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Workload and Workplace Well-being of Junior High School Teachers: Their Implications to NAT Performance of Grade 10 Students

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Abstract: Workload and Workplace Well-being of Junior High School Teachers: Their Implications to NAT Performance of Grade 10 Students. Objectives: This research examined Grade 10 students' 2017-2018 NAT performance, explored junior high school teachers' workload and workplace well-being, and investigated the relationship between workload, workplace well-being, and NAT performance. **Methods:** Descriptive-correlational designs were used, utilizing BEA data and survey questionnaires on workload and workplace well-being administered to junior high school teachers in Malaybalay and Valencia Cities. **Findings:** Grade 10 students' 2017-2018 NAT performance was low proficient, and junior high school teachers reported heavy workloads but high workplace well-being. No significant relationships were found between NAT performance and workload or workplace well-being. **Conclusion:** Grade 10 students' 2017-2018 NAT performance presented a challenge. Teachers reported heavy workloads but high workplace well-being. Other factors may affect student performance, requiring further investigation to enhance educational outcomes.

Keywords: grade 10 students**,** NAT, workload, workplace well-being

Abstrak: Beban Kerja dan Kesejahteraan Kerja Guru SMP: Implikasinya terhadap Kinerja UN Siswa Kelas 10. ***Tujuan:*** *Penelitian ini mengkaji kinerja NAT siswa Kelas 10 tahun 2017-2018, mengeksplorasi beban kerja guru sekolah menengah pertama dan kesejahteraan di tempat kerja, serta menyelidiki hubungan antara beban kerja, kesejahteraan di tempat kerja, dan kinerja NAT.* ***Metode:*** *Desain deskriptif-korelasi digunakan, memanfaatkan data BEA dan kuesioner survei tentang beban kerja dan kesejahteraan tempat kerja yang diberikan kepada guru sekolah menengah pertama di Kota Malaybalay dan Valencia.* ***Temuan:*** *Kinerja NAT siswa kelas 10 tahun 2017-2018 tergolong rendah, dan guru sekolah menengah pertama melaporkan beban kerja yang berat namun kesejahteraan di tempat kerja tinggi. Tidak ada hubungan signifikan yang ditemukan antara kinerja NAT dan beban kerja atau kesejahteraan di tempat kerja.* ***Kesimpulan:*** *Kinerja NAT siswa kelas 10 tahun 2017-2018 menghadirkan sebuah tantangan. Para guru melaporkan beban kerja yang berat namun kesejahteraan di tempat kerja tinggi. Faktor-faktor lain mungkin mempengaruhi kinerja siswa, sehingga memerlukan penyelidikan lebih lanjut untuk meningkatkan hasil pendidikan.*

Kata kunci: *siswa kelas 10, UN, beban kerja, kesejahteraan.*

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INTRODUCTION

The primary objective of schools and teachers is to ensure that learners achieve educational goals and learn effectively. However, recent results from the National Achievement Test (NAT) in the Philippines indicate a concerning state in the country's educational system. Filipino learners gravitate towards low proficiency levels, showing a decline in performance over the past three years (Department of Education, 2019). The NAT is administered by the Bureau of Educational Assessment (BEA) to students in Grade 6, Grade 10, and Grade 12. It serves as an "exit assessment" to determine if students are meeting the learning standards in elementary education (Grades 1-6) and junior high school education (Grades 7-10). The NAT Grade 12 represents a summary assessment tool administered at the end of Grade 12. It is an additional form of the National Achievement Test (NAT) introduced with the transition to the K-12 system.

The NAT 2017-2018 and NAT 2018-2019 test results are not comparable to the previous NAT tests because of the introduction of 21st-century skills into the tests across the core subjects and the changed analysis based on proficiency levels. The three 21st-Century Skills which were Problem Solving (PS), Information Literacy (IL) and Critical Thinking (CT) were tested in the five subjects Filipino, Mathematics, English, Science, and Araling Panlipunan.

Furthermore, the 2018 Program for International Student Assessment (PISA) results revealed that Filipino students ranked last in reading comprehension among 79 participating countries and second-lowest in Mathematics and Science. This emphasizes the urgent need to improve the quality of basic education in the country (Department of Education, 2019). While the results are disheartening, the Department of Education (DepEd) perceives them as a call to action for all education stakeholders to come together and strive for high-quality education for every learner. It is crucial to examine the factors that have influenced these outcomes and take appropriate measures to address them.

One crucial aspect of quality education is teacher quality. Numerous studies have shown that teacher quality plays a central role in learner performance (McCaffrey et al., 2003; Rivkin et al., 2000; Rowan et al., 2002). The quality of educators reflects and impacts the overall quality of the school system and the potential of the learners within it (Darling-Hammond et al., 2009; Darling-Hammond et al., 2002; Goldhaber & Brewer, 2000; Hickman et al., 2008).

The teaching profession presents various demands and challenges that can affect teacher quality. Factor such as workload plays a significant role in determining teacher quality. According to Van Droogenbroeck and Spruyt (2014), factors such as workload often influence teachers' decisions to leave the profession, which indirectly affects the quality of teaching. Roffey (2012) discussed the interconnectedness of teacher and student well-being. According to her work, teachers who have a high level of well-being are more likely to manage classrooms effectively, engaging learners and promoting meaningful learning experiences, which can lead to improved student outcomes.

The Department of Education (DepEd) categorizes teachers' workload into two groups: teachers without ancillary assignments and teachers with ancillary assignments. Ancillary assignments can be curriculum-related, school management-related, program/project-related, or inter-agency-related. Teachers without ancillary assignments primarily focus on academic tasks, while those with ancillary assignments need to balance academic duties with special assignments. Reports indicate that public school teachers in the Philippines are overworked, with their workload extending beyond teaching to include multiple ancillary assignments (Esguerra, 2018).

Ferrer and Guzman (2003) pointed out that public school teachers often experience stress. The time consumed in non-instructional tasks means less time spent on their primary mandate of teaching, leading to role stress. Conversely, when teachers have a manageable workload with allocated time for teaching preparations and administrative tasks, they experience reduced stress and perform at their best. Research studies, such as those conducted by Meilgrom et al. (2008) and Salom (2013), have shown that providing teachers with adequate time for teaching preparations positively affects their well-being and professional effectiveness.

A recent study by the Philippine Institute for Development Studies (PIDS, 2019) highlighted the increasing diversion of teachers' time from actual teaching to administrative tasks and paperwork. According to the Magna Carta for Public School Teachers, public school teachers are mandated to have a maximum of six hours of actual classroom instruction per day. However, in reality, teachers are often assigned additional administrative and student support roles. These include attending seminars and trainings, as well as taking on responsibilities related to student guidance, budgeting, disaster response, and health. Additionally, teachers are expected to participate in various government programs. These additional tasks have the potential to undermine teaching quality (PIDS, 2019).

In addition to workload, there is a growing consensus that high levels of teacher well-being are crucial for effective teaching and learning. Workplace well-being is considered an essential aspect of a person's general well-being (Rath & Harter, 2010), and research has shown that teacher well-being predicts learners' academic gains (Duckworth et al., 2009; Caprara et al., 2006). Drawing on the concept developed by Fisher (2009) and cited by Ekwulugo (2015), workplace well-being is crucial in the relationship between teachers and student performance, encompassing environmental, communal, and personal well-being.

Environmental well-being, from an academic perspective, encapsulates the impacts of the physical setting on the individuals within that environment. It includes elements such as school grounds, buildings, facilities, and accessible resources. Gulwadi (2006) articulates the critical nature of these elements, particularly with regards to teachers seeking places that permit coping mechanisms for stress. Additionally, the structure, systems, and processes within the working day significantly contribute to a quality physical working environment. Evans & Cohen (1987) delve into the complex relationship between environmental conditions and stress, thus highlighting the ripple effects on teachers' productivity. Pulling these ideas together, it becomes evident that environmental well-being forms an integral part of the issues faced by teachers in managing administrative tasks alongside their core instructional duties.

Communal well-being pertains to supportive and collaborative relationships, facilitated by structures and systems within the educational working environment. Collaboration between staff, departments, mentoring programs, and communication initiatives contributes to communal well-being (Sage, 2019). Personal well-being reflects the overall quality of a teacher's working life and, as McClelland (1985) asserts in his Human Motivation theory, is heavily influenced by aspects of desire, meaning, and purpose within the workplace that motivate and strengthen teachers. Furthermore, Hargreaves (2000) highlights that commitment, driven by teachers' professional identities, knowledge, skills, and values, plays a crucial role in personal well-being and overall effectiveness.

Positive work environments, supportive colleagues, manageable workloads, and access to professional growth resources enhance teacher

engagement, motivation, and job satisfaction (Markow, Pieters & Van Hout-Wolters, 2007). These factors, in turn, positively influence their interactions with students, instructional quality, and ultimately, student performance (Jennings and Greenberg, 2009).

Despite the recognized importance of teacher quality and the impact of workload and workplace well-being on educational outcomes, there is a significant research gap in understanding the relationship between teachers' workload, workplace well-being, and NAT performance in the Philippine context. While studies have examined these factors individually, there is a lack of comprehensive research that investigates their combined influence on learners' performance in the NAT. Understanding the combined influence of teachers' workload and workplace well-being on students' National Achievement Test (NAT) performance is complex (Bourdieu, 1986). Excessive workloads can hinder teachers' ability to meet students' learning needs effectively (Markow, Pieters & Van Hout-Wolters, 2007), while high well-being equips teachers to provide quality instruction, support individual student growth, and create conducive learning environments (Jennings and Greenberg, 2009).

Hence, considering the interplay between workload, workplace well-being, and student performance is essential when designing policies and interventions in education. Addressing workload concerns, ensuring a supportive work environment, and promoting teacher well-being can contribute to improving students' outcomes in the NAT and beyond. This study aimed to investigate the NAT performance of Grade 10 learners in 2017-2018, examine the workload of junior high school teachers, and measure workplace well-being in the environmental, communal, and personal dimensions during the same year. It also explored the relationships between workload, workplace well-being, and NAT performance. Bridging this research gap will provide a deeper understanding of the factors influencing teacher quality and their subsequent effects on learners' performance. This knowledge will be invaluable for educational stakeholders, policymakers, and institutions seeking to improve the quality of education and enhance students' outcomes in the Philippines.

METHODS

Participants of the Study

The study was conducted in the DepEd Divisions of Malaybalay and Valencia Cities, focusing on analyzing NAT performance data from the BEA for Grade 10 learners during the 2017-2018 academic year. No students were directly involved in the research process. The study also examined the workload and well-being of teachers who were responsible for teaching students from Grade 7 to Grade 10. Purposive sampling was used to select participants, including 48 teachers from Valencia City Division and 157 teachers from Malaybalay City Division, totaling 205 teachers. These teachers were sourced from the same 12 high schools where the NAT was administered.

Research Design and Procedures

A descriptive-correlational design was utilized to examine the NAT performance, workload, and workplace well-being of the teachers. The descriptive design was appropriate for describing these variables, while the correlation method was used to establish associations among them. Additionally, an explanatory design was employed to estimate the impact of teachers' workload and workplace well-being on student performance.

Ethics committee approval and the endorsement of DepEd School Division Superintendents in Malaybalay and Valencia Cities were obtained prior to conducting the study. Letters of consent were sent to teachers in each identified school, accompanied by a

Participant Information Sheet providing key study details to aid them in making informed decisions about participation. Data were collected using a Google Form

Instrument

For the assessment of Grade 10 students' NAT performance during 2017-2018, the study utilized pre-existing secondary data available in two DepEd Divisions. The data were sourced from the Basic Education Assessment (BEA) and forwarded to DepEd. These data were obtained through a request made by the researchers.

To evaluate the workload of junior high school teachers, a survey questionnaire developed by the researchers was employed. The questionnaire consisted of two parts: workload and ancillary assignments. The workload section included options to indicate the actual teaching load for the 2017-2018 academic year, ranging from 6 teaching loads to 2 teaching loads. The ancillary assignments section provided choices based on the guidelines provided by DepEd. Participants were instructed to indicate all the ancillary assignments they had during the same year. Additionally, an open-ended question allowed participants to input any additional ancillary assignments not listed in the provided choices.

The second part of the questionnaire focused on workplace well-being, based on Ekwulugo's (2015) work. It consisted of three subparts for the three domains: environment, communal, and personal well-being. Each domain included 20 indicators, resulting in a total of 60 indicators. The questionnaire underwent validation by experts and was pilot tested. The reliability coefficient, measured using Cronbach's alpha, was found to be 0.93, indicating high reliability.

Data Analysis

Descriptive statistics, such as mean and percentages, were utilized to determine the NAT performance of Grade 10 students, as well as teachers' workload and workplace well-being. Pearson product-moment correlation was employed to investigate the presence of correlations between students' NAT performance and teachers' workload, as well as between teachers' workplace well-being and students' NAT performance. The performance of students in the National Achievement Test was analyzed using Mean Percentile Scores (MPS). These scores were categorized as follows: 0-24 not proficient, 25-49 low proficient, 50-74 nearly proficient, 75-79 proficient, and 90-100 highly proficient (BEA, 2018).

To analyze teachers' workload, the actual teaching load and ancillary assignments were combined and computed by the hour on a weekly basis for each participant. Ancillary assignments under the heavy category were given the equivalent of 1 hour of teaching load, 0.5 hours for medium assignments, and 0.25 hours for light assignments.

Table 1. Teaching load and ancillary assignment combination

Teaching Load 1 Hour per Load	Heavy Daily, 5+ Hours	Medium Weekly, 1-4 Hours	Light Monthly/Quarterly
6 Teaching loads	0	0	1 up to 2
5 Teaching loads	1	0	1 up to 2
	0	2	1 up to 2
4 Teaching loads	2	0	1 up to 2
	1	2	1
	0	4	1

3 Teaching loads	3	0	1 up to 2
	2	1	1 up to 2
	1	2	3 up to 4
2 Teaching loads	4	0	1 up to 2
	3	1	1 up to 2
	2	2	3 up to 4
	1	4	3 up to 4

The teachers' workplace well-being was assessed using a 5-point Likert scale, where a rating of 1 indicated a very low extent and a rating of 5 indicated a very high extent.

RESULTS AND DISCUSSION

The NAT result served as a baseline assessment to analyze the students' 21st-century skills, performance profile per learning area, and proficiency levels. Table 1 presents the NAT Mean Percentage Scores (MPS) of Grade 10 students in 2017-2018 by 21st Century Skills by Subject in the Divisions of Malaybalay and Valencia Cities. The table provides the MPS values and their corresponding qualitative equivalents (QE) for Problem Solving (PS), Information Literacy (IL), Critical Thinking (CT), and the overall performance in each subject.

Table 2. NAT 2017-2018 mean percentage scores by 21st century skills by subject of grade 10 learners

Subject	PS-MPS	QE	IL-MPS	QE	CT-MPS	QE	Overall	QE
Filipino	56.58	NrP	66.58	NrP	57.98	NrP	60.38	NrP
AP	50.89	NrP	54.45	NrP	44.77	NrP	54.44	NrP
Math	37.70	LP	32.23	LP	31.29	LP	33.74	LP
Science	40.58	LP	37.66	LP	33.56	LP	37.27	LP
English	53.56	NrP	17.60	NtP	39.17	LP	36.81	LP

Notes: NrP = near proficient, LP = low proficient, NtP= not proficient

Source: National Achievement Test Results 2017-2018, Bureau of Educational Assessment

Generally, the Grade 10 learners' NAT 2017-2018 results fell short of the 75% MPS goal across all subjects. Filipino and AP demonstrated Near Proficient performances, while Mathematics, Science, and English exhibited Low Proficient performances. Examining the results, the Grade 10 learners achieved in Filipino an MPS scores of 56.58% for Problem Solving, 66.58% for Information Literacy, and 57.98% for Critical Thinking, placing them in the Near Proficient category for all three skills. The overall MPS for Filipino was 60.38%. In AP (Advanced Placement), learners obtained MPS values of 50.89% for Solving, 54.45% for Information Literacy, and 44.77% for Critical Thinking, also falling within the Near Proficient category. The overall MPS for AP was 54.44%.

Mathematics and Science both exhibited lower MPS scores, indicating a Low Proficient performance. In Mathematics, learners achieved MPS scores of 37.70% for Problem Solving, 32.23% for Information Literacy, and 31.29% for Critical Thinking, resulting in an overall MPS of 33.74%. Similarly, in Science, learners achieved MPS scores of 40.58% for Problem Solving, 37.66% for Information Literacy, and 33.56% for Critical Thinking, leading to an overall MPS of 37.27%.

English displayed variations in performance across the three skills. Problem Solving achieved an MPS of 53.56%, placing the learners in the Near Proficient category. However, Information Literacy scored only 17.60%, indicating a Not Proficient level. Critical Thinking skills received an MPS of 39.17%, reflecting a Low Proficient performance. The overall MPS for English was 36.81%.

This outcome highlights the pressing need to improve the quality and methodology of teaching, with a specific focus on enhancing students' Problem Solving, Information Literacy, and Critical Thinking skills. Achieving this goal demands additional time and effort from teachers in terms of lesson planning, grading, and tutoring. It underscores the critical role of adequate preparation time and additional classroom activities, particularly in addressing learning deficits (Hargreaves, 1994). In order to enhance students' understanding of these subjects, teachers are often required to invest extra effort in developing creative lesson plans, innovative teaching aids, and supplementary practice exercises (Ogbonnaya et al., 2017).

To address these challenges, researchers such as Hmelo-Silver, Duncan, and Chinn (2007) suggest implementing experiential learning in classrooms, which enables students to learn by actively engaging in hands-on activities and problem-solving tasks. Additionally, cooperative learning strategies, as proposed by Johnson and Johnson (2009), promote group work and interaction, thereby reinforcing information literacy and critical thinking skills. For Mathematics and Science, the application of inquiry-based learning principles can be beneficial. This approach, advocated by Freeman et al. (2014), allows students to generate questions, develop hypotheses, conduct experiments, and reason through data collection. Similarly, incorporating active learning strategies, as suggested by Gormally, Brickman, and Lutz (2012), emphasizes student engagement and promotes better understanding and retention of knowledge.

Moreover, regular professional development opportunities for teachers are crucial. Not only do they enable teachers to stay updated with current pedagogical strategies and trends, but they also provide a platform for reflection and innovation in their teaching practices (Russell, Bradley, & Coote, 2005).

Table 3 shows the workload of the junior high school teachers in the 2 Divisions under study. The workload was comprised of the actual teaching load and ancillary assignments.

Table 3. Junior high school teachers' combined teaching and ancillary assignment workload in 2017-2018

Teaching Load (TL)	Number of Responses Corresponding the TL (N=205)	Percentage	Number of Teachers Identified with Heavy Workload (TL+AS)	Percentage
Teaching Loads	110	53.66%	107	97.27%
Teaching Loads	78	38.05%	36	46.15%
Teaching Loads	3	1.46%	0	0.00%
Teaching Loads	8	3.90%	0	0.00%
Teaching Loads	6	2.93%	0	0.00%

Note: Ancillary Assignment (AS)

In the sample of 205 surveyed junior high school teachers, 53.66% (n=110) had a full six teaching loads, 38.05% (n=78) had five teaching loads, only 1.46% (n=3) had four, 3.90% (n=8) had three, and 2.93% (n=6) had two teaching loads. Of those with six teaching loads, a whopping 97.27% (n=107) were identified as having heavy workloads even though the DepEd Guidelines prescribe that teachers with six loads are only to be given one or two light ancillary tasks. Instead, those educators were burdened with duties classified under the heavy and medium categories. Among teachers with five teaching loads, 46.15% (n=36) also demonstrated a heavy workload. In sum, a significant 69.75% (n=143) of the 205 teachers endured a heavy workload when considering their teaching load and ancillary assignments combined.

While teachers strive to perform their tasks to the best of their abilities, they can only do so much. Sometimes, teachers have to prioritize ancillary assignments over classroom instruction, leaving students with group or seat work. Based on a 2019 study conducted by the Philippine Institute for Development Studies, teachers demonstrated a clear understanding of effective instruction, expressing the need to spend more time providing personalized attention to each student. These educators highlighted the significance of guidance, differentiated teaching methodologies, and pedagogical innovation as pivotal in their educational interaction with students. They asserted that this concentrated focus not only provides personalized education but also enhances learning outcomes significantly. However, the teachers constantly identified time as a predominant constraint, stating that their excessive workload substantially reduced the available teaching duration.

Table 4 reveals the most common ancillary assignments and the percentages of the respondents assigned to the ancillary assignments are shown. As shown, 79.02% of the participants were assigned as Class advisers, 20.49% were assigned as Subject Area Coordinators, and 14.15% were assigned as Grade Level Coordinators. On average, teachers were given 2-3 ancillary assignments. As stipulated earlier, 69.75% had heavy workloads, indicated by having 6 or 5 teaching loads along with additional ancillary assignments.

Table 4. Rank of ancillary assignments by categorization and percentage of the participants assigned in 2017-2018

Ancillary Assignment Categorization and Percentage of the Participants		
Heavy (Daily, 5+ Hours Weekly)	**Medium (1-4 Hours Weekly)**	**Light (Monthly, Quarterly)**
79.02% (162) Class Adviser	20.49% (42) Subject Area Coordinator	5.37% (11) SSG Adviser
5.37% (11) ICT Coordinator	14.15% (29) Grade Level Coordinator	5.37% (11) BAC Secretariat
5.85% (12) Sports Coordinator	10.24% (21) Scouting Coordinator	4.39% (9) SBM Coordinator
6.85% (12) Gulayan sa Paaralan Coordinator	5.37% (11) School Paper Adviser	4.39% (9) Child Protection Officer
5.37% (11) LIS/BEIS Coordinator	4.88% (10) YES-O Coordinator	4.39% (9) 4Ps Coordinator

Fajardo, Mendoza, and Valdellon (2016) corroborate these findings in their analysis. Their research emphasized that an overwhelming majority of public secondary school teachers are dealing with extensive workloads. This high demand involves more than a higher number of teaching loads; it also encompasses a multitude of ancillary tasks. Similarly troubling results are reported by De Guzman and De Castro (2008), who found a significant portion of teachers, both in public and private institutions in the Philippines, are coping with burdensome workloads.

Echoing these findings, Retubada's (2014) research underscored the adversarial challenges encountered by schools in Davao Del Sur, Region XI, due to the compounded burden of ancillary tasks allotted to teachers. While fulfilling their primary responsibility as classroom instructors, these educators also grappled with the added obligation of ancillary tasks. This additional workload detrimentally affected the performance of both teachers and students. Their study further highlighted the need for more effective strategies to manage the teaching workload, consequently allowing for more dynamic interaction between the teachers and students.

Table 5 displays the extent of workplace well-being among junior high school teachers across different dimensions. The mean scores and standard deviations were calculated to provide a quantitative measure of well-being. Overall, the mean score for the workplace well-being of junior high school teachers was 4.10 (sd = 0.50), indicating a high extent of well-being.

Table 5. Extent of workplace well-being of junior high school teachers

Dimension	Mean	sd	Qualitative Description
Communal	4.29	0.52	Very high extent
Personal	4.08	0.54	High extent
Environmental	3.84	0.58	High extent
Overall	4.07	0.50	High extent

Among the dimensions, the communal dimension stands out as being described to a very high extent, with a mean score of 4.29 (sd = 0.52). This is indicative of a nurturing and cooperative backdrop, underscored by everyday support systems and fruitful coordination among teachers, the Department of Education (DepEd), and school heads. One example is the practice of a "buddy-buddy" system wherein another teacher takes charge of a colleague's class when the teacher cannot make it to class because of meetings, seminars, or when performing activities related to ancillary assignments. This allows for the necessary support to co-teachers and ensures continuity in student learning.

Furthermore, the Learning Action Cell (LAC) sessions serve as a healthy outlet for teachers to share their struggles and difficulties in school. The LAC, a school-based continuing professional development strategy established under DepEd Department Order 35, S. 2016, enables open communication and collaborative problem-solving among teachers and school leaders. These practices build trust, improve satisfaction, and create positive experiences among teacher peers, contributing to the strong communal well-being found among teachers in the Districts of Malaybalay and Valencia Cities. This reflects the findings of Bryk and Schneider (2002), who stressed the importance of supportive and collaborative relationships within educational settings in fostering trust and productivity among teachers.

The findings also indicate that personal well-being is at a high extent, with a mean score of 4.08 (sd = 0.54). This dimension reflects the

overall quality of working life experienced by teachers and the extent of positivity and contentment they attribute to aspects such as desire, meaning, and purpose within the workplace. Despite the heavy workload and demanding nature of their profession, teachers in these two divisions demonstrate a positive commitment to their work. Their sense of solidarity with each other and their good harmonious relationships with superiors, colleagues, parents, and students contribute to their satisfaction and motivation, sustaining their commitment. This is in line with Ryan and Deci's (2000) self-determination theory, which links job satisfaction and well-being to intrinsic motivation and positive relationships in the workplace.

The dimension with the lowest mean is environmental well-being, with a mean score of 3.84 (sd = 0.58). This can be attributed to teachers' reports of inadequate facilities and resources in their schools and classrooms, especially considering the number of students they have. Some teachers even have to use personal funds to purchase learning tools, charts, maps, visual aids, chalk, etc., for their lessons. Others have to procure their own curtains, decorations, cleaning materials, etc., to create a more conducive and comfortable learning environment. The adoption of the K12 system, which added two more years to the school system, resulted in an increased student population in public schools, exacerbating the lack of adequately furnished classrooms and facilities. While other factors contribute to the low workplace well-being in the physical environment dimension, overcrowded classrooms stand out as a significant issue. These findings align with Pfeiffer, Pinquart & Kötter's (2016) study. In their research, they found that physical working conditions in schools and the resources available are significantly related to teachers' well-being.

In Table 6, the correlation between teachers' workload and the NAT performance of Grade 10 students is presented. The average workload of teachers was 45.64 hours per week, with a standard deviation of 5.42. The NAT performance of Grade 10 students had a mean score of 43.77% with a standard deviation of 6.30. The correlation between the workload of teachers and the NAT performance of Grade 10 students was nonsignificant ($r = .879$, $p > .01$), indicating no significant relationship between the two variables.

Table 6. Correlation between workload of teacher and nat performance of garde 10 students in 2017-2018

Variables	NAT Performance of Grade 10 Students		
	***r*-value**	***p*-value**	**Remarks**
Workload	0.11	.879	Not significant

***p<.01, two-tailed*

This finding can be interpreted through the lens of research done by Stallings (1995) and Kunter (2013), which suggest that the quantity of working hours alone is not a determinant for student performance. Stallings stated that quality of instruction and not time of instruction matters more for effective teaching, while Kunter emphasized the role of teachers' instructional quality as a major predictor of student achievement. Therefore, it could be that the quality of instruction or other factors, not simply the number of hours teachers work, is influencing the insignificant correlation with the NAT performance of Grade 10 students. This suggests that even with high workloads, teachers may still be effective if they delivering quality instruction.

Table 7 reveals the correlation between the workplace well-being of teachers and the NAT performance of Grade 10 learners in 2017-2018. The variables assessed were Communal well-being, Personal well-being, and Environmental well-being. The average score for communal well-being was 85.72 out of 100 (M = 85.72, SD = 10.46). Similarly, the mean score for personal well-being was 81.52 out of 100 (M = 81.52, SD = 10.83), while the mean score for environmental well-being was 76.79 out of 100 (M = 76.79, SD = 11.55). The average NAT performance of Grade 10 students was 42.28% (M = 42.28, SD = 6.30). The correlation coefficients between workplace well-being dimensions (Communal, Personal, and Environmental) and NAT performance were 0.11, 0.19, and 0.22, respectively. All p-values exceeded the significance threshold ($p > .05$), indicating that correlations were not significant.

Table 7. Correlation between workplace well-being of teachers and nat performance of grade 10 learners in 2017-2018

Variables	**NAT Performance of Grade 10 Students**		
	***r*-value**	***p*-value**	**Remarks**
Workplace Well-Being			
Communal	0.11	.879	Not significant
Personal	0.19	.785	Not significant
Environmental	0.22	.727	Not significant

***p<.01, two-tailed*

These results are in line with a research finding by Bakker, Demerouti, and Verbeke (2004) who suggested that teacher well-being does not always directly correlate with student academic performance. They highlighted that well-being is often related to job satisfaction and work engagement rather than directly impacting learners' achievement. Furthermore, an investigation by Kyriacou (2001) suggested that student performance is more closely linked to educational inputs such as the quality of instruction and the socio-economic background of students. Thus, even though teachers might experience high levels of well-being, this does not equate to improved student performance due to these other variable influences.

Nevertheless, an interesting avenue to explore in light of the results could be the indirect effect of teacher well-being on student performance. Jennings and Greenberg (2009) highlight that teacher well-being contributes to the creation of a favorable learning environment, which in turn may facilitate student achievement. While the direct correlations in the study were not significant, it would be worth exploring whether there is an indirect relationship mediated by the learning environment.

CONCLUSIONS

The NAT 2017-2018 results for Grade 10 students in the Divisions of Malaybalay and Valencia Cities emphasize the need to improve students' 21st-century skills, particularly in Problem Solving, Information Literacy, and Critical Thinking. Enhancing teaching quality and methodology is crucial to address these skills. Strategies such as experiential learning, cooperative learning, and inquiry-based learning should be incorporated into teaching practices. Additionally, it is important to allocate more time for teaching and regular professional development opportunities for teachers are essential to keep them updated with current pedagogical strategies and foster continuous improvement.

Junior high school teachers often face overwhelming workloads, hindering their ability to provide personalized attention and implement innovative instructional practices. To address this, implementing effective workload management strategies is crucial. One recommendation is to ensure equitable distribution of ancillary assignments, evaluating teachers' workloads and allocating administrative duties and non-academic responsibilities appropriately. Increasing support staff to handle these tasks is also beneficial.

Despite the generally high workplace well-being of teachers, concerns persist regarding environmental issues in schools, such as inadequate facilities and resources. To create a conducive learning environment, schools should prioritize improving facilities by allocating resources for renovations and maintenance. Additionally, enhancing resources and materials, such as textbooks and technological tools, is crucial. Moreover, supporting technology integration by providing teachers with access to devices and reliable internet connectivity is essential.

Interestingly, the correlation between teachers' workload and student performance, as well as workplace well-being and student performance, was not significant. This suggests that other factors, such as instructional quality and socio-economic backgrounds of students, may have a stronger influence on academic achievement.

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