Vol. 3 No. 3 2025

RECOGNIZED IN "Y" CATEGORY BY

Research Consortium Archive
P(ISSN) : 3007-0031
E(ISSN) : 3007-004X
https://rc-archive.com/index.php/Journal/about

Relationship Between Teachers Instructional Workload Management And Students Academic Performance At Higher Education

Dr. Saima Kayani
Lecturer, Department of Education, University of Kotli AJ&K. Saimakayani22@gmail.com
Ms. Sara Abid
Lecturer, Department of Education, University of Kotli AJ&K. Sara.abid306@gmail.com
Ms. Misbah Saba
Lecturer, Department of Education, Women University of AJ&K Bagh. Misbahsaba62@gmail.com

Publisher : EDUCATION GENIUS SOLUTIONS
Review Type: Double Blind Peer Review

ABSTRACT

This study was conducted to find out the relationship between teacher's instructional workload management and student academic performance at higher education. The objectives of study were to check perceptions of teachers on workload allocation to find out factors effect on teachers' workload and students performance at higher education. This study was descriptive in nature and survey method was used. The population of the study consisted of one hundred seventy-six teachers of higher level of education. One hundred and twenty eight teachers were selected as a sample of the study by using simple random sampling technique. Five-point Likert-scale questionnaire was used as research instrument of the study. Data were collected by personal visits. The collected data were analyzed through SPSS by using mean score, frequency, standard deviation and percentage. It is concluded that my responsibilities as a teacher are quite demanding, and I frequently carry over incomplete tasks to the following day. Duties are often specifically assigned to me, and I end up completing some of my official work at home. It is recommended that teachers maintain clear communication with parents about student progress. Setting realistic expectations and providing regular feedback can help build trust. Encouraging parental involvement supports student success.

Keywords: Teachers Instructional Workload Management, Student Academic Performance

Introduction

Higher-level education plays a vital role in shaping the intellectual, social, and professional development of individuals. It goes beyond the foundational knowledge offered in primary and secondary education and provides students with advanced learning opportunities that prepare them for specialized careers and informed citizenship. At this stage, learners are encouraged to think critically, engage in research, and apply theoretical knowledge to real-world situations. Universities and colleges serve not only as centers of academic excellence but also as environments where students develop independence, discipline, and a deeper understanding of global and societal issues. As the demands of the job market continue to evolve, higher education equips students with the analytical and technical skills necessary to adapt and thrive in various professional fields (Smolentseva, 2023).

Moreover, higher education contributes significantly to the development of a nation. Educated individuals are more likely to participate in civic duties, make informed decisions, and contribute positively to the economy. Countries with strong higher education systems often experience greater innovation, productivity, and social progress. However, access to quality higher education can still be limited due to financial, geographical, or social barriers. Therefore, governments and institutions must work together to create inclusive policies that support equal opportunities for all

students. In conclusion, higher-level education is not just a personal achievement it is a key driver of national development and global competitiveness (Leal Filho, *et al.,* 2019).

University faculty workloads must be managed effectively and efficiently if the established academic goals are to be met. In order to guarantee efficient curriculum delivery and meet high academic requirements, university instructors' instructional workload management is a crucial procedure. Considering each teacher's area of expertise, professional knowledge, abilities, and experience, it entails the thoughtful distribution of subjects, instructional time, administrative duties, and other tasks (Kenny & Fluck, 2022).

The method used is crucial in determining the caliber of instructional performance, which influences students' academic performance and overall accomplishment of the institute's educational goals. Usually, faculty members are given courses according to their specializations and the requirements of the curriculum (Suleiman, *et al.,* 2024).

Managing instructional workload is one of the most critical aspects of a teacher's professional life. Teachers are not only responsible for delivering lessons effectively but also for planning, preparing materials, assessing students' performance, and adapting to changing academic requirements. Many teachers face time constraints and must carry unfinished tasks into the following day, often completing their work outside school hours (Magalong & Torreon, 2021). Despite these pressures, committed teachers strive to ensure that their teaching quality remains high. The administrative responsibilities, such as preparing reports or attending meetings, while time-consuming, are often handled without compromising classroom instruction. Teachers who are self-motivated and goal-oriented tend to manage their time more efficiently, which helps them balance teaching and administrative duties (Mitani, 2018). Additionally, teachers benefit when they are not held solely accountable for student performance, and when bureaucratic procedures are streamlined to avoid unnecessary burdens (Hennika, 2019).

The introduction of new curricula and frequent changes in school policies can significantly impact a teacher's instructional workload. These changes require additional planning, training, and adaptation, which increases the time and effort teachers must invest. Large class sizes also contribute to a heavier workload, requiring more time for grading, individual attention, and classroom management (Stacey, McGrath-Champ & Wilson, 2023). However, good infrastructure and easy access to teaching resources can reduce the strain, making it easier for teachers to manage their responsibilities. Unfortunately, there is often no standardized policy for distributing workload fairly, and factors such as teacher experience or age are not always considered. While gender does not seem to influence task allocation, salary levels may indirectly

reflect the amount of work assigned. Therefore, effective instructional workload management requires not only personal dedication from teachers but also institutional support in terms of policy, infrastructure, and fair workload distribution (Ouwehand, Xu, Meeuwisse, Severiens & Wijnia, 2022).

Teaching quality and student learning outcomes are enhanced when instructors are paired with subjects in which they are knowledgeable thanks to efficient planning. The amount of time teachers have to devote to teaching, office work, research, and other administrative responsibilities is part of their workload. To prevent teacher burnout and preserve high-quality instruction, a fair distribution of time is essential. Too few teaching hours may limit the chance for student participation, while too many might have a detrimental effect on the quality of education (Hill & Chin, 2018).

University teachers frequently have administrative responsibilities in addition to teaching, including attending faculty meetings, reviewing curricula, overseeing student research, and helping to create new educational initiatives. To prevent instructors from becoming overburdened, these obligations need good time management and should be balanced with instructional duties. The years of experience and areas of expertise of teachers have direct impact on caliber of education (Cohen, Steinert & Cea, 2022).

More subject-matter expertise increases the likelihood that teachers will effectively engage their pupils and help them develop a better comprehension of the material. Academic performance improves, student engagement is increased, and effective learning is encouraged when instructors are assigned workloads that are in line with their professional skills and competencies (Chan & Yung, 2018). On the other hand, a poorly managed allocation of the instructional effort can result in reduced student accomplishment, teacher discontent, and a decline in the quality of instruction. Teachers can dedicate enough time to course preparation, student interaction, and evaluation when their workload is effectively managed. Better teaching, improved student outcomes, and the accomplishment of more general educational goals like cultivating research skills, critical thinking abilities, and job readiness are the effects of this (Kaffenberger, 2020).

Teachers must be viewed first and foremost as human beings with emotions, capable of experiencing stress, depression, agitation, and boredom if overworked. This makes effective workload management essential. According to Ukeja (1992), these elements lead him to define effective leadership as understanding exactly what a supervisor expects from employees and making sure they implement it cost-effectively.

Government’s disregard for its policy on teachers' workloads is the root of the issue with the way schools are run; as a result, instructors are overworked throughout the allotted working hours.

This may make it more difficult to meet educational goals. Teachers' workload is severely hampered by a number of issues, such as a teacher shortage, a lack of teaching resources, overenrolled students, a high weekly teaching load, poorly equipped labs, and large class sizes without instructional technology that negatively impact university students' academic performance (Tarraya, 2023).

Overburdened and fatigued teachers struggle to deliver effective instruction, which negatively impacts student engagement and academic success. Furthermore, students may not receive individualized attention and feedback, which can hinder their motivation and learning. The influence of workload on the effectiveness of educators and the academic progress of students in public sector schools cannot be overstated. It is essential for universities to implement strategies that alleviate the pressure on teachers and provide them with necessary resources to effectively educate students (Kanwal, Rafiq & Afzal, 2023).

This includes offering comprehensive training, resources, and support for teachers, reducing administrative burdens, and tackling the root causes of stress and burnout. By taking these steps, institutions can enhance the quality of education and ensure that students receive the best possible learning experiences. Globally, there is increasing concern regarding the effects of workload on teacher productivity and student achievement. The Organization for Economic Cooperation and Development (OECD) has reported that teachers in many countries face substantial workloads, which can lead to stress, burnout, and diminished effectiveness in the classroom. The OECD has suggested that governments implement strategies to reduce teachers' burdens, such as improving administrative processes and providing more opportunities for professional growth (Stoddart, 2024).

This study is significant because it intends to investigate the present condition of instructors' instructional task performance and its impact on students' academic accomplishment. The results will assist educational planners, school administrators, human resource managers, and education service providers in managing teachers' workloads in a more systematic and data-informed way. Addressing these difficulties allows schools to increase teaching staff capability, assure enough instructional resources, and implement equitable workload standards. These approaches will help to reduce teacher stress, increase instructional efficiency, and eventually improve student academic performance (Miller, Ramirez, & Murdock, 2017).

Students' academic performance is influenced by various factors both inside and outside the classroom. As a teacher, I observe that consistent teaching methods, timely feedback, and a supportive learning environment play a significant role in helping students achieve better results. Classroom size, availability of learning resources, and student motivation also affect performance.

While some students excel due to strong parental support and personal interest in learning, others struggle due to lack of guidance or distractions outside school. It is also evident that when teachers are overburdened with administrative tasks or large class sizes, it becomes more challenging to give individual attention to each student, which can impact their academic growth (Mulaudzi, 2023).

The relationship between teachers' instructional workload management and students' academic performance in higher education is important because it affects the quality of learning and teaching. When teachers are overloaded with tasks, they may have less time to prepare lessons, assess students effectively, or provide the needed support, which can lower student performance. This becomes a problem in many institutions where teachers handle too many responsibilities without enough support. The reason behind this issue often includes poor planning, lack of staff, or unclear policies. As a result, students may not get the best learning experience. Despite its importance, not many studies have explored how managing teachers' workload can directly influence student outcomes. This gap needs attention to help improve both teaching quality and student success in higher education.

Method And Materials

This study adopted a quantitative approach, utilizing a descriptive research design. Within this descriptive framework, a survey technique was employed to gather data. The study's population encompasses one hundred seventy six teachers of higher level of education. Researcher was used simple random sampling technique to select sample from the overall population. According to krejcie and Morgan (1970), total one hundred and twenty eight teachers were selected as sample of the study. The researcher designed a questionnaire as the research instrument for this study. Questionnaire were designed on five-point Likert scale, which was created to examine relationship between teachers manage their instructional workload and students' academic performance at the higher level of education. The Likert scale ranges from Strongly Agree (SA) = 5, Agree (A) = 4, Fairly Agree (FA) = 3, Disagree (DA) = 2, to Strongly Disagree (SDA) = 1. Questionnaire underwent validation by two educational specialists from the department of Education. The instrument's reliability was checked by using the Cronbach’s alpha statistical technique with the assistance of SPSS. The value Cronbach’s alpha is 0.89 which good for conducting further research. After confirming the validity and reliability of the questionnaire, the researcher went to each department to gather data from the selected respondents. The data were collected through personal visits and through e-mail. The data analysis was conducted utilizing the statistical package for social science (SPSS). The researcher applied frequency, percentage, and mean scores to analyze the data. The analyzed data were presented in the form of tables.

Data Analysis

Table 01: The workload you handle as a teacher is exceptionally demanding

Responses	N	SDA	DA	FA	A	SA	Mean	SD
Frequency	128	23	24	3	16	62	3.55	.1.640
Percentage		18.0	18.8	2.3	12.5	48.3		

Table 01 indicates that 60.8 % (12.5%A+48.3%SA) of teachers agreed with the statement that their workload as a teacher is very high. Moreover, mean score 3.55 of teachers also shows that they agree with the statement.

Table 02: You frequently postpone unfinished tasks to the following day.

Responses	N	SDA	DA	FA	AG	SA	Mean	SD
Frequency	128	12	31	21	26	38	3.37	.1.374
Percentage		9.4	24.2	16.4	20.3	29.7		

Table 02 indicates that 50.0 % (20.3%A+29.7%SA) of teachers agreed with the statement that they often carry over undone tasks to the next day moreover, mean score 3.37 of teachers also shows that they agree with the statement.

Table 03 Responsibilities are consistently assigned specifically to you.

Responses	N	SDA	DA	FA	A	SA	Mean	SD
Frequency	128	13	33	6	34	42	3.46	1.430
Percentage		10.2	25.8	4.7	26.6	32.8		

Table 03 indicates that 59.4 % (26.6%A+32.8%SA) of teachers agreed with the statement that duties are always delegated to you particular. Moreover, mean score 3.46 of teachers also shows that they agree with the statement

Table 04 You often complete some of your official tasks at home.

Responses	N	SDA	DA	FA	A	SA	Mean	SD
Frequency	128	41	15	9	22	41	3.05	1.694
Percentage		32.0	11.7	7.0	17.2	32.0		

Table 04 Indicates that 49.2 % (17.2%A+32.0%SA) of teachers agreed with the statement that they do some of their official work at home. Moreover, mean score 3.05 of teachers also shows that they agree with the statement.

Table 05 Your administrative duties affect your instructional quality.

Responses	N	SDA	DA	FA	A	SA	Mean	SD
Frequency	128	71	47	5	2	3	1.59	.873
Percentage		55.5	36.7	3 .9	1.6	2.3		

Table 05 indicates that 92.2% (55.5%SDA+36.7%DA) of teachers

disagreed with the statement that their administrative duties affect the quality of you instruction. Moreover, mean score 1.59 of teachers also shows that they disagree with the statement.

Table 06 You set and accomplish your own goals.

Responses	N	SDA	DA	FA	A	SA	Mean	SD
Frequency	128	4	8	14	43	59	3.16	1.499
Percentage		3.1	6.3	10.9	33.6	46.1		

Table 06 indicates that 82.7 % (33.6%A+46.1%SA) of teachers agreed with the statement that they set goals for themself and achieve them. Moreover, mean score 3.16 of teachers also shows that they agree with the statement.

Table 07 Parents often hold you responsible for their children's academic performance.

Responses	N	SDA	DA	FA	A	SA	Mean	SD
Frequency	128	53	30	8	6	31	2.47	1.626
Percentage		41.4	23.4	6.3	4.7	24.2		

Table 07 indicates that 64.8% (41.4%SDA+23.4%DA) of teachers disagreed with the statement that parents usually hold you accountable for the performance of their wards. Moreover, mean score 2.47 of teachers also shows that they disagree with the statement.

Table 08 Protocols and bureaucracies make tasks overwhelming.

Responses	N	SDA	DA	FA	A	SA	Mean	SD
Frequency	128	64	39	1	6	18	2.02	.1.406
Percentage		50.0	30.5	.8	4.7	14.1		

Table 08 indicates that 80.5 % (50.0%SDA+30.5%DA) of teachers disagreed with the statement that Protocols and bureaucracies makes tasks burdensome. Moreover, mean score 2.02of teachers also shows that they disagree with the statement

Table 09 Frequent supervision increases the demands of tasks.

Responses	N	SDA	DA	FA	A	SA	Mean	SD
Frequency	128	21	17	4	42	44	3.55	1.484
Percentage		16.4	13.3	3.1	32.8	34.4		

Table 09 indicates that 67.2 % (32.8%A+34.4%SA) of teachers agreed with the statement that frequent supervision makes tasks more demanding. Moreover, mean score 3.55of teachers also shows that they agreed with the statement

Table 10 The new curriculum has impacted your workload.

Responses	N	SDA	DA	FA	A	SA	Mean	SD
Frequency	128	15	6	3	37	67	4.05	1.342
Percentage		11.7	4.7	2.3	28.9	52.3		

Table 10 indicates that 81.2 % (28.9A+52.3%SA) of teachers agreed with the statement that the new curriculum influenced your workload**.** Moreover, mean score 4.05 of teachers also shows that

they agreed with the statement

Table 11 Frequent changes in school policies influence you workload.

Responses	N	SDA	DA	FA	A	SA	Mean	SD
Frequency	128	82	13	5	9	19	1.98	1.521
Percentage		64.1	10.2	3.9	7.0	14.8		

Table 11 indicates that 74.3% (64.1%SDA+10.2%DA) of teachers disagreed with the statement that Frequent changes in school policies influence you workload. Moreover, mean score 1.98 of teachers also shows that they disagreed with the statement

Table 12 An advanced level of infrastructure results in reduced effort required.

Responses	N	SDA	DA	FA	A	SA	Mean	SD
Frequency	128	23	3	0	35	67	3.94	.1.499
Percentage		18.0	2.3	0	27.3	52.3		

Table 12 indicates that 79.6% (27.3%A+52.3%SA) of teachers agreed with the statement that High level of infrastructure means fewer work to do. Moreover, mean score 3.94 of teachers also shows that they agreed with the statement.

Table 13 Having large classes increases your work demands.

Responses	N	SDA	DA	FA	A	SA	Mean	SD
Frequency	128	20	1	3	52	52	3.90	.1.368
Percentage		15.6	.8	2.3	40.6	40.6		

Table 13 indicates that 81.2 % (40.6%A+40.6%SA) of teachers agreed with the statement that Having large classes increases your work demands Moreover, mean score 3.90 of teachers also shows that they agreed with the statement.

Table 14 The difficulty of access and the nearness to educational resources impact your level of work effort.

Responses	N	SDA	DA	FA	A	SA	Mean	SD
Frequency	128	18	2	0	22	86	4.22	.1.403
Percentage		14.1	1.6	0	17.2	67.2		

Table 14 indicates that 84.4 % (17.2%A+67.2%SA) of teachers agreed with the statement that difficulty in accessing school learning facilities and their closeness affects the intensity of your work. Additionally, the average score of 4.22 among teachers indicates that they concur with this statement.

Table 15 The school requires additional learning resources to alleviate the burden on teachers.

Responses	N	SDA	DA	FA	A	SA	Mean	SD
Frequency	128	19	12	1	32	64	3.86	.1.489
Percentage		14.8	9.4	.8	25.0	50.0		

Table 15 indicates that 75.0% (25.0% A+50.0%SA) of teachers agreed with the statement that the school needs more learning infrastructure to improve teacher workload moreover, mean score 3.86 of teachers also shows that they agreed with the statement.

Table 16 You spend more time on bigger classes than on smaller ones.

Responses	N	SDA	DA	FA	A	SA	Mean	SD
Frequency	128	17	9	7	23	72	3.97	1.452
Percentage		13.3	7.0	5.5	18.0	56.3		

Table 16 indicates that 74.3% (18.0%A+56.3%SA) of teachers agreed with the statement that you devote more time on larger classes than smaller classes Moreover, mean score 3.97 of teachers also shows that they agreed with the statement

Table 17 There is on general teacher workload policies standards

Responses	N	SDA	DA	FA	A	SA	Mean	SD
Frequency	128	11	19	8	30	60	3.85	1.375
Percentage		8.6	148	6.3	23.4	46.9		

Table 17 indicates that 70.3 % (23.4% A+46.9%SA) of teachers agreed with the statement that there is on general teacher workload policies standards. Moreover, mean score 3.85 of teachers also shows that they agreed with the statement

Table 18 Male educators receive a greater number of responsibilities compared to their female counterparts.

Responses	N	SDA	DA	FA	A	SA	Mean	SD
Frequency	128	48	64	11	3	2	1.80	814
Percentage		37.5	50.0	8.6	2.3	1.6		

Table 18 indicates that 87.5% (37.5%SDA+50.0%DA) of teachers disagreed with the statement that male teachers all assigned more tasks than female teachers moreover, mean score 1.80 of teachers also shows that they disagreed with the statement.

Table 19 The pay that a teacher earns influences the amount of work they have to do.

Responses	N	SDA	DA	FA	A	SA	Mean	SD
Frequency	128	14	9	4	16	85	4.16	1.396
Percentage		10.9	7.0	3.1	12.5	66.4		

Table 19 indicates that 78.9 % (12.5 %A+66.4 %SA) of teachers agreed with the statement that the salary that teacher receivers determine the workload. Score 4.16 of teachers also shows that they agreed with the statement

Table 20 You consider teacher experience in assigning duties.

Responses	N	SDA	DA	FA	A	SA	Mean	SD
Frequency	128	70	30	17	4	3	1.72	972
Percentage		54.7	26.6	13.3	3.1	2.3		

Table 20 indicates that 81.3% (54.7 %SDA+26.6 % %DA) of teachers disagreed with that you consider teacher experience in assigning duties. Moreover, mean score 1.72 of teachers also shows that they

disagreed with the statement

Table 21 Age factor is considered in workload distributions.

Responses	N	SDA	DA	FA	A	SA	Mean	SD
Frequency	128	115	9	0	2	2	1.18	857
Percentage		89.9	7.0	0	1.6	1.6		

Table 21 indicates that 96.9% (89.9 %SDA+7.0 % %DA) of teachers disagreed with that Age factor is considered in workload distributions moreover, mean score 1.72 of teachers also shows that they disagreed with the statement

Table 22 Teachers' workload distribution

E	Teachers' workload distribution	Number of periods taught in a week Credit Hours
1	Lecturer	4 Classes 1 hours 30 min
2	Assistant Professor	3 classes 1 hour 30 min
3	Associate professors	2 Classes 1 hour 30 min
4	Professors	1 class1 hour 30 min

Discussion

The findings of the study reveal that a majority of teachers perceive their workload as very high, with over majority agreeing with this view. Many teachers also reported carrying over tasks to the next day, completing official work at home, and being regularly assigned additional responsibilities. These indicators show that teachers are experiencing significant pressure due to work demands. Moreover, the introduction of the new curriculum and the presence of large class sizes further contribute to increased workload, as indicated by high agreement levels and mean scores above 4.0.

On the other hand, teachers largely disagreed with the idea that administrative duties negatively affect their teaching quality, and most did not feel burdened by bureaucratic procedures. Interestingly, a large percentage of teachers also disagreed that factors such as gender, experience, or age are considered when assigning duties, suggesting a perceived lack of fairness or standardization in workload distribution. Additionally, they did not feel much accountability pressure from parents regarding student performance.

The infrastructure and environmental factors such as learning facilities and class size were strongly linked to workload. Teachers noted that more infrastructure could reduce their burden, while inaccessible school facilities and large class sizes increase work demands. Furthermore, most teachers agreed that salary impacts the perception of workload, and many believed that there are no standard policies guiding teacher workload distribution. These insights highlight the need for systemic support, fair distribution of tasks, and improvements in school infrastructure to

manage teacher workload effectively.

Conclusions

Based on the findings, it is clear that my job as a teacher is very demanding. I often have to carry forward unfinished tasks to the next day, and sometimes I even take my official work home to complete it. Many of my responsibilities are assigned directly to me, which adds to my workload. Despite these pressures, I make sure that my teaching quality does not suffer because of the extra administrative duties I have. I also found that I am able to set personal goals and achieve them, which helps me stay focused and productive. Most parents do not blame me for their children's academic performance, which reduces pressure. I don't feel overly burdened by school rules or bureaucratic procedures. However, the introduction of the new curriculum has increased my workload to some extent, although I am managing it well.

Another important finding is that frequent changes in school policies increase my workload. On the other hand, having good infrastructure helps reduce the amount of work I need to do. Teaching large classes adds to my responsibilities, and how close or accessible the school's learning resources are also affects how hard I have to work. It's clear that the school needs more educational facilities to better support teachers. I also noticed that larger classes take up more of my time, and there are no clear rules about how work should be divided among teachers. Work is not assigned based on gender, but salary seems to influence workload. Experience and age are not considered when giving out duties, which may need to be looked at in the future.

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