, psychological, cognitive, social, and subjective well-being.

The literature identifies workload management, equitable task distribution, institutional support, and implementation challenges as central factors influencing teachers' professional experiences. Fair task assignment involves the equitable, transparent, consistent, and competency-based distribution of teaching and non-teaching responsibilities (Fatajo, 2024). Task allocation affects workload perceptions, job satisfaction, and instructional effectiveness (Qu, 2024). Workload balance reduces excessive demands and supports teacher retention (Wahab et al., 2024), while transparent assignment procedures strengthen organizational justice and trust (Fatajo, 2024). Aligning responsibilities with professional competencies promotes effectiveness and motivation (Fatajo, 2024), and consistency across comparable positions strengthens perceived fairness (Fatajo, 2024). Teacher participation in assignment decisions further promotes autonomy, organizational commitment, and collaborative working relationships (Fatajo, 2024). Policy implementation also encounters administrative, resource-related, structural, and compliance challenges. Persistent reporting requirements and documentation responsibilities reduce instructional preparation time and increase work-related stress (DepEd, 2025; Philippine News Agency, 2024). Staffing shortages and inadequate administrative support complicate workload redistribution (Daily Guardian, 2025). Large classes, diverse learner needs, and instructional demands create additional constraints (OECD, 2023), while inconsistent understanding of policy guidelines may contribute to unequal implementation (Pew Research Center, 2024). These conditions can prevent the achievement of workload rationalization objectives and equitable overload compensation (DepEd, 2025; Daily Guardian, 2024). Teacher well-being encompasses physical, psychological, professional, social, and subjective functioning, including health, resilience, satisfaction, and workplace engagement (Kurrle & Warwas, 2025). Physical well-being concerns health, energy, and fatigue management (Wahab et al., 2024), whereas psychological well-being involves emotional resilience, stress management, and protection against exhaustion (Amirian et al.,2023). Professional or cognitive well-being reflects competence, career development, and occupational satisfaction (Beames et al., 2023). Social well-being involves supportive relationships and collegial interaction (Kurrle & Warwas, 2025), while subjective well-being concerns overall life satisfaction, purpose, and professional fulfillment (Collie, 2023). Empirical evidence consistently associates excessive workload with unfavorable teacher outcomes. Filipino teachers frequently extend their working hours to accommodate instructional and non-instructional responsibilities, affecting their personal and professional lives (Tarraya, 2024). Ancillary assignments have been linked to burnout and emotional difficulties (Francisco, Tupaz, & Astilla, 2024), while excessive demands restrict opportunities for professional collaboration and development (Manegdeg & Paglinawan, 2024). Non-teaching responsibilities also reduce instructional time and increase stress (Algar et al., 2025), with workload pressures negatively associated with teaching effectiveness (Mabitad & Gudelos, 2025). International findings similarly indicate that workload intensification constrains pedagogical creativity and instructional time (Hulme, 2025). Organizational support and work engagement may moderate the negative relationship between workload and psychological well-being (Wang, 2024). However, differences in the conceptualization of teacher well-being highlight the need for clearly defined and measurable dimensions (Kurrle & Warwas, 2025). Collectively, these findings establish the importance of examining policy implementation alongside fair task assignment, objective attainment, and multidimensional teacher well-being.

Globally, teacher workload remains a persistent educational concern, particularly where administrative obligations, instructional demands, and limited institutional support contribute to occupational stress. Research indicates that excessive responsibilities adversely affect teachers' well-being and instructional quality despite policy initiatives intended to improve working conditions (Hulme, 2025). Within the Philippine education system, DepEd Order No. 005, s. 2024 seeks to establish manageable workloads, equitable task allocation, and appropriate compensation. Its implementation is supported by Republic Act No. 4670, or the Magna Carta for Public School Teachers, which protects teachers' working conditions, regulates classroom teaching hours, and recognizes compensation for additional teaching responsibilities. Republic Act No. 9155, or the Governance of Basic Education Act, provides the administrative framework for implementing educational policies through accountability, transparency, consultation, and shared governance. It establishes the responsibilities of DepEd offices and school administrators in translating national policies into school-level practices. Despite these legal and institutional provisions, Philippine teachers continue to experience workload pressures and stress. Research on the implementation of DepEd Order No. 5, s. 2024 indicates that increased workload remains associated with unfavorable health and job satisfaction outcomes (Zerna, 2025). In the Division of Bohol, these concerns are particularly relevant to public elementary schools where instructional demands, ancillary assignments, and resource limitations may affect compliance with workload standards. Examining the policy within this local context is therefore necessary to determine whether its intended benefits are reflected in teachers' actual working conditions.

The study is anchored in three complementary theoretical perspectives explaining the relationships among workload conditions, policy implementation, organizational practices, and teacher well-being. Maslow's Hierarchy of Needs Theory explains that individuals are motivated by the progressive fulfillment of physiological, safety, belongingness, esteem, and self-actualization needs (Maslow, 1943). In educational workplaces, equitable workload allocation, job security, and supportive conditions help satisfy foundational needs. Excessive teaching demands, inadequate compensation, and unfair assignments may undermine teachers' security, motivation, and professional fulfillment. Herzberg's Two-Factor Theory distinguishes hygiene factors, including compensation and working conditions, from motivational factors such as achievement and recognition (Herzberg, Mausner, & Snyderman, 1959). Workload balance, fair task distribution, and overload compensation represent working conditions that may reduce dissatisfaction, while supportive professional environments encourage engagement and job satisfaction. Lipsky's Street-Level Bureaucracy Theory emphasizes the discretion exercised by frontline public servants when implementing policies under resource and organizational constraints (Lipsky, 1980). This perspective explains how school heads and teachers may interpret and apply workload regulations differently depending on staffing, institutional capacity, and instructional requirements, producing variations between policy intentions and actual implementation. Conceptually, the study examines Teachers' Workload Rationalization Policy implementation, attainment of policy objectives, fair task assignment, and implementation challenges in relation to teachers' well-being. Policy implementation encompasses teaching-hour compliance, ancillary task management, overload compensation, reporting and documentation, delegation of non-teaching duties, and implementation support and monitoring Objective attainment includes workload rationalization, reduction of non-teaching tasks, appropriate allocation of ancillary responsibilities, and overall policy achievement. Fair task assignment is assessed through workload balance, transparency, competency alignment, consistency, and communication and participation. Implementation challenges involve administrative and bureaucratic demands, resource and staffing limitations, structural and instructional conditions, and teacher awareness and compliance. Teachers' well-being is examined across physical, psychological, cognitive, social, and subjective dimensions. The study further evaluates whether implementation level, objective attainment, and fair task assignment significantly predict teachers' well-being, providing a basis for a proposed enhancement program.

Existing literature establishes the adverse effects of excessive workload, ancillary responsibilities, and insufficient organizational support on teachers' well-being. However, evidence concerning the integrated implementation of the Teachers' Workload Rationalization Policy, attainment of its objectives, equitable task assignment, and their predictive relationships with multidimensional teacher well-being remains limited, particularly in the Division of Bohol. Although national policies establish teaching-hour limitations and workload management procedures, implementation challenges involving administrative demands, staffing, instructional responsibilities, and policy compliance may prevent consistent achievement of their objectives. Existing studies also emphasize workload-related stress and burnout without fully integrating policy implementation, objective attainment, and fair task assignment as predictors of teachers' well-being. Accordingly, the study examines the implementation of the Teachers' Workload Rationalization Policy in selected public elementary schools of the Division of Bohol during School Year 2026–2027. Specifically, it assesses implementation levels, objective attainment, fair task assignment, implementation challenges, and teachers' well-being. It also determines whether policy implementation, attainment of objectives, and fair task assignment significantly predict teachers' well-being. The study tests the null hypothesis that these three policy-related variables do not significantly predict teachers' well-being. Its findings will serve as the basis for an enhancement program addressing identified implementation gaps and supporting equitable workload management, teacher welfare, and educational effectiveness.

The study directly supports Sustainable Development Goal 4 (SDG 4), Quality Education, which emphasizes inclusive, equitable, and quality education and lifelong learning opportunities. Effective workload rationalization supports this goal by enabling teachers to devote sufficient time to instruction, learner assessment, professional preparation, and student support. Equitable task assignment and appropriate overload compensation may also help establish working conditions conducive to instructional quality. The study is additionally relevant to SDG 3, Good Health and Well-Being, because it examines teachers' physical, psychological, cognitive, social, and subjective well-being in relation to workload demands. Identifying implementation conditions associated with stress, fatigue, and professional dissatisfaction can inform institutional efforts to support healthier educational workplaces. SDG 8, Decent Work and Economic Growth, is relevant through the study's emphasis on manageable workloads, fair compensation, equitable responsibilities, and appropriate working conditions. The policy's provisions on teaching-hour limits and overload compensation reflect principles of decent and fair employment. The study also relates to SDG 16, Peace, Justice, and Strong Institutions, through its examination of policy compliance, transparency, accountability, and equitable administrative practices. Assessing school-level implementation can support more consistent and responsible educational governance. These connections are based on the study's educational, occupational, and institutional concerns rather than on direct measurement of SDG indicators.

The study contributes to multidisciplinary sustainability through educational, public health, socio-economic, community, and institutional dimensions. In terms of educational sustainability, effective workload rationalization may help maintain instructional quality by ensuring that teachers have adequate time for classroom instruction, preparation, assessment, and learner support. Reducing excessive ancillary responsibilities can strengthen professional effectiveness and support continuity in educational delivery. For public health and occupational well-being sustainability, the study addresses workload-related physical fatigue, psychological stress, emotional exhaustion, and professional dissatisfaction. Understanding these conditions may inform strategies that protect teachers' health and promote supportive working environments. Regarding socio-economic sustainability, fair task allocation and appropriate overload compensation support equitable employment practices, professional satisfaction, and teacher retention. Balanced responsibilities may also help sustain the teaching workforce and reduce occupational pressures associated with excessive demands. In relation to community sustainability, improved teacher well-being and instructional capacity may contribute to more supportive school environments and meaningful learner engagement. Strengthening teachers' working conditions can benefit school communities through more consistent educational support. Finally, institutional and governance sustainability is advanced through the evaluation of policy implementation, objective attainment, administrative accountability, and equitable workload distribution. The findings may guide school heads and DepEd administrators in improving monitoring mechanisms, workload allocation, and implementation practices. Overall, the study provides an evidence-based foundation for enhancing Teachers' Workload Rationalization Policy implementation in the Division of Bohol. By connecting teacher welfare, educational quality, equitable employment practices, and accountable school governance, it supports the long-term sustainability of public elementary education.

2. Material and methods

2.1 Research Design

The study utilized a descriptive-inferential quantitative research design. The descriptive component assessed the levels of policy implementation, attainment of objectives, fair task assignment, implementation challenges, and teachers' well-being based on respondents' perceptions. The inferential component examined whether policy implementation, attainment of objectives, and fair task assignment significantly predicted teachers' well-being, determining the individual and combined predictive contributions of these variables.

2.2 Locale of the Study

The study was conducted in public elementary schools within the Division of Bohol, Central Visayas, Philippines, during School Year 2026–2027. Bohol comprises one city and 47 municipalities distributed across three congressional districts (CD1, CD2, and CD3). These districts provided the geographical coverage for examining policy implementation, workload management, fair task assignment, implementation challenges, and teachers' well-being across different public elementary school settings.

2.3 Respondents of the Study

The study involved 1,696 respondents comprising 212 public elementary school heads and 1,484 elementary teachers from the three congressional districts of Bohol. Congressional District 1 included 49 school heads and 343 teachers, totaling 392 respondents. Congressional District 2 comprised 76 school heads and 532 teachers, totaling 608 respondents, while Congressional District 3 included 87 school heads and 609 teachers, totaling 696 respondents. The respondents provided information on policy implementation, attainment of objectives, fair task assignment, implementation challenges, and teachers' well-being.

2.4 Sample and Sampling Procedure

The study employed stratified random sampling to ensure proportional representation of public elementary schools across Bohol's three congressional districts. From 471 schools with full-fledged school heads, 212 schools were selected, representing 49 schools from CD1, 76 from CD2, and 87 from CD3. The sample size for school administrators was determined using Cochran's formula at a 95% confidence level, a 5% margin of error, and a 50% assumed proportion, with finite population correction. Schools were grouped by municipality, and a proportional number was randomly selected from each municipality to represent both larger and smaller localities. The selected schools contributed 212 school heads and 1,484 elementary teachers, yielding 1,696 respondents. This procedure ensured geographical representation and supported the assessment of workload policy implementation and teachers' well-being across different school contexts.

2.5 Research Instrument

Data were collected using a structured questionnaire adapted from validated research instruments and modified to align with the study objectives. The instrument comprised five sections measuring policy implementation, attainment of objectives, fair task assignment, implementation challenges, and teachers' well-being. The policy implementation section assessed teaching-hour compliance, ancillary task management, overload compensation, reporting and documentation, delegation of non-teaching duties, and implementation support and monitoring. Items were adapted from workload perception instruments developed by Balase and Abellana (2025) and related policy implementation surveys (Balase and Abellana, 2025). The attainment of objectives section measured workload rationalization, reduction of non-teaching tasks, proper allocation of ancillary responsibilities, and overall achievement of policy goals. Items were adapted from workload and work-life balance questionnaires (Policy Journal of Multidisciplinary Studies, 2025). The fair task assignment section evaluated workload balance, transparency, competency alignment, consistency of assignments, and communication and participation in decision-making. The assessment of fairness was informed by the organizational justice framework of Colquitt (2001), which emphasizes distributive, procedural, interpersonal, and informational justice. The implementation challenges section assessed administrative and bureaucratic difficulties, resource and staffing limitations, structural and instructional concerns, and teacher awareness and compliance. Items were adapted from the Role Overload Scale (Reilly, 1982) and related teacher workload studies. The teachers' well-being section measured physical, psychological, cognitive, social, and subjective well-being. Items were adapted from the Maslach Burnout Inventory (Maslach et al., 2020) and teacher well-being surveys (Pan, Chung, & Lin, 2023). The adapted instrument underwent validation and pilot testing to establish its appropriateness, validity, and reliability. It obtained a validity rating of 3.80 and a Cronbach's alpha coefficient of 0.91, indicating high validity and reliability.

2.6 Data Gathering Procedure

Data collection commenced with securing approval from the Dean of the School of Advanced Studies and endorsement from the Campus Director. Formal permission was subsequently requested from the Department of Education Bohol Division Superintendent and concerned school supervisors to conduct the study in selected public elementary schools. Following approval, the adapted questionnaire underwent preparation, validation, and pilot testing to establish its clarity, suitability, and reliability. The revised questionnaires were then distributed to the selected school heads and elementary teachers across the three congressional districts of Bohol. Respondents received instructions and submission timelines to facilitate consistent and timely data collection. Completed questionnaires were collected, organized, and prepared for statistical analysis. Descriptive and inferential procedures were subsequently applied to evaluate the study variables and examine their predictive relationships. Throughout data collection, ethical standards were observed through informed consent, voluntary participation, confidentiality, and respondent anonymity. All information obtained was used exclusively for research purposes in accordance with institutional and DepEd research protocols.

2.7 Data Analysis Techniques

The study employed descriptive and inferential statistical techniques to analyze the collected quantitative data. The weighted mean was used to determine the levels of policy implementation, attainment of objectives, fair task assignment, implementation challenges, and teachers' well-being across their respective indicators. Responses were evaluated using a four-point scale with weighted mean ranges of 3.50–4.00, 2.50–3.49, 1.50–2.49, and 1.00–1.49. For policy implementation, these ranges corresponded to Highly Implemented, Moderately Implemented, Less Implemented, and Not Implemented, respectively. For attainment of objectives, the interpretations were Fully Attained, Mostly Attained, Partially Attained, and Did Not Attained at All. For fair task assignment, the corresponding interpretations were Strongly Applied, Moderately Applied, Less Applied, and Not Applied at All, with response frequencies ranging from Always to Never. Implementation challenges were interpreted as Highly Challenged, Moderately Challenged, Less Challenged, and Not Challenged at All. Teachers' well-being was classified as Very High Well-Being, High Well-Being, Low Well-Being, and Very Low Well-Being. Multiple regression analysis was employed to determine whether the level of policy implementation, attainment of policy objectives, and application of fair task assignment significantly predicted teachers' well-being. The analysis assessed the individual and combined contributions of the three independent variables to teachers' well-being as

the dependent variable. Statistical significance was established at the 0.05 level, with $p < 0.05$ indicating a significant predictive relationship and $p \geq 0.05$ indicating a non-significant relationship.

3. Results and Discussion

3.1 Implementation Level of the Teachers' Workload Rationalization Policy

3.1.1 Teaching Hours Compliance

Teaching hours compliance obtained a composite mean of 3.65, interpreted as Highly Implemented. Adherence to prescribed teaching-hour guidelines received the highest weighted mean of 3.72, while adjustments to assignments exceeding prescribed limits received the lowest mean of 3.59. Both indicators were highly implemented, indicating strong compliance with teaching-hour requirements but comparatively less consistent adjustments to excessive assignments. The findings suggest that schools generally observe prescribed teaching-hour standards, although responding to unexpected workload changes remains an area for improvement. This supports Zerna (2025), who emphasized workload regulation under DepEd Order No. 005, s. 2024, and Tarraya (2024), who identified continuing challenges in managing teachers' instructional and additional responsibilities.

3.1.2 Ancillary Task Management

Ancillary task management recorded a composite mean of 3.39, interpreted as Moderately Implemented. Alignment of ancillary responsibilities with policy provisions obtained the highest mean of 3.45, while provision of adequate time to complete assigned tasks received the lowest mean of 3.35. These results indicate that schools generally organize ancillary assignments according to policy guidelines, although sufficient completion time remains a concern. The findings emphasize that effective ancillary task management requires both equitable distribution and adequate time allocation. Magtalas and Eduvala (2024) highlighted the importance of managing additional teacher responsibilities, while Manegdeg and Paglinawan (2024) associated workload demands with reduced opportunities for professional activities. Similarly, Algar et al. (2025) identified the adverse effects of ancillary tasks on instructional time and occupational stress.

3.1.3 Overload Compensation

Overload compensation obtained a composite mean of 2.84, interpreted as Moderately Implemented. Its motivational contribution to accepting additional teaching responsibilities received the highest mean of 3.03, whereas actual receipt of appropriate compensation for excessive teaching loads obtained the lowest mean of 2.75. This was the lowest-rated implementation domain, indicating comparatively weaker implementation of compensation provisions. The findings suggest that although overload compensation is recognized as an important policy mechanism, its implementation requires stronger procedures for communication, computation, processing, and payment. This is consistent with Zerna (2025), who discussed workload rationalization and compensation concerns, and Tarraya (2024), who emphasized persistent challenges involving additional teaching responsibilities.

3.1.4 Reporting and Documentation Practices

Reporting and documentation practices registered a composite mean of 3.33, interpreted as Moderately Implemented. Administrative review of workload records received the highest mean of 3.37, while documentation transparency obtained the lowest mean of 3.31. These findings indicate that workload records are generally maintained and reviewed, although systematic documentation and transparent assignment procedures are less consistently implemented. The findings highlight the importance of standardized documentation in supporting accountability and equitable workload distribution. Zerna (2025) emphasized administrative practices in implementing workload rationalization, while Fatajo (2024) associated transparent organizational procedures with stronger perceptions of workplace fairness.

3.1.5 Delegation of Non-Teaching Duties

Delegation of non-teaching duties obtained a composite mean of 3.20, interpreted as Moderately Implemented. Teacher consultation during task assignment received the highest mean of 3.26, while alignment of delegated responsibilities with workload rationalization goals obtained the lowest mean of 3.17. These results indicate that consultation and delegation practices exist, but their contribution to reducing excessive workload remains comparatively limited. The findings suggest that delegation should consider existing teaching responsibilities, workload balance, and teacher participation rather than merely redistributing additional duties. Fatajo (2024) emphasized the importance of communication and participation, while Algar et al. (2025) and Manegdeg and Paglinawan (2024) highlighted the effects of excessive ancillary responsibilities on instructional and professional activities.

3.1.6 Support and Monitoring for Policy Implementation

Support and monitoring obtained a composite mean of 3.41, interpreted as Moderately Implemented. Active administrative monitoring received the highest mean of 3.52, interpreted as Highly Implemented, while regular

discussions on workload management obtained the lowest mean of 3.37, interpreted as Moderately Implemented. These findings indicate that administrative monitoring is relatively established, although participatory communication and feedback mechanisms are less consistent. The findings suggest that monitoring should be accompanied by regular consultations to address workload concerns and improve implementation responsiveness. Zerna (2025) emphasized the importance of effective policy implementation, while Fatajo (2024) highlighted communication and participation as important organizational practices. Overall, policy implementation obtained an average weighted mean of 3.30, interpreted as Moderately Implemented. Teaching hours compliance was the strongest domain (3.65), while overload compensation was the weakest (2.84). These findings indicate that schools generally comply with teaching-hour requirements but require improvements in compensation, documentation, delegation, and implementation support. This pattern is consistent with Zerna (2025), Tarraya (2024), Magtalas and Eduvala (2024), Manegdeg and Paglinawan (2024), and Algar et al. (2025), who emphasized continuing workload management concerns in Philippine schools.

3.2 Attainment of Teachers' Workload Rationalization Policy Objectives

3.2.1 Workload Rationalization

Workload rationalization obtained a composite mean of 3.42, interpreted as Mostly Attained. Improved management of professional responsibilities received the highest indicator mean of 3.50, while adherence to the six-hour teaching arrangement obtained the lowest mean of 3.28. These results indicate that teachers generally experience more manageable workloads, although consistent compliance with prescribed classroom teaching hours remains a concern. The findings suggest that workload rationalization contributes to more manageable professional responsibilities but requires sustained attention to teaching schedules and additional duties. Wang (2024) associated workload conditions with teachers' well-being, while Tarraya (2024) identified continuing challenges in managing teaching and non-teaching responsibilities.

3.2.2 Reduction of Non-Teaching Tasks

Reduction of non-teaching tasks recorded a composite mean of 3.34, interpreted as Mostly Attained. Greater focus on student learning and classroom instruction obtained the highest mean of 3.38, while reduced distractions from non-instructional responsibilities received the lowest mean of 3.27. These findings indicate improvements in instructional focus, although administrative responsibilities continue to interrupt teaching-related activities. The findings emphasize that reducing non-teaching demands can protect instructional time and improve teachers' capacity to concentrate on learner needs. Algar et al. (2025) identified the negative effects of ancillary responsibilities on instructional time, while Manegdeg and Paglinawan (2024) associated competing workload demands with limited professional engagement.

3.2.3 Proper Allocation of Ancillary Tasks

Proper allocation of ancillary tasks obtained a composite mean of 3.25, interpreted as Mostly Attained. Teachers' ability to balance ancillary and instructional responsibilities received the highest mean of 3.27, while performing additional roles without affecting classroom instruction obtained the lowest mean of 3.20. This was the lowest-rated objective attainment domain, indicating that additional responsibilities continue to affect instructional work despite existing allocation practices. The findings suggest that appropriate task distribution should consider teachers' instructional priorities, existing responsibilities, and available working time. Manegdeg and Paglinawan (2024) emphasized manageable workload conditions, while Algar et al. (2025) and Tarraya (2024) highlighted the continuing effects of additional duties on teachers' instructional responsibilities.

3.2.4 Overall Achievement of Policy Goals

Overall achievement of policy goals obtained a composite mean of 3.32, interpreted as Mostly Attained. Improved school learning conditions received the highest mean of 3.38, while general achievement of policy goals and perceived positive changes in professional responsibilities shared the lowest mean of 3.29. These findings indicate that the policy is perceived to support teaching and learning conditions, although its broader objectives have not been fully realized. The findings suggest that achieving policy goals requires consistent implementation of workload limits, compensation provisions, ancillary task allocation, and administrative support. Mabitad and Gudelos (2025) emphasized the relationship between manageable workload conditions and teaching effectiveness, while Zerna (2025) identified continuing implementation concerns associated with workload rationalization. Across the four domains, the overall mean was 3.33, interpreted as Mostly Attained. Workload rationalization obtained the highest composite mean of 3.42, while proper allocation of ancillary tasks obtained the lowest mean of 3.25. These results indicate generally favorable policy outcomes, with ancillary responsibilities remaining a comparatively weaker area. This is consistent with Wang (2024), Algar et al. (2025), Manegdeg and Paglinawan (2024), Tarraya (2024), and Zerna (2025), who emphasized the importance of managing additional responsibilities alongside instructional workload.

3.3 Application Level of Fair Task Assignment

3.3.1 Workload Balance

Workload balance obtained a composite mean of 3.33, interpreted as Moderately Applied. Planning assignments to prevent excessive workload concentration received the highest mean of 3.39, while ensuring that no teacher consistently received more duties than others obtained the lowest mean of 3.24. These findings indicate that schools generally consider workload balance, although recurring differences in task distribution remain evident. The findings suggest that fair workload allocation requires continuous monitoring to prevent disproportionate responsibilities among teachers. Qu (2024) emphasized the relationship between equitable task distribution and well-being, while Fatajo (2024) highlighted fairness and transparency in assigning responsibilities.

3.3.2 Transparency in Task Assignment

Transparency obtained a composite mean of 3.48, interpreted as Moderately Applied. Clarity in the distribution of responsibilities received the highest mean of 3.50, interpreted as Strongly Applied, while consistent communication of the rationale for workload decisions obtained the lowest mean of 3.45. These results indicate that assignment procedures are generally clear, although explanations supporting workload decisions are less consistently communicated. The findings suggest that transparency involves not only communicating assigned duties but also explaining the criteria and reasons behind allocation decisions. Fatajo (2024) emphasized the importance of transparent procedures and organizational justice in strengthening employees' perceptions of workplace fairness.

3.3.3 Task Competency Alignment

Task competency alignment recorded a composite mean of 3.44, interpreted as Moderately Applied. Matching responsibilities with teachers' skills and qualifications obtained the highest mean of 3.49, while teachers' perceived competence in performing assigned tasks received the lowest mean of 3.38. These findings indicate that assignments generally reflect professional qualifications, although some teachers experience difficulties performing particular responsibilities. The findings emphasize the importance of considering teachers' expertise and providing appropriate professional support when assigning unfamiliar or specialized duties. Fatajo (2024) highlighted the significance of aligning professional responsibilities with teachers' qualifications and capabilities.

3.3.4 Consistency of Assignments

Consistency of assignments obtained a composite mean of 3.37, interpreted as Moderately Applied. Continuity of assignments across academic periods received the highest mean of 3.42, while predictable standards for distributing additional duties obtained the lowest mean of 3.33. These findings indicate that assignment practices are generally consistent, although standards for allocating extra responsibilities are less predictable. The findings suggest that consistent workload policies and clearly established allocation criteria can strengthen perceptions of equitable treatment. Fatajo (2024) emphasized consistency as an important component of organizational fairness and decision-making.

3.3.5 Communication and Participation in Task Assignment Decisions

Communication and participation obtained a composite mean of 3.45, interpreted as Moderately Applied. Encouraging participation in task-related discussions received the highest mean of 3.48, while allowing teachers to provide input regarding their workload assignments obtained the lowest mean of 3.42. These results indicate that teachers generally participate in workload discussions, although their direct influence on specific assignments is comparatively limited. The findings suggest that meaningful teacher participation requires opportunities to provide feedback before assignments are finalized or modified. Fatajo (2024) emphasized employee voice and participation in organizational decision-making. Overall, fair task assignment obtained an average weighted mean of 3.41, interpreted as Moderately Applied. Transparency recorded the highest composite mean of 3.48, while workload balance recorded the lowest composite mean of 3.33. The findings indicate that schools generally apply fair task assignment practices but require greater consistency in distributing responsibilities. This supports Fatajo (2024) and Qu (2024), who emphasized equity, transparency, and workload considerations in fair task allocation.

3.4 Challenges Encountered in Implementing the Teachers' Workload Rationalization Policy

3.4.1 Administrative and Bureaucratic Challenges

Administrative and bureaucratic challenges obtained a composite mean of 3.33, interpreted as Moderately Challenged. Completion of required school forms and reports received the highest mean of 3.38, while bureaucratic interference with teaching and student learning obtained the lowest mean of 3.29. These findings indicate that reporting and documentation requirements remain substantial administrative demands despite workload rationalization efforts. The findings suggest that reducing administrative burdens requires streamlining documentation and reporting procedures alongside workload regulation. Tarraya (2024) identified continuing non-instructional workload concerns, while Manegdeg and Paglinawan (2024) and Algar et al. (2025) emphasized the effects of additional responsibilities on teachers' instructional time and professional functioning.

3.4.2 Resource and Staffing Limitations

Resource and staffing limitations obtained a composite mean of 3.13, interpreted as Moderately Challenged. Staffing shortages affecting policy implementation received the highest mean of 3.17, while insufficient personnel to support implementation obtained the lowest mean of 3.05. These findings indicate that personnel constraints continue to affect workload redistribution and the delegation of responsibilities. The findings suggest that workload rationalization depends partly on sufficient staffing and administrative support. Tarraya (2024) and Algar et al. (2025) emphasized the persistence of ancillary responsibilities among teachers, while Wahab et al. (2024) associated extended working hours and non-instructional demands with stress and burnout.

3.4.3 Structural and Instructional Challenges

Structural and instructional challenges recorded a composite mean of 3.10, interpreted as Moderately Challenged. Difficulties adjusting teaching schedules to policy requirements received the highest mean of 3.14, while limitations in management-system preparedness obtained the lowest mean of 3.06. These findings indicate that scheduling arrangements, instructional demands, and school management structures present moderate implementation difficulties. The findings suggest that workload reforms should be integrated with instructional planning and school scheduling arrangements. Hulme (2025) emphasized the effects of workload and time constraints on teaching practices, while Zerna (2025) and Manegdeg and Paglinawan (2024) highlighted the importance of addressing practical workload conditions.

3.4.4 Teacher Awareness and Policy Compliance Challenges

Teacher awareness and compliance challenges obtained a composite mean of 3.22, interpreted as Moderately Challenged. Inconsistent adherence to policy provisions received the highest mean of 3.29, while limited awareness of policy guidelines obtained the lowest mean of 3.10. These findings indicate that differences in understanding and compliance continue to affect policy implementation. The findings emphasize the importance of clear policy communication, continuing orientation, and consistent monitoring of compliance. Zerna (2025) identified implementation-related concerns associated with DepEd Order No. 005, s. 2024, supporting the need for strengthened awareness and school-level implementation practices. Overall, implementation challenges obtained an average weighted mean of 3.20, interpreted as Moderately Challenged. Administrative and bureaucratic challenges were the most pronounced (3.33), while structural and instructional challenges were the least pronounced (3.10). These findings indicate that administrative procedures, policy awareness, staffing, and instructional arrangements continue to constrain implementation. Algar et al. (2025) similarly emphasized the effects of additional school responsibilities on instructional time, stress, and job satisfaction.

3.5 Level of Teachers' Well-Being

3.5.1 Physical Well-Being

Physical well-being obtained a composite mean of 3.26, interpreted as a High Level of Well-Being. Teachers' perceived physical capacity to perform professional responsibilities received the highest mean of 3.46, while the absence of fatigue affecting teaching performance obtained the lowest mean of 3.09. These findings indicate generally favorable physical functioning, although fatigue remains a comparatively noticeable concern. The findings suggest that teachers maintain adequate physical capacity despite continuing workload demands, but sustained attention to fatigue management remains necessary. Wahab et al. (2024) emphasized physical well-being as important to professional functioning, while Wahab et al. (2024) associated excessive working hours and non-instructional responsibilities with stress and reduced well-being.

3.5.2 Psychological Well-Being

Psychological well-being recorded a composite mean of 3.28, interpreted as a High Level of Well-Being. Confidence in handling professional responsibilities obtained the highest mean of 3.32, while the perceived absence of negative effects of teaching on mental health received the lowest mean of 3.20. These findings indicate generally positive psychological functioning, although work-related mental health concerns remain relatively more pronounced. The findings suggest that teachers possess favorable psychological resources for managing their responsibilities, while workload conditions continue to require attention. Wang (2024) emphasized the negative relationship between excessive workload and well-being and the protective role of organizational support and work engagement.

3.5.3 Cognitive Well-Being

Cognitive well-being obtained a composite mean of 3.32, interpreted as a High Level of Well-Being. Cognitive functioning in support of teaching quality received the highest mean of 3.39, while the ability to manage multiple tasks without mental overload obtained the lowest mean of 3.24. These findings indicate that teachers generally maintain effective cognitive functioning despite difficulties associated with simultaneous responsibilities. The findings suggest that teachers' professional capabilities remain favorable, although excessive multitasking may increase cognitive demands. Beames et al. (2023) emphasized cognitive and professional well-being in effective teaching performance, while Wang (2024) associated greater workload with reduced well-being.

3.5.4 Social Well-Being

Social well-being obtained a composite mean of 3.46, interpreted as a High Level of Well-Being. Collaboration with colleagues as a contributor to work satisfaction received the highest mean of 3.49, while social connectedness with the school community obtained the lowest mean of 3.44. These findings indicate strong collegial relationships and generally positive social experiences among teachers. The findings suggest that collaboration, supportive relationships, and social connectedness contribute to favorable workplace experiences. Kurrle and Warwas (2025) emphasized the importance of collegial support and positive interpersonal relationships in promoting teachers' social well-being.

3.5.5 Subjective Well-Being

Subjective well-being recorded a composite mean of 3.35, interpreted as a High Level of Well-Being. Teachers' sense of purpose and meaning in their work obtained the highest mean of 3.37, while overall satisfaction with the teaching profession received the lowest mean of 3.33. These findings indicate generally positive professional fulfillment, although overall job satisfaction remains comparatively less pronounced. The findings suggest that teachers continue to derive meaning and accomplishment from their profession despite workload challenges. Collie (2023) emphasized subjective well-being as an important component of professional functioning, while Wang (2024) highlighted the influence of workload and organizational support on positive work experiences. Overall, teachers' well-being obtained an average weighted mean of 3.33, interpreted as a High Level of Well-Being. Social well-being recorded the highest composite mean of 3.46, while physical well-being obtained the lowest mean of 3.26. These findings indicate generally favorable well-being, particularly in social relationships, alongside comparatively greater physical workload concerns. Kurrle and Warwas (2025), Wahab et al. (2024), and Wang (2024) emphasized the roles of social support, workload demands, and organizational conditions in teachers' well-being.

3.6 Predictive Relationships Between Policy Implementation, Objective Attainment, Fair Task Assignment, and Teachers' Well-Being

3.6.1 Overall Predictive Capacity of the Regression Model

Multiple regression analysis involving 1,435 respondents produced a correlation coefficient of $R = 0.492$ and a coefficient of determination of $R^2 = 0.243$. These results indicate a moderate collective association between policy implementation, attainment of policy objectives, fair task assignment, and teachers' well-being. The three independent variables collectively explained 24.3% of the variance in teachers' well-being, while the remaining 75.7% was unexplained by the model. The findings indicate that workload-related policy factors contribute to explaining differences in teachers' well-being but do not account for all variations in this outcome. Other factors beyond the three predictors may also be relevant. This is consistent with Wang (2024), who emphasized the relationship between workload, organizational support, and teachers' well-being.

3.6.2 Predictive Effect of Policy Implementation on Teachers' Well-Being

Policy implementation significantly and positively predicted teachers' well-being ($B = 0.149$, $SE = 0.0269$, $t = 5.53$, $p < .001$). The positive regression coefficient indicates that higher implementation scores were associated with higher predicted well-being scores when attainment of policy objectives and fair task assignment were held constant. The relationship was statistically significant at the 0.05 level. The findings suggest that consistent implementation of teaching-hour regulations, workload management procedures, overload compensation, and administrative support is associated with favorable teacher well-being. Zerna (2025) emphasized the continuing effects of workload policy implementation on teachers' working conditions, while Francisco et al. (2024) and Algar et al. (2025) identified the adverse effects of excessive ancillary responsibilities on stress, burnout, and job satisfaction.

3.6.3 Predictive Effect of Policy Objective Attainment on Teachers' Well-Being

Attainment of policy objectives significantly and positively predicted teachers' well-being ($B = 0.241$, $SE = 0.0276$, $t = 8.72$, $p < .001$). This variable obtained the largest unstandardized regression coefficient among the three predictors. A one-unit increase in the objective attainment score was associated with a 0.241-unit increase in predicted well-being, holding the other predictors constant. The findings suggest that achieving workload rationalization, reducing non-teaching duties, and appropriately allocating ancillary responsibilities are positively associated with teachers' well-being. This supports Wang (2024), who emphasized the relationship between manageable workloads and favorable well-being, and Algar et al. (2025), who highlighted the effects of ancillary responsibilities on teachers' occupational experiences.

3.6.4 Predictive Effect of Fair Task Assignment on Teachers' Well-Being

Fair task assignment significantly and positively predicted teachers' well-being ($B = 0.232$, $SE = 0.0239$, $t = 9.71$, $p < .001$). The positive coefficient indicates that higher perceived fairness in task distribution was associated with higher predicted well-being when policy implementation and objective attainment were held constant. Fair task assignment also obtained the highest t-value among the predictors, indicating a statistically significant unique

contribution within the regression model. The findings suggest that equitable workload distribution, transparent assignment procedures, competency alignment, consistent practices, and teacher participation are important considerations in understanding teachers' well-being. This is consistent with Wang (2024), who emphasized the relationship between workplace conditions and well-being, and Algar et al. (2025), who identified the effects of excessive and competing responsibilities on teachers' professional experiences.

3.6.5 Hypothesis Testing and Overall Predictive Relationships

All three independent variables significantly and positively predicted teachers' well-being, with p-values below .001. Accordingly, the null hypothesis stating that policy implementation, attainment of policy objectives, and fair task assignment do not significantly predict teachers' well-being was rejected. The model explained 24.3% of the variance in teachers' well-being, indicating that the identified policy-related factors provide a statistically significant but partial explanation of the outcome. The findings emphasize the importance of effective workload policy implementation, achievement of policy objectives, and equitable task distribution in supporting favorable working conditions. Zerna (2025) identified continuing workload concerns despite policy reforms, while Francisco et al. (2024) and Algar et al. (2025) associated additional teaching responsibilities with stress and burnout. Similarly, Wang (2024) emphasized the relationship between workload, organizational support, and teachers' well-being. Collectively, these findings provide a basis for strengthening workload management, compensation procedures, task allocation, and institutional support in public elementary schools.

4. Conclusion & Recommendations

The study concluded that the implementation of the Teachers' Workload Rationalization Policy, attainment of its objectives, and fair task assignment are significant considerations in promoting teachers' well-being in selected public elementary schools in the Schools Division of Bohol. The policy was Moderately Implemented (AWM = 3.30), its objectives were Mostly Attained (AWM = 3.33), fair task assignment was Moderately Applied (AWM = 3.41), and implementation challenges were Moderately Challenging (AWM = 3.20), while teachers maintained a High Level of Well-Being (AWM = 3.33). Multiple regression analysis revealed that policy implementation, objective attainment, and fair task assignment significantly and positively predicted teachers' well-being ($p < .001$), collectively explaining 24.3% of its variation ($R^2 = 0.243$). These findings underscore the importance of effective workload rationalization, meaningful attainment of policy objectives, and equitable distribution of responsibilities in supporting favorable working conditions and teachers' well-being.

The Department of Education should strengthen the implementation of the Teachers' Workload Rationalization Policy by clarifying provisions on teaching hours, ancillary responsibilities, overload compensation, task delegation, staffing support, and teacher well-being, supported by consistent monitoring and implementation assistance. The Schools Division Office should enhance staffing and administrative support, conduct regular policy orientations, monitor workload distribution and overload compensation, and promote consistent workload management across schools. Teachers should actively participate in workload discussions, provide input on task assignments, clarify policy provisions, and communicate concerns regarding compensation, workload distribution, fatigue, and well-being to promote fair, transparent, and manageable working arrangements. Future researchers are encouraged to further examine overload compensation, time allocated for ancillary tasks, staffing limitations, teacher participation, fatigue, mental well-being, and professional satisfaction.

The study was limited to selected public elementary schools in the Schools Division of Bohol and examined teachers' well-being in relation to three predictors: policy implementation, attainment of policy objectives, and fair task assignment. These variables collectively explained 24.3% of the variation in teachers' well-being, indicating that 75.7% remained unexplained by the regression model. The findings therefore provide a partial explanation of teachers' well-being within the study's defined scope and variables. Further investigation of the workload-related concerns identified in the recommendations may contribute to a broader understanding of teachers' working conditions and well-being.

5. Compliance with ethical standards

The study adhered to ethical standards and institutional research protocols throughout the data collection process. Approval and necessary permissions were secured from the appropriate academic and Department of Education authorities before conducting the study in selected public elementary schools in the Schools Division of Bohol. Ethical considerations included informed consent, voluntary participation, confidentiality, and respondent anonymity. All information collected was used exclusively for research purposes in accordance with institutional and DepEd research protocols.

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