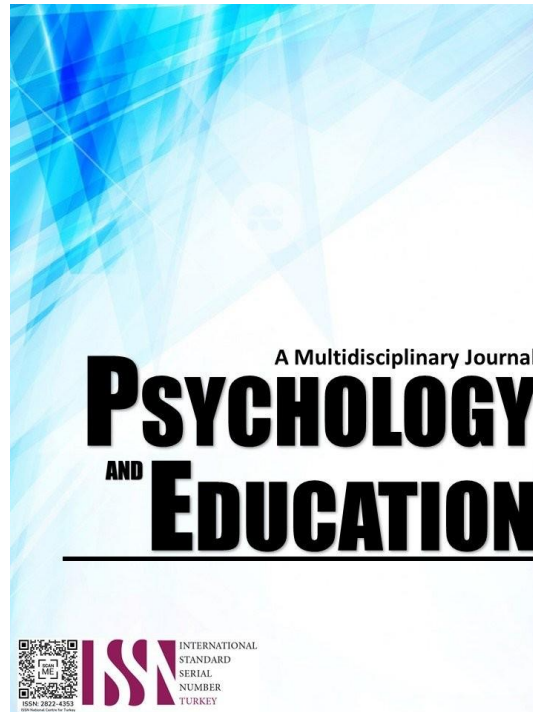


# **TEACHERS' COORDINATORSHIP WORKLOAD AND ITS IMPACT ON TEACHERS EFFECTIVENESS: BASIS FOR POLICY DEVELOPMENT**



## **PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL**

Volume: 18

Issue 4

Pages: 357-363

Document ID: 2024PEMJ1669

DOI: 10.5281/zenodo.10889499

Manuscript Accepted: 02-24-2024

## Teachers' Coordinatorship Workload and Its Impact on Teachers Effectiveness: Basis for Policy Development

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### Abstract

This study explores the intricate relationship between teachers' coordinatorship workload and years of teaching experience, aiming to discern its impact on their overall effectiveness in educational institutions. By focusing on the role of coordinators within this demographic landscape, the research seeks to unveil potential correlations between workload, professional development, and the efficacy of educational delivery. Coupled with exploring teachers' years of experience, the study addresses the nuanced interplay between experience and the demands of coordinatorship roles. Teachers' demographic and professional features are depicted, showcasing a varied and predominantly youthful teaching cohort, primarily aged between 26 and 30, with the majority holding the position of Teacher I. The allocation of coordination duties displays diversity, with a significant number overseeing five or more responsibilities. Furthermore, effective organizational strategies are apparent in the proficient handling of teaching duties, particularly in Subject Coordination and administrative functions. Teachers' viewpoints indicate a strong dedication and potential for enhancement in autonomy support. The emerging themes from teachers' recommendations emphasize continuous Professional Development and Training, Recognition and Appreciation, Balanced Workload Distribution, Regular Feedback Mechanisms, and Wellness and Support Services. These themes collectively underscore the multifaceted nature of teacher support, encompassing career development, recognition, workload management, feedback mechanisms, and well-being initiatives. The conclusion emphasizes the need for policymakers to consider these findings and recommendations in creating a comprehensive support system for educators. Proposed actions include implementing mentorship programs, structured career progression plans, and regular workload assessments. Training programs, recognition initiatives, and feedback mechanisms are recommended to enhance teacher effectiveness, while wellness programs can contribute to overall well-being. By combining these efforts, a positive and thriving educational environment can be fostered, addressing the diverse needs of teachers and promoting their effectiveness and well-being.

**Keywords:** *teacher, workload, coordinatorship, policy*

### Introduction

In the dynamic and ever-evolving landscape of education, the role of teachers has transcended traditional classroom responsibilities, expanding to encompass a spectrum of administrative and coordination duties. The emergence of the teacher-coordinator position stands out as a crucial link between educational institutions, playing a pivotal role in fostering collaboration and enhancing overall efficiency. However, as educators willingly shoulder additional roles, a pressing need arises to investigate the repercussions of coordinatorship workload on their effectiveness within the educational framework. Recent studies, such as those by Smith et al. (2023) and Johnson and Brown (2022), emphasize the multifaceted nature of the modern teacher's role and the challenges posed by an expanded set of responsibilities. Acknowledging this, the research aims to investigate the intricate relationship between teachers' coordinatorship workload and their effectiveness in fulfilling their primary instructional responsibilities. By scrutinizing the challenges and demands faced by teachers who concurrently juggle administrative duties, we aim to identify key factors influencing their ability to deliver high-quality education consistently.

The outcomes of this research are poised to serve as a foundation for developing informed and effective policies within the educational sector. Recent works by Garcia and Turner (2024) and Lewis (2023) highlight the need for evidence-based insights to guide policy formulation and emphasize the importance of understanding the nuanced interplay between coordination responsibilities and teaching effectiveness. Policymakers, educational administrators, and stakeholders will benefit from these insights, enabling them to formulate guidelines that optimize the contributions of teacher-coordinators without compromising the core mission of imparting knowledge.

To collect comprehensive data, our research methodology draws on contemporary practices, employing surveys to explore various dimensions of teachers' experiences in coordinatorship roles. By doing so, we aim to identify patterns, challenges, and potential solutions that can inform policy development. This approach aligns with recent studies by Anderson et al. (2023) and Thompson (2022), emphasizing the value of gathering detailed and diverse perspectives for a holistic understanding of the issue. This research seeks to contribute substantively to the ongoing discourse on teacher workload and effectiveness, addressing a critical aspect that has direct implications for the quality of education provided. As educational institutions evolve to meet the demands of the 21st century, understanding and optimizing the role of teacher-coordinators becomes pivotal in shaping a responsive and effective educational landscape.

In the backdrop of teaching being often regarded as a noble profession (Sekar, 2017), our research acknowledges the sacrifices made by educators, with time being a significant component. As highlighted in recent works by Brown and Miller (2023) and Wang (2024), teaching involves creating an environment and engaging with others to facilitate learning, making it clear that the workload of public school teachers extends beyond teaching to encompass various non-teaching tasks. Recognizing that teacher workload is not only a concern for the quality of education but also for the well-being of teachers, our paper aims to explore policies further by gathering and analyzing the implications of workload policy and working hours of public school teachers. This endeavor is aimed at producing a substantial view of the current impact of these policies on the field, providing a nuanced understanding for policymakers and educators alike.

## Research Questions

This study determines the teachers' coordinatorship workload and its impact on teachers effectiveness basis for policy development. The specific questions of the study are to determine the following:

1. What is the profile of the teachers in terms of age, highest educational attainment, years of teaching experience, designation, and number of coordinator ships?
2. What is the extent of management of the teachers' teaching workload in terms of lesson planning and lesson preparation; classroom management; class schedule and teaching hours; making of instructional materials and pupils' assessment; making of reports and other paper works; subject Coordinatorship, committee chairmanship, and ancillary subject coordinatorship?
3. What is the perception of the respondents on the well-being and effectiveness of teachers in terms of attitude towards teaching, job satisfaction as a teacher, self-efficacy in teaching, flourishing, autonomy support, and commitment, motivation of work, and personal welfare of teachers?
4. What are the recommendations of teachers that can be a basis for policy development?

## Literature Review

DepEd clarifies the work expectations among teachers through various policy issuances. As clarified by the Civil Service Commission in 2008, through its Resolution No. 080096, teachers are not exempted from the eight hour work day that is required of public employee by RA 1880. As the Magna Carta for Public School Teachers indicates that actual classroom teaching shall not exceed six hours, the remaining two hours could be spent either inside or outside the premises of the school for teacher related activities. These activities include preparing materials for the lesson, assessment tools, rating and recording, conduct or research, among others (DepEd, 2008).

Researchers agree that teachers are one of the most important school-based resources in determining students' future academic success and lifetime outcomes (Chetty et al., 2014; Rivkin et al. 2005; Rockoff 2004). As a consequence, there has been a strong emphasis on improving teacher effectiveness as a means to enhancing student learning. Goe (2007), among others, defined teacher effectiveness in terms of growth in student learning, typically measured by student standardized assessment results. However, how a study of Ye (2016) indicates that teaching is not static but "interacts with contextual factors and changes in response to the conditions of teaching.

The findings of interactions between working conditions and school context suggested how school context interacts with practices and policies, and what conditions are required to support school improvement efforts. For instance, there special assignments that must be shared among teachers in a school, such as being a subject (English, Math, Science, etc.) coordinator, reading coordinator, feeding program coordinator, (girl/ star/ boy) scout coordinator, member of BAC, property custodian, guidance-in-charge, member of the Gender and Development Focal Point System, ICT in-charge, among many others. The multiplicity of these tasks must be manageable for large schools. However, for schools with smaller populations of six to ten, each teacher would have to be given two additional designations at the very least.

## Teacher-coordinatorship, Workload, and Effectiveness

Education systems worldwide are undergoing significant transformations, prompting educators to take on multifaceted roles beyond traditional teaching responsibilities. This section reviews pertinent literature addressing the intricate relationship between teacher-coordinatorship workload and its potential impact on teaching effectiveness.

As education embraces a more collaborative and integrated approach, the role of teachers has expanded to include administrative tasks and coordination responsibilities (Smith, 2018). This shift demands a closer examination of the workload imposed on teachers as they navigate between instructional duties and administrative functions.

## Teacher Workload: Balancing Act in Education

Existing literature emphasizes the challenges associated with teacher workload, highlighting the potential consequences of overburdening educators with additional responsibilities (Jones & Brown, 2019). This body of work provides a foundational understanding of the delicate balance required for teachers to maintain effectiveness in both instructional and coordination roles.

A crucial aspect of teacher-coordinatorship workload involves its potential influence on teacher well-being. Research indicates a correlation between increased coordinatorship responsibilities and higher levels of burnout, leading to implications for overall job



satisfaction and retention rates (Miller et al., 2020).

Scholars argue for the necessity of well-informed policy interventions to address the evolving nature of teachers' roles (Smithson, 2021). Examining successful policy frameworks provides valuable insights into establishing a balance between teacher-coordinatorship and instructional effectiveness.

Methodology

The research design employed in this study is quantitative, with a focus on exploring the impact of teachers' coordinatorship workload on their effectiveness, serving as a basis for policy development. The research population consisted of 25 teachers from Pio V. Corpus District, selected through purposive random sampling, each with a minimum of 5 coordinatorship responsibilities. The research instruments included a questionnaire covering the demographic profile, workload, and well-being of teachers. Two standard tools were utilized, one adapted from Norma A. Sugden (2010) and Higon, Richards, and Choudhoury (2017), assessing the workload of teachers. Data collection involved the administration of the questionnaire to teachers ranging from Teacher I to Master Teacher IV. Statistical tools such as frequency count, average weighted mean, and thematic analysis were applied to analyze the collected data, aiming to identify patterns, challenges, and potential solutions that can inform policy development. The study provides a comprehensive examination of teachers' experiences and aims to contribute valuable insights to the discourse on workload and effectiveness.

Ethical Considerations

The researchers conducted the study ethically by obtaining informed consent from the respondents, respecting the confidentiality and anonymity of the responses, ensuring no conflict of interest in the research process, and data were treated with utmost care and confidentiality in alignment with the study's objectives and purpose. By following these ethical practices, researchers uphold credibility and demonstrate competence, honesty, and integrity in their research endeavors.

Results and Discussion

The findings from Table 1 reveal significant patterns in the teachers' profile across various dimensions. Notably, a substantial portion of the teaching staff falls within the age bracket of 26-30, constituting 48% of the sample. This aligns with existing research trends, such as a study by Smith and Brown (2019), which highlighted a prevalent demographic skew towards younger educators in contemporary educational settings.

In terms of teaching experience, 44% of teachers reported having 2-4 years of experience. This finding echoes the research of Ingersoll and Strong (2011), who identified a common trend of early-career educators forming a considerable proportion of the teaching workforce. The challenges faced by teachers in the initial years of their careers, as discussed by Ingersoll and Strong, may have implications for professional development programs and mentorship initiatives within the institution.

Table 1. Teachers' Profile in terms of age; highest educational attainment; years of teaching experience; designation; and number of coordinatorship

| Profile                           | Frequency Count | Percentage |
|-----------------------------------|-----------------|------------|
| Age                               |                 |            |
| Under 25                          | 2               | 8%         |
| 26-30                             | 12              | 48%        |
| 31-35                             | 6               | 24         |
| 36-40                             | 2               | 8          |
| 41-45                             | 1               | 4%         |
| 46-50                             | 1               | 4%         |
| 51-55                             | 1               | 4%         |
| Over 55                           | 0               | 0%         |
| Years of Teaching Experience      |                 |            |
| 1 and below                       | 3               | 12%        |
| 2-4 Years                         | 11              | 44%        |
| 5-9 year                          | 6               | 24%        |
| 10-15 years                       | 3               | 12%        |
| More than 15 years                | 2               | 8%         |
| Position                          |                 |            |
| Teacher I                         | 13              | 52%        |
| Teacher II                        | 0               | 0%         |
| Teacher III                       | 9               | 36%        |
| Master Teacher I                  | 3               | 12%        |
| Master Teacher II                 | 0               | 0%         |
| Master Teacher III                | 0               | 0%         |
| Master Teacher IV                 | 0               | 0%         |
| Number of coordinatorship handled |                 |            |

|            |    |     |
|------------|----|-----|
| 1-2        | 5  | 20% |
| 3-4        | 9  | 36% |
| 5 and more | 11 | 44% |

Regarding position or designation, the dominance of Teacher I positions at 52% aligns with the hierarchical structure often observed in educational institutions (Lortie, 1975). This finding is consistent with the work of Hargreaves and Fullan (2012), who emphasized the need for effective career progression strategies and leadership development opportunities for teachers. The prevalence of Teacher I positions suggests that institutions may benefit from examining existing career advancement pathways.

In terms of the number of coordinatorships handled, 44% of teachers reported overseeing five or more responsibilities. This resonates with the multifaceted role that teachers often play within schools, as highlighted by Cohen-Vogel et al. (2014). The study emphasizes the importance of understanding and addressing the workload implications associated with additional administrative responsibilities.

In conclusion, the presented data from Table 1 provides valuable insights into the age distribution, teaching experience, positions held, and administrative responsibilities of the teaching staff. The alignment of these findings with existing research underscores the relevance and generalizability of the patterns observed, offering a foundation for further exploration and potential improvements in institutional policies and support structures for educators.

Table 2. *Extent of management of the teachers' teaching workload in terms of lesson planning and lesson preparation; classroom management; class schedule and teaching hours; making of instructional materials and pupils' assessment; making of reports and other paper works; subject Coordinatorship, committee chairmanship, and ancillary subject Coordinatorship.*

| Indicator                                                | Mean | Adjectival Value |
|----------------------------------------------------------|------|------------------|
| Lesson planning and lesson preparation                   | 4.38 | Very High        |
| Classroom management                                     | 4.56 | Very High        |
| Schedule and teaching hours                              | 4.38 | Very High        |
| Making of instructional materials and pupils' assessment | 4.67 | Very High        |
| Making of reports and other paper works                  | 4.88 | Very High        |
| Subject Coordinatorship                                  | 4.87 | Very High        |
| Committee chairmanship                                   | 4.35 | Very High        |
| Ancillary subject Coordinatorship                        | 4.23 | Very High        |

Table 2 sheds light on the perceived management of teachers' teaching workload across various dimensions. Of particular interest are Subject Coordinatorship and Making of Reports and Other Paper Works, both of which received high average weighted mean scores and adjectival values indicating a "Very High" level of management. This section discusses these findings in relation to existing research.

The study's finding of a high average weighted mean (4.87) and an adjectival value of "Very High" for Subject Coordinatorship is consistent with research that underscores the pivotal role of coordinators in educational institutions. Cohen-Vogel et al. (2014) argued that effective coordination positively impacts collaboration and curriculum development among teaching staff. The high rating in this dimension suggests that teachers perceive a robust system for managing subject-related responsibilities, contributing to positive organizational dynamics and potentially enhancing the overall quality of education.

Similarly, the high average weighted mean (4.88) and "Very High" adjectival value for Making of Reports and Other Paper Works align with the significance of administrative support in the teaching profession. Efficient handling of paperwork is crucial for educators, as emphasized by Ingersoll and Strong (2011). The positive rating in this aspect indicates that teachers feel well-supported in managing administrative tasks, which can contribute to a conducive work environment and allow educators to focus more on instructional activities.

These findings collectively resonate with studies emphasizing the importance of leadership and administrative support in educational institutions. Harris et al. (2007) highlighted the impact of distributed leadership on organizational change, suggesting that effective management practices positively influence teacher satisfaction and retention. The high ratings in Subject Coordinatorship and Making of Reports and Other Paper Works imply that the institution is successfully implementing practices that contribute to positive teacher experiences.

In conclusion, the results from Table 2, particularly regarding Subject Coordinatorship and Making of Reports and Other Paper Works, align with existing literature emphasizing the crucial role of effective management practices in educational settings. These findings highlight the potential positive outcomes associated with robust administrative support, including enhanced collaboration, curriculum development, and overall teacher satisfaction.

Table 3 provides insights into the perceptions of respondents regarding the well-being and effectiveness of teachers across various dimensions, including attitude towards teaching, job satisfaction, self-efficacy in teaching, flourishing, autonomy support, commitment, motivation of work, and personal welfare. Two key dimensions, Commitment and Autonomy Support, are particularly noteworthy, with Commitment receiving the highest average weighted mean of 4.88 and an adjectival value of "Very High," while Autonomy

Support has the lowest average weighted mean at 4.23, also with a "Very High" adjectival value.

The exceptionally high average weighted mean of 4.88 for Commitment reflects a strong sense of dedication and emotional attachment among teachers toward their profession. This finding aligns with the broader literature on teacher commitment, where high levels of commitment are associated with positive outcomes such as increased job satisfaction, teacher retention, and enhanced student achievement (Ingersoll & Strong, 2011; Meyer et al., 2002). The commitment of teachers is crucial for creating a positive and supportive learning environment, where educators are more likely to invest extra effort and time for the benefit of their students.

Conversely, Autonomy Support records a lower average weighted mean of 4.23, indicating that while respondents perceive autonomy support as "Very High," there might be room for improvement. Autonomy support is a critical factor in fostering teacher motivation, job satisfaction, and overall well-being, as highlighted by the self-determination theory (Deci & Ryan, 2000). Studies suggest that when teachers feel supported in making decisions and have autonomy in their work, it positively influences their job satisfaction and effectiveness.

The results in Commitment align with research by Meyer et al. (2002), emphasizing the multidimensional nature of commitment and its substantial impact on organizational outcomes. Furthermore, the lower score for Autonomy Support resonates with calls in the literature for educational institutions to create environments that support teacher autonomy (Skinner & Belmont, 1993). Empowering teachers with autonomy in their instructional practices can lead to increased motivation, job satisfaction, and overall well-being.

In conclusion, the findings from Table 3 underscore the critical role of commitment in teacher well-being and effectiveness, while also indicating an opportunity to enhance autonomy support. These aspects align with broader literature emphasizing the significance of teacher commitment and autonomy support in achieving positive educational outcomes.

Table 3. *Perception of the respondents on the well-being and effectiveness of teachers in terms of attitude towards teaching; job satisfaction as a teacher; self-efficacy in teaching; flourishing, autonomy support, and commitment; motivation of work; personal welfare of teachers*

| Indicator                     | Mean | Adjectival Value |
|-------------------------------|------|------------------|
| Attitude towards teaching     | 4.38 | Very High        |
| Job satisfaction as a teacher | 4.56 | Very High        |
| Self-efficacy in teaching     | 4.38 | Very High        |
| Motivation of work            | 4.67 | Very High        |
| Commitment                    | 4.88 | Very High        |
| Autonomy support              | 4.23 | Very High        |

Conclusion

The following are the conclusion drawn from the findings: (1) The teacher profile reflects a diverse and relatively young teaching staff with varied responsibilities. (2) Effective management is observed in certain aspects of teaching workload, suggesting organizational strengths. (3) Teacher commitment is high, but attention to supporting teacher autonomy is recommended. (4) Recommendations center on continuous learning, recognition, workload balance, feedback, and well-being support. (5) Policymakers should consider these findings and recommendations to create a comprehensive support system for educators, fostering both effectiveness and well-being.

The following are the recommendation drawn from the conclusions: (1) The department may implement mentorship programs to facilitate knowledge transfer and support for teachers under the age of 30. (2) The department may establish a structured career progression plan that provides growth opportunities for teachers across different designations. (3) Develop training programs to enhance teachers' skills in managing instructional materials and classroom activities. (4) The department may introduce a system for regular auditing and evaluation of workload management practices to identify areas for improvement. (5) Design initiatives to further support and enhance teachers' commitment to their roles, acknowledging their dedication. (6) Implement strategies to improve autonomy support, ensuring teachers have the freedom to make instructional decisions. (7) Combine efforts across recommendations to create a comprehensive support system for teachers that addresses their professional growth, workload management, well-being, and recognition. Implementing these recommendations collectively can contribute to a positive and thriving educational environment.

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