

Level of Supervisory Practices in Relation to Teachers' Stress Level and Workload Management

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Abstract:

In this study, the authors focused on the connection between the grade of supervisory practice of the school heads and the level of stress and workload among the teachers in the chosen group of public schools in San Carlos City, District 1. In particular, it evaluated the level of instructional, administrative, professional support, and monitoring practices of school heads, assessed the level of stress of teachers in workload, time pressure, role conflict, and work-life balance, and established the strategies of teachers in professional task management. The research design was descriptive-correlational, and a total of 75 teachers were used as participants with the help of validated survey instruments to gather quantitative data. Findings showed that school heads have high supervisory practices, and they continually monitor classroom teaching, offer constructive feedback, instruct on instructional strategies, promote the use of materials and ICT, acknowledge teacher performance, oversee day-to-day operations, maintain regulatory adherence, and serve professional development. Teachers indicated moderate and high stress levels especially over administrative workload, deadlines, work demands that conflict with supervisory demands, and failure to balance work and life. Nevertheless, despite these stressors, the teachers proved to be very successful in managing their workload by using prioritization of tasks, time management, assigning duties equitably, and use of coping strategies. The analysis was done using correlational analysis, revealed a moderate positive relationship between supervisory practices and teacher stress ($r = 0.441$, $p = 0.458$), indicating that even though there were times when there was a perceived increase in teacher stress

because of supervision, there was no statistical significance. On the other hand, the positive relationship between supervisory practices and the teachers' workload management was very high and significant ($r = 0.953$, $p = 0.02$), which means that high levels of guidance and support directly influence the effectiveness of teachers in managing work efficiently. The results suggest that although school leadership can improve the quality of teachers' performance and how they manage their workload, caution should be exercised regarding supervision and teacher's well-being of teachers. The research proposes systematic feedback, professional development, distribution of workload, time management training and wellness programs as the means of promoting teacher effectiveness, minimizing stress, and improving student learning outcomes.

Keywords: Supervisory Practices, Teacher Stress, Workload Management Instructional Leadership, Professional Development District 1, San Carlos City, Descriptive

CHAPTER 1

INTRODUCTION

Background of the Study

Proper supervisory practices are widely known all over the world as an essential component towards the maintenance of teacher welfare, decrease in occupational stress, and enhancement of the quality of instruction. Research in a variety of education systems also indicates that instructional leadership-based supervision practiced with the support of professional and ongoing feedback positively influences teachers' ability to cope with the growing volume of workloads and adjust to the realities of modern teaching (Hallinger, 2020; Sun, et al. 2021; Harris, et al. 2024; Gu, et al. 2021; Organization for Economic Co-Operation and Development 2022). Positive supervisory strategies ensure cooperativity, reflective practice, and professional development, as they enhance teachers' instructional competence and professional confidence. Furthermore, the international literature indicates that compliance and administrative-based supervision tends to exacerbate teacher stress and lead to burnout.

Educators worldwide complained of increased stress levels due to high workloads, role conflict, and lack of professional autonomy, especially when the supervisory practices are not based on classroom realities and actual work requirements (Skaalvik and Skaalvik, 2024; Kyriacou, 2023; UNESCO, 2022). These circumstances do not positively influence the effectiveness of instruction, job satisfaction, and teacher retention. Despite the focus of the global policy discourse on the correspondence between supervisory practices and workload management and teacher well-being, especially in the balancing of accountability and developmental support (Organisation for Economic Co-operation and Development, 2022), the available research concentrates mainly on supervision, workload, and stress as distinct concepts, which lacks integrated empirical research studies investigating their interrelationships.

In the Asian study especially in the developing education systems, teachers are usually under a lot of stress because of growing administrative pressures, large classes and non-teaching pressures are being piled on them. It is emphasized in research in Southeast Asia that supportive school leadership and mentoring oriented supervision contribute greatly to lowering teacher stress and increasing professional commitment (Cheng, et al. 2021; Li, et al. 2024; Hallinger, 2021; Chen, et al. 2025).

The teacher' stress in the Philippine environment has always been traced to workload requirements, time constraints, and role conflict due to the existence of overlapping teaching and non-teaching responsibilities. The practice of school leadership and supervision has a definite tendency according to the local studies conducted in the Philippines. Even though school leaders should promote the

instructional leadership, in practice, most of the supervision is based on compliance, completing reports, documenting activities and meeting administrative requirements instead of promoting the professional development of teachers (Maglasang & Galigao, 2025; Magboo, et al. 2023; Castillo, 2024; Oliverio and Catalan, 2025).

This imbalance limits the capacity of teachers to balance work effectively and live healthy work life. This matter is further stressed out by the policy environment since the Republic Act No. 9155 requires the school heads to practice instructional leadership and manage the school resources in a manner to support the teachers, whereas the DepEd Order No. 5, s. 2024 aims to rationalize the workload of teachers by eliminating the non-teaching activities and ensuring a fair allocation of it. Nonetheless, empirical evidence indicates that the effect of these policies in schools is highly diverse and largely depends on the supervisory practice and leadership discretion, which points to the absence of studies that simultaneously discuss supervision and workload management and teacher stress.

At local level especially in the Division of San Carlos City, teachers are still struggling to meet the challenges of balancing between instructional duties and administration and ancillary duties. Although DepEd Order No. 5, s. 2024 has been issued, schools still need additional orientation and localized systems to successfully operationalize workload rationalization because teachers continue to participate in class advisory work, documentation, reporting, and other non-teaching activities, which do not allow them time to prepare, assess lessons and develop professionally. The culture of supervision among school heads in the division differs widely whereby some schools enjoy frequent instructional coaching, mentoring, and positive feedback, whereas others are faced by supervision that is rather limited to compliance checks and submission of reports.

Furthermore, uneven distributions of workloads and support systems to cope with them among schools accentuate the importance of school heads in determining the daily experiences of teachers in their work. The lack of empirical data-driven local studies that analyse the connection between supervisory practices, levels of stress of teachers involved, and workload management in the Division of San Carlos City indicates that there is a huge research gap that the study is aimed at filling in order to serve as an informer of leadership practices, implementation of policies, and promoting teacher welfare and teaching performance.

Review of Related Literature

The Review of Related Literature laid the groundwork for understanding what prior research had already covered about the core ideas of this study. It pulled together and condensed earlier scholarly work to capture the state of knowledge at that point in time, emphasized key results, and pointed out areas that remained under explored. Through this chapter, the current study was placed within the wider academic discussion, making clear how the research problem aligned with existing theories, established findings, and unresolved gaps in the literature.

Conceptual Literature

Supervisory Practices of School Heads

Teachers' perspectives are greatly influenced by supervisory practices in educational settings, especially when it comes to feedback systems, professional development support., and clarity of goals and instructions. In contemporary educational research, instructional supervision is increasingly conceptualized not merely as hierarchical inspection but as a collaborative, human-centered practice aimed at supporting teacher growth and improving instructional quality. Instructional supervision is a core function of school leadership that focuses on improving teaching and learning through supportive, collaborative, and development-oriented practices rather than merely inspecting or evaluating teachers. It includes activities such as classroom observation,

constructive feedback, coaching, reflective dialogue, mentoring, goal setting, and follow-up support designed to help teachers refine their instructional skills and adapt to the complex demands of contemporary classrooms.

Instructional supervision is grounded in theories of reflective practice, adult learning, and job demands-resources, recognizing that teachers' professional development is deeply connected to the quality of interactions, sustained dialogue, and meaningful feedback they receive from their supervisors (Mandante, 2025; Olarte & Tagadiad, 2025). In recent empirical studies, instructional supervision has been shown to relate not only to instructional effectiveness, but also to broader aspects of teacher well-being and work conditions. For example, large-scale international research using PISA 2022 data found that practices associated with instructional leadership positively predicted teachers' overall perceived well-being and that this relationship was partially mediated by workload stress meaning that effective instructional supervision can help reduce the negative impact of workload stress on well-being, especially when coupled with autonomy support from school leadership (Chen & Yin, 2025).

Moreover, educational administration supervision involves the deliberate actions of school leaders such as principals and administrative staff to monitor, coordinate, and guide the management and operational activities of a school so that they align with established standards. This includes oversight of human resources, financial administration, facilities management, and other non-instructional processes that help ensure the school functions effectively and supports educational goals rather than hinder the (Eviyante, et al., 2024). This type of supervision provides feedback and coaching to administrative staff to improve efficiency, accountability, and the overall quality of school management.

Also, when administrative supervision functions effectively, it provides a framework of clear expectations, logistical support, and operational order that helps teachers focus on their core responsibilities. However, research also shows that when administrative workloads are heavy and poorly managed especially when non-instructional tasks are added to teachers' duties teachers experience higher levels of stress and emotional exhaustion. According to a recent study of Shen, et al (2025), found that extra-administrative workload defined as tasks beyond core teaching duties significantly predicted emotional exhaustion among teachers, suggesting that unmanageable administrative demands can drain teachers' energy and increase stress. When teachers are required to take on extensive non-teaching tasks in addition to instructional responsibilities, they expend time and psychological energy that could otherwise be spent on lesson planning, student engagement, or recovery, ultimately lowering work engagement and increasing strain. Beyond workload itself, studies suggest that the presence or absence of appropriate administrative support and role clarity can influence how teachers experience their duties.

Additionally, administrative supervision in schools does more than coordinate schedules and ensure policy compliance it shapes the daily work demands placed on teachers, including the amount of non-instructional work they must perform. Wang, et al (2025) shows that administrative expectations and managerial control logics often lead teachers to spend significant time on non-teaching duties, such as documentation, reporting, and accountability tasks. These duties do not directly contribute to classroom instruction but are embedded in how school administration functions; as they accumulate, teachers can feel increased pressure, less autonomy, and greater difficulty managing their workloads alongside core teaching responsibilities. This dynamic is part of broader supervisory practices where managerial demands rather than supportive delegation escalate teachers' work burden and contribute to stress as workload intensifies

In a recent empirical research on supervisory practices emphasizes that professional support from school heads is a core aspect of effective leadership. When principals adopt distributed leadership practices and actively promote professional learning opportunities, they build teacher capacity,

collaboration, and instructional improvement (Galdames, 2023). Similarly, studies show that instructional leadership behaviors such as coordinating curriculum, supervising instruction, and offering professional development are strong predictors of teachers' professional growth (He, et al., 2024). Also, Esguerra and Qunito (2025) further showed that leadership support is associated with teachers' perceptions of professional development effectiveness, and research on supervisory competence highlights that leaders who prioritize teachers' development create conditions conducive to sustained growth. Further, when school support nurtures teachers' professional development agency, it enables teachers to build expertise, confidence, and autonomy in their practice, highlighting the value of ongoing professional guidance from leadership (Li, et al., 2023). Together, these findings affirm that professional support from school heads through mentoring, learning opportunities, and supportive leadership plays a vital role in teachers' professional growth and contributes to positive work experiences.

Mentoring and feedback are central elements of supportive supervisory practice that help teachers grow professionally while coping with stress and workload demands. Within schools, mentoring involves experienced leaders or colleagues providing personalized guidance, encouragement, and shared reflection, which helps teachers understand and improve their instructional practice and feel supported rather than judged. Feedback especially when it is ongoing, specific, and constructive gives teachers clear information about their strengths and areas for improvement, fostering reflective practice and confidence. Research shows that leadership support that includes mentoring and regular professional feedback is positively associated with stronger teaching practices and teacher confidence. Dagan, et al (2025) found that mentoring and coaching as part of instructional supervision were strong predictors of positive teacher practices, including classroom management and teaching skills, which in turn promote greater professional satisfaction and reduce work strain.

Moreover, evidence from broader reviews highlights that mentoring and leadership support including structured feedback are protective factors against early-career teacher stress and burnout, with mentorship programs and collegial networks fostering resilience, professional identity, and a sense of belonging (Daniel, et al, 2025). Further, intentional mentoring strategies implemented by school heads such as structured classroom observation, reflective discussion, and follow-up feedback through mentoring cycles significantly strengthen teachers' professional capacities and foster reflective practice. In a reflective academic supervision model, principals engaged teachers in pre-observation planning, reflective conferencing, and mentoring follow-ups, helping them internalize feedback, refine lesson planning, improve classroom management, and develop professional confidence, demonstrating that mentoring grounded in reflection and support enhances professional growth more effectively than traditional evaluation alone (Ridiyawati, Senowarsito, & Maryanto, 2024). These findings suggest that when supervisors intentionally integrate mentoring and feedback into their practice, they do more than evaluate performance: they help teachers build capacity, manage workload challenges, and sustain emotional well-being in demanding school environments.

Teachers' Stress

Teacher stress is a multifaceted occupational phenomenon that arises when the demands of the teaching profession exceed individuals' personal and professional resources to cope effectively. Workload demands are consistently identified as one of the most significant sources of stress for teachers worldwide. Teaching involves not only classroom instruction but also extensive preparation, assessment, administrative responsibilities, and often expectations to engage in extracurricular and compliance duties all of which accumulate into a heavy workload that can strain teachers' emotional and physical resources. According to Shukri, et al (2025,) shows that workload stress defined as perceived pressures associated with heavy teaching duties and time demands is one of the primary contributors to teacher strain and burnout, and is strongly linked with negative work

outcomes such as reduced occupational commitment and higher psychological strain. Teachers who experience elevated workload stress report feelings of exhaustion, difficulty balancing professional and personal life, and lower overall well-being, indicating that the demands associated with teaching workloads extend beyond classroom tasks to impact teachers' mental health and job satisfaction (Collie, et al 2022). These findings align with job-demands-resources theory, which posits that when job demands like workload exceed available resources (such as support and time), stress and strain increase significantly.

In addition, Teachers' workload demands encompassing teaching hours, administrative tasks, paperwork, meetings, and extracurricular responsibilities significantly contribute to stress, burnout, and reduced instructional focus on heavy workloads correlate with greater teacher stress and burnout, impacting performance and well-being (Gudelos & Mabitad 2025). Workload pressures extend beyond instruction to non-teaching duties that absorb substantial time and energy, exacerbating stress and encroaching on personal/family life.

Another researcher found that extra-administrative workload duties beyond core instruction consumes significant time and teachers' emotional and physical resources, increasing emotional exhaustion and stress. Excess tasks like paperwork and administrative duties reduce time available for lesson preparation and personal life, contributing to work-family conflict Cavallari et al. (2024).

Furthermore, Education policy reforms (e.g., DepEd workload rationalization efforts) are being implemented to alleviate workload burdens, acknowledging their role in teacher stress and workload management (DepEd, 2024). In a recent empirical research (2025) in the Philippines and internationally showing that non-teaching duties and administrative workload contribute to teachers' stress and workload pressures (Pamunag & Mosquera 2025).

Moreover, teaching is widely recognized as a highly demanding profession that exposes educators to numerous stressors, particularly related to workload and time pressure. These stressors not only affect teachers' psychological well-being but also impede effective performance and professional satisfaction. Researcher found that teachers experience significant psychic and emotional discomfort linked to working conditions, including time pressure, under-recognition, and the strain of workload (Arbia, et al 2023). These pressures are more than just momentary annoyances, they accumulate, making work feel overwhelming and undermining teachers' capacity to manage task effectively. A study by Garcia-Arroyo, et al. (2024) found that prolonged stress due to heavy workloads, time constraints, and emotional demands contributes to emotional exhaustion, a key dimension of burnout among teachers.

Research consistently shows that teachers' perceived time pressure the feeling of having too little time to complete required work tasks is strongly linked to emotional exhaustion, a central component of teacher stress. In a longitudinal study with over 1,000 primary and secondary teachers, higher levels of time pressure across the school year were associated with greater emotional exhaustion, suggesting that persistent time scarcity depletes psychological and physical energy and undermines overall well-being. This relationship aligns with broader research on workload and time poverty in education, which highlights how intensified work demands and limited discretionary time contribute to stress and reduce teachers' capacity to recover and engage meaningfully with their instructional roles (Maas et al., 2021; Creagh et al., 2023). These findings underscore that time pressure not just the volume of work but the subjective experience of time scarcity is a key stressor in the teaching profession.

Another, recent empirical research consistently shows that role conflict and related relational stressors are significant contributors to teacher stress and burnout. According to Deliyana, et al (202), stated that role conflict was a dominant predictor of job stress, indicating that unclear and competing role demands exacerbate teachers' occupational strain. Also, Li, et al (2024) emphasized

that work–family conflict it’s another form of role conflict has been linked to increased job burnout with depression mediating this relationship, pointing to the psychological pathways through which conflicting work and personal roles undermine well-being. Further, transformational leadership was found to reduce teachers’ role stress via enhanced affective commitment and job satisfaction, suggesting that supportive institutional roles can buffer the negative effects of conflicting demands (Yong & Zhang, 2025). Additionally, Abdullah, et al (2025) stated that a broader reviews of conflict management in school culture emphasize that unresolved role and interpersonal conflicts contribute to stress and a negative work environment, highlighting the need for organizational and cultural interventions to mitigate stress

Furthermore, teachers’ stress is profoundly shaped by challenges in achieving work-life balance, as the profession’s heavy workload, emotional demands, and blurred boundaries between professional and personal roles increase strain and diminish well-being. Conceptually, work-life balance reflects teachers’ ability to manage time, energy, and psychological resources across work and home domains, and poor balance has been linked with elevated stress, reduced job satisfaction, and weakened performance outcomes. A recent quantitative study by Li & Albattat (2025), found that work-life balance directly influences stress levels and, via stress, impacts teacher performance, illustrating how imbalance can both heighten perceived occupational pressure and erode effectiveness in the classroom. Additionally, a recent bibliometric review on teacher work-life balance highlights that teachers are frequently tasked with multiple non-instructional duties (e.g., extracurricular activities, documentation, meetings), which not only increase workload but also make it difficult to separate work from personal life leading to lower well-being and work-life balance problems (Bisht, et. al 2026).

In the Philippines, research showed that work-life balance partially mediated the relationship between teacher stress and performance, indicating that improved balance can buffer the negative effects of stress on professional functioning (Batiacila & Monteroso, 2025). Together, these findings position work-life balance not only as a predictor of stress but also as a key mechanism through which stress influences broader educational outcomes, emphasizing the importance of supportive work environments that recognize teachers’ dual professional and personal identities

Teachers’ Workload Management

Managing workload in the teaching profession extends beyond merely completing tasks; it fundamentally depends on how teachers prioritize competing demands on their time and energy. In contemporary educational settings, educators must balance instructional responsibilities with administrative duties, classroom supervision, and extracurricular roles, making task prioritization a vital strategy for effective workload management. A recent empirical studies highlight that teachers who actively prioritize their tasks by distinguishing between what is urgent and what is important are better able to cope with heavy workloads while sustaining their performance. Orena & Gamutan (2025) found that multitasking competencies, particularly task prioritization, were significantly associated with higher levels of teacher performance despite substantial workload pressures. This suggests that prioritizing responsibilities allows educators to allocate their limited time more strategically and remain effective. Similarly, research in higher education contexts emphasizes the value of structured prioritization frameworks for academic staff, showing that clear priority cues improve task selection and support more efficient management of multiple concurrent demands (García-Ramírez & Bijelić, 2024).

In addition, Emely E. Lacorte’s (2025) phenomenological study examined how elementary teachers navigate the diverse demands of their daily work through time management strategies. The study revealed that task prioritization where teachers systematically categorize duties by urgency and importance is a central strategy for managing workload and boosting productivity. By prioritizing

effectively, teachers were able to dedicate focused time to critical tasks and reduce stress, even amidst competing responsibilities.

Teng, et al (2024) found that workload was unevenly allocated, with disproportionate time devoted to subject teaching and less to professional development, contributing to differentiated workload experiences and work-related stress, underscoring the priority trade-offs teachers must manage daily. Research further indicates that heavy workloads, particularly when time is poorly managed, are closely linked to negative outcomes such as stress and burnout. These conditions, in turn, undermine teachers' job satisfaction and increase the risk of attrition. Systematic reviews consistently highlight that excessive working hours and poorly balanced allocation of task time contribute significantly to emotional exhaustion and reduced well-being among teachers (Ab. Wahab et al., 2024).

Recent research further highlights the complexity of teachers' workload. Wang, et al. (2025) show that workload intensity and its specific components are closely linked to both challenge and hindrance stress, which in turn shape teachers' work engagement. Their findings suggest that teachers constantly face demanding decisions about how to manage and prioritize tasks, with different aspects of workload contributing in distinct ways to stress and engagement. Taken together, these conceptual and empirical insights indicate that teachers' workload is not a single, uniform construct. Instead, it is a multidimensional phenomenon in which the ongoing need to prioritize, reorganize, and balance competing demands plays a critical role in shaping stress levels, professional judgment, and overall engagement at work.

In contemporary educational contexts, teachers face a wide and increasingly complex set of responsibilities that go well beyond classroom teaching. In addition to delivering instruction, they are expected to plan lessons, assess student learning, complete administrative tasks, and provide both academic and emotional support to students. Together, these demands create a substantial workload that must be carefully managed. To maintain instructional quality and personal well-being, teachers need strong time-management skills. Research consistently indicates that how teachers distribute their working time plays a key role in shaping their pedagogical priorities and their perceptions of workload. Using data from PISA 2022, Wang (2025) found that while overall workload was not directly associated with teachers' use of creative pedagogies, the time spent on teaching-related activities showed a nonlinear relationship with such practices. This finding suggests that instructional decisions and professional experiences are influenced less by workload intensity alone and more by how teachers strategically allocate their time.

Foreign Literature

Recent foreign literature emphasizes that effective supervisory practices significantly influence teachers' professional functioning, instructional quality, and overall well-being. Hallinger and Lee (2021) found that instructional supervision focused on classroom observation, coaching, and feedback enhances teachers' instructional competence and reduces role ambiguity. Similarly, Leithwood, et al. (2020) highlighted that balanced administrative and instructional supervision promotes organizational clarity and supports teachers in managing professional demands. Additionally, Catcalin (2023) highlighted that schools with structured supervisory support, including regular coaching and mentoring, see improved teacher performance, more effective delegation of non-teaching duties, and enhanced capacity to employ coping strategies. Also, Hopkins (2024) emphasized that instructional leadership is most effective when it prioritizes the instructional core and promotes collaborative professional learning rather than relying on compliance-driven management. He argued that by distributing leadership, encouraging shared responsibility, and supporting continuous professional dialogue, school leaders create conditions that enable teachers to refine instructional practice, sustain motivation, and cope more effectively with workload pressures associated with accountability and reform initiatives. Likewise, Harris, et

al. (2025) indicate that teacher leadership, supported by clear structures and collaborative practices, enhances professional networks and enables teachers to navigate reform and accountability pressures. Together, these studies suggest that leadership approaches combining administrative support, mentoring, and distributed instructional leadership create conditions that sustain teacher effectiveness, motivation, and resilience.

In a related study, Duong, et al. (2023) reported that professional support and coaching from school leaders foster teacher motivation and reduce stress, particularly in systems experiencing curriculum reforms and increased accountability.

In addition, Collie and Martin (2023) added that continuous feedback and mentoring opportunities create a culture of collaboration, allowing teachers to refine instructional practices and cope with workload pressures more effectively. Monitoring and feedback, when developmental rather than punitive, were also found to improve teacher engagement, instructional effectiveness, and teachers' confidence in their professional roles (Organisation for Economic Co-operation and Development, 2022). Also, Klassen et al. (2021) further emphasized that instructional supervision that includes structured coaching and reflective dialogue significantly strengthens teacher self-efficacy and professional satisfaction, while reducing burnout risk.

A research consistently identifies workload demands, time pressure, and role conflict as major contributors to teachers' occupational stress. Collie (2021) further highlighted that supportive supervisory practices, including feedback and mentoring, mitigate these stressors by clarifying roles and providing adjustments to workload demands. UNESCO (2021) also emphasized that role ambiguity and inconsistent task allocation are strongly linked to teacher stress across global education systems. In a more recent study, Collie and Martin (2023) reported that teacher stress is reduced when school leaders provide structured workload planning, opportunities for collaboration, and recognition of professional contributions, underscoring the importance of supervision in balancing performance expectations with teacher well-being. Another studies consistently highlight that effective workload management depends on teachers' ability to prioritize tasks, manage time efficiently, and apply adaptive coping strategies. Klassen and Chiu (2021) emphasized that teachers who receive guidance and structured support from school leaders demonstrate better task prioritization and stress management. Similarly, Darling-Hammond et al. (2020) noted that equitable distribution of teaching and non-teaching duties, when supported by school leadership, enhances teachers' capacity to focus on instruction, professional development, and student outcomes. Collie and Martin (2023) further highlighted that coping strategies, such as peer collaboration, mentoring, and supervisory coaching, significantly reduce workload-related stress and improve instructional effectiveness.

Local Literature

In the Philippine education system. Dela Cruz and Adriano (2022) reported that school heads who practice participatory instructional supervision and provide consistent professional guidance positively influence teachers' performance and morale. Also, Tarraya (2023) further noted that inconsistent supervisory approaches across schools contribute to variations in teacher workload experiences, underscoring the need for leadership practices aligned with RA 9155's mandate on instructional leadership. Dela Peña (2022) highlighted that teachers under school heads who actively monitor classroom practices and provide developmental feedback experience lower stress and higher instructional productivity. Similarly, Villanueva and Gomez (2024) found that professional support and regular coaching sessions significantly enhance teachers' ability to manage multiple roles, prioritize tasks, and implement coping strategies, particularly in schools where workload rationalization under DepEd Order No. 5, s. 2024 is being operationalized. Ramos and Javier (2023) emphasized that when administrative supervision is balanced with instructional guidance, teachers report greater clarity in expectations, reduced role conflict, and improved

morale. Collectively, these studies underscore that supervisory practices encompassing instructional observation, coaching, professional support, and constructive feedback are essential not only for improving teaching quality but also for supporting teacher well-being and effective workload management.

Furthermore, a studies reveal ongoing challenges in workload management among public school teachers. Perez (2022) reported that many teachers struggle with time management due to uneven distribution of non-teaching duties, excessive documentation requirements, and competing priorities between classroom and administrative tasks. Villanueva and Gomez (2024) found that teachers with access to supportive supervision, clear task allocation, and workload policies exhibit better coping strategies, more effective task prioritization, and higher job satisfaction. According to Ramos and Javier (2023) noted that inconsistent workload distribution across schools contributes to role conflict and reduced efficiency in time management and highlighted that role conflict is prevalent when teachers are simultaneously tasked with instructional, administrative, clerical, and community-related responsibilities. DepEd Order No. 5, s. 2024 aims to rationalize teachers' workload, its success largely depends on how school heads implement supervision practices related to task distribution, monitoring, and professional support. In the Philippine context, local researchers report similar stress patterns among public school teachers. Dela Peña (2022) found that teachers experience high stress levels due to heavy workload demands, tight deadlines, and multiple ancillary roles assigned beyond teaching and observed that teachers frequently experience difficulties in balancing instructional responsibilities with ancillary duties, which can reduce instructional quality and affect well-being. Santos (2024) further revealed that limited work-life balance among teachers is associated with insufficient supervisory support and weak implementation of workload rationalization policies, despite the issuance of DepEd Order No. 5, s. 2024. Additionally, Perez (2022) reported that time pressure and overlapping duties negatively impact teachers' capacity to prepare lessons effectively and engage in professional development. Villanueva and Gomez (2024) emphasized that teachers who receive regular support, guidance, and workload monitoring from school heads report lower stress and improved ability to manage competing responsibilities. Dela Cruz and Adriano (2022) also found that structured supervisory practices, including mentoring and coaching, reduce role conflict and foster positive work-life balance among teachers in public schools.

On the other hand, when supervision is mentoring-focused and developmental including coaching, constructive feedback, and collaborative decision-making teachers tend to show higher professional commitment, greater confidence in their teaching, and improved classroom practices (Daguan & Tantiado, 2025; Magboo et al., 2023). These findings highlight the importance of shifting supervisory practices from a bureaucratic, task-oriented model to one that genuinely supports teacher growth, manages workload effectively, and promotes instructional improvement. Adopting such developmental supervision not only benefits teachers' well-being but also strengthens the overall quality of education in Philippine schools.

Collectively, these studies underscore that teachers' workload management is closely linked to supervisory practices. Effective task prioritization, time management, equitable distribution of teaching and non-teaching duties, and the application of coping strategies are significantly enhanced when school heads provide instructional guidance, structured coaching, and consistent monitoring. This alignment supports the need to investigate how supervisory practices in the Division of San Carlos City influence teachers' ability to manage workload efficiently, reduce stress, and maintain professional well-being. These studies demonstrate that teacher stress is strongly influenced by workload demands, time pressures, and role conflicts, and that effective supervisory practices especially those that combine instructional guidance with supportive monitoring play a critical role in mitigating these stressors. These findings underscore the need to examine how supervisory

practices in the Division of San Carlos City influence teacher stress levels, particularly in the context of RA 9155 and DepEd Order No. 5, s. 2024.

Synthesis

This study explores how the quality of supervision practices within a school environment influences teachers' stress levels and their ability to manage workload effectively. It recognizes that supportive supervision can serve as a guiding force that helps teachers feel valued, motivated, and equipped to handle their responsibilities. When supervisors provide clear feedback, engage in open communication, and offer professional guidance, teachers are more likely to experience lower stress and greater confidence in organizing and competing tasks. Effective instructional supervision, professional support and coaching, administrative guidance, and constructive monitoring and feedback enhance teachers' instructional competence, morale, and overall well-being. Supervisory practices that prioritize teacher development rather than mere compliance help clarify roles, reduce role conflict, and enable teachers to manage competing professional demands effectively.

On the other hand, supervision that focuses on regular instructional support and constructive feedback can enhance teachers' clarity, skill development, and engagement, which in turn fosters a healthier working environment. Conversely, when supervisory roles are dominated by administrative paperwork or lack individualized support, they can unintentionally add to teachers' task burden and stress. These dynamics underscore the multifaceted nature of supervisory practices in educational contexts. Studies also highlight that teachers' stress is largely influenced by workload demands, time pressure, role conflict, and work–life imbalance. As a result, stress may rise and teachers may struggle to balance planning, assessment, instruction, and administrative requirements.

Improving supervisory practices such as instructional supervision, administrative supervision, giving meaningful feedback, and providing support can help mitigate the negative effects of heavy workload and stress. Supervisory practices studied both globally and locally point to a powerful truth how school leaders guide, support, and mentor teachers deeply shapes teachers' well-being and their ability to manage a heavy workload. International research shows that leadership that provides clear expectations, regular feedback, and opportunities for professional growth gives teachers the emotional and professional resources to handle stress and demands.

Similarly, research on workload management underscores the importance of effective task prioritization, time management, equitable distribution of teaching and non-teaching duties, and coping strategies in sustaining teacher performance and well-being. Teachers benefit from structured guidance, coaching, and monitoring, which help them balance instructional and ancillary responsibilities while maintaining professional growth and work–life balance.

In the Philippine context, inconsistent supervisory practices, administrative burdens, and overlapping duties contribute to high stress levels and challenges in workload management among teachers. Supervisory approaches that combine instructional leadership, mentoring, and developmental feedback are associated with improved teacher morale, better coping strategies, and more effective workload management, aligning with the objectives of RA 9155 and DepEd Order No. 5, s. 2024.

Overall, the literature demonstrates that supervisory practices are a critical mediator between workload demands and teacher stress. Effective supervision promotes structured workload management, reduces role conflict, and enhances work–life balance, which in turn improves teacher well-being and instructional effectiveness. Despite these insights, gaps remain in integrated, empirical studies examining the simultaneous impact of supervisory practices on teachers' stress and workload management within the Philippine public school system, particularly at the division or district level. This highlights the necessity of investigating these relationships in the Division of San Carlos City, providing evidence to guide school leaders in optimizing supervisory practices,

supporting teacher well-being, and ensuring effective implementation of workload rationalization policies.

Theoretical Framework

This study is anchored in Cognitive Appraisal Theory (Lazarus & Folkman, 1984), which posits that individuals' emotional responses and coping behaviors are influenced by how they perceive and interpret situations rather than by the situations themselves. In the school setting, teachers continually evaluate supervisory practices and work demands by assessing whether these experiences support or hinder their professional responsibilities and personal well-being. These cognitive appraisals shape their levels of stress and their ability to manage workload effectively.

In this research, supervisory practices specifically instructional supervision, administrative supervision, professional support and coaching, and monitoring and feedback are viewed as contextual factors that influence teachers' appraisal of their work environment. When supervisory practices are perceived as supportive, clear, and constructive, teachers are more likely to appraise their work demands as manageable, which may reduce stress related to workload demands, time pressure, role conflict, and work-life balance. Conversely, supervisory practices perceived as insufficient or overly demanding may lead teachers to appraise their responsibilities as overwhelming, thereby increasing stress levels.

Furthermore, Cognitive Appraisal Theory explains how these appraisals affect teachers' workload management. Teachers' evaluations of supervisory support and work demands influence their ability to prioritize tasks, manage time, balance teaching and non-teaching duties, and employ effective coping strategies. Thus, teachers who appraise supervisory practices positively are more likely to demonstrate effective workload management, while negative appraisals may hinder their capacity to cope with work-related stress.

Guided by Cognitive Appraisal Theory, this study examines the relationship between supervisory practices, teachers' stress, and workload management by emphasizing the role of teachers' perceptions and interpretations. Understanding these cognitive appraisals provides insight into how supervisory practices can either alleviate or intensify teachers' stress and influence their approaches to managing workload.

Conceptual Framework

This study is anchored on the Input-Process-Output (IPO) model to describe how supervisory practices relate to teachers' stress levels and workload management. The input of the study consists of three major components: (1) supervisory practices which include instruction supervision, administrative, professional support and coaching, and monitoring and feedback. (2) Teachers' stress is examined through workload demands, time pressure, role conflict, and work-life balance; and (3) workload management factors including task prioritization, time management, contribution of teaching and non-teaching duties, and coping strategies. These inputs represent the existing conditions and experiences of teachers in their work environments. It was gathered from elementary teachers in District 1, Cluster 1.

This process involves gathering and analyzing data to determine the relationship between supervisory practices, teachers' stress, and workload management. A self-made questionnaire is administered to collect teachers' perceptions and experiences related to the identified input variables. The collected data are then subjected to appropriate statistical analysis and interpretation to determine how supervisory practices influence teachers' stress levels and their ability to manage their workload effectively.

The output of the study is the development of a Learning Action Cell (LAC) Action Plan. This action plan is designed based on the findings of the study and aims to enhance supervisory

practices, reduce teachers' stress, and improve workload management. Ultimately, the output seeks to promote a more supportive school environment and improve teachers' overall well-being and performance. The study is expected to determine the level of supervisory practices, teachers' stress profile, and the effectiveness of their workload management. It will also produce recommendations or interventions that can support improved supervision and reduce the stress of teachers.

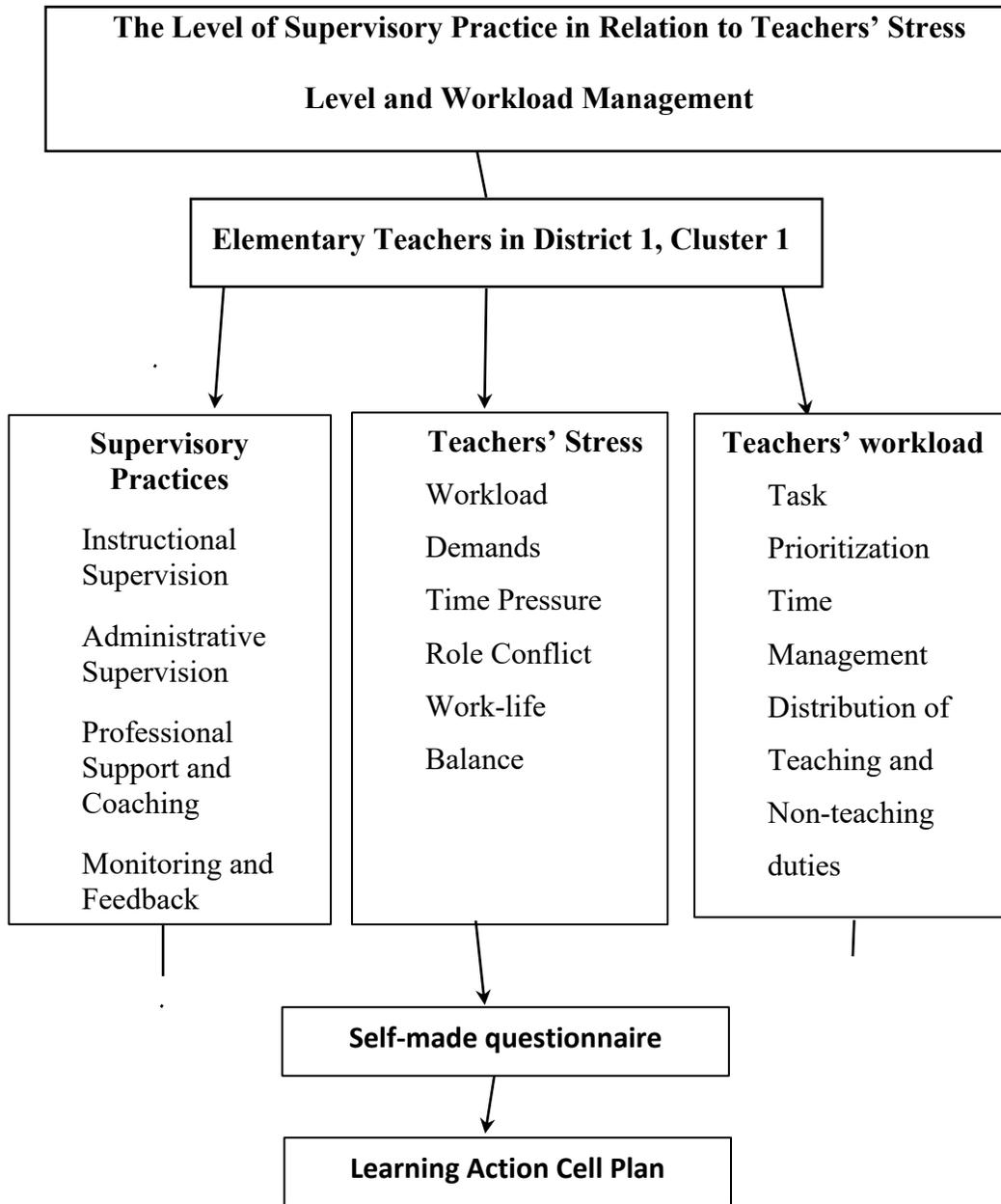


Figure 1. Conceptual Framework

Statement of the Problem

This study aimed to determine the level of supervisory practices in relation to teachers' stress levels and workload management in District 1, within the framework of RA 9155 and DepEd Order No. 5, s. 2024. Specifically, it seeks to answer the following questions.

1. What is the level of supervisory practices of school heads in terms of:
 - instructional supervision;
 - administrative supervision;
 - professional support and coaching; and
 - monitoring and feedback
2. What is the level of teachers' stress in terms of:
 - workload demands;
 - time pressure;
 - role conflict; and
 - work–life balance
3. What is the level of teachers' workload management in terms of:
 - task prioritization;
 - time management;
 - distribution of teaching and non-teaching duties; and
 - coping strategies
4. Is there a significant relationship between the level of supervisory practices and teachers' stress level?
5. Is there a significant relationship between the level of supervisory practices and teachers' workload management?

Hypothesis

HO1. There is no significant relationship between the level of supervisory practices of school heads and teachers' stress in Cluster 1, District 1, Division of San Carlos City.

HA2. There is a significant relationship between the level of supervisory practices of school heads and workload management in Cluster 1, District 1, Division of San Carlos City.

Significance of the Study

The findings of this study are expected to be beneficial to various stakeholders in the educational sector.

School Heads and Supervisors. This study provides insights into how different supervisory practices influence teachers' stress levels and workload management. This can guide school heads and supervisors in adopting effective strategies, such as instructional coaching, workload monitoring, and supportive supervision to enhance teacher performance and well-being.

Teachers. By identifying the specific factors that contribute to stress and workload challenges, teachers can become more aware of the strategies to manage their responsibilities effectively. This study may also inform initiatives to reduce work-related stress and promote a healthier work–life balance.

Education Policymakers. The study’s results can serve as a basis for policy refinement and implementation, particularly in enforcing RA 9155 and DepEd Order No. 5, s. 2024. Policymakers can use this evidence to develop programs that strengthen supervisory practices and rationalize teacher workload at the school and division levels.

Learners. Indirectly, this study benefits students by promoting effective teaching practices and reducing teacher burnout. When teachers are well supported and able to manage their workload efficiently, it creates a more conducive learning environment and improves educational outcomes.

Future Researchers. This study provides a foundation for further research on the relationship between supervision, teacher stress, and workload management. It may also inspire studies in other districts or regions to examine similar variables and validate the interventions.

Scope of the Study

This study focused on examining the level of supervisory practices of school heads in relation to teachers’ stress and workload management in District 1, Cluster 1 Elementary Schools. It specifically investigated how supervisory practices including instructional supervision, administrative supervision, professional support and coaching, and monitoring and feedback affect teachers’ ability to manage workload and cope with work-related stress.

Although, there was an Integrated School in Cluster 1, the study involved elementary school teachers only as respondents and considered indicators of teachers’ stress, such as workload demands, time pressure, role conflict, and work–life balance, as well as workload management indicators, including task prioritization, time management, distribution of teaching and non-teaching duties, and coping strategies.

The study was limited to self-reported perceptions of supervisory practices, stress, and workload management, and did not cover other factors that may influence teacher performance, such as school resources or student behavior. The research was confined to Cluster 1 Elementary Schools in District 1 for the school year 2025–2026, which may limit the generalization of the findings to other clusters or school levels.

Definition of Terms

Relation (Relationship). In this study, “relation” refers to the statistical association between supervisory practices and teachers’ stress and between supervisory practices and workload management, determined through correlation and regression analysis.

Supervisory Practices. In this study, supervisory practices are measured through teachers’ perceptions of their school heads’ behaviors across four dimensions: Instructional supervision, administrative supervision, Professional support and coaching Monitoring and feedback. Respondents rate these items using a Likert scale from 1 (Never) to 5 (Always).

Teachers’ Stress. In this study, teachers’ stress is measured using four indicators:

Workload demands, time pressure, Role conflict, work–life balance. Teachers rate their experiences on a Likert scale from 1 (Strongly disagree) to 5 (Strongly agree). Higher scores indicate higher stress levels.

Workload Management. In this study, workload management is measured using four indicators: Task prioritization, Time management, Distribution of teaching and non-teaching duties Coping

strategies Teachers rate each indicator on a Likert scale from 1 (Strongly disagree) to 5 (Strongly agree), with higher scores reflecting better workload management.

CHAPTER 2

METHODOLOGY

This chapter outlines the quantitative research design employed to investigate the relationship between supervisory practices and teachers' stress levels and workload management. It details how numerical data were systematically collected, measured, and analyzed to address the research questions and test the proposed relationships among variables. By following structured procedures, including the use of surveys and statistical analyses, the study aimed to maintain objectivity, ensure reliability, and widely applicable.

Research design

This study employed a quantitative correlational research design to investigate the relationship between school heads' supervisory practices and teachers' stress and workload management. This approach allowed the researcher to measure and analyze the levels of each variable and determine the strength and direction of their associations without manipulating any factor. It also facilitated the identification of which aspects of supervision significantly influenced teacher stress and workload, providing evidence-based guidance for interventions and policy decisions in District 1, Cluster 1 Elementary Schools.

Respondents of the Study

The respondents of the study were public elementary school teachers from District I, Cluster 1 under the division of San Carlos City, which comprised seven schools with 75 respondents. They were selected because they are directly exposed to school supervisory practices and are actively involved in managing instructional and non-instructional tasks, which may influence their stress levels and workload management.

This study employed purposive sampling to ensure that only teachers who have direct experience and sufficient exposure to school heads with the supervisory practices and workload demands under investigation were included. This sampling technique was used to obtain relevant and accurate data necessary for achieving the objectives of the study.

Table 1. Respondents of the Study

Name of School	Total Population
Binone Elementary School	8
Nataban Integrated School	8
Maragoos Elementary School	8
Ramon Magsaysay Elementary School	19
Don Juan Elementary School	8
San Juan Elementary School	16
Ermita Elementary School	8
Total	75

Research Instrument

The primary tool for data collection in this study was a researcher-made questionnaire designed to gather information on supervisory practices of school heads, teachers' stress levels, and workload management in District 1, Cluster 1 Elementary Schools. The questionnaire was developed based on relevant literature, existing studies, and DepEd policies, particularly RA 9155 and DepEd Order No. 5, s. 2024, to ensure content validity and alignment with the study objectives.

The instrument is divided into three parts:

Part I – Supervisory Practices: Measures teachers' perceptions of their school heads' instructional supervision, administrative supervision, professional support and coaching, and monitoring and feedback.

Part II – Teachers' Stress: Assesses teachers' perceived stress in terms of workload demands, time pressure, role conflict, and work–life balance.

Part III – Workload Management: Evaluates teachers' strategies in task prioritization, time management, distribution of teaching and non-teaching duties, and coping strategies.

The instrument applied Likert scale items to collect data on the level of supervisory practices in relation to teachers' stress and workload management. The data collected from the survey questionnaires was analyzed using descriptive and inferential statistical methods, including the weighted mean. This method ensured that the results were properly presented and that the outcomes provided a valid basis for interpretation.

The questionnaire was validated and pilot-tested with a small group of teachers to ensure clarity and reliability, with necessary revisions made based on their feedback. This instrument was designed to provide quantitative data suitable for analysis using descriptive and correlational statistical methods.

Supervisory Practices

Mean Score	Descriptive Meaning	Interpretation
4.21 - 5.00	Very high	The school head consistently and robustly exhibits this behavior. The respondent believes the supervisory practice is performed at a high level, with strong impact. Little to no improvements.
3.41 - 4.20	high	The school head exhibits this behavior regularly and support that behavior in most situations. Good practices are in place, through there might still be room for improvement in consistency or depth.
2.61 - 3.40	Moderate	Uncertain or mixed perception. The respondent neither agrees nor disagrees; they see some of the behavior but not consistently or strongly. Might depend on situation or may not have enough information.
1.81 - 2.60	Low	The school heads exhibits this behavior only rarely. The respondent perceives occasional or inconsistent practice. There might be some attempts, but not reliably or effectively. Gaps are evident.
1.00 - 1.80	Very low	The school head does not exhibit this behavior at all. The respondent feels that this supervisory practice is basically missing. There is no evidence that the superiors performs or supports this behavior.

Teachers' Stress

Mean Score	Descriptive Rating	Interpretation
4.21 - 5.00	Very high	The teacher is experiencing a high/severe stress level stress. The teacher almost always or constantly experiences stress from that issue and a high degree of emotional burden or strain.

3.41 - 4.20	high	The teacher often feels stressed with respect to the issue. The stress source is noticeable and has a more frequent impact on emotions, behavior, or performance.
2.61 - 3.40	Moderate	The teacher neither strongly feels nor strongly rejects the stress from this issue. It may be sometimes stressful, sometimes manageable.
1.81 - 2.60	Low	The teacher experiences a little stress related to the issue, but generally feels okay; stress is present only occasionally or mildly.
1.00 - 1.80	Very low	The teacher feels calm / in control regarding the issue.

Teachers' Workload Management

Mean Score	Descriptive Rating	Interpretation
4.21 - 5.00	Very high	The teacher feels very capable, in control, efficient; workload is well managed with minimal effort.
3.41 - 4.20	high	Generally able to plan, complete, and balance tasks, with moderate stress; things are under control for most parts.
2.61 - 3.40	Moderate	The teacher sometimes manages their workload well, sometimes not; there is balance, but also strain.
1.81 - 2.60	Low	Some attempts to manage, but mostly struggle; workload often exceeds available capacity.
1.00 - 1.80	Very low	The teacher feels they are far managing their workload effectively.

Validity of the Research Instrument

To ensure the content validity of the researcher-made questionnaire, it was evaluated by five (5) validators with expertise in educational supervision, curriculum, and school administration. The validators assessed the instrument for clarity, relevance, alignment with RA 9155 and DepEd Order No. 5, s. 2024, and applicability to teachers in District 1, Cluster 1 Elementary Schools. Based on their feedback, revisions were made to refine item wording, improve consistency, and enhance comprehensibility, ensured that the questionnaire was reliable, relevant, and suitable for gathering accurate data on supervisory practices, teachers' stress, and workload management.

Reliability of the Research Instrument

To ensure that the research instrument produced consistent and dependable results, a reliability check was conducted before its full administration. After the questionnaire was refined and validated by experts, it was pilot-tested among a small group of teachers who were not part of the actual study. Their responses were analyzed to determine whether the items were clear, consistent, and able to measure the same concepts in a stable manner.

The reliability of the instrument was measured using statistical methods such as Cronbach's Alpha, which indicates how closely related the items are within each section of the questionnaire. A high reliability score meant that the questions consistently reflected the same idea or construct, whether it pertained to supervisory practices, stress levels, or workload management. Based on the pilot test results, the instrument demonstrated strong internal consistency, indicating that the items worked well together and could be trusted to yield reliable data.

Data Gathering Instrument

The researcher followed a systematic procedure to collect data from teachers in District 1, Cluster 1 Elementary Schools. First, a letter of permission was submitted to the Schools Division Office of San Carlos City and to the heads of the selected schools to request approval for conducting the study. Once approved, the researcher will then coordinate with the school heads to schedule the

administration of the researcher-made questionnaire to the elementary teachers, following a purposive sampling approach.

Before distributing the questionnaire, the respondents were oriented about the purpose of the study, the confidentiality of their responses, and the proper way to complete the instrument. Teachers were given sufficient time to answer all items independently, and the researcher ensured clarity and provided guidance whenever respondents encountered difficulties. After collection, the questionnaires were checked for completeness, coded, and prepared for statistical analysis.

The data gathering processed strictly adhered to ethical standards, including informed consent, voluntary participation, and confidentiality of information, to ensure the integrity of the research and the protection of the participants.

Data Collection Procedure

The researcher secured a letter of permission from the Schools Division Office of San Carlos City and from the heads of the selected elementary schools in District 1, Cluster 1 to conduct the study. Once approval was granted, the researcher coordinated with the school heads to schedule the administration of the researcher-made questionnaire to all teachers, following a purposive sampling method.

Before distribution, the respondents were oriented about the purpose of the study, the confidentiality of their responses, and completion of the instrument. Teachers were given sufficient time to answer all items independently, and the researcher was provided a guidance of clarification that is needed. After collection, the questionnaires was checked for completeness, coded, and prepared for statistical analysis.

The entire data collection process was adhered to ethical standards, including obtaining informed consent, ensuring voluntary participation, and maintaining the confidentiality of the participants' responses.

Data Analysis Procedure

The data collected from the survey questionnaires undergoes a comprehensive analysis using descriptive and inferential statistical methods.

The responses from the researcher-made questionnaire were collected, reviewed for completeness, coded, and entered into a statistical software (e.g., SPSS or Excel). The data was organized according to the study variables and indicators supervisory practices, teachers' stress, and workload management to facilitate systematic analysis.

Descriptive statistics was used to determine the level of each variable. Measures such as frequency, percentage, and mean was calculated to summarize the respondents' perceptions of supervisory practices, stress, and workload management. The results was provided a clear understanding of the existing conditions within District 1, Cluster 1 Elementary Schools.

To examine relationships and predictive effects among variables, Pearson's correlation coefficient was employed to determine the strength and direction of relationships between supervisory practices, teachers' stress, and workload management. Additionally, multiple regression analysis was conducted to identify which specific supervisory practices is significantly predict teachers' stress and workload management. Statistical evidence from these analyses was form the basis for recommendations to improved supervision and teacher welfare.

Statistical Treatment

To analyzed the data in this study, the following statistical tools were used:

Frequency and Percentage. These were used to summarize the profile of respondents' profiles and show how often certain responses occurred. This helps highlight patterns and trends in teachers' perceptions of supervisory practices, stress, and workload management.

Weighted Mean. This was applied to determine the overall level of teachers' experiences regarding supervisory practices, stress, and workload management. By assigning numerical values to responses, the weighted mean provides a clear picture of the general perceptions and intensity of experiences among teachers.

Pearson r (Correlation Coefficient). This was used to examine the relationship between supervisory practices and teachers' stress and workload management. It measures the strength and direction of associations, helping to identify how changes in supervisory practices relate to stress levels and workload management strategies.

Together, these tools provide a clear understanding of both the patterns and relationships in the data, supporting the study in answering its research questions effectively.

Ethical Considerations

Prior to the data collection, all respondents were informed in writing about the purpose of the study, its procedures, and their rights, including voluntary participation and the option to withdraw at any time without penalty. Consent was obtained through a signed informed consent form. To protect privacy and confidentiality, teachers' identities were remained anonymous, no identifying personal details were collected or reported, and data were stored securely with access limited to the researcher. The questionnaire avoided sensitive or intrusive questions, and any emotional discomfort was minimized. The instrument was also pilot-tested to ensure clarity, to reduce risk of misunderstanding. Finally, findings were reported in aggregate form to safeguard individual responses.

Chapter III

RESULT AND DISCUSSION

This chapter presented the analysis and discussion of the data on school heads' supervisory practices, teachers' stress, and workload management in District 1, Cluster 1 Elementary Schools. Findings are organized by study objectives and compared with relevant literature to highlight key patterns and implications.

1. Level of Supervisory Practices of School Heads

Supervisory practices of school heads play a vital role in strengthening instructional quality and fostering teachers' professional growth. They act as instructional leaders and mentors who directly influence teachers' professional growth and the quality of teaching in the classroom, while also providing essential administrative support that enables effective instruction. Effective supervision is not a passive process; instead, it involves meaningful and intentional engagement such as conducting regular classroom observations, offering personalized and constructive feedback, encouraging collaborative professional learning, ensuring access to necessary instructional resources, and supporting teachers in reflective decision-making. Through these combined instructional and administrative supports, principals help build a culture of continuous improvement that strengthens teacher effectiveness and enhances student learning outcomes (Antonio & Eslabon, 2024; Ikhwan & Rabbani, 2024). Studies further indicate that when school heads consistently apply structured supervisory approaches that integrate coaching, mentoring, evaluative feedback, and responsive administrative assistance, teachers feel more supported, their instructional skills improve, and overall school performance is positively impacted (Sumarnie & Ernawatie, 2024; Meita Angraini, 2024).

Table 2A. Instructional Supervision

Instructional Supervision	SA	A	N	DA	SD	f	%	Mean	Descriptive Rating
1. Observe classroom teaching regularly.	43	32	0	0	0	75	100	4.57	Very High
2. Provides constructive feedback to teachers on lesson delivery.	50	25	0	0	0	75	100	4.67	Very High
3. Guides teachers in the use of diverse teaching strategies.	62	13	0	0	0	75	100	4.83	Very High
4. Encourages the use of instructional materials and ICT tools.	62	13	0	0	0	75	100	4.83	Very High
5. Recognizes and rewards effective instructional practices.	96	6	0	0	0	75	100	4.92	Very High
Overall Mean						75	100	4.76	Very High

The results in Table 2A reveal that school heads demonstrate a very high level of instructional supervision, as reflected in the consistently high weighted mean scores across all indicators. Teachers strongly agreed that school heads regularly *observe classroom teaching* with a weighted mean of 4.57, suggesting that principals are actively present in instructional settings and monitor teaching to ensure quality learning. *Providing constructive feedback on lesson delivery* received a weighted mean of 4.67, indicating that school heads not only observe but also guide teachers through meaningful and actionable feedback, helping them refine their teaching practices.

Guiding teachers in the use of diverse teaching strategies obtained a weighted mean of 4.83, showing that school heads encourage instructional innovation and adaptability, while the same mean (4.83) was observed for *encouraging the use of instructional materials and ICT tools*, highlighting the emphasis on integrating modern resources to enhance learning. The highest weighted mean, 4.92, was reported for *recognizing and rewarding effective instructional practices*, demonstrating that teachers feel valued and motivated when their efforts are acknowledged, reinforcing a positive and supportive school culture.

The overall weighted mean of 4.76, described as “Very High,” underscores that school heads consistently implement structured and supportive supervisory practices. This indicates a strong commitment to fostering teacher professional growth and promoting instructional excellence. By combining classroom observation, constructive feedback, guidance on diverse strategies, resource support, and recognition of effective teaching, school heads create an environment that not only improves teacher performance but also contributes to better student learning outcomes.

These findings affirm to the question number one, the strong instructional leadership exercised by school heads, which contributes to the improvement of teaching quality and professional growth of teachers. This result is supported by the study of Rizada (2024), which emphasized that effective instructional supervision enhances teachers’ instructional competence through continuous guidance, mentoring, and feedback. Similarly, San Roque and Valle (2025) found that strong supervisory practices significantly influence teachers’ self-efficacy and instructional performance, particularly

when school heads actively monitor teaching and provide constructive feedback.

The findings imply that sustained and effective instructional supervision should be continuously strengthened through capacity-building programs for school heads, as it plays a vital role in improving teaching practices, motivating teachers, and ultimately enhancing learners' academic outcomes.

Table 2B. Administrative Supervision

Administrative Supervision	SA	A	N	DA	SD	f	%	Mean	Descriptive Rating
1. Monitors daily school operations and staff responsibilities.	69	9	0	0	0	75	100	4.88	Very High
2. Ensures compliance with government and departmental regulations.	55	20	0	0	0	75	100	4.73	Very High
3. Implements school improvement plans and monitors progress.	62	13	0	0	0	75	100	4.83	Very High
4. Coordinates schedules, meetings, and school activities efficiently.	64	11	0	0	0	75	100	4.85	Very High
5. Resolves conflicts or administrative issues in a timely manner.	34	41	0	0	0	75	100	4.45	Very High
Overall Mean						75	100	4.75	Very High

The results in Table 2B reveal that school heads provide very high administrative supervision, ensuring that the school runs smoothly and effectively. Teachers noted that principals closely *monitor daily operations and staff responsibilities* (mean = 4.88), demonstrating their hands-on involvement in the school's day-to-day functioning. They also *ensure compliance with government and departmental regulations* (mean = 4.73), showing a commitment to upholding policies and standards. In addition, school heads actively *implement school improvement plans and monitor progress* (mean = 4.83), while *coordinating schedules, meetings, and school activities efficiently* (mean = 4.85), reflecting strong organizational skills that keep the school environment structured and supportive. *Resolving conflicts or administrative issues in a timely manner* (mean = 4.45) further highlights their ability to address challenges and maintain harmony within the school. Overall, with a very high mean of 4.75, this suggests that school heads are actively engaged in overseeing the daily operations of the school, ensuring compliance with government and DepEd regulations, implementing and monitoring school improvement plans, coordinating schedules and activities, and resolving administrative issues.

These findings are supported by recent studies. For instance, Lopez and Cruz (2023) emphasized that effective administrative supervision, including systematic monitoring and compliance checks, ensures organizational efficiency and the achievement of school goals. Similarly, Garcia and Santos (2024) found that school heads who actively coordinate, monitor, and resolve administrative issues foster a positive work environment and enhance staff performance.

The implication of these results is that continuous development in administrative leadership, particularly in conflict resolution and efficient school operations, is essential for sustaining effective school management, improving teacher performance, and ultimately enhancing student learning outcomes.

Table 2C. Professional Support and Coaching

Professional Support and Coaching	SA	A	N	DA	SD	f	%	Mean	Descriptive Rating
1. Encourages teachers to attend seminars, workshops, and training.	49	26	0	0	0	75	100	4.65	Very High
2. Supports teachers in developing professional growth plans.	63	12	0	0	0	75	100	4.84	Very High
3. Provides emotional and motivational support to enhance teacher morale.	27	48	0	0	0	75	100	4.36	Very High
4. Guides teachers in research and classroom action studies.	30	45	0	0	0	75	100	4.40	Very High
5. Facilitates professional development focused on teaching skills.	66	9	0	0	0	75	100	4.88	Very High
Overall Mean						75	100	4.73	Very High

The findings in Table 2C reveal that school heads provide very high professional support and coaching, actively contributing to teachers’ growth and motivation. Teachers reported that principals *encourage participation in seminars, workshops, and training* (mean = 4.65), demonstrating their commitment to continuous learning. *Supporting teachers in developing professional growth plans* received a weighted mean of 4.84, indicating that school heads guide teachers in setting goals and improving their competencies. *Providing emotional and motivational support to enhance teacher morale* scored 4.36, highlighting the principals’ role in nurturing a positive and encouraging school climate. *Guidance in conducting research and classroom action studies* had a weighted mean of 4.40, showing that school heads help teachers engage in reflective practice and evidence-based instruction. *Facilitating professional development focused on teaching skills* received the highest mean (4.88), reflecting the school heads’ dedication to enhancing practical classroom expertise. The overall mean of 4.73, described as “Very High,” indicates that school heads play a pivotal role in supporting teachers professionally, providing guidance, encouragement, and opportunities for growth that strengthen instructional effectiveness and foster a culture of continuous professional development.

These findings are consistent with recent studies. Delos Santos and Reyes (2023) emphasized that professional coaching and structured support from school heads improve teachers’ instructional practices and confidence in implementing innovative teaching strategies. Similarly, Torres and Villanueva (2024) highlighted that school leaders who provide both professional guidance and emotional support positively influence teacher morale, engagement, and ongoing professional growth.

The implication of these results is that school heads should continue to provide holistic professional support, combining skill development, mentorship, and motivational strategies, to foster teacher effectiveness and enhance overall student learning outcomes.

Table 2D. Monitoring and Feedback

Monitoring and Feedback	SA	A	N	DA	SD	f	%	Mean	Descriptive Rating
1. Provides timely feedback to teachers on performance.	12	42	21	0	0	75	100	3.88	High
2. Uses feedback to plan interventions and professional development.	44	31	0	0	0	75	100	4.59	Very High
3. Conducts classroom observations and walkthroughs.	20	37	18	0	0	75	100	4.03	High
4. Maintains open communication channels for feedback from staff and students.	54	21	0	0	0	75	100	4.72	Very High
5. Monitors progress on school improvement initiatives.	56	19	0	0	0	75	100	4.75	Very High
Overall Mean						75	100	4.39	Very High

The results in Table 2D indicate that school heads demonstrate a very high level of monitoring and feedback, reflecting their active involvement in guiding teacher performance and school improvement. *Teachers reported that principals provide timely feedback on performance* (mean = 3.88), which, while rated as “High,” suggests there may be occasional delays in feedback delivery. *Using feedback to plan interventions and professional development* received a weighted mean of 4.59, showing that school heads effectively translate observations into actionable support for teachers. *Conducting classroom observations and walkthroughs* has a weighted mean of 4.03, also rated as “High,” indicating that while principals are engaged in instructional monitoring, there may be opportunities to increase the frequency or depth of observations. *Maintaining open communication channels for feedback from staff and students* received a very high mean of 4.72, demonstrating that school heads encourage dialogue and ensure that teachers and students feel heard. Finally, *monitoring progress on school improvement initiatives* scored 4.75, reflecting the principals’ commitment to ensuring that planned programs are effectively implemented. Overall, the combined mean of 4.39, described as “Very High,” highlights that school heads are generally effective in providing monitoring and feedback, using these practices to support teacher development, promote accountability, and sustain school improvement efforts.

Recent studies support these findings. For example, Cruz and Mendoza (2023) emphasized that effective monitoring coupled with timely feedback is critical in improving teacher performance and informing professional development plans. Similarly, Villanueva and Santos (2024) noted that open communication and structured feedback mechanisms foster a collaborative school environment and encourage teacher growth.

The implication of these results is that school heads should strengthen timely feedback practices and classroom observation routines, as these are key for identifying instructional needs, guiding professional development, and ensuring continuous school improvement.

Summary of Table in Supervisory Practices

Indicators	Overall Mean	Descriptive Rating
Instructional Supervision	4.76	Very High
Administrative Supervision	4.75	Very High
Professional Support and Coaching	4.73	Very High
Monitoring and Feedback	4.39	Very High

Level of Teachers' Stress

Teaching is widely recognized as a rewarding yet demanding profession, but it is often accompanied by significant stress that can affect both teachers' well-being and their professional effectiveness. Teachers face multiple sources of stress, including heavy workloads, time pressures, classroom management challenges, administrative responsibilities, and the need to meet diverse student learning needs. In addition, many teachers experience role conflict, where the expectations of teaching, administrative duties, and extracurricular responsibilities clash, creating tension and uncertainty about prioritizing tasks (Antoniou et al., 2006). Coupled with this, work-life balance challenges such as long working hours, grading outside school, and the blurring of professional and personal boundaries further exacerbate stress and can lead to burnout, emotional exhaustion, and reduced job satisfaction (Kyriacou, 2001; Skaalvik & Skaalvik, 2017). Research shows that teachers who struggle with role conflict and work-life imbalance are more likely to experience psychological strain, lower motivation, and decreased classroom effectiveness (Chang, 2009). Recognizing and addressing these stressors is therefore essential, not only to safeguard teachers' mental and physical health but also to maintain high-quality instruction and positive student outcomes.

Table 3A. Workload Demands

Workload Demands	SA	A	N	DA	SD	f	%	Mean	Descriptive Rating
1. The number of tasks to complete daily feels overwhelming.	16	47	12	0	0	75	100	4.05	High
2. Preparing lesson plans within a limited time is challenging.	16	59	0	0	0	75	100	4.21	Very High
6. Administrative paperwork adds significantly to daily workload.		48	47	0	0	75	100	4.44	High
7. The volume of grading and assessments is stressful.		59	16	0	0	75	100	3.79	High
8. Pressure exists to complete tasks outside regular working hours.	30	31	14	0	0	75	100	4.21	Very High
Overall Mean						75	100	4.14	High

The results in Table 3A indicate that teachers experience a high level of stress related to workload demands, with an overall mean of 4.14. This suggests that the number of tasks, time constraints in lesson planning, administrative paperwork, grading, and work beyond regular hours contribute significantly to teacher stress. Among the indicators, *administrative paperwork adding to daily workload* received the highest mean of 4.44, highlighting that non-instructional tasks are a major source of stress. Next, *preparing lesson plans within a limited time* obtained a weighted Mean of 4.21, indicating that planning effective instruction under tight deadlines is a significant source of stress. Also, teachers reported *feeling pressure to complete tasks outside regular working hours* received same weighted mean of 4.21, indicating that workload often extends beyond the school day, potentially impacting personal time and work-life balance. On the other hand, the *number of tasks to complete daily feels overwhelming* has mean of 4.05, suggesting that the cumulative

demands of teaching can create pressure and fatigue. Finally, *stress from grading and assessments* received the lowest mean of 3.79, though it still reflects a moderate-to-high level of stress. Showing that evaluating student work adds to teachers' time constraints and mental load.

The overall mean of 4.14, suggests that workload demands are a consistent and significant source of stress for teachers, emphasizing the need for supportive interventions such as administrative assistance, structured supervision, and time management strategies to mitigate stress and promote teacher well-being.

These findings align with recent research. Torres and Dela Cruz (2023) reported that excessive administrative responsibilities and multiple concurrent tasks increase teacher stress, negatively impacting instructional effectiveness and job satisfaction. Similarly, Ramos and Bautista (2024) found that high workload demands, especially tasks outside teaching hours, contribute to burnout and reduced teacher engagement.

The implication of these findings is that school administrators should consider strategies to reduce administrative burdens, balance workloads, and provide support systems, such as time management training, collaborative planning, or delegation of non-instructional tasks, to help teachers maintain their well-being and sustain instructional quality.

Table 3B. Time Pressure

Time Pressure	SA	A	N	DA	SD	f	%	Mean	Descriptive Rating
1. Completing administrative tasks within available time is challenging.	15	45	15	0	0	75	100	4.00	High
2. Allocating sufficient time for lesson preparation is difficult.	19	27	29	0	0	75	100	3.87	High
2. Stress arises when balancing multiple projects simultaneously.	10	48	17	0	0	75	100	3.91	High
3. Completing tasks within deadlines is stressful.	50	25		0	0	75	100	4.67	Very High
4. Time constraints affect the quality of instruction.	26	44	5	0	0	75	100	4.28	Very High
Overall Mean						75	100	4.15	High

The results in Table 3B indicate that teachers experience a high level of stress due to time pressure, with an overall mean of 4.15. This suggests that managing deadlines, preparing lessons, balancing multiple projects, and completing administrative tasks within limited time frames are significant sources of stress for teachers.

Among the indicators, stress from *completing tasks within deadlines* received the highest rating (mean = 4.67, very high), highlighting that meeting deadlines is the most pressing time-related stressor. Additionally, teachers reported that *time constraints affect the quality of instruction* (mean = 4.28, very high), suggesting that insufficient time can compromise teaching effectiveness. *Completing administrative tasks within the available time* was rated "High" (Mean= 4.00), suggesting that routine paperwork can add significant pressure to teachers' daily schedules. Also, *stress arising from balancing multiple projects simultaneously* got a "High" rating (Mean = 3.91), highlighting the strain caused by concurrent responsibilities. Conversely, allocating sufficient time for lesson preparation had the lowest mean (3.87), indicating that while challenging, some teachers may still manage to plan lessons despite time constraints.

These findings are consistent with recent studies. Garcia and Santos (2023) reported that time pressure, particularly from overlapping responsibilities and tight deadlines, contributes to teacher stress and can negatively affect instructional quality. Similarly, Delos Reyes and Cruz (2024) found that excessive time demands limit teachers' capacity to deliver effective instruction and may reduce overall job satisfaction.

The implication of these results is that school administrators should implement strategies to optimize time management, such as streamlining administrative procedures, providing collaborative planning opportunities, and prioritizing tasks, in order to reduce teacher stress and ensure sustained instructional effectiveness.

Table 3C. Role Conflict

Role Conflict	SA	A	N	DA	SD	f	%	Mean	Descriptive Rating
1. Professional duties sometimes conflict with personal values.	0	22	33	20	0	75	100	3.03	Moderate
2. Conflicting demands from students, parents, and administration cause stress.	17	54	4	0	0	75	100	4.17	High
3. Pressure arises from multiple supervisors with different expectations.	45	30	0	0	0	75	100	4.60	Very High
4. Balancing teaching and administrative responsibilities causes strain.	13	20	26	16	0	75	100	4.40	Very High
5. Prioritizing responsibilities is often difficult.	0	31	44	0	0	75	100	3.44	High
Overall Mean						75	100	3.77	High

The results in Table 3C indicate that teachers experience a moderate to high level of stress due to role conflict, with an overall mean of 3.77 (high) reflecting the challenges of managing multiple, often competing responsibilities such as conflicting demands, professional duties, administrative responsibilities, and expectations from multiple stakeholders contribute to teacher stress.

Among the indicators, *pressure from multiple supervisors with different expectations* received the highest mean of 4.60 (Very high), highlighting that unclear or overlapping supervisory demands significantly increase stress levels. *Balancing teaching and administrative responsibilities* scored very high (Mean = 4.40), indicating that managing instructional tasks alongside administrative duties creates significant strain. Also, *prioritizing responsibilities* was rated 4.14 (High), showing that deciding which tasks to address first is a notable source of tension. In contrast, *conflicts between professional duties and personal values* (Mean = 3.03, moderate) and *difficulty prioritizing responsibilities* (3.44, high) scored lower, indicating that while these are sources of stress, they are less pronounced compared to supervisory or stakeholder pressures.

Research supports these findings, showing that role conflict arises when employees face incompatible job demands or contradictory expectations, leading to emotional exhaustion, stress, and decreased job satisfaction (Yong & Zhang, 2025; Zhang, et al. 2026). Evidence also suggests that administrative support, clear communication of expectations, and structured supervisory practices can help mitigate role conflict by clarifying responsibilities and providing guidance, enabling teachers to manage competing demands while maintaining professional effectiveness and personal well-being (Yong & Zhang, 2025). Also, Marti, et al. (2023) reported that role conflict,

particularly from balancing teaching, administrative responsibilities, and differing expectations, can lead to stress and burnout among teachers. Similarly, Reyes and Villanueva (2024) emphasized that conflicting demands from supervisors, students, parents, and school policies create role ambiguity, which affects job satisfaction and performance.

The implication of these findings is that school administrators should clarify roles and responsibilities, provide consistent guidance, and establish clear communication channels to minimize role conflict and support teacher well-being, thereby improving both instructional delivery and overall school performance.

Table 3D. Work-Life Balance

Work-Life Balance	SA	A	N	DA	SD	f	%	Mean	Descriptive Rating
1. Work-related stress affects physical or mental health.	75	0	0	0	0	75	100	5	Very High
2. Maintaining a healthy balance between work and personal life is challenging.	0	16	35	24	0	75	100	2.89	Moderate
3. The work schedule leaves little time for relaxation.	0	25	50	0	0	75	100	3.33	Moderate
4. Work is often brought home, reducing time for family or rest.	11	34	30	0	0	75	100	3.75	high
5. Not enough time is spent with family due to work obligations.	12	28	25	0	0	75	100	3.80	High
Overall Mean						75	100	3.75	High

The findings indicate that teachers experience a high level of stress related to work-life balance, reflecting the challenges of managing professional responsibilities alongside personal and family needs. Teachers strongly agreed that *work-related stress affects their physical or mental health* (mean = 5.00, Very High), showing that occupational demands can have serious implications for overall well-being. *Maintaining a healthy balance between work and personal life is challenging* received a mean of 2.89 (Moderate), suggesting that many teachers struggle to allocate time effectively between professional and personal commitments. Similarly, the *work schedule leaves little time for relaxation* (mean = 3.33, Moderate), indicating that opportunities for rest and self-care are limited. Teachers also reported that *work is often brought home reducing time for family or rest* (mean = 3.75, High), and not enough time is spent with family due to work obligations (mean = 3.80, High). The overall mean of 3.75 (High) demonstrates that work-life balance is a significant source of stress for teachers.

Research supports these findings by showing that poor work-life balance is closely linked to teacher stress, burnout, and reduced job satisfaction. Studies indicate that stress plays a significant role in undermining teachers' ability to maintain a healthy balance between professional responsibilities and personal life, which in turn negatively affects their overall well-being and effectiveness at work (Frontiers in Psychology, 2025). Work-related stress has been shown to mediate the relationship between job demands and a reduced sense of work-life balance, highlighting how encroaching professional duties deplete teachers' psychological and emotional resources (Frontiers in Psychology, 2025; Dalid, 2025). Furthermore, research emphasizes that supportive leadership, clear communication, and organizational support are key strategies that help teachers manage stress and promote better work-life balance.

In addition, Ramos, et al. (2023) emphasized that excessive work demands and lack of boundaries between work and personal life lead to stress and burnout among teachers. Similarly, Duran, et al.

(2024) found that poor work–life balance negatively affects teacher well-being, job satisfaction, and performance.

The implication of these findings is that school administrators should implement strategies to support teacher well-being, such as reasonable task allocation, flexible scheduling, and wellness programs, to ensure that teachers can manage their professional responsibilities without compromising personal health and family life.

Summary of Table in Teachers’ Stress Level

Indicators	Overall Mean	Descriptive Rating
Workload Demands	4.14	High
Time Pressure	4.15	High
Role Conflict	3.77	High
Work-Life Balance	3.75	High

3. Level of Teachers’ Workload Management

Teachers’ workload management is a critical aspect of educational practice, as it directly influences both instructional quality and teacher well-being. Managing multiple responsibilities such as lesson planning, classroom instruction, grading, administrative tasks, and participation in professional development can be highly demanding. Effective workload management allows teachers to prioritize tasks, allocate sufficient time for instruction, and maintain a healthy balance between professional and personal life, which in turn supports both their productivity and the learning outcomes of students. Research indicates that excessive workload and poor management of tasks are among the primary sources of teacher stress, affecting job satisfaction, commitment, and overall performance (Klassen & Chiu, 2021; Collie et al., 2020). Consequently, strategies such as time management, administrative support, collaborative planning, and structured supervision are essential to help teachers manage their workload efficiently and maintain high standards of teaching while preserving their well-being.

Table 4A. Task Prioritization

Task Prioritization	SA	A	N	DA	SD	f	%	Mean	Descriptive Rating
1. Tasks are organized according to urgency and importance.	57	18	0	0	0	75	100	4.76	Very High
2. Teaching responsibilities are addressed before less critical duties.	62	13	0	0	0	75	100	4.83	Very High
6. Important tasks receive attention despite other demands.	55	20	0	0	0	75	100	4.73	Very High
7. Priorities are adjusted based on changing school needs.	57	18	0	0	0	75	100	4.76	Very High
8. Task prioritization helps reduce work-related stress.	64	11	0	0	0	75	100	4.85	Very High
Overall Mean						75	100	4.79	Very High

The findings indicate that teachers demonstrate a very high level of skill in task prioritization, suggesting that they are able to manage their responsibilities efficiently to support both instructional effectiveness and personal well-being. Teachers reported that *tasks are organized according to urgency and importance* (mean = 4.76, Very High), reflecting their ability to plan and sequence duties effectively. Addressing *teaching responsibilities before less critical duties* (Mean = 4.83

Very High), showing that core instructional tasks are prioritized over administrative or secondary responsibilities. *Ensuring that important tasks receive attention despite other demands* received a mean of 4.73 (Very High), indicating strong focus on critical responsibilities. Teachers also reported *adjusting priorities based on changing school needs* (mean = 4.76, Very High), demonstrating flexibility and responsiveness in managing their workload. Finally, participants strongly agreed that *task prioritization helps reduce work-related stress* (mean = 4.85, Very High), emphasizing the role of strategic planning in promoting both efficiency and well-being.

The overall mean of 4.79 (Very High) suggests that effective task prioritization is a key strategy for managing workload, mitigating stress, and ensuring that essential teaching responsibilities are consistently met.

These findings are consistent with recent studies. Torres and Reyes (2023) highlighted that effective task prioritization enables teachers to cope with multiple responsibilities, improve productivity, and reduce stress. Similarly, Delos Santos and Bautista (2024) found that teachers who systematically prioritize tasks are better able to meet deadlines, maintain instructional quality, and balance professional demands.

The implication of these results is that schools should continue to support teachers in developing planning and prioritization skills, as this not only improves workload management but also promotes teacher well-being and sustained instructional effectiveness.

Table 4B. Time Management

Time Management	SA	A	N	DA	SD	f	%	Mean	Descriptive Rating
1. Sufficient time is allocated for lesson preparation.	51	24	0	0	0	75	100	4.68	Very High
2. Time management reduces feelings of being rushed.	49	26	0	0	0	75	100	4.65	Very High
9. Administrative duties are completed within available time.	26	49	0	0	0	75	100	4.35	Very High
10. Planning tools (e.g., calendars, planners) are used effectively.	42	33	0	0	0	75	100	4.56	Very High
11. Time is monitored and adjusted based on workload demands	25	50	0	0	0	75	100	4.33	Very High
Overall Mean						75	100	4.51	Very High

The results in Table 4B indicate that teachers exhibit a high level of workload management through effective time management, with an overall mean of 4.51. This suggests that teachers are generally able to allocate sufficient time for lesson preparation, use planning tools such as calendars and planners, and adjust their schedules according to workload demands.

Among the indicators, *allocating sufficient time for lesson preparation* (Mean = 4.68) and *reducing feelings of being rushed through time management* (Mean = 4.65) were rated the highest, highlighting that teachers prioritize instructional preparation and actively manage their time to maintain teaching quality. Conversely, *monitoring and adjusting time based on workload* (Mean = 4.33) and *completing administrative duties within available time* (Mean = 4.35) received slightly lower ratings, suggesting that administrative tasks and workload fluctuations can challenge even effective time management practices.

These findings are supported by recent studies. Ramos and Villanueva (2023) emphasized that teachers who implement structured time management strategies, including planning and workload

monitoring, experience reduced stress and increased productivity. Similarly, Garcia and Torres (2024) found that effective time management enables teachers to balance instructional and administrative responsibilities, maintain instructional quality, and reduce work-related pressure.

The implication of these findings is that schools should continue to provide support and training in time management strategies, including the use of planning tools and workload monitoring techniques, to help teachers optimize their schedules, enhance performance, and maintain professional well-being.

Table 4C. Distribution of Teaching and Non-Teaching Duties

Distribution of Teaching and Non-Teaching Duties	SA	A	N	DA	SD	f	%	Mean	Descriptive Rating
1. The workload distribution allows for professional growth.	21	30	24	0	0	75	100	3.96	High
2. Non-teaching tasks do not compromise instructional quality.	0	14	46	15	0	75	100	2.99	Moderate
12. Teaching and non-teaching tasks are distributed fairly.	19	56	0	0	0	75	100	4.25	Very High
13. Distribution of duties reduces conflicts and overlaps.	31	44	0	0	0	75	100	4.14	High
14. Extra-curricular duties are assigned without overloading staff.	59	16	0	0	0	75	100	4.79	Very High
Overall Mean						75	100	4.08	High

The results in Table 3C indicate that teachers perceive a high level of effectiveness in the distribution of teaching and non-teaching duties, with an overall mean of 4.08 (High). This suggests that, overall, teachers feel that workload is managed fairly, allowing for professional growth, minimizing conflicts, and preventing staff overload.

Among the indicators, *extra-curricular duties assigned without overloading staff* received the highest mean of 4.79 (Very high), highlighting that when schools carefully allocate additional responsibilities, teachers perceive a balanced workload. Conversely, *non-teaching tasks not compromising instructional quality* received the lowest mean of 2.99 (Moderate), suggesting that some non-teaching responsibilities may still interfere with instructional effectiveness. Other indicators, such as *fair distribution of teaching and non-teaching tasks* (Mean = 4.25, Very high) and reducing conflicts or overlaps in duties (Mean = 4.41, Very high), indicating that schools make significant efforts to manage staff responsibilities effectively.

These findings align with recent studies. Delos Santos and Villanueva (2023) emphasized that equitable distribution of duties, along with careful attention to workload allocation, is essential to maintain teacher performance and morale. Similarly, Ramos and Torres (2024) reported that poorly managed non-teaching tasks can compromise instructional quality, highlighting the need for structured workload planning.

Schools should continue to review and adjust the distribution of teaching and non-teaching tasks, ensuring that additional duties do not interfere with instructional responsibilities, while maintaining fairness and supporting professional growth. This can enhance teacher productivity, job satisfaction, and overall school effectiveness.

Table 4D. Coping Strategies

Coping Strategies	SA	A	N	DA	SD	f	%	Mean	Descriptive Rating
1.Strategies are used to reduce stress from heavy workload.	71	4	0	0	0	75	100	4.95	Very High
2. Peer support is sought when facing challenges.	15	45	15	0	0	75	100	4.00	High
15. Adaptation to unexpected workload changes is handled efficiently.	15	45	15	0	0	75	100	4.00	High
16. Tasks are approached systematically to minimize stress.	27	48	0	0	0	75	100	4.36	Very High
17. Self-care practices are maintained despite professional demands	20	35	20	0	0	75	100	4.00	High
Overall Mean						75	100	4.26	Very High

The results in Table 4D indicate that teachers demonstrate a high level of coping strategies to manage workload, with an overall mean of 4.26. This suggests that teachers actively employ strategies to handle stress and maintain effectiveness in their professional responsibilities.

Among the indicators, *using strategies to reduce stress from heavy workload* received the highest mean (4.95, Very high), highlighting that teachers prioritize stress management techniques to maintain performance and well-being. Other strategies, such as *approaching tasks systematically* (Mean = 4.36, High) and *seeking peer support, adapting to unexpected workload changes, and maintaining self-care* (all Mean = 4.00, High), show that teachers rely on both organizational and interpersonal methods to cope with professional demands.

These findings are consistent with recent studies. Ramos and Villanueva (2023) emphasized that systematic task management and stress reduction strategies help teachers maintain productivity and reduce burnout. Similarly, Garcia and Torres (2024) found that peer support and self-care practices are essential coping mechanisms that enable teachers to manage workload pressures and sustain instructional quality.

The findings suggest that schools should encourage and support teachers in adopting effective coping strategies, such as time management, peer collaboration, and self-care initiatives, to promote teacher well-being, resilience, and sustained performance despite heavy workloads.

Summary of Table in Teachers’ Workload Management

Indicators	Overall Mean	Descriptive Rating
Task Prioritization	4.79	Very High
Time Management	4.51	Very High
Distribution of Teaching and Non-Teaching Duties	4.08	High
Coping Strategies	4.26	Very High

Table 5. Relationship of the respondents between level of Supervisory Practices and Teachers' Stress Level

N=75			
Variables	r	I	P-value
Level of Supervisory Practices and Teacher's Stress Level	0.441	Moderate Positive Correlation	0.458
0.05 level of significance		df-n-1	

The results in Table 5 shows the correlation test results on variables. Based on the table, the computed Pearson r value is 0.441 with the p-value of 0.458, there was a moderate or substantial positive correlation established between the level of supervisory practices and teachers' stress level. Since the p-value is greater than, the level of significance, it means that there is no significant relationship between these two variables.

This suggests that while higher supervisory involvement by school heads is associated with increased teacher stress to some degree, the correlation is not strong enough to confirm a direct cause-and-effect relationship. It may indicate that although effective supervision is intended to support teachers, aspects such as frequent monitoring, evaluation, or administrative oversight could unintentionally contribute to perceived stress, particularly when workload and time pressures are high.

Although the data show that school heads' supervisory practices are perceived as very high, this does not necessarily mean that such practices automatically reduce teacher stress. Research grounded in the Job Demands–Resources (JD-R) model shows that when teachers perceive their supervisors as supportive through guidance, encouragement, and responsive leadership they demonstrate higher levels of work engagement and lower levels of presenteeism, even in demanding work environments. Supportive supervisory behaviors provide teachers with emotional reassurance and practical assistance, which buffer the impact of heavy job demands and help mitigate stress-related outcomes (Ozer, et al. 2024).

Furthermore, research on transformational leadership of which instructional supervision is a core component indicates that leadership behaviors that clarify roles, build commitment, and foster job satisfaction significantly reduce teachers' role stress, suggesting that how supervision is enacted (e.g., with clear communication and support) influences stress outcomes (Yong & Zhang, 2025). This helps explain why even with very high supervisory practices reported, teachers may still experience high stress when workload, role expectations, and time pressures remain significant unless supervision is explicitly tailored toward supporting well-being.

The findings imply that while school heads demonstrate a very high level of supervisory practices, the presence of high teacher stress suggests that supervision alone is not sufficient to alleviate the pressures teachers face. This highlights the importance of not only the frequency of supervisory activities but also their purpose and approach. When supervision is perceived as supportive, developmental, and responsive to teachers' needs, it can serve as a valuable resource that helps reduce stress and enhance engagement.

However, if supervisory practices are experienced as demanding, compliance-driven, or primarily evaluative, they may unintentionally contribute to stress rather than relieve it. This suggests that school leaders need to strike a balance between accountability and support, ensuring that supervision is clearly communicated, collaborative, and focused on teacher well-being. Emphasizing coaching, emotional support, workload sensitivity, and role clarity may help transform supervision into a more effective mechanism for reducing stress, particularly in environments where workload demands and time pressures remain high.

Table 6. Relationship of the respondents between level of Supervisory Practices and Teacher’s Workload Management

N=75			
Variables	r	I	P-value
Level of Supervisory Practices and Teacher’s Workload Management	0.953	Very High Positive Correlation	0.02
<i>0.05 level of significance</i>		<i>df-n-1</i>	

Table 6 reveals the correlation test results on variables. Based on the table the computed Pearson r value is 0.953 with the p-value of 0.012, there was a very high positive correlation established between the level of supervisory practices and workload management. Since the p-value is lesser than the level of significance, it means that, there is a significant relationship between these two variables.

The relationship is supported in the recent literature. Torres and Reyes (2023) have established that planning, time allocation, and task prioritization of teachers are enhanced by effective supervisory practices which include coaching and structured feedback. Delos Santos and Villanueva (2023) underlined that supportive supervision has a beneficial impact on organizational competency among teachers and decreases the workload-related stress on them and boosts their teaching quality. Likewise, Garcia and Torres (2024) emphasized that a regular monitoring, mentoring, and administrative support designate the teachers with the means to spread the teaching and non-teaching tasks more effectively and increase productivity and job gratification.

These results indicate that the reinforcement of supervisory practices can be critical, both to the instructional quality and managing workload by the teachers. The school heads are to maintain certain guidance, feedback and mentoring and organize the duties so that teachers are able to effectively balance the teaching and administrative tasks, professional welfare, and high-quality teaching.

CHAPTER IV

Summary of Findings, Conclusion and Recommendation

This chapter presents a summary of the major findings of the study based on the analysis of the data, followed by the conclusions drawn from these findings and their overall implications. It also provides recommendations grounded in the results of the study, offering practical suggestions to improve supervisory practices, workload management, and teacher well-being.

Summary of Findings

The study revealed that school heads exhibit very high levels of supervisory practices, encompassing instructional, administrative, and professional support functions, as well as monitoring and feedback. They consistently observe classroom teaching, provide constructive feedback, guide teachers in instructional strategies, encourage the use of instructional materials and

ICT, recognize teacher performance, manage daily operations, ensure compliance with regulations, coordinate school activities, and support professional growth through training, mentoring, and research guidance.

Teachers, however, experience moderate to high levels of stress due to workload demands, time pressure, role conflict, and challenges in maintaining work–life balance, with administrative paperwork, deadlines, and conflicting supervisory expectations being major stressors. Despite these pressures, teachers demonstrate high effectiveness in workload management, employing task prioritization, time management, fair distribution of duties, and coping strategies to maintain professional performance. Overall, while strong school leadership positively influences instructional quality and teacher growth, targeted interventions such as timely feedback, workload redistribution, time management support, and wellness initiatives are recommended to further enhance teacher well-being, effectiveness, and student learning outcomes.

Meanwhile, based on Table 5 the computed Pearson r value is 0.441 with the p -value of 0.458, there was a moderate or substantial positive correlation established between the level of supervisory practices and teachers' stress level. Since the p -value is greater than, the level of significance, it means that there is no significant relationship between these two variables. Further, based on the table 6 the computed Pearson r value is 0.953 with the p -value of 0.012, there was a very high positive correlation established between the level of supervisory practices and workload management. Since the p -value is lesser than the level of significance, it means that, there is a significant relationship between these two variables.

Conclusion

Supervisory Pratices of School Heads

Based on the findings, it can be concluded that school heads in District 1, Cluster 1 demonstrate very high supervisory practices, actively engaging in instructional supervision, administrative oversight, professional support, and mentoring. Overall, the results show that supervision and support are carried out at a very high level, reflecting a healthy and encouraging organizational climate. The consistently strong ratings indicate that instructional and administrative leaders are effective in guiding teaching practices, overseeing daily operations, and providing meaningful professional assistance to staff. This solid system of supervision helps improve performance, support professional development, and foster a collaborative work environment. Although monitoring and feedback also received very high ratings, their slightly lower average suggests there is still room for improvement. Feedback could be made more prompt, practical, and growth-oriented to better support teachers' development.

The findings suggest that the institution should continue upholding its strong supervisory and leadership practices, as these have led to very high levels of instructional, administrative, and professional support. School leaders are encouraged to sustain consistent instructional guidance and effective administrative management, while further improving monitoring and feedback systems to ensure they are more prompt, clear, and focused on professional growth. In addition, enhancing professional support through ongoing training programs, mentoring initiatives, and collaborative learning activities can help maintain high levels of performance and keep personnel motivated and engaged.

Teachers' Stress Level

The teachers experience consistently high levels of stress across all measured areas, including workload demands, time pressure, role conflict, and work–life balance. Among these, time pressure and workload demands received the highest mean scores, indicating that teachers often feel overwhelmed by the volume of tasks and tight deadlines. Although role conflict and work–life

balance received slightly lower means, they are still rated high, suggesting that teachers frequently struggle with overlapping responsibilities and maintaining balance between their professional and personal lives. Overall, the findings highlight that stress is a significant and ongoing concern for teachers in the institution

These findings suggest the need for proactive measures to better support teachers' well-being. School leaders may consider reviewing workload distribution to ensure tasks are manageable and fairly assigned. Providing clear role expectations can help minimize role conflict, while structured scheduling and realistic deadlines may reduce time pressure. Additionally, promoting wellness programs, flexible arrangements where possible, and work-life balance initiatives can help teachers maintain both productivity and personal well-being. Addressing these areas can lead to a healthier work environment, improved teacher satisfaction, and ultimately better educational outcomes for students.

Teachers' Workload Management

The respondents demonstrate strong effectiveness in managing their work responsibilities, with most indicators rated very high. Task prioritization obtained the highest overall mean, indicating that respondents are highly capable of identifying and focusing on important tasks. Time management and coping strategies were also rated very high, suggesting that respondents are generally able to use their time efficiently and handle work-related demands and stress effectively. Although the distribution of teaching and non-teaching duties received a slightly lower rating and fell under the high category, it still reflects a positive assessment and suggests that workloads are generally manageable.

These findings imply that existing practices in task prioritization, time management, and coping strategies should be sustained, while greater attention may be given to balancing teaching and non-teaching responsibilities to further enhance efficiency, reduce work overload, and support overall well-being and performance.

Relationship of the respondents between level of Supervisory Practices and Teachers' Stress Level

The study found a moderate positive relationship between supervisory practices and teachers' stress levels, though this relationship was not statistically significant. This indicates that while supervision may slightly contribute to stress, it is not a primary factor driving teachers' stress. Instead, teachers' stress is likely shaped more by other influences, such as workload, personal coping mechanisms, and the overall work environment.

In conclusion, continuing effective supervisory practices is important for guidance and professional support, but reducing teacher stress requires a broader approach. Initiatives that support work-life balance, promote stress management, and provide additional resources and assistance can help create a healthier, more sustainable work environment for teachers.

Relationship of the respondents between level of Supervisory Practices and Teachers' Workload Management

The analysis shows a very high and significant positive relationship between supervisory practices and teachers' workload management. This indicates that effective supervision through guidance, support, and monitoring greatly enhances teachers' ability to organize, prioritize, and complete their professional responsibilities efficiently. In practical terms, school leaders who consistently provide instructional and administrative support help teachers manage their workload more effectively, leading to improved performance and a more organized work environment.

In conclusion, sustaining strong supervisory practices is crucial, as they directly contribute to teachers' efficiency, task management, and overall professional effectiveness. Schools should continue emphasizing structured guidance, constructive feedback, and professional support to maintain high levels of teacher productivity and job satisfaction.

Recommendation

For School Heads and Supervisors. School heads and supervisors should continue to maintain high-quality supervisory practices while focusing on providing targeted support to reduce teacher stress. This includes offering constructive feedback, coaching, and guidance in a collaborative and empathetic manner. They should also consider strategies to manage workload demands, clarify teacher responsibilities, and promote a healthy work-life balance to enhance overall teacher well-being and effectiveness. Schools should clarify roles, improve conflict resolution, and streamline administrative tasks to reduce teacher stress and workload pressures.

For Teachers. Teachers are encouraged to continue practicing effective workload management, such as task prioritization and time management, while also seeking support when facing high stress or role conflicts. Engaging in professional development, peer collaboration, and stress-relief strategies can help maintain both instructional quality and personal well-being.

For Educational Policymakers. Policymakers should recognize the importance of balancing administrative expectations with teacher capacity. Policies should support schools in providing adequate resources, manageable workloads, and clear guidelines that reduce role conflicts, while also promoting teacher wellness programs and professional development initiatives.

For Future Researchers. Future researchers are encouraged to explore the relationship between supervisory practices, workload management, and teacher stress across different contexts and levels of schooling. Studies could also examine the long-term impact of targeted interventions on teacher well-being and student learning outcomes.

For Learners. Students indirectly benefit from effective supervisory practices and teacher workload management. When teachers are supported and less stressed, they are able to deliver higher-quality instruction, engage more meaningfully in the classroom, and create a more positive learning environment that fosters student success.

PROPOSED LEARNING ACTION CELL (LAC) PLAN

Title: Enhancing Teachers' Stress Management and Workload Efficiency through Improved Supervisory Support

Overview:

In response to the challenges teachers face in managing stress and balancing workload demands, this proposed Learning Action Cell (LAC) plan provides collaborative support and practical strategies. The plan aims to enhance teachers' ability to cope with workload pressures, improve time management, and strengthen supervisory practices in instructional, administrative, and professional areas. By engaging teachers and supervisors in interactive sessions that combine discussions, workshops, reflections, and action planning, the LAC creates a supportive environment where participants can share experiences, learn effective coping strategies, and develop concrete steps to improve both well-being and professional performance. Beyond addressing immediate stress and workload concerns, this initiative fosters a culture of continuous learning, collaboration, and reflective practice within the school.

Objective:

To support teachers in managing stress and workload more effectively by strengthening supervisory practices and promoting collaborative problem-solving among teaching staff.

Participants:

All teaching staff and school supervisors involved in instructional, administrative, professional support, and monitoring activities.

Duration:

8 weeks (1 session per week, 1–2 hours per session)

LEARNING ACTION CELL (LAC) PLAN

Session	Focus Area	Activities	Expected Outcome
1. Introduction & Orientation	Discuss the purpose of the LAC	Share personal experiences of stress and workload challenges	Teachers identify key stressors and workload challenges
2. Understanding Stress & Workload	Mini-workshop on stress, cognitive appraisal, and coping strategies	Reflect on personal experiences	Teachers understand the connection between perception, stress, and workload management
3. Instructional Supervision Support	Group discussion on current instructional supervision practices	Identify areas for support and improvement	Teachers and supervisors agree on practical support strategies for instruction
4. Administrative Supervision & Time Management	Share effective administrative practices	Prioritize tasks and plan schedules	Teachers adopt strategies to better organize administrative responsibilities
5. Professional Support & Coaching	Peer coaching exercises	Problem-solving scenarios for classroom challenges	Teachers experience the benefits of collaborative support and mentoring
6. Monitoring & Feedback	Role-play constructive feedback sessions	Develop personalized feedback plans	Teachers learn how to give and receive feedback that reduces stress
7. Workload Management Strategies	Introduce task prioritization, time-blocking, and duty distribution techniques	Reflective journaling on personal strategies	Teachers develop personalized workload management plans
8. Reflection & Action Planning	Share lessons learned	Set individual and team goals for ongoing practice	Teachers commit to actionable steps to sustain stress reduction and workload efficiency

Methodology:

Collaborative Learning: Teachers share experiences, strategies, and challenges to promote peer learning.

Reflective Practices: Encourage journaling and self-assessment to enhance self-awareness and coping skills.

Supervisory Engagement: Supervisors participate actively to provide guidance, support, and constructive feedback.

Monitoring & Evaluation: Assess improvements in stress perception, workload management, and supervisory satisfaction using pre and post-LAC surveys.

Expected Impact:

Improved teacher perception of supervisory support

Reduced work-related stress and time pressure

Enhanced workload management through practical strategies

Stronger collaboration and communication between teachers and supervisors

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