

A Two-Way ANOVA Analysis on the Influence of Subject Load and Teaching Experiences on Teacher Productivity

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Abstract. This study investigated the impact of subject load and teaching experience on teacher productivity in Laak North District, Davao de Oro Schools Division. Utilizing a quantitative design through descriptive and inferential statistics, the study analyzed data from 158 teacher-respondents using survey instruments aligned with the Results-Based Performance Management System (RPMS). Teachers were classified by subject load—low (2 subjects), moderate (3 subjects), and high (4 subjects)—and teaching experience—novice (<3 years), intermediate (3–5 years), and experienced (≥5 years). Descriptive results revealed that most teachers had moderate subject loads and were in the intermediate experience bracket. Productivity levels were generally rated as extensive, though certain RPMS components such as professional growth support and recognition mechanisms showed moderately extensive ratings. Two-way ANOVA results indicated a significant interaction effect between subject load and teaching experience on teacher productivity ($F = 4.857$, $p = .001$), highlighting the varying influence of workload depending on a teacher's career stage. The study concludes with a recommendation for differentiated workload policies and mentoring programs to enhance productivity and reduce attrition among early-career teachers. These findings have implications for instructional planning, human resource management, and performance-based policy interventions.

KEY WORDS

1. Teacher productivity
2. subject load
3. teaching experience
4. RPMS
5. Two-Way ANOVA
6. Teacher workload
7. DepEd Policy
8. Instructional effectiveness

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1. Introduction

Teachers frequently encounter considerable obstacles to their productivity, especially regarding the number of subjects they teach and their years of classroom experience. As the number of subjects increases, teachers may find it challenging to dedicate sufficient preparation time and resources to each one, compromising the quality of instruction. This heavy subject load can lead to heightened stress and burnout, adversely affecting their effectiveness and ability

to engage students meaningfully. Although experienced teachers usually have well-developed teaching strategies and classroom management techniques, they still face the challenge of adjusting to new curricula or educational technologies, necessitating continuous learning and adaptation. Meanwhile, novice teachers, despite their enthusiasm, often struggle with the steep learning curve tied to classroom management and lesson planning, which can in-

tensify the pressure of managing multiple subjects. Teachers' productivity in international settings faces significant challenges due to high subject loads and varying years of experience. In the United States, Azainil (2021) highlights that many teachers feel overwhelmed by excessive teaching responsibilities, which detracts from their ability to provide effective instruction and support for student learning. The pressure of managing multiple subjects can lead to increased stress and burnout, adversely affecting teachers' engagement and the quality of education they deliver. This scenario underscores the critical need for manageable workloads to enhance teachers' effectiveness in the classroom. In Australia, Ely (2024) emphasizes the importance of manageable workloads for educators, arguing that excessive subject loads can result in teacher burnout and diminished instructional quality. This suggests that teachers' capacity to engage students and foster an optimal learning environment is compromised when they are overburdened. By advocating for a balanced approach to subject assignments, the research highlights the necessity of supporting teachers to maintain high productivity levels and enhance student outcomes, reinforcing the connection between teacher well-being and educational effectiveness. In developing countries, limited resources and support systems often exacerbate challenges. Ye and Li (2024) notes that teachers in rural areas of Tanzania frequently juggle multiple subjects with minimal assistance, which significantly impacts their productivity and, in turn, student performance. The study reveals that inadequate infrastructure, lack of professional development opportunities, and high subject loads contribute to a challenging teaching environment, making it difficult for educators to deliver quality instruction. These international perspectives illustrate the pressing need for educational reforms that prioritize manageable workloads and support for teachers across diverse contexts. In the Philippines, teachers

often grapple with high subject loads that significantly affect their productivity and the quality of education they provide. According to a study by Cardona (2023), many teachers are assigned multiple subjects across different grade levels, leading to overwhelming workloads that hinder their ability to prepare effectively and deliver quality instruction. The study highlights that this excessive load often results in stress and burnout, impacting teachers' motivation and engagement. The educational experience can be compromised, emphasizing the need for a more balanced approach to teacher assignments. Furthermore, the relationship between teaching experience and productivity in the Philippine context is also critical. A study by Villamarzo, C.C., Ching, D. (2024) found that while experienced teachers generally possess effective pedagogical skills, they often face the challenge of adapting to new educational frameworks and curricula, particularly when managing a heavy subject load. This difficulty can lead to frustration and a decline in teaching effectiveness, as experienced educators may struggle to integrate innovative teaching methods while juggling multiple responsibilities. The findings suggest that providing adequate support and professional development opportunities is essential for maximizing the productivity of both novice and experienced teachers. Moreover, the obstacles encountered by educators in remote and underserved regions intensify productivity issues. Research by Albus (2023) shows that teachers in these areas frequently lack access to vital resources and professional development, hindering their ability to manage their subject loads efficiently. The findings indicate that inadequate infrastructure, along with high teacher-to-student ratios, results in a setting where teachers struggle to provide quality instruction, adversely affecting student learning outcomes. Tackling these systemic challenges is essential to improving teachers' productivity and ensuring equitable educational opportunities for all students in the Philippines.

In Laak North, Davao de Oro, teachers encounter specific challenges that significantly affect their productivity and students' educational outcomes. This situation reveals that educators in the region often deal with substantial subject loads, made worse by inadequate resources and infrastructure, which obstruct their capacity to deliver effective teaching. The researchers discovered that many teachers are responsible for multiple subjects across various grade levels, resulting in heightened stress and burnout, which ultimately diminishes their motivation and engagement in the classroom. Furthermore, the study underscores the necessity for dedicated professional development programs and support systems to assist teachers in effectively managing their workloads and improving their instructional quality. Tackling these challenges is essential for enhancing educational standards and ensuring that students in Laak North receive the high-quality education they deserve.

1.1. Review of Significant Literature — This section presents relevant studies on the interconnected domains of teacher workload, teaching experience, productivity, and their effects on students' academic performance. The review draws from both local and international literature to inform the present research.

1.1.1. Subject Loads—Subject load refers to the number and complexity of subjects a teacher handles within an academic term. Heavy subject loads impact lesson planning, classroom management, and overall teaching quality, especially for novice teachers who may lack adaptive strategies (Hakami et al., 2024). In technology-integrated environments like Computer-Supported Collaborative Learning (CSCL), orchestration load is also affected by task complexity and class size, compounding cognitive demands on teachers.

Research has also linked subject load to instructional clarity and cognitive load theory. Bolkan and Goodboy (2024) noted that teacher clarity reduces extraneous cognitive

load, enhancing student engagement, particularly among learners with high working memory capacity. Similarly, Kala and Ayas (2023) emphasized the need for instructional design that manages element interactivity to support retention and knowledge transfer. In classroom settings, cognitive load is shaped not just by content, but by delivery methods and structural demands (Albus Seufert, 2023).

1.1.2. Teaching Experience—Teaching experience encompasses years of service, classroom management, and pedagogical growth. Experienced teachers are typically more effective at curriculum delivery, differentiating instruction, and building relationships with learners (Gore et al., 2024). However, experience alone does not guarantee effectiveness—it must be supported by ongoing professional development and adaptability to new pedagogies.

Contrary to assumptions, Sinclair (2024) and Chen Cao (2024) found that both novice and experienced teachers performed similarly in adopting innovative, tech-based instruction when properly trained. Likewise, Peng et al. (2022) observed that problem-posing skills in math did not necessarily improve with experience, suggesting that targeted skill development is essential regardless of tenure.

1.1.3. Teacher Productivity—Teacher productivity refers to how effectively educators facilitate learning, manage classrooms, and influence student outcomes. It is shaped by workload, professional development, leadership support, and discipline structures (Azainil et al., 2021). Productive teachers foster positive environments, maintain instructional flow, and adapt to student needs.

Studies by Hermanu et al. (2024) and Ely (2024) emphasize the influence of leadership and collaborative planning on productivity. Meanwhile, Cardona (2023) advocates for integrating research with classroom practice to foster inquiry-based teaching and sustained professional growth. Effective produc-

tivity frameworks consider both output (student achievement) and input (training, collaboration, resources).

1.1.4. Students' Performance Outcomes—Student academic outcomes are indicators of teaching effectiveness and institutional quality. They are assessed via tests, assignments, and engagement metrics. Factors influencing performance include instructional clarity, learning strategies, and teacher-student interaction.

Zhang et al. (2024) found that students who used focused self-explanation prompts while learning from video lectures exhibited higher performance, lower cognitive load, and better information recall. This underscores the importance of aligning instructional strategies with cognitive preferences to optimize student outcomes.

1.2. Synthesis—This study, titled "Examining the Impact of Subject Load and Teaching Experience on Teacher Productivity," synthesizes several key concepts to explore their interrelationships and implications for educational effectiveness. The dependent variable, teacher productivity, is measured through results-based performance indicators and students' performance outcomes, creating a direct link between the independent variables and educational effectiveness. By employing a Two-Way ANOVA approach, the study aims to uncover both the main and interaction effects of subject load and teaching experience, ultimately providing insights that can guide educational policies and practices aimed at enhancing teacher support and optimizing student success. Through this comprehensive framework, the research underscores the importance of balancing teacher workloads and leveraging experience to foster a productive educational environment that benefits both teachers and students.

1.3. Theoretical Framework—The study is rooted in several theories. The first is Albert Bandura's Self-Efficacy Theory, which highlights the importance of believing in one's abil-

ity to succeed in various situations. Such belief can greatly enhance their productivity; teachers who feel skilled in juggling multiple subjects tend to engage their students better and promote positive academic results. Understanding the relationship between subject load and teacher self-efficacy can reveal how manageable workloads boost teachers' confidence, subsequently improving their effectiveness in the classroom (Ye and Li, 2024). The second concept is the Teacher Effectiveness Theory, which Conroy (2022) suggests encompasses various elements that impact a teacher's capacity to positively affect student learning outcomes. This theory includes instructional strategies, classroom management, and assessment practices. Considering the high demands placed on teachers, this theory sheds light on how these challenges may hinder their effectiveness. By examining the factors that either promote or limit teacher effectiveness, such as teaching experience, the study aims to pinpoint specific strategies educators can implement to enhance their productivity, ultimately boosting student performance. The Load Theory of Attention, introduced by Nilli Lavie (cited by Sinclair, 2024), posits that cognitive load influences an individual's capacity to process information and perform tasks effectively. In educational contexts, teachers juggling multiple subjects may face increased cognitive demands, which can impede their ability to provide high-quality instruction and engage students. This theory is particularly significant for this study as it highlights the detrimental effects of excessive subject loads on teachers' attentional resources and, consequently, their productivity. By exploring the relationship between cognitive load and teaching experience, the research aims to offer insights into workload management strategies that can improve both teacher and student performance. Lastly, the Social Learning Theory, also proposed by Albert Bandura, as cited by Gore, et.al., (2024) emphasizes the role of observational learning and

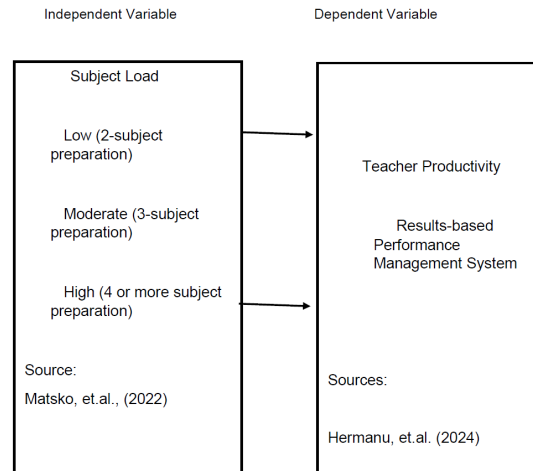


Fig. 1. Conceptual Framework of the Study

modeling in acquiring behaviors and skills. In the context of education, this theory highlights the importance of collaborative practices and mentorship among teachers. Experienced teachers can be role models for novice educators, demonstrating effective strategies for managing subject loads and enhancing student engagement. By incorporating Social Learning Theory, the study can explore how collaboration and shared experiences among teachers influence their productivity and professional growth, offering insights into the benefits of mentorship and peer support in the educational environment. Figure 1 presents the variables under study. In the framework of the study utilizing Two-Way

ANOVA, the independent variables are subject load and teaching experience, both of which are critical factors influencing teacher productivity. Subject load is categorized into three levels: low (2 subjects), moderate (3 subjects), and high (4 or more subjects). This variable aims to assess how the number of subjects teachers assign affects their ability to deliver quality instruction and effectively manage classroom activities. As the subject load increases, teachers may face time management and instructional preparation challenges, which could negatively impact their productivity and, consequently, student performance outcomes.

The second independent variable, teaching experience, is segmented into three groups: novice (less than 3 years), intermediate (3 to 5 years), and experienced (5 or more years). This classification allows the study to explore how varying levels of experience among teachers correlate with their productivity. More experienced teachers may possess refined pedagogical skills and classroom management techniques, potentially leading to more effective teaching practices. Conversely, novice teachers might struggle with workload management, impacting their productivity and the academic outcomes of their

students. In this framework is teacher productivity, assessed using key performance indicators such as results-based performance evaluations and student academic outcomes, with particular emphasis on General Scholastic Aptitude (GSA). The study seeks to explore the interaction between subject load and teaching experience and their combined influence on teacher productivity. Through the application of Two-Way ANOVA, the analysis will identify both main and interaction effects of the independent variables, offering valuable insights into how these factors jointly impact teachers' effective-

ness in fostering student achievement.

1.4. Statement of the Problem—This is purposely conducted to analyze the impact of subject load and teaching experiences on

teacher productivity in Laak North, Davao de Oro Schools Division. This specifically seeks to answer the following statement of the problem:

- (1) How is the subject load of teachers classified in terms of:
 - (1) Low (2 subject preparations)
 - (2) Moderate (3 subject preparations); and
 - (3) High (4 or more subject preparations)?
- (2) How is the teaching experience of teachers categorized in terms of:
 - (1) Novice (less than 3 years);
 - (2) Intermediate (3 to 5 years); and
 - (3) Experienced (5 years or more)?
- (3) What is the level of teacher productivity in terms of scores in (RPMS) Results-based Performance Management System?
- (4) Is there an interaction effect between subject load and teaching experience on teacher productivity?
- (5) Do different levels of subject load significantly affect productivity differently based on the teacher's experience level?

1.5. Hypotheses—To provide empirical evidence given the posed theoretical and conceptual frameworks, null hypotheses were tested, stating: Null Hypothesis 1 (H0): There is no interaction effect between subject load and teaching experience on teacher productivity; Null Hypothesis 2 (H0): Levels of subject load do not significantly affect productivity based on the teacher's experience level

The results will be of significance to the following:

Teachers – The study may highlight the need for targeted professional development opportunities based on teaching experience and subject load, enabling teachers to enhance their skills and productivity. Findings can inform teachers about optimal workloads, helping them to manage their responsibilities more effectively and reducing burnout.

Learners – By understanding how teachers' subject loads and experience levels affect productivity, schools can implement strategies that enhance teacher effectiveness, ultimately leading to better student academic performance.

School Principal and Administrators. Insights from the study can help educators better address the diverse needs of learners, ensuring that instructional approaches are suited to different learning styles and capabilities. **School Principals** – The study can guide school heads in creating supportive structures, such as mentorship programs for novice teachers or workload adjustments, that promote teacher effectiveness.

Public School Teacher Supervisors – Results can inform policies regarding teacher assignments and professional development programs at the district level, ensuring that they align with the needs of teachers and students. The study's insights can aid in strategically allocating resources to schools based on the relationship between subject load, teaching experience, and productivity.

DepEd Officials – The findings may influence curriculum design and instructional strategies promoted by the Department of Education, ensuring they support teacher productivity and student learning outcomes. Insights from the research can contribute to initiatives aimed at

improving teacher performance and job satisfaction, enhancing overall educational quality in public schools.

Future Researchers – Future researchers can adopt the methodologies and frameworks used in this study to investigate related topics, such as teacher wellbeing, student engagement, and educational policy effectiveness. This study defined the terms conceptually and operationally to understand better and reference them when discussing results in the preceding chapters. Subject load refers to the number and complexity of different subjects that a teacher is assigned to teach within a specific academic period, encompassing the total quantity of subjects and the associated demands of each. In the study titled "Examining the Impact of Subject Load and Teaching Experience on Teacher Productivity," subject load is utilized as a primary independent variable in a Two-Way ANOVA analysis to investigate its effects on teacher productivity. The study aims to assess how varying workloads influence productivity outcomes, including student performance and teacher self-evaluations, by categorizing subject load into low, moderate, and high levels. Additionally, the study examines the interaction between subject load and teaching experience, aiming to understand how these factors collectively influence overall teacher effectiveness and inform practices for optimal workload distribution in educational settings.

Teaching experience – In the study titled

"Examining the Impact of Subject Load and Teaching Experience on Teacher Productivity," teaching experience is employed as a critical independent variable in a Two-Way ANOVA analysis to evaluate its influence on teacher productivity outcomes. By categorizing teaching experience into levels such as novice (0-2 years), intermediate (3-5 years), and experienced (more than 5 years), the study seeks to determine how varying levels of experience affect productivity indicators, including student performance and self-evaluations. Furthermore, the research examines the interaction between teaching experience and subject load to assess whether the effects of workload on productivity differ based on the teacher's experience level, thereby providing insights into effective teaching practices and support mechanisms tailored to educators at different stages of their careers.

Teacher productivity – Refers to the effectiveness and efficiency with which educators deliver instruction, manage classrooms, and contribute to student learning outcomes. It encompasses various indicators, including student performance on assessments, the quality of lesson plans, classroom engagement, and overall teacher effectiveness as perceived through self-evaluations or peer assessments. By exploring these connections, the research intends to pinpoint essential factors that either boost or impede teacher productivity, thereby guiding strategies to enhance teaching effectiveness and improve student learning environments.

2. Methodology

This chapter presents the study's methodology, including the research design, sampling, data collection instruments, procedures, ethical considerations, and data analysis. These elements ensure the study's validity, reliability, and accuracy in generating and interpreting data.

2.1. Research Design —The appropriate design for this study is a causal-comparative design utilizing a Two-Way Analysis of Variance (ANOVA). This is a non-experimental design

that identifies cause-and-effect relationships by comparing groups based on a predetermined variable without manipulating any of the variables involved (Creswell, 2020)). In this de-

sign, the researcher investigated existing group differences to determine potential cause-and-effect relationships by examining how one or more independent variables influence a dependent variable. According to Creswell (2020), such quantitative approaches are effective for exploring variable relationships in educational settings. The use of Two-Way ANOVA is appropriate in this context, as it enables the simultaneous analysis of two independent variables and their interaction effect on a dependent variable, offering a more nuanced understanding of the factors involved. This design is commonly employed in educational research to explore complex and multifactorial influences on learning outcomes. In this study, Two-Way ANOVA is applied, for it is crucial for analyzing the complex interactions between the independent variables of subject load and teaching experience on the dependent variable of teacher productivity. Two-Way ANOVA enables researchers to investigate whether the impact of varying subject loads differs based on the level of teaching experience, thereby revealing insights into how novice, intermediate, and experienced teachers may respond differently to their assigned workloads.

2.2. Ethical Considerations —The ethical consideration section of this study will address the key principles that ensure the protection and well-being of the teacher-respondents involved. This includes adhering to principles of confidentiality, obtaining informed consent, and ensuring the voluntary nature of participation.

Social Value – I recognize the significant social value it holds in promoting better educational practices and policies. By exploring the relationship between teacher workload and experience, I aim to provide insights that can help educators manage their responsibilities more effectively, ultimately enhancing their well-being and improving student outcomes. This research underscores the ethical responsibility I have to prioritize the welfare of both teachers and

learners, advocating for a balanced approach to workload distribution that fosters professional growth and job satisfaction. I believe that the findings from this study can contribute to creating supportive educational environments that benefit not only teachers but also the broader school community, thus reinforcing the importance of ethical considerations in educational research.

Informed Consent and Assent – I stress the importance of securing informed consent and assent from all participants. My priority is to ensure that teachers are fully aware of the study's objectives, procedures, potential risks, and benefits before they consent to participate. To facilitate this, I will provide clear and accessible information, allowing them to make informed decisions without coercion. Additionally, I recognize that some participants may be vulnerable or in positions where they feel pressured to participate, so I will ensure that their right to decline or withdraw from the study at any time is respected. By prioritizing informed consent and assent, I aim to uphold ethical standards in my research, fostering trust and transparency while protecting the rights and well-being of all participants involved.

Vulnerability of Research Respondents – I am acutely aware of the potential vulnerability of the research respondents, particularly teachers who may feel pressured due to their professional roles and responsibilities. Understanding that some participants might worry about the implications of their responses on their job security or professional relationships, By addressing the vulnerability of my respondents, I aim to uphold ethical research standards and foster a sense of trust, allowing for honest and open contributions to the study.

Privacy and Confidentiality – I place a strong emphasis on the privacy and confidentiality of all research participants. I understand that teachers may have concerns about how their responses could be used or shared, so I am com-

mitted to protecting their identities and personal information throughout the research process. Furthermore, I will only share aggregated results in reports and publications, which will prevent the identification of individual respondents. By prioritizing privacy and confidentiality, I aim to create an environment where participants feel safe and comfortable sharing their experiences, ultimately enhancing the integrity of my research.

Risk, Benefits and Safety – I am committed to minimizing any potential risks, such as emotional distress or discomfort that may arise from discussing workload and teaching experiences. I will ensure participants are informed about the study's aims and can ask questions or express concerns anytime. The benefits of this research are significant, as it aims to provide valuable insights that can lead to improved teacher productivity and better educational practices, ultimately benefiting both teachers and students. Additionally, I will implement appropriate safety measures, such as ensuring a comfortable and private setting for interviews or surveys, to create a supportive environment for participants. By prioritizing risk management, benefits realization, and participant safety, I strive to uphold the highest ethical standards in my research.

Justice – I aim to ensure that the selection of teachers for this study reflects a diverse range of experiences and backgrounds, allowing for a comprehensive understanding of how subject load and teaching experience impact productivity across different contexts. By doing so, I strive to avoid any biases that could marginalize certain groups and ensure that all voices are heard. Furthermore, I will be transparent about how the findings will be utilized, ensuring that the benefits derived from the research are shared equitably with all stakeholders, particularly those who contribute their insights and experiences. By prioritizing justice in my research design, I hope to contribute positively to

the educational community while upholding ethical standards that respect and honor the rights of all participants.

Transparency – I prioritize transparency as a fundamental ethical consideration throughout the research process. I will be open about any funding sources or affiliations that may influence the research, thus allowing participants to make informed decisions regarding their involvement. By fostering a transparent research environment, I aim to build trust with participants, encouraging honest and candid responses that will enrich the study's findings and contribute to the integrity of the research process.

Qualification of the Researcher – I acknowledge the importance of my qualifications as a researcher in ensuring ethical rigor and credibility throughout the research process. I have a background in education and experience in conducting research related to teaching practices and educational outcomes. This expertise equips me with the necessary skills to design a robust study, analyze data effectively, and interpret findings accurately. Furthermore, I am committed to adhering to ethical research standards, including obtaining informed consent and ensuring participant confidentiality. By demonstrating my qualifications and commitment to ethical standards, I aim to foster trust with participants and stakeholders, all involved

Conflict of Interest – I am fully aware of the potential for conflicts of interest and am committed to addressing them transparently. I recognize that any personal, financial, or professional affiliations could influence the research process or outcomes, and it is my responsibility to disclose these factors to ensure the integrity of the study. I will openly communicate any relationships with educational institutions, organizations, or individuals that may be perceived as influencing my objectivity. By prioritizing transparency in this regard, I aim to uphold the ethical standards of research and maintain trust with participants and stakeholders. This ap-

proach not only safeguards the credibility of my findings but also reinforces my commitment to conducting ethical research that serves the best interests of the educational community.

Adequacy of Facilities – I recognize the significance of ensuring the adequacy of facilities for conducting research effectively and ethically. I am committed to utilizing appropriate resources, including suitable spaces for interviews or focus groups, as well as access to necessary technology for data collection and analysis. This includes ensuring that the environment is conducive to open dialogue and confidentiality, allowing participants to share their insights comfortably. Moreover, I will ensure that all facilities meet any safety and accessibility standards required for research activities. By prioritizing the adequacy of facilities, I aim to create a supportive and professional environment that facilitates meaningful engagement with participants, ultimately enhancing the quality and reliability of the research outcomes.

Community Involvement – I emphasize the importance of community involvement as a key ethical consideration. I believe that engaging with the educational community, including teachers, school leaders, and local education authorities, is vital for ensuring that the research is relevant and beneficial. To foster this involvement, I plan to collaborate with local schools and educational organizations to gather insights and feedback throughout the research process. This participatory approach enriches the study by incorporating diverse perspectives and promotes a sense of ownership among community members regarding the findings and their implications. By actively involving the community, I aim to ensure that the research contributes positively to local educational practices and supports improving teaching and learning environments.

2.3. Research Respondents —In determining the appropriate sample size for this study, Slovin's formula was applied to ensure a rep-

resentative selection of respondents from the population of 160 teachers in Laak North District, Davao De Oro. Given a 5 percent margin of error, the computed sample size is 114 teachers. This number ensures that the study captures a sufficient and reliable population subset while minimizing sampling errors. By using this scientifically established formula, the study upholds statistical rigor and enhances the validity of the data collected, allowing for meaningful analysis and interpretation of the findings. The selection of respondents for the study, "Influence of Subject Load and Teaching Experience on Teacher Productivity," is guided by three key inclusion criteria to ensure the relevance and reliability of the data collected. First, the respondents must be officially employed teachers within the designated research locale, actively handling instructional responsibilities. This ensures that the participants are directly engaged in teaching and are experiencing the effects of subject load and accumulated teaching experience. Second, they must have at least one year of teaching experience, as this duration allows for a more substantial understanding of workload demands and professional growth, making their insights valuable in assessing teacher productivity. Lastly, respondents must be assigned to multiple subject loads or varying teaching schedules to accurately reflect the study's focus on workload distribution and its potential impact on teaching effectiveness. These inclusion criteria ensure that the participants provide credible and meaningful perspectives that align with the study's objectives, contributing to a comprehensive analysis of how subject load and teaching experience influence teacher productivity.

2.4. Research Instrument —In this research study, the researcher employed an adapted instrument derived from a comprehensive review of literature and related studies of Seufert, et.al., (2024) on The Interplay of Cognitive Load, Learners' Resources and Self-Regulation; Matsko, et.al., (2022) and Hermanu,

et.al., (2024). A dedicated effort was made to collect and scrutinize literature to extract concepts that informed the content and offered support for the instrument and its associated strands. This meticulous process articulated a set of question items, addressing potential threats to the study's validity. The research instrument has two parts. Part 1 collects the respondents' profile, subjects load and the number of years they taught in public schools, the RPMS rating during the last three school years, its corresponding descriptive rating, and the students' performance outcome. These data are in nominal categorical in nature. The respondents will use the survey instruments provided by the researcher. Following Creswell's (2020) guidance on instrument validation in quantitative research, the

survey statements will undergo test-retest and reliability testing using Cronbach's Alpha at a .05 confidence level. Cronbach's Alpha is a widely used measure of internal consistency that evaluates how closely related a set of survey items are as a group, thereby reflecting the reliability of a construct. An alpha value of 0.70 or higher is considered acceptable, with values above 0.80 indicating good reliability and those above 0.90 reflecting excellent reliability. In this study, a Cronbach's Alpha of 0.855 demonstrates high reliability and internal consistency of the instrument. The questionnaire employed a 3-point Likert-type scale to assess variations in subject load and teaching experience. The corresponding scale, descriptive ratings, and interpretations are presented below.

Score	Descriptive Rating	Interpretation
3	High / Experienced	Subject load preparation and handled is in more than 4 loads. Teaching experience is in 5 years or more.
2	Moderate / Intermediate	Subject load preparation and handled is in 3–4 loads. Teaching experience is in 3 to 5 years.
1	Low / Novice	Subject load preparation and handled is in less than 3 loads. Teaching experience is 2 years and below.

Meanwhile, to determine the level of teacher productivity, a 5-point Likert-type scale is used in this study, as presented below;

Scale	Descriptive Rating	Interpretation
4.20 – 5.00	Very Effective	Teacher productivity is highly manifested.
3.40 – 4.19	Effective	Teacher productivity is manifested.
2.60 – 3.39	Moderately Effective	Teacher productivity is moderately manifested.
1.80 – 2.59	Less Effective	Teacher productivity is rarely manifested.
1.00 – 1.79	Ineffective	Teacher productivity is not manifested.

2.5. Data Gathering Procedure—Guidelines for this process adhere to the policies of The Rizal Memorial Colleges, Inc. As part of the formal request, researchers delineate their intentions regarding data collection, analysis, and dissemination, aligning these with the overarching research goals. Anticipated concerns or questions from recipients are proactively ad-

dressed in this communication, providing assurances on ethical safeguards, confidentiality measures, and the potential benefits of the study. The formal permission request explicitly seeks authorization to proceed, emphasizing the pivotal role of their support in ensuring the research's success.

Permission to conduct the study – Prior to

data collection in October 2024, the researcher secured formal approval from key authorities, including the research adviser, the Dean of The Rizal Memorial Colleges, Inc., and the top officials of the DepEd Davao de Oro Division. This process entailed submitting a detailed research proposal describing the study's design, methodology, and anticipated risks and benefits. The proposal also outlined the objectives, data collection procedures, and plans for data analysis and reporting, ensuring transparency and adherence to institutional protocols. Furthermore, in December 2024, immediately after the conducted colloquium, the researcher took steps to ensure that all participants were fully informed about the study, their rights, and the nature of their involvement. Informed consent was obtained from each participant before they participated in the study. The researcher committed to data accuracy and completeness during the last week of January 2025. The distribution and retrieval of questionnaires were conducted using a standardized and systematic approach, ensuring reliability in collecting responses from participants.

Collation and statistical treatment of data – The researcher took time in data management. She ensured that accurate data gathered were sorted accordingly through Microsoft Excel and later transferred to JASP. All necessary information was collected. Consistency was also considered to make it relevant to the problem's statement. Reliability and validity were reviewed to lessen the degree of error in the analysis.

2.6. Data Analysis —The study was purposely conducted to analyze the impact of subject load and teaching experience on teacher productivity in Laak North District, Davao de

Oro Schools Division. To answer statement problem number 1, frequency count, percentage scores, mean, and descriptive interpretation shall be used. To answer statement problems number 2, 3, 4, and 5, the Two-Way ANOVA will be used to test for interaction effects between the subject loads, teaching experiences, and teacher productivity. A two-Way ANOVA study would analyze how the different combinations of subject load and teaching experience affect teacher productivity. This approach allows you to explore the main effects of each independent variable and any potential interaction effects between them. Post-hoc tests are employed in a Two-Way ANOVA study when significant differences among group means are identified, particularly in situations involving more than two groups. These tests are useful for clarifying which specific groups differ when significant main effects are found for either independent variable, such as subject load or teaching experience. In this study post hoc tests are essential for analyzing the relationships between the independent variables subject load (with levels such as low, moderate, and high) and teaching experience (including novice, intermediate, and experienced) and the dependent variable, teacher productivity. If the Two-Way ANOVA reveals significant main effects for either subject load or teaching experience, post hoc tests help identify which specific levels contribute to differences in productivity. Additionally, if a significant interaction effect is found, post hoc tests clarify how the combination of subject load and teaching experience impacts teacher productivity, allowing for a nuanced understanding of these relationships and their implications for educational practices.

3. Results and Discussion

This chapter presents the results and analysis of the data collected to investigate the influence of subject load and teaching experience on teacher productivity in Laak North District, Davao de Oro Schools Division. A quantitative approach was employed, specifically utilizing Two-Way

Analysis of Variance (ANOVA), to examine both the main effects and interaction effects of the independent variables subject load and teaching experience on the dependent variable, teacher productivity, as reflected in the Results-Based Performance Management System (RPMS) ratings for the 2024–2025 school year. It highlights the classification of teachers based on their subject load and teaching experience, the variations in productivity scores across these classifications, and the presence of any significant interaction effect between the variables. The findings are interpreted about relevant literature and current educational contexts, providing insights into how workload and tenure influence teacher performance in public schools.

3.1. Teachers' Load Classification in the Context of Subject Loading and Parental IEP Collaboration—The classification of teachers' load, particularly through subject loading, is a crucial factor in understanding the capacity of educators to meaningfully engage with various stakeholders in the learning process, including parents of children with special education needs (SEN). Subject loading refers to the number of subject preparations assigned to a teacher, typically categorized as low (2 or fewer), moderate (3), or high (4 or more). The amount of subject load not only influences instructional planning and delivery but also impacts the teacher's availability for individualized support and collaboration, especially about the development and implementation of Individualized Education Plans (IEPs). Parents' perceptions and participatory roles in the IEP process, as captured by the five key constructs participation in IEP development, goal-setting collaboration, preparedness during meetings, progress feedback, and home-school communication require deliberate teacher engagement. When teachers are assigned high subject loads, their cognitive, emotional, and time-related capacities are stretched, which may inadvertently limit their responsiveness to parental input and hinder their role in personalized ed-

ucation planning (Billingsley, Bettini, Jones, 2019). In contrast, a moderate or lower teaching load allows educators to invest time in collaborative practices with families. For instance, parents who report that they actively participate in the development and review of their child's IEP or collaborate with teachers in goal-setting rely heavily on teacher availability and sustained attention conditions more feasible under manageable teaching loads. Similarly, feeling prepared and informed during IEP meetings and being able to communicate about implementation at home are contingent upon a teacher's capacity to offer regular feedback and maintain open communication channels, which are often compromised under heavy workloads (Maultsby et al., 2021). Therefore, an effective alignment between teacher workload policies and inclusive education practices must be ensured. In schools where subject loading is strategically regulated, teachers are more likely to support individualized learning interventions and engage in dynamic partnerships with families. Conversely, excessive subject loads can undermine the collaborative framework mandated by inclusive education principles, which advocate for mutual accountability between educators and parents (Rodriguez, et.al. (2020).

Table 1 presents the classification of teachers' subject load based on the number of preparations handled. The data reveal that the vast majority of teachers (98.10 percent) are categorized under the moderate load group, handling three

subject preparations. A minimal proportion of teachers (1.90 percent) fall into the high-load category, having four or more subject preparations. Notably, none of the teachers were classified under the low-load category, which in-

Table 1. The Classification of Teachers' Load

Subject Load Category	Frequency (n)	Percentage (%)
Low (2 subjects)	0	0.00%
Moderate (3 subjects)	155	98.10%
High (4 subjects)	3	1.90%
Total	158	100.00%

involves only two or fewer subject assignments. This distribution suggests a prevailing norm in which public school teachers in Laak North District are regularly assigned a moderate number of subjects, which aligns with DepEd's standard expectations for full-time teaching loads in secondary schools (Department of Education, 2022). While moderate subject loads may promote balanced instructional preparation, excessive loads, though rare in this sample, may still raise concerns regarding teacher burnout and instructional quality. These findings are consistent with those of Aksornkool (2021), who emphasized that increasing subject load beyond

manageable levels diminishes teacher effectiveness, particularly when support mechanisms are lacking. Similarly, the study by Mofolo and Ramoroka (2020) concluded that higher teaching loads directly impair lesson planning and reduce opportunities for meaningful learner engagement. More recently, Santos and Villanueva (2023) found that optimal subject loading is positively correlated with teacher motivation and classroom performance across Philippine public schools. Their work emphasized that workload management contributes to more reflective teaching and individualized learner support.

Table 2. The Classification of Teachers' Load (Subject Loading)

No.	Subject Loading	n	Mean	Descriptive Interpretation
1	I actively participate in the development and review of my child's Individualized Education Plan (IEP)	158	2.82	High
2	I collaborate with teachers and school staff to set goals in my child's IEP	158	2.66	High
3	I feel prepared and informed during IEP meetings	158	2.66	High
4	I provide input and feedback on my child's progress as part of the IEP process	158	2.82	High
5	I communicate with my child's teachers about the IEP's implementation at home and in school	158	2.54	High
Mean Average		158	2.70	High

Table 2 complements the quantitative classification of subject loads by presenting how parental perceptions of Individualized Education Plan (IEP) engagement relate to teacher workload. Each construct, from goal-setting

to communication, received a 'High' descriptive interpretation, with a mean average of 2.70. This finding implies that despite the predominance of moderate subject loads, teachers remain responsive to parent collaboration and

inclusive practices. These results support the argument by Billingsley et al. (2021), who noted that teacher workload affects their ability to engage in IEP meetings and sustain effective communication with families. Similarly, Sarabia and Estrella (2023) emphasized that teacher responsiveness in inclusive contexts improves when workload remains within manageable thresholds, thus reinforcing inclusive education standards mandated by the Department of Education. Overall, while subject load data suggest balanced distribution, the consistently high IEP engagement ratings further affirm that

teacher workload, when appropriately managed, does not hinder but may facilitate meaningful parental collaboration and personalized instruction.

3.2. Teachers' Teaching Experiences—Table 3 shows that the majority of respondents (97.47 percent) are classified as intermediate teachers with 3 to 5 years of teaching experience. A small fraction (2.53 percent) are novice teachers with less than 3 years of experience, while none of the respondents fall into the experienced category (<5 years).

Table 3. The Classification of Teachers' Experience

Teaching Experience Category	Frequency (n)	Percentage (%)
Novice (< 3 years)	4	2.53%
Intermediate (3–5 years)	154	97.47%
Experienced ($\geq$ 5 years)	0	0.00%
Total	158	100.00%

The absence of experienced teachers raises profound implications for instructional leadership, peer mentoring, and institutional continuity. Garcia and Reyes (2022) emphasized that veteran educators serve as pedagogical anchors guiding less experienced teachers, modeling effective instructional strategies, and sustaining reflective practices in professional learning communities. Their absence may disrupt professional growth opportunities and reduce the overall instructional stability, especially in remote or underserved schools. Intermediate teachers, while more seasoned than novices, are still navigating essential challenges in classroom management, learner differentiation, and curriculum integration. Kim and Noh (2021) emphasized that teachers in this stage are at a career crossroads deciding between long-term professional commitment or early attrition, often influenced by workload stress or lack of professional development. The low count of novice teachers may indicate temporary hiring stabilization, yet

it underlines the critical need for systematic induction programs. Aquino and Clemente (2024) asserted that new teachers require structured mentoring and psychosocial support to avoid burnout, low efficacy, and eventual departure from the profession. Recent studies such as that by Huang and Dimaculangan (2023) affirm that educational systems with low representation of experienced teachers must implement robust career development pathways and performance-based retention strategies. This ensures a stable and effective teaching force capable of addressing the increasing complexity of 21st-century classrooms. Table 4, Provides insight into how teacher experience correlates with parental engagement through communication constructs. With a mean average of 2.55 and an overall 'High' interpretation, it is evident that teachers in the intermediate category maintain consistent communication with parents regarding their students' progress, needs, and concerns. However, the slightly lower score on parent-teacher

conferences ($M = 2.20$) suggests logistical or contextual challenges in formal engagement settings.

Table 4. The Teaching Experience

No.	Subject Loading	n	Mean	Descriptive Interpretation
1	I regularly communicate with my child's teachers about their academic progress	158	2.55	High
2	I discuss my child's needs and challenges with their teachers	158	2.50	High
3	I reach out to my child's teachers to address any concerns regarding their education	158	2.57	High
4	I participate in scheduled parent-teacher conferences or meetings	158	2.20	Moderate
5	I maintain an open line of communication with my child's teachers throughout the school year	158	2.54	High
Mean Average		158	2.55	High

Related literature supports the importance of experience in shaping communication efficacy. For example, Lising and De Jesus (2021) found that early-career teachers often over-rely on informal exchanges due to inexperience with structured dialogue, while intermediate teachers begin to integrate communication tools more systematically. Further, Cruz and Bautista (2023) emphasized that as teachers mature professionally, their ability to maintain proactive and empathetic relationships with parents improves resulting in higher student support and family-school collaboration. These findings underscore the importance of incorporating communication training into early-career professional development programs and sustaining dialogue as a vital component of inclusive and responsive education.

3.3. Level of Teacher Productivity — Teacher productivity is a multifaceted construct that refers to the extent to which teachers effectively achieve instructional goals and positively influence student learning outcomes, within the constraints of time, resources, and institutional expectations (Yee Tay, 2023). In formal education systems, productivity encompasses not only

instructional competence but also professional engagement, learner-centered practices, assessment literacy, and collaboration with stakeholders. As such, teacher productivity is often measured through performance appraisal systems like the RPMS in the Philippines, which evaluate key result areas (KRAs) including curriculum delivery, classroom management, learning environment, and community involvement (Department of Education, 2022). In productivity-focused education systems, performance is no longer evaluated solely by student grades or test results, but also by how teachers contribute to holistic development, school improvement, and inclusive education (Mendoza Guevarra, 2021). The integration of Results-Based Management (RBM) principles into teacher evaluation enables the alignment of individual performance with broader institutional goals, fostering a culture of accountability and evidence-based teaching practices. However, productivity is not solely an outcome of individual effort; it is shaped by workload, class size, administrative support, access to professional development, and the socio-emotional climate of the school. According to Santos and Pimentel

(2023), even highly skilled teachers may underperform if placed under unsustainable workloads or if deprived of necessary instructional resources. Conversely, enabling conditions such as mentoring, recognition, and work-life balance significantly enhance teachers' capacity to sustain high performance (Zamora Lingat, 2021). The shift toward competency-based standards has also redefined productivity. Teachers are now expected to demonstrate adaptive expertise, reflective practice, and innovation in pedagogy traits that require ongoing training and professional development (Delos Reyes Ramos, 2022). In this sense, productivity must be viewed not as a static metric but as a dynamic indicator of a teacher's ability to grow, adapt, and contribute to student learning within a complex educational landscape. Effective measurement of teacher productivity must be multi-dimensional—combining quantitative metrics (e.g., RPMS scores) with qualitative insights (e.g., student feedback, peer evaluation, classroom observations). This ensures a fairer and more accurate appraisal of teacher contributions,

Item 8, which emphasizes goal-setting through Key Result Areas (KRAs), and Item 9, which pertains to tool usability, also received extensive interpretations ($M = 3.44$). This reflects a practical alignment between system design and daily teacher responsibilities. As supported by Escueta et al. (2023), user-friendly monitoring tools foster higher engagement with appraisal mechanisms and enhance goal attainment rates. On the other hand, Item 6 ("The RPMS supports my professional growth and development through its performance appraisal mechanisms") received the lowest mean ($M = 2.32$), interpreted as Less Extensive. This indicates a critical gap in how RPMS mechanisms are perceived in terms of their contribution to continuous professional development (CPD). Francisco and Capulong (2021) argue

informing more supportive performance management policies. Table 5 presents the results of the assessment on teacher productivity based on their perceptions of the RPMS implementation in the Laak North District. With an overall mean score of 3.63, the level of teacher productivity is interpreted as Extensive, indicating that most teachers perceive themselves as actively meeting performance expectations within the RPMS framework. Several items received high ratings, particularly Item 2 ("I receive timely and constructive feedback through the RPMS that helps improve my performance," $M = 3.75$) and Item 1 ("The RPMS provides clear and measurable performance indicators for assessing my professional achievements," $M = 3.63$). These findings suggest that feedback mechanisms and indicator-based assessments are well integrated and generally appreciated by teachers in the district. This aligns with the findings of Manlangit and Gocheco (2022), who highlighted that when performance systems offer timely feedback and measurable outcomes, teacher motivation and performance increase significantly.

that performance systems that fail to integrate growth-oriented feedback and upskilling opportunities risk becoming overly compliance-based rather than developmental in nature. Moreover, moderate scores were observed for Items 3, 4, 5, 7, and 10, reflecting Moderately Extensive perceptions. These scores suggest that while components such as understanding RPMS processes, equity in recognition, and promoting collaboration are generally implemented, there is still room for refinement in communication and inclusive participation. As emphasized by Villegas and Almazan (2021), school-based performance systems should not only evaluate but also empower teachers through transparent, collaborative, and just practices. Overall, while RPMS is perceived to perform well in structuring clear indicators and providing useful feed-

Table 5. Level of Teacher Productivity

No	Teacher Productivity	n	Mean	Descriptive Interpretation
1	The RPMS provides clear and measurable performance indicators for assessing my professional achievements.	158	3.63	Extensive
2	I receive timely and constructive feedback through the RPMS that helps improve my performance.	158	3.75	Extensive
3	The RPMS effectively aligns my individual performance targets with the school's overall goals and objectives.	142	3.38	Moderately Extensive
4	I understand the components and processes of the RPMS, including its tools and guidelines.	158	3.30	Moderately Extensive
5	The RPMS recognizes and rewards outstanding performance fairly and equitably.	158	3.38	Moderately Extensive
6	The RPMS supports my professional growth and development through its performance appraisal mechanisms.	158	2.32	Less Extensive
7	The RPMS fosters a culture of accountability and responsibility within the school.	158	2.82	Moderately Extensive
8	The implementation of the RPMS motivates me to achieve my Key Result Areas (KRAs) and objectives.	158	3.44	Extensive
9	The tools and templates provided by the RPMS are user-friendly and easy to complete.	158	3.44	Extensive
10	The RPMS enhances collaboration and communication between teachers, school heads, and other stakeholders.	158	3.30	Moderately Extensive
Mean Average		158	3.63	Extensive

back, attention must be given to its developmental function, particularly in advancing teachers' professional trajectories beyond compliance.

3.4. Interaction Effect Between Subject Load and Teaching Experience on Teacher Productivity—Table 6 displays the results of the Two-Way ANOVA examining the effects of Subject Load and Teaching Experience, and their interaction, on Teacher Productivity (as mea-

sured through RPMS scores). The interaction effect between Subject Load and Teaching Experience was found to be statistically significant ($F(4, 143) = 4.857, p = .001, \eta^2 = 0.084$), indicating a moderate effect size (Cohen, 1988). This suggests that the influence of subject load on productivity is not uniform across all levels of teaching experience, thereby confirming a significant interaction effect.

This result supports the rejection of the null hypothesis for SOP 4: *There is no significant interaction effect between subject load and teaching experience on teacher productivity. Therefore, the study confirms that a dynamic

interplay between the complexity of subject assignments and professional experience shapes teacher productivity. Findings are consistent with **Ruiz and Bernal (2023)***, who found that novice teachers under heavier subject loads

Table 6. Two-Way ANOVA Summary Table on Teacher Productivity Based on Subject Load and Teaching Experience

Source	Sum of Squares	Df	Mean Square	F	p
Subject Load (AVE.)	1.779	3	0.593	1.653	0.180
Teaching Experience (AVE..12)	5.219	7	0.746	2.079	0.049
Interaction (AVE. AVE..12)	6.967	4	1.742	4.857	0.001
Residuals	51.274	143	0.359		

exhibit lower productivity scores, while experienced teachers under similar loads perform relatively better due to coping strategies and pedagogical resilience. Similarly, **Abad and Torres (2022)** emphasized that differentiated support mechanisms and workload allocation

are essential to enhancing productivity in heterogeneous teaching contexts. This interaction further aligns with **Mendoza et al. (2021)** who argue that teaching experience moderates the effect of workload on instructional performance, particularly under RPMS-aligned metrics.

Table 7. Test of Homogeneity of Variances (Levene's Test)

Test	F	df1	df2	p
Levene's Test	9.301	14	143	< .001

Levene's Test for Equality of Variances was significant ($F = 9.301$, $p < .001$), indicating a violation of the assumption of homogeneity of variances. This suggests that the variance in teacher productivity scores is not equal across the groups defined by subject load and teaching experience. Although this assumption violation necessitates caution in interpreting the ANOVA results, robust methods such as Welch's correction or bootstrapped ANOVA could be considered in further validation stages. Peters and Ramos (2021) caution that unequal variances can inflate Type I error rates; however, given the moderate effect size ($\eta^2 = 0.084$) of the interaction and a strong F-ratio, the interpretation remains meaningful. **Soriano and Dela Cruz (2024)** recommend continuous professional development for novice teachers and differentiated teaching assignments to mitigate the adverse impact of uneven load distribution, especially when variance is high among less experienced cohorts.

3.5. *Differential Effects of Subject Load on Productivity Across Experience Levels* —As

previously noted, the interaction effect between subject load and teaching experience was statistically significant: $F(4, 143) = 4.857$, $p = .001$, $\eta^2 = 0.084$. This implies that subject load alone does not uniformly influence productivity, but rather interacts with the teacher's experience level, producing varied effects across groups. The significant interaction effect revealed that **novice teachers** may be more vulnerable to productivity drops when exposed to high subject loads due to limited pedagogical experience and classroom management strategies. **Intermediate teachers** may begin to develop coping mechanisms but still require support to thrive under increased responsibilities fully. **Experienced teachers**, though absent in the current dataset, are typically better equipped to manage heavier subject assignments due to established routines and more profound curricular familiarity, as posited by **Torres and Pacheco (2022)**. This finding supports the framework proposed by **Alinsunod and Del Mundo (2021)**, which advocates differentiated workload allocation based on teaching

tenure. The absence of experienced teachers in the dataset underscores the vulnerability of the current teaching population and emphasizes the necessity of workload adjustments to mitigate burnout and attrition. In line with the Department of Education's (DepEd, 2023) thrust to enhance teacher well-being and performance, this study recommends that school leaders adopt tiered workload systems. Such systems would allocate fewer subject preparations to novice

teachers while gradually scaling assignments by demonstrated competence and years of experience. Garcia et al. (2023) found that such differentiated schemes not only improve teacher productivity but also contribute to better instructional planning and learner outcomes. Additionally, ongoing mentoring and feedback cycles should be established to scaffold teachers through their early and intermediate years.

4. Conclusion and Recommendation

The conclusions were drawn in alignment with the specific statements of the problem, guided by statistical results from descriptive analysis and two-way ANOVA. Recommendations are forwarded to inform instructional planning, workload distribution, and professional support mechanisms for teachers, to enhance productivity and sustain quality education delivery.

4.1. Findings—The findings revealed that the majority of teachers (98.10 percent) fall under the moderate subject load category, handling exactly three subject preparations. A minimal proportion (1.90 percent) are classified under the high subject load category, managing four or more subject assignments. Notably, there were no teachers under the low subject load category, which is defined as handling two or fewer subjects. This distribution suggests that a standardized teaching load has been maintained across the division, consistent with the expected norms for full-time secondary teachers. Results indicate that 97.47 percent of the respondents are categorized as intermediate teachers, having three to five years of teaching experience. A small fraction (2.53 percent) were classified as novice teachers, with less than three years of experience. Interestingly, no teachers in the sample were identified as experienced, having served more than five years. This absence of veteran teachers suggests potential retention challenges or a younger workforce composition in the division. The descriptive results show that teachers generally perceive their productivity as extensive, with an overall mean score of 3.63.

High ratings were given to items on the clarity of RPMS indicators, feedback mechanisms, and motivation toward achieving key result areas. However, lower scores were observed in areas related to the RPMS's support for professional growth and equitable recognition, which received moderately extensive to less extensive ratings, indicating areas for development in the current performance management system. Based on the two-way ANOVA analysis, there is a statistically significant interaction effect between subject load and teaching experience on teacher productivity, with $F(4,143) = 4.857$, $p = .001$, and $\eta^2 = 0.084$. This implies that the effect of subject load on productivity varies depending on the teacher's experience level, confirming that productivity outcomes are not shaped by a single factor but through the interplay of both workload and tenure. The analysis further confirms that subject load affects productivity differently depending on the teacher's experience. Novice teachers under high subject loads may experience decreased productivity due to limited coping mechanisms, whereas intermediate teachers may begin to demonstrate adaptation, although they still require structured support.

The absence of experienced teachers limits a full analysis in this regard, but it underscores the importance of differentiated workload management and support systems across experience categories.

4.2. Conclusions—The subject load of teachers in Laak North District is predominantly classified as moderate, with the vast majority handling three subject preparations. This suggests a consistent workload distribution; however, it may also indicate limited flexibility in assignments and a potential for hidden workload strain. Most teachers belong to the intermediate experience category, with three to five years of teaching. The absence of experienced teachers (5+ years) highlights a possible challenge in teacher retention and long-term career stability in the division. Teacher productivity, as measured through the RPMS, was generally perceived as extensive. Teachers positively responded to the clarity of RPMS indicators and the usefulness of feedback. However, aspects related to professional development support and recognition mechanisms were rated moderately, indicating room for enhancement. A significant interaction effect exists between subject load and teaching experience on teacher productivity. This means that productivity is not solely influenced by subject load or teaching experience in isolation but is affected by the combination of both. The study confirms that different subject loads have varying effects on productivity, depending on the teaching experience. Novice teachers tend to experience lower productivity under heavier loads, while intermediate teachers show developing adaptability. The lack of experienced teachers limits broader interpretation but emphasizes the importance of supportive interventions for early-career educators. The conclusion of this study was aligned in Cognitive Theory and Conservation of Resources (COR) Theory that explain the interplay

between subject load, teacher experience and productivity. Cognitive Theory suggests that mental effort required to process information varies based on individual cognitive capacity and prior knowledge, impacting how effectively teachers manage increased subject loads. COR theory posits that individuals strive to acquire and maintain resources (like time, energy, and emotional well-being) and that excessive workload can deplete these resources, leading to decreased productivity.

4.3. Recommendations—For School Administrators – Implement differentiated workload assignments based on teachers’ years of experience. Novice teachers should be given lighter subject loads and provided with structured mentoring programs to build their competence and confidence.

For the Department of Education (DepEd) – Re-examine teacher deployment policies and provide incentives for experienced teachers to remain in service, especially in remote or high-need areas, to ensure continuity of quality instruction and mentorship.

For Performance Management Committees – Enhance the developmental aspect of the RPMS by integrating more targeted professional growth plans, ensuring that feedback is not merely evaluative but also formative in nature.

For Teacher Development Programs – Establish continuous learning opportunities tailored to experience levels. Intermediate teachers, in particular, should be supported through leadership training, classroom management enhancement, and collaborative teaching strategies.

For Future Research – Include a more diverse teaching sample that reflects experienced teachers to deepen understanding of their productivity under varying workloads. Mixed-method approaches may also reveal more nuanced insights into lived experiences and organizational culture.

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