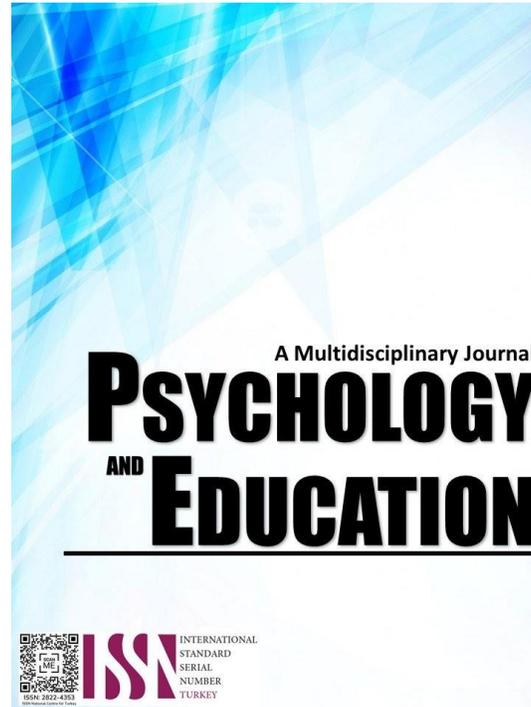


**THE MEDIATING ROLE OF TEACHER WORKLOAD ON THE RELATIONSHIP
BETWEEN TEACHING SKILLS AND TEACHERS' SELF-REGULATION
AMONG SECONDARY SCHOOL TEACHERS IN KAPALONG**



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The Mediating Role of Teacher Workload on the Relationship Between Teaching Skills and Teachers' Self-Regulation among Secondary School Teachers in Kapalong

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Abstract

This study examines the mediating role of teacher workload on the relationship between teaching skills and self-regulation among secondary school teachers in Kapalong. The research employs a quantitative, non-experimental design, utilizing descriptive-correlational techniques and mediation analysis to explore these dynamics. The participants, 109 secondary school teachers from three public institutions in Kapalong, were selected through stratified random sampling. The study leverages validated instruments to measure teaching skills, self-regulation, and workload dimensions, ensuring methodological rigor. Key findings reveal that teaching skills, comprising preparation, classroom techniques, and subject matter understanding, significantly influence self-regulation aspects such as teacher role disposition, role performance, and self-evaluation. Teacher workload, divided into academic and non-academic responsibilities, mediates this relationship, highlighting its critical role in educational settings. The mediation analysis underscores that effective workload management enhances teachers' ability to regulate themselves, thus improving instructional quality and overall job satisfaction. The results emphasize the need for policies and professional development initiatives that address workload challenges while promoting teaching competencies and self-regulation practices. By fostering a supportive environment and providing adequate resources, educational stakeholders can mitigate stressors, enhance teacher well-being, and ensure high teaching standards. This study contributes to the discourse on teacher workload management and its implications for educational quality, offering actionable insights for administrators, policymakers, and researchers.

Keywords: *mediating role, workload, teaching skills, self-regulation*

Introduction

Teacher's self-regulation is the ability to manage one's actions, emotions, thoughts, attention, and behavior. Essentially, self-regulation implies the primary importance of individuals to take responsibility for and own their actions and consequences, including protecting others around them. When teachers have lack of self-regulation, it can lead to poor classroom management and negatively affect student learning outcomes. It may result in inconsistent teaching practices and increased stress, hindering both teacher and student performance. Further, this can create an unproductive learning environment, reducing the overall educational quality given for the students (Billore et al., 2023).

In the context of Vietnam, this problem contributes to challenges in their education, teachers having with limited self-regulation are found to have struggle with managing their emotions and behavior, leading to social and interpersonal conflicts. In the workforce, this resulted in their reduced productivity and inefficiency. Poor self-regulation skills in social relationships with peers and teachers may lead to negative results. Also, teachers who work at unsupportive schools or who have relatively unfavorable personal characteristics tend to use response-focused strategies; these teachers also have poor teaching effectiveness and well-being (Wang et al., 2023).

In the Philippines, secondary teachers faced challenges in managing stress and maintaining work-life balance, which leads them to burnout and reduced job performance. This hinder student's outcomes, as teachers play a crucial role in creating a positive and conducive learning environment. Burnout affects teachers' ability to perform optimally, leading to decreased job satisfaction, absenteeism, and a decline in their teaching quality. As a result, their instructional delivery may lack the energy and enthusiasm needed to engage students effectively, and their ability to manage the classroom may weaken, allowing disruptions that hinder learning (Pelino & Tantiado, 2022).

Determining the mediating effect of teacher workload self-efficacy on the relationship between teaching skills and self-regulation is not only academically pertinent but also urgently relevant for addressing contemporary educational challenges. As teachers face increasing workloads globally, intensified by factors like large class sizes and administrative demands, their ability to effectively self-regulate and maintain high teaching standards is compromised. This research is socially relevant as it seeks to understand how enhancing teachers' self-efficacy in managing workload can mitigate the negative impact on instructional quality and student outcomes, thereby improving overall educational effectiveness and equity.

Study on Self-Efficacy, Workload, and Job Satisfaction by Cayupe et al. (2023) examined the mediating role of job satisfaction in the impact of self-efficacy and workload on life satisfaction among teachers. This research focused on job satisfaction rather than self-regulation and centers on life satisfaction as the outcome, not teaching skills or self-regulation. Lin et al. (2022) also conducted study about Organizational Commitment and Teacher Engagement that explored how organizational commitment and workload affect engagement, with self-efficacy playing a mediating role. This study emphasized engagement and organizational factors rather than

focusing solely on self-regulation in relation to teaching skills. Another study on Self-Efficacy and Burnout by Friedman (2024) investigates the link between teacher self-efficacy, workload, and burnout, identifying self-efficacy as a buffer against burnout. Indeed, critical research gaps exist in comprehensively exploring the specific mechanisms through which teacher workload self-efficacy influences the relationship between teaching skills and self-regulation. While studies acknowledge the importance of these factors individually, empirical evidence linking them within diverse educational contexts. Understanding these dynamics is crucial for developing targeted interventions that support teachers in enhancing their self-regulation abilities amidst challenging work environments.

Therefore, effective dissemination of findings from this research is imperative for informing policy makers and the key implementers in education. By highlighting the mediating role of teacher workload self-efficacy, educators and legislators can implement evidence-based strategies alleviate stressors, promote effective self-regulation practices, and ultimately enhance teaching quality and student outcomes. This can be done by developing policy briefs stressing implications and suggested actions for educational improvement and using digital platforms and social media to make findings readily accessible to a wider viewer. This dissemination plays a pivotal role in fostering collaboration among educators, administrators, and stakeholders to create supportive environments that sustain teacher well-being and optimize educational experiences for all students.

Research Objectives

The purpose of this study is to determine the mediating effect of teacher workload self-efficacy on the relationship between teaching skills and self-regulation. To be specific, this study sought to answer the following objectives:

1. To determine the level of teaching skills of secondary school teachers in terms of:
 - 1.1. preparation;
 - 1.2. classroom technique; and
 - 1.3. understanding the subject matter.
2. To determine the level of self-regulation of secondary school teachers in terms of:
 - 2.1. teacher's role disposition;
 - 2.2. teacher's role performance; and
 - 2.3. teacher's self-evaluation.
3. To determine the level of workloads of secondary school teachers.
 - 3.1. academic; and
 - 3.2. non-academic.
4. To determine the significant relationship between:
 - 4.1. teaching skill and teachers' self-regulation;
 - 4.2. teaching skills and teacher workloads; and
 - 4.3. teachers' self-regulation and teacher workloads.
5. To determine the mediating effects of teacher workloads on the relationship between teaching skills and self-regulation.

Methodology

Research Design

This study employed a quantitative non-experimental research design utilizing a descriptive-correlational technique alongside mediation analysis. The investigation focused on mediating variables, which are characterized as behavioral, biological, psychological, or social constructs that facilitate the transfer of the effect of one variable to another. This approach aimed to comprehend the mechanisms underlying the influence of one variable on another. Non-experimental research, as described, did not involve the manipulation of an independent variable or the random assignment of individuals to conditions or sequences of conditions. It is acknowledged that categorizing these methods solely based on what they are not might be unfair (Price et al., 2014).

In this study, non-experimental methods to investigate the relationship between teaching skills, teacher self-regulation, and teacher workloads among secondary school teachers in selected schools within Kapalong, Davao del Norte, providing insights for educational strategies, the study can offer valuable insights into how attitude towards mathematics and self-management affect performance on the subject, which can inform educational strategies and curriculum development in teacher education programs.

Furthermore, descriptive studies were crucial in the research design as they provided tools to summarize, analyze, and comprehend data. They offered insights into central tendencies, variability, and distribution of data. Measures like mean, median, and mode provided average values, while measures like range, variance, and standard deviation revealed data dispersion. Tools like histograms, box plots, and frequency tables visualized data distribution. They aided in data-driven decisions, identifying trends, and communicating findings effectively (Price et al., 2014).

In this study, descriptive statistics were utilized to efficiently summarize and analyze gathered data, providing insights into the central tendencies, variability, and distribution of teaching skills, teacher self-regulation, and teacher workload within the participant group. These statistics served as a foundation for understanding complex dynamics and identifying patterns, contributing to meaningful

conclusions in the study.

Then, on the other hand, correlational research is characterized as a type of non-experimental study where the researcher analyzes two variables and assesses their statistical relationship or correlation with minimal or no attempt to control extraneous factors. There were two primary reasons why researchers who were interested in statistical correlations between variables might prefer to perform a correlational rather than an experimental study (Price et al., 2014).

In the context, correlational research proves valuable in examining statistical relationships between variables like teaching skills, teacher self-regulation, and teacher workloads without manipulating them in a controlled environment. This approach acknowledges the complexity of real-world educational settings, providing insights crucial for tailoring effective strategies to support teachers' success in education within the constraints of a non-experimental approach.

Mediation analysis, in its simplest form, represented the addition of a third variable to the $X \rightarrow Y$ relation, whereby X caused the mediator, M , and caused Y , so $X \rightarrow M \rightarrow Y$. This analytical approach provided a deeper understanding of the mechanisms through which the independent variable affected the dependent variable. By identifying and exploring the role of the mediator, the researcher gained insights into the underlying processes and pathways that contributed to the observed relationship between X and Y . Mediation analysis was particularly valuable in uncovering the intervening variables that explained how and why changes in X led to changes in Y .

In this context, the researcher explored the intricate connections between teaching skills (X), teacher workloads (M), and teacher self-regulation (Y). The analysis revealed a relationship ($X \rightarrow M \rightarrow Y$), illustrating how teacher workload mediate the influence of teaching skills on teacher self-regulation. These insights are crucial for customizing teaching strategies and curriculum to optimize mathematical learning in our specific educational context.

The independent variable in this study was teaching skills, while the dependent variable was teacher self-regulation, and the mediating variable was teacher workloads. In this study, the researcher determined the relationship between teaching skills and teacher self-regulation, and the mediating effect of teacher workloads on the relationship between teaching skills and teacher self-regulation among secondary school teachers within Kapalong.

Respondents

The study involved secondary school teachers based in Maniki, Kapalong, Davao del Norte. The respondents in this study were primarily selected using Slovin's formula with a margin error of 0.05. A total of 109 teachers participated in the study. These individuals came from three selected secondary schools in Kapalong, namely, Luna National High School, Kapalong National High School, and Baltazar Nicor Valenzuela National High School. The total population was taken and provided to the data statistician, who then determined the required sample size. Moreover, to ensure an accurate distribution of samples, the researcher utilized stratified random sampling, specifically proportional allocation. The inclusion criteria of the study were the secondary teachers of the three selected schools, who are more than 2 years in service and has gone professional training seminars at least twice in their 2-year service to the school and has a workload of 5-6 loads. Meanwhile, the exclusion criteria of the study are those non-advisory teachers, staffs and school heads of the institution, teachers who have yet to pass the LET exam, teachers with below 2 years working experience and those with loads lower than 4, since the focus of this study are teachers who handle advisory classes and those with up to 5-6 workloads.

Table 1. *Distribution of the Population*

<i>School</i>	<i>Population</i>	<i>Sample</i>	<i>Percentage</i>
Luna NHS	24	18	11.78%
Kapalong NHS	102	75	50.08
BaltazarNicorValenzuela NHS	23	17	11.29%
Total	149	109	73.15%

Instrument

The study adopted three questionnaires from web sources to measure the variables. The instrument for teaching skills is from the study of Alie Rose Barrios et al. (2022), entitled "Workload and Teaching Efficiency of High School Teachers in Southern Baptist College, Incorporated, South Cotabato". The questionnaire has 3 indicators which are Preparation (5 items), Classroom Technique (5 items) and Understanding the Subject Matter (5 items). This instrument has been rigorously developed and tested to ensure its reliability and validity, with the authors reporting an internal validity coefficient of .90, which indicates that the instrument is very beneficial, and .938 for reliability which implies that the instrument is excellent to be used in studies. In describing the teaching skills of the public secondary school teachers, the following five-point Likert type scale was used.

Also, the instrument for the teacher self-regulation is from the study of Fabiola Saez-Delgado et al. (2022), entitled "Teacher Self-Regulation and Its Relationship with Workloads in Secondary Education". The questionnaire has 3 indicators which are Teacher's Role Disposition (5 items), Teacher's Role Performance (5 items) and Teacher's Self-Evaluation (5 items). It was measured with 15 items in a five-point Likert scale type was also used.

The instrument for teacher workloads is from the study entitled, "Teachers' Perception On Workload and Performance" by Akira Puteri (2020). This teacher workload questionnaire encompasses 2 indicators which are the Academic (10 items) and Non-Academic Workloads (10 items). A five-point Likert type scale was used for the self-assessment questionnaire.

To ensure the content validity of each survey research questionnaire, a thorough validation process was conducted. The initial draft of the research instrument was submitted to the research committee, which provided valuable feedback, recommendations, and suggestions for improving its presentation. This iterative review process helped refine the questionnaire to better capture the intended constructs and ensure its appropriateness for the study's objectives. The committee's input was also carefully considered, and necessary corrections were made based on their recommendations. Additionally, an item analysis was performed on the multiple-choice test for teaching skills. This analysis helped determine which items should be retained and which ones should be discarded, ensuring the test's accuracy and relevance. Also, some items were added to replace the discarded items.

Subsequently, the revised questionnaire was submitted to the research panel for final review and revision. The expert validators had thoroughly examined the final draft, identifying errors, providing suggestions, and offering comments to further enhance its quality. These valuable inputs from the validators were then incorporated into the questionnaire before proceeding with data collection.

To assess the questionnaire's overall effectiveness, the evaluations and assessments from the expert validators were consolidated. This comprehensive analysis allowed for a comprehensive understanding of the questionnaire's status and ensured its reliability for the study.

The level of teaching workload of teaching skills and self-regulation questionnaires had a Five-point Likert Scale, participants were only required to rate and tick one box among five (strongly agree) to one (strongly disagree) in each question. Moreover, Likert Scale was good for measuring constructs, attitudes and stimuli which are not readily perceivable by human senses. Despite the questionnaire being adapted, it was subjected to expert validation.

Procedure

Seeking the Permission to Conduct the Study. Through a letter, the researcher sought permission from main division office of DepEd as well the signature of the principals from various secondary high schools to conduct the study among secondary school teachers of the aforementioned schools. After receiving the letter of permission with the signature of the concerned individuals, these signed letters are then surrendered to the PSDS office on where the concerned schools belong to also ask them to conduct the study in their respective grounds. Multiple questionnaires are then prepared for dissemination to each school. The researcher and responders' health and safety were first and foremost. According to the goal of the study, the researcher tabulated, evaluated, and interpreted the collected data.

Distribution and Retrieval of the Questionnaire. Upon the approval of the Division Superintendent, the researcher sought assistance from the School Principals of the selected public secondary schools as well as their peers for the dissemination of the questionnaire through face-to-face.

Data Analysis

The data gathered through the questionnaires were tallied and treated using the following statistical tools. The following statistical tools were used in the computation of data and to test the hypotheses at alpha 0.05 level of significance.

Mean. This was used to determine the level of teaching skills, teacher self-regulation and teacher workloads.

Pearson r Correlation. This was used to determine the relationship between teaching skills and teacher self-regulation, teacher workloads and teacher self-regulation, and teaching skills and teacher workloads, which are the variables of this study.

Structural Equation Modeling using Mediation Analysis. This statistical tool was carried out to figure out whether the mediating variable has any impact on the relationship between independent variable and the dependent variable using indirect effect. It was utilized in this research to find out if teacher workloads mediated the relationship between teaching skills and teacher self-regulation by answering the mean statement of the problem. Specifically, this study utilized the Preacher and Hayes approach.

Ethical Considerations

The participants of this study were public secondary school teachers within selected schools of Kapalong. In this case, the researcher ensured that their safety, rights, and trust upon the researcher and the purpose of the study were given rightful action and justice.

It is necessary for researcher to uphold high ethical standards when doing research with the involvement of human participants. The primary objective of this quantitative investigation is to ensure the ethical soundness of the study in order to protect the welfare of human participants. The researcher reflected how the research in all aspects is able to adhere to the following considerations from Denzin and Lincoln (2011) which focused on three core principles: informed consent; risk of harm, anonymity, and confidentiality; as well as conflict of interest.

Informed consent is the first core principles of ethical considerations. The requirements, the planned use of the data, and any potential ramifications must all be adequately disclosed to participants. Participants must express their explicit, active, and written consent to

participate in the study. They must also acknowledge that they are aware of their right to access their information and that they have the right to revoke their consent at any time. An agreement between the researcher and the respondents can be considered in the process of getting informed consent (Denzin & Lincoln, 2011).

A letter was given to the DepEd PSDS located in Tagum City, informing them that the research participants are from schools directly under their supervision. After receiving a letter of confirmation allowing the researcher to continue the research, the letter was then sent to the selected schools addressed to the school principal, informing them of the research participants and the confirmation of the PSDS.

With the confirmation of the school principal, the researcher individually asked the teachers who pass the criteria previously laid out and giving them a letter of consent which the participating teacher is free to refuse in signing should they refuse being part of the research.

Risk of Harm, Maintaining Confidentiality, and Anonymity is the second core principles of ethical considerations. It pertains to the protection of a study's participant so that not even the researcher can link the participants with the data provided, as well as the avoidance of disclosing the participant's identity to anybody other than authorized individuals (Denzin & Lincoln, 2011).

Notably, the participant's safety and the protection of their identity and personal information was assured by the researcher, and viewed them as valued research participants. To produce a spotless data collection, the researcher eliminated identities. A clean data collection has no information may be used to identify the respondents such as names or address (such as identifying information might be stored elsewhere, in separated, protected files).

This goes with Republic Act 10173 or known as the Data Privacy Act of 2012, which is an act protecting individual personal information in information and communications systems in the government and the private sector, creating for this purpose a national privacy commission, and for other purposes. With that in mind, the participants are well assured that their personal information won't be shared in public.

Conflicts of Interest is the third core aspect of ethical considerations. It recognizes the existing relationships or previous activities by the researcher could result in conflict of interest, which must be transparently revealed in an ethics approval application so the committee can provide advise on how to address the conflict.

Additionally, it occurs when a person prioritizes their personal interests or commitments over their responsibilities as a researcher, or is perceived to prioritize them over their duties and responsibilities. Conflicts of interest may be actual, hypothetical, or perceived and may involve incentives in money or in nonmonetary rewards. Conflicts of interest may impair a researcher's objectivity and judgment, or may perceived to affect, which undermines the reliability of the findings (Denzin & Lincoln, 2011).

In this view, there was no external factor in relation to the researcher affecting the outcomes of the research activity because the respondents were also students, the researcher has no conflict of interest in the study. Conflict of interest only arises when the researcher has the power to coerce respondents into participating through blackmailing, termination of benefits, or other forms of punishment, such as: teachers who would force or threaten to fail their students if they do not answer the survey, or principals who threaten to terminate teachers if they do not answer the survey.

Results and Discussion

Level of Teaching Skills of Secondary School Teacher in Kapalong in Terms of Preparation

The level of teaching skills was measured through the survey questionnaire with the indicator, preparation. The responses of secondary school teacher in Kapalong on each indicator were presented and analyzed below.

Presented in Table 2 is the level of teaching skills of secondary school teacher in Kapalong in terms of preparation. The data revealed that the level of teaching skills in terms of preparation had a total mean of 4.02 with a descriptive equivalent of high. This indicated that the level of teaching skills in terms of preparation is oftentimes observed.

The highest mean is 4.27 with a descriptive equivalent of very high, which means that it is always manifested by the secondary school teachers. This is from item no.4—preparing adequately for the day's learning activities.

Table 2. *Level of Teaching Skills of Secondary School Teacher in Kapalong in Terms of Preparation*

	<i>Preparation</i>	<i>Mean</i>	<i>Description</i>
1.	Identifying specific needs, interest, and capacities of individual students.	4.22	High
2.	Analyzing and precisely identifying specific learning tasks.	3.10	High
3.	Creating and trying out appropriate strategies and materials that meet the needs of the students.	4.25	Very High
4.	Preparing adequately for the day's learning activities.	4.27	Very High
5.	Showing evidence of professional and cultural growth by actively seeking diverse learning opportunities.	4.24	High
	Overall	4.02	High

In contrast, item no. 2—analyzing and precisely identifying specific learning task got the lowest mean of 3.10 with the descriptive equivalent of high. This means that it is oftentimes manifested by the secondary school teachers.

Level of Teaching Skills of Secondary School Teacher in Kapalong in Terms of Classroom Technique

Presented in Table 3 is the level of teaching skills of secondary school teacher in Kapalong in terms of classroom technique. The data revealed that the level of teaching skills in terms of classroom technique had a total mean of 3.19 with a descriptive equivalent of high. This indicates that the level of teaching skills in terms of classroom technique is manifested by the secondary school teachers.

The highest mean in this category is 4.29 with a descriptive equivalent of very high, which means that it is always manifested by the secondary school teachers. This is from item no. 1—providing varied learning experiences for the development of communication skills of my students.

In opposition to this, the lowest mean among the item is 3.77 with a descriptive equivalent of high. This means that it is oftentimes manifested by the secondary school teachers. This is from item no. 5—providing maximum involvement of students in the learning interaction.

Table 3. *Level of Teaching Skills of Secondary School Teacher in Kapalong in Terms of Classroom Technique*

<i>Classroom Technique</i>		<i>Mean</i>	<i>Description</i>
1.	Providing varied learning experiences for the development of communication skills of my students.	4.29	Very High
2.	Selecting appropriate available community resources for teaching-learning process.	3.89	High
3.	Utilizing evaluation results as a basis for improving instruction.	4.23	High
4.	Inspiring students with enthusiasm for the lessons and presenting thought-provoking questions to promote critical thinking.	4.04	High
5.	Providing maximum involvement of students in the learning interaction.	3.77	High
Overall		3.19	High

Level of Teaching Skills of Secondary School Teacher in Kapalong in Terms of Understanding the Subject Matter

Presented in Table 4 is the level of teaching skills of secondary school teacher in Kapalong in terms of understanding the subject matter. The data revealed that the level of teaching skills in terms of understanding the subject matter had a total mean of 4.09 with a descriptive equivalent of high. This indicates that the level of teaching skills in terms of understanding the subject matter is oftentimes observed.

The highest mean in the category of Level of Teaching Skills of Secondary School Teacher in Kapalong in Terms of Understanding the Subject Matter is 4.28 with the descriptive mean of high. This means that it is oftentimes manifested by the secondary school teachers. This is from item no. 3—integrating the subject into current situations and general aspects of life effectively.

On the other hand, the lowest mean in this category is 3.94 with a descriptive equivalent of high. This means that it is oftentimes manifested by the secondary school teachers. This is from item no. 5—creating activities that students can easily understand support their learning and align with the objectives.

Table 4. *Level of Teaching Skills of Secondary School Teacher in Kapalong in Terms of Understanding the Subject Matter*

<i>Understanding the Subject Matter</i>		<i>Mean</i>	<i>Description</i>
1.	Demonstrating mastery of the subject by showcasing a thorough understanding through compelling evidence and application of knowledge.	4.22	High
2.	Effectively expressing ideas through clear and precise communication.	3.95	High
3.	Integrating the subject into current situations and general aspects of life effectively.	4.28	Very High
4.	Making sure students understand basic ideas of the lesson.	4.07	High
5.	Creating activities that students can easily understand, support their learning, and align with the objectives.	3.94	High
Overall		4.09	High

Summary on the Level of Teaching Skills

Presented in Table 5 is the overall level of teaching skills in terms of preparation, classroom technique, and understanding of the subject matter. The data revealed that the level of teaching skills of secondary school teacher in Kapalong has a total mean of 3.77 with the descriptive equivalent of high. This indicates that the level of teaching skills of secondary school teacher in Kapalong is oftentimes manifested by the teachers.

Moreover, understanding the subject matter obtained the highest mean of 4.09 with the descriptive equivalent of high. This indicates that the level of teaching skills as perceived by students in terms of understanding the subject matter is oftentimes manifested by the secondary school teachers.

On the other hand, the lowest level is classroom technique which obtained a mean of 3.19 with a descriptive equivalent of high. This indicates that the level of teaching skills in terms of classroom technique is oftentimes manifested by the secondary school teachers.

Furthermore, preparation obtained a mean of 4.02 which means high. This indicates that the level of teaching skills in terms of preparation is oftentimes manifested by the secondary school teachers.

Table 5. Summary on the Level of Teaching Skills

Teaching Skills	Mean	Description
Preparation	4.02	High
Classroom Technique	3.19	High
Understanding the Subject Matter	4.09	High
Overall	3.77	High

Level of Teachers Self-Regulation of Secondary School Teacher in Kapalong in Terms of Teacher's Role Disposition

Presented in Table 6 is the level of teacher's self-regulation of secondary school teacher in Kapalong in terms of teacher's role disposition. The data revealed that the level of teacher's self-regulation in terms of teacher's role disposition had a total mean of 4.16 with a descriptive equivalent of high. This indicated that the level of teacher's self-regulation in terms of teacher's role disposition is oftentimes manifested.

Table 6. Level of Teachers Self-Regulation of Secondary School Teacher in Kapalong in Terms of Teacher's Role Disposition

Teacher's Role Disposition	Mean	Description
1. Setting short- and long-term goals to improve my teaching.	4.50	Very High
2. Developing a prioritized list of tasks based on my teaching role.	3.78	High
3. Establishing a schedule to complete the tasks of my role as a teacher.	4.52	Very High
4. Planning learning activities according to the needs of my students.	4.06	High
5. Preparing the necessary materials for my classes.	3.94	High
Overall	4.16	High

The highest mean in this category is 4.52 with the descriptive equivalent of high. This means that it is oftentimes manifested by the secondary school teachers. This is from item no. 3—establishing a schedule to complete the tasks of my role as a teacher.

Meanwhile, the lowest mean in this category is 3.78 with the descriptive equivalent of high. This means that it is oftentimes manifested by the secondary school teachers. This is from item no. 2—developing a prioritized list of tasks based on my teaching role.

Level of Teachers Self-Regulation of Secondary School Teacher in Kapalong in Terms of Teacher's Role Performance

Presented in Table 7 is the level of teacher's self-regulation of secondary school teacher in Kapalong in terms of teacher's role performance. The data revealed that the level of teacher's self-regulation in terms of teacher's role performance had a total mean of 4.13 with a descriptive equivalent of high. This indicated that the level of teacher's self-regulation in terms of teacher's role performance is oftentimes observed.

The highest mean is 4.44 with the descriptive equivalent of high. This means that it is oftentimes manifested by the secondary school teachers. This is from item no. 3—monitoring my daily and weekly schedule and adjusting it, if necessary.

On the other hand, the lowest mean is 3.88 with the descriptive equivalent of high. This means that it is oftentimes manifested by the secondary school teachers. This is from item no. 2—monitoring my teaching strategies and adjusting them if necessary.

Table 7. Level of Teachers Self-Regulation of Secondary School Teacher In Kapalong In Terms of Teacher's Role Performance

Teacher's role performance	Mean	Description
1. Monitoring the achievement of my professional goals related to improving my teaching.	4.42	Very High
2. Monitoring my teaching strategies and adjust them if necessary.	3.88	High
3. Monitoring my daily and weekly schedule and adjust it if necessary.	4.44	Very High
4. Monitoring my pedagogical practices and adjust them if necessary.	4.02	High
5. Monitoring the application of my professional resources and adjust them if necessary.	3.89	High
Overall	4.13	High

Level of Teachers Self-Regulation of Secondary School Teacher in Kapalong in Terms of Teacher's Role Self-Evaluation

Presented in Table 8 is the level of teacher's self-regulation of secondary school teacher in Kapalong in terms of teacher's role self-evaluation. The data revealed that the level of teacher's self-regulation in terms of teacher's role self-evaluation had a total mean of 4.02 with a descriptive equivalent of high.

This indicated that the level of teacher's self-regulation in terms of teacher's role self-evaluation is oftentimes observed by the secondary school teachers.

The highest mean is 4.43 with the descriptive equivalent of very high. This means that it is always manifested by the secondary school teachers. This is from item no. 3—conducting self-evaluation whether my teaching practices were effective.

The lowest mean is 3.65 with the descriptive equivalent of high. This means that it is oftentimes manifested by the secondary school teachers. This is from item no. 2—doing self-evaluation if I complied with my daily and weekly schedule.

Table 8. *Level of Teachers Self-Regulation of Secondary School Teacher in Kapalong in Terms of Teacher's Role Self-evaluation*

<i>Teacher's role self-evaluation</i>		<i>Mean</i>	<i>Description</i>
1.	Conducting self-evaluation whether I achieved my professional goals related to improving my teaching role.	4.39	Very High
2.	Doing self-evaluation if I complied with my daily and weekly schedule.	3.65	High
3.	Conducting self-evaluation whether my teaching practices were effective.	4.43	Very High
4.	Having self-assessment whether my teaching strategies were effective	3.92	High
5.	Having self-assessment whether my professional resources deployed were effective.	3.71	High
Overall		4.02	High

Summary on the Level of Teachers Self-Regulation

Presented in Table 9 is the overall level of Teaching Self-regulation in terms of teacher role performance, teacher role disposition, and teacher self-evaluation. The data revealed that the level of teaching self-regulation of secondary school teacher in Kapalong has a total mean of 4.10 with the descriptive equivalent of high. This indicates that the level of teaching skills of secondary school teacher in Kapalong is oftentimes observed by the secondary school teachers.

The teacher role disposition got the highest mean score of 4.16 with the descriptive equivalent of high. This means that it is oftentimes manifested by the secondary school teachers. Likewise, the lowest indicator is teacher role self-evaluation which obtained a mean of 4.02 with a descriptive equivalent of high. This means that it is oftentimes manifested by the secondary school teachers.

Furthermore, teacher role performance obtained a mean of 4.13 which means with a descriptive equivalent of high. This indicates that the level of teaching self-regulation in terms of teacher role performance is oftentimes manifested by the secondary school teachers.

Table 9. *Summary on the Level of Teaching Skills*

<i>Teacher Self-Regulation</i>	<i>Mean</i>	<i>Description</i>
Teacher role disposition	4.16	High
Teacher role performance	4.13	High
Teacher role self-evaluation	4.02	High
Overall	4.10	High

Level of Teacher Workload of Secondary School Teacher in Kapalong in Terms of Academic

The level of teacher workload was measured through the survey questionnaire with the indicator of academic workload and non-academic workload. The responses of secondary school teacher in Kapalong on each indicator were presented and analyzed below.

Presented in Table 10 is the level of teacher workload of secondary school teacher in Kapalong in terms of academic workload. The data revealed that the level of teacher workload in terms of academic workload had a total mean of 4.16 with a descriptive equivalent interpretation of high.

The next highest mean in this category is 4.00 with the descriptive equivalent of high. This means that it is oftentimes manifested by the secondary school teachers. This is from item no. 5—fostering the development of student's leadership and teamwork skills.

Table 10. *Level of Teacher Workload of Secondary School Teacher in Kapalong in Terms of Academic*

<i>Academic</i>		<i>Mean</i>	<i>Description</i>
1.	Planning the lesson before teaching.	3.87	High
2.	Engaging students actively in exploring lesson material for deeper understanding.	3.61	High
3.	Providing well-designed learning materials.	3.47	High
4.	Monitoring and addressing individual learning needs.	3.50	High
5.	Fostering the development of student leadership and teamwork skills.	4.00	High
6.	Integrating technology to maximize students' learning process.	3.82	High
7.	Providing enrichment and/or remediation within the classroom when needed.	3.61	High
8.	Recording students' attendance to maintain accurate day to day basis records.	3.56	High
9.	Keeping records on students' performance to track their academic progress.	3.70	High
10.	Setting up the classroom or teaching space by arranging and organizing it for the best learning environment.	3.72	High
Overall		3.69	High

The lowest mean is 3.47 with the descriptive equivalent of high. This means that it is oftentimes manifested by the secondary school teachers. This is from, item no. 3—providing well-designed learning materials.

Level of Teacher Workload of Secondary School Teacher in Kapalong in Terms of Non-Academic



The level of teacher workload was measured through the survey questionnaire with the indicator of non-academic workload. The responses of secondary school teacher in Kapalong on each indicator were presented and analyzed below.

Presented in Table 11 is the level of teacher workload of secondary school teacher in Kapalong in terms of non-academic workload. The data revealed that the level of teacher workload in terms of academic had a total mean of 4.16 with a descriptive equivalent of high. This indicated that the level of teacher workload in terms of non-academic is oftentimes observed.

Table 11. *Level Of Teacher Workload Of Secondary School Teacher In Kapalong In Terms Of Academic*

<i>Non-Academic</i>		<i>Mean</i>	<i>Description</i>
1.	doing administrative work involves tasks outside the school.	3.91	High
2.	engaging in extracurricular activities.	3.65	High
3.	attending meeting with parents.	3.72	High
4.	planning events and coordinating their logistics to ensure memorable experiences.	3.74	High
5.	accompanying students during competition.	3.76	High
6.	doing daily communication with parents.	4.05	High
7.	participating in committee meetings for outer school activities.	3.43	High
8.	gathering funds through financial contributions.	3.32	High
9.	overseeing students before, during, and after the school day, such as during breaks and assemblies.	3.86	High
10.	accompanying students during competition.	3.94	High
Overall		3.74	High

The highest mean is 4.05 with the descriptive equivalent of high. This means that the said item is oftentimes manifested by the secondary school teachers. This is from item no. 6—doing daily communication with parents.

In opposition to this, item no. 8—gathering funds through financial contributions got the lowest mean score of 3.32 with the descriptive equivalent of high. This means that the item is oftentimes manifested by the secondary school teachers.

Summary on the Level of Teacher Workload

Presented in Table 12 is the overall level of Teacher Workload in terms of Academic and Non-academic. The data revealed that the level of teacher workload of secondary school teacher in Kapalong has a total mean of 3.72 with the descriptive equivalent of high. This indicates that the level of teacher workload of secondary school teacher in Kapalong is oftentimes manifested. Moreover, academic got the highest mean of 3.74 with the descriptive equivalent of high. This means that it is oftentimes manifested by the teachers of Kapalong.

Table 12. *Summary on the Level of Teacher Workload*

<i>Teacher Workload</i>	<i>Mean</i>	<i>Description</i>
Academic Workload	3.69	High
Non-Academic Workload	3.74	High
Overall	3.72	High

Likewise, non-academic got the lowest mean which obtained 3.69 with a descriptive equivalent of high. This indicates that the level of teacher workload in terms of non-academic is oftentimes manifested by the secondary school teachers.

Significant Relationship Between Teaching Skills and Teacher Self-Regulation

Presented in Table 13 is the result of the significant relationship between teaching skills and teacher self-regulation. The result showed that the strength of the relationship between teaching skills and teacher workload of the involved respondents is $r(107) = .214, p = .025$. The Pearson-r illustrates the relationship between teaching skills and teacher self-regulation. The researcher measured two parameters in this study to which the degree of freedom corresponds to the sample size (109) minus 2. Therefore, the $r(107) = .214$ indicates a positive correlation between two variables. This means that as one variable increase, the other variable tends to increase as well, but the relationship is not perfect. This can be interpreted that 21% of the variance of the teaching skills and teacher self-regulation and the remaining 79% is due to other variables not covered in the study. Since the probability value ($p < .001$) is less than the level of significance ($\alpha = 0.05$), null hypothesis is not accepted. This means that there is a significant positive relationship between teaching skills and teacher self-regulation among secondary school teachers in Kapalong.

Table 13. *Significant Relationship Between Teaching Skills and Teachers' Self-Regulation*

<i>Variable</i>	<i>Mean</i>	<i>R</i>	<i>p-value</i>	<i>Decision @ = 0.05</i>
Teaching Skills	4.12	.214	.025	Ho Rejected
Teachers' Self-Regulation	4.10			

Significant Relationship Between Teaching Skills and Teacher Workload

Presented in Table 14 is the result of the significant relationship between teaching skills and teacher workload. The result showed that the strength of the relationship between teaching skills and teacher self-regulation of the involved respondents is $r(107) = .143, p = .137$. The correlation between teaching skills and teacher workload among the respondents is $r(107) = .143, p = .137$. This Pearson correlation coefficient indicates the relationship between teaching skills and teacher workload. In this study, the researcher assessed two variables, with the degree of freedom calculated as the sample size (109) minus 2. The value $r(107) = .143$ reflects a positive correlation between these variables, suggesting that as one variable increases, the other tends to increase as well, although the correlation is not very strong. This implies that 14% of the variance in teaching skills and teacher workload can be explained by their relationship, while the remaining 86% is attributed to other factors not included in the study. Since the probability value ($p < .001$) is less than the level of significance ($\alpha = 0.05$), null hypothesis is accepted. This means that there is a positive and significant relationship between teacher workload and teacher self-regulation among secondary school teachers in Kapalong.

Table 14. *Significant Relationship Between Teaching Skills and Teacher Workload*

Variable	Mean	R	p-value	Decision @=0.05
Teaching Skills	4.10	.143	.137	
Teacher Workload	3.71			Ho Accepted

Significant Relationship Between Teacher Workload And Teacher Self-Regulation

Presented in Table 15 is the result of the significant relationship between teacher workload and teacher self-regulation. The result showed that the strength of the relationship between teacher workload and teacher self-regulation of the involved respondents is $r(107) = .243, p = .011$. The Pearson-r illustrates the relationship between teaching skills and role of teacher workload. The researcher measured two parameters in this study to which the degree of freedom corresponds to the sample size (109) minus 2. Therefore, the $r(107) = .243$ indicates a positive correlation between two variables. This means that as one variable increase, the other variable tends to increase as well, but the relationship is not perfect. This can be interpreted that 24% of the variance of the teaching skills and role of teacher workload and the remaining 76% is due to other variables not covered in the study. Since the probability value ($p < .001$) is less than the level of significance ($\alpha = 0.05$), null hypothesis is not accepted. This means that there is a significant positive relationship between teacher workload and teacher self-regulation among secondary school teachers in Kapalong.

Table 15. *Significant Relationship Between Teaching Skill And Role Of Teacher Workload*

Variable	Mean	R	p-value	Decision @=0.05
Teaching Workload	3.71	.243	.011	
Teachers' Self-Regulation	4.12			Ho Rejected

Mediation Analysis of Teacher Workload on the relationship between Teaching Skills and Teacher Self-Regulation among Secondary School Teachers in Kapalong

Preacher and Hayes mediation analysis approach was utilized in this study to determine if self-regulation mediates the relationship between Teaching Skills and Teacher Self-Regulation among secondary school teachers. It is a regression-based bootstrap approach similar to SEM (Structural Equation Modeling) that is used for analyzing mediation. It consists of two steps that reflect the recommendation for mediation analysis. In step 1, the direct and indirect effect are tested for significance. Step 2 involves defining the type of effect and mediation, which is classified into partial and full mediation.

Full mediation is achieved if the direct effect is not significant and the indirect effect is significant. It means that only the indirect effect via the mediator exists. On the other hand, partial mediation happens when the direct effect is significant.

Mediation Analysis

Mediation analysis is a statistical technique used to explore and understand the mechanisms through which an independent variable (IV) influences a dependent variable (DV) by examining the role of a third variable, known as the mediator. The goal is to identify and quantify the indirect effect of the IV on the DV through the mediator, in addition to the direct effect. This method is commonly employed in social sciences, psychology, and health research to gain deeper insights into the underlying processes and causal pathways that explain observed relationships between variables. By distinguishing between direct and indirect effects, mediation analysis helps to clarify how and why certain outcomes occur. (Baron and Kenny, 1986).

Hayes (2013) expanded on Baron and Kenny's work with the development of PROCESS, a widely used tool for testing mediation, moderation, and conditional process models. Hayes' work has simplified and advanced the statistical methods for testing indirect effects, including the use of bootstrapping techniques to assess confidence intervals for mediation effects.

Direct Effect



Table 16 shows the direct effect of teaching skills towards teacher self-regulation. Based on the result, the direct effect of teaching skills on teacher self-regulation is significant [$\beta=.148$, $SE=0.063$, 95% CI (0.026,0.271)]. Since the confidence interval in the direct effect does not include zero, it indicates that the direct effect of teaching skills is significant. It also revealed that teaching effectiveness significantly influenced teacher self-regulation, ($\beta=.186$, $p=.018$). As well, based on the result, teaching skills significantly influences teacher self-regulation even without the presence of the teacher workload.

Additionally, it is observed that every unit increased in the teaching skills will entice 0.148 increases in the teacher self-regulation. The results stipulate that the teaching skills significantly influence teacher self-regulation even without the presence of teacher workload. This indicates that the teaching skills has a direct effect on teacher self-regulation. Hence, as the teaching skills increases, teacher self-regulation increases dramatically as well.

Table 16. *Direct Effect*

	Estimate	Std. Error	z-value	P	95% Confidence Interval	
					Lower	Upper
IV → DV	0.148	0.063	2.369	0.018	0.026	0.271

Indirect Effect

Table 17 shows the indirect effect of teaching skills on teacher workload and on teacher self-regulation showed [$\beta=.040$, $SE=0.022$, 95% CI (0.084, 0.003)], and it indicates that the confidence interval does not include zero. At a 0.05 level of significance, the null hypothesis is accepted, $p=.071$. This announces that the mediating variable, which is the teacher workload, mediates the relationship between the independent variable, teaching skills, and the dependent variable, which is teacher self-regulation.

Furthermore, it can be perceived that every unit increased in the mathematical disposition will entice 0.040 increase to the teacher self-regulation as it goes through the teacher workload. Based on the result, it shows that the teaching skills has no indirect effect on the teacher self-regulation through teacher workload. That means the teaching skills can directly influence the teacher self-regulation without the presence of the mediating variable, teacher workload.

Table 17. *Indirect Effect*

	Estimate	Std. Error	z-value	p	95% Confidence Interval	
					Lower	Upper
IV → MV → DV	-0.040	0.022	-0.1804	0.071	-0.084	0.003

Total Effects

It can be observed in Table 18 the total effects of teaching skills on teacher self-regulation. The result yielded a beta of 0.108 which is from the sum of each beta in Table 16 and Table 17, and standard error (SE) 0.064 with $p<.001$ or significant, ($\beta=0.108$, $SE=0.064$, 95% CI [-0.017, 0.233]).

Moreover, Table 18 shows that teaching skills significantly influences to teacher self-regulation among secondary school teacher in Kapalong. It means that even without the presence of the mediating variable, teacher’s workload, teaching skills already affects teacher self-regulation among secondary school teacher in Kapalong. Since the direct effect is significant, it can be concluded that the relationship between teaching skills and teacher’s workload is only partly mediated by teacher self-regulation.

Also, as shown in the results, it could be inferred that in every unit increased in the teaching skills will entice 0.108 increase to the teacher self-regulation. The result stipulates that the teaching skills is significantly affecting the teacher self-regulation.

Table 18. *Total Effects*

	Estimate	Std. Error	z-value	p	95% Confidence Interval	
					Lower	Upper
IV → DV	0.108	0.064	1.688	0.091	-0.017	0.233

Additionally, the Table 19 below provides further information as to why the mediating effect of teacher workload is insignificant to the relationship of teaching skills and teacher self-regulation. It can be observed in the table that teaching skills significantly affected teacher self-regulation, $\beta=.148$, $p=.018$. As well as teacher workload is found to be a significant predictor of teacher self-regulation, $\beta=.094$, $p=.002$. Further, their confidence interval shows negative lower interval, and for an interval that ranges from negative to positive values, we know the interval contains zero (or the null value), then it suggests that there is really no significant effect, because the null hypothesis is accepted when the confidence interval includes zero. On the other hand, the table shows that there is a significant effect of teaching skills to teacher self-regulation, $\beta=0.148$, $p=0.018$. Similarly, there is a significant effect of teaching skills to teacher workload, $\beta= -0.138$, $p=0.027$.

In addition to the result of the study, presented in Figure 3, the β (beta) values represent the strength and direction of the relationships between the variables in the model. For the path from teaching skills to teacher self-regulation (Path c), the β value of .148 indicates a

small positive effect, meaning that as teaching skills increase, teacher self-regulation also increases by 0.148 units. This relationship is statistically significant, as shown by the p-value of .018. Similarly, for the path from teaching skills to teacher workload (Path a), the β value of .293 suggests a moderate positive effect, where an increase in teaching skills leads to a 0.293 unit increase in teacher workload, which is statistically significant with a p-value of .027. Lastly, the path from teacher workload to teacher self-regulation (Path b) shows a β value of .094, indicating a small positive relationship, meaning that a one-unit increase in teacher workload corresponds to a 0.094 unit increase in teacher self-regulation. This relationship is also statistically significant, with a p-value of .002. Overall, the positive β values demonstrate that as teaching skills and workload increase, teacher self-regulation is positively influenced, with all relationships being statistically significant.

Table 19. *Path Coefficients*

	Estimate	Std. Error	z-value	p	95% Confidence Interval	
					Lower	Upper
MV \rightarrow DV	0.293	0.094	3.114	0.002	0.109	0.477
IV \rightarrow DV	0.148	0.063	2.369	0.018	0.026	0.271
IV \rightarrow MV	-0.138	0.062	-2.213	0.027	-0.260	-0.016

In this case, the β (beta) values help clarify the relationships between teaching skills, teacher workload, and teacher self-regulation. The direct relationship between teaching skills and teacher self-regulation is significant, meaning that teaching skills have a clear, direct impact on self-regulation. However, the indirect effect involving teacher workload as a mediator is not significant, suggesting that teacher workload does not play a role in this relationship. The β value for the direct effect highlights the strength of the direct connection, and since the indirect effect is insignificant, it confirms that teacher workload doesn't mediate this relationship. In other words, the connection between teaching skills and teacher self-regulation remains straightforward, with no mediation from teacher workload.

Conclusions

This section consists of the overall summary of the study, particularly the results, and each of their implications. Based on the findings of this study, the following conclusions were drawn in answer to the objectives:

Subsequently, the respondents demonstrate an overall high level of teacher self-regulation. This signifies the proficiency of the teachers in terms of teacher's role disposition, teacher's role performance and teacher's self-evaluation. Also, it demonstrates a sense of understanding and capacity on the part of the respondents towards dealing with emotional stability and attaining their solutions to certain academic problems.

Also, the respondents demonstrate a high sense of teacher workload. This indicates that secondary school teachers can balance out their academic and non-academic responsibilities whilst remain composed and be able to do it effectively. Moreover, there is a significant relationship among the three variables: teaching skills and teacher's self-regulation; teacher workload and teacher's self-regulation; and teaching skills and teacher workload, which were tested in this study and in which the null hypothesis was rejected.

On top of that, the mediation analysis reveals that teacher workload has partially mediated or significantly affected the relationship between teaching skills and teacher's self-regulation. Therefore, teachers should not just encourage themselves to view learning as valuable and reasonable but also influence others to be more confident in terms of role disposition, role performance and self-evaluation within the classroom.

Based on the findings, teacher workload, teaching skills and teacher's self-regulation revealed high results; therefore, it is recommended that teachers focus on the enhancement of their own teaching skills, self-regulation and workloads.

Also, it has been found that there is a significant relationship between teacher workload associated with teaching skills and teacher's self-regulation. With that, secondary school teachers may focus on the development of balancing their high sense of teacher workload, which contributes to high teaching skills and self-regulation. Teachers may also put lessons and instructions together in a way that helps not only the improvement of their teaching skills but also their self-regulation.

As such, it has been found that there is a significant relationship between the teaching skills associated with teacher workload and teacher's self-regulation. With that, secondary school teachers may focus on improving their teaching skills by finding various teaching strategies to employ within their class. Though, it has been found that there is a significant relationship between teacher's self-regulation as associated with teaching skills and teacher workload. With that, teachers may focus on having the time to also self-evaluate whether or not these teaching strategies is effective or not can also help the teacher to motivate themselves.

Also, the results of this study show that teacher workload significantly mediates the relationship between teaching skills and teacher's self-regulation. Because of this, the institution may want to think about ways to help teachers improve their ability to connect with their students be it in their academic time or non-academic time. Teachers may think about going to any training or seminar that aims to improve their teaching skills and self-regulation as well as balancing their academic and non-academic workloads.

Ultimately, it is advised that future researchers may investigate this study further using a different population or might conduct in a

large scale of sample size. They may also consider other factors that significantly affect teacher's self-regulation.

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