

Philippine Public School Teachers' Motivation, Workload Perception, and Stress Appraisal*

Floren B. Geronimo¹, Lizamarie Campoamor-Olegario²

¹University of the Philippines, e-mail: floren.geronimo@deped.gov.ph

²University of the Philippines, Diliman, e-mail: lcolegario@up.edu.ph

Abstract

The study aimed to identify the Philippine public-school teachers' workload perception, stress appraisal, coping strategies and motivation. It also sought to identify how teachers' workload perception and stress appraisal are predicted by teachers' motivation. The study revealed that teachers' workload was divided into teaching and non-teaching-related tasks. It was also identified that teachers were manifesting different types of motivation in their work. However, amotivation was revealed to predict majority of the dependent variables. Amotivation was seen as an antecedent to teachers' negative beliefs and perceived negative consequences in their work. It also preceded the behavior they manifested toward their work which influenced different facets of their perception and stress appraisal.

Keywords: workload perception; work overload; coping; stress appraisal; teachers' motivation; amotivation

* This paper is based on the unpublished masteral thesis of Floren B. Geronimo entitled, "**The Mediating Role of Amotivation on Teachers' Workload Perception and Stress Appraisal**" in 2020. Lizamarie Campoamor-Olegario served as his thesis adviser

Introduction

The public-school teachers in the Philippines complain of heavy workload (Tomacruz, 2018). Because of their reported heavy workload, they experience stress to add to all the other responsibilities that they have in their personal lives.

However, the perception of heavy workload and the stress experience of the teachers may not be true to all teachers. Some studies claim that people are not always equally affected by a similar stressful situation (Trépanier et al., 2012). This difference in people's reaction to stress is explained by Lazarus and Folkman (1993 as cited in Alhija, 2015) in their Transactional Model of Stress, which highlights the role of appraisal (primary and secondary appraisals) in determining one's reaction to a stressful encounter. According to this model, a person constantly weighs options in dealing with stress in the context of his or her personal goals or environmental constraints. The model also predicts that individuals will make use of several types of coping strategies (cognitive, emotional, and behavioral) to deal with any given stressful event (Alhija, 2015).

In addition, the sources and levels of stress that teachers experience may also depend on their motivation. In this regard, self-determination theory makes an important additional distinction that falls within the class of behaviors that are intentional or motivated (Deci et al., 1991). Self-determination theory (SDT) views motivation in a continuum that identifies three general constructs: intrinsic motivation, extrinsic motivation, and amotivation. The concept of SDT provides an idea that people hold different types of motivation. This means that the type of motivation people hold can also predict how they perceive and appraise a stressful situation.

This study aimed at finding out how the motivation of the public-school teachers in the Philippines predicts teachers' workload perception and stress appraisal. This study focused on the following questions:

1. How do public school teachers perceive their workload?
2. How do public school teachers appraise the situation of work overload?
3. What do public school teachers do to cope with work overload in their workplace?
4. What type of motivation do teachers possess in their work?
5. How does teachers' motivation predict the following variables?
 - a. Teachers' Workload Perception
 - b. Teachers' Stress Appraisal

Review of Related Literature

Teachers' heavy workload is undoubtedly a source of stress in teachers' workplace not to mention the practice of overloading which is also equally stressful among public school teachers. Yazon and Ang-Manaig (2019) found out that

teachers greatly feel that there is too much work to be done. They stated that teachers sometimes try doing more than one thing at a time.

Similarly, Bongco and Ancho (2019) revealed in their study that teachers' duties do not end with teaching but required related duties which may be regular curricular activities (planning, preparation of materials, assessment tool, checking, recording, etc.), seasonal tasks (being a coordinator, reports, training, communication with parents, meetings, etc.) and school-related tasks (school programs and other activities). Different studies have already confirmed that work overload and heavy workload are common causes of stress among teachers.

However, Ntoumanis et al., (2009) stated that it is well recognized that not all employees are equally affected by the demanding aspects of their job and numerous research studies have been conducted on individual differences in the job demands– strain process. Also, workload perception is relative and can vary following the circumstances that the teacher has been experiencing (Göksoy & Akdağ, 2014). Most importantly, they do not just perceive a situation as stressful but they also evaluate its gravity and controllability.

This concept was explained in Lazarus and Folkman's Transactional Model of Stress. According to transactional models of stress, cognitive appraisal mediates the stressfulness of events (Peacock & Wong, 1990). It aims to understand how a person evaluates and cope with stress which does not view the stressor or the person as the cause of stress but rather the transaction between the two. It also involves the process of appraisal (primary and secondary appraisal) which shaped the stress transaction and was also influenced by both variables in the environment and variables within the person. It is the process that actively negotiates between the demands, constraints, and resources of the environment and goal hierarchy and personal beliefs of the individual (Lazarus, 1993).

Consequently, the different stress appraisals can also lead to different coping responses (Ntoumanis et al., 2009). Lazarus and Folkman (1984) defined coping as constantly changing cognitive and behavioral efforts to manage specific external and/or internal demands that are appraised as taxing or exceeding the resources of the person. From their perspective, there are two main types of coping strategies: those aimed at resolving the stressful encounter (problem-focused) and those utilized to regulate the unpleasant emotions that arise during the encounter (emotion-based). Lazarus and Folkman (as cited in Baqutayan, 2015) emphasized that some coping strategies are not inherently better than others; in fact, effective coping requires a fit between situational appraisals and choice of coping responses. This was connected to Pagayanan's (2016) conclusion that teachers have similar or common sources of stress which affect them to approximately equal magnitude. However, their ways of coping differed in some aspects, which show their uniqueness in dealing with stressful situations.

On the other hand, Lazarus (1993) stated that it is also important to take into account individual differences in motivational and cognitive variables, which intervened between the stressor and the reaction (Lazarus, 1993). This is similar to

Hussain's et al., (2015) statement that there is a direct and indirect relationship between work stress, performance pressure, job overload, job satisfaction, and moderator variable such as intrinsic/extrinsic motivation.

One important individual characteristic that has been linked to many indicators of employees' psychological health is autonomous motivation. Autonomous motivation refers to being self-initiating and self-regulating of one's actions (Deci et al., 1991). Unlike self-efficacy, autonomous motivation refers to the experience of choice in initiating a behavior. According to the self-determination theory, autonomously motivated employees are equipped to deal with job demands because they consider their work as interesting and spontaneously satisfying. The Self-Determination Theory of Deci and Ryan (2000) identified three major constructs of motivation: intrinsic motivation, extrinsic motivation, and amotivation. While intrinsic motivation is considered to be the prototype of being self-determined, extrinsic motivation pertains to a wide variety of behaviors which ranges from self-determined (integrated regulation and identified regulation) to non-self-determined (introjected regulation and external regulation) form of behaviors. On the other hand, amotivation is considered to be a non-self-determined form of behavior. Generally, the theory posits that individuals can be proactive and engaged or, passive and alienated, depending on the social conditions in which they develop and function. It also shows that most people manifest considerable effort, agency, and commitment in their lives, to be more normative than exceptional, suggesting some very positive and persistent features of human nature. Yet, it is also clear that the human spirit can be diminished or crushed and that individuals sometimes reject growth and responsibility (Deci & Ryan, 2000).

This approach to human motivation is relevant in understanding teachers' perception and appraisal because similar to Deci and Ryan's (2000) statement, it primarily highlights the importance of people's evolved inner resources for personality development and behavioral self-regulation. It postulates that self-determined individuals may be more equipped to deal with an increased workload and may be more willing or able to utilize control opportunities available in the environment as an antidote to stressors. In contrast, individuals who are non-self-determined may find increased job control stressful and exacerbating, perhaps due to an orientation toward external contingencies and a general lack of experience in being autonomous and in utilizing personal control (Parker et al., 2010).

Methodology

The mixed-method research design used in this study is the Sequential Explanatory Design. This design consists of two phases wherein the initial phase involves the collection and analysis of quantitative data followed by the collection and analysis of qualitative data. Three rating scales were used to collect the quantitative data.

The Work Extrinsic and Intrinsic Motivation Scale (WEIMS) was developed by Blanchard, Pelletier, Taylor, Tremblay, and Villeneuve (2009). It is an 18-item measure of work motivation theoretically grounded in the self-determination theory (Deci & Ryan, 2000). It has six subscales namely, intrinsic motivation, integrated regulation, identified regulation, introjected regulation, external regulation and amotivation.

The Stress Appraisal Measure (SAM) was developed by Peacock and Wong (1989). It is a Likert type scale with 28 items based on the cognitive-relational theory. Each item is rated on a 5-point Likert scale. Moreover, this scale is made up of seven total subscales intended to measure an individual's primary appraisal of future events.

The construct of teachers' workload perception was measured through the Reilly Role Overload scale developed by Reilly (1982). The scale assesses the degree to which persons are overtaxed cognitively as a result of being under time pressure and having too many commitments and responsibilities. This scale is composed of 13 Likert-type items scored on a 5-point basis from strongly disagree to strongly agree.

On the other hand, a focus group discussion was conducted to collect the qualitative data. The main purpose of the focus group discussion was to identify the teachers' coping strategies and to give support and further interpretation to the quantitative data. The questions and activities in the focus group discussion were based on the results of the quantitative data. A total of 345 teachers were surveyed while 18 teachers are selected to participate in the focus group discussion. The teachers in the focus group discussion were divided into three focus groups.

Results and Discussion

Teachers' Workload Perception

A primary interest of the study is to identify the perception of teachers about their workload. As shown in table 1, the arrangement of scores is based on the level of intensity of the perceived work overload. A description of “*not at all*” means that teachers are not experiencing work overload, “*slightly*” means that there is a small degree of work or tasks among teachers but not close enough to work overload, “*moderately*” means that there is a reasonable or quite fairly amount of work or tasks in teachers' workload, “*considerably*” means that teachers are already experiencing work overload and “*extremely*” means that teachers' workload denotes that they are experiencing high work overload.

Table 1
Summary of Teachers' Work Overload Level

Scoring Range	Verbal Description	n	%
1-13	not at all	0	0
14-26	slightly	24	6.96
27-39	moderately	124	35.94
40-52	considerably	143	41.45
53-65	extremely	54	15.65

Note. n=345

The findings showed that workload perception is relative and can vary following the circumstances that the teacher has been experiencing (Göksoy & Akdağ, 2014). The results of the survey showed that 143 (42%) of the respondents perceived that they are experiencing work overload including the 54 teachers (16%) who indicated that they are experiencing a high level of work overload in their workplace. This is similar to the results of the study of Yazon and Ang-Manaig (2019) which revealed that teachers sometimes try doing more than one thing at a time and greatly feel that there is too much work to do. On the other hand, 124 teachers (36%) viewed their workload as something fair or reasonable while the remaining 24 teachers (7%) perceived that the work assigned to them is slightly few. This is an indicator that not all teachers experience work overload in their workplace.

Teachers' Stress Appraisal

As shown in Table 2, the sample as a whole showed that controllable-by-self ($M = 3.61$, $SD = 0.70$), and controllable-by-others ($M = 3.57$, $SD = 0.70$) were the stress appraisals that the majority of the teachers had when they are experiencing work overload. On the other hand, the results of SAM also showed different stress appraisals that teachers perform concerning the situation of work overload. These were challenge appraisal ($M = 3.47$, $SD = 0.71$), centrality appraisal ($M = 3.43$, $SD = 0.77$), overall perceived stress ($M = 3.13$, $SD = 0.76$), threat appraisal ($M = 2.92$, $SD = 0.90$) and uncontrollable-by-anyone appraisal ($M = 2.71$, $SD = 0.89$).

These results were similar to the idea that the number of work can create a burden to teachers which could also turn to stress (Amalu, 2013). Once this happens, it can compromise teachers' relationships, especially with their families (Bongco & Ancho, 2019) and it can make teachers overlook some essential things related to their job as teachers (Tancinco, 2016).

Table 2
Descriptive Statistics of Stress Appraisal Measure

Subscales	Mean	SD	Verbal Description
Controllable by self	3.61	.70	Considerably
Controllable by others	3.57	.70	Considerably
Challenge	3.47	.71	Moderately
Centrality	3.34	.77	Moderately
Overall perceived stress	3.14	.76	Moderately
Threat	2.92	.90	Moderately
Uncontrollable by anyone	2.71	.89	Moderately

Teachers' Coping Strategies

The teachers established that when non-teaching-related tasks on top of their demanding workload, they can still control their stress level. The teachers shared their different coping strategies to beat the stress that they were experiencing. They employ two different coping strategies in dealing with stress: they deal with the problem that is causing them stress or they regulate their emotions in a stressful situation. Similar to Lazarus and Folkman's (1984) perspective, there are two main types of coping strategies: those aimed at resolving the stressful encounter (problem-focused) and those utilized to regulate the unpleasant emotions that arise during the encounter (emotion-based).

As revealed by the teachers, they tend to overextend their energies just to finish the tasks and remove themselves from the stressful situation. The majority of the teachers said that to cope with stressful situations like work overload they tend to exert much effort in finishing the task. In a similar vein, Bongco and Ancho (2019) found out that teachers find it a challenge to complete mandated tasks within the eight-hour workday. All participants unanimously believe that the said time period is not enough to accomplish everything that has to be done.

On the other hand, a mixture of problem and emotion-focused coping was revealed by some teachers used in dealing with stressful tasks. As cited in Baqutayan (2015), research indicates that people use both types of strategies to combat the most stressful events (Folkman & Lazarus, 1980). It is revealed that sleeping and regaining energy are teachers' ways to cope with a stressful situation.

Teachers' Motivation

The main purpose of this study is to find out teachers' motivation in their work. As shown in Table 3, majority of the teachers had manifested intrinsic motivation as their work motivation ($M = 5.53$, $SD = 0.96$). It is followed by integrated regulation ($M = 5.52$, $SD = 0.95$), identified regulation ($M = 5.36$, $SD = 0.99$), introjected regulation ($M = 5.18$, $SD = 1.13$) and external regulation ($M =$

5.16, SD = 1.08). On the other hand, amotivation (M = 4.03, SD = 1.23) received the lowest response from the public-school teachers.

This was supported in the focus group discussion when teachers revealed different reasons why they are presently involved in their job. As expressed by the teacher-participants, they are mostly motivated because of the salary provided while also being motivated because of the love they have for teaching.

Table 3
Descriptive Statistics of Teachers' Motivation

Types of Motivation	Min	Max	Mean	SD
Intrinsic Motivation	2.67	7.00	5.53	.96
Integrated Regulation	2.00	7.00	5.52	.95
Identified Regulation	1.00	7.00	5.36	.99
Introjected Regulation	1.33	7.00	5.18	1.13
External Regulation	1.33	7.00	5.16	1.08
Amotivation	1.00	7.00	4.03	1.23

Note. n=345

However, although amotivation got the lowest mean from the survey, the results of the focus group discussion indicated that teachers are amotivated. Some of these reasons are mostly in line with their reaction toward the additional tasks that they have as teachers. The reasons are classified into *personal problems and overlapping tasks* (The overlapping of additional tasks to their teaching duties and personal problems), *the lack of appreciation, irrelevance of the task and reluctance, challenging tasks* (The situation when teachers are asked to do difficult tasks with no proper guidance or information), and *helplessness* (The situation where some teachers feel being stuck in a place where others already stop thriving).

Motivation as Predictor of Teachers' Workload Perception

As shown in Table 4, using the stepwise method, the results of the regression analysis indicated that as a whole, the model explains 31% of the variance and the results of the analysis of variance revealed an F ratio of 25.45 significant at .001. However, from all the predictor variables, amotivation was revealed to be the significant predictor of teachers' workload perception (B=1.51, p<0.001). The regression analysis also indicated that for every unit increase in amotivation, teachers' workload perception generated an increase of 1.50.

Table 4
Multiple Regression Analysis of Teachers' Motivation and Teachers' Workload Perception

Predictor Variable	B	Std. Error	Beta	Sig.
Amotivation	1.505	.134	.550	.000

Note. Dependent variable: Teachers' workload perception: *Adjusted R*² = .31; *F*=25.45 (*p*=.001)

The result showed that when teachers are amotivated they perceive work overload in their workplace. Based on the responses gathered in the focus group discussion, teachers lose their drive to work when tasks in both teaching and non-teaching-related tend to coincide at the same time. The overlapping of tasks is seen as an intractable problem by the teachers because of the different demands and responsibilities placed in their shoulders. Just like what Pelletier, Dion, Tuson, and Green-Demers (1999), stated in their study, individuals who have helplessness beliefs are daunted by the enormity and the severity of the environmental situation. The results supports Bakker, Demerouti and Euwena's (2005) study who cited that badly designed jobs or high job demands exhaust employees' mental and physical resources and therefore lead to the depletion of energy and health problems whereas the absence of job resources undermines motivation and leads to cynicism and reduced extra-role performance.

Motivation as Predictor of Stress Appraisal

Table 5 summarized the results of multiple regressions for each stress appraisal dimension and the type of motivation that appeared to be predicting them using the stepwise method.

Table 5
Summary of Multiple Regression Analyses of Teachers' Motivation and Teachers' Stress Appraisal

Dependent Variables	Predictor Variables	B	SE (B)	Beta	Sig.
1. Challenge	Amotivation	.192	.042	.250	.000
2. Threat	Amotivation	.466	.049	.477	.000
3. Centrality	Amotivation	.251	.046	.299	.000
4. Controllable-by-self	Intrinsic Motivation	.176	.083	.182	.035
5. Controllable-by-others	Intrinsic Motivation	.181	.083	.185	.030

6. Uncontrollable-by-anyone	Amotivation	.518	.047	.539	.000
7. Overall perceived stressfulness	Amotivation	.388	.042	.469	.000

Note: Dependent variable: Challenge Appraisal; *Adjusted R*² = .15; F=10.24 (*p*=.001); Dependent variable: Threat Appraisal; *Adjusted R*² = .28; F=22.23 (*p*=.001); Dependent variable: Centrality Appraisal; *Adjusted R*²=.16; F=10.30 (*p*=.001); Dependent variable: Controllable-by-self Appraisal; *Adjusted R*²=.09; F=5.37 (*p*=.001); Dependent variable: Controllable-by-others Appraisal; *Adjusted R*²=.11; F=6.72 (*p*=.001); Dependent variable: Uncontrollable-by-anyone Appraisal; *Adjusted R*²=.31; F=25.37 (*p*=.001); Dependent variable: Teachers' Overall Perceived Stress of Work Overload; *Adjusted R*²=.28; F=21.50 (*p*=.001)

Amotivation predicted Challenge Appraisal.

The results of the regression analysis indicated that as a whole, the model explains 15% of the variance while the results of the analysis of variance revealed an F ratio of 10.24 significant at *p*=.001. It also indicated that for every unit increase in amotivation, challenge appraisal generated an increase of .192. This result means that when teachers are amotivated, they will likely evaluate the situation of work overload as a challenge. Based on Legault, Green-Demers, and Pelletier's (2006), when a task is void of interesting or stimulating qualities and when it is boring, routine, tedious, arduous, or irrelevant, amotivation may ensue (Legault, Green-Demers & Pelletier, 2006).

Corollary to the aforementioned results, the focus group discussion about teachers' motivation has provided substantial findings that can support such results. Based on the responses of the teacher-participants, challenging tasks can also create amotivation especially if it is too difficult. When teachers harbor doubt and fear due to the difficulty of the tasks and the limited information they had about it, they tend to question themselves whether they can perform and deliver the output needed in the given situation.

Amotivation predicted Threat Appraisal.

Based on the results of multiple regression analysis, the model explains 28% of the variance and the results of the analysis of variance revealed an F ratio of 22.23 significant at .001. The results also indicated that for every unit increase in amotivation, threat appraisal generated an increase of .466. This result means that when they are amotivated, they evaluate the situation of work overload as threatening.

Similarly, the focus group discussion revealed that the anticipation of possible negative consequences like committing errors and being reprimanded signifies that there is a threat to the situation of work overload. Teachers' poor beliefs in their ability to handle their task assignments foster the feeling of disengagement which causes amotivation. This is in line with Callo (2014) who



stated that advancement implies changes and innovations, teachers who are not equipped with the skills and motivations needed by the changing and demanding world may perform poorly (Callo, 2014).

Amotivation predicted Centrality Appraisal.

The results of the regression analysis indicated that as a whole, the model explains 16% of the variance and the results of the analysis of variance revealed an F ratio of 10.30 significant at $p=.001$. On the other hand, the result of the regression analysis has indicated that for every unit increase in amotivation, centrality appraisal generated an increase of .251.

This means that when teachers are amotivated, they will likely appraise the situation of work overload as irrelevant. This is similar to the idea of Ryan (1995) that amotivation stems from not valuing an activity (as cited in Legault, Green-Demers & Pelletier, 2006). It was revealed in the focus group discussion that teachers feel amotivated when they think that the additional tasks that they do are no longer relevant to the main job that they have as teachers. It simply means that when teachers are amotivated, they do not value the tasks given to them or they do not find relevance in their assigned tasks.

Intrinsic Motivation predicted Controllable-by-self Appraisal.

The results of the regression analysis have also indicated the magnitude of influence of the predictor variable to the outcome variable. It is revealed that for every unit increase in intrinsic motivation, controllable-by-self appraisal generated an increase of .066. The results of the analysis of variance revealed an F ratio of 5.37 significant at $p=.001$.

This finding is in line with the concept of the Self-determination theory (SDT). It stated that autonomously motivated employees are equipped to deal with job demands because they consider their work as interesting and spontaneously satisfying. Thus, intrinsic motivation may make teachers perceived that stress can be controlled because of their interest in their job. Consequently, this result was supported in the focus group discussion when teachers expressed their joy in teaching. Teachers said that teaching makes them happy despite acknowledging the fact that teaching is stressful. Some teachers further added the words passion, commitment, and dedication in response to this reason.

Intrinsic Motivation predicted Controllable-by-others Appraisal.

The results of the regression analysis indicated that as a whole, the model explains 11% of the variance while the results of the analysis of variance revealed an F ratio of 6.72 significant at $p=.001$. The results of the regression analysis have also revealed that for every unit increase in intrinsic motivation, controllable-by-others appraisal generated an increase .074 respectively. This result is also in line with the concept of the Self-determination theory (SDT). It states that intrinsically motivated behaviors represent the prototype of self-determination. Intrinsic motivation refers to doing something because it is inherently interesting or enjoyable (Deci & Ryan, 2000).

Amotivation predicted Uncontrollable-by-anyone Appraisal.

The results of the regression analysis indicated that as a whole, the model explains 31% of the variance and the results of the analysis of variance revealed an F ratio of 25.37 significant at $p=.001$. On the other hand, the results of the regression analysis have indicated that for every unit increase in amotivation, uncontrollable-by-anyone appraisal generated an increase of .518 respectively.

It simply means that when teachers are amotivated, they found the situation of work overload as being uncontrollable. This is in line with the general concept of amotivation which is referred to as global helplessness beliefs (Pelletier, Dion, Tuson & Green-Demers, 1999). People who are in this state are unable to foresee how their contribution could bring about favorable outcomes on a large scale, and they eschew involvement in environmentally-conscious actions (Pelletier, Dion, Tuson & Green-Demers, 1999). Consequently, based on the results of the focus group discussion, teachers' current situation presents an uncontrollable dilemma among teachers not only because they are bombarded with different tasks but also because of the persistence of the situation over time. Teachers do not make those tasks for them but rather it was imposed on them. They have no choice but to always comply even though sometimes the tasks are already forsaking their important duties as teachers.

Amotivation predicted Overall Perceived Stress.

The results of the regression analysis indicated that as a whole, the model explains 28% of the variance and the results of the analysis of variance revealed an F ratio of 21.50 significant at $p=.001$. On the other hand, the results of the regression analysis have indicated that for every unit increase in amotivation, teachers' overall perceived stress of work overload generated an increase of .388.

The result showed that when teachers are amotivated they tend to perceive work overload as a stressful situation. If teachers are burdened with the extra load, their overall efficiency decreases, and teachers who are given appropriate loads are likely to attain a better level of teaching performance (Tancinco, 2016). This also indicates that teachers' workload and increasing tasks are contributing a lot to teachers' accumulation of stress in their job. The overlapping of tasks is seen as an intractable problem by the teachers because of the different demands. As a result, it creates frustration and exhaustion to teachers which eventually decreases their will to act in the given stressful situation.

Conclusions

As revealed by this study, teachers experienced work overload in their workplace but they perceived it as a combination of teaching and non-teaching-related tasks. They also employed varying stress appraisals depending on the task they were dealing with. The teachers utilized a combination of problem and emotion-focused coping strategies in addressing stress in their workplace. Moreover, work overload was seen as a common scenario in public schools and that

teachers constantly find ways to address the situation regardless of how stressful it may be.

On the other hand, the teachers' motivation showed varying motives why teachers teach and accomplish the additional tasks assigned to them. The motivation ranges from self-determined to non-self-determined form of behaviors. Although they all expressed inherent joy in teaching, the motivation that they have is not always self-determined. Teachers manifest self-determined and non-self-determined forms of behavior depending on the situation. However, from all these types of motivation, amotivation turned out to be the most significant predictor of the majority of the dependent variables in this study.

Based on the responses gathered in the focus group discussion, teachers lose their drive to work when tasks in both teaching and non-teaching-related tend to coincide at the same time. Aside from the numerous tasks, it is also revealed that teachers feel amotivated when they sense that the additional tasks that they do are no longer relevant to their main job as teachers. The difficulty of the situation also creates a challenge to teachers; however, instead of the feeling of enthusiasm, they harbor doubt and fear due to the limited information about the task and the difficulty of the task itself. When this happens, teachers question themselves whether they can perform well in the given situation. The anticipation of possible negative consequence like committing errors and being reprimanded signals reluctance among the teachers. In addition to this, the teachers also expressed that it is not just the situation that becomes uncontrollable but also the people around them. Some of them said that it is hard to grow in an environment when people are already fixed in the situation. They feel stuck because their colleagues already succumbed to the situation and do not thrive for growth and development anymore.

The aforementioned situations clearly show the preemption of three basic innate needs of teachers that caused them to be amotivated. Teachers' amotivation is seen as an antecedent to their negative beliefs and perceived negative consequences in their work environment. It also precedes and predicts the behavior they manifest toward their work which influences different facets of their perception and even stress appraisal.

Recommendations

It is recommended that the Department of Education (DepEd) address teachers' workload concerns by reducing the tasks that are no longer relevant to teaching. It means employing or creating items for administrative staff in the public schools so that the administrative responsibilities or duties will be performed by these positions.

School administrators can take a further action to find out the needs and emotions of their teachers in order for these needs to be addressed and for the teachers to become more productive. As mentioned in the results of the study, the teachers need to feel that they are appreciated.

Further research on management and distribution of tasks can be done and see how the tasks can be less of a burden to the teachers who have already been complaining as can be seen in the news reports. Mentoring is another area that can be looked into. The teachers mentioned that they needed more guidance in doing their tasks and that they need to feel that they are developing professionally and are becoming more competent in what they are doing.***

References

- Alhija, F. N.-A. (2015). Teacher Stress and Coping: The Role of Personal and Job Characteristics. *Procedia - Social and Behavioral Sciences*, 185, 374–380. doi: 10.1016/j.sbspro.2015.03.415
- Amalu, M. (2013). Impact of workload induced stress on the professional effectiveness of secondary school teachers in Cross River State. *Global Journal of Educational Research*, 13(1), 15. doi:10.4314/gjedr.v13i1.3
- Bakker, A., Demerouti, E., & Euwema, M. (2005). Job Resources Buffer the Impact of Job Demands on Burnout. Retrieved June 10, 2019, from https://www.isonderhouden.nl/doc/pdf/arnoldbakker/articles/articles_arnold_bakker_119.pdf
- Bongco, R. T., & Ancho, I. V. (2019). Exploring Filipino Teachers' Professional Workload. *Journal of Research, Policy & Practice of Teachers & Teacher Education*, 9(2), 19–29.
- Callo, E. C. (2014). Work Motivation: Essential Factor in Understanding Teachers' Performance. *International Journal of Management and Commerce Innovations*, 2(2), 444–449
- Deci, E., Vallerand, R., Pelletier, L., & Ryan, R. (1991). Motivation and Education: The Self-Determination Perspective. *Educational Psychologist*, 26(3), 325–346. doi:10.1207/s15326985ep2603&4_6
- Geronimo, F. (2020). The Mediating Role of Amotivation on Teachers' Workload Perception. Unpublished M.A. thesis. University of the Philippines.
- Göksoy, S., & Akdağ, Ş K. (2014). Primary and Secondary School Teachers' Perceptions of Workload. *Creative Education*, 05(11), 877–885. doi:10.4236/ce.2014.511101
- Hussain, S. T., Lei, S., Abideen, Z., & Hussain, S. H. (2015). Motivation in the Perspective of Self Determination Theory (SDT) between Work Environment and Job Satisfaction in Banking Sector. *International Business Research*, 8(11), 39. doi: 10.5539/ibr.v8n11p39

- Lazarus, R. S. (1993). From psychological stress to the emotions: A history of changing outlooks. *Annual Review of Psychology*, 44, 1–21. <https://doi.org/10.1146/annurev.ps.44.020193.000245>
- Legault, L., Green-Demers, I., & Pelletier, L. (2006). Why do high school students lack motivation in the classroom? Toward an understanding of academic amotivation and the role of social support. *Journal of Educational Psychology*, 98(3), 567–582. doi: 10.1037/0022-0663.98.3.567
- Ntoumanis, N., Edmunds, J., & Duda, J. L. (2009). Understanding the coping process from a self-determination theory perspective. *British Journal of Health Psychology*, 14(2), 249-260. doi:10.1348/135910708x349352
- Parker, S. L., Jimmieson, N. L., & Amiot, C. E. (2010). Self-determination as a moderator of demands and control: Implications for employee strain and engagement. *Journal of Vocational Behavior*, 76(1), 52-67. doi:10.1016/j.jvb.2009.06.010
- Peacock, E. J., & Wong, P. T. (1990). The stress appraisal measure (SAM): A multidimensional approach to cognitive appraisal. *Stress Medicine*, 6(3), 227-236. doi:10.1002/smi.2460060308
- Pelletier, L. G., Dion, S., Tuson, K., & Green-Demers, I. (1999). Why Do People Fail to Adopt Environmental Protective Behaviors? Toward a Taxonomy of Environmental Amotivation. *Journal of Applied Social Psychology*, 29(12), 2481–2504. doi: 10.1111/j.1559-1816.1999.tb00122.x
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68–78. doi: 10.1037/0003-066x.55.1.68
- Tan, J. S. T. (2017). Factors Affecting Stress among Faculty Members of Public Universities in the Philippines: A Multiple Regression Analysis. *International Journal of Psychological Studies*, 9(3), 64. doi: 10.5539/ijps.v9n3p64
- Tancinco, N. P. (2016). Status of Teachers' Workload and Performance in State Universities of Eastern Visayas: Implications to Educational Management. *IOSR Journal of Business and Management*, 18(6), 46-57. Retrieved November 8, 2018, from <http://iosrjournals.org/iosr-jbm/papers/Vol18-issue6/Version-4/H1806044657.pdf>
- Tomacruz, T. (2018, Sept 25). Teachers complain of 'excessive' workload; DepEd says these are 'legal, necessary'. Retrieved from <https://www.rappler.com/nation/teachers-call-out-excessive-workload-deped-says-legal-necessary>

- Trépanier, S., Fernet, C., & Austin, S. (2012). The moderating role of autonomous motivation in the job demands-strain relation: A two sample study. *Motivation and Emotion*, 37(1), 93-105. doi:10.1007/s11031-012-9290-9
- Yazon, A. D., & Ang-Manaig, K. (2019). Emotional Intelligence and Occupational Stress among Filipino Teachers. *Universal Journal of Educational Research*, 7(11), 2303–2313. doi: 10.13189/ujer.2019.071108