

## **A case study on the influence of class size and teachers' workload on teachers' motivation and student performance in an urban secondary school**

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### **ABSTRACT**

This causal-comparative study within a case study framework examined the influence of class size and teachers' workload on motivation and student performance at Abellana National School, an urban secondary school in Cebu City. Data from 119 teachers revealed that most handled large classes (41–45 students) and expressed neutral perceptions of workload manageability (mean scores: 3.02–3.31 on a 5-point Likert scale, where 3 = neutral). This suggests that teachers neither strongly agreed nor disagreed about workload feasibility, reflecting moderate stress levels without severe dissatisfaction. Similarly, motivation scores averaged 3.38–3.55 (slightly positive but close to neutral), indicating tempered enthusiasm, likely due to balancing challenges with professional commitment. A strong positive correlation emerged between manageable class sizes and teacher motivation ( $r = 0.772$ ) and workload perceptions ( $r = 0.831$ ), highlighting how smaller classes enhance well-being. However, class size showed no significant link to student performance ( $r = 0.053$ ), implying that teaching quality and individual effort may outweigh sheer class size. Key barriers included administrative overload, overcrowding, and insufficient support. Despite this, student performance was moderately strong (56.7% scored 86–90), though few (9.2%) achieved top grades (91–95), signaling room for improvement. The study advocates reducing class sizes, reallocating non-teaching tasks, and expanding mentorship programs to bolster teacher motivation and indirectly elevate student outcomes. These evidence-based interventions aim to foster a sustainable environment where teacher welfare and academic excellence are prioritized.

**Keywords:** administration and supervision, class size, teachers' workload, teacher motivation, student performance, causal-relationship, Cebu City, Philippines

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## INTRODUCTION

Globally, the relationship between class size and educational outcomes has been a persistent focus of educational policy and research. Numerous studies suggest that smaller classes foster personalized instruction, enabling teachers to respond effectively to individual student needs (OECD, 2021). Conversely, larger class sizes are consistently associated with decreased student engagement, increased teacher stress, and lower levels of academic achievement (Hattie et al., 2022). Schunk's (2023) meta-analysis underscored the critical role of teacher-student interaction in enhancing motivation and performance, highlighting how smaller classes allow for more meaningful engagement. Despite this evidence, resource constraints—particularly in low-income countries—continue to force schools to operate with high student-to-teacher ratios, thereby undermining the quality of teaching and learning (UNESCO, 2020).

Closely linked to the issue of class size is the workload of teachers, which significantly affects their motivation and effectiveness. Teachers frequently face a wide array of responsibilities beyond instruction, including administrative tasks, classroom management, and extracurricular duties. Research indicates that these demands diminish their capacity to concentrate on high-quality teaching (Boyle et al., 2013) and often lead to psychological stress, burnout, and a decline in teaching efficacy (Baker & Smith, 2022). This global pattern highlights the urgency of addressing both class size and teacher workload in tandem to promote teacher well-being and improve student outcomes.

In the Philippines, the challenge of overcrowded classrooms is especially pronounced in public schools, where the student-to-teacher ratio often exceeds 40:1 (DepEd, 2023). Such conditions limit opportunities for individualized instruction and are strongly linked to declining student achievement (Magsambol, 2023). These challenges are compounded by the heavy workload of Filipino teachers, who must juggle administrative requirements, extracurricular involvement, and compliance with multiple education policies. Nunez and Rosales (2021) reported that these overwhelming responsibilities negatively affect teacher motivation, undermining the quality of education delivered to students.

Government initiatives such as the K-12 program seek to address these issues by improving educational quality and reducing teacher workload. However, disparities in resource allocation, especially between urban and rural schools, continue to hinder progress. Johnson and Lee (2023) emphasized the pressing need for targeted interventions that specifically address teacher stress and strengthen teachers' ability to support diverse learners, particularly within inclusive education frameworks.

At the local level, Cebu City illustrates many of these national concerns. Reports from the Division of Cebu City (2024) reveal that student-to-teacher ratios often exceed the national average, creating particularly challenging teaching conditions. Teachers in these schools also face significant workloads, from managing large classes to leading community programs, further exacerbating burnout and diminishing student performance (Orikpete et al., 2024).

Abellana National School offers a concrete example of these systemic challenges. Here, resource constraints are evident in inadequate infrastructure, insufficient learning materials, and high teacher turnover, much of which stems from workload-related stress (Manos, 2024). These

conditions reinforce the need for comprehensive interventions that address class size, provide adequate resources, and implement robust teacher support systems. It is within this context that the present study seeks to examine the causal relationships between class size, teacher workload, motivation, and student performance, offering evidence-based insights to inform both policy and practice.

The theoretical foundation of this inquiry rests on Maslow's Hierarchy of Needs and Vygotsky's Sociocultural Theory, both of which illuminate the connections between teacher motivation, class size, workload, and student outcomes. Maslow's theory (1943) posits that individuals are motivated to satisfy needs arranged in a hierarchy, with higher-order needs such as esteem and self-actualization contingent on the fulfillment of basic ones. Teachers burdened with excessive workload and large classes may find it difficult to attain these higher-order needs, impairing their professional satisfaction and instructional quality (Hattie et al., 2022). Conversely, manageable workloads and class sizes provide conditions for teachers to thrive professionally, thereby enhancing student motivation and performance (Baker & Smith, 2022).

For students, Maslow's theory highlights the importance of a supportive environment where safety and belongingness needs are met. Overcrowded classrooms limit teacher-student interactions, which can reduce students' sense of belonging and diminish their motivation to learn (Johnson & Lee, 2023). Similarly, Vygotsky's Sociocultural Theory (1978) underscores the role of social interaction in learning, particularly within the zone of proximal development. Effective scaffolding and guidance, however, are difficult to achieve in overcrowded classes where teachers cannot devote adequate attention to individual learners (Rasmitadila et al., 2022). Teachers burdened with administrative duties also have fewer opportunities to build meaningful relationships with students, undermining motivation and academic growth (Avramidis et al., 2023).

Taken together, these theoretical perspectives highlight the importance of balancing class size and workload in fostering conditions where teachers and students alike can achieve optimal outcomes. Teachers who experience supportive environments are more likely to adopt effective instructional practices (Schunk, 2023), while excessive responsibilities and overcrowded classrooms impede the social and motivational dynamics essential for learning (Boyle et al., 2013; McLeskey et al., 2022). By situating the study within these theoretical frameworks, the research examines how systemic factors such as class size and workload shape teacher motivation and student performance, offering a basis for evidence-driven recommendations.

This inquiry also aligns with the legal and policy frameworks governing education in the Philippines. The 1987 Constitution underscores the state's obligation to provide quality education accessible to all and to ensure just and humane working conditions for teachers. Republic Act No. 4670, or the Magna Carta for Public School Teachers, safeguards teachers' rights by limiting daily teaching loads to six hours, mandating fair workloads, and emphasizing professional development. Similarly, Republic Act No. 10533, the Enhanced Basic Education Act of 2013, strengthens the K-12 curriculum and prioritizes adequate staffing and resource allocation to reduce class sizes and improve student learning outcomes. Complementary policies, such as DepEd Orders No. 21, s. 2006 and No. 77, s. 2010, further regulate teaching loads and resource allocation, setting standards for teacher-to-student ratios and equitable workload distribution.

Moreover, the Philippine Professional Standards for Teachers (PPST) underscores the centrality of teacher motivation, growth, and well-being in sustaining quality education. Its

emphasis on personal and professional development highlights the role of manageable workloads and supportive environments in fostering effective teaching. Collectively, these legal frameworks and policies provide the foundation for this study, which aims to address persistent issues of class size and teacher workload and their implications for motivation and student achievement. By situating the research within both theoretical and legal contexts, the study underscores its relevance to improving educational quality and equity in the Philippine setting.

### Statement of the problem

This study examined the relationship between class size and teachers' workload towards motivation and student performance at Abellana National School for the school year 2024-2025 as basis for an Action Plan.

Specifically, the study sought answers to the following questions:

1. What is the profile of the respondent-groups in terms of age, sex, highest educational attainment, years of teaching experience, subjects taught, and class size handled?
2. To what extent do teacher-respondents perceive the class size as appropriate for facilitating effective teaching?
3. To what extent do teacher-respondents agree with statements regarding their workload, such as the number of hours spent teaching, preparing lesson plans, conducting assessments, and performing administrative tasks?
4. To what extent do teacher-respondents believe their motivation affects their effectiveness in improving student engagement and performance?
5. What is the level of students' academic performance?
6. Is there a significant relationship between perception on class size and teachers' motivation, perception on class size and students' academic performance, and perception on class size and students' workload?
7. Based on the findings, what Action Plan can be crafted?

### METHODOLOGY

This study utilized a causal-comparative research design to investigate the relationships between class size, teachers' workload, teacher motivation, and student performance. The design was selected because it is well-suited for determining cause-and-effect relationships in contexts where direct manipulation of variables is not possible, relying instead on data collected after the events of interest had already taken place. The framework guiding the study was the Input-Process-Output (IPO) model. The input variables included the demographic profiles of teachers such as age, sex, highest educational attainment, years of teaching experience, subjects taught, and class size handled. It also encompassed the perceived appropriateness of class size, levels of teachers' workload, levels of teacher motivation, and levels of students' academic performance. The process involved securing approval through an official transmittal letter, followed by the distribution and retrieval of questionnaires, after which the collected data was subjected to statistical treatment, analysis, and interpretation. The output of the study was the development of an action plan designed to address the identified challenges. This plan aimed to provide concrete recommendations for improving teacher workload, optimizing class sizes, and enhancing student performance, thereby contributing to the ongoing development of effective teaching practices at Abellana National School.

The study was conducted at Abellana National School, a large public secondary school located in Sambag II, Cebu City. The school is comprised of two departments, Junior High School and Senior High School, and accommodates approximately 6,000 students. Due to its large population, the school operates on two shifts, with classes running from 7:00 AM to 11:00 PM. It employs 220 teachers across both departments and is managed by a school principal. Abellana National School is recognized as one of the largest secondary institutions in Cebu City. However, it faces significant challenges, particularly the limited availability of classrooms, which results in class sizes of 45 to 50 students per section. Despite these constraints, the school continues to strive toward academic excellence, serving as a fitting environment for examining the effects of class size and workload on teacher motivation and student achievement.

The respondents of the study included both teachers and students from Abellana National School during the school year 2024–2025. Given the dual departmental structure and the two-shift system of operation, stratified random sampling was employed to ensure proportionate representation across all groups. The population was divided into strata based on department (Junior or Senior High School) and time shift (morning or evening), and participants were randomly selected proportionally from each subgroup. A total of 119 teachers participated in the study, consisting of 40 males and 79 females. Of these, 60 were from Junior High School (20 male and 40 female), representing 50.42% of the sample, and 59 were from Senior High School (20 male and 39 female), representing 49.58%. This ensured equitable representation and strengthened the reliability of the findings.

To gather data, the study utilized a modified structured questionnaire adapted from Tarimo et al. (2020). This comprehensive survey instrument was designed to capture detailed information regarding teachers' demographics, perceptions of class size, workload, and motivational factors. The instrument consisted of four primary parts: demographic information, class size, workload, and motivation. Items were measured using a Likert scale, which allowed respondents to indicate the extent of their agreement with statements about their professional experiences. This facilitated the measurement of teachers' views on the appropriateness of class size, the impact of workload on teaching effectiveness, and the factors influencing their motivation. Additionally, a separate questionnaire was administered to students to determine their level of academic performance, ensuring that the study accounted for both teacher and student perspectives.

The data-gathering procedures followed a structured process. The researcher first sought approval through a formal letter of permission addressed to the school principal. Upon approval, questionnaires were distributed to both teachers and students. Respondents completed the forms and returned them to the researcher, who then carefully tallied the responses. Following this, the data was analyzed and interpreted to identify patterns, trends, and relationships among the variables under study.

The statistical treatment of data employed several techniques to ensure a robust analysis. Frequency counts and percentages were used to present the profile of respondents in terms of age, sex, highest educational attainment, years of teaching experience, and subjects taught. Mean and standard deviation were computed to determine the levels of appropriateness of class size, teachers' workload, teacher motivation, and students' academic performance. Pearson correlation analysis was applied to test the significance of relationships between class size, teachers' workload, teacher motivation, and student academic performance, allowing the researcher to explore the causal-comparative nature of the variables.

To ensure clarity and precision in interpreting responses, a descriptive rating scale was utilized. Responses were rated on a five-point Likert scale, ranging from 1.00 to 5.00. A score of 4.21–5.00 was interpreted as “Strongly Agree,” indicating that the respondent fully agreed with the statement and that it was highly reflective of their experience or opinion. Scores of 3.41–4.20 were interpreted as “Agree,” meaning the statement aligned with the respondent’s experiences. Scores of 2.61–3.40 indicated “Neutral,” signifying neither agreement nor disagreement. Scores of 1.81–2.60 were categorized as “Disagree,” reflecting that the statement did not match the respondent’s experience. Finally, scores of 1.00–1.80 were interpreted as “Strongly Disagree,” indicating complete rejection of the statement as reflective of the respondent’s perspective.

Through this systematic approach, the study ensured comprehensive data collection and rigorous analysis, providing credible insights into the relationships between class size, teacher workload, motivation, and student performance. The use of a causal-comparative design, stratified random sampling, structured questionnaires, and appropriate statistical tools ensured the reliability and validity of the findings, which ultimately informed the creation of an evidence-based action plan tailored to the needs of Abellana National School.

## RESULTS AND DISCUSSION

This chapter presents the analysis and interpretation of data on class size and teachers' workload in relation to motivation and student performance, based on responses gathered from Abellana National School during the school year 2024–2025. The findings serve as the basis for crafting an action plan that addresses the challenges encountered by teachers and students in the context of large class sizes and heavy workloads.

### Profile of the respondents

Teachers are central to shaping student outcomes, and their demographic characteristics provide insight into their ability to adapt to workload demands and classroom challenges. The distribution of respondents by age indicates that a majority are young educators. Specifically, 33.6% of respondents are between 25 and 30 years old, while 30.3% are aged 31 to 40, accounting for 63.9% of the total. Mid-career teachers aged 41 to 50 represent 24.4%, whereas those in the older brackets—51 to 60 years (10.1%) and 60 to 65 years (1.7%)—form a minority. This suggests that most teachers are in the early to middle stages of their careers, bringing adaptability and energy to their roles. However, the smaller representation of veteran teachers highlights the potential underutilization of their perspectives on managing workload and enhancing motivation. Research suggests that younger teachers may adjust more easily to heavy workloads, while older teachers may face greater challenges with administrative tasks and fatigue. Studies have consistently shown that smaller classes improve student engagement and outcomes, while large class sizes, compounded by workload stress, hinder teacher motivation and effectiveness (Ajami & Akinyele, 2014; Kashere, 2022).

In terms of sex distribution, female teachers dominate the workforce, with 66.4% of respondents identifying as female and 33.6% as male. This aligns with global and national trends in secondary education, where teaching is often female-dominated. The findings imply that the study reflects more strongly the experiences of female educators, who research indicates often assume additional non-academic responsibilities such as student counseling and administrative work (Kashere, 2022). These gendered differences may influence perceptions of workload and

motivation, as female teachers frequently report stress arising from dual responsibilities as instructors and mentors. UNESCO (2023) stresses the need for gender-responsive policies to balance these inequities and ensure that both male and female teachers can focus on pedagogical quality.

The educational attainment of teachers reveals that 47.9% hold a bachelor's degree, suggesting that nearly half of the respondents are at the entry-level qualification for teaching. About 18.5% have completed units toward a master's degree, while 21.8% hold a full master's degree, representing 40.3% who are pursuing or have achieved postgraduate studies. A small proportion of respondents have attained doctoral qualifications (10.9%), with another 0.8% having taken doctoral units. These findings highlight a committed workforce with a significant portion investing in higher learning, though balancing academic pursuits with teaching responsibilities may add to workload pressures. Advanced degree holders are often tapped for leadership roles, further increasing their administrative duties (OECD, 2023). While these qualifications enhance teaching strategies and student outcomes, they also create distinct challenges related to workload distribution.

Teaching experience plays a vital role in shaping resilience and instructional strategies. The data reveal that 42.9% of teachers are in their first five years of teaching, with an additional 22.7% having six to ten years of experience. This means that nearly two-thirds of the respondents are early-career educators, often vulnerable to high stress, attrition, and professional development challenges. Teachers with 11 to 15 years of experience account for 6.7%, while 15.1% have between 16 and 20 years of experience. A smaller group, 12.6%, have taught for over 21 years, representing the veteran core of the profession. This distribution suggests an imbalance in experience levels, with relatively few mid-career and veteran teachers available to mentor younger colleagues. Addressing these disparities is essential to ensure knowledge transfer, reduce attrition, and support novice educators. Global studies echo these concerns, emphasizing that early-career teachers often face difficulties in workload management without structured mentorship programs (OECD, 2023; Philippine Education Research Journal, 2022).

The subjects taught by respondents reveal workload differences across disciplines. English teachers, representing 18.5%, face extensive grading and the challenge of diverse proficiency levels. Science teachers (14.3%) contend with laboratory-based instruction that demands significant preparation and safety oversight. TLE teachers (16%) bear heavy responsibilities tied to hands-on training, compounded by inadequate facilities in many urban schools (DepEd, 2022). Mathematics teachers (12.6%) deal with abstract concepts requiring repetitive practice and individualized feedback, a task complicated by oversized classes. Other respondents teach Filipino (10.1%), MAPEH (10.9%), AP (10.1%), and ESP (7.6%). Each discipline introduces unique workload pressures, highlighting the need for subject-specific support systems. Research emphasizes that STEM and language teachers experience greater stress in overcrowded classrooms, while vocational and arts instructors often face resource-related challenges (OECD, 2023; UNESCO, 2023).

Class size remains a significant issue, with 64.7% of teachers managing 41 to 45 students per class, 10.1% handling 46 to 50 students, and 7.6% overseeing 51 to 55 students. Only 17.6% of teachers have classes with 39 to 40 students, suggesting that smaller class sizes are rare. This indicates systemic overcrowding, which increases workload demands in terms of grading, lesson preparation, and classroom management. Teachers in large classes report reduced motivation, less opportunity for individualized instruction, and higher stress (OECD, 2023; DepEd, 2022).

These findings align with global evidence underscoring the importance of maintaining optimal teacher-student ratios to ensure quality learning environments (UNESCO, 2023).

### Perceptions of respondents

Teachers' perceptions of class size reveal neutrality across all indicators, with mean ratings ranging from 2.86 to 3.17. They expressed uncertainty regarding whether class size supports effective teaching, personalized instruction, or classroom management. Although "Allows Student and Teacher Interaction" received the highest score ( $M = 3.17$ ), "Manageable Classroom Noise" received the lowest ( $M = 2.86$ ), suggesting challenges in controlling classroom environments in overcrowded settings. Neutral responses indicate that while teachers recognize the challenges of large class sizes, they may also employ adaptive strategies to mitigate their effects. Global research supports this interpretation, noting that teachers in large classes often compensate by adjusting pedagogy, though this may not always sustain student engagement (Blatchford et al., 2020; OECD, 2023).

Workload perceptions also fell within the neutral range, with mean scores from 3.02 to 3.31. The highest rating, "Spent More Hours in Teaching" ( $M = 3.31$ ), highlights teachers' recognition of the time-intensive nature of instruction. However, neutral scores for tasks such as preparing lesson plans, grading, supervising extracurricular activities, and supporting students with special needs suggest ambivalence about whether these responsibilities are manageable. Research highlights that urban Filipino teachers often face overlapping responsibilities without adequate support, leading to ambiguous perceptions of workload manageability (DepEd, 2022; UNESCO, 2023).

Motivation levels similarly reflected neutral responses, with means ranging from 3.25 to 3.55. Interestingly, "Feel Passionate" received the highest mean ( $M = 3.55$ ) but was interpreted as disagreement, indicating that many teachers may not feel passionate about their profession, a finding consistent with global evidence linking burnout to declining enthusiasm (Skaalvik & Skaalvik, 2020). Neutral perceptions were evident in areas such as teaching innovation, professional development, and collaboration, while workload pressures were seen to negatively impact motivation. These results emphasize the need for stronger institutional support, professional recognition, and balanced workloads to foster teacher engagement and commitment.

Student performance data show that most students achieved above-average grades. A majority, 56.7%, scored between 86 and 90, while 34.2% scored in the 80 to 85 range, and only 9.2% reached the 91 to 95 bracket. This clustering in mid-to-high ranges suggests that while students are generally performing well, there are fewer top performers and a notable proportion in the lower achievement range. Resource limitations and overcrowded classrooms may restrict opportunities for differentiated instruction, contributing to this distribution (Bernardo et al., 2021; Hattie, 2023). Global studies affirm that while average performance may remain stable in large classes, individualized support is often insufficient, limiting the potential of both high-achieving and struggling students (OECD, 2023; UNESCO, 2023).

Correlation analysis revealed strong positive relationships between teachers' perceptions of class size and both motivation ( $r = 0.772$ ,  $p < .001$ ) and workload ( $r = 0.831$ ,  $p < .001$ ). These findings suggest that when teachers perceive class sizes as manageable, they feel more motivated and view their workload as more attainable. This aligns with self-determination theory, which posits those manageable working conditions foster feelings of competence and motivation (Ryan & Deci, 2020). However, the study found no significant correlation between teachers'

perceptions of class size and student performance ( $r = 0.053$ ,  $p = 0.573$ ). This implies that while perceptions of class size significantly affect teachers' motivation and workload, student performance is shaped by broader factors such as instructional quality, learning habits, and external support. These results support findings from DepEd (2023) and Hattie (2023), which argue that teacher effectiveness and adaptive pedagogy may outweigh class size in directly influencing student achievement.

Overall, the analysis highlights the complex interplay between class size, workload, motivation, and student performance. While class size and workload perceptions strongly influence teachers' professional experiences, student outcomes remain dependent on multiple interrelated academic and non-academic factors. This underscores the need for systemic interventions that balance class sizes, provide adequate institutional support, and strengthen instructional practices to improve both teacher well-being and student achievement.

## CONCLUSION

This study investigated the influence of class size and teachers' workload on teacher motivation and student performance at Abellana National School, providing an evidence-based foundation for interventions aimed at improving educational outcomes. A total of 119 teachers and students participated in the research through structured questionnaires. The analysis revealed significant correlations between teachers' perceptions of class size and their motivation ( $r = 0.772$ ,  $p < .001$ ) as well as their workload ( $r = 0.831$ ,  $p < .001$ ). In contrast, no significant correlation was found between class size and student performance ( $r = 0.053$ ,  $p = 0.573$ ). These findings highlight that while class size directly affects teacher motivation and workload, student performance is shaped by a wider range of factors such as instructional quality, learning habits, and institutional support systems.

The demographic profile of respondents revealed that the majority of teachers were female (66.4%) while male teachers accounted for 33.6%. Most teachers were young, with 33.6% aged 25–30 years and 30.3% aged 31–40 years, together comprising 63.9% of the total. Mid-career teachers aged 41–50 represented 24.4%, while 10.1% were aged 51–60, and only 1.7% were in the 60–65 bracket. In terms of educational attainment, 47.9% held a bachelor's degree, 18.5% had completed units toward a master's degree, 21.8% held a full master's degree, 10.9% had completed doctoral studies, and 0.8% had earned doctoral units. Regarding teaching experience, 42.9% of teachers had 1–5 years of experience, 22.7% had 6–10 years, 6.7% had 11–15 years, 15.1% had 16–20 years, and 12.6% had more than 21 years of service. These findings reveal a workforce dominated by early-career educators with limited representation from mid-career and veteran teachers, suggesting imbalances in mentorship opportunities and institutional knowledge transfer.

Subject distribution revealed that teachers were spread across various disciplines, with 18.5% teaching English, 16.0% handling Technology and Livelihood Education (TLE), 14.3% teaching Science, 12.6% teaching Mathematics, 10.9% teaching MAPEH, 10.1% teaching Filipino, 10.1% teaching Araling Panlipunan (AP), and 7.6% teaching Edukasyon sa Pagpapakatao (ESP). This distribution illustrates the diverse workload challenges across subject areas, as language and STEM teachers face heavier assessment burdens, while vocational and practical subjects are constrained by limited resources. Class size data showed that most teachers managed overcrowded classrooms, with 64.7% handling 41–45 students, 10.1% teaching 46–50

students, and 7.6% handling 51–55 students. Only 17.6% taught relatively smaller classes of 39–40 students. These findings confirm the prevalence of large class sizes, far exceeding the recommended ratio of 1:40 suggested in DepEd guidelines, underscoring the systemic issue of overcrowding in public schools.

Teachers' perceptions of class size were generally neutral, with mean scores ranging from 2.86 to 3.17 across indicators such as appropriateness for effective teaching, student engagement, personalized instruction, classroom space, noise management, and interaction. Teachers expressed uncertainty about whether current class sizes supported effective learning, with "Allows Student and Teacher Interaction" receiving the highest mean ( $M = 3.17$ ), while "Manageable Classroom Noise" received the lowest ( $M = 2.86$ ). This indicates that while interaction is still possible, issues like noise control and individualized instruction remain problematic in overcrowded settings.

Workload perceptions were also neutral, with mean scores ranging from 3.02 to 3.31. The highest was "Spent More Hours in Teaching" ( $M = 3.31$ ), followed by indicators related to lesson planning ( $M = 3.21$ ), grading ( $M = 3.23$ ), and administrative tasks ( $M = 3.24$ ). Neutral responses extended to responsibilities such as extracurricular supervision ( $M = 3.10$ ), professional development ( $M = 3.18$ ), collaboration with peers ( $M = 3.26$ ), and support for special needs students ( $M = 3.17$ ). These findings suggest that teachers acknowledge their heavy responsibilities but remain uncertain about whether they are manageable, reflecting systemic gaps in workload distribution and institutional support.

Motivation levels among teachers were also characterized by neutral or uncertain responses, with mean scores ranging from 3.25 to 3.55. "Feel Passionate" received the highest score ( $M = 3.55$ ) but was still interpreted as disagreement, suggesting that many teachers do not feel fully passionate about their work. Teachers expressed ambivalence regarding the impact of their teaching on student learning ( $M = 3.38$ ), the implementation of innovative strategies ( $M = 3.35$ ), and their relationships with students ( $M = 3.34$ ). They were also uncertain about receiving sufficient support from administration ( $M = 3.25$ ) or adequate opportunities for professional development ( $M = 3.26$ ). The findings indicate that workload stress and limited institutional support contribute to weakened motivation, reducing enthusiasm and long-term job satisfaction.

Student performance data revealed that a majority of learners, 56.7%, scored within the 86–90 range, indicating above-average performance. Meanwhile, 34.2% fell within the 80–85 range, and only 9.2% scored in the 91–95 bracket. This clustering suggests that while most students perform satisfactorily, relatively few achieve outstanding results. The limited representation of top-performing students underscores the need for differentiated instruction and enhanced support systems to raise achievement levels across the spectrum.

Taken together, the findings demonstrate that teacher motivation and workload are significantly influenced by class size, with smaller classes supporting better morale and more balanced workloads. However, student performance is not directly determined by class size, pointing instead to the importance of instructional quality, teaching strategies, and external support structures. The neutral responses across workload and motivation indicators further highlight systemic deficiencies such as inadequate institutional backing, insufficient professional development, and lack of recognition, all of which contribute to teacher stress and reduced efficacy.

Based on these findings, an action plan has been proposed to address the challenges related to class size, workload, motivation, and student outcomes. For school administrators, the study recommends reducing class sizes to the recommended ratio of 1:40, redistributing

administrative tasks to balance workloads, hiring additional teachers, and providing clerical support staff. It further suggests integrating the action plan into School Improvement Planning (SIP), Annual Implementation Plans (AIP), and Learning Action Cell (LAC) sessions to ensure data-driven decisions. For teachers, the study encourages active participation in professional development, adoption of innovative strategies tailored for large classes, and advocacy for mentorship and recognition initiatives. For future researchers, the study recommends exploring how teaching quality and engagement strategies mediate the effects of class size on student performance, and expanding the scope to rural schools to provide comparative insights across different contexts.

In summary, this study underscores that teacher well-being is a key determinant of instructional quality and, indirectly, of student success. While class size does not directly predict student performance, its effects on workload and motivation cannot be overlooked. Addressing overcrowding, ensuring equitable workload distribution, and strengthening institutional support mechanisms will not only improve teacher satisfaction but also sustain high-quality education. By implementing these evidence-based strategies, schools like Abellana National School can enhance both teaching conditions and student outcomes, contributing to the broader goals of equity and quality in Philippine education.

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