

**DepEd's workload rationalization and instructional performance mediated
by teachers' subjective well-being: Bases for an action plan**

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ABSTRACT

Understanding school efficacy requires a focus on workload conditions, teachers' well-being, and instructional performance. This study examined the teachers' subjective well-being as a mediator of the association between DepEd's workload rationalization and instructional effectiveness in the Loon North and Loon South Districts for the school year 2025–2026. Specifically, it looked at the extent of workload rationalization with regard to workload intensity, subject assignment alignment, and time manageability, as well as the level of teachers' subjective well-being and instructional performance. A quantitative, non-experimental mediation approach using path analysis was utilized to evaluate the links among workload rationalization, teachers' subjective well-being, and instructional effectiveness, and to test the mediation function of subjective well-being among 101 teacher-respondents. Data were examined using descriptive statistics, correlation analysis, and path analysis at a 0.05 level of significance. It was shown that workload rationalization is somewhat practiced ($M = 2.39$, $SD = 0.67$), teachers exhibited a high level of subjective well-being ($M = 3.58$, $SD = 0.57$), and excellent instructional performance ($M = 4.68$). However, the indirect effect was not significant (estimate = -0.00468 , $p = 0.779$), indicating that subjective well-being was not a significant mediator between workload rationalization and instructional performance. The findings imply that teachers' well-being and instructional performance remain high even with moderate implementation of workload rationalization. The results underscore the need for schools to enhance the consistency of workload practices while maintaining support systems to promote teachers' well-being and instructional effectiveness.

Keywords: Workload rationalization, subjective well-being, instructional performance, mediation analysis, teacher workload.

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INTRODUCTION

Today's teachers are under increasing pressure from an ever-expanding and ever more difficult workload, which is driven by ongoing curriculum modifications. These shifts have posed critical issues concerning the impact that policy-driven working conditions have on teachers' well-being and their capacity to teach successfully. In the Philippine public school system, teachers' responsibilities have gone beyond classroom instruction to administrative work, paperwork, and program implementation with the Revised K to 12 (MATATAG) Curriculum. In response, the Department of Education (DepEd) issued workload rationalization regulations through DepEd Orders Nos. 2, s. 2024, and 5, s. 2024. These regulations are designed to protect the time of instructors for instruction and reduce non-teaching responsibilities. However, research indicates that even well-designed policies may not yield significant improvements if they are not consistently and effectively implemented in actual school settings (Bakker & Demerouti, 2014; Orbeta et al., 2020).

Instructional performance, which is defined as how teachers translate teaching methods into meaningful student learning and growth (Blömeke et al., 2016), continues to be a core metric of educational excellence. At the same time, teachers' subjective well-being, represented in their emotional state, job satisfaction, and sense of fulfilment, plays a significant role in sustaining good teaching and coping with everyday pressures (Diener, 1984; OECD, 2020). These relationships are explained by several theories. Subjective Well-Being Theory states that individuals judge their lives based on their feelings and experiences (Diener, 1984). Additionally, the Job Demands–Resources (JD-R) Theory indicates that overworking can lead to stress and burnout.

However, appropriate assistance and resources can mitigate these impacts and sustain performance (Bakker & Demerouti, 2014). At the same time, Self-Determination Theory notes that autonomy, competence, and relatedness are necessary for motivation and well-being (Deci & Ryan, 2012), and Conservation of Resources (COR) Theory explains that stress occurs when people lose or cannot recover valuable resources such as time, energy, and emotional capacity (Hobfoll, 1989).

Research repeatedly indicates that too much work, namely administrative tasks and teaching subjects beyond a teacher's specialty, can cause stress, emotional tiredness, and a diminished focus on teaching (Maslach & Leiter, 2016; Skaalvik & Skaalvik, 2017). In the Philippine context, teachers are typically required to perform several tasks, such as advising roles, paperwork, and school programs, which can lead to extended working hours and difficulty in achieving work–life balance (David et al., 2019; Orbeta et al., 2020). Additional research indicates that professors who are teaching outside their area are also faced with increased preparation time and decreased teaching efficiency (Ingersoll, 2001; Phillippo, 2010). Policy efforts to address these issues have been made; however, challenges remain, particularly in rural schools where support and resources can be sparse at times (Orena et al., 2025).

Prior research has looked at workload, stress, and instructional performance, but usually as individual problems. There has been little attention paid to subjective well-being as a plausible mechanism for explaining the effects of workload on teaching performance. Moreover, the majority of available studies are done in urban or secondary school contexts; rural elementary schools are less investigated. This is an important gap, as rural settings may have unique features that affect how teachers experience and react to policy change.

In view of these disparities, this study deals with the implementation of workload reduction by the DepEd, subjective well-being, and instructional performance of Grades 4-6 teachers in Loon North and Loon South Districts. It also examines the interactions among these factors and tests the mediating effect of subjective well-being on the relationship between

workload rationalization and instructional performance. This study aims to produce evidence that can promote more effective policy implementation, improve teacher support systems, and eventually boost instructional outcomes by focusing on rural public elementary schools.

Statement of the problem

The study aimed to find out the mediating effect of teachers' subjective well-being on the association of DepEd's workload rationalization and instructional performance of teachers in Grades 4-6 in the Loon North and Loon South Districts for School Year 2025-2026. Specifically, it examined the extent of workload rationalization in terms of workload intensity, subject assignment alignment, and time manageability of DepEd; the level of teachers' subjective well-being; the level of teachers' instructional performance; and tested the significant mediating effect of subjective well-being on the relationship between workload rationalization and instructional performance. The study also intended to set a suitable action plan based on the findings.

1. What is the extent of DepEd's workload rationalization as perceived by the teacher-respondents in terms of workload intensity, subject assignment alignment, and time manageability?
2. What is the level of teachers' subjective well-being?
3. What is the level of teachers' instructional performance?
4. Is there a significant relationship between DepEd's workload rationalization and teachers' subjective well-being?
5. Is there a significant relationship between teachers' subjective well-being and instructional performance?
6. Is there a significant relationship between DepEd's workload rationalization and teachers' instructional performance?
7. Does teachers' subjective well-being significantly mediate the relationship between DepEd's workload rationalization and instructional performance?
8. What action plan may be proposed based on the findings of the study?

METHODOLOGY

This study employed a quantitative, non-experimental design with path analysis to explore the relationship between DepEd's workload rationalization and teachers' subjective well-being and instructional performance among Grades 4 to 6 teachers in the Loon North and Loon South Districts. The study further examined whether teachers' well-being serves as a mediating link between workload conditions and their teaching performance. This design is appropriate because it allows relationships among variables to be examined as they naturally occur in real school settings without any manipulation (Creswell & Creswell, 2018). Path analysis was applied to test the mediation hypothesis and to determine whether subjective well-being could explain the effect of workload rationalization on instructional performance, enabling the examination of direct and indirect effects between variables (Baron & Kenny, 1986; Hayes, 2017). While the design does not permit cause-and-effect conclusions, it provides a clear picture of how the variables are statistically connected based on survey responses gathered from teachers in both districts.

The study was conducted in Loon North District and Loon South District in the Municipality of Loon, Bohol, Philippines. The area encompasses both coastal and upland communities, offering a varied setting of public elementary schools accessible through local

roads. The study covered all complete elementary schools in both districts, with particular focus on Grades 4 to 6 teachers who handle more demanding instructional tasks and are more directly affected by workload policies (DepEd, 2016; DepEd, 2019). The inclusion of both districts provided a wider lens on the range of school conditions, including size, location, and available resources.

The respondents of the study consisted of 101 Key Stage 2 (Grades 4 to 6) teachers in Loon North and Loon South Districts for School Year 2025 to 2026. The participants were selected through purposive sampling, limiting inclusion to teachers who face the workload and instructional demands directly relevant to the study (Fraenkel, Wallen, & Hyun, 2019). Key Stage 2 teachers were selected because they teach several learning areas and carry comparatively heavy instructional duties, making them well suited for investigating the impacts of workload rationalization. Their involvement also supports the DepEd MATATAG Agenda, which aims to increase teacher support mechanisms and improve instructional quality (Department of Education, 2023). Their collective experiences provided essential insights into the relationship among workload rationalization, subjective well-being, and instructional performance.

The primary data gathering instrument was a structured questionnaire composed of four parts, all aligned with the research questions. The first part collected basic profile information of the respondents. The second part assessed instructional performance using the Department of Education Classroom Observation Tool (COT) under the Performance Management and Evaluation System (PMES) as prescribed by DepEd Memorandum No. 089, s. 2025 (DepEd, 2025). The ratings, provided by school principals or drawn from official records, evaluated essential elements such as lesson planning, teaching delivery, classroom management, and assessment of learning. The third part measured workload rationalization using a scale prepared by the researcher based on Lague (2025) and tailored to the study, incorporating items addressing workload needs, subject assignment alignment, and time manageability. The fourth part examined teachers' subjective well-being using the Teachers' Subjective Well-Being Questionnaire developed by Cal, Aletta, and Kang (2024), which assessed emotional, psychological, and professional well-being, including stress, work satisfaction, and engagement. All responses across the last two parts were collected using a four-point Likert scale and subsequently analyzed using appropriate statistical tools to examine the relationships between variables and to test the mediation model.

Prior to the main data collection, the third and fourth parts of the questionnaire were pilot tested on 32 Grades 4 to 6 teachers from Calape District who were not included in the main study. The instrument yielded a Cronbach's alpha of 0.92, indicating excellent reliability (Taber, 2018), and no revisions were made following the pilot test.

The data gathering procedure was organized into four sequential phases: preparation, approval, data collection, and data management. In the preparation phase, the research tools were validated and pilot tested with the Grade 4 to 6 teachers of Calape District, establishing instrument reliability. In the approval phase, the necessary permissions were secured from the university, the Schools Division Office of Bohol, district supervisors, and school principals. During the data collection phase, the researcher personally distributed questionnaires to Grade 4 to 6 teachers after securing informed consent from each participant. Participation was voluntary, and the anonymity of all respondents was protected throughout the process. Questionnaires were retrieved after one week of data collection. In the data management phase, responses were checked for completeness, encoded anonymously, and processed for statistical analysis using aggregated data only.

The data were analyzed using both descriptive and inferential statistics to facilitate clear interpretation of the study results. Mean and standard deviation were used to describe the level of workload rationalization and teachers' subjective well-being, with results interpreted using

a four-point Likert scale. For instructional performance, frequency, percentage, and mean were used based on Classroom Observation Tool (COT) ratings to represent teachers' performance levels. To examine the relationships among variables, Pearson correlation was applied to determine the strength and direction of the association between workload rationalization, subjective well-being, and instructional performance at a 0.05 level of significance. Finally, path analysis was used to test the mediation model and to determine whether subjective well-being explains the relationship between workload rationalization and instructional performance by estimating direct, indirect, and total effects.

RESULTS AND DISCUSSION

This Results and Discussion section presents, analyzes, and interprets data gathered from 101 Key Stage 2 (Grades 4 to 6) teachers in Loon North and Loon South Districts for School Year 2025 to 2026. The study employed a quantitative, non-experimental design with purposive sampling as the sampling approach. Data were collected using a structured questionnaire consisting of four parts, covering respondent profiles, instructional performance assessed through the Classroom Observation Tool (COT) under the Performance Management and Evaluation System (PMES) per DepEd Memorandum No. 089, s. 2025, workload rationalization measured through a researcher-developed scale based on Lague (2025), and subjective well-being assessed through the Teachers' Subjective Well-Being Questionnaire by Cal, Aletta, and Kang (2024). Statistical techniques applied include mean, standard deviation, frequency, percentage, Pearson correlation, and path analysis. The discussion that follows is grounded in the data gathered from respondents and interpreted in direct relation to the objectives of the study, which sought to determine the extent of DepEd's workload rationalization, the level of teachers' subjective well-being, the level of instructional performance, and whether subjective well-being mediates the relationship between workload rationalization and instructional performance.

Extent of DepEd's workload rationalization

The first objective of the study examined teachers' perceptions of DepEd's workload rationalization in Loon North and Loon South Districts across three dimensions: subject assignment alignment, workload intensity, and time manageability. These results help determine how well workload rationalization policies are applied in actual school settings and whether teachers experience balanced and manageable workloads, while also offering insight into how such conditions may influence teachers' well-being and teaching performance.

The overall level of DepEd's workload rationalization was found to be moderately implemented, yielding a composite mean of 2.39 (SD = 0.67). This finding suggests that while teachers generally recognize that workload rationalization practices are in place, these are not always fully or consistently experienced. The relatively low standard deviation indicates that teachers share similar perceptions, although some differences exist depending on their specific school contexts. The scale used for interpretation assigned the range of 1.00 to 1.75 as highly implemented, 1.76 to 2.50 as moderately implemented, 2.51 to 3.25 as slightly implemented, and 3.26 to 4.00 as not implemented.

Among the three dimensions, subject assignment alignment obtained the highest composite mean of 2.45 (SD = 0.65), placing it within the moderately implemented range and indicating that it is the least consistently implemented component. This suggests that alignment between teachers' expertise and assigned subjects is not always fully achieved. At the item

level, the statement "Subject assignments are not aligned with my strengths" recorded the highest mean and was evaluated as slightly implemented, suggesting that some teachers still feel mismatched in their areas of expertise. In contrast, the item "EOSY workload would be lighter with aligned subject assignments" had the lowest mean and was perceived as moderately implemented, indicating that while efforts are being made to align assignments, these efforts are not yet having a substantial effect on reducing workload. Taken together, these results underscore the continuing need to better match subject assignments with teachers' individual areas of expertise.

Workload intensity yielded a composite mean of 2.43 ($SD = 0.71$), also falling within the moderately implemented range. The comparatively higher standard deviation signals greater diversity in teachers' experiences, meaning that some teachers find their workload manageable while others still feel overburdened. At the item level, "The intensity of EOSY work affects my overall well-being" obtained the highest mean and was regarded as slightly implemented, indicating that the effect of workload intensity on well-being is not perceived consistently across all teachers. Meanwhile, "Paperwork increases significantly at the end of the school year" registered the lowest mean and was perceived as moderately implemented, suggesting that increased paperwork is a more widely shared experience. These findings imply that while the emotional impact of workload intensity may vary, structural workload demands, particularly the burden of paperwork, remain consistently evident across teachers.

Time manageability recorded the lowest composite mean of 2.29 ($SD = 0.66$), indicating that it is the most consistently implemented dimension among the three. This suggests that, relative to other aspects, teachers are generally better able to manage their time and responsibilities. However, this relative consistency does not eliminate time-related challenges. The item "I find it difficult to prioritize EOSY tasks" obtained the highest mean score and was assessed as slightly implemented, implying that some teachers still experience difficulty prioritizing tasks. Meanwhile, "EOSY responsibilities require multitasking" recorded the lowest mean and was regarded as moderately implemented, indicating that multitasking is a common and regular feature of teachers' work. These findings reveal that although time management practices are relatively more established, the nature of the workload still requires teachers to handle multiple responsibilities simultaneously.

The Job Demands-Resources (JD-R) Theory offers a useful framework for interpreting this pattern. According to this theory, teachers' performance and well-being depend on the extent to which job demands such as workload, time pressure, and administrative tasks are offset by available resources including support systems, clear task distribution, and adequate staffing. Policies designed to support teachers are effective only when they are consistently implemented and aligned with what teachers actually need in their daily work. When this balance is not fully achieved, teachers may continue to feel pressure despite the presence of workload rationalization efforts. The Conservation of Resources (COR) Theory further deepens this explanation by emphasizing that individuals strive to safeguard limited resources such as time, energy, and emotional strength. Teachers juggling paperwork, lesson planning, classroom instruction, and other school-related responsibilities are at risk of depleting these resources quickly, and even where support measures exist, the ongoing nature of these demands can be draining, particularly when workload is not shared equitably or when rest is insufficient. The findings of the present study align with earlier research by Orbeta et al. (2020) and Pacaol (2021), which similarly demonstrated that teachers continue to experience moderate workload levels despite existing policies intended to improve workload conditions. This convergence suggests that while efforts toward workload rationalization are already in place, they may not yet be fully felt in actual classroom practice, and that areas such as subject assignment alignment, task distribution, and workload management continue to require further attention.

Level of teachers' subjective well-being

Building on the results concerning workload conditions, the study also examined the level of teachers' subjective well-being, recognizing that workload affects not only task demands but also teachers' emotional, psychological, and professional experiences. The overall composite mean for subjective well-being was 3.58 (SD = 0.57), interpreted as experienced almost always. The scale used ranged from 1.00 to 1.75, denoting experienced almost never; 1.76 to 2.50, denoting experienced sometimes; 2.51 to 3.25, denoting experienced often; and 3.26 to 4.00, denoting experienced almost always. This result indicates that teachers generally report frequent and consistent positive experiences across emotional, psychological, and professional dimensions of well-being. The low standard deviation reflects that these perceptions are widely shared among respondents, confirming a steady and broadly distributed pattern of well-being within the group.

Anchored on the Subjective Well-Being (SWB) Theory established by Diener (1984), well-being is defined as the individual's evaluation of their lives through affective experiences, encompassing positive feelings and the absence of negative emotions, alongside cognitive judgments such as life satisfaction. The high composite mean obtained in this study implies that teachers frequently experience positive emotions in their work environment and hold favorable cognitive appraisals of their professional lives. This reflects a generally positive rather than negative evaluation of their teaching experience, notwithstanding the demands associated with their roles.

Among the individual indicators, "I feel like I belong to this school" registered the highest mean of 3.73 (SD = 0.51), interpreted as experienced almost always, indicating that teachers nearly always experience a strong sense of belonging in their school setting. Within the SWB framework, social connectivity is a crucial determinant of overall well-being, and this result reflects a strong affective state grounded in felt inclusion and community. The items "I can really be myself at this school" (M = 3.65, SD = 0.57) and "I am treated with respect at this school" (M = 3.64, SD = 0.56) were similarly interpreted as experienced almost always, further suggesting that teachers experience positive emotional conditions and affirming social interactions that support their overall well-being. The item "I am good at helping students learn new things" (M = 3.60, SD = 0.55) and "I feel like my teaching is effective and helpful" (M = 3.56, SD = 0.57) were also rated as experienced almost always, reflecting teachers' positive self-assessments of their instructional efficacy. The item "I feel like people at this school care about me" (M = 3.51, SD = 0.59) and "I am a successful teacher" (M = 3.46, SD = 0.61) were likewise interpreted as experienced almost always, reinforcing the presence of strong collegial support and professional identity among respondents.

In contrast, "I have accomplished a lot as a teacher" registered the lowest mean of 3.45 (SD = 0.59), though still falling within the experienced almost always range. Within the SWB framework, this item corresponds to the cognitive dimension of well-being, specifically life satisfaction and self-evaluation of achievements. The slightly lower mean suggests that teachers regard themselves as accomplished, but that this cognitive appraisal is not as strongly felt as affective dimensions such as belonging and respect. This may reflect that external work demands or performance-related pressures subtly temper how teachers evaluate their professional accomplishments.

A notable pattern emerges when these findings are considered alongside the workload rationalization results. Despite workload rationalization being only moderately implemented (M = 2.39), teachers' subjective well-being remains consistently high (M = 3.58). From the perspective of SWB theory, this pattern indicates that individuals' well-being is shaped not

solely by external structural conditions such as workload, but also by their internal appraisals and emotional responses. Teachers appear capable of interpreting and responding to their work environments in ways that sustain positive affect and satisfaction, thereby maintaining high levels of well-being even under less-than-ideal structural circumstances. This further suggests that teachers may be drawing upon intrinsic and contextual resources, including professional commitment, supportive collegial relationships, and adaptive coping strategies, all of which contribute to both their affective experiences and cognitive judgments of their professional lives. While both the JD-R Theory and COR Theory underscore the importance of external and internal resources in preserving well-being, the SWB theory offers a more nuanced explanation by foregrounding the role of personal interpretation and evaluation of one's lived experiences. The consistently high well-being scores thus point to the importance of cultivating not only manageable workload conditions but also affirming and supportive school environments that strengthen teachers' perceptions and experiences of their work.

Level of teachers' instructional performance

Alongside workload conditions and subjective well-being, the study examined teachers' instructional performance as the primary outcome variable, assessed through the COT using the PMES 5-point rating scale. The results reveal that the vast majority of respondents demonstrated outstanding instructional performance. Of the 101 respondents, 77 (76.24%) were rated as outstanding, 16 (15.84%) were rated as very satisfactory, and 8 (7.92%) were rated as satisfactory. No respondent was categorized under unsatisfactory or poor performance levels. The overall mean score of 4.68 places instructional performance in the outstanding range, affirming that teaching effectiveness is high among the sample. The rating scale used in this assessment designated the range of 4.500 to 5.00 as outstanding, 3.500 to 4.499 as very satisfactory, and 2.500 to 3.499 as satisfactory.

The dominance of the outstanding category indicates that teachers routinely demonstrate strong competencies in instructional delivery and classroom activities. The complete absence of low performance ratings suggests that teachers are, for the most part, meeting and in many cases exceeding required teaching standards. This trend reflects a high level of professional competence and instructional quality, which may be attributed to teachers' experience, training, and adherence to established frameworks such as the DepEd COT. The high concentration of scores in the outstanding category further reflects low variability in performance levels, indicating that instructional excellence is a broadly shared characteristic rather than an attribute confined to a few individuals, which strengthens the reliability of the findings across the sample.

When considered alongside the results for workload rationalization and subjective well-being, a meaningful pattern emerges. Despite workload rationalization being only moderately implemented and despite some variability in subject assignment alignment and workload intensity, teachers were nonetheless able to sustain high levels of teaching performance. This indicates that moderate workload conditions do not necessarily diminish teaching effectiveness, and that teachers are capable of performing at a high level even when workload policies have not been fully optimized. The consistently high level of subjective well-being observed in the preceding section may contribute to explaining why teachers maintain strong instructional performance, although, as will be discussed subsequently, this relationship was not found to be statistically significant in the present study. Based on SWB theory (Diener, 1984), individuals who generally experience positive affect and life satisfaction tend to function more effectively in their roles. Teachers who hold positive views of their school environment and professional identity are more likely to remain motivated, engaged, and

resilient. Even when workload demands are present, these positive internal states can help teachers remain focused and continue performing effectively in the classroom.

This interpretation is further supported by the JD-R Theory, which posits that while work demands may generate stress, sufficient personal and organizational resources can offset these pressures and contribute to improved performance outcomes. The COR Theory similarly suggests that when teachers are able to protect and sustain key internal resources such as energy, social support, and well-being, they are better positioned to navigate challenges and continue achieving strong results. In this study, teachers' well-being appears to function as one such resource, enabling them to manage their workload and sustain instructional effectiveness. Overall, the findings indicate that teachers demonstrate consistently outstanding instructional performance, and that their ability to translate skills, experience, and well-being into high-quality teaching practices highlights the importance of simultaneously addressing workload conditions and supporting teacher well-being as interrelated contributors to sustained instructional effectiveness.

Mediation of subjective well-being on the relationship between workload rationalization and instructional performance

Having established the individual levels of workload rationalization, subjective well-being, and instructional performance, the study proceeded to test whether subjective well-being mediates the relationship between workload rationalization and instructional performance. Path analysis was applied to estimate direct, indirect, and total effects, with significance evaluated using standard errors, Z-values, and p-values at the 0.05 level of significance.

The direct effect of workload rationalization on instructional performance was not statistically significant (Estimate = -0.2914, SE = 0.190, Z = -1.533, p = 0.125). This indicates that workload rationalization is not a significant predictor of teachers' instructional performance in this sample. The negative direction of the estimate suggests an inverse association, but the relationship is not strong enough to be considered statistically meaningful. Similarly, the relationship between subjective well-being and instructional performance was not significant (Estimate = 0.0538, SE = 0.180, Z = 0.298, p = 0.765), indicating that variation in teachers' well-being does not translate significantly into variation in their instructional performance. Although teachers reported consistently high levels of well-being, no clear direct measurable effect on performance outcomes was detected. The path from workload rationalization to subjective well-being was likewise not significant (Estimate = -0.0869, SE = 0.105, Z = -0.831, p = 0.406), implying that workload conditions, as experienced by teachers in this sample, do not significantly affect their level of subjective well-being. Despite the moderate implementation of workload policies, teachers' well-being remained relatively stable.

Most critically, the indirect effect of workload rationalization on instructional performance through subjective well-being was not significant (Estimate = -0.00468, SE = 0.0167, Z = -0.281, p = 0.779). Since the p-value of 0.779 substantially exceeds the alpha level of 0.05, the mediation effect is not supported. The direct effect in the mediation model was -0.29145 (SE = 0.1902, Z = -1.533, p = 0.125), and the total effect was -0.29613 (SE = 0.1896, Z = -1.562, p = 0.188), neither of which reached statistical significance. These results collectively confirm that subjective well-being does not function as a mediating variable in the relationship between workload rationalization and instructional performance in this study.

This finding indicates that even though subjective well-being was consistently high among respondents, it does not serve as a mechanism through which workload rationalization influences instructional performance. Changes in workload conditions did not significantly

affect well-being, and well-being in turn did not significantly impact performance within this model. The absence of significant relationships across all paths further explains why mediation could not be established. These results suggest that other unmeasured characteristics, such as professional experience, intrinsic motivation, school leadership, or organizational support, may more directly account for teachers' capacity to sustain outstanding instructional performance. The findings also suggest that teachers may have developed adaptive coping strategies and professional resilience that allow them to maintain both well-being and performance regardless of variations in workload conditions. On this basis, the null hypothesis of no significant mediation effect of subjective well-being on the relationship between workload rationalization and instructional performance is not rejected.

The results of this study collectively reveal several important and interrelated findings. DepEd's workload rationalization is moderately implemented overall ($M = 2.39$, $SD = 0.67$), with time manageability ($M = 2.29$, $SD = 0.66$) rated as the most consistently implemented dimension and subject assignment alignment ($M = 2.45$, $SD = 0.65$) identified as the least consistently implemented and therefore most in need of further improvement. Teachers' subjective well-being is experienced almost always ($M = 3.58$, $SD = 0.57$), reflecting frequent and consistent positive emotional, psychological, and professional states despite moderate workload conditions. Instructional performance is outstanding ($M = 4.68$), with 77 (76.24%) of the 101 respondents rated in the highest category and no respondents recorded under unsatisfactory or poor levels. Path analysis further revealed that the indirect effect of workload rationalization on instructional performance through subjective well-being is not statistically significant (Estimate = -0.00468 , $p = 0.779$, greater than the alpha level of 0.05), indicating that subjective well-being does not mediate this relationship, and that the null hypothesis of no significant mediation is not rejected. Taken together, these findings address the research objectives of the study and contribute to the existing body of knowledge by demonstrating that teachers in the Loon Districts are capable of sustaining high instructional effectiveness even under moderate workload rationalization and without a statistically confirmed mediating pathway through well-being. The results suggest that instructional excellence is sustained by a complex interplay of personal, professional, and contextual factors that extend beyond workload structure alone. These insights underscore the need for a holistic approach to teacher support that simultaneously strengthens workload alignment, preserves and nurtures teacher well-being, and recognizes the multidimensional nature of teaching effectiveness. The subsequent chapter presents the conclusions drawn from these findings and offers practical recommendations, along with a proposed Workplace Application Plan designed to address workload alignment, reinforce school-based support systems, sustain teacher well-being, and maintain high instructional performance through targeted and evidence-informed interventions.

CONCLUSION

Based on the findings, the study concludes that DepEd's workload rationalization is moderately implemented among teachers, indicating that existing workload policies are present but not yet consistently experienced in actual school practice. Despite this moderate implementation, teachers continue to demonstrate a high level of subjective well-being and outstanding instructional performance. This suggests that teacher effectiveness is not shaped by workload conditions alone, but is also influenced by other factors within the educational environment, including professional commitment, coping capacity, school support, and institutional culture.

The findings further reveal that teachers' subjective well-being does not significantly mediate the relationship between workload rationalization and instructional performance. This

means that although teachers generally experience positive well-being, such well-being does not statistically explain how workload conditions influence teaching outcomes. The absence of a significant mediating effect implies that other variables, such as motivation, leadership support, organizational climate, professional experience, and available school resources, may play a more direct role in sustaining instructional effectiveness.

In light of these findings, schools need to strengthen the implementation of workload rationalization by improving subject assignment alignment and ensuring a more consistent distribution of workload among teachers. At the same time, school administrators should continue promoting supportive work environments, collegial relationships, and regular wellness programs to sustain teachers' high level of well-being. Master teachers and school heads should also continue enhancing instructional effectiveness through professional development, coaching, and instructional monitoring.

Furthermore, the proposed action plan should be implemented and regularly monitored with the cooperation of teachers and stakeholders to support sustained improvement in workload practices, teacher well-being, and instructional performance. Since the study was limited to selected districts, relied partly on self-reported data, and did not include other possible influencing factors, future researchers are encouraged to examine additional variables using larger samples or mixed method approaches to gain a deeper understanding of the factors that affect teacher performance.

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