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The Weight of Education: A Comparative Study on the Professional Demands and Workload on Primary School Teachers in Aruba's Public and Private School Sectors

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THE WEIGHT OF EDUCATION



A Comparative Study on the Professional Demands and Workload on Primary School Teachers in Aruba's Public and Private School Sectors

Ms. Zurainy S. A. Arends

October 10, 2025

This report is conducted as a bachelor thesis for the *Organization, Governance and Management* program at the University of Aruba.

**The Weight of Education: A Comparative Study on the Professional Demands
and Workload on Primary School Teachers in Aruba's
Public and Private School Sectors**

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Bachelor Thesis

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This research paper is conducted as a bachelor thesis for the
Organization, Governance and Management program at the University of Aruba.

Abstract

A critical issue in education, teacher workload, directly affects teacher well-being, retention, and the quality of education (Wood, 2019; Kim, 2019). This comparative study examines the workload of primary school teachers in two major educational systems in Aruba: Stichting Katholiek Onderwijs Aruba (SKOA) and Dienst Publieke Scholen (DPS). During an internship, data was collected from SKOA, identifying specific stressors related to perceived workload. These stressors include classroom management, instructional time, administrative tasks, meetings, and staff shortages. This study now extends the research by collecting data from DPS, aiming to compare and analyze workload and its patterns between teachers at both SKOA and DPS. The results provide insights into the factors that contribute most strongly to teacher workload in both systems and offer recommendations on how to best reduce workload pressures on the following indicators: classroom management, instructional time, administrative tasks, meetings, and staff shortages.

Keywords: Education, Primary Education, Teacher Workload, Comparative Study, Burnout, Teacher Well-being.

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Preface

It is with great pleasure that I present my thesis, titled “*The Weight of Education: A Comparative Study on the Professional Demands and Workload on Primary School Teachers in Aruba’s Public and Private School Sectors*”. This work marks a significant milestone in my academic journey at the University of Aruba and was undertaken as part of the requirements for the Organization, Governance and Management (OGM) bachelor program within the Faculty of Arts and Science.

This research was conducted between September 2024 and October 2025 and has been both a challenging and rewarding experience. It provided me with the opportunity to engage deeply with the realities of Aruba’s educational system, and in doing so, it has given me insights into the complexity of a teacher’s workload.

This thesis is more than a reflection of my academic growth; it represents my commitment to contributing to society through research-informed understandings and evidence-based insights. I hope the insights shared here support the well-being of teachers, strengthen respect for their hard work, and remind us of the vital role they play in shaping the future of our society.

Acknowledgments

As I bring this thesis to a close, I am filled with gratitude for the many people who have shaped, supported, and inspired me throughout my academic journey. These past four years in the OGM program have not only been a time of intellectual growth but also of professional and personal transformation, and none of it would have been possible without the unwavering guidance and encouragement I received along the way.

First and foremost, I would like to thank the OGM core team of lecturers. Your dedication, guidance, patience, and genuine care have been the foundation of my development. You were more than lecturers. You were mentors who invested in me as an individual, offering support, challenges, and inspiration along the way. Because of your trust and belief in me, my development surpassed beyond academics, and evolved into professional and personal growth.

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light, your positivity, your words of encouragement, and for reminding me of my strength in moments of hardship. Your support and companionship turned this challenging journey into one of shared strength and resilience, and I will treasure that always.

I also extend my appreciation to the SKOA team for welcoming me during my internship and allowing me to build on my previous work at SKOA for this thesis. I am equally grateful to DPS for granting me access to conduct research within their schools. I am humbled by the trust shown in me to explore the topic of workload. Thank you to all the principals who opened their doors, assisted with distributing surveys, and supported the process. Your collaboration, together with the valuable contributions of teachers in SKOA and DPS made this research possible.

My heartfelt thanks also go to my family whose faith in me never wavered and whose pride in my achievements continues to inspire me; and to my dearest Khylian, whose love and encouragement remain my greatest source of strength and motivation.

To all who played a role, whether in guidance, encouragement, or opportunity: thank you. This thesis is my proud accomplishment, and a reflection of the helping hands, kind hearts, and brilliant minds that guided me along the way.

Zurainy S. A. Arends

October 10, 2025

List of Abbreviations

BO	Basis Onderwijs
DEA	Department of Education Aruba
DIO	Dienst Inspectie van het Onderwijs
DO	Directie Onderwijs
DPS	Dienst Publieke Scholen
EPB	Educacion Profesional Basico
FAS	Faculty of Arts and Science
FEPO	Fundacion pa Esnan cu Problema di Oido
HAVO	Hoger Algemeen Voortgezet Onderwijs
IBM	International Business Machines
IPA	Instituto Pedagogico Arubano
ISS	International School Services
KO	Kleuter Onderwijs
M	Mean
MAVO	Middelbaar Algemeen Voortgezet Onderwijs
MBO	Middelbaar Beroepsonderwijs
MdC	Multidisciplinair Centrum
MLK	Moeilijk Lerende Kinderen
SAA	Stichting Avondonderwijs Aruba
SD	Standard Deviation
SDG	Sustainable Development Goals
SEPB	Stichting Educacion Profesional Basico

SKOA	Stichting Katholiek Onderwijs Aruba
SMOA	Stichting Middelbaar Onderwijs Aruba
SO	Speciaal Onderwijs
SOAZA	Stichting Onderwijs van de Advent Zending Aruba
SOC	Stichting Onderwijs Combina
SPCOA	Stichting Protestants Christelijk Onderwijs Aruba
SPO	Scol Practico pa Ofishi
SPSS	Statistical Package for the Social Sciences
SSA	Stichting Slechthorenden Aruba
SVEOA	Stichting Volle Evangelie Onderwijs Aruba
SVGA	Stichting voor Verstandelijke Gehandicapten
UA	University of Aruba
UNESCO	United Nations Educational, Scientific, and Cultural Organization
VWO	Vorbereidend Wetenschappelijk Onderwijs
ZMLK	Zeer Moeilijk Lerende Kinderen

Chapter 1: Introduction

Across the globe, education systems are facing a growing crisis: teachers are leaving the profession at unprecedented rates, and those who remain are reporting unsustainable levels of stress and exhaustion. By 2030, the world will need almost 69 million additional teachers to meet universal education targets, 24.4 million of them for primary education alone (UNESCO Institute for Statistics, 2016). This shortage is not just numeric, as UNESCO reminds that “education systems are only as good as their teachers”, and attracting people to this vital profession is increasingly difficult when around the world, so many are “undertrained, underpaid, and undervalued” (2016).

The COVID-19 pandemic further exposed and intensified these vulnerabilities, magnifying teacher burnout and workload pressures while disrupting schooling worldwide (UNESCO International Commission on the Futures of Education, 2020). Together, these dynamics threaten not only the well-being of teachers but also the stability and quality of education delivered to students. Without healthy and motivated teachers, achieving equitable and high-quality education becomes an impossible task.

Aruba is not immune to this global reality. Emerging research has indicated rising workload pressures and potential impacts on teacher well-being in primary education. Early empirical evidence, such as the SKOA Teacher Workload study (Arends, 2025), has identified specific workload dimensions that contribute to teachers’ perceived workload. However, no comparative research has yet examined how these pressures manifest across Aruba’s two largest school boards: Stichting Katholiek Onderwijs Aruba (SKOA) and Dienst Publieke Scholen (DPS).

This study responds and addresses that gap. By examining the workload experiences of primary school teachers in both SKOA and DPS, it seeks to shed light on the pressures teachers face, the factors that drive them, and the implications for the future of education in Aruba. The remainder of this chapter sets out the broader research context, outlines the problem at the heart of this study, clarifies the objectives and guiding research questions, describes the study's significance, and concludes with an overview of the report's structure.

1.1. Research Context

Globally, teacher workload has become a pressing focus of educational research because of its close link to burnout, teacher turnover, and reduced education quality (Wood, 2019). Around the world, teachers are expected to balance instructional duties with a growing range of administrative and organizational tasks. In the Caribbean region, this challenge is intensified by limited resources and persistent staff shortages, which heighten the demands placed on educators (Saleem et al., 2020).

These global issues are intertwined with the United Nations' Sustainable Development Goals (UN SDGs), particularly SDG 3 (Good Health and Well-Being) and SDG 4 (Quality Education). Excessive workload undermines teachers' physical and mental (SDG 3), and jeopardizes the quality and accessibility of education for students (SDG 4). Recent UN reports have framed this as a "global imperative" to reverse teacher shortage by improving working conditions, restoring professional autonomy, and ensuring that teachers are included in educational decision-making (United Nations, 2023).

For Small Island Developing States (SIDS) like Aruba, the teacher-workload crisis carries additional complexity. SIDS are a "heterogeneous group of countries, with diverse

geographic, demographic, and economic characteristics”, yet they face common physical and structural vulnerabilities such as small populations, geographic isolation, and limited fiscal capacity, that make them sensitive to external shocks (UNCTAD, 2022; Marinescu, 2022). Their heavy dependence on external economies exposes them to global disruptions such as pandemics (Marinescu, 2022). The fiscal impact of these global shocks is particularly evident. During the COVID-19 pandemic, the steep decline in tourism severely constrained the fiscal space of many SIDS, reducing their capacity to reform systems or sustain initiatives (Marinescu, 2022). Aruba was no exception. In the first half of 2020, the island faced significant financial hardships as hotel occupancy and tourism revenues plummeted, while consumption and investment data reflected an economic downturn (Central Bank of Aruba, 2020). As a tourism-dependent economy, Aruba’s reduced revenue streams create “waves of uncertainty” (DEACI, 2025), that limit government flexibility to invest across sectors, including education.

In small and interdependent education systems such as Aruba’s, these constraints have tangible effects, where schools must do more with less. Consequently, challenges like teacher workload become harder to address. Aruba’s situation mirrors a broader SIDS reality, a struggle to sustain quality education and teacher well-being under conditions of vulnerability, limited resources, and fiscal stress.

However, while literature demonstrates how these structural challenges manifests, the daily realities of how such pressures are experienced in Aruba have only recently begun to be documented. Understanding how possible constraints translate into teachers’ lived experiences is crucial for identifying where the system feels the most strain. It is within this context that the discussion on teacher workload in Aruba gained momentum through the SKOA Teachers’ Workload Report 2024 (Arends, 2025).

This study analyzed teachers' perceptions of both teaching-related demands (e.g., classroom management, instructional time) and non-teaching-related demands (e.g., administrative tasks, meetings, staff shortages). The findings of this study revealed that in SKOA's 25 primary schools, administrative burdens and staff shortages were the most significant stressors. These results show that teachers' perceived workload is primarily driven by non-teaching demands, particularly paperwork and insufficient staffing.

When these realities are viewed together: the worldwide teacher shortage, the growing difficulty of attracting new educators, and the increased need for qualified teachers to meet global educational targets, it becomes imperative to understand how these challenges manifest locally (UNESCO Institute for Statistics, 2016). Comprehensive data is essential to shape policy responses that are grounded in evidence.

The SKOA findings already demonstrate that short staffing manifesting and administrative overload are key contributors to teacher workload in Aruba's largest school board (Arends, 2025). However, research also shows that chronic stress and exhaustion are leading causes of teacher turnover worldwide. Therefore, it is equally critical to examine the workload realities in DPS, the public and second-largest school board. Comparing both boards will offer a more complete picture of the pressures teachers face across Aruba's education system. Such insights are not only to address staff shortages, but to protect teacher well-being and ensure long-term stability in Aruba's educational landscape.

1.2. Statement of the Problem

Although teacher workload has been recognized as a global concern, Aruba's specific workload realities remain only partially understood. The SKOA study provided initial evidence

that non-teaching related demands place substantial strain on teachers – even more so than direct teaching demands. While this is known, no data exists for DPS, the only public school board and second largest in Aruba, overseeing seven primary schools with more than 75 teachers. This leaves a critical blind spot in understanding the broader issue of teacher workload in Aruba, highlighting a critical gap in knowledge.

This gap is problematic for four reasons. First, is due to the governance differences. SKOA and DPS operate under different governance structures: SKOA as a subsidized private board versus DPS as a public school board. This difference means that they may operate with different decision structures, policies, and procedures, which in turn may create diverse workload profiles. Secondly, because SKOA and DPS together educate the majority of Aruba's primary students and employ most teachers, evidence that excludes one board cannot inform system planning. Strategic planning requires coverage of the whole system, and gaps in DPS means that responses may overlook a population within Aruba's teacher workforce. Thirdly, without comparative data across both boards, Aruba can not diagnose whether workload pressures are systemic or board-specific. Workload findings of only one board (SKOA) risks misdirecting interventions. Only side-by-side evidence can reveal which pressures are widespread versus localized within a particular board. Lastly, overlooking DPS leaves Aruba unprepared to meet global commitments such as SDG 3 (Good Health and Well-Being) and SDG 4 (Quality Education), which depend on teachers across the entire system.

This means that while SKOA's findings demonstrate that workload is a pressing issue, the unknown workload realities at DPS prevent a broader understanding of the problem, leaving policy blind spots, and hampers research-informed policies. This study therefore aims to address this gap by exploring differences and similarities by comparing the workload experiences of

primary school teachers in SKOA and DPS. The findings aim to provide insights to support teacher well-being, ultimately contributing to a more sustainable and stable education system in Aruba.

1.3. Research Objective

The primary objective of this research is to compare the workload experienced by primary school teachers in SKOA and DPS. By focusing on the perspectives of teachers themselves, the study seeks to clarify which factors most contribute to perceived workload and how these patterns differ between the two school boards. Specifically, this study aims to:

- Identify and compare the main factors contributing to teacher workload between teachers at both SKOA and DPS.
- Analyze the relationship between teaching-related demands (e.g., classroom management, instructional time) and teachers' perceived workload in both school systems.
- Analyze the relationship between non-teaching related demands (e.g., administrative tasks, meetings, staff shortages) and teachers' perceived workload in both boards.
- Determine which indicators of teaching and non-teaching related demands most strongly correlate with perceived workload for teachers in both boards.
- Provide evidence-based recommendations to reduce teacher workload and improve working conditions.

1.4. Research Questions

The study is guided by the following main research question: To what extent does the perceived workload of primary school teachers differ between SKOA and DPS in relation to classroom management, instructional time, administrative tasks, meetings, and staff shortages?

To effectively answer the main research question, the following sub-research questions were formulated:

1. What is the correlation between teaching-related demands and primary school teachers' perceived workload at SKOA and DPS?
2. What is the correlation between non-teaching related demands and primary school teachers' perceived workload at SKOA and DPS?
3. Which indicators of teaching and non-teaching related demands have the strongest correlation with primary school teachers' perceived workload at SKOA and DPS?
4. How does the relationship between teaching and non-teaching related demands compare for primary school teachers at SKOA and DPS?

1.5. Purpose and Relevance of the Study

The purpose of this study is to explore and compare the workload experienced by primary teachers across Aruba's two largest school boards. The significance of this research lies in its policy relevance. Comparative evidence can guide the Ministry of Education, school administrators, and policymakers in designing targeted strategies, such as workload redistribution or streamlined administrative requirements, and can be applied in ongoing reforms and workload policy discussions. The data can be used to evaluate current practices and guide changes aimed at reducing teacher burnout and improving retention.

In addition to its policy relevance, this study also has societal significance. Excessive workload negatively impacts teacher well-being and the quality of education students receive. By addressing these challenges, the research aligns with international priorities while supporting Aruba's commitment to sustainable education.

Academically, this research is the first of its kind, contributing to the limited literature on workload in Aruba. This study also reflects the broader academic values of the Faculty of Arts and Science (FAS) at the University of Aruba. The FAS emphasizes four core values: sustainability, diversity, civic participation, and identity (University of Aruba, 2024). This research embodies sustainability by promoting attention to teacher's well-being, which is essential for maintaining a resilient and effective education system over time. It engages with diversity by comparing the realities of teachers in SKOA and DPS, two school boards with distinct governance structures and organizational contexts. Civic participation is reflected in the way teachers are recognized as key actors in society, whose workload directly affects their ability to fulfill their educational role and social responsibility. By addressing workload and strengthening teachers' working conditions, this research highlights how the education system can be better supported in sustaining the social structures that hold communities together. Finally, this study speaks to the broader identity of teachers, acknowledging that their professional pressures are inseparable from their sense of self and well-being.

In line with the mission of the Organization, Governance and Management (OGM) program within the FAS, which is to study the interaction between social transformations and organizations in relation to the Aruban context, this research examines how organizational governance and practices within SKOA and DPS shape teachers' daily realities, connecting institutional structures with social outcomes (University of Aruba, 2024).

1.6. Research Population and Methods

This study uses a quantitative research design with a comparative analysis to analyze and compare the workload experienced by primary school teachers in both SKOA and DPS. This approach allows for the identification of correlations between teaching-related and non-teaching related demands and teachers' perceived workload, while highlighting similarities and differences across the two school boards.

Data from SKOA were collected in May 2024 during the researcher's internship, forming the basis of the SKOA Teachers' Workload Report 2024 (Arends, 2025). A total of 66 full-time primary teachers responded to the self-administered questionnaire. To ensure comparability, a similar structured self-administered questionnaire was distributed among primary teachers at DPS in June 2025, with a total of 61 full-time primary teachers responses gathered. The survey measured teachers' perceptions of workload and included items pertaining to both teaching-related and non-teaching related demands.

A purposive sampling method was used to target specifically the primary classroom teachers with full-time employment at SKOA and DPS, as they are directly involved in the workload demands under the study.

Moreover, the representativeness of the two samples differs. For SKOA, the 66 responses are not representative of the entire SKOA primary teacher population, given the size of the sample relative to the total number of primary teachers. While the SKOA sample does not represent the entire population, the number of responses collected was adequate to allow for valid statistical analysis and to identify significant patterns within the data. For DPS, however, the sample is highly representative given that the vast majority of primary teachers completed the survey. Therefore, while internal school board analyses are reliable for both SKOA and DPS, the

comparative results between the two school boards cannot be generalized to the entire teacher population in Aruba. Instead, they provide valuable insights into workload perceptions across both school boards.

Furthermore, this study also follows all ethical guidelines to protect the participants. Before completing the questionnaire, DPS teachers were provided with an information sheet detailing ethical guidelines in alignment with Bryman et al. (2021), such as the study's purpose, research objectives, and their role as participants. The information sheet emphasized that participation was entirely voluntary, including the right to withdraw at any time and that there were no risks associated with participation. Informed consent was obtained by requiring participants to indicate their agreement before completing the questionnaire. Teachers were asked to confirm that they understood the purpose of the research, the voluntary nature of their participation, and their right to withdraw. Only after providing this information were they able to proceed with the survey. To ensure confidentiality, no identifying information was collected. The results are also presented in a summary form, ensuring that no individual teacher can be identified from the findings, which guarantees teachers' privacy and anonymity.

1.7. Structure of the Thesis

This report is organized into eight chapters. Chapter 1 introduces the study by outlining the research context, objectives and problem statement. Chapter 2 provides the organizational context, offering an overview into the educational system and the school boards central to this research. Chapter 3 presents and reviews existing literature on teacher workload and provides a theoretical framework. Chapter 4 describes the research methodology and analytical procedures. Chapter 5 reports the data analysis and results of the findings from both SKOA and DPS.

Chapter 6 follows with a discussion of the results in relation to the literature. Chapter 7 provides the conclusion of the study and includes a reflection on the research process. Finally, Chapter 8 outlines the strengths and limitations of the study, and identifies areas for future research.

Chapter 2: Organizational Context

This chapter provides an overview of the educational landscape in Aruba, as well as an organizational overview of SKOA and DPS, including a composition of schools and governing structure.

2.1. The Educational Landscape in Aruba

To contextualize this study on teacher workload, it is important to understand the educational landscape in Aruba. The organization, governance, and structure of Aruba's education system shape teachers' daily realities. This sub-chapter provides an overview of the national education system with its school boards (2.1.1), followed by the legal framework that governs them (2.1.2.), and the structure of education across levels (2.1.3.).

2.1.1 Overview of Aruba's School Boards

Education in Aruba is overseen by multiple school boards that are responsible for managing institutions across different levels of the system. The largest group consists of fully subsidized boards, which receive direct government funding to operate. These include: Stichting Katholiek Onderwijs Aruba (SKOA), Stichting EPB (SEPB), Stichting Middelbaar Onderwijs Aruba (SMOA), Stichting Protestants Christelijk Onderwijs Aruba (SPCOA), Stichting Onderwijs van de Advent Zending Aruba (SOAZA), Stichting voor Verstandelijk Gehandicapten Aruba (SVGA), Stichting Volle Evangelie Onderwijs Aruba (SVEOA), and Stichting Avondonderwijs Aruba (SAA) (Department of Education, n.d.).

In addition to these, there are partly subsidized boards, such as Stichting Onderwijs Combina (SOC), EduCampus Aruba, and Fundación Muchila Creativo. The educational

landscape also comprises several non-subsidized private institutions, including international schools like the International School Services (ISS).

Together, these school boards create a diverse educational landscape in which governance varies according to the level of subsidy, religious affiliation, or specialized focus of the institution. This diversity not only ensures educational access across different student populations, but also highlights the importance of school boards as key organizational actors within the Aruban education system.

2.1.2. Legal Framework

The legal foundation of Aruba's education system is established through National Ordinances (Landsverordeningen), National Decrees (Landsbesluiten), and Ministerial Regulations (Ministeriële Regelingen). As of 2024, the following key ordinances govern the structure and organization of education: Landsverordening Kleuteronderwijs (Preschool Education Ordinance); Landsverordening Basisonderwijs (Primary Education Ordinance); Landsverordening Voortgezet Onderwijs (Secondary Education Ordinance); Leerplichtverordening (Compulsory Education Ordinance); Landsverordening Georganiseerd Overleg Onderwijzend Personeel (Education Personnel Consultation Ordinance); Landsverordening Bezoldiging Onderwijspersoneel (Education Personnel Remuneration Ordinance).

Aruba also enforces compulsory education in line with the Convention on the Rights of the Child, which guarantees every child the right to education. By law, all children aged 4 to 16 residing in Aruba are required to attend school. Parents or guardians are legally responsible for enrolling their children in recognized institutions and ensuring regular attendance.

2.1.3. Educational Structure in Aruba

Aruba's education system is organized into three main levels: primary, secondary, and higher education. Each level serves a distinct role in supporting the island's social development while operating within the same overarching educational framework. The following sections outline the structure, duration, and key characteristics of each educational level in Aruba.

2.1.3.1. Primary Education. Primary education in Aruba is designed for children aged 4 to 12 and is organized into three tracks: Kleuteronderwijs (KO) for children aged 4-6, Basisonderwijs (BO) for children aged 6-12, and Speciaal Onderwijs (SO) for children with special educational needs.

KO serves as a preparatory stage for BO or SO and aims to provide a general foundation for children's physical, sensory, linguistic, musical, social, and intellectual development. In Aruba, KO is offered under the oversight of five school boards, collectively managing 25 KO schools. Of these, DPS manages six schools, SKOA oversees fifteen, and the remaining schools are administered by SPCOA, SOAZA, and SVOEA (Department of Education Aruba, n.d.).

BO represents the level of education at the center of this study. It spans six years and focuses on the provision of basic education. The BO curriculum includes reading, writing, mathematics, history, geography, physical education, and languages, with the optional inclusion of religious instruction. BO in Aruba is overseen by four school boards administering a total of 35 schools. DPS manages seven BO schools, SKOA oversees 25, and the remaining schools are administered by SPCOA and SVOEA (Department of Education, n.d.).

SO is a six-year program that provides an alternative pathway for children who require additional support due to disabilities or learning difficulties. In line with the Convention on the Rights of the Child (Overheid.nl, 2020), SO ensures access to education for children with

impairments. While children with vision or physical disabilities may be placed in BO with individual support, SO serves children with more severe or specific challenges such as intellectual disabilities, autism, or significant learning difficulties. These schools follow classifications for students who require additional learning support, primarily children with mild to moderate learning difficulties, also known as “*moeilijk lerende kinderen*” (MLK), and children with more severe difficulties, also known as “*zeer moeilijk lerende kinderen*” (ZMLK). Within Aruba, four school boards collectively manage five SO schools: DPS oversees two schools, SKOA oversees one, SVGA administers one, and SSA/FEPO manages one for hearing-impaired students (Department of Education Aruba, n.d.).

2.1.3.2. Secondary Education. Secondary education in Aruba serves students aged 12 to 17 and is divided into three main tracks: vocational education, special secondary education, and general education (Department of Education, n.d.).

Vocational education is primarily offered through SEPB, which manages two schools at the lower vocational level. At the upper vocational level, Colegio EPI stands as the only institution in Aruba that provides advanced secondary vocational education, formally referred to as Middelbaar Beroepsonderwijs (MBO).

Special secondary education is overseen by DPS and includes institutions such as Scol Practico pa Ofishi (SPO), which cater to students requiring tailored vocational and practical learning opportunities.

General secondary education encompasses three levels: Middelbaar Algemeen Voortgezet Onderwijs (MAVO), Hoger Algemeen Voortgezet Onderwijs (HAVO), and Voorbereidend Wetenschappelijk Onderwijs (VWO). These programs are managed across several school boards,

including DPS, SKOA, SPCOA, SOC, SAA, SMOA, and SAA, offering pathways to both higher education and professional fields (Department of Education Aruba, n.d.).

2.1.3.3. Higher Education. Aruba's higher education system is relatively small but significant. It is anchored by two nationally recognized institutions: the Pedagogical Institute of Aruba (IPA), which prepares teachers and education professionals, and the University of Aruba (UA), which offers a range of bachelor's and master's degree programs across multiple faculties.

In addition, several international private institutions operate locally, including the All Saints University of Medicine, Xavier University School of Medicine, among others. However, these private providers do not hold the same legal standing in Aruba as the nationally recognized institutions, and therefore operate outside the country's official higher education framework (Department of Education, n.d.).

2.2. Overview of Stichting Katholiek Onderwijs Aruba

Understanding the organizational mission, vision, and structure is essential to comprehend how SKOA's strategic goals are implemented across its network of schools. SKOA forms the backbone of Catholic-based education in Aruba.

2.2.1. Mission and Vision Statement

SKOA is the only school board that provides Catholic education in Aruba and is dedicated to offering high-quality education with a Catholic foundation. The organization strives for innovation in the field of education and upbringing while stimulating leadership. SKOA also seeks to create a professional environment where students, staff, and the wider school community feel happy, safe, and able to flourish as Catholics in mind and spirit (SKOA, n.d.).

2.2.2. Composition of Schools

SKOA manages a total of 46 schools, consisting of 15 Kleuteronderwijs (KO) schools, 25 Basisonderwijs (BO) schools, 1 Speciaal Onderwijs (SO) school, and 5 Secondary Education schools. An overview of all primary schools managed by SKOA, including KO and BO is presented in Appendix C.

2.2.3. Governance Structure

As an educational institute, SKOA falls under the Ministry of Education. The organization is governed by a Board of Trustees, which oversees the Board of Directors. The Board of Directors is responsible for the strategic, financial, and operational management, and consists of the Director and the Head of Finance, who also serves as the Acting Director. The Board of Directors is supported by staff officers specialized in Education, Personnel and Professionalization, Information and Communications Technology, and Social Services (SKOA Personeelshandboek, 2024).

Beneath the Board of Directors, SKOA's office staff play a central role in ensuring the day-to-day functioning of the organization. This group includes administrative, financial, and personnel officers, as well as social workers, and supporting staff, to maintain operational efficiency across SKOA's 46 schools.

SKOA's office staff works closely with its school principals, school directors, internal supervisors, and teachers. It also partners with the Pedagogic Institute Aruba (IPA) to recruit newly trained teachers and works in coordination with the Ministry of Education and its associated departments, including the Directie Onderwijs (DO), Dienst Inspectie van het

Onderwijs (DIO), and Multidisciplinair Centrum (MdC). Together, these relationships ensure the alignment of SKOA's educational goals with national standards and priorities.

2.3. Overview of Dienst Publieke Scholen

In this section, the organizational mission, vision, and structure is provided to understand how DPS strategic goals are implemented across its network of schools. DPS forms the backbone of public education in Aruba.

2.3.1. Mission and Vision Statement

The DPS serves as Aruba's public school board and operates directly under the Ministry of Education and Sports. Its core objective, as established in the *Landsbesluit of 20 May 2009 No. 36 (DPO no. 1331)*, is to ensure the optimal representation of the interests of public schools and their students, teachers, and staff. This is achieved through the effective steering, assessment, and accountability of educational policy and management (Department of Education, n.d.).

The main goals of DPS are threefold: to promote public education in Aruba, to provide quality public education, and to establish and manage schools dedicated to public education. These objectives reflect DPS's broader mission to guarantee equitable access to education for all children, regardless of background or circumstance, while upholding high standards of teaching and school management.

DPS's vision aligns with the national priorities of the Ministry of Education, emphasizing transparency, accountability, and continuous improvement in the public education system. Through this vision, DPS seeks to cultivate a professional and inclusive learning environment

that supports both student development and teacher well-being, thereby contributing to the long-term social and economic advancement of Aruba (Department of Education, n.d.).

2.3.2. Composition of Schools

DPS manages a total of 20 schools, consisting of 6 KO schools, 7 BO schools, 2 Speciaal Onderwijs (SO) schools, and 5 Secondary Education schools (Department of Education, n.d.). An overview of all primary schools managed by DPS, including KO and BO is presented in Appendix C.

2.3.3. Governance Structure

The Dienst Publieke Scholen (DPS) functions as the public school board responsible for managing Aruba's public primary schools. According to the *Annual Report of DIO 2021–2022* (2022), all public schools within Aruba's education system fall under the authority of DPS, which in turn operates directly under the Minister of Education, who serves as the competent authority of this service. This positioning distinguishes DPS from semi-autonomous school boards such as SKOA, as DPS remains an integral part of the public administration system and is governed through ministerial oversight. In fulfilling its mandate, DPS works closely with various departments within the Ministry of Education, including the DO, DIO, and MdC.

This governance model emphasizes the centralized management within Aruba's public sector. However, direct ministerial oversight in DPS creates differences in governance. Such differences in governance and decision-making processes can influence how workload is distributed, managed, and experienced across the two systems, making DPS a key part of the comparative analysis in this study.

A review of Aruba's education system was conducted by Aruba's DIO together with the Netherlands' Inspectorate of Education, to offer a comprehensive overview of the state of education and included recommendations to ultimately strengthen the sector. The report *Doorlichting van het Onderwijsbestel* (2022), indicated discrepancies in the education sector, with a significant concern on the potential for political influence due to DPS's governance structure. DPS is placed directly under the Minister of Education, who simultaneously holds policy-making and managerial authority over public schools. Given that this dual role exists, the report highlights that such centralization may undermine institutional autonomy, as schools frequently bypass DPS and appeal directly to the Minister for decisions. In turn, this increases the risk of political influence within DPS. The report warned that this dual role could lead to the misuse of discretionary powers or policy changes favoring public schools over subsidized school boards, a risk heightened by the fact that few restrictions are imposed on the minister's discretion. The report states that it is therefore undesirable for political and administrative responsibilities to be concentrated in one office, and recommended privatization of Aruba's public education to establish a board that could act as an independent counterpart to the Minister.

This governance reality has direct implications for how teachers at DPS and SKOA may perceive their workload. Within DPS, autonomy may be limited as schools operate under authority of the Minister, which may delay responses to practical challenges. In contrast, SKOA's semi-autonomous governance allows for more flexibility and internal decision-making. Therefore, differences in organizational autonomy of both school boards may create differences in teachers' professional autonomy, duties, and perceived workload.

Chapter 3: Literature Review and Theoretical Framework

In the evolving educational landscape, teachers encounter significant challenges and demands in their profession. These challenges not only affect experienced educators but also new and student teachers, who must navigate a complex role that involves balancing external pressures, their own professional development, and the diverse needs of their students, all within the broader context of societal norms (Day & Gu, 2010). As noted by Ben-Peretz (2001), teachers play a pivotal role in managing these competing priorities. Despite this observation being made over two decades ago, it remains highly relevant today, as the demands on teachers continue to grow. These demands are intricately linked to various aspects of their work, the roles they fulfill, and the difficulties they navigate, all of which contribute to their perceived workload.

Teacher workload demands are defined as the variety of expectations and challenges placed on teachers that impact their effectiveness and professional well-being. According to Skaalvik & Skaalvik (2018), these demands are broadly categorized into three interconnected domains: professional, emotional, and personal. Research has shown that increasing accountability demands can significantly heighten a teacher's workload, resulting in stress, dissatisfaction, and uncompleted tasks (Stacey et. al., 2020). This study focuses specifically on the professional domain of teacher workload, identifying two primary concepts within: teaching-related and non-teaching-related demands, which directly shape how teachers perceive their workload.

3.1. Domains of Workload in Teaching

The various demands that teachers face, which contribute to their workload, can be categorized into three interrelated domains: professional, emotional, and personal. Each of these

domains represents distinct yet overlapping aspects of a teacher's role, collectively shaping their overall workload and influencing job performance, well-being, and retention (Kyriacou, 2011; Skaalvik & Skaalvik, 2018).

The professional domain encompasses a wide range of responsibilities and competencies essential for effective teaching and learning in contemporary educational settings. These demands include instructional planning, classroom management, lesson delivery, grading, assessment, administrative duties, professional development, and participation in meetings. As education systems evolve, teachers are increasingly expected to engage in data-driven instruction, differentiated teaching strategies, and continuous self-improvement, further expanding their workload (Bakker & Demerouti, 2007). A study by Walker et al. (2019) found that teachers report dissatisfaction with their workload due to the growing burden of administrative tasks, student assessments, and grading responsibilities, which detract from their instructional time. This aligns with findings from the Organisation for Economic Co-operation and Development's (OECD) Teaching and Learning International Survey (TALIS), which revealed that administrative duties take up a significant portion of teachers' time, often surpassing direct instructional hours (OECD, 2019). These increasing demands contribute to teachers' perceptions of being overworked, impacting their job satisfaction and overall well-being.

Furthermore, on the emotional domain it is concluded that the responsibilities, tasks, and skills are associated with the emotional labor in teachers' regular workday. Research has highlighted the bulk of the emotional nature of teacher's work (Rice, 2005, as cited in Timms et al., 2007), which occurs within their own classrooms. These demands include supporting students emotionally and their social needs, building a relationship with students, handling

conflicts or challenging student behaviors, and coping with criticism from stakeholders. A study found that the emotional job demands of teaching and suppression of emotions to maintain professionalism are positively related with anxiety and depression among teachers (Yin et. al., 2018).

In addition to the professional and emotional domains, teachers also face a wide range of personal demands that impact their well-being and professional performance. The impact of emotional and professional demands on teachers' personal lives and overall well-being is referred to as the personal domain. For teachers, balancing work responsibilities with family commitments and self-care often presents challenges. This domain highlights how a heavy workload can extend beyond school hours, reducing personal time, and making it more difficult to maintain a healthy work-life balance. Research indicates that work-related stress can adversely affect teachers' personal well-being and result in burnout (Timperley & Robinson, 2000). Moreover, a report by the U.S. Department of Education emphasized that teacher well-being is linked to student academic outcomes, highlighting the importance of supporting educators in managing both personal and professional demands (Fatahi & Warner-Griffin, 2024).

Thus, an increase in workload demands across the professional, emotional, and personal domains significantly amplifies teachers' perceived workload. This study focuses specifically on the professional domain, identifying two primary concepts of demands within it: teaching-related and non-teaching related demands. By examining these concepts, this research aims to explore to what extent the perceived workload of primary school teachers differs between those working at schools that fall under SKOA versus those working in schools that fall under DPS in relation to the indicators: classroom management, instructional time, administrative tasks, meetings, and staff shortages.

3.2. Teacher Workload in Educational Context

Perceived workload is defined as teachers' subjective experience of the demands placed upon them, encompassing the volume and intensity of tasks they handle on a daily basis (Smith & Bourke, 1992; Lu et al., 2021). Throughout academic literature, this concept has been interpreted in multiple ways. Some scholars emphasize the quantitative nature of workload by defining it as the amount of work done within a specific timeframe (Apple, 1986; Stacey et al., 2020). Others, however, draw attention to the qualitative aspect of workload, focusing on the complexity and simultaneous nature of tasks that teachers must manage, a phenomenon referred to as "work intensification" (Apple, 1986). A distinction is often made between these two aspects of workload. Perceived workload is influenced by personal experiences, stress levels, and time constraints, whereas actual workload is the quantifiable amount of time spent on activities like lesson planning, teaching hours, and grading (Collie et al., 2012). Studies indicate that perceived workload often exceeds actual workload, as factors such as insufficient support, large class sizes, emotional labor, and excessive administrative duties intensify teachers' workload experience (Bakker & Demerouti, 2017).

In addition, workload perceptions are influenced not only by the amount of work assigned but also by the interactions between different responsibilities, competing priorities, and institutional support structures. This means that two teachers with similar task loads may perceive their workload differently, depending on factors such as class size, administrative burden, emotional labor, and available resources (Collie et al., 2012; Bakker & Demerouti, 2017).

Teacher workload has been a widely studied phenomenon across different educational systems. Numerous studies highlighted the increasing demands placed on educators worldwide.

Research continuously shows that workload pressures extend beyond instructional duties, as it also incorporates administrative tasks, assessment responsibilities, and support for student's well-being (Skaalvik & Skaalvik, 2018; Kim & Loadman, 2020). In many education systems, high workload levels have been linked to teacher burnout, decreased job satisfaction, and declining retention rates (Stacey et al., 2020; Yin et al., 2018).

One of the most frequently cited studies on teacher workload is the OECD Teaching and Learning International Survey (2019), which discovered that teachers in multiple countries report spending more time on non-teaching activities than on direct instruction. This includes lesson planning, grading, and administrative duties. Studies have shown that teachers in countries such as the United Kingdom, Australia, and the United States work significantly more hours per week than their contracted teaching time, which raises stress levels and reduces classroom effectiveness (Walker et al., 2019).

Comparative research on public versus private school teachers suggests that workload experiences differ based on institutional policies, resources, and teacher autonomy (Collie et al., 2012). Public school teachers often report greater administrative burdens, larger class sizes, and increased accountability demands, whereas private school teachers may experience more flexibility but face pressure from parental expectations and curriculum requirements (Bakker & Demerouti, 2017). A study by Toropova, Myrberg, & Johansson (2021) explored teacher workload across different school environments and found that teachers in public schools generally report higher perceived workload due to external regulatory frameworks and limited institutional autonomy. Additionally, staff shortages in public schools contribute to increased workload, as teachers are frequently required to cover additional duties (OECD, 2019).

Research on teacher workload in Small Island Developing States (SIDS) and the Caribbean is more limited. However, some studies have explored teacher stress and workload in resource-constrained education systems. Jules & Edwards (2021) found that in Caribbean public schools, teachers face significant workload stress due to large class sizes, inadequate infrastructure, and high student needs. Similarly, George & Roberts (2020) highlight that teacher workload in the Caribbean is often compounded by administrative inefficiencies and insufficient government support, leading to higher attrition rates. In the Latin American and Caribbean region, teachers spend a substantial portion of their time on non-instructional duties, often without additional compensation or institutional support (UNESCO, 2020). These findings highlight the need for comparative research that examines how workload in different school systems, such as SKOA and DPS, aligns with international patterns.

While extensive research has been conducted on teacher workload, most studies focus on large education systems in North America, Europe, and Australia, and often overlook the broader Caribbean region (OECD, 2019; Jules & Edwards, 2021). Comparative studies analyzing teacher workload across different school boards within a single country or region are also limited. This makes it difficult to determine how structural and policy differences affect perceived workload (Toropova, Myrberg, & Johansson, 2021).

Additionally, most existing literature primarily examines teacher workload as an individual experience, emphasizing its relationship with stress, burnout, and job satisfaction (Bakker & Demerouti, 2017; Skaalvik & Skaalvik, 2018). However, fewer studies explore the interaction between teaching and non-teaching-related demands and how these factors jointly contribute to teachers' workload perceptions. Furthermore, stress levels among teachers can vary significantly based on factors such as age, gender, and career age, with the challenges of daily

classroom interactions often contributing to substantial stress (Morgan & Craith, 2015). National policies also play a crucial role, as teacher performance is frequently measured by international benchmarks, which can exacerbate stress when standards and responsibilities are heightened (Day & Gu, 2010, as cited in Morgan & Craith, 2015). However, it is important to note that not all research aligns with the view that modern educational policies invariably increase teacher workload. Some studies suggest that well-implemented policies and the school's environment can streamline tasks and enhance teaching efficiency. Additionally, evidence points to variations in stress levels depending on whether schools are privately or publicly managed, and the socio-economic environments they are located in (Morgan & Craith, 2015). A major factor influencing workload stress relates to teachers' immediate classroom experiences and interactions. The impact of these stressors is evident in the fact that nearly 40% of teachers surveyed in England considered leaving the profession, primarily due to disruptive student behavior (Day & Gu, 2010, as cited in Morgan & Craith, 2015). On the other hand, teachers who maintain high job satisfaction and manage stress effectively contribute to a secure and supportive learning environment where students feel valued and respected. This underscores the need for targeted interventions that address the specific sources of teacher workload and stress, promoting better work-life balance and ultimately retaining educators in the profession.

Building on this, the next section turns to teaching-related demands, outlining how classroom management and instructional time are described in the literature as key contributors to teachers' perceived workload.

3.3. Teaching-Related Demands of Primary School Teachers

Teaching-related demands refer to the responsibilities that are directly tied to the instructional process and student interaction. These demands primarily consist of classroom management and instructional time, both of which are essential for delivering effective education and can significantly impact their perceived workload. While these demands are a fundamental part of the profession, their intensity varies based on school policies, class sizes, and available resources. In many education systems, teachers struggle with limited instructional time, behavioral challenges in the classroom, and the expectation to meet standardized curriculum goals, all of which increase workload pressure (Toropova, Myrberg, & Johansson, 2021). This study categorizes teaching-related demands into two primary indicators, namely classroom management and instructional time.

3.3.1. Classroom Management

Classroom management refers to teachers' ability to establish a structured, productive learning environment by handling student behavior, minimizing disruptions, and fostering engagement. Effective classroom management is essential for student learning, yet it is consistently reported as a significant contributor to teacher workload and stress (Jones & Jones, 2021). Teachers must balance discipline enforcement, instructional clarity, and student motivation while ensuring a supportive learning atmosphere (Matiang'i, 2016).

Studies indicate that classroom management difficulties often lead to increased emotional exhaustion, especially in classrooms with high behavioral challenges (Boyle, 1995). Teachers who face frequent disruptions, lack of disciplinary support, or inconsistent policies often report higher levels of workload-related stress (Abdullah, 2019). In contrast, schools with strong

behavioral policies and administrative support tend to reduce teachers' perceived workload in this domain (Magalong & Torreon, 2021).

Additionally, the expectation for teachers to not only manage behavior but also provide emotional support to students can further increase their workload. Research suggests that educators who work in under-resourced schools experience greater classroom management challenges due to larger class sizes and limited behavioral intervention programs (Sugden, 2010).

3.3.2. Instructional Time

Instructional time refers to the period dedicated to direct teaching, lesson delivery, and student engagement. The effective use of instructional time is essential for maximizing learning outcomes, yet research shows that teachers often struggle with time constraints due to additional workload demands (Boyle, 1995). These constraints can stem from curriculum pressures, large class sizes, and the need for extra lesson planning outside of working hours (Matiang'i, 2016).

A study found that teachers in high-demand environments, particularly public school systems, often spend more time on administrative duties than on actual teaching (Abdullah, 2019). Additionally, teachers frequently report having to plan lessons and prepare instructional materials outside of school hours, further contributing to workload stress (Jones & Jones, 2021). In schools where support for lesson planning is limited, teachers may experience a greater strain on their instructional time, as they must dedicate additional effort to structuring lessons (Magalong & Torreon, 2021).

Moreover, disruptions during instructional time, such as behavioral issues, staff shortages, or unexpected administrative requests, can further reduce teachers' ability to effectively use their allocated teaching hours (Sugden, 2010). When instructional time is

frequently interrupted, educators are required to compensate by extending their work beyond contracted hours, leading to increased workload and higher stress levels.

While teaching-related demands focus on classroom management and instructional time, teachers' workload is also shaped by responsibilities that extend beyond direct instruction. The next section explores these non-teaching-related demands, including administrative tasks, meetings, and staff shortages, which the literature identifies as significant contributors to perceived workload.

3.4. Non-Teaching Related Demands of Primary School Teachers

The term “non-teaching related demands” describes workplace responsibilities that do not directly involve instruction but nevertheless contribute to a portion of teachers' workload. Administrative tasks, meetings, and staff shortages, are the three demands that cut into the amount of time available for teaching-related duties (Walker et al., 2019). While these responsibilities are necessary schools' operations, research indicates that teachers frequently report feeling overburdened by these additional responsibilities, which result in higher stress levels and lower job satisfaction (Ballet & Kelchtermans, 2009). Teachers across a range of educational systems report that they have less time for instructional planning and student engagement because of administrative burdens, bureaucratic requirements, and additional supervisory responsibilities (Abdullah, 2019). A major concern is that non-teaching demands often go unrecognized in workload assessments, despite their significant impact on teachers' general well-being (Smith & Bourke, 1992).

Studies have also highlighted that schools with insufficient support staff require teachers to take on additional roles beyond their teaching responsibilities, which further exacerbates

workload pressures (Magalong & Torreon, 2021). This study categorizes non-teaching related demands into three primary indicators: administrative tasks, meetings, and staff shortages. Each of these reflects a distinct way in which non-instructional responsibilities add to teachers' workload. The following subsections provide a description of each dimension, drawing on the literature to explain how they influence teachers' professional experiences and perceived workload.

3.4.1. Administrative Tasks

Administrative tasks include grading, lesson documentation, progress reports, and other bureaucratic requirements. While necessary, research indicates that excessive administrative tasks reduce the time available for instructional preparation, which increases workload stress (Ballet & Kelchtermans, 2009). According to Walker et al. (2019), teachers often believe that administrative responsibilities have increased in recent years, particularly in public school systems where compliance-related documentation is strictly regulated. Teachers report that tasks such as reporting on standardized assessments and documenting student progress takes up an excessive amount of their work hours, forcing them to complete lesson planning and grading outside of scheduled work time (Smith & Bourke, 1992).

In addition, a comparative study by Roness (2011) found that public school teachers tend to experience greater administrative workloads than those in private or subsidized schools.

3.4.2. Meetings

Teachers are required to attend staff meetings, curriculum discussions, department collaborations, and parent-teacher meetings. While meetings play an essential role in school

coordination, excessive meeting requirements can interfere with teachers' personal schedules and instructional planning, contributing to workload intensification (Smith & Bourke, 1992).

Research suggests that teachers in public schools, where hierarchical decision-making structures are more rigid, often have longer and more frequent meetings than those in private institutions (Ballet & Kelchtermans, 2009). Moreover, Walker et al. (2019) found that many teachers perceive meetings as excessive and unproductive, particularly when they overlap with instructional time or require additional preparation outside of work hours.

3.4.3. Staff Shortages

Staff shortages create additional workload for teachers by forcing them to take on extra responsibilities, such as covering for absent colleagues, supervising students beyond their assigned class, or handling additional administrative duties (Rones, 2011). Research suggests that understaffed schools place a greater workload burden on teachers, reducing their ability to focus on instructional responsibilities (Smith & Bourke, 1992).

A study by Ballet & Kelchtermans (2009) found that teachers in schools with frequent staff shortages often experience higher emotional exhaustion and job dissatisfaction due to the constant redistribution of work among existing staff. Furthermore, Walker et al. (2019) reported that teachers in public schools frequently cite staff shortages as a leading cause of workload intensification, particularly in resource-limited environments.

This study will thus explore whether SKOA and DPS teachers experience workload differently and whether staff shortages contribute significantly to workload stress in either school boards.

3.5. Interplay Between Teaching and Non-Teaching Related Demands

The relationship between teaching-related and non-teaching-related demands plays a crucial role in shaping teachers' overall workload experience. While teaching-related demands, such as lesson planning, instructional time, and classroom management, are essential components of a teacher's role, the burden of non-teaching responsibilities can significantly reduce the time and energy available for these core teaching functions (Smith & Bourke, 1992). Research highlights that teachers who are required to complete extensive administrative tasks, attend frequent meetings, or compensate for staff shortages often struggle to manage their instructional responsibilities effectively, leading to increased workload stress (Walker et al., 2019).

A study by Ballet & Kelchtermans (2009) found that non-teaching responsibilities often encroach on lesson planning and instructional time, forcing teachers to work beyond their contractual hours to meet both administrative and teaching-related expectations. Teachers who experience higher administrative workloads often report difficulties in maintaining high-quality instruction, as they have less time to focus on pedagogical preparation and classroom engagement (Roness, 2011).

Furthermore, the increased overlap between teaching and non-teaching responsibilities can negatively affect classroom instruction. When teachers are burdened with excessive administrative or supervisory duties, their ability to develop effective lesson plans, provide timely student feedback, and address individual student needs is compromised (Ballet & Kelchtermans, 2009). Studies indicate that teachers working in high-demand environments with significant non-teaching workloads report lower job satisfaction and reduced teaching effectiveness (Smith & Bourke, 1992).

In addition, staff shortages exacerbate the situation, as teachers are often required to cover for absent colleagues or manage additional non-instructional responsibilities, further reducing time available for core teaching duties (Walker et al., 2019). This imbalance can result in shortened or rushed lessons, decreased instructional quality, and diminished student engagement (Roness, 2011).

On top of that, the interplay between teaching and non-teaching responsibilities also has implications for teacher well-being. Overlapping demands contribute to increased stress, exhaustion, and burnout, particularly when teachers feel they lack the necessary support to manage their workload effectively (Smith & Bourke, 1992). Research shows that teachers who report feeling overwhelmed by non-teaching responsibilities are more likely to experience emotional exhaustion, depersonalization, and decreased job satisfaction, ultimately affecting their commitment to the profession (Ballet & Kelchtermans, 2009).

The overlap between teaching and non-teaching responsibilities not only affect teachers' well-being and professional commitment, but also carries direct consequences for students. Such consequences include diminished quality of instruction received, and student learning outcomes. The following subsection draws on literature to explain how teachers' workload levels significantly impact student outcomes.

3.6. Impact of Teacher Workload on Student Outcomes

The demands placed on teachers have a significant impact on student outcomes, including academic performance and overall learning experiences. Excessive teaching hours, administrative duties, and large class sizes are common indicators of high workloads, which can cause teacher stress, burnout, and a decline in the quality of instruction. These challenges hinder

teachers' ability to provide individualized attention, adequately prepare lessons, and engage effectively with students, which eventually leads to a decline in the quality of instruction (Christogonus-Anyanwu & Imiruaye, 2024; Hanushek et al., 1998; Kimani et al., 2013).

Research continuously shows that student performance and teacher workload are correlated. For instance, studies in secondary schools revealed that teachers with heavy workloads struggled to prepare adequately for lessons and assessments. This lack of preparation directly impacted students' academic performance. This was particularly noticed in public schools where teacher-to-student ratios were higher than recommended standards (Ayeni & Amanekwe, 2018; Rahman & Avan, 2016). In addition to this, overburdened teachers often have less time to meet the various learning requirements of their students, which results in disengagement and poorer academic performance (Gwambombo, 2013).

Furthermore, manageable workloads allow teachers to focus on lesson planning and developing meaningful interactions with students. These activities are essential for improving academic performance and socio-emotional development (Schneider & Preckel, 2017; Hanushek et al., 1998). Therefore, it has been demonstrated that lowering teacher workload enhances both student outcomes and teacher well-being.

3.7. Theoretical Framework

The theoretical framework in this study outlines the relationship between teaching-related demands, non-teaching-related demands, and teacher-perceived workload within the professional domain (see Figure 1). It examines how these demands contribute to teachers' workload perceptions and whether these relationships differ between SKOA and DPS teachers.

According to Bryman et al. (2021), the use of independent and dependent variables reflects the aim of quantitative research to make claims about the direction and nature of relationships between factors. In this study, teaching-related and non-teaching related demands serve as the independent variables, while perceived workload serves as the dependent variable.

The framework is built on three key concepts. Firstly, teaching-related demands, which includes responsibilities associated with classroom management and instructional time. Secondly, non-teaching-related demands, which refer to additional professional responsibilities that extend beyond direct instruction, namely administrative tasks, meetings, and staff shortages. Lastly, teacher-perceived workload, which captures teachers' subjective experiences of their workload, influenced by both teaching and non-teaching demands.

Drawing on prior literature, four hypotheses were also formulated. Below, each sub-research question is paired below with its corresponding hypothesis.

1. What is the correlation between teaching-related demands and primary school teachers' perceived workload at SKOA and DPS?

Hypotheses 1:

- Null hypothesis (H0): Teaching-related demands (classroom management and instructional time) will show no correlation with teachers' perceived workload in both school boards.
 - Alternative Hypothesis (H1): Teaching-related demands (classroom management and instructional time) will show a positive correlation with teachers' perceived workload in both school boards.
2. What is the correlation between non-teaching related demands and primary school teachers' perceived workload at SKOA and DPS?

Hypothesis 2:

- Null hypothesis (H0): Non-teaching-related demands (administrative tasks, meetings, staff shortages) will show no correlation with teachers' perceived workload in both school boards.
 - Alternative Hypothesis (H1): Non-teaching-related demands (administrative tasks, meetings, staff shortages) will show a positive correlation with teachers' perceived workload in both school boards.
3. Which indicators of teaching and non-teaching related demands have the strongest correlation with primary school teachers' perceived workload at SKOA and DPS?
- Hypothesis 3: Instructional time will exhibit the strongest correlation with perceived workload among teaching-related indicators, and administrative tasks will exhibit the strongest correlation among non-teaching-related indicators (as suggested by prior literature on time pressure and administrative burden).
4. How does the relationship between teaching and non-teaching related demands compare for primary school teachers at SKOA and DPS?
- Hypothesis 4: The strength of the correlations in H1-H3 will differ between SKOA and DPS; effects are expected to be stronger at DPS (particularly for instructional time and administrative tasks), given documented administrative load and resource constraints.

In Figure 1, the arrows in the figure illustrate the directional relationships between the key concepts. Single-headed arrows represent the hypothesized positive relationships (H1, H2). H3 specifies which indicators are expected to be the strongest within each domain.

Through this structure, the theoretical framework provides a basis for analyzing workload perceptions among teachers and for understanding how different types of demands shape teachers' professional experiences in Aruba's two largest school boards.

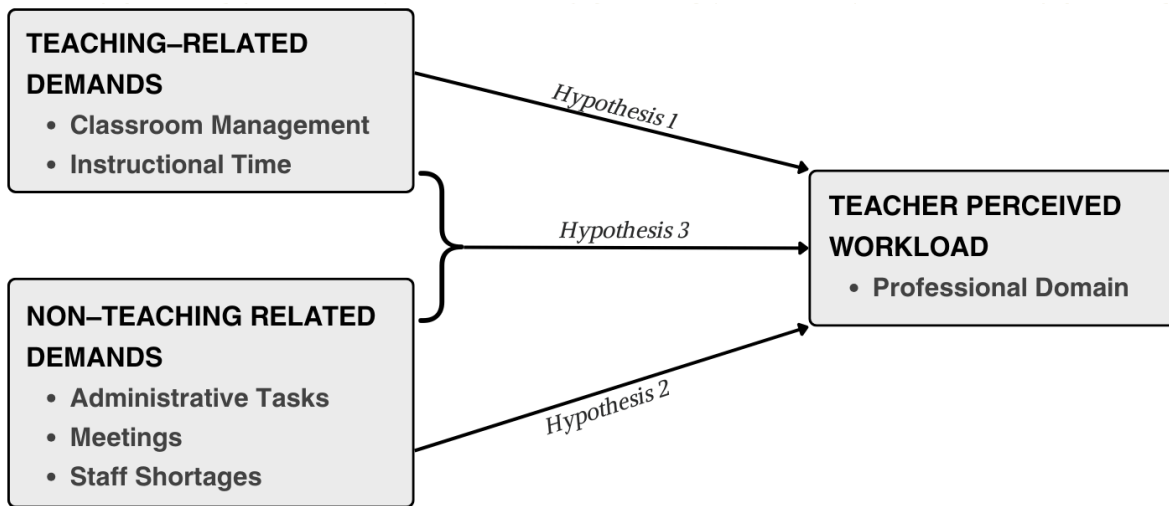


Figure 1: Theoretical Framework

Chapter 4: Research Design and Methodology

This chapter outlines the research design and methods used to examine the perceived workload of primary school teachers employed by SKOA and DPS. It presents the design, operationalization of key concepts, sampling strategy, data collection procedures, and the structure of the research instrument. In addition, this chapter discusses the validity and reliability of the instruments and provides an overview of the data analysis plan.

4.1. Research Design

This study employs a quantitative research design, characterized by the systematic collection and analysis of numerical data to test hypotheses and identify patterns among variables (Bryman et al., 2021). While the term “quantitative” itself may suggest that its defining feature lies in its potential to quantify aspects of social life, Bryman et. al. emphasizes that its purpose goes beyond numerical descriptions (2021). Quantitative research allows the researchers to explain why phenomena occur by examining relationships between variables. A quantitative approach is appropriate for this research because the study seeks to measure relationships between specific workload demands and teachers’ perceived workload, and to determine whether these relationships differ across school boards.

The study also follows a comparative research design, in which two distinct organizational contexts, namely SKOA and DPS, are examined side by side. This type of approach is particularly useful when the goal is to understand how the same phenomena takes place across different organizational or policy contexts (Bryman et al., 2021).

The central relationships being investigated are whether teaching-related and non-teaching related demands influence teachers’ perceived workload, and whether these

relationships vary across SKOA and DPS. These relationships are visually represented in the study's theoretical framework (see Figure 1).

The research is structured as a case study comparison, where SKOA and DPS are treated as two cases within Aruba's educational landscape. Case studies allow for in-depth exploration of phenomena, and when applied comparatively, highlights commonalities and contrasts across cases. In this study, SKOA serves as the initial case, with data collected during the SKOA Teachers' Workload Report 2024 (Arends, 2025), while DPS represents the second case, informed by new data collected specifically for this report, to allow for comparative analysis. The unit of analysis in this study is the individual primary school teacher employed by SKOA or DPS.

The unit of analysis in this study is the individual primary school teachers employed by SKOA or DPS. The unit of measurement is the teacher's self-reported perception of workload, measured through a structured self-administered questionnaire using Likert-scale items. The operationalization allows the study to quantify how teachers assess their own workload.

4.2. Operationalization of Core Concepts

Operationalization of key concepts explains how the study's key theoretical concepts are translated into measurable variables (Bryman et al., 2021), enabling a structured and consistent assessment of teacher workload across two school boards.

The dependent variable in this study is teachers' perceived workload, defined as "teachers' subjective experience of the demands placed upon them, encompassing the volume and intensity of tasks they handle on a daily basis" (Smith & Bourke, 1992; Lu et al., 2021). In the SKOA survey, perceived workload was measured more narrowly, defined as "the extent to

which individual teaching-related and non-teaching related demands are experienced by teachers as contributing to their overall workload” (Arends, 2025). In the SKOA study, perceived workload was assessed through items in the self-administered questionnaire that asked teachers to indicate the extent to which each indicator added to their overall workload. In contrast, the DPS survey used a broader definition that distinguished between two dimensions: the volume of work (how much of a task was required) and the intensity of the work (the level of effort or pressure associated with it).

The independent variables are grouped into two main categories: teaching-related demands and non-teaching related demands. These categories capture the two primary sources of workload, identified in literature and the *SKOA Teachers' Workload Report 2024* (Arends, 2025). Teaching-related demands refer to responsibilities that are directly tied to the instructional process and student interaction, which is further divided into two indicators: classroom management and instructional time.

- Classroom management, defined as the teachers' ability to establish a structured, productive learning environment by handling student behavior, minimizing disruptions, and fostering engagement (Jones & Jones, 2021). In the self-administered questionnaire, this was measured using a set of statements that captured daily classroom management activities. Each statement was assessed twice, once for volume (“the extent to which these activities require a high volume of tasks daily”) and once for intensity (“the extent to which these activities are highly intense and demanding on a daily basis”). Responses were recorded on a five-point Likert scale, ranging from 1 = *Strongly Disagree* to 5 = *Strongly Agree*.

- Instructional time, defined as the period dedicated to direct teaching, lesson delivery, and student engagement, essential for maximizing learning outcomes (Boyle, 1995). In the self-administered questionnaire, this was measured using a set of statements that captured daily instructional time activities. Each statement was assessed twice, once for volume (“the extent to which these activities require a high volume of tasks daily”) and once for intensity (“the extent to which these activities are highly intense and demanding on a daily basis”). Responses were recorded on a five-point Likert scale, ranging from 1 = *Strongly Disagree* to 5 = *Strongly Agree*.

Non-teaching related demands, which refer to “workplace responsibilities that do not directly involve instruction but nevertheless contribute to a portion of teachers’ workload”, are further divided into three indicators: administrative tasks, meetings, and staff shortages.

- Administrative tasks, defined as the necessary tasks including grading, lesson documentation, progress reports, and other bureaucratic requirements that, when excessive, can reduce the time available for instructional preparation, which increases workload stress (Ballet & Kelchtermans, 2009). In the self-administered questionnaire, this was measured using a set of statements that captured daily administrative activities. Each statement was assessed twice, once for volume (“the extent to which these activities require a high volume of tasks daily”) and once for intensity (“the extent to which these activities are highly intense and demanding on a daily basis”). Responses were recorded on a five-point Likert scale, ranging from 1 = *Strongly Disagree* to 5 = *Strongly Agree*.
- Meetings, defined as essential and required roles in school coordination, including staff meetings, curriculum discussions, department collaborations, and parent-teacher meetings (Smith & Bourke, 1992). In the self-administered questionnaire, this was measured using

a set of statements that captured the preparation required for the different types of meetings. Each statement was assessed twice, once for volume (“the extent to which the preparation for these meetings require a high volume of tasks daily”) and once for intensity (“the extent to which the preparation for these meetings are highly intense and demanding on a daily basis”). Responses were recorded on a five-point Likert scale, ranging from *1 = Strongly Disagree* to *5 = Strongly Agree*.

- Staff shortages, defined as insufficient staffing in schools, forcing teachers to take on extra responsibilities, including covering for absent colleagues, supervising students beyond their assigned class, or handling additional administrative duties (Roness, 2011; Smith & Bourke, 1992). In the self-administered questionnaire, this was measured using a set of statements that captured daily staff shortages activities. Each statement was assessed twice, once for volume (“the extent to which these activities require a high volume of tasks daily”) and once for intensity (“the extent to which these activities are highly intense and demanding on a daily basis”). Responses were recorded on a five-point Likert scale, ranging from *1 = Strongly Disagree* to *5 = Strongly Agree*.

This method allows for quantification of teachers’ subjective experiences of workload into measurable data, making it possible to examine correlations between specific demands and perceived workload, and to conduct a comparative analysis across SKOA and DPS.

4.3. Research Methods

This study employs a self-administered questionnaire as the primary method of data collection. The survey method is well-suited for quantitative research, as it allows the collection of standardized data from a defined population, especially when measuring attitudes,

perceptions, and self-reported behaviors (Bryman et al., 2021). By applying the same instrument to all participants, the approach ensures measurement consistency and facilitates comparative analysis. The research design is a comparative cross-sectional study with non-simultaneous data collection. A cross-sectional study collects data from a specific population at a single point in time, which is appropriate for identifying relationships between variables without tracking changes over time (Bryman et al., 2021). In this study, two datasets were collected at different moments, with the same theoretical framework. Data from SKOA were collected in May 2024 during the researcher's internship project, while new data for DPS were collected in June 2025. Although the data collection periods differ, each datasets represent a single moment in time, and both can be compared reliably because of the consistent framework.

Thus, this thesis draws on two datasets: existing data collected from SKOA primary school teachers, and new primary data collected from DPS primary school teachers. The use of SKOA data is justified by its alignment with the current research objective, instrument, and variables. Both datasets allow for a comparative analysis of how teaching-related and non-teaching related demands influence teacher perceived workload across Aruba's two main school boards. However, one important difference exists between the two surveys. The SKOA survey measured each indicator in terms of its overall contribution to perceived workload. In contrast, the DPS survey utilized a broader definition of workload that distinguished between volume and intensity. Teachers in DPS were therefore asked to rate the impact of each indicator twice: first in terms of the volume of work it created, and second in terms of the intensity or effort it demanded. This refinement allowed the DPS data to capture a more detailed understanding of workload. For comparative purposes, SKOA results are interpreted as general

perceptions of workload, while DPS results are presented separately by volume and intensity to provide additional insights.

The structured questionnaire includes both independent variables (classroom management, instructional time, administrative tasks, meetings, and staff shortages) and the dependent variable (teacher perceived workload). Responses are measured on a 5-point Likert scale and analyzed using statistical software IBM SPSS.

4.4. Sampling and Participants

The target population for this study consists of primary school teachers employed by Aruba's two largest school boards, namely SKOA and DPS. The study focuses on classroom teachers, specifically those who have their own fixed and regular class in the primary grades. For SKOA, this population includes teachers employed at one of the 25 regular primary schools under its management. For DPS, the population consisted of teachers employed at one of the 7 public primary schools.

Special education schools were excluded from the study. This decision was made for two main reasons. First, special education schools operate under different class sizes, and pedagogical approaches compared to regular primary schools. These differences affect workload in ways that are not directly comparable to regular primary school classroom teaching, in terms of specialized instructional support, individualized teaching plans, and higher staff-to-student ratios. Including them could therefore have distorted the comparison between SKOA and DPS. Second, the research objective is to assess and compare the workload of teachers in the regular primary school system, where the majority of primary teachers are employed. By focusing on

this population, the study ensures consistency in scope and greater comparability across the two school boards.

This study applies a non-probability purposive sampling technique (Bryman et al., 2021), where teachers were intentionally selected based on specific inclusion criteria. Only full-time classroom teachers were included as they are directly exposed to both teaching-related and non-teaching related workload demands, ensuring that the sample reflects the intended population.

With the questionnaire distributed among 25 primary schools at SKOA and 7 primary schools of DPS, the final sample size of this study consisted of a total of 127 participants.

4.4.1. SKOA: Sampling and Distribution

Data from SKOA teachers were collected in May 2024 through an online self-administered questionnaire distributed via email. All eligible SKOA teachers received an invitation to participate. The inclusion criteria required that participants be employed by SKOA and work in a SKOA primary school, and work as a classroom teacher. Non-teaching roles such as school principal, support staff, substitute teachers, or coordinators were not included.

A total of 66 responses were collected at SKOA. The questionnaire was distributed across all 25 SKOA primary schools to ensure broad coverage. To protect anonymity, participants were not asked to disclose the specific school where they worked. While this means representation of each individual school cannot be confirmed, the broad distribution increases the likelihood of variation across school contexts.

4.4.2. DPS: Sampling and Distribution

Data from DPS teachers were collected in June 2025. To increase response rates and ensure broader coverage, a school visitation strategy was employed. The researcher personally visited each DPS primary school and delivered copies of the questionnaire to a school representative, usually an administrative worker or the principal. During these visits, a return date was agreed upon for collecting the completed questionnaires. Before returning, the researcher followed up by phone to check on progress and remind schools of the deadline.

All principals received a Principal Instruction Sheet explaining the purpose of this study, and instructions on how to distribute and collect the sealed envelopes among their staff (see Appendix A, figure 1). Each participating teacher received an envelope containing the Teacher Introductory Page and Confidentiality Sticker (see Appendix A, figures 2 and 3). These materials were designed to ensure teachers understood the research purpose, confidentiality procedures, and ethical safeguards before participation. Each envelope also included a printed copy of the questionnaire.

In one school, printed distribution was not possible, as the school did not wish to host an in-person visit. In this case, the researcher prepared an email with the online survey link and instructions, which was sent to the principal and forwarded to the teaching staff. This ensured that teachers at that school were still included in the study. These combined methods were chosen to maximize participation. The approach was especially important given the small population size of DPS teachers, where a high response rate was required to ensure reliable statistical analysis.

With distribution across all 7 DPS primary schools, a total of 61 responses were collected. As with the SKOA sample, only classroom teachers were eligible to participate, while

school heads, support staff, substitute teachers, and other non-teaching personnel were excluded based on the inclusion criteria at the beginning of the questionnaire.

Thus, the final sample size of this study consisted of 66 classroom teachers from SKOA and 61 classroom teachers from DPS. Together, this represents a total of 127 participants. All participants met the inclusion criteria of being full-time classroom teachers in primary schools. The SKOA sample, while valuable, is not representative of the entire SKOA teacher population due to its relative size, with 18% response rate. In contrast, the DPS sample is highly representative, with 81% response rate.

4.4.3. Ethical Considerations

Participation in both data collection phases was voluntary. Teachers were informed of their rights, including anonymity and confidentiality, and gave consent to participate before starting the survey. The consent process was integrated into the first question of the self-administered questionnaire, ensuring that only informed participants continued with the survey (see Appendix B).

4.5. Research Instrument

The primary data collection tool used in this study is a self-administered questionnaire, designed to assess primary school teachers' perceptions of workload. The questionnaire was originally developed for the *SKOA Teachers' Workload Report 2024* (Arends, 2025), and was adapted for this thesis to collect new data from DPS teachers. The core structure, theoretical foundation, and measurement approach remained consistent, with minor adjustments made to better capture workload dimensions in DPS. While SKOA teachers were asked to what extent each indicator added to their workload in general, the DPS survey measured both the volume and

the intensity of each demand. This provided a broader view of workload while maintaining conceptual alignment with the SKOA survey.

The questionnaire begins on the first page with an introduction message that explains the study's purpose, anonymity, confidentiality, and the rights of participants. In this section, participants indicate informed consent before continuing. For the printed version, this was confirmed with a tick of the pen.

The next page contains the eligibility criteria, consisting of two screening questions: (1) whether the respondent works in a DPS primary school and (2) whether they are a classroom teacher. Only respondents meeting both criteria continued the survey.

Following this, five demographic questions were asked, covering age group, gender, class level taught, years of teaching experience, and school district. These variables provided important background information for analysis.

The main part of the questionnaire was divided into seven sections, each designed to capture specific aspects of teacher workload perceptions. The questionnaire measured both the volume of tasks ("the extent to which activities require a high number of tasks daily") and the intensity of tasks ("the extent to which activities are highly demanding and intense on a daily basis"). Responses were captured on a five-point Likert scale ranging from 1 = *Strongly Disagree* to 5 = *Strongly Agree*.

- Section 1: Workload perception (dependent variable) was measured by using two statements that captured teachers' overall perception of their workload. These items assessed both the volume and intensity of daily tasks. *Example statement:* I experience the volume of tasks I handle daily as demanding.

- Section 2: Classroom management was measured by using 13 statements that captured daily classroom management activities, with each item assessed for both volume and intensity. Example statement: Using engaging strategies for congenial learning environments. This example statement thus measures the extent to which using engaging strategies for congenial learning environments requires a high number of tasks on a daily basis, and the extent to which using engaging strategies for congenial learning environments is highly intense and demanding on a daily basis.
- Section 3: Instructional time was measured by using 6 statements that captured daily instructional activities, with each item assessed for both volume and intensity. Example statement: Delivering classroom instructions. This example statement thus measures the extent to which delivering classroom instructions requires a high number of tasks on a daily basis, and the extent to which delivering classroom instructions is highly intense and demanding on a daily basis.
- Section 4: Administrative tasks were measured by using 9 statements that captured daily administrative activities, with each item assessed for both volume and intensity. Example statement: Entering tests results in the Student Administration System. This example statement thus measures the extent to which entering test results in the Student Administration System requires a high number of tasks on a daily basis, and the extent to which entering test results in the Student Administration System is highly intense and demanding on a daily basis.
- Section 5: Meetings were measured by using 6 statements that captured the preparation for different types of meetings, with each item assessed for both volume and intensity. Example statement: Parent-teacher meetings preparations. This example statement thus

measures the extent to which parent-teacher meetings preparations require a high number of tasks on a daily basis, and the extent to which parent-teacher meetings preparations are highly intense and demanding on a daily basis.

- Section 6: Staff shortages, was measured by using 4 statements that captured daily staff shortages activities, with each item assessed for both volume and intensity. Example statement: Covering for an absent colleague. This example statement thus measures the extent to which covering for an absent colleague requires a high number of tasks on a daily basis, and the extent to which covering for an absent colleague is highly intense and demanding on a daily basis.
- Section 7: Open-ended question, allowing participants to mention any additional workload factors not covered in the structured items.

4.6. Validity and Reliability of the Instrument

To ensure the quality and credibility of this study, attention was given to both the validity and reliability of the research instrument. These two criteria are essential in evaluating whether a questionnaire measures what it intends to measure, and whether it does so consistently.

4.6.1. Validity

Validity refers to the extent to which a research instrument accurately captures the theoretical concept that it was designed to measure (Bryman et al., 2021). For this study, content validity was a key focus, to assess whether the questionnaire items adequately represent the constructs in the theoretical framework.

To establish content validity, the indicator was directly linked to the operational definitions of teaching-related and non-teaching-related demands, as well as perceived workload.

During the development of the original SKOA survey in 2024, the staff member responsible for overseeing all primary education schools, was consulted throughout the item design process. The expert reviewed each draft item, confirmed whether it reflected the reality of primary school teachers' daily tasks, and provided guidance on the inclusion of relevant duties. For the indicators classroom management and instructional time, the expert assessed whether the proposed items reflected routine and instructional responsibilities. For non-teaching demands, the expert identified typical administrative tasks teachers are expected to perform, listed the various types of meetings teachers regularly attend, and the impact of staff shortages which served as the basis for item development. Each set of items were refined and approved before the survey was finalized.

For the DPS survey in 2025, the same items were retained, but the definition of workload was broadened. Teachers were asked to evaluate each indicator in terms of both volume and intensity. This adjustment did not alter the constructs being measured but allowed for a more in-depth assessment. By maintaining the original framework and expanding its scope, the questionnaire preserved the content validity already established.

4.6.2. Reliability

Reliability refers to the extent to which items that are intended to measure the same concept produce consistent results (Bryman et al., 2021). The study's reliability therefore assesses the internal consistency of the questionnaire. In this study, reliability of each set of items was tested through Cronbach's Alpha, corresponding to the five workload indicators. A Cronbach's Alpha value of 0.70 or higher is considered acceptable in social science research, as it supports the claim that the questionnaire reliably measures each construct (Bryman et al.,

2021). Together with the established content validity, this would confirm that the instrument is both accurate and dependable for the purpose of this comparative study.

In this study, all workload indicators demonstrated acceptable to excellent internal consistency as measured by Cronbach's Alpha (see Table 2). No items were removed from any dimension to improve reliability. Therefore, all statements were retained as originally constructed whereby the analysis of SKOA and DPS datasets measured and included the same set of statements. An overview of all the Cronbach's Alpha scores is presented per indicator in Table 2, which provides a summary of internal consistency for both volume and intensity. Additionally, Cronbach's Alpha output per individual indicator is included in Tables 3-12, showing the SPSS reliability analysis for each workload indicator separately by volume and intensity. The scores across all five workload indicators are as follows:

- Classroom Management showed excellent reliability, with a = .901 for volume and a = .939 for intensity. This indicates a very high level of internal consistency in how respondents perceive both the amount and pressure of classroom-related responsibilities.
- Instructional Time demonstrated acceptable to good reliability, with a = .749 for volume and a = .844 for intensity. These scores suggest that the items measuring this dimension were consistently understood by respondents, though slightly less so compared to other dimensions.
- Administrative Tasks produced good reliability scores, with a = .816 for volume and a = .862 for intensity. This indicates that these items reliably captured the teachers' perceived workload related to administrative responsibilities.

- Meetings also showed good to excellent internal consistency, with $\alpha = .872$ for volume and $\alpha = .884$ for intensity. These values reflect a high consistency in how respondents perceived the frequency and intensity of their meeting commitments.
- Staff shortages achieved the highest overall reliability, with $\alpha = .913$ for volume and $\alpha = .905$ for intensity. These scores confirm excellent internal consistency, suggesting that the items in this dimension were strongly aligned and clearly understood by all respondents.

All constructs exceeded the 0.70 threshold, demonstrating satisfactory to excellent internal consistency. The reliability was particularly strong for Classroom Management (.901 for volume; .939 for intensity) and Staff Shortages (.913 for volume; .905 for intensity). The lowest but still acceptable value was Instructional Time - Volume (.749). These results indicate that the items within each of the five indicators reliably measured the intended workload construct.

In addition, the dependent variable, perceived workload, was tested for internal consistency using Cronbach's Alpha. This dimension consisted of two items measuring teacher's perceptions of the volume and intensity of their daily tasks. The analysis showed a reliability coefficient of $\alpha = .855$ (see Table 13), indicating good internal consistency. This result supports the internal reliability of the composite Perceived Workload Score, which was calculated as the mean of these two items (perception of volume and intensity of daily tasks), and subsequently used in correlation analyses. Therefore, its inclusion as a valid outcome measure in this study is both statistically justified and aligned with the theoretical framework.

Taken together, the strong reliability scores and the established content validity confirm that the instrument is both accurate and dependable for the comparative study of teacher workload in Aruba's primary school system.

4.7. Data Collection Procedures

Data collection for this study took place in two phases. The first phase was conducted in May 2024, when data were collected from SKOA teachers through an online questionnaire distributed via email. The second phase took place in June 2025, when the researcher collected new data from DPS teachers through a school visitation strategy supported by an online survey through the platform Google Forms.

The use of different approaches reflects the context of each dataset. For SKOA, the data had already been gathered during an earlier internship research project, where digital distribution was the most practical strategy. For DPS, the small population size required a strategy that maximized participation, which was achieved by visiting schools in person, distributing printed surveys, with an online survey option through the platform Google Forms.

After collection, all responses were compiled and prepared for analysis. For SKOA, responses were automatically recorded in Google Forms and exported from Google Sheets into SPSS. For DPS, completed paper surveys were retrieved from schools, digitized, and entered into Google Forms, after which both paper and online submissions were merged into one dataset. Data cleaning was performed by checking for incomplete responses, ensuring that only valid cases from classroom teachers were included. The datasets were then exported to SPSS for statistical analysis.

To ensure consistency, both datasets were based on the same theoretical framework and set of workload indicators. The only difference is that the DPS survey captured both the volume and intensity of each demand, while the SKOA survey measured general contribution to workload. Despite this variation, the conceptual structure remained aligned, allowing for meaningful comparison across both school boards.

4.8. Data Analysis Plan

The data analysis for this study was conducted using the platform Google Sheets and IBM SPSS Statistics. Analysis proceeded in several stages, beginning with descriptive statistics, followed by inferential statistical tests designed to test the study's hypotheses and research objectives, and reliability testing.

Descriptive statistics were used to summarize the general characteristics of the sample. These include frequency distributions, percentages, means, and standard deviations for demographic variables such as age, years of teaching experience, and grade level taught, as well as for all indicators related to perceived workload. Reliability testing was carried out using Cronbach's Alpha to assess the internal consistency of the items belonging to each workload indicator. Inferential statistics analyses were performed to evaluate the study's sub-research questions. Pearson's correlation analysis was used to test the relationships between the workload indicators and teachers' perceived workload. Independent sample t-tests were conducted to compare the mean scores of SKOA and DPS teachers on the five workload indicators. All analyses were conducted at a significance level of $p < 0.05$.

Each of the study's four sub-research questions were addressed as follows:

- Sub-research question 1: The correlation between teaching-related demands and perceived workload was tested using Pearson's correlation coefficients for classroom management and instructional time.
- Sub-research question 2: The correlation between non-teaching-related demands and perceived workload was tested using Pearson's correlation coefficients for administrative tasks, meetings, and staff shortages.

- Sub-research question 3: The strength of the correlations across all indicators was compared to identify which demands were most strongly associated with perceived workload.
- Sub-research question 4: Independent sample t-tests were conducted to compare the mean levels of teaching- and non-teaching-related demands between SKOA and DPS teachers.

This chapter outlined the research design and demonstrated its valid and reliable methods. The next chapter focuses on answering the sub-research questions through a series of comparative analyses between SKOA and DPS, and thereby providing deeper insights into the factors contributing to workload perceptions among primary school teachers in Aruba.

Chapter 5: Results

This chapter presents the results of the data analysis conducted to answer the main research question and sub-research questions. The findings are structured in two parts. First, the descriptive analysis provides an overview of the demographic characteristics of the respondents and how they perceive their workload in terms of teaching and non-teaching demands. This includes mean scores and standard deviations for volume and intensity across different workload indicators. Next, the correlation analyses explore the relationships between various demand indicators and teachers' perceived workload. These findings are organized according to the structure of the research questions and highlights the most significant patterns observed within and across the two school boards, namely SKOA and DPS.

5.1. Descriptive Profile of Respondents

This section presents the descriptive statistics of the study sample and the main study variables. The purpose of these descriptive results is to provide an overview of the dataset before presenting the results by research question.

The self-administered questionnaire consisted of 5 demographic questions. It included the age range, gender, grade taught, district of school, as well as teaching experience. Due to the small number of DPS schools, and to maintain school confidentiality, the district distribution was not analyzed and will not be included in the demographic characteristics.

5.1.1. Age Range

Among the 61 DPS respondents, the largest proportion were between 36-40 years old (27.9%), followed by the teachers in the age range 41-50 years old (26.2%). Furthermore, teachers aged 51-60 years accounted for 18.0%, while 13.1% were between 31-35 years. Smaller

groups included teachers aged 21-25 (4.9%), 26-30 (1.6%), and 61-65 (6.6%). One respondent (1.6%) did not provide his/her age. These results show that most respondents were in the mid-career stage, with relatively fewer very young or near-retirement teachers represented (Table 14).

5.1.2. Gender

Of the 61 respondents, 56 (91.8%) were female and 4 (6.6%) were male, while one participant (1.6%) did not provide an answer. This distribution reflects the gender composition typical of the Aruban primary education sector, where the teaching profession is predominantly female (Table 15).

5.1.3. Grade Taught

The 61 valid respondents from DPS were distributed across all six primary grade levels. The largest groups were teachers in Class 1, which accounted for 18.0% of the responses, followed by Class 4, Class 5, and Class 6 (each 16.4%). Furthermore, Class 2 and Class 3 accounted for 14.8% each, while 3.3% of teachers did not indicate their class. This distribution shows broad coverage across the different grade levels (Table 16).

5.1.4. Teaching Experience

Respondents represented a range of experience levels. Approximately 23.0% of respondents had more than 21 years of teaching experience, 21.3% had 15–20 years, 18.0% had 11–15 years, 26.2% had 6–10 years, and 11.5% had 0–5 years of experience. These figures indicate that both highly experienced and novice teachers were included in the sample (see Table 17).

5.2. Perceptions of Workload

To provide an overview of how teachers perceive their workload, descriptive statistics of the composite scores for each demand's indicator were calculated (Table 18). Although this section continues to use descriptive statistics, it differs from the previous demographic profile in that it explores key workload indicators that form the foundation for later statistical analyses.

The composite scores for each indicator were created by summing the Likert-scale responses from multiple statements that measured the same workload indicator (for example: classroom management). As a result, the reported mean values (M) reflect total scores rather than individual item averages. These scores represent the average of the overall perceptions of volume and intensity for each indicator category. The resulting composite scores were then analyzed using two key statistical measures: the mean and the standard deviation, both of which help to interpret how teachers responded overall and how much their responses varied.

The mean (M) shows the average score, indicating how strongly teachers, on average, agreed with the statements regarding their perceived workload. The standard deviation (*SD*) shows how much the answers varied between respondents (Bryman et al., 2021). A low *SD* means that most teachers gave similar responses, while a high *SD* means there were larger differences in how teachers responded.

5.2.1. Teaching-Related Demands

5.2.1.1. Classroom Management. For classroom management, the average perception of volume was $M = 3.90$, $SD = 0.63$. This score falls close to the “agree” point on the Likert scale, indicating that most teachers agree that the volume of classroom management tasks contributes

to their workload. The standard deviation of 0.63 suggests that responses were fairly consistent, with most teachers having similar perceptions regarding this aspect of their workload.

In addition, the perceived intensity for classroom management tasks was $M = 3.58$, $SD = 0.82$. This value also leans toward “agree”, though slightly lower than volume. The volume and intensity scores therefore suggest that while teachers recognize the pressure or effort required for classroom management, they find the volume slightly more burdensome. The higher standard deviation of 0.82 indicates more variability in how intensely teachers experience classroom management.

5.2.1.2. Instructional Time. For instructional time, the mean score for volume was 4.00, $SD = 0.51$. This sits squarely on the “agree” point of the Likert scale, showing that teachers agree that instructional time adds considerably to their workload in terms of volume. The relatively low standard deviation of 0.51 implies that most respondents shared this view, with little variation.

Moreover, the mean score for intensity was $M = 3.84$, $SD = 0.63$, which also corresponds with “agree”, though slightly less strongly. The volume and intensity scores therefore suggest that teachers find instructional time to be fairly intense and demanding, though slightly less so than they find it voluminous. The higher standard deviation of 0.63 suggests moderate consistency in responses.

5.2.2. Non-Teaching-Related Demands

5.2.2.1. Administrative Tasks. For administrative tasks, the average perception of volume was $M = 3.75$, $SD = 0.56$. This score falls near the “agree” category, indicating that teachers generally acknowledge the significant amount of administrative work they are

responsible for. The relatively low standard deviation of 0.56 suggests that most teachers had similar perceptions regarding the volume of their administrative tasks.

In addition, the perceived intensity for administrative tasks was $M = 3.67$, $SD = 0.65$. This falls between “neutral” and “agree,” but leans more closely toward agreement. The volume and intensity scores therefore suggest that teachers find these tasks not only numerous but also fairly demanding. The higher standard deviation of 0.65 indicates moderate consistency in responses.

5.2.2.2. Meetings. For meetings, the mean score for volume was $M = 2.89$, $SD = 0.77$. This falls just below the midpoint of the scale, but leans more closely toward neutrality. This suggests that teachers tended to “disagree” or remain “neutral” about the preparations these meetings required. The standard deviation of 0.77 shows a moderate variation in responses.

Moreover, the mean score for intensity was $M = 2.90$, $SD = 0.87$. This indicates that teachers do not generally find the preparation for meetings to be highly intense or mentally demanding, as this score also falls between “disagree” and “neutral”, while leaning more towards neutrality. Still, the relatively high standard deviation suggests diverse experiences among teachers. These scores therefore suggest that teachers do not perceive meeting preparations as voluminous or demanding, with the higher standard deviation of 0.87 indicating high variability in terms of responses.

5.2.2.3. Staff Shortages. For staff shortages, the average perception of volume was $M = 3.35$, $SD = 1.07$. This score lies between “neutral” and “agree”, but leans more closely toward neutrality. This suggests that teachers’ perceptions are neutral on the volume of tasks required in terms of staff shortages. The standard deviation of 1.07 shows a high level of variation in

responses, which means that some teachers experienced the staff shortages tasks more voluminous, while some do not find it to be of high volume at all.

In addition, the perceived intensity for staff shortages was $M = 3.25$, $SD = 1.11$. As this score lies between “neutral” and “agree”, and leans more closely toward neutrality, it indicates that teachers’ perceptions are neutral on the intensity and demanding nature of staff shortages tasks. With the highest standard deviation, it confirms that the perceptions vary widely across respondents. These scores therefore suggest that teachers generally hold a neutral stance toward staff shortages as voluminous or highly intense and demanding. However, the high standard deviations indicate considerable variations in experiences, with some teachers indicating feeling more impacted by staff shortages than others.

5.3. Teaching Demands and Perceived Workload (SKOA and DPS)

The following sections present the correlation findings for all four sub-research questions. Each analysis explores the relationship between specific types of demands and teachers’ perceived workload at SKOA and DPS. To assess these relationships, Pearson’s correlation test was used, which generates two key statistics: namely the significance level (P-value or P) and the Pearson correlation coefficient (R-value or R).

The p-value indicates whether a relationship is statistically significant. A result is considered statistically significant when $P < .05$, meaning there is less than 5% probability that the observed relationship occurred by chance (Bryman et al., 2021). In other words, there is at least 95% level of confidence that the relationship found between the two variables reflects a real association.

The R-value represents both the strength and the direction of the relationship between two variables. It ranges from -1 to 1, where:

- $R = +1$ indicates a perfect positive relationship;
- $R = 0$ means that there is no linear relationship;
- $R = -1$ indicates a perfect negative relationship.

The direction of the relationship is shown by the sign. A positive correlation means that as one variable increases (for example: teaching-related demands), the other also increases (for example: perceived workload). A negative correlation means that as one variable increases, the other decreases (Bryman et al., 2021).

The strength of the relationship is determined by how close the R-value is to -1 or $+1$. According to Bryman et al. (2021), the strength of the positive relationship can be interpreted as follows:

- Very weak: 0.00 - 0.19;
- Weak: 0.20 - 0.39;
- Moderate: 0.40 - 0.59;
- Strong: 0.60 - 0.79;
- Very strong: 0.80 - 1.00.

An overview of this interpretation is provided (see Table 19). Together, the R-value and P-value help determine how closely connected a specific demand is to teachers' perceived workload perceptions, and whether the observed relationship is statistically valid.

Importantly, the analysis approach differed slightly across the two school boards. At SKOA, each demand indicator was tested in direct relation to perceived workload as a whole, for instance classroom management with perceived workload. At DPS, however, each demand's

volume and intensity scores were analyzed separately, for instance classroom management volume with perceived workload as well as classroom management intensity with perceived workload.

The following two sub-sections provide the results of the first sub-research question “What is the correlation between teaching-related demands and primary school teachers’ perceived workload at SKOA and DPS?”. Importantly, teaching-related demand consists of two indicators: classroom management and instructional time. The correlation analysis for teaching-related demands and perceived workload is presented below, and for the SPSS output, refer to Table 20.

5.3.1. Classroom Management

To test the correlation between classroom management and perceived workload, an alternative and a null hypothesis were formulated and tested.

The null hypothesis/H₀: there is no relationship between classroom management and perceived workload.

Alternative hypothesis/H₁: there is a relationship between classroom management and perceived workload.

5.3.1.1. SKOA. In SKOA, the analysis revealed that for classroom management, $R = .070$, $P = .575$. This analysis shows that the R-value lies within the “very weak” range, as per the interpretation table (Table 19). This suggests a very weak and positive relationship between classroom management and perceived workload. In addition, the p-value $> .05$, indicating that the confidence level does not exceed 95%.

Therefore, the null hypothesis is accepted and the alternative hypothesis is rejected, because there is no statistical relationship between classroom management and perceived workload (Arends, 2025). This means that at SKOA, even if classroom management tasks slightly increase, it is unlikely to affect the teachers' perceived workload.

5.3.1.2. DPS. In DPS, the analysis revealed that for *Classroom Management Volume*, $R = .317$, $P = 0.016$. . This analysis shows that the R-value lies within the “weak” range, as per the interpretation table (Table 19). This suggests a weak and positive relationship between classroom management volume and perceived workload. In addition, the p-value $< .05$, indicating that the confidence level exceeds 95%.

Therefore, the null hypothesis is rejected and the alternative hypothesis is accepted, because there is a relationship between classroom management volume and perceived workload. This indicates that when the volume of classroom management tasks increases, the perceived workload of DPS teachers will also increase.

For *Classroom Management Intensity*, $R = .527$, $P < 0.001$. This analysis shows that the R-value lies within the “moderate” range, as per the interpretation table (Table 19). This suggests a moderate and positive relationship between classroom management intensity and perceived workload. Additionally, the P-value $< .01$, indicating that the confidence level exceeds 99%.

Therefore, the null hypothesis is rejected and the alternative hypothesis is accepted. So the results indicate that there is a positive relationship between classroom management intensity and perceived workload. This means that if classroom management tasks are experienced as more demanding or intense, the perceived workload among DPS teachers will also increase to a moderate extent.

5.3.1.3. Summary Interpretation. In summary, while classroom management does not appear to influence perceived workload at SKOA, both the volume and intensity of these tasks at DPS show a statistically significant positive relationship, especially the intensity. This implies that how demanding teachers find classroom-related responsibilities plays a role in shaping their sense of workload, particularly in the public sector.

5.3.2. Instructional Time

To test the correlation between instructional time and perceived workload, an alternative and a null hypothesis were formulated and tested.

The null hypothesis/H0: there is no relationship between instructional time and perceived workload.

Alternative hypothesis/H1: there is a relationship between instructional time and perceived workload.

5.3.2.1. SKOA. In SKOA, the analysis revealed that for instructional time, $R = .237$, $P = .056$. This analysis shows that the R-value lies within the “weak” range, as per the interpretation table (Table 19). This suggests a weak and positive relationship between instructional time and perceived workload. However, the p-value $> .05$, indicating that the confidence level does not exceed 95%.

Therefore, the null hypothesis is accepted and the alternative hypothesis is rejected, because there is no statistical relationship between instructional time and perceived workload (Arends, 2025). This means that at SKOA, if instructional time increases, there is no statistically significant effect on teachers’ perceived workload.

5.3.2.2. DPS. In DPS, the analysis revealed that for *Instructional Time Volume*, $R = .574$, $P < 0.001$. This analysis shows that the R-value lies within the “moderate” range, as per the interpretation table (Table 19). This suggests a moderate positive relationship between instructional time volume and perceived workload. In addition, the p-value $< .01$, indicating that the confidence level exceeds 99%.

Therefore, the null hypothesis is rejected and the alternative hypothesis is accepted, meaning that there is a relationship between instructional time volume and perceived workload. This implies that if the number of instructional activities increases, the perceived workload of DPS teachers is also likely to increase to a moderate extent.

For *Instructional Time Intensity*, $R = .578$, $P < 0.001$. This analysis shows that the R-value also lies within the “moderate” range, as per the interpretation table (Table 19). This suggests a moderate positive relationship between instructional time intensity and perceived workload. In addition, the p-value $< .01$, indicating that the confidence level exceeds 99%.

Therefore, the null hypothesis is rejected and the alternative hypothesis is accepted, meaning that there is a positive relationship between instructional time intensity and perceived workload. This means that if instructional tasks are perceived as more intense and demanding, teachers at DPS are more likely to feel a higher workload.

5.3.2.3. Summary Interpretation. In summary, while instructional time does not appear to affect perceived workload at SKOA, at DPS both the volume and intensity of instructional demands are moderately associated with increased workload. This highlights the impact of not only how many hours are being dedicated to teaching but also how demanding the teaching feels in shaping how teachers perceive their workload.

5.4. Non-Teaching Demands and Perceived Workload (SKOA and DPS)

The following section provides the results of the second sub-research question which is as follows: “What is the correlation between non-teaching related demands and primary school teachers’ perceived workload at SKOA and DPS?”. Importantly, non-teaching related demand consists of three indicators: administrative tasks, meetings, and staff shortages. The correlation analysis for non-teaching related demands and perceived workload is presented below, and for the SPSS output, refer to Table 21.

5.4.1. Administrative Tasks

To test the correlation between administrative tasks and perceived workload, an alternative and a null hypothesis were formulated and tested.

The null hypothesis/H₀: there is no relationship between administrative tasks and perceived workload.

Alternative hypothesis (H₁): there is a relationship between administrative tasks and perceived workload.

5.4.1.1. SKOA. In SKOA, the analysis revealed that for administrative tasks, $R = .279$, $P = .023$. This analysis shows that the R-value lies within the “weak” range, as per the interpretation table (Table 19). This suggests a weak positive relationship between instructional time and perceived workload. In addition, the p-value $< .05$, indicating that the confidence level exceeds 95%.

Therefore, the null hypothesis is rejected and the alternative hypothesis is accepted, meaning that there is a relationship between administrative tasks and perceived workload (Arends, 2025). This means that if the amount of administrative tasks increases, then teachers’

perceived workload at SKOA is also expected to increase, although the strength of this relationship is weak.

5.4.1.2. DPS. In DPS, the analysis revealed that for *Administrative Tasks Volume*, $R = .408$, $P = 0.002$. This analysis shows that the R-value lies within the “moderate” range, as per the interpretation table (Table 19). This suggests a moderate positive relationship between administrative tasks volume and perceived workload. In addition, the p-value $< .05$, indicating that the confidence level exceeds 95%.

Therefore, the null hypothesis is rejected and the alternative hypothesis is accepted, meaning that there is a relationship between administrative tasks volume and perceived workload. This suggests that if the volume of administrative tasks increases, then teachers at DPS are moderately more likely to perceive a higher workload.

For *Administrative Tasks Intensity*, $R = .434$, $P < 0.001$. This analysis shows that the R-value also lies within the “moderate” range, as per the interpretation table (Table 19). This suggests a moderate and positive relationship between administrative tasks intensity and perceived workload. Additionally, the p-value $< .01$, indicating that the confidence level exceeds 99%.

Therefore, the null hypothesis is rejected and the alternative hypothesis is accepted, meaning that there is a relationship between administrative tasks intensity and perceived workload. This means that if administrative tasks are perceived as more intense or demanding, then teachers at DPS are moderately more likely to feel that their workload is heavier.

5.4.1.3. Summary Interpretation. In summary, while administrative tasks have a weak influence on perceived workload at SKOA, they show a moderate impact at DPS. Both the

quantity and the perceived intensity of these tasks contribute to how heavy the workload feels to public school teachers.

5.4.2. Meetings

To test the correlation between meetings and perceived workload, an alternative and a null hypothesis were formulated and tested.

The null hypothesis/H0: there is no relationship between meetings and perceived workload.

Alternative hypothesis/H1: there is a relationship between meetings and perceived workload.

5.4.2.1. SKOA. In SKOA, the analysis revealed that for meetings, $R = .151$, $P = .226$. This analysis shows that the R-value lies within the “very weak” range, as per the interpretation table (Table 19). This suggests a very weak relationship between meetings and perceived workload. However, the p-value $> .05$, indicating that the confidence level does not exceed 95%.

Therefore, the null hypothesis is accepted and the alternative hypothesis is rejected, meaning that there is no statistical relationship between meetings and perceived workload (Arends, 2025). This means that in the case that meeting responsibilities were to increase at SKOA, they are not expected to significantly influence teachers’ perception of their workload..

5.4.2.2. DPS. In DPS, the analysis revealed that for *Meetings Volume*, $R = .386$, $P = 0.004$. This analysis shows that the R-value lies within the “weak” range, as per the interpretation table (Table 19). This suggests a weak and positive relationship between meeting preparations volume and perceived workload. In addition, the p-value $< .05$, indicating that the confidence level exceeds 95%.

Therefore, the null hypothesis is rejected and the alternative hypothesis is accepted, meaning that there is a relationship between the volume of meeting preparations and perceived workload. This suggests that if the volume of meetings or related preparations increases, teachers at DPS are slightly more likely to experience a higher perceived workload.

For *Meetings Intensity*, $R = .386$, $P = 0.004$. This analysis shows that the R-value also lies within the “weak” range, as per the interpretation table (Table 19). This suggests a weak and positive relationship between the intensity of meeting preparations and perceived workload. In addition, the p -value $< .05$, indicating that the confidence level exceeds 95%.

Therefore, the null hypothesis is rejected and the alternative hypothesis is accepted, meaning that there is a relationship between the intensity of meeting preparations and perceived workload. This means that if meetings or related preparations feel more intense and demanding, teachers at DPS are slightly more likely to perceive a heavier workload.

5.4.2.3. Summary Interpretation. In summary, while meeting responsibilities do not appear to affect workload perceptions at SKOA, both the amount and intensity of meeting-related tasks show a weak but statistically significant relationship with perceived workload at DPS. These findings indicate that meeting demands can slightly increase perceived pressure among teachers in the public school system.

5.4.3. Staff Shortages

To test the correlation between staff shortages and perceived workload, an alternative and a null hypothesis were formulated and tested.

The null hypothesis/H₀: there is no relationship between staff shortages and perceived workload.

Alternative hypothesis/H1: there is a relationship between staff shortages and perceived workload.

5.4.3.1. SKOA. In SKOA, the analysis revealed that for staff shortages, $R = .318$, $P = .009$. This analysis shows that the R-value lies within the “weak” range, as per the interpretation table (Table 19). This suggests a weak positive relationship between staff shortages and perceived workload. In addition, the p-value $< .05$, indicating that the confidence level exceeds 95%.

Therefore, the null hypothesis is rejected and the alternative hypothesis is accepted, meaning that there is a positive relationship between staff shortages and perceived workload (Arends, 2025). This means that if staff shortages increase, through fewer colleagues or more classes that need to be covered, perceived workload among SKOA teachers is also expected to increase.

In addition, among all non-teaching demands, staff shortages are the most strongly associated with higher workload perceptions at SKOA as $R = .318$.

5.4.3.2. DPS. In DPS, the analysis revealed that for *Staff Shortages Volume*, $R = .231$, $P = 0.83$. This analysis shows that the R-value lies within the “weak” range, as per the interpretation table (Table 19). This suggests a weak relationship between the volume of staff shortages and perceived workload. However, the p-value $> .05$, indicating that the confidence level does not exceed 95%.

Therefore, the null hypothesis is accepted and the alternative hypothesis is rejected, meaning that there is no statistical relationship between staff shortage volume and perceived workload. This means that if the volume of staff shortages were to increase at DPS, it would not be expected to significantly affect teachers’ perceived workload.

For *Staff Shortages Intensity*, $R = .196$, $P = .147$. This analysis shows that the R-value also lies within the “very weak” range, as per the interpretation table (Table 19). This suggests a weak relationship between the intensity of staff shortages and perceived workload. However, the p-value $> .05$, indicating that the confidence level does not exceed 95%.

Therefore, the null hypothesis is accepted and the alternative hypothesis is rejected, meaning that there is no relationship between the intensity of staff shortages and perceived workload. This suggests that even when staff shortages are perceived as highly demanding or disruptive, they do not significantly impact how heavy the workload feels to DPS teachers.

5.4.3.3. Summary Interpretation. To summarize, while staff shortages are statistically linked to higher perceived workload at SKOA, this relationship was not significant at DPS. On the other hand, the findings indicate that SKOA teachers feel the pressure of understaffing more strongly than teachers in the public system.

5.5. Strongest Workload Indicators (SKOA and DPS)

This section provides the results of the third sub-research question “Which indicators of teaching and non-teaching related demands have the strongest correlation with primary school teachers’ perceived workload at SKOA and DPS?”

To determine the strongest predictors of perceived workload, the analysis was conducted at the indicator level, focusing on the five main workload indicators: classroom management, instructional time, administrative tasks, meetings, and staff shortages.

For SKOA, the analysis tested the correlation between each of the five indicators and perceived workload without differentiating between volume and intensity. In contrast, for DPS, each indicator was split into two components - volume (the amount of tasks) and intensity (the

perceived difficulty or demand of those tasks). The results of the correlation analyses are summarized in Table 22.

5.5.1. Highest SKOA Workload Indicator

At SKOA, the indicator with the strongest correlation with perceived workload was staff shortages, with a correlation coefficient of $R = .318$, and a significance level of $P < .05$ (95% confidence rate). This was followed by administrative tasks, which showed a correlation of $R = .279$, with $P < .05$ (95% confidence rate). The other three indicators, including classroom management, instructional time, and meetings, did not show statistically significant relationships with perceived workload.

5.5.2. Highest DPS Workload Indicator

At DPS, the most strongly correlated indicator was instructional time intensity, with $R = .578$, $P < .001$ (99% confidence rate). This was followed by instructional time volume ($R = .574$, $P < .001$) and classroom management intensity ($R = .527$, $P < .001$). This is followed by administrative tasks intensity ($R = .434$, $P < 0.001$) and administrative tasks volume ($R = .408$, $P < .05$). Two indicators - meetings volume and meetings intensity - both showed weak correlations of $R = .386$ with $P < .05$ (95% confidence). This was followed by the weakest correlating indicator: classroom management volume, with $R = .317$ and $P < .05$. One indicator, staff shortages, did not show statistically significant relationships with perceived workload, for either the volume or intensity, as both correlation coefficients were low and P-values exceeded .05.

5.5.3. Answer to Sub-Research Question 3

In comparing both school boards, the results reveal important differences in what drives perceived workload.

At SKOA, non-teaching factors like staff shortages and administrative burdens were the most impactful, while teaching-related tasks showed no significant relationship with workload. In contrast, at DPS, the most influential factors were directly related to teaching demands, such as instructional time and classroom management, especially in terms of intensity.

In response to the sub-research question, the findings demonstrate that the strongest workload indicators differ between school boards. For SKOA, teachers are more affected by systemic and organizational issues, such as covering for absent colleagues or managing administrative processes, whereas DPS teachers are more affected by the volume and intensity of their teaching responsibilities.

5.6. Comparing Teaching and Non-Teaching Demands (SKOA and DPS)

This section provides the results of the fourth sub-research question “How does the relationship between teaching and non-teaching related demands compare for primary school teachers at SKOA and DPS?”

To compare the overall relationship between teaching- and non-teaching-related demands and perceived workload, the analysis was conducted at the composite indicator level. At SKOA, each of the five indicators (classroom management, instructional time, administrative tasks, meetings, and staff shortages) was tested as a whole for correlation with perceived workload. For DPS, the analysis went further by splitting each indicator into volume and intensity dimensions,

due to the definition of workload used in this study. The results of this composite-level analysis are presented in Table 22.

5.6.1. SKOA

At SKOA, the strongest correlation was found for staff shortages, with a weak positive relationship ($R = 0.318$, $p < .05$). This was followed by administrative tasks, also showing a weak positive relationship ($R = 0.279$, $p < .05$). The other three indicators - classroom management ($R = 0.070$, $p > .05$), instructional time ($R = 0.237$, $p > .05$), and meetings ($R = 0.151$, $p > .05$) - did not show statistically significant relationships with perceived workload.

This suggests that at SKOA, non-teaching demands - especially staff shortages and administrative tasks - are more strongly associated with perceived workload than teaching-related demands. Teaching-related domains like instructional time and classroom management did not reach statistical significance in the correlation with perceived workload (as shown in Table 22). These findings suggest that at SKOA, teachers' workload is most strongly affected by structural issues, such as understaffing and administrative responsibilities, rather than by the core teaching or classroom management tasks.

5.6.2. DPS

In contrast, at DPS, the strongest overall relationship was found for instructional time intensity, with a moderate positive correlation ($R = 0.578$, $p < .001$). This was closely followed by instructional time volume ($R = 0.574$, $p < .001$), and classroom management intensity ($R = 0.527$, $p < .001$), both also demonstrating moderate positive relationships.

Among the non-teaching demands, administrative tasks showed moderate correlations for both volume ($R = 0.408$, $p < .05$) and intensity ($R = 0.434$, $p < .001$). Similarly, meetings showed a moderate correlation for both volume and intensity ($R = 0.386$, $p < .05$).

On the other hand, staff shortages in DPS demonstrated no statistically significant relationship for either volume ($R = 0.231$, $p > .05$) or intensity ($R = 0.196$, $p > .05$), suggesting that this factor was not strongly linked to perceived workload among public school teachers.

These results indicate that, at DPS, both teaching and non-teaching demands are associated with perceived workload, but instructional time, particularly its intensity, emerges as the dominant predictor. These findings suggest that teachers at DPS experience higher perceived workload primarily due to the teaching-related aspects of their role, particularly the intensity and volume of instructional time. This includes how demanding it is to prepare and deliver differentiated instruction and the time spent teaching. Additionally, classroom management intensity - such as handling student behavior - also plays a significant role. Although meetings were moderately related to workload, staff shortages were not a significant contributor to workload at DPS. This points that instructional demands, not systemic shortages, are more burdensome for public school teachers.

5.6.3. Answer to Sub-Research Question 4

The comparison between SKOA and DPS reveals important differences in how teaching and non-teaching demands relate to perceived workload. At SKOA, non-teaching demands (staff shortages and administrative tasks) were the only domains to show statistically significant relationships, even though they were weak (see Table 22). Teaching-related demands, including

classroom management and instructional time, showed no significant relationship at the indicator level.

At DPS, both teaching and non-teaching demands demonstrated significant correlations with perceived workload. However, teaching-related demands, particularly instructional time, stood out as the strongest predictors, with both volume and intensity showing moderate and highly significant correlations (see Table 22). Non-teaching demands such as administrative tasks and meetings also played a notable role, though to a slightly lesser extent.

These findings demonstrate that while SKOA teachers experience workload more strongly in relation to non-teaching tasks such as understaffing and administrative duties, DPS teachers experience higher workload in relation to the demands of teaching itself, especially instructional time.

Therefore, in response to the research question, non-teaching-related demands appear to be more strongly associated with workload at SKOA, while teaching-related demands are more dominant predictors at DPS.

Chapter 6: Discussion

The chapter interprets the results presented in Chapter 5 by connecting them to the wider body of literature on teacher workload. The aim is to analyze the meaning of the findings, explore possible explanations, and highlight patterns or contrasts between SKOA and DPS.

6.1. Teaching Demands vs. Perceived Workload

The analysis of teaching-related demands revealed important contrasts between SKOA and DPS. In SKOA, neither classroom management nor instructional time showed statistically significant correlations with perceived workload. The findings of these two teaching-related indicators indicate that at SKOA, teaching-related demands do not pose as major contributors to teachers' perceptions of workload. These results are somewhat surprising, given that international literature frequently identifies teaching-related demands as major contributors to teacher workload (Kim, 2019; Wood, 2019). One possible explanation is that SKOA teachers may experience relatively few classroom disruptions or disciplinary challenges. According to Abdullah (2019), teachers who face frequent behavioral disruptions or lack consistent disciplinary support tend to report higher levels of workload. Conversely, when schools have strong behavioral rules, teachers' perceived workload in this area tend to decrease (Magalong & Torreon, 2021). This may suggest that SKOA's internal school policies effectively support teachers in managing classroom behavior, thereby reducing the strain that is typically associated with classroom management. Furthermore, as Matiang'i (2016) notes, effective classroom management depends on maintaining balance between discipline enforcement, instructional clarity, and student motivation. It is possible that SKOA teachers have developed strong pedagogical strategies and classroom routines that allow them to maintain this balance, which in

turn minimizes the perceived workload arising from classroom management demands. Similarly, when it comes to instructional time, experienced SKOA teachers may have developed effective strategies for organizing their lessons and managing class time efficiently, allowing them to use their teaching hours productively and avoid the time-related pressures often reported in other contexts (Boyle, 1995; Matiang'i, 2016).

In contrast, the DPS results highlighted a different picture. When it came to teaching-related demands, both classroom management and instructional time showed statistically significant correlations with perceived workload. The intensity of *Classroom management*, and the *volume of instructional time* correlated moderately with perceived workload. The *intensity of instructional time* also correlated moderately. Instructional time emerged as the strongest teaching-related demand, with both its volume and intensity showing moderate correlations with perceived workload. This indicates that for DPS teachers, delivering lessons and the intensity of managing a classroom are the central drivers of perceived workload. Thus, these findings suggest that teaching-related demands are less pronounced for SKOA teachers but significantly more burdensome for DPS teachers. For DPS teachers, classroom management appears to be a central driver of perceived workload, reflecting the challenges of maintaining discipline and engagement in classrooms with diverse behavioral dynamics. As Jones and Jones (2021) emphasize, classroom management is consistently reported as a major source of teacher workload and stress, especially when classroom disruptions are frequent. This aligns with Boyle (1995), who found that managing behavioral challenges often leads to emotional exhaustion among teachers. Teachers must constantly balance discipline, instructional clarity, and student motivation, which can become difficult to maintain (Matiang'i, 2016). Therefore, in DPS where classroom conditions may be more demanding, these factors likely

increase the perceived intensity and volume of classroom management. Instructional time also emerged as the strongest teaching-related demand for DPS teachers, indicating that time constraints and lesson delivery pressures are major contributors to their perceived workload. As Boyle (1995) and Matiang'i (2016) note, teachers often struggle to use instructional time effectively due to curriculum demands and large class sizes. The challenge of using instructional time effectively, is especially true in high-demand environments such as public school systems, where studies found that teachers spend more time on other duties rather than direct teaching (Abdullah, 2019). For DPS, these conditions may be intensified by frequent classroom disruptions, as previously discussed. According to Sugden (2010), interruptions during instructional time, such as behavioral issues, reduce teachers' ability to make full use of their teaching hours. Thus, the same behavioral challenges that heighten classroom management demands at DPS likely spill over into instructional time, forcing teachers to compensate for lost time and increasing their overall workload pressure.

6.2. Non-Teaching Demands vs. Perceived Workload

The analysis of non-teaching related demands also revealed important contrasts between SKOA and DPS. In SKOA, administrative tasks were found to have a weak but statistically significant relationship with workload, while in DPS the results were stronger: both the volume and intensity of administrative tasks demonstrated moderate positive correlations with workload. These findings align with the broader literature emphasizing that administrative duties are a consistent and significant contributor to teacher workload (Ballet & Kelchtermans, 2009; Smith & Bourke, 1992). As Ballet and Kelchtermans (2009) argue, excessive administrative responsibilities often reduce the time teachers have for instructional preparation, thereby

heightening workload stress. Similarly, Smith and Bourke (1992) highlight that documentation and standardized reporting requirements consume a substantial portion of teachers' working hours, diverting time and energy away from teaching. The comparatively stronger correlations found in DPS align with Roness's (2011) observation that public school teachers often face heavier administrative workloads than private school boards. This suggests that structural differences between the two boards may intensify bureaucratic pressures in DPS, making administrative tasks a more prominent source of perceived workload compared to SKOA.

Meetings presented a clear divide between the two school boards. At SKOA, no significant relationship with workload was observed, suggesting that meetings may either be less frequent, better structured, or perceived as less intrusive by teachers in the sample population. This contrasts with DPS, where both meeting volume and intensity were associated with higher workload. While meetings play an essential role in school coordination, excessive meeting requirements can interfere with teachers' schedules and instructional planning, contributing to workload intensification (Smith & Bourke, 1992). Walker et al. (2019) similarly found that teachers often perceive meetings as excessive and unproductive, particularly when they overlap with instructional time or require additional preparation outside working hours. These findings support the idea that the way meetings are organized can significantly shape teachers' daily pressures. Consequently, in DPS, meetings appear to represent a key factor that increases teachers' perceived workload.

Staff shortages also produced opposite results across the two school boards. At SKOA, staff shortages showed a correlation with workload, albeit a weak correlation. This reflects the reality documented in the SKOA Teacher Workload Report (Arends, 2025), which described the redistribution of tasks when schools operate with insufficient staff. On the contrary, DPS did not

show a correlation between staff shortages and teacher's perceived workload, despite local discourse emphasizing teacher shortages as a national concern. One possible explanation is that while DPS teachers may experience shortages, these may be mitigated by internal arrangements or informal support systems, reducing the direct impact on their perceived workload.

Thus, these findings suggest that at SKOA, non-teaching related activities were the only ones to show a statistical relationship with perceived workload, particularly when it came to administrative duties and staff shortage-related activities. While in SKOA staff-shortages appear to be the non-teaching indicator that is most influential, in DPS, administrative duties stand out as significant stressors. Although different per school board, the findings reinforce the argument by Saleem et al. (2020) that non-instructional responsibilities are central drivers of workload in resource-constrained education systems, often outweighing the direct demands of teaching itself.

6.3. Strongest Workload Indicator

The identification of specific indicators within each demand category showed the strongest relationships within teachers' perceived workload. While previous sections already touched on this in relation to teaching and non-teaching demands, this section synthesizes the findings to clearly identify and compare the most influential workload drivers across SKOA and DPS.

At SKOA, only non-teaching demands demonstrated statistically significant correlations with perceived workload. Among them, administrative duties and staff shortages showed positive relationships, whereas staff shortages emerged as the indicator with the strongest correlation. This suggests that the redistribution of tasks due to limited personnel may be a more prominent workload factor for SKOA teachers than instructional or administrative activities

alone. However, the overall weakness of these correlations underscores the importance of interpreting them cautiously, especially considering the limited sample size and response rate.

In contrast, DPS presented a clear picture. Multiple indicators were significantly correlated with perceived workload, with several reaching moderate strength. Among all indicators, instructional time (both in terms of volume and intensity) showed the strongest correlation with workload. The data indicated instructional time as the most influential workload driver for DPS teachers, suggesting that the core teaching task is where workload stress is more concentrated. Additionally, administrative tasks in DPS also demonstrated moderate correlations (both in terms of volume and intensity), indicating that bureaucratic responsibilities are another significant contributor to workload.

These findings align with literature that emphasizes the cumulative effect of time-intensive instructional and bureaucratic demands on teacher stress (Wood, 2019; Saleem et al., 2020). However, the variation across the two school boards – where SKOA's strongest indicators were non-teaching related and DPS's were teaching-related – highlights the importance of contextual factors in shaping how workload is experienced. It is therefore clear that workload is not solely determined by task type, but by how organizational conditions and resource availability interact with those tasks (Kim, 2019).

6.4. Teaching vs Non-Teaching: Demand Comparison

The fourth sub-research compared the overall influence of teaching-related and non-teaching related demands on teachers' perceived workload within each school board. This section brings together the previously discussed results to reflect on the relative weight of both categories across SKOA and DPS.

At SKOA, none of the teaching-related indicators (classroom management and instructional time) showed a statistically significant relationship with perceived workload. In contrast, two non-teaching demands (administrative duties, staff shortages) did show weak but significant correlations. This suggests that at SKOA, non-teaching responsibilities are more strongly associated with workload than core instructional tasks. This aligns with literature that highlights how administrative burdens and staffing issues can weigh heavily on teachers in under-resourced school systems (Saleem et al., 2020)

Meanwhile, the DPS data presented a more balanced picture. Both teaching and non-teaching indicators had statistically significant relationships with perceived workload, with instructional time (volume and intensity) and administrative tasks showing moderate correlations. However, teaching-related demands stood out as slightly stronger correlates. This indicates that for DPS teachers, both categories of demands contribute meaningfully to perceived workload, but teaching-related pressure remains slightly more prominent.

These contrasting patterns reflect structural and operational differences between the two school boards. SKOA's non-teaching load may be more burdensome due to limited staffing and resource allocation, while DPS teachers experience a dual burden: the demands of delivering instructions and managing administrative duties simultaneously. The findings support the argument by Kim (2019) that teaching and non-teaching demands interact differently depending on organizational context, and both must be addressed in workload reduction strategies. In SKOA, where teachers operate within structured classroom environments but face persistent administrative and staffing challenges, non-teaching responsibilities become the dominant workload drivers. On the other hand, in DPS, where teachers navigate difficulties in managing classrooms, and managing class time efficiently, which in turn intensifies workload pressures due

to teaching-related stressors. This demonstrates Kim's (2019) argument in practice: the balance between teaching and non-teaching demands does not manifest equally in schools, but is shaped by how institutional structures and governance influence the daily realities of teachers' work.

Chapter 7: Conclusion and Recommendations

This chapter presents the main conclusions and recommendations of the study based on the analysis and discussion of the results. The conclusions are drawn by revisiting each of the four sub-research questions in relation to the findings and relevant literature. This is followed by a conclusion that addresses the main research question. The recommendations are organized in a similar structure and provide actionable advice tailored to each sub-research question, grounded in both the study's results and insights from the literature review.

7.1. Conclusion

This section revisits the study's four sub-research questions and presents the final answers to each, based on the empirical data and supported by relevant theoretical insights from the literature review. Each conclusion provides a clear and concise synthesis of the findings and their significance. Finally, this section concludes with an overarching answer to the main research question, integrating the key insights from all sub-questions.

7.1.1. Sub-Research Question 1

The first sub-question “*What is the correlation between teaching-related demands and primary school teachers' perceived workload at SKOA and DPS?*” focused on the relationship between teaching-related demands and perceived workload among teachers in Aruba's public (DPS) and private (SKOA) primary education sectors. The two indicators examined under this category were classroom management and instructional time. At DPS, both the volume and intensity of these indicators were measured, while at SKOA, each indicator was measured based on the extent to which it influenced perceived workload. The goal was to determine whether the

core task of teaching itself significantly contributes to how heavy teachers perceive their workload to be.

The results revealed a notable contrast between the two school boards. In the case of SKOA, neither classroom management nor instructional time showed a statistically significant correlation with perceived workload. This suggests that for the SKOA sample, teaching-related activities are not experienced as the primary source of workload pressure. While this finding contrasts with international literature, such as Kim (2019) and Wood (2019), that often identifies teaching demands as central contributors to workload, the absence of correlation may be due to organizational and contextual factors. SKOA operates as a subsidized private school board, which generally provides greater structural autonomy, and stronger behavioral systems (Roness, 2011; Magalong & Torreon, 2021). Literature suggests that in more autonomous or privately governed schools, teachers tend to experience fewer classroom disruptions and greater decision-making flexibility, both of which reduce the perceived burden of teaching-related demands (Abdullah, 2019; Matiang'i, 2016). These conditions may therefore mitigate the pressures typically associated with classroom management and instructional time.

In contrast, DPS teachers reported a different experience. Both classroom management and instructional time were found to have statistically significant moderate positive correlations with perceived workload. Among these, instructional time, in terms of both volume and intensity, emerged as the strongest teaching-related indicator, suggesting that for DPS teachers, the core instructional responsibilities are a key driver of workload. These results align with existing research that identifies the time pressure and instructional duties as major sources of workload, particularly in public school systems where class sizes are often larger and curriculum demands more rigid (Kim, 2019; Saleem et al., 2020). Public school teachers often face a dual burden of

instruction and classroom management (Roness, 2011; Abdullah, 2019), which may explain why DPS teachers perceive teaching-related demands as more burdensome compared to SKOA.

In summary, the analysis concludes that teaching-related demands do not significantly relate to perceived workload at SKOA, whereas at DPS, they are moderately associated with higher workload, with instructional time standing out as the most influential factor in this category.

7.1.2. Sub-Research Question 2

The second sub-question “*What is the correlation between non-teaching related demands and primary school teachers’ perceived workload at SKOA and DPS?*” examined the relationship between non-teaching related demands and perceived workload among teachers at SKOA and DPS. The indicators analyzed under this category were administrative duties, meetings, and staff shortages. As with teaching-related demands, the measurement approach differed per school board. At DPS, both volume and intensity were measured, whereas at SKOA, the indicators were assessed based on their overall influence on perceived workload.

The results demonstrated that non-teaching demands played a more significant role in shaping perceived workload than teaching-related demands at SKOA. Specifically, administrative duties and staff shortages both showed weak but statistically significant positive correlations with perceived workload. Among the two, staff shortages had the strongest correlation, suggesting that the redistribution of responsibilities due to understaffing is an important contributor to workload in the SKOA context. Although the correlations were weak, these findings are in line with the literature that emphasizes the hidden burden of structural

issues like staffing shortages and bureaucratic burdens in under-resourced systems (Saleem et al., 2020; Arends, 2025).

At DPS, non-teaching demands also showed statistically significant relationships with perceived workload, though these were moderate in strength, they were stronger than those observed at SKOA. Administrative duties, in particular, stood out as a consistent and moderately correlated factor across both volume and intensity. Meetings and staff shortages also showed moderate correlations, indicating that the cumulative weight of non-instructional responsibilities plays a substantial role in shaping workload perceptions for DPS teachers. These findings resonate with OECD (2019) insights, which caution that non-teaching demands, especially poorly managed meetings and excessive paperwork, can reduce preparation time and heighten stress levels.

In summary, non-teaching demands were more strongly correlated with perceived workload than teaching-related demands in SKOA, while at DPS, both categories contributed significantly, but administrative duties emerged as the most burdensome non-teaching factor.

7.1.3. Sub-Research Question 3

The third sub-question “*Which indicators of teaching and non-teaching related demands have the strongest correlation with primary school teachers’ perceived workload at SKOA and DPS?*” aimed to identify the single most influential workload indicator within each school board by comparing the strength of all statistically significant correlations across both teaching and non-teaching domains.

For SKOA, the overall correlations were relatively weak, and no teaching-related demands showed statistical significance. Among non-teaching indicators, staff shortages had the

strongest, though still weak, positive correlation with perceived workload. This suggests that at SKOA, the most influential factor shaping workload perceptions is related to structural staffing issues, likely due to task redistribution and increased pressure on the remaining personnel. This finding is supported by internal reporting from SKOA itself (Arends, 2025), and reinforced by literature that links teacher workload to systemic capacity constraints in small-scale educational systems (Saleem et al., 2020).

In contrast, DPS showed several moderate correlations, allowing for clearer conclusions. Instructional time, both volume and intensity, stood out as the strongest overall workload indicator, surpassing even the non-teaching demands. This means that, for DPS teachers, the most significant contributor to workload is the pressure and intensity of their core teaching duties. This aligns with research (Kim, 2019; Wood, 2019), which points to instructional delivery as primary stressors in public education systems, especially when paired with large class sizes and rigid curriculum demands.

In short, staff shortages were the most influential workload factor at SKOA, while instructional time was the most influential at DPS, highlighting how different organizational conditions shape the teacher workload experience across school boards.

7.1.4. Sub-Research Question 4

The fourth sub-question “*How does the relationship between teaching and non-teaching related demands compare for primary school teachers at SKOA and DPS?*” focused on comparing the impact of teaching and non-teaching demands on perceived workload within each school board. This comparison helped clarify whether one category of responsibility is more burdensome than the other in shaping teachers’ workload experiences.

At SKOA, the findings revealed that non-teaching related demands had a stronger relationship with perceived workload than teaching-related demands. While neither classroom management nor instructional time showed any statistically significant correlation, administrative duties and staff shortages, which are both non-teaching indicators, did. Although these correlations were weak, they were statistically significant, indicating that at SKOA, teachers perceive organizational and structural demands as more impactful on their workload, rather than core instructional responsibilities. This supports Saleem et al. (2020), who argued that in under-resourced school systems, bureaucratic and staffing pressures often outweigh traditional classroom tasks in contributing to teacher stress.

In contrast, DPS teachers experienced significant workload from both teaching and non-teaching demands, but teaching-related demands, especially instructional time, stood out as the most burdensome. Nevertheless, non-teaching indicators such as administrative duties and meetings also showed moderate correlations, indicating a dual burden. This balance reflects the realities of Aruba's public school system where both direct teaching responsibilities and supporting organizational duties demand substantial time and energy. Literature such as Kim (2019) and the OECD (2019) support this dynamic, emphasizing that without sufficient structural support, the accumulation of both categories of tasks leads to elevated workload levels and potential burnout.

In conclusion, SKOA teachers experience workload primarily due to non-teaching demands, while DPS teachers are affected by both categories, with teaching demands having a slightly stronger impact. This difference highlights the role that institutional structures, staffing availability, and administrative burden have in shaping how teachers perceive and experience their workload.

7.1.5. Main Research Question

The main research question “*To what extent does the perceived workload of primary school teachers differ between SKOA and DPS in relation to classroom management, instructional time, administrative tasks, meetings, and staff shortages?*” sought to uncover the most significant factors that influence how primary school teachers at SKOA and DPS perceive their workload, by integrating the results of all sub-questions.

At SKOA, the data pointed to non-teaching related demands as the primary contributors to perceived workload. While teaching-related indicators showed no statistical correlation, staff shortages and administrative duties had weak but significant relationships with workload. Among these, staff shortages emerged as the strongest influencing factor, suggesting that the lack of personnel and redistribution of responsibilities are central to how SKOA teachers experience workload. These findings reflect a system where structural limitations, rather than core instructional duties, shape teacher stress levels and time pressure.

At DPS, the findings showed that both teaching and non-teaching demands were significantly related to perceived workload, with instructional time being the strongest single factor overall. This reflects a context where the core task of teaching, especially under time constraints and with high instructional intensity, has a major impact on how teachers evaluate their workload. At the same time, administrative tasks and meetings also contributed to workload, highlighting the complex and layered demands faced by teachers in the public system.

Taken together, the study concludes that the most influential factors on teacher workload vary by school board. At SKOA, the burden is driven by organizational and staffing challenges, while at DPS, the workload stems from a combination of instructional pressures and bureaucratic demands, with teaching-related tasks slightly outweighing others. These insights suggest that

effective workload reduction strategies must be tailored to the specific conditions of each school board, to acknowledge the different structural realities that teachers operate within.

7.2. Recommendations

This section provides practical and evidence-based recommendations aligned with the four sub-research questions and the findings of this study. Each recommendation draws from the empirical results and is supported by relevant literature. These recommendations aim to support educational stakeholders in developing strategies to reduce teacher workload, improve organizational efficiency, and promote teacher well-being.

7.2.1. Implementing Teaching Workload Reviews

Although teaching-related demands were not statistically significant contributors to perceived workload at SKOA, they were moderately correlated with workload at DPS, especially in terms of instructional time. This contrast suggests that while SKOA teachers may currently not experience instructional demands as burdensome, this does not rule out future pressures. DPS teachers, on the other hand, face a more intense instructional workload.

It is therefore recommended that both school boards implement structured teaching workload reviews at the school level, particularly focusing on instructions and classroom management pressures. For DPS, this review should be followed by concrete adjustments to reduce instructional overload, such as employing teacher aides. For SKOA, the review should serve as a preventive monitoring tool, ensuring that teaching demands remain manageable and do not escalate unnoticed. This approach is supported by literature emphasizing the need for systemic attention to time-on-task and classroom demands as core contributors to teacher stress (Kim, 2019; Wood, 2019).

7.2.2. Streamlining Non-Teaching Responsibilities

The results showed that non-teaching demands significantly influenced perceived workload at both school boards, though with varying intensity. At SKOA, administrative duties and staff shortages had weak but significant correlations with workload, while at DPS, administrative duties and meetings showed moderate and weak correlations. This indicates a broader and more intense burden.

It is recommended that both SKOA and DPS streamline non-teaching responsibilities by conducting a thorough audit of administrative processes, meeting schedules, and task distribution protocols. This audit should aim to identify tasks that can be delegated or automated, and to reduce the frequency of non-essential administrative reporting.

This recommendation is grounded in literature that emphasizes the need to reduce bureaucratic overload and improve time efficiency in educational institutions (OECD, 2019; Saleem et al., 2020). Implementing such measures can reduce role overload, and improve workload pressures across both school boards.

7.2.3. Targeting Board-Specific Workload Drivers

The most influential workload indicators differed per board: staff shortages were the strongest factor at SKOA, while instructional time (volume and intensity) stood out at DPS. This reinforces the importance of context-specific workload factors and highlights the need to target the most impactful pressure points per board.

It is recommended that both SKOA and DPS adopt a differentiated workload reduction strategy by prioritizing interventions around their strongest workload drivers. For SKOA, this means addressing staff shortages by improving recruitment and retention strategies. For DPS,

this means adjusting instructional tasks by providing greater classroom support to manage the load. To ensure effective outcomes for teacher well-being, tailoring workload policies ensures effectiveness, as realities across both school boards differ.

This recommendation aligns with findings from Kim (2019) and Saleem et al. (2020), who advocate for context-sensitive workload interventions based on the strongest predictors of teacher stress.

7.2.4. Monitoring and Balancing Tasks

The comparison between teaching and non-teaching demands revealed a key difference in teachers' experiences of workload across the two school boards. At SKOA, non-teaching demands (particularly staff shortages and administrative duties) had a stronger correlation with perceived workload, while teaching-related demands were not significantly associated. At DPS, both teaching and non-teaching categories contributed significantly, with teaching demands, especially instructional time, being slightly more impactful.

Given this variation, it is recommended that SKOA and DPS develop and implement a workload monitoring policy that systematically differentiates between instructional and non-instructional duties. This policy should include a tracking system that: monitors monthly time allocation per teacher and differentiates between essential and non-essential tasks. This way, the system can identify whether teachers are staying within their expected workload hours or frequently exceeding them. By providing an overview of how time is spent across roles, it aids in flagging imbalances or inefficiencies, to alert school principals when excessive time is being allocated to non-critical tasks or when workload becomes disproportionately concentrated in one area.

Chapter 8: Reflection and Research Considerations

This chapter reflects on the overall quality and process of the study by examining its strengths, limitations, and lessons learned. It also outlines potential directions for future research to build on the findings and address the study's current constraints. Finally, it offers a personal and professional reflection on the research process, highlighting how it has shaped both the study's outcomes and the researcher's growth.

8.1. Strengths and Limitations of the Research

A major strength of this research is its comparative perspective, as it examines teacher workload across both SKOA and DPS, the two largest school boards in Aruba. This dual focus provides sector-wide insights and highlights both commonalities and differences, which would have been missed in a single-case study.

Another strength lies in the strong DPS participation rate and representativeness of the sample. With over 80% of DPS teachers responding, the dataset can be considered highly reflective of the DPS teaching population. This provides a solid foundation for drawing reliable conclusions in the public school context.

Additionally, the study benefits from validated workload indicators. The constructs of classroom management, instructional time, administrative tasks, meetings, and staff shortages were all operationalized through indicators developed and refined in the earlier SKOA research project. The expert validation of these items ensures that the survey accurately reflected the realities of primary school teaching in Aruba.

One aspect initially considered a limitation but that can also be seen as a strength is the use of self-reported data. On the one hand, relying on teachers' own perceptions introduces

subjectivity, as responses can be influenced by individual mood, stress levels, or personal context. On the other hand, since workload is ultimately experienced as a subjective phenomenon, self-reported data provides an authentic account of how teachers perceive and interpret their daily responsibilities. Thus, this method both limits objectivity and strengthens the study by capturing lived experiences directly.

Nevertheless, the study also has important limitations. The low response rate among SKOA teachers restricts the generalizability of findings for its school board. While the sample was varied, it cannot be assumed to fully represent the SKOA population, which weakens the balance of the comparison with DPS. Another limitation stems from survey design differences between the SKOA and DPS questionnaires, particularly regarding how volume and intensity were measured. These differences prevent full statistical comparability, meaning that conclusions about relative differences between the boards must be interpreted with caution.

8.2. Directions for Future Research

Future research should seek to replicate the DPS survey at SKOA using the same measurement structure. This would enable a fully aligned dataset across both school boards and allow for direct statistical comparison. Such replication would address the current limitation of survey differences and provide more robust insights into the workload realities of Aruba's primary school teachers.

In addition, there is a clear need for qualitative research to complement the quantitative findings. While this study identifies which demands are most strongly correlated with perceived workload, qualitative approaches such as interviews or focus groups could shed light on why

teachers experience certain demands as more burdensome. This would provide depth and context to the correlations and offer richer information for policymakers.

8.3. Reflection on the Research

Looking back, this research has been both challenging and transformative. One of the most stressful yet valuable lessons came from the data collection process. Choosing DPS as a population was a risk, because the group of eligible classroom teachers was small, and to reach the level needed for statistical analysis I had to secure nearly 75% of responses. That was an ambitious target, and it created pressure throughout the process. In the end, the risk paid off, but it taught me that research sometimes requires bold decisions, even if they carry uncertainty. At the same time, the lower response rate at SKOA reminded me of how much representativeness matters, and that findings must always be interpreted with caution when the data does not fully capture the wider population.

On a personal level, this project taught me more than just statistical analysis and research design. It showed me the value of perseverance, adaptability, and taking responsibility for my own work as a researcher. It also made me see teacher workload in a new light, not only as numbers and correlations, but as real pressures tied to specific tasks and responsibilities that affect teachers' daily lives. Most importantly, this thesis has helped me grow academically and personally, strengthening my confidence in carrying out research and deepening my commitment to making a meaningful contribution to education in Aruba.

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Appendix A: Survey Distribution Materials

Figure 1

Principal Instruction Sheet



Distributed on behalf of Zurainy Arends, fourth-year student, as part of my bachelor thesis research from the University of Aruba.

Dear Principal,

Thank you for supporting this research project. For my thesis, I am conducting a research on the perceived workload of classroom teachers at DPS primary schools.

This sheet outlines your role in the distribution and collection of the surveys. Your cooperation is highly valued and crucial for protecting the privacy, voluntariness, and ethical handling of all responses.

What you Should Know

Purpose of the Survey

This research aims to better understand how DPS primary classroom teachers experience their workload, including both teaching and non-teaching demands. It is part of my final thesis under the supervision of the University of Aruba.

- ✓ Inform teachers that the survey is voluntary and anonymous.
- ✓ Collect the **sealed** envelopes after completion.
- ✓ Store all surveys safely until I pick them up on the agreed date.
- ✓ Return all envelopes – both completed and unused.

What You May Not Do

- ✗ Do not accept unsealed envelopes from teachers – each respondent must seal and apply the confidentiality sticker themselves.
- ✗ Do not pressure teachers to participate – respondents may choose to participate voluntarily or decline
- ✗ Do not open or read any survey answers

How a Completed Survey Should Look

- ✓ Teacher inserts their completed survey in the provided envelope.
- ✓ Teacher seals the envelope.
- ✓ Teacher places the CONFIDENTIAL sticker over the envelope seal.

Why this Matters

These instructions insure the anonymity and safety of all teacher responses. It also ensures academic validity and integrity of the study, and is in alignment with university research ethics.

Tracking and Return

If your school received 15 surveys, I should receive 15 envelopes back – even if some of the surveys were not filled out. This ensures full accountability and confirms that no survey was kept or discarded.

Questions or Clarifications?

If anything is unclear, or if a situation arises during distribution of surveys, please feel free to contact me directly:

Zurainy Arends

Senior Student in Organization, Governance and Management

✉ 176958@student.ua.aw

Thank you again for your time and support. Your cooperation plays a vital role in ensuring the ethical quality of this research, and your contributions to supporting teachers' voices is sincerely appreciated.

Figure 2*Teachers Introductory Page*

Distributed on behalf of Zurainy Arends, fourth-year student, as part of my bachelor thesis research from the University of Aruba.

Dear Teacher,

You are kindly invited to participate in this anonymous survey about teacher workload, created as part of my final thesis research project. I truly appreciate your time and willingness to support this study.

Who am I?

My name is **Zurainy Arends**, and I am a fourth-year student in the **Organization, Governance and Management program** at the University of Aruba. I am conducting this research for my final thesis – to graduate in the third quarter of 2025 – in the position of a student who has deep respect for the work that you do as a teacher. I am very grateful for your input, it means a lot!

What you Should Know

✔ **Purpose of the Survey**

This study aims to better understand how classroom teachers working at DPS primary schools experience their workload in terms of teaching and non-teaching related tasks. Your answers will contribute to identifying areas that could improve support for teachers in Aruba.

✔ **Voluntary Participation**

Participation is entirely voluntary. You may stop at any time or decline participation. There are no consequences for choosing not to participate.

✔ **Only I, the researcher, will open the sealed envelopes.**

All survey responses will be reported in **summary form only**. Your responses will remain strictly confidential. Survey data will be analyzed and reported in aggregate form only – for example, as grouped percentages by age, district, or years of experience. No individual teachers or schools will be identified.

✔ **How to Fill in, Seal, and Return the Survey**

- This survey is **anonymous** and **confidential**. Please do not write your name, email, or any identifying details. Your principal will only assist with survey distribution and collection – they will not see your answers.
- After completing the form:
 - Place it in the **provided envelope**.
 - **Seal the envelope**.
 - Apply the **CONFIDENTIAL** sticker over the seal.
 - **Return the sealed envelope to your principal**. If you receive extra copies, return any unused forms as well – this helps keep track of all materials.

Questions, Comments, or Concerns?

If anything is unclear, or if you have questions about the survey, participation, or confidentiality, please do not hesitate to reach out. I will be happy to provide clarification.

**Zurainy Arends**

Senior Student in Organization, Governance and Management

✉ 176958@student.ua.aw

Thank you again for your time and support. Your voice matters, and your contribution to this research helps bring greater visibility to the experiences of teachers like you.

Figure 3

Confidentiality Sticker



Appendix B: Self-Administered Questionnaire DPS

DPS Primary School Teachers Workload Survey 2025

Conducted by Zurainy Arends, fourth-year student - University of Aruba (Organization, Governance and Management program)

Dear Teacher,

You are kindly invited to participate in this anonymous survey on the perceived workload of classroom teachers at DPS primary schools. In this research I aim to measure the workload experienced by teachers through teaching-related demands as well as non-teaching related demands. This research is part of my final thesis project at the University of Aruba. Your voice is important, and by completing this survey, you help shed light on the workload teachers face and support the successful completion of my studies in the Organization, Governance, and Management program. Your time and input are deeply appreciated.

Anonymity & Confidentiality

To protect your privacy:

- This survey is completely anonymous. No names, email addresses, or identifying information will be collected.
- Responses will be stored securely and used only for academic research purposes.
- All results will be analyzed and reported in summary form; individual teachers and schools will not be identified.

Your Rights as Participant

- Participation is completely voluntary.
- You can withdraw or choose not to participate at any time.
- There are no consequences for choosing not to participate.

If you have any questions about the survey or your participation, feel free to contact me directly:

Zurainy Arends
176958@student.ua.aw

INFORMED CONSENT

1. By clicking “Yes”, you agree on the following statements, and can start the DPS Teachers Workload Survey 2025:

- I understand the nature of this research;
- I am aware of my rights as a participant;
- I am participating in the survey voluntarily;
- I give the researcher permission to use the collected data in a report.

Yes

No

Without obtaining your informed consent, your answers cannot be collected in the survey data analysis.

ELIGIBILITY**2. Do you work in a DPS Basisschool?**

- Yes No

3. Are you a "klassenleerkracht" at a DPS Basisschool?

This survey is specifically catered to klassenleerkrachten in DPS Basisonderwijs.

Klassenleerkracht: a teacher who has their own fixed and regular 1-6 class.

Not eligible to take part in this survey: Schoolhoofd/ Docent Engels, Spaans, Papiamento/ Gym, Movecion y Salud/ Vaste inval(st)er/ Interne Begeleider/ Lees Begeleider/ Schoolmaatschappelijke Werk(st)er, Schoonmaak Personeel.

- Yes No

DEMOGRAPHIC QUESTIONS**4. What is your age range?**

- 21-25 26-30 31-35 36-40 41-50 51-60 61-65

5. What is your gender?

- Female Male Other Prefer not to disclose

6. What grade/class level do you teach?

- Class 1 Class 2 Class 3 Class 4 Class 5 Class 6

7. In which district lies your school?

- Noord/Tanki Leendert Oranjestad West Oranjestad Oost
 Paradera Santa Cruz Savaneta
 San Nicolas Noord San Nicolas Zuid

8. How many years of teaching experience do you have?

- 0-5 6-10 11-15 15-20 21+

SECTION 1: Workload Perception

9. To what extent do you agree with the following statements about your workload?

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<i>I experience the <u>volume</u> of tasks I handle daily as demanding.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>My experience the <u>intensity</u> of tasks I handle daily as demanding.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION 2: Classroom Management (Teaching-Related Demands) on Workload

10. On average, how many hours per week do you spend on classroom management?

(e.g., managing student behavior, handling disruptions, and fostering engagement)

- 0-2 3-5 6-8 9-11 12+

11. To what extent do you agree that the following classroom management activities require a high volume of tasks daily?

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<i>Changing classroom seating arrangements</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Maintaining a lively atmosphere with seating</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Keeping a sympathetic attitude in the classroom</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Maintaining a caring attitude towards students</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Being punctual in the classroom</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Effective time management in the class</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Implementing effective teaching practices</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Engaging with students</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Setting norms for classroom discipline</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Using engaging strategies for congenial learning environment</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Staying in touch with students' problems</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Providing a conducive environment for learning</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Giving students feedback</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. To what extent do you agree that the following classroom management activities are highly intense and demanding on a daily basis?

<i>Statement</i>	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<i>Changing classroom seating arrangements</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Maintaining a lively atmosphere with seating</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Keeping a sympathetic attitude in the classroom</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Maintaining a caring attitude towards students</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Being punctual in the classroom</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Effective time management in the class</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Implementing effective teaching practices</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Engaging with students</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Setting norms for classroom discipline</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Using engaging strategies for congenial learning environment</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Staying in touch with students' problems</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Providing a conducive environment for learning</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Giving students feedback</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION 3: Instructional Time (Teaching-Related Demands) on Workload

13. On average, how many hours per week do you dedicate to classroom instruction?

(e.g., direct teaching, lesson delivery, and student engagement)

- 0-5 6-10 11-15 16-20 21+

14. To what extent do you agree that the following instructional activities require a high volume of tasks daily?

<i>Statement</i>	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<i>Preparing for lesson plans</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Delivering classroom instructions</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Grading and assessments</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Creating instruction materials</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Providing feedback to students</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Differentiating instruction for diverse learners</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. To what extent do you agree that the following instructional activities are highly intense and demanding on a daily basis?

<i>Statement</i>	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<i>Preparing for lesson plans</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Delivering classroom instructions</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Grading and assessments</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Creating instruction materials</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Providing feedback to students</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Differentiating instruction for diverse learners</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION 4: Administrative Tasks (Non-Teaching-Related Demands) on Workload

16. To what extent do you agree that the following administrative tasks require a high volume of tasks daily?

<i>Statement</i>	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<i>Reviewing students' development and marking work</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Conducting error analysis</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Maintaining a logbook</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Entering test results in the Student Administration System</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Entering unstructured test results (ongebonden toetsen) in the Student Administration System</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Maintaining an inventory list</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Keeping personal details of students up to date</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Creating action plans for student (group plans or individual plans)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Managing financial administration</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17. To what extent do you agree that the following instructional activities are highly intense and demanding on a daily basis?

<i>Statement</i>	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<i>Reviewing students' development and marking work</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Conducting error analysis</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Maintaining a logbook</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<i>Entering test results in the Student Administration System</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Entering unstructured test results (ongebonden toetsen) in the Student Administration System</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Maintaining an inventory list</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Keeping personal details of students up to date</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Creating action plans for student (group plans or individual plans)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Managing financial administration</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION 5: Meetings (Non-Teaching-Related Demands) on Workload

18. How frequently do you attend the following types of meetings?



Statement	Never	Once every six months	Once a quarter	Once a month	Twice a month	Once a week	More than once a week
<i>Team meetings</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Work meetings</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Department of Education meetings</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Parent-teacher meetings</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>MultiDisciplinair Centrum meetings</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Other care agencies meetings (zorg instanties)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19. To what extent do you agree that the preparations for the following meetings contribute to a high volume of tasks daily?

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<i>Team meetings</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Work meetings</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Department of Education meetings</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Parent-teacher meetings</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>MultiDisciplinair Centrum meetings</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Other care agencies meetings (zorg instanties)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

20. To what extent do you agree that the preparations for the following meetings are highly intense and demanding on a daily basis?

<i>Statement</i>	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<i>Team meetings</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Work meetings</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Department of Education meetings</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Parent-teacher meetings</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>MultiDisciplinair Centrum meetings</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Other care agencies meetings (zorg instanties)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION 6: Staff Shortages (Non-Teaching-Related Demands) on Workload

21. How often do you cover for a colleague (*absent*) in a school year?

Never 1-2 times 3-5 times 6-10 times 10+

22. Are substitute teachers readily available when needed at your school?

Yes No

23. To what extent do you agree that the following aspects of staff shortages contribute to a high volume of tasks daily?

<i>Statement</i>	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<i>Covering for an absent colleague</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Lack of available substitute teachers when needed</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Necessity for performing additional duties due to staff shortages</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Impact on your ability to complete your own tasks due to covering for others</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

24. To what extent do you agree that the following aspects of staff shortages are highly intense and demanding on a daily basis?

<i>Statement</i>	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<i>Covering for an absent colleague</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Lack of available substitute teachers when needed</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Necessity for performing additional duties due to staff shortages</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Impact on your ability to complete your own tasks due to covering for others</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION 7: Final Open Question

25. Are there any other factors that impact your workload which were not mentioned in this survey? Please, feel free to describe these.

Thank you for completing this survey. Your participation is truly appreciated and contributes meaningfully to the success of this research.

Please, place your survey in the envelope and seal it with the sticker.

Appendix C: Overview of Schools in SKOA and DPS

Kleuteronderwijs (KO)		
	SKOA	DPS
1.	Agnes Kleuterschool	Arco Iris Kleuterschool
2.	Anglo Kleuterschool	Comm. Pieter Boer Kleuterschool
3.	Ayo Kleuterschool	Fontein Kleuterschool
4.	Imelda Kleuterschool	Scol Preparatorio Conrado Coronel
5.	Jacinta Kleuterschool	Scol Preparatorio Sabana Basora
6.	Kukwisa Scol Preparatorio	Scol Preparatorio Washington
7.	Rayo di Solo Kleuterschool	
8.	Scol Preparatorio Aurora	
9.	Scol Preparatorio Cacique Aterima	
10.	Scol Preparatorio Cayena	
11.	Scol Preparatorio Nos Paraiso	
12.	Scol Preparatorio Prome Paso	
13.	Scol Preparatorio Tarcisius	
14.	Sint Jan Kleuterschool	
15.	Trupial Kleuterschool	

(Reguliere) Basisonderwijs (BO)		
	SKOA	DPS
1.	Cacique Macuarima School	Colegio Conrado Coronel
2.	Colegio Bon Bini	Colegio Hilario Angela
3.	Colegio Cristo Rey	Prinses Amalia Basisschool
4.	Colegio Felipe B. Tromp	Reina Beatrix School

5.	Colegio Frere Bonifacius	Scol Basico Washington
6.	Colegio Laura Wernet-Paskel	Scol Basico Xander Bogaers
7.	Colegio Ora Ubao	Scol Primario Kudawecha
8.	Colegio Pastoor Kranwinkel	
9.	Colegio Sagrado Curason	
10.	Colegio San Hose	
11.	Colegio Santa Famia	
12.	Colegio Santa Filomena	
13.	Colegio Santa Teresita	
14.	Maria Goretti College	
15.	Maria School	
16.	O.L.V. Fatima College	
17.	Pius X School	
18.	Rosario College	
19.	St. Aloysius School	
20.	St. Anna School	
21.	St. Dominicus College	
22.	St. Franciscus College	
23.	St. Michael School	
24.	St. Paulus School	
25.	St. Rosa College	

Appendix D: Operationalization of Key Concepts**Table 1***Operationalization of Key Concepts and Indicators*

Concepts	Definition	
1. Perceived Workload	Perceived workload is defined as teachers' subjective experience of the demands placed upon them, encompassing the volume and intensity of tasks they handle on a daily basis (Smith & Bourke, 1992; Lu et al., 2021).	
2. Teaching-Related Demands	Teaching-related demands refer to the responsibilities that are directly tied to the instructional process and student interaction. These demands primarily consist of classroom management and instructional time, both of which are essential for delivering effective education and can significantly impact their perceived workload.	
	Indicators	Definition
	2.1. Classroom Management	Classroom management refers to teachers' ability to establish a structured, productive learning environment by handling student behavior, minimizing disruptions, and fostering engagement (Jones & Jones, 2021).
2.2. Instructional Time	Instructional time refers to the period dedicated to direct teaching, lesson delivery, and student engagement, essential for maximizing learning outcomes (Boyle, 1995).	
3. Non-Teaching	Non-teaching related demands' describes workplace responsibilities that do not directly involve instruction but nevertheless contribute to a portion of teachers' workload. Administrative tasks, meetings, and	

Related Demands	staff shortages are the three demands that cut into the amount of time available for teaching-related duties.	
	Indicators	Definition
	3.1. Administrative Tasks	Necessary tasks including grading, lesson documentation, progress reports, and other bureaucratic requirements that, when excessive, can reduce the time available for instructional preparation, which increases workload stress (Ballet & Kelchtermans, 2009).
	3.2. Meetings	Essential and required role in school coordination, including staff meetings, curriculum discussions, department collaborations, and parent-teacher meetings (Smith & Bourke, 1992).
3.3. Staff Shortages	Insufficient staffing in schools, forcing teachers to take on extra responsibilities, including covering for absent colleagues, supervising students beyond their assigned class, or handling additional administrative duties (Roness, 2011; Smith & Bourke, 1992).	

Appendix E: Cronbach's Alpha Scores

Table 2

Cronbach's Alpha Scores for Each Indicator

Indicator	Volume (a)	Intensity (a)
Classroom Management	0.901	0.939
Instructional Time	0.749	0.844
Administrative Tasks	0.816	0.862
Meetings	0.872	0.884
Staff Shortages	0.913	0.905

Table 3

Cronbach's Alpha Score for Classroom Management Volume

➔ **Reliability**

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	59	96.7
	Excluded ^a	2	3.3
	Total	61	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.901	13

Table 4

Cronbach's Alpha Score for Classroom Management Intensity➔ **Reliability****Scale: ALL VARIABLES****Case Processing Summary**

		N	%
Cases	Valid	60	98.4
	Excluded ^a	1	1.6
	Total	61	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.939	13

Table 5*Cronbach's Alpha Score for Instructional Time Volume*➔ **Reliability****Scale: ALL VARIABLES****Case Processing Summary**

		N	%
Cases	Valid	60	98.4
	Excluded ^a	1	1.6
	Total	61	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.749	6

Table 6

Cronbach's Alpha Score for Instructional Time Intensit

➔ **Reliability**

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	60	98.4
	Excluded ^a	1	1.6
	Total	61	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.844	6

Table 7

Cronbach's Alpha Score for Administrative Tasks Volume

➔ **Reliability**

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	58	95.1
	Excluded ^a	3	4.9
	Total	61	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.816	9

Table 8*Cronbach's Alpha Score for Administrative Tasks Intensity***➔ Reliability****Scale: ALL VARIABLES****Case Processing Summary**

		N	%
Cases	Valid	58	95.1
	Excluded ^a	3	4.9
	Total	61	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.862	9

Table 9*Cronbach's Alpha Score for Meetings Volume***➔ Reliability****Scale: ALL VARIABLES****Case Processing Summary**

		N	%
Cases	Valid	56	91.8
	Excluded ^a	5	8.2
	Total	61	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.872	6

Table 10

*Cronbach's Alpha Score for Meetings Intensity***➔ Reliability****Scale: ALL VARIABLES****Case Processing Summary**

		N	%
Cases	Valid	55	90.2
	Excluded ^a	6	9.8
	Total	61	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.884	6

Table 11*Cronbach's Alpha Score for Staff Shortages Volume***➔ Reliability****Scale: ALL VARIABLES****Case Processing Summary**

		N	%
Cases	Valid	57	93.4
	Excluded ^a	4	6.6
	Total	61	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.913	4

Table 12

Cronbach's Alpha Score for Staff Shortages Intensity

➔ **Reliability**

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	57	93.4
	Excluded ^a	4	6.6
	Total	61	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.905	4

Table 13

Cronbach's Alpha Score for Workload Perception

➔ **Reliability**

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	59	96.7
	Excluded ^a	2	3.3
	Total	61	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.855	2

Appendix F: Descriptive Statistics of Sample and Variables

Table 14

Respondents Demographic: Age Range

		Age (range)			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	21-25	3	4.9	4.9	4.9
	26-30	1	1.6	1.6	6.6
	31-35	8	13.1	13.1	19.7
	36-40	17	27.9	27.9	47.5
	41-50	16	26.2	26.2	73.8
	51-60	11	18.0	18.0	91.8
	61-65	4	6.6	6.6	98.4
	Missing/unanswered response	1	1.6	1.6	100.0
Total		61	100.0	100.0	

Table 15

Respondents Demographic: Gender

		Gender			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	56	91.8	93.3	93.3
	Male	4	6.6	6.7	100.0
	Total	60	98.4	100.0	
Missing	Missing/unanswered response	1	1.6		
Total		61	100.0		

Table 16

Respondents Demographic: Grade Taught

		Grade/class level taught			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Class 1	11	18.0	18.0	18.0
	Class 2	9	14.8	14.8	32.8
	Class 3	9	14.8	14.8	47.5
	Class 4	10	16.4	16.4	63.9
	Class 5	10	16.4	16.4	80.3
	Class 6	10	16.4	16.4	96.7
	Missing/unanswered response	2	3.3	3.3	100.0
Total		61	100.0	100.0	

Table 17*Respondents Demographic: Teaching Experience*

Years of teaching experience (range)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-5	7	11.5	11.5	11.5
	6-10	16	26.2	26.2	37.7
	11-15	11	18.0	18.0	55.7
	15-20	13	21.3	21.3	77.0
	21+	14	23.0	23.0	100.0
	Total	61	100.0	100.0	

Table 18*Descriptive Statistics of Workload Indicators (DPS Sample)*

➔ **Descriptives**

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
CM_Volume_MEAN	59	1.46	5.00	3.8970	.63265
CM_Intensity_MEAN	60	1.00	5.00	3.5821	.82111
IT_Volume_MEAN	60	2.00	5.00	4.0000	.51530
IT_Intensity_MEAN	60	1.83	5.00	3.8361	.62699
AT_Volume_MEAN	58	2.22	5.00	3.7529	.56389
AT_Intensity_MEAN	58	2.00	5.00	3.6705	.64821
Meet_Volume_MEAN	56	1.00	4.50	2.8988	.77308
Meet_Intensity_MEAN	55	1.00	5.00	2.9030	.87471
SS_Volume_MEAN	57	1.00	5.00	3.3509	1.06890
SS_Intensity_MEAN	57	1.00	5.00	3.2544	1.11352
Valid N (listwise)	49				

Appendix G: Statistical Significance and Correlation Results

Table 19

Interpretation of Statistical Significance Levels

R-Value	Strength of the Relationship
0.00 - 0.19	Very weak
0.20 - 0.39	Weak
0.40 - 0.59	Moderate
0.60 - 0.79	Strong
0.80 - 1.00	Very strong

Table 20

Correlation Teaching-Related Demands and Perceived Workload

		Correlations				
		CM_Volume_M EAN	CM_Intensity_ MEAN	IT_Volume_ME AN	IT_Intensity_M EAN	Perceived_Wor kload_Score
CM_Volume_MEAN	Pearson Correlation	1	.402**	.560**	.320*	.317*
	Sig. (2-tailed)		.002	<.001	.014	.016
	N	59	59	58	58	57
CM_Intensity_MEAN	Pearson Correlation	.402**	1	.566**	.723**	.527**
	Sig. (2-tailed)	.002		<.001	<.001	<.001
	N	59	60	59	59	58
IT_Volume_MEAN	Pearson Correlation	.560**	.566**	1	.734**	.574**
	Sig. (2-tailed)	<.001	<.001		<.001	<.001
	N	58	59	60	59	58
IT_Intensity_MEAN	Pearson Correlation	.320*	.723**	.734**	1	.578**
	Sig. (2-tailed)	.014	<.001	<.001		<.001
	N	58	59	59	60	58
Perceived_Workload_Score	Pearson Correlation	.317*	.527**	.574**	.578**	1
	Sig. (2-tailed)	.016	<.001	<.001	<.001	
	N	57	58	58	58	59

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Table 21

Correlation Non-Teaching Related Demands and Perceived Workload

		Correlations						
		AT_Volume_MEAN	AT_Intensity_MEAN	Meet_Volume_MEAN	Meet_Intensity_MEAN	SS_Volume_MEAN	SS_Intensity_MEAN	Perceived_Workload_Score
AT_Volume_MEAN	Pearson Correlation	1	.818**	.376**	.440**	.317*	.353**	.408**
	Sig. (2-tailed)		<.001	.005	<.001	.017	.008	.002
	N	58	57	55	54	56	55	57
AT_Intensity_MEAN	Pearson Correlation	.818**	1	.341*	.556**	.309*	.474**	.434**
	Sig. (2-tailed)	<.001		.011	<.001	.020	<.001	<.001
	N	57	58	55	54	56	55	57
Meet_Volume_MEAN	Pearson Correlation	.376**	.341*	1	.700**	.441**	.354**	.386**
	Sig. (2-tailed)	.005	.011		<.001	<.001	.009	.004
	N	55	55	56	55	55	54	55
Meet_Intensity_MEAN	Pearson Correlation	.440**	.556**	.700**	1	.369**	.411**	.386**
	Sig. (2-tailed)	<.001	<.001	<.001		.006	.002	.004
	N	54	54	55	55	54	53	54
SS_Volume_MEAN	Pearson Correlation	.317*	.309*	.441**	.369**	1	.903**	.231
	Sig. (2-tailed)	.017	.020	<.001	.006		<.001	.083
	N	56	56	55	54	57	56	57
SS_Intensity_MEAN	Pearson Correlation	.353**	.474**	.354**	.411**	.903**	1	.196
	Sig. (2-tailed)	.008	<.001	.009	.002	<.001		.147
	N	55	55	54	53	56	57	56
Perceived_Workload_Score	Pearson Correlation	.408**	.434**	.386**	.386**	.231	.196	1
	Sig. (2-tailed)	.002	<.001	.004	.004	.083	.147	
	N	57	57	55	54	57	56	59

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Table 22

Results of Teaching and Non-Teaching Related Demands Correlations per Indicator

	SKOA		DPS			
	R-value	P-value	Volume		Intensity	
			R-value	P-value	R-value	P-value
Classroom Management	0.070	> 0.05	0.317	< 0.05	0.527	< 0.001
	No statistical relationship		Weak positive relationship		Moderate positive relationship	
Instructional Time	0.237	> 0.05	0.574	< 0.001	0.578	< 0.001
	No statistical relationship		Moderate positive relationship		Moderate positive relationship	
Administrative Tasks	0.279	< 0.05	0.408	< 0.05	0.434	< 0.001
	Weak positive relationship		Moderate positive relationship		Moderate positive relationship	
Meetings	0.151	> 0.05	0.386	< 0.05	0.386	< 0.05

	No statistical relationship		Weak positive relationship		Weak positive relationship	
Staff Shortages	0.318	< 0.05	0.231	> 0.05	0.196	> 0.05
	Weak positive relationship		No statistical relationship		No statistical relationship	