

Original Article

Workload Management and Productivity Execution of Public Elementary School Teachers

Marimar Tiu¹, Josephine Baguio^{1,*}

Received: 04 May 2026; Revised: 30 May 2026;

Accepted: 02 June 2026; Published: 05 June 2026

DOI: <https://doi.org/10.66074/P2W6C3T7>

Abstract

This study examined the relationship between workload management and productivity execution among public elementary school teachers in Cateel 2 District, Division of Davao Oriental. A quantitative descriptive-correlational design was employed with 139 public elementary school teachers selected through convenience sampling. Data were collected through adapted survey questionnaires that measured workload management in terms of duties and obligations, energy, and time, and productivity execution in terms of conceptual, human processual, and technical domains. The instruments were reviewed by experts, pilot-tested with 30 teachers, and showed high internal consistency for workload management (Cronbach's alpha = .950) and good internal consistency for productivity execution (Cronbach's alpha = .886). Mean, standard deviation, Pearson product-moment correlation, and multiple linear regression were used to analyze the data. Results showed that workload management was rated high overall ($M = 3.86$, $SD = 0.60$), with time receiving the highest domain mean ($M = 4.14$, $SD = 0.62$), followed by energy ($M = 4.03$, $SD = 0.62$) and duties and obligations ($M = 3.40$, $SD = 0.65$). Productivity execution was also rated high overall ($M = 3.66$, $SD = 0.55$), with technical execution receiving the highest mean ($M = 3.72$, $SD = 0.59$), followed by human processual execution ($M = 3.65$, $SD = 0.60$) and conceptual execution ($M = 3.61$, $SD = 0.60$). Workload management had a significant positive relationship with productivity execution ($r = .5804$, $R^2 = .34$, $p = .000$). Regression results showed that the three workload management domains significantly predicted

¹ Graduate School,
Rizal Memorial
Colleges, Inc., Davao,
Philippines
* josephinebbaguio@
outlook.com

productivity execution, with energy as the strongest predictor ($B = .7426$, $\beta = .5921$, $p = .000$). The findings suggest that teacher productivity is closely linked to how schools and teachers manage task demands, time use, and energy preservation. A workload system that protects teachers' energy while supporting task clarity and effective time use may contribute to stronger productivity execution in public elementary schools.

Keywords: energy, productivity, teachers, time, workload

1. Introduction

Teacher productivity has become a major concern in basic education because teachers are expected to deliver instruction, assess learning, communicate with families, prepare reports, participate in school activities, and respond to reforms that alter classroom practice. In public elementary schools, these demands are more visible because teachers often handle multiple learning areas and perform duties that extend beyond direct instruction. Productivity execution, as used in this study, refers to teachers' effective completion of work in conceptual, human processual, and technical domains. It is not limited to the number of completed tasks. It also refers to the quality of planning, the ability to work with people, and the practical skill to carry out classroom and school responsibilities. Recent international evidence shows that teacher work has intensified in many systems, with workload shaped not only by the number of hours worked but also by the density, pace, and complexity of tasks assigned to teachers (Creagh et al., 2025).

The workload issue is especially important because it is tied to well-being, retention, and instructional quality. TALIS 2018 reported that work-related stress among teachers was linked strongly to administrative workload and changing requirements, which means that non-instructional duties can consume energy that would otherwise support lesson preparation, assessment, and classroom interaction (OECD, 2020). A systematic review by Dreer (2023) also showed that teacher well-being is associated with desirable outcomes such as retention, teacher-student relationships, and student-related indicators, although causal evidence remains limited. Nwoko et al. (2023) further emphasized that occupational well-being is shaped by both personal and organizational factors, including workload, support, professional development, and work environment. These findings suggest that productivity cannot be understood apart from the conditions under which teachers work.

Workload management offers a useful lens for this problem because it places attention on how teachers organize duties and obligations, sustain energy, and allocate time. Duties and obligations refer to assigned responsibilities such as lesson planning, classroom instruction, assessment, paperwork, student supervision, parent

communication, meetings, and school activities. Energy refers to the physical, cognitive, and emotional effort required to meet daily work demands. Time refers to the hours and scheduling practices that allow teachers to complete instructional and non-instructional tasks. These domains are closely linked. When duties are unclear, time becomes fragmented. When time is fragmented, energy is depleted. When energy is depleted, teachers may still complete tasks but with reduced quality, less flexibility, and lower capacity for productive execution.

The Job Demands-Resources theory provides a strong basis for this study. Bakker et al. (2023) explained that job demands become harmful when they require sustained effort without sufficient resources, whereas job resources support motivation, engagement, and performance. Applied to elementary teaching, workload becomes a job demand when it requires excessive administrative effort, constant multitasking, or prolonged work outside official hours. Workload can also be managed productively when teachers receive resources such as planning time, leadership support, instructional materials, collaboration, autonomy, and clear expectations. This theoretical position is relevant to public schools because teachers' productivity depends not only on personal commitment but also on the match between task demands and available supports.

The Conservation of Resources theory complements this position by emphasizing the protection and replenishment of valued resources such as time, energy, attention, and emotional stability (Hobfoll et al., 2018). Teachers who lose these resources through heavy workloads may experience fatigue, stress, or reduced motivation. Teachers who preserve resources through task prioritization, supportive leadership, and manageable schedules are more likely to maintain productivity. The Effort-Recovery perspective also suggests that sustained effort requires recovery opportunities. When teachers work beyond regular hours without adequate recovery, strain may accumulate and reduce task execution. Together, these perspectives explain why energy and time are not peripheral aspects of workload but central elements in effective work performance.

Empirical literature supports the link between workload, stress, and work outcomes. Belizario et al. (2024) found that workload had a negative effect on professional self-efficacy among regular basic education teachers, while job satisfaction had a positive effect. Jerrim and Sims (2022), using TALIS data from more than 100,000 teachers across more than 40 countries, reported that accountability-related demands were associated with teacher stress at the system level. Kouhsari et al. (2023) likewise used TALIS data to examine teacher professional well-being and its influential factors, underscoring the need to understand how school conditions affect teachers. These studies support the view that workload is not merely an individual time management issue. It is a structural and organizational issue that affects teachers' sense of capacity and professional output.

Leadership and school climate also shape workload management. Liebowitz and Porter (2019), in a systematic review and meta-analysis, showed that principal behaviors are linked to student, teacher, and school outcomes. Liu et al. (2024) found

that distributed leadership was associated with teacher well-being through organizational trust, highlighting the importance of collaborative school cultures. These findings matter because workload can either be intensified or eased through leadership decisions. Task delegation, documentation demands, meeting schedules, planning time, access to resources, and professional learning structures are school-level conditions that influence how teachers experience and manage workload.

Despite this growing literature, the evidence base remains less developed in localized Philippine public elementary school settings, where teachers often balance instructional duties with reporting, community-related obligations, and administrative requirements. In Cateel 2 District, Division of Davao Oriental, teachers work in a context where productivity execution is important for school effectiveness, learner support, and public service. However, there is limited local evidence on whether teachers' workload management is associated with their productivity execution and which workload management domains have the strongest influence. This gap is important because school improvement plans and support systems require evidence that reflects the realities of specific districts rather than assumptions imported from other settings.

This study therefore examined the relationship between workload management and productivity execution among public elementary school teachers in Cateel 2 District, Division of Davao Oriental. Specifically, it assessed the level of workload management in terms of duties and obligations, energy, and time; assessed the level of productivity execution in terms of conceptual, human processual, and technical domains; tested the relationship between workload management and productivity execution; and identified the workload management domains that significantly influence productivity execution. By addressing these aims, the study contributes localized evidence to the broader discussion on teacher workload, well-being, and professional productivity in basic education.

2. Methodology

The study employed a quantitative descriptive-correlational research design to examine the relationship between workload management and productivity execution among public elementary school teachers. This design was appropriate because the study sought to describe the levels of two measured variables and test the degree of association between them without manipulating the work conditions of the respondents. The design also allowed the researcher to identify which workload management domains significantly influenced productivity execution through regression analysis. The focus was on naturally occurring perceptions and practices among teachers rather than on experimental intervention or causal testing.

The respondents were 139 public elementary school teachers from Cateel 2 District, Division of Davao Oriental during the 2025-2026 school year. The sample was selected through convenience sampling based on accessibility, availability, and compliance with the established inclusion criteria. To ensure that participants had

adequate exposure to the workload conditions under study, only currently employed public elementary classroom teachers with at least three years of continuous teaching experience were included. Teachers who were not assigned to classroom teaching roles, such as administrators, coordinators, or specialists, were excluded. Teachers with less than three years of experience, those on extended leave, and those under administrative investigation during the conduct of the study were likewise excluded to reduce possible bias arising from atypical work conditions.

Data were gathered through an adapted survey questionnaire composed of two main scales. The first scale measured workload management in terms of duties and obligations, energy, and time. The second scale measured productivity execution in terms of conceptual, human processual, and technical domains. Both scales used a 5-point Likert response format from strongly disagree to strongly agree, with higher scores reflecting higher observed levels of the measured construct. The interpretation of mean scores followed the scale used in the thesis: 4.20 to 5.00 was interpreted as very high, 3.40 to 4.19 as high, 2.60 to 3.39 as moderate, 1.80 to 2.59 as low, and 1.00 to 1.79 as very low. These cut points were applied consistently to the workload management and productivity execution indicators.

The instrument underwent content validation by three education and research professionals who evaluated item clarity, relevance, and readability. Their comments were used to refine the wording and organization of the questionnaire. A pilot survey was also conducted among 30 public elementary school teachers to evaluate the face validity, logical flow, and practical clarity of the instrument. Reliability was assessed through Cronbach's alpha. The workload management scale obtained an overall Cronbach's alpha of .950 across 15 items, while the productivity execution scale obtained a Cronbach's alpha of .886 across 12 items. These coefficients showed that the instrument had acceptable to strong internal consistency for the purposes of the study.

The researcher secured the required permission from the Graduate School and the school authorities before data collection. After approval, coordination was made with the school administrators concerned to facilitate the distribution of questionnaires to qualified respondents. The respondents were informed about the purpose of the study, the voluntary nature of participation, and the confidentiality of their responses. Written informed consent was secured before participation. No personally identifiable information was linked to the survey responses. Responses were coded, organized, and encoded for statistical analysis after the questionnaires were retrieved and checked for completeness.

Ethical safeguards were observed throughout the research process. The study was reviewed by the institutional research ethics committee to ensure that the objectives, procedures, and data management practices complied with ethical standards. Respondents were assured that participation or non-participation would not affect their employment or professional standing. They were allowed to skip any item or withdraw from the study at any point. Data were stored securely and used only for academic and

research purposes. These procedures addressed key ethical principles such as social value, informed consent, privacy, confidentiality, justice, and transparency.

The data were analyzed using descriptive and inferential statistics. Mean and standard deviation were used to determine the level of workload management and productivity execution. Pearson product-moment correlation was used to test the relationship between workload management and productivity execution. Multiple linear regression was used to determine which domains of workload management significantly influenced productivity execution. The regression model entered the three workload management domains, namely duties and obligations, energy, and time, as predictor variables. Productivity execution was treated as the dependent variable. The analysis retained the reported values for means, standard deviations, correlation, coefficient of determination, model statistics, and regression coefficients.

3. Results

Table 1 shows that the overall level of workload management among public elementary school teachers was high ($M = 3.86$, $SD = 0.60$). Among the three domains, time obtained the highest mean ($M = 4.14$, $SD = 0.62$), followed by energy ($M = 4.03$, $SD = 0.62$) and duties and obligations ($M = 3.40$, $SD = 0.65$).

Table 1. Level of workload management among public elementary school teachers.

Domain	SD	Mean	Descriptive Level
Duties and Obligations	0.65	3.40	High
Energy	0.62	4.03	High
Time	0.62	4.14	High
Overall	0.60	3.86	High

Table 2 shows that the overall level of productivity execution among public elementary school teachers was high ($M = 3.66$, $SD = 0.55$). Technical execution obtained the highest domain mean ($M = 3.72$, $SD = 0.59$), followed by human processual execution ($M = 3.65$, $SD = 0.60$) and conceptual execution ($M = 3.61$, $SD = 0.60$).

Table 2. Level of productivity execution among public elementary school teachers.

Domain	SD	Mean	Descriptive Level
Conceptual	0.60	3.61	High
Human Processual	0.60	3.65	High
Technical	0.59	3.72	High
Overall	0.55	3.66	High

Table 3 shows a significant positive relationship between workload management and productivity execution. The correlation coefficient was $r = 0.58$, with $R^2 = 0.34$, a moderate degree of relationship, and a reported p-value of 0.000. The decision for the null hypothesis was reject H_0 . The reported means were 3.86 (SD = 0.63) for workload management and 3.66 (SD = 0.60) for productivity execution.

Table 3. Correlation results.

Variables	r	p-value
Workload Management	0.58	0.000
Productivity Execution		

Table 4 shows the regression model in which the workload management domains were entered as predictors of productivity execution. The model summary reported $R = .7072$, $R^2 = .5001$, Adjusted $R^2 = .4890$, and standard error of the estimate = .43058. The coefficients showed that duties and obligations ($B = .6238$, $SE = .15215$, $\beta = .5224$, $t = 4.1008$, $Sig. = .000$), energy ($B = .7426$, $SE = .15470$, $\beta = .5921$, $t = 4.8006$, $Sig. = .000$), and time ($B = .5824$, $SE = .14934$, $\beta = .4916$, $t = 3.8997$, $Sig. = .000$) were significant predictors of productivity execution. The constant was $B = 1.9524$, $SE = .54986$, $t = 3.5504$, and $Sig. = .001$. The resulting equation was $\text{Productivity Execution} = 1.95 + 0.62(\text{Duties and Obligations}) + 0.74(\text{Energy}) + 0.58(\text{Time})$.

Table 4. Regression results.

Predictor	B	SE	Beta	t	p-value
Constant	1.9524	.54986		3.5504	.001
Duties and Obligations	.6238	.15215	.5224	4.1008	.000
Energy	.7426	.15470	.5921	4.8006	.000
Time	.5824	.14934	.4916	3.8997	.000

4. Discussion

The findings show that public elementary school teachers in Cateel 2 District reported a high level of workload management. This means that the respondents generally perceived themselves as able to organize duties and obligations, sustain energy, and use time effectively. This pattern is important because teacher workload has been identified in international research as a persistent stressor that affects teacher health, well-being, and capacity to deliver educational priorities (Creagh et al., 2025). The high rating in the present study does not mean that workload is light; rather, it suggests that teachers have developed ways to manage their assigned tasks within the demands of their work setting. This distinction matters because workload management is different from workload absence. Teachers may experience high demands but still report effective management when they can prioritize, pace, and complete their duties.

Among the workload management domains, time received the highest mean. This finding suggests that respondents viewed time use as their strongest workload management area. In the elementary school context, time has direct relevance to planning, lesson delivery, assessment, documentation, and student support. The result aligns with the wider literature on teacher workload, which points to time poverty as a central problem when work intensification compresses instructional and non-instructional responsibilities into limited school hours (Creagh et al., 2025). In the present study, the high time rating may reflect teachers' effort to structure their day, allocate time to priorities, and balance tasks with personal time. However, because the study used self-report data, the finding should be read as a measure of perceived time management rather than as an objective measure of actual hours worked.

Energy also received a high mean and was the second highest workload management domain. This result is theoretically meaningful. The Conservation of Resources theory explains that individuals seek to protect valued resources, including energy and emotional capacity, because resource loss can create strain and reduce effectiveness (Hobfoll et al., 2018). In teaching, energy is not simply physical stamina. It also includes sustained attention, emotional regulation, and mental focus across a workday filled with classroom interaction, student behavior concerns, paperwork, and collaboration. The high energy rating suggests that teachers perceived themselves as able to maintain motivation and focus despite daily demands. The item with the highest mean in this domain, ensuring quality while managing tasks efficiently, shows that the respondents associated energy with both task completion and task quality.

Duties and obligations had the lowest mean among the workload management domains, although it remained high overall. This pattern deserves attention because this domain reflects the actual responsibilities that teachers must organize, including formal and additional duties. TALIS evidence has shown that administrative work is a major source of teacher stress and that higher stress is associated more with administrative hours than with classroom teaching hours (OECD, 2020). In the present study, two items under duties and obligations were rated moderate: managing responsibilities as they increase and keeping up with assigned tasks through time and task management. These lower item means suggest that teachers may find workload expansion more difficult to handle than routine task planning. The result points to a possible tension between teachers' capacity to manage daily priorities and the difficulty of absorbing additional responsibilities.

The findings also show that productivity execution was high overall. Technical execution had the highest mean, followed by human processual and conceptual execution. This pattern suggests that teachers were most confident in the practical and adaptive aspects of their work, including the use of resources, flexible work techniques, and manual or technologically aided processes. The high technical rating may reflect teachers' day-to-day need to translate plans into practical classroom action. It also aligns with the view that productivity in teaching is not purely cognitive; it is demonstrated through the ability to execute curriculum, manage resources, and adapt techniques to changing classroom conditions. Since instructional work requires both

professional knowledge and practical skill, the high technical score supports the conclusion that respondents perceived themselves as capable of task execution in concrete work situations.

Human processual execution also obtained a high mean, which is expected in elementary teaching because teachers' work is relational. Teachers must communicate with pupils, colleagues, parents, and school leaders, and they must support learner behavior and motivation. Dreer (2023) reported that teacher well-being is connected to teacher-student relationships and other desirable outcomes, while Liu et al. (2024) showed that leadership and trust can support teacher well-being. These findings help interpret the high human processual score in the present study: productive execution depends not only on individual task completion but also on the quality of interpersonal work in schools. Teachers who can work well with others and maintain positive relationships are more likely to sustain productive routines in a collaborative school environment.

Conceptual execution received the lowest mean among the productivity domains, although it remained high. This domain involves work planning, decision-making, conflict strategies, and open communication. The lower score may suggest that strategic and decision-related tasks require more support than technical routines. This does not mean that teachers lacked conceptual ability; rather, it shows that conceptual execution was relatively less strong than technical and human processual execution. In schools where teachers face dense workloads, conceptual work may be more vulnerable because it requires uninterrupted thinking time and access to information. The finding therefore supports the value of protected planning periods, collaborative problem solving, and professional learning opportunities that allow teachers to strengthen strategic aspects of their work.

The significant positive correlation between workload management and productivity execution supports the central premise of the study. Teachers who reported stronger workload management also reported higher productivity execution. This result is consistent with Job Demands-Resources theory, which argues that job performance and engagement are shaped by the balance between demands and resources (Bakker et al., 2023). When teachers can organize duties, preserve energy, and use time effectively, workload demands may become more manageable and less likely to impair productivity. Conversely, if workload exceeds available resources, teachers may experience strain that limits effective execution. The observed moderate relationship indicates that workload management explains an important part of productivity execution, but it is not the only factor involved.

The coefficient of determination for the correlation showed that workload management accounted for 34% of the variance in productivity execution. This value is meaningful in educational settings where teacher productivity is affected by many factors, including school leadership, class size, resources, learner needs, professional development, and personal circumstances. Kouhsari et al. (2023) emphasized that teacher professional well-being is shaped by multi-level influences, while Liebowitz and Porter (2019) found that principal behaviors relate to multiple school outcomes.

These studies help explain why the relationship in the present study was moderate rather than perfect. Workload management matters, but productivity execution also depends on conditions beyond individual workload practices.

The regression model further strengthens the argument because the three workload management domains significantly predicted productivity execution. The model explained 50.01% of the variance in productivity execution, which suggests that duties and obligations, energy, and time together form a substantial predictor set. Among them, energy had the strongest standardized beta coefficient. This is a key contribution of the study. It suggests that the capacity to sustain motivation, focus, and effort had a stronger association with productivity execution than the organization of duties or time alone. In practical terms, a teacher may have a schedule and a list of duties, but productivity may still decline if energy is depleted. This finding supports the Conservation of Resources theory, where resource preservation is essential for effective work functioning (Hobfoll et al., 2018).

The strongest influence of energy also fits with teacher well-being research. Klusmann et al. (2022) showed that emotional exhaustion can affect instructional quality and student outcomes, while Katsarou et al. (2023) highlighted the importance of teacher well-being interventions during and after the COVID-19 era. Belizario et al. (2024) reported that workload negatively affected teachers' professional self-efficacy. These studies suggest that energy is a pathway through which workload can shape teachers' perceptions of capacity and their actual professional output. In the present study, energy may represent the internal resource that allows teachers to translate time and task plans into productive action. The result points to the need for school systems to treat energy preservation as a core productivity concern, not as a private matter left solely to individual teachers.

Duties and obligations also significantly predicted productivity execution. This means that teachers' ability to organize and meet assigned responsibilities was associated with higher execution across conceptual, human processual, and technical domains. The finding aligns with evidence that excessive or poorly structured duties can undermine teacher well-being and productivity (Creagh et al., 2025; OECD, 2020). However, the result also suggests that duties can support productivity when they are clear, prioritized, and manageable. In a school organization, this places responsibility on leaders to define tasks, avoid unnecessary duplication, and ensure that teachers can concentrate on core instructional responsibilities. The result supports policies that reduce low-value documentation and protect teachers from task overload.

Time also significantly predicted productivity execution. This finding reflects the role of scheduling, planning time, and work pacing in teacher productivity. Time management matters because teachers' work often contains competing deadlines and unpredictable demands. Yet time should not be treated only as an individual skill. Schools create time conditions through class schedules, meeting practices, reporting deadlines, and the volume of non-instructional assignments. Viac and Fraser (2020) argued that teacher well-being requires a framework that looks at working conditions and school processes rather than only personal resilience. In the present study, the

effect of time suggests that productivity execution may improve when teachers are given sufficient time to plan, assess, collaborate, and recover.

The findings have direct implications for public elementary school administration. First, workload management programs should go beyond generic time management seminars. Teachers need systems that reduce unnecessary task load, clarify expectations, and align administrative requirements with instructional priorities. Second, energy preservation should become part of school-level productivity planning. This may include reasonable meeting schedules, protected planning time, wellness programs, collegial support, and attention to emotional labor. Third, leadership practices should promote trust and collaboration, since distributed and supportive leadership can strengthen teacher well-being through organizational trust (Liu et al., 2024). These interventions are not separate from productivity; they create the conditions that allow productivity execution to occur.

The study also has limits that must guide interpretation. The descriptive-correlational design does not permit causal conclusions, and the use of convenience sampling limits generalizability beyond the respondents and setting. The data were based on teachers' self-reports, which may be affected by social desirability or personal interpretation of workload and productivity. The study also focused on selected workload management and productivity domains and did not include variables such as school leadership style, class size, learner behavior, resource availability, burnout, job satisfaction, or objective performance indicators. Future studies may use mixed methods, longitudinal data, school-level variables, or intervention designs to examine how workload management changes over time and how it affects observed classroom practice.

5. Conclusion

This study found that workload management and productivity execution among public elementary school teachers in Cateel 2 District, Division of Davao Oriental were both rated high. Time was the strongest workload management domain, followed by energy and duties and obligations. Technical execution was the strongest productivity execution domain, followed by human processual and conceptual execution. The correlation analysis showed a significant positive and moderate relationship between workload management and productivity execution. The regression analysis showed that duties and obligations, energy, and time significantly predicted productivity execution, with energy as the strongest predictor.

The findings support the view that teacher productivity depends not only on professional skill but also on the way workload demands are organized, paced, and supported. Teachers who manage tasks, preserve energy, and use time effectively are more likely to execute their work productively. The prominence of energy in the regression model suggests that sustained motivation, focus, and physical and mental readiness are central to productive teacher performance. Public elementary schools

should therefore treat workload management as an organizational priority. Supportive scheduling, equitable task distribution, reduced administrative burden, collaboration, wellness initiatives, and professional development focused on practical workload strategies may help teachers sustain productivity execution while protecting well-being.

Acknowledgment

Sincere appreciation is given to all peer reviewers for their valuable comments and suggestions, which helped the author to improve the quality of the manuscript.

Conflict of Interest Statement

The authors declare no conflict of interest.

References

- Bakker, A. B., Demerouti, E., & Sanz-Vergel, A. (2023). Job Demands-Resources theory: Ten years later. *Annual Review of Organizational Psychology and Organizational Behavior*, 10, 25-53. <https://doi.org/10.1146/annurev-orgpsych-120920-053933>
- Belizario, M. V., Mamani-Benito, O., Zerga-Morales, C. A., Turpo-Chaparro, J. E., & Morales-Garcia, W. C. (2024). Effect of perceived stress, job satisfaction, and workload on the professional self-efficacy of Peruvian regular basic education teachers. *Frontiers in Education*, 9, Article 1302624. <https://doi.org/10.3389/educ.2024.1302624>
- Creagh, S., Thompson, G., Mockler, N., Stacey, M., & Hogan, A. (2025). Workload, work intensification and time poverty for teachers and school leaders: A systematic research synthesis. *Educational Review*, 77(2), 661-680. <https://doi.org/10.1080/00131911.2023.2196607>
- Dreer, B. (2023). On the outcomes of teacher wellbeing: A systematic review of research. *Frontiers in Psychology*, 14, Article 1205179. <https://doi.org/10.3389/fpsyg.2023.1205179>
- Hascher, T., & Waber, J. (2021). Teacher well-being: A systematic review of the research literature from the years 2000-2019. *Educational Research Review*, 34, Article 100411. <https://doi.org/10.1016/j.edurev.2021.100411>
- Hobfoll, S. E., Halbesleben, J., Neveu, J. P., & Westman, M. (2018). Conservation of resources in the organizational context: The reality of resources and their consequences. *Annual Review of Organizational Psychology and Organizational Behavior*, 5, 103-128. <https://doi.org/10.1146/annurev-orgpsych-032117-104640>
- Jerrim, J., & Sims, S. (2022). School accountability and teacher stress: International evidence from the OECD TALIS study. *Educational Assessment, Evaluation and Accountability*, 34, 5-32. <https://doi.org/10.1007/s11092-021-09360-0>
-

- Katsarou, E., Chatzipanagiotou, P., & Sougari, A. M. (2023). A systematic review on teachers' well-being in the COVID-19 era. *Education Sciences*, 13(9), Article 927. <https://doi.org/10.3390/educsci13090927>
- Klusmann, U., Aldrup, K., Roloff, J., Ludtke, O., & Hamre, B. K. (2022). Does instructional quality mediate the link between teachers' emotional exhaustion and student outcomes? A large-scale study using teacher and student reports. *Journal of Educational Psychology*, 114(6), 1442-1460. <https://doi.org/10.1037/edu0000703>
- Kouhsari, M., Chen, J., & Baniasad, S. (2023). Multilevel analysis of teacher professional well-being and its influential factors based on TALIS data. *Research in Comparative and International Education*, 18(3), 395-418. <https://doi.org/10.1177/17454999221143847>
- Liebowitz, D. D., & Porter, L. (2019). The effect of principal behaviors on student, teacher, and school outcomes: A systematic review and meta-analysis of the empirical literature. *Review of Educational Research*, 89(5), 785-827. <https://doi.org/10.3102/0034654319866133>
- Liu, L., Liu, P., Yang, H., Yao, H., & Thien, L. M. (2024). The relationship between distributed leadership and teacher well-being: The mediating roles of organisational trust. *Educational Management Administration & Leadership*, 52(4), 837-853. <https://doi.org/10.1177/17411432221113683>
- Meijman, T. F., & Mulder, G. (1998). Psychological aspects of workload. In P. J. D. Drenth & H. Thierry (Eds.), *Handbook of work and organizational psychology* (2nd ed., Vol. 2, pp. 5-33). Psychology Press.
- Nwoko, J. C., Emeto, T. I., Malau-Aduli, A. E. O., & Malau-Aduli, B. S. (2023). A systematic review of the factors that influence teachers' occupational well-being. *International Journal of Environmental Research and Public Health*, 20(12), Article 6070. <https://doi.org/10.3390/ijerph20126070>
- OECD. (2020). TALIS 2018 results (Volume II): Teachers and school leaders as valued professionals. OECD Publishing. <https://doi.org/10.1787/19cf08df-en>
- Viac, C., & Fraser, P. (2020). Teachers' well-being: A framework for data collection and analysis. OECD Education Working Papers, No. 213. OECD Publishing. <https://doi.org/10.1787/c36fc9d3-en>

Author Contributions: Tiu, M., Baguio, J.; Study design, method conception, data collection, data analysis and manuscript writing