

Workload: An Investigation into Mapeh Teachers' Coping Mechanisms and Well-Being

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Abstract— The main purpose of this study is to determine the level of MAPEH teachers' workload, coping mechanisms and well-being. And to determine the significant relationship between MAPEH teachers' workload and coping mechanism and to determined significant relationship between MAPEH teachers' workload and well-being. A self-made questionnaire was used as a research instrument in data gathering. It aimed for the researcher to gather information on the significant relationship between the responses of MAPEH teachers. The respondents of the study were composed of 100 secondary MAPEH teachers in the public school of Laguna which are selected using purposive sampling technique. The level of MAPEH teachers' workload in terms of teaching hours, ancillary functions, coaching, mentoring, and support functions is very high. The level of MAPEH teachers coping mechanism in terms of problem solving, time management, social support, relaxation, and healthy lifestyle is also high. Thus, the level of MAPEH teachers' well-being in terms of physical, mental, emotional social and spiritual is also very high. After completing the research, and considering the facts and statistical data presented, the researcher hereby concludes that the hypothesis "There is no significant relationship between MAPEH teachers' workload and coping mechanism" is hereby rejected. And "There is no significant relationship between MAPEH teachers' workload and well-being" is hereby accepted. Based on the aforementioned findings and conclusions, the following recommendations were set forth. The researcher recommended that the school heads may continuously foster a culture of support, collaboration and open communication while implementing well-being wellness initiative activities such as fitness classes, yoga sessions and team-building events.

Keywords— Workload, Teachers' Coping Mechanisms and Well-Being.

I. INTRODUCTION

Schools in the Philippines are significant organizational units. Every nation's educational system is built on the foundation of the school. Healthy relationships and a peaceful work atmosphere are essential for ensuring that teachers produce high-quality work. Workplace problems can cause poor performance, job discontent, sadness, stress, and a host of other mental health problems. Conditions that are cozy, healthful, and joyful have a big impact on teachers' well-being.

A teacher is an important person in a student's life. They are the front-line staff members in charge of enticing pupils and encouraging their education. Teachers are, in fact, the single most significant school-related factor influencing students' success, happiness, and accomplishment, according to empirical data. There are high standards for teachers' work in educational communities and systems because of their critical role in a child's growth and learning. There are many

different and intricate expectations for the work and responsibilities of teachers. They are expected to do more than just impart knowledge; they must make sure that all students develop the attitudes, knowledge, and abilities necessary to become successful adults who can meet the challenges of the twenty-first century.

Teachers are an important human resource that propels the country's educational system. These days, teaching in schools is a dynamic process. Teachers face many challenges as a result of ongoing changes in pedagogy, learning theory, curriculum, and educational goals. Therefore, it is important to look after teachers' well-being in order to guarantee that they can carry out their duties effectively.

Teachers in the field of education, especially those with specializations in Music, Arts, Physical Education, and Health (MAPEH), frequently have heavy workloads. The distinct obstacles encountered by MAPEH teachers, in conjunction with the growing incidence of burnout within the field, underscore the necessity of a thorough comprehension of their adaptive strategies and general welfare.

For these, the researcher investigated the actual experiences of MAPEH teachers especially with regard to managing burnout and suggested a wellness initiative based on their phenomenological understandings to the selected MAPEH teachers District IV of Laguna.

II. METHODOLOGY

The researcher used the descriptive method of research to determine the MAPEH teachers' workload with regards to coping mechanism and well-being as evaluated by the selected secondary teachers in Laguna. According to Hancock et. al. (2019), quantitative research design is a strategy that lays the foundation for integrating all elements of quantitative research so that results are reliable, bias-free, and generalized as much as possible. Moreover, Bloomfield and Fisher (2019) define descriptive research design as a method of investigating current phenomena with extreme precision and explaining precisely what researchers have observed. The purpose of descriptive research is to determine the MAPEH teachers' workload with regards to coping mechanism and well-being by the selected Secondary Teachers in Laguna in terms of coping mechanisms; such as problem solving, time management, social support, relaxation and healthy lifestyle; well-being such as physical, mental, emotional, social and spiritual.

III. RESULT AND DISCUSSION

TABLE I. Level of MAPEH teachers' workload in terms of Teaching Hours

Statement	Mean	SD	Remarks
I spend 6 hours on actual classroom instruction.	4.77	0.47	Strongly Agree
I spend extra time in lesson planning and lesson preparation.	4.70	0.54	Strongly Agree
I spend extra time in maintaining student records, attendance, preparing reports and documentation	4.44	0.70	Strongly Agree
I spend extra time participating in school meetings and committees.	4.58	0.52	Strongly Agree
I spend extra time on participating and collaborating in community outreach programs and events.	4.43	0.76	Strongly Agree
Weighted Mean SD Verbal Interpretation	4.58 0.62 Very High		

Table 1 shows the MAPEH teachers' workload in terms of Teaching hours all of them responded as Strongly Agree that they spend 6 hours on actual classroom instruction ($M=4.77$, $SD=0.47$), followed by they spend extra time in lesson planning and lesson preparation, ($M=4.70$, $SD=0.54$), also they spend extra time participating in school meetings and committees ($M=4.58$, $SD=0.52$) indicating a Very Great Extent respectively.

TABLE II. Level of MAPEH Teachers' Workload in terms of Ancillary Functions

Statement	Mean	SD	Remarks
I develop lesson plans, instructional materials, adapt to a curriculum to meet the diverse needs of student and implement innovative teaching strategies.	4.72	0.47	Strongly Agree
I create and administer assessments like tests, quizzes and projects, grade student work and providing feedback.	4.83	0.40	Strongly Agree
I communicate with parents about student progress.	4.49	0.78	Strongly Agree
I provide emotional support and guidance to students by identifying and addressing my students' social and emotional needs.	4.83	0.38	Strongly Agree
I organize and supervise extracurricular activities.	4.51	0.73	Strongly Agree
Weighted Mean SD Verbal Interpretation	4.68 0.60 Very High		

Table 2 show the MAPEH teachers' workload in terms of Ancillary Functions hours all of them responded as Strongly Agree that they create and administer assessments like tests, quizzes and projects, grade student work and providing feedback to students ($M=4.83$, $SD=0.40$), also they provide emotional support and guidance to students by identifying and addressing students' social and emotional needs and referring students to appropriate support services ($M=4.83$, $SD=0.40$), followed by they develop lesson plans, instructional materials, adapt to a curriculum to meet the diverse needs of student and implement innovative teaching strategies ($M=4.83$, $SD=0.40$) indicating a Very High respectively.

Table 3 shows the MAPEH teachers' workload in terms of Coaching all of them responded as Strongly Agree that they teach the importance of teamwork, cooperation, and fair play,

promote good sportsmanship, respect for opponents, and ethical behavior. ($M=4.84$, $SD=0.37$), followed by they help players develop mental toughness, focus, and resilience, teach them relaxation techniques and visualization strategies to manage stress and anxiety ($M=4.74$, $SD=0.58$), also they teach fundamental motor skills and develop specific skills for various sports, making sure to provide feedback and corrections to improve players techniques and performances ($M=4.73$, $SD=0.47$), also they ensure a safe and supportive training environment and provide first aid and injury prevention education ($M=4.73$, $SD=0.47$), indicating a Very High respectively.

TABLE III. Level of MAPEH Teachers' Workload in terms of Coaching

Statement	Mean	SD	Remarks
I teach fundamental motor skills and develop specific skills for various sports. I also make sure to provide feedback and corrections to improve my players techniques and performances.	4.73	0.47	Strongly Agree
I teach game strategies, tactics and help my players understand the rules and regulations of different sports.	4.49	0.67	Strongly Agree
I design and implement training programs to improve strength, endurance, flexibility, and agility of my players. I also monitor my players' physical progress and adjusting training plans as needed.	4.51	0.73	Strongly Agree
I help my players develop mental toughness, focus, and resilience. I also teach them relaxation techniques and visualization strategies to manage stress and anxiety.	4.74	0.58	Strongly Agree
I teach the importance of teamwork, cooperation, and fair play. I also promote good sportsmanship, respect for opponents, and ethical behavior.	4.84	0.37	Strongly Agree
I organize, lead, motivate and inspire teams for competitions to achieve their best.	4.76	0.45	Strongly Agree
I ensure a safe and supportive training environment and provide first aid and injury prevention education.	4.74	0.46	Strongly Agree
Weighted Mean SD Verbal Interpretation	4.69 0.56 Very High		

Table 4 shows the MAPEH teachers' workload in terms of Mentoring all of them responded as Strongly Agree that they work with new teachers or student teachers to share ideas, resources, and best practices ($M=4.77$, $SD=0.42$), followed by they offer support and encouragement to new teachers or student teachers who may be facing challenges ($M=4.64$, $SD=0.64$), also they provide guidance and support to new teachers or student teachers, especially in navigating the curriculum, classroom management, and assessment strategies ($M=4.57$, $SD=0.77$), indicating a Very High respectively, also they share knowledge and expertise in specific MAPEH areas, such as music theory, art techniques, physical education drills, and health education principles to new teachers or student

teachers (M=4.42, SD=0.89). Likewise, MAPEH teachers' workload in terms of Mentoring all of them also responded as Agree that they demonstrate effective teaching strategies, classroom management techniques, and student engagement strategies to new teachers or student teachers. (M=4.06, SD=1.05).

TABLE IV. Level of MAPEH Teachers' Workload in terms of Mentoring

Statement	Mean	SD	Remarks
I work with new teachers/student teachers to share ideas, resources, and best practices.	4.77	0.42	Strongly Agree
I offer support and encouragement to new teachers/student teachers who may be facing challenges.	4.64	0.64	Strongly Agree
I provide guidance and support to new teachers/student teachers, especially in navigating the curriculum, classroom management, and assessment strategies.	4.57	0.77	Strongly Agree
I demonstrate effective teaching strategies, classroom management techniques, and student engagement strategies to new teachers/student teachers.	4.06	1.05	Agree
I share my knowledge and expertise in specific MAPEH areas, such as music theory, art techniques, physical education drills, and health education principles to new teachers/student teachers	4.42	0.89	Strongly Agree
Weighted Mean SD Verbal Interpretation	4.49 0.82 Very High		

TABLE V. Level of MAPEH Teachers' Workload in terms of Support Functions

Statement	Mean	SD	Remarks
I provide emotional support and guidance to students, especially in areas related to physical and mental health.	4.84	0.37	Strongly Agree
I mentor younger students, fostering positive relationships and promoting leadership skills.	4.80	0.43	Strongly Agree
I adapt teaching strategies to accommodate students with diverse needs, ensuring that all students have equal opportunities to participate.	4.77	0.45	Strongly Agree
I play a crucial role in organizing and managing school events, such as sports competitions, cultural performances, and health fairs.	4.45	0.93	Strongly Agree
I lead extracurricular clubs like sports teams, dance groups, or music ensembles.	4.27	1.07	Strongly Agree
I contribute to school programs like school festivals, graduation ceremonies, and community outreach initiatives.	4.68	0.60	Strongly Agree
I engage in ongoing professional development to stay updated with the latest trends and best practices.	4.86	0.38	Strongly Agree
I collaborate with local organizations to provide sports clinics, health workshops, or cultural events.	4.70	0.52	Strongly Agree
Weighted Mean SD Verbal Interpretation	4.67 0.67 Very High		

Table 5 shows the MAPEH teachers' workload in terms of Support Functions all of them responded as Very High that

they engage in ongoing professional development to stay updated with the latest trends and best practices (M=4.86, SD=0.38), followed by they provide emotional support and guidance to students, especially in areas related to physical and mental health (M=4.84, SD=0.37), also they mentor younger students, fostering positive relationships and promoting leadership skills (M=4.80, SD=0.43), also they adapt teaching strategies to accommodate students with diverse needs, ensuring that all students have equal opportunities to participate. (M=4.77, SD=0.45), indicating a Very High respectively.

TABLE VI. Level of MAPEH Teachers' Coping Mechanisms in terms of Problem Solving

Statement	Mean	SD	Remarks
I am successful at addressing problems that can alleviate stress and anxiety.	4.18	1.08	Agree
I am more in control of situations that can boost confidence and reduce stress.	4.71	0.48	Strongly Agree
I am successful at overcoming challenges that can lead to positive emotions.	4.29	0.97	Strongly Agree
I develop problem-solving skills that can boost self-confidence and self-esteem.	4.62	0.68	Strongly Agree
I am effective at problem-solving that can help me navigate conflicts and maintain healthy relationships.	4.78	0.44	Strongly Agree
Weighted Mean SD Verbal Interpretation	4.52 0.80 Very High		

Table 6 shows the MAPEH teachers' coping mechanism in terms of Problem Solving most of them responded as Strongly Agree that they effective at problem-solving that can help navigate conflicts and maintain healthy relationships (M=4.78, SD=0.44), followed by they are more in control of situations that can boost confidence and reduce stress (M=4.71, SD=0.48), also they develop problem-solving skills that can boost self-confidence and self-esteem (M=4.62, SD=0.68) and that they are successful at overcoming challenges that can lead to positive emotions and a sense of accomplishment (M=4.29, SD=0.97) indicating a Very High respectively.

TABLE VII. Level of MAPEH Teachers' Coping Mechanisms in terms of Time Management

Statement	Mean	SD	Remarks
I am less overwhelmed and anxious due to better organization and prioritization.	4.66	0.62	Strongly Agree
I am getting more done in less time, leading to a sense of accomplishment.	4.53	0.72	Strongly Agree
I can manage all tasks.	4.07	1.08	Agree
I am more relaxed and able to sleep better at night.	4.91	0.32	Strongly Agree
I experience more positive and optimistic outlook.	4.77	0.45	Strongly Agree
Weighted Mean SD Verbal Interpretation	4.59 0.74 Very High		

Table 7 shows the MAPEH teachers' coping mechanism in terms of Time Management most of them responded as Strongly Agree that they are more relaxed and able to sleep better at night (M=4.91, SD=0.32), also they experience more positive and optimistic outlook (M=4.77, SD=0.45), also they

are less overwhelmed and anxious due to better organization and prioritization ($M=4.66$, $SD=0.62$), also they are getting more done in less time, leading to a sense of accomplishment ($M=4.53$, $SD=0.72$), indicating a Very High respectively.

TABLE VIII. Level of MAPEH Teachers' Coping Mechanisms in terms of Social Support

Statement	Mean	SD	Remarks
I am less overwhelmed and anxious due to having a strong support system.	4.18	0.81	Agree
I experience positive emotions and a more optimistic outlook.	4.72	0.47	Strongly Agree
I am connected to others and I have a sense of camaraderie to all.	4.82	0.39	Strongly Agree
I am valued and supported by others.	4.23	1.02	Strongly Agree
I am able to cope with challenges and setbacks.	4.72	0.49	Strongly Agree
Weighted Mean SD Verbal Interpretation	4.53 0.73 Very High		

Table 8 shows the MAPEH teachers' coping mechanisms in terms of Social Support most of them responded as Strongly Agree that they are connected to others and have a sense of camaraderie to all ($M=4.82$, $SD=0.39$), followed by they experience positive emotions and a more optimistic outlook ($M=4.72$, $SD=0.47$), also they are able to cope with challenges and setbacks ($M=4.72$, $SD=0.49$), also they are valued and supported by others ($M=4.23$, $SD=1.02$) indicating a Very High respectively.

TABLE IX. Level of MAPEH Teachers' Coping Mechanisms in terms of Relaxation

Statement	Mean	SD	Remarks
I feel more relaxed and physically at ease.	4.57	0.69	Strongly Agree
I sleep more soundly and wake up feeling refreshed.	4.39	0.93	Strongly Agree
I experience fewer physical symptoms of stress, such as headaches or stomach aches.	4.39	0.83	Strongly Agree
I feel calmer and less overwhelmed.	4.67	0.47	Strongly Agree
I am able to concentrate better and reduce distractions.	4.73	0.47	Strongly Agree
Weighted Mean SD Verbal Interpretation	4.55 0.71 Very High		

Table 9 shows the MAPEH teachers' coping mechanisms in terms of relaxation all of them responded as Strongly Agree that they are able to concentrate better and reduce distraction, ($M=4.73$, $SD=0.47$), followed by they feel calmer and less overwhelmed, ($M=4.67$, $SD=0.47$), also they are feel more relaxed and physically at ease ($M=4.57$, $SD=0.69$), also they are sleep more soundly and wake up feeling refreshed, experience fewer physical symptoms of stress, such as headaches or stomach aches ($M=4.39$, $SD=0.83$) indicating a Very High respectively.

Table 10 shows the MAPEH teachers' coping mechanisms in terms of Healthy Lifestyle all of them responded as Strongly Agree that they limit or avoid alcohol, drugs, and tobacco ($M=4.82$, $SD=0.39$), followed by they use effective

stress management techniques, such as relaxation or meditation ($M=4.79$, $SD=0.43$), also they are getting enough quality sleep each night ($M=4.39$, $SD=0.89$), indicating a Very High respectively.

TABLE X. Level of MAPEH Teachers' Coping Mechanisms in terms of Healthy Lifestyle

Statement	Mean	SD	Remarks
I am more energized and able to handle daily tasks.	4.56	0.70	Strongly Agree
I engage in regular physical activity.	4.45	0.77	Strongly Agree
I am getting enough quality sleep each night.	4.39	0.89	Strongly Agree
I limit or avoid alcohol, drugs, and tobacco.	4.82	0.39	Strongly Agree
I use effective stress management techniques, such as relaxation or meditation.	4.79	0.43	Strongly Agree
Weighted Mean SD Verbal Interpretation	4.60 0.68 Very High		

TABLE XI. Level of MAPEH Teachers' Well-Being in terms of Physical

Statement	Mean	SD	Remarks
I feel energized and able to handle daily tasks with ease.	4.91	0.32	Strongly Agree
I maintain a healthy weight for my height and body type.	4.85	0.52	Strongly Agree
I am less susceptible to illness and recovering quickly from minor ailments.	4.91	0.35	Strongly Agree
I have a healthy, glowing skin and hair.	4.89	0.42	Strongly Agree
I am able to move freely and comfortably without pain.	4.87	0.46	Strongly Agree
Weighted Mean SD Verbal Interpretation	4.89 0.42 Very High		

Table 11 shows the MAPEH teachers' well-being in terms of Physical all of them responded as Strongly Agree that they are less susceptible to illness and recovering quickly from minor ailments ($M=4.91$, $SD=0.35$), and that they feel energized and able to handle daily tasks with ease ($M=4.91$, $SD=0.32$), followed by they have a healthy, glowing skin and hair ($M=4.8$, $SD=0.42$), indicating a Very High respectively.

TABLE XII. Level of MAPEH Teachers' Well-Being in terms of Mental

Statement	Mean	SD	Remarks
I am joyous, happy, and contented.	4.18	0.81	Agree
I am able to bounce back from setbacks and challenges.	4.72	0.47	Strongly Agree
I have a positive outlook on life and I believe in a bright future.	4.82	0.39	Strongly Agree
I am able to focus, concentrate, and make decisions effectively.	4.23	1.02	Strongly Agree
I have a positive self-image and a clear understanding of my values and goals.	4.72	0.49	Strongly Agree
Weighted Mean SD Verbal Interpretation	4.53 0.73 Very High		

Table 12 shows the MAPEH teachers' well-being in terms of Mental most of them responded as Strongly Agree that they have a positive outlook on life and I believe in a bright future ($M=4.82$, $SD=0.39$), followed by they have a positive self-

image and a clear understanding of my values and goals (M=4.72, SD=0.49), also they are able to bounce back from setbacks and challenges (M=4.72, SD=0.47), also they are able to focus, concentrate, and make decisions effectively. (M=4.23, SD=1.02), indicating a Very High respectively.

Table 13 shows the MAPEH teachers' well-being in terms of Mental most of them responded as Strongly Agree that they have a positive outlook on life and I believe in a bright future (M=4.82, SD=0.39), followed by they have a positive self-image and a clear understanding of my values and goals (M=4.72, SD=0.49), also they are able to bounce back from setbacks and challenges (M=4.72, SD=0.47), also they are able to focus, concentrate, and make decisions effectively. (M=4.23, SD=1.02), indicating a Very High respectively.

TABLE XIII. Level of MAPEH Teachers' Well-Being in terms of Emotional

Statement	Mean	SD	Remarks
I have a positive outlook on life.	4.66	0.62	Strongly Agree
I have healthy ways to manage stress and emotions.	4.53	0.72	Strongly Agree
I have supportive relationships with friends, family, and loved ones.	4.07	1.08	Agree
I feel a sense of purpose and meaning in my life.	4.91	0.32	Strongly Agree
I have a good understanding of my own emotions and thoughts.	4.77	0.45	Strongly Agree
Weighted Mean SD Verbal Interpretation	4.59 0.74 Very High		

Table 14 shows the MAPEH teachers' well-being in terms of Social most of them responded as Strongly Agree that they understand and care about the feelings of others (M=4.91, SD=0.32), followed by they enjoy spending time with others and feeling accepted and valued (M=4.77, SD=0.45), also they

have supportive and fulfilling relationships with friends, family, and loved one (M=4.66, SD=0.62), also they are connected to community or school and have a sense of purpose (M=4.53, SD=0.72), indicating a Very High respectively.

TABLE XIV Level of MAPEH Teachers' Well-Being in terms of Social

Statement	Mean	SD	Remarks
I have supportive and fulfilling relationships with friends, family, and loved ones.	4.66	0.62	Strongly Agree
I am connected to my community/school and I have a sense of purpose.	4.53	0.72	Strongly Agree
I am able to communicate my thoughts and feelings clearly and effectively.	4.07	1.08	Agree
I understand and care about the feelings of others.	4.91	0.32	Strongly Agree
I enjoying spending time with others and feeling accepted and valued.	4.77	0.45	Strongly Agree
Weighted Mean SD Verbal Interpretation	4.59 0.74 Very High		

TABLE XV. Level of MAPEH Teachers' Well-Being in terms of Spiritual

Statement	Mean	SD	Remarks
I have a clear sense of direction and meaning in life.	4.57	0.69	Strongly Agree
I am connected to a higher power, nature, or a community.	4.39	0.93	Strongly Agree
I experience a sense of calm and tranquility.	4.39	0.83	Strongly Agree
I appreciate the good things in life.	4.67	0.47	Strongly Agree
I feel empathy and concern for others.	4.73	0.47	Strongly Agree
Weighted Mean SD Verbal Interpretation	4.55 0.71 Very High		

TABLE XVI. Significant Relationship Between MAPEH Teachers' Workload and Coping Mechanism

MAPEH Teachers' Workload		MAPEH Teachers' Coping Mechanism				
		Problem Solving	Time Management	Social Support	Relaxation	Healthy Lifestyle
Teaching Hours	r-value	0.112	0.170	0.139	0.194	0.172
	p-value	0.268	0.090	0.052	0.052	0.087
	N	100	100	100	100	100
Ancillary Functions	r-value	0.241*	0.346*	0.170	0.192624	0.197*
	p-value	0.016	0.000	0.055	0.055	0.049
	N	100	100	100	100	100
Coaching	r-value	0.212*	0.157	0.212*	0.294*	0.320*
	p-value	0.034	0.119	0.003	0.003	0.001
	N	100	100	100	100	100
Mentoring	r-value	0.078	0.046	0.136	0.060	0.156
	p-value	0.441	0.648	0.553	0.553	0.122
	N	100	100	100	100	100
Support Functions	r-value	0.213*	0.166	0.244*	0.289*	0.293*
	p-value	0.033	0.098	0.004	0.004	0.003
	N	100	100	100	100	100

Table15 shows the MAPEH teachers' well-being in terms of Spiritual all of them responded as Strongly Agree that they feel empathy and concern for others (M=4.73, SD=0.47), followed by they appreciate the good things in life (M=4.67, SD=0.47), also they have a clear sense of direction and meaning in life (M=4.57, SD=0.69), indicating a Very High respectively. Likewise, MAPEH teachers' well-being in terms

of Spiritual most of them responded as Strongly Agree that they are connected to a higher power, nature, or a community (M=4.39 SD=0.93) and lastly, they experience a sense of calm and tranquility (M=4.39, SD=0.83) which both indicating a Very High respectively.

The Table 16 shows the Significant Relationship between MAPEH Teachers' Workload and Coping Mechanism. It is

interesting to note the significant relationship, exist between the MAPEH Teachers' Teaching Hours and Coping Mechanisms in terms of problem solving ($r=0.112$, $p=0.268$, $N=100$), time management ($r=0.170$, $p=0.090$, $N=100$), social support ($r=0.139$, $p=0.052$, $N=100$), relaxation ($r=0.194$, $p=0.052$, $N=100$) and healthy lifestyle ($r=0.172$, $p=0.087$, $N=100$). The relationship is ranged from moderate to strong. This means that MAPEH teachers can cope on problem solving, time management, social support, relaxation and healthy lifestyle during their teaching hours. This bodes well for developing strategies to support MAPEH teachers and improve their work-life balance.

The Table 17 shows the Significant relationship between MAPEH Teachers' Workload and Well-being. Based on Chirimi (2021), teaching hours have become more and more marginalized due to the demanding workload and the wide

range of additional duties and roles that educators perform. Administrative and auxiliary duties, such as paperwork, training, seminars, budgetary, disaster response, and health-related tasks, are frequently assigned to teachers. It is interesting to note the significant relationship, exist between the MAPEH Teachers' Teaching Hours and Well-being in terms of physical ($r=0.225$, $p=0.024$, $N=100$), mental ($r=0.139$, $p=0.166$, $N=100$), emotional ($r=0.170$, $p=0.090$, $N=100$), social ($r=0.170$, $p=0.090$, $N=100$) and spiritual ($r=0.194$, $p=0.052$, $N=100$). The relationship is ranged from moderate to strong. This means that MAPEH teachers well-being is based on their physical, mental, emotional, social and spiritual. This bodes well in policy decisions regarding teacher workload and support systems and helping schools develop strategies to promote teachers' well-being and prevent burnout.

TABLE XVII. Significant Relationship Between MAPEH Teachers' Workload and Well-Being

MAPEH Teachers' Workload		MAPEH Teachers' Well-Being				
		Physical	Mental	Emotional	Social	Spiritual
Teaching Hours	r-value	0.225*	0.139	0.170	0.170	0.194
	p-value	0.024	0.166	0.090	0.090	0.052
	N	100	100	100	100	100
Ancillary Functions	r-value	0.321*	0.170	0.346*	0.346	0.193
	p-value	0.001	0.091	0.000	0.000	0.055
	N	100	100	100	100	100
Coaching	r-value	0.433*	0.212*	0.157	0.157	0.294*
	p-value	0.000	0.034	0.119	0.119	0.003
	N	100	100	100	100	100
Mentoring	r-value	0.057	0.136	0.046	0.046	0.060
	p-value	0.571	0.176	0.648	0.648	0.553
	N	100	100	100	100	100
Support Functions	r-value	0.403*	0.244*	0.166	0.166	0.289*
	p-value	0.000	0.014	0.098	0.098	0.003
	N	100	100	100	100	100

IV. CONCLUSION

"There is no significant relationship between MAPEH teachers' workload and coping mechanism" is hereby rejected. And "There is no significant relationship between MAPEH teachers' workload and well-being" is hereby accepted.

V. RECOMMENDATION

Based on the drawn conclusions resulted to the following recommendations were given: (1) The researcher recommended that teacher may allocate specific time slots for activities that promote relaxation and rejuvenation; incorporate mindfulness techniques in daily routine to reduce stress and improve focus; create a schedule and prioritize tasks to avoid feeling overwhelmed; collaborate with other MAPEH teachers to share ideas, resources, and support; and replace negative thoughts into positive affirmations. (2) The researcher recommended that the school heads may continuously foster a culture of support, collaboration and open communication while implementing well-being wellness initiative activities such as fitness classes, yoga sessions and team-building events. (3) Future researchers may make use of this study to enhance their readings of corresponding work, which could support the current research initiative's conclusions even more.

VI. REFERENCES

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