

Comparative Analysis of Workload and Teaching Outcomes of Filipino English Teachers in Thailand and Lithuania: Insights for Educational Policy and Practice

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ABSTRACT

This qualitative study examined the workload and teaching outcomes of Filipino English teachers working in Thailand and Lithuania, with the aim of generating policy-relevant insights for educational practice in international teaching contexts. Using a qualitative comparative design, data were gathered from ten purposively selected Filipino English teachers—five from each host country—through semi-structured interviews and narrative accounts. Thematic analysis was employed to explore teachers' descriptions of workload components, the meanings they attributed to their experiences, and the perceived effects of workload on instructional quality, student engagement, assessment practices, and classroom effectiveness. Findings revealed that teachers in both contexts experienced workloads extending beyond instructional duties, including administrative tasks, extracurricular responsibilities, and non-teaching assignments. While workload was generally perceived as manageable, participants described periods of heightened demand that affected lesson preparation, assessment depth, and individualized student support. Teachers attributed their workload experiences to institutional policies, leadership practices, and cultural expectations, with notable differences between the more structured and policy-driven workload environment in Lithuania and the more flexible but task-intensive context in Thailand. Despite these challenges, teachers demonstrated adaptive coping strategies, professional resilience, and sustained motivation, supported by collegial relationships and a strong sense of purpose. However, excessive non-teaching demands were linked to stress, work–life imbalance, and concerns about long-term professional well-being. The study concludes that workload management, institutional support, and culturally responsive leadership play critical roles in sustaining teaching effectiveness and teacher well-being among migrant educators. The findings offer actionable insights for policymakers, school leaders, and teacher education institutions in both host and sending countries to strengthen support systems, align workload with teaching goals, and promote quality education in international settings.

Keywords: Comparative Analysis of Teaching Experience, Filipino Teacher in Thailand, Filipino Teacher in Lithuania

INTRODUCTION

The international mobility of Filipino educators has a long and complex

history rooted in the Philippines' colonial legacies, English-medium educational system, and labor migration economy. Since the mid-20th century Filipino teachers and other education professionals have sought employment abroad both as a livelihood strategy and as an avenue to deploy English-language teaching expertise in countries that demand native or near-native English instruction (Perez-Amurao, 2020). At the same time, the Philippine teacher workforce has been shaped by domestic reforms—such as the adoption of the Philippine Professional Standards for Teachers and successive basic education adjustments—that prepared many graduates with English proficiency and pedagogical knowledge attractive to overseas employers (Ulla, 2019).

Over the last decade the pattern diversified: aside from traditional destinations in the Middle East and North America, Southeast Asian markets (notably Thailand and Singapore), certain Eastern European states and online platforms have emerged as important destinations for Filipino English teachers—each with distinct institutional hiring practices, workload expectations, and pedagogical contexts (Ulla, 2019; Panaligan, 2023). This historical and structural backdrop situates Filipino teachers as a significant transnational educational labour force whose experiences are shaped by both the sending country's educational policies and the receiving country's schooling systems.

In the contemporary situation, empirical studies report that Filipino teachers abroad frequently face workloads that extend beyond classroom contact hours and include curriculum adaptation, language support, administrative tasks, after-school remediation, and in some contexts, extracurricular responsibilities tied to recruitment packages (Ulla, 2019; Asian Journals study, 2024). Research on Filipino teachers in Thailand documents generally positive perceptions of professional opportunity alongside tangible burdens such as high teaching loads, preparation for classes in unfamiliar curricula, student behavior and assessment pressures, and occasional misalignment between contract terms and actual practice (Cabiladas, 2020; Ulla, 2019). Comparable empirical literature for Filipino teachers in Eastern Europe—Lithuania in particular—is far less developed, but broader work on foreign teachers in European contexts suggests that migrants often contend with institutional mismatches (certification recognition, language barriers for non-English subjects), variable class sizes, and differing expectations for lesson planning and assessment that directly influence how workload translates to teaching quality (Derrah, 2024). Cross-national comparisons therefore point to a complex relationship: while deployment abroad can improve income and professional exposure, it may also amplify non-instructional demands and psychosocial stressors that ultimately influence teaching outcomes.

Scholarship on teachers' workload and its effects on instructional quality has grown steadily since 2016, and systematic reviews now show consistent associations between excessive workload and reduced teacher well-being, burnout, and diminished capacity for formative assessment and individualized instruction (Wahab, 2024). At the same time, country-level analyses indicate that workload is not only a function of contractual teaching hours but also of administrative load, class composition, access to teaching resources, and institutional support structures (Tarraya, 2023). Evidence from Philippine settings shows that although teachers often sustain satisfactory

classroom ratings despite heavy task loads, persistent excessive workload correlates with emotional strain and limits opportunities for lesson refinement and professional development (Tarraya, 2023; Wahab, 2024). Applied to a migrant context, this literature implies that Filipino teachers working in Thailand and Lithuania may demonstrate high levels of professional commitment while nonetheless experiencing constrained conditions for optimal teaching outcomes—particularly where institutional supports (mentoring, professional learning communities, and language/assessment training) are limited or poorly aligned with the host curriculum.

Despite these insights, notable gaps remain that justify the present comparative study. First, there is scarce rigorous comparative research that positions Filipino teachers in two very different receiving contexts—Thailand (a major ASEAN destination with large numbers of Filipino EFL teachers) and Lithuania (an Eastern European context with different labor market dynamics and regulatory frameworks). Most existing studies are single-country, qualitative explorations or descriptive local surveys (Ulla, 2019; Cabiladas, 2020; Asian Journals, 2024). Second, the literature rarely triangulates workload (quantified by hours, tasks, and administrative duties) with validated measures of teaching outcomes (student learning gains, assessment quality, teacher self-efficacy, and classroom observational ratings) in a cross-national design. Third, there is limited integration of global policy frames—such as the Sustainable Development Goals (SDGs)—with university research agendas and national development objectives when examining migrant teacher labor and its educational implications. Addressing these gaps would offer policy-relevant insights into how workload mediates teacher effectiveness across culturally and institutionally diverse contexts and would enable sending institutions (including Philippine universities and education agencies) to better prepare, support, and protect their expatriate educators.

Relating this study to the Sustainable Development Goals positions workload and teaching outcomes squarely under SDG 4—quality education—and more specifically SDG target 4.c, which focuses on substantially increasing the supply of qualified teachers in developing countries (UN, 2023). The SDG framework emphasizes not only teacher quantity but also quality, working conditions, and the capacity to deliver equitable learning outcomes. Research linking workload to teaching outcomes therefore directly supports monitoring and policy recommendations for SDG 4 by illuminating whether and how migrant teachers' working conditions enable or hinder progress toward meaningful learning. Moreover, the study's comparative nature contributes to global efforts to understand cross-border teacher mobility and its implications for achieving equitable and quality education in both sending and receiving contexts (UN SDG resources; UNESCO Institute for Statistics, 2024).

Alignment with the Pangasinan State University (PSU) research agenda and the Philippine Development Plan further situates the study within national priorities. PSU's Research, Extension and Innovation (REI) agenda underscores applied research that addresses regional and national development needs, focuses on human capital enhancement, and supports technology-enabled pedagogy and research utilization (PSU REI Manual, 2023). A comparative investigation of workload and

teaching outcomes of Filipino educators abroad dovetails with PSU's mandate to produce research that informs educational policy, teacher formation, and capacity building in distance and international contexts—areas central to PSU-OUS's mission to strengthen distance education, pedagogy, and research generation (PSU REI Manual, 2023). At the national policy level, the Philippine Development Plan (PDP 2017–2022 and successor frameworks) and AmBisyon Natin 2040 prioritize investments in human capital and education systems that raise learning outcomes and global competitiveness (NEDA, PDP 2017–2022). By generating evidence on how overseas deployment affects teaching effectiveness and by identifying institutional supports that protect teaching quality, this study provides actionable recommendations that can inform both university programs (pre-departure training, continuous professional development, alumni support) and national policy instruments concerning overseas employment of educators.

The study's comparative scope can inform several practical and policy arenas: (a) host country schooling policy—by supplying data on how foreign teachers' workload influences classroom outcomes and where alignment or regulatory adjustments may be needed; (b) sending country interventions—by highlighting pre-departure training needs, certification reciprocity issues, and mechanisms for maintaining professional standards while abroad; and (c) university research and extension—by offering PSU and other Philippine HEIs empirically grounded frameworks for curriculum design, support services for migrant teachers, and collaborative research partnerships with host institutions. Collectively, these contributions would fill important empirical lacunae, strengthen ties between global education goals and national development plans, and provide evidence that can be translated into concrete policy and institutional practices to ensure that the international deployment of Filipino English teachers yields both livelihood benefits and tangible gains in student learning across national boundaries (Albert, 2023; PSU REI Manual, 2023; Wahab, 2024).

This study focused on a qualitative comparative analysis of the workload and teaching outcomes of Filipino English teachers currently employed in formal educational institutions in Thailand and Lithuania. The scope of the inquiry was limited to exploring teachers' lived experiences, perceptions, and narratives regarding their instructional responsibilities, administrative and non-teaching tasks, extracurricular assignments, and the perceived effects of these workload components on teaching outcomes such as instructional quality, student engagement, assessment practices, and classroom effectiveness. The study also examines contextual factors—including institutional policies, school leadership practices, and cultural expectations—that shape teachers' workload experiences, as well as the coping strategies they adopt to sustain professional effectiveness, motivation, and well-being. Data will be drawn from in-depth interviews and/or narrative accounts of selected Filipino English teachers, allowing for a contextualized and comparative understanding of the two host-country settings.

The study was delimited to Filipino English teachers and did not include teachers of other nationalities, subject areas, or educational levels beyond those teaching English as a foreign or second language. It did not aim to quantitatively

measure workload intensity or student academic performance, nor does it sought to establish causal relationships between workload and teaching outcomes. Instead, the focus was on teachers' subjective interpretations and meanings of their experiences within specific institutional and cultural contexts. Additionally, the findings are not intended to be generalized to all Filipino teachers abroad or to all educational systems in Thailand and Lithuania, but rather to provide in-depth, policy-relevant insights that may inform educational practice, teacher support mechanisms, and policy formulation in international teaching contexts.

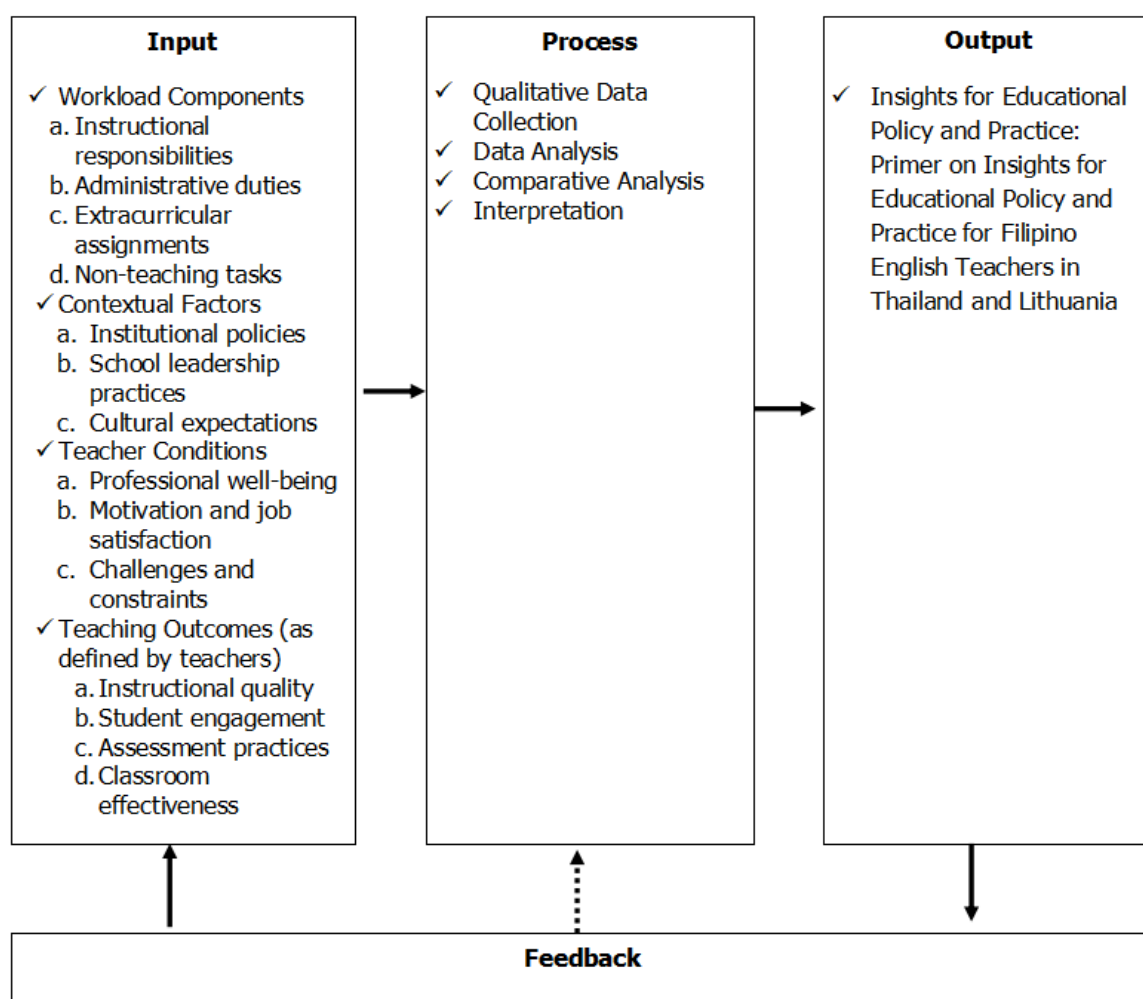


Fig. 1 Thematic Paradigm Diagram

Figure 1 illustrates the Input–Process–Output (IPO) paradigm, which illustrates how the workload experiences of Filipino English teachers in Thailand and Lithuania are examined and transformed into meaningful insights for educational policy and practice. The framework positions Input as the foundational elements that shape teachers' professional realities. These include workload components—namely instructional responsibilities, administrative duties, extracurricular assignments, and non-teaching tasks—which constitute the core demands of teachers' daily work. In

addition, contextual factors such as institutional policies, school leadership practices, and cultural expectations are recognized as powerful external forces that structure how work is assigned, monitored, and valued within host-country educational systems. The framework also integrates teacher conditions, including professional well-being, motivation, job satisfaction, and the challenges and constraints encountered in aligning workload with desired performance. Finally, teachers' own conceptions of teaching outcomes—expressed through instructional quality, student engagement, assessment practices, and classroom effectiveness—are included as essential inputs, emphasizing that teaching effectiveness is understood through the lived experiences and professional judgments of the teachers themselves.

The Process component represents the qualitative and comparative mechanisms through which these inputs are examined. Using qualitative data collection methods such as in-depth interviews and reflective narratives, the study captures how Filipino English teachers describe, interpret, and assign meaning to their workload experiences in two distinct national contexts. This is followed by systematic data analysis through transcription, coding, and thematic analysis, allowing patterns and relationships to emerge from teachers' narratives. Comparative analysis is then applied to identify similarities and differences between the Thai and Lithuanian contexts, highlighting how institutional structures, leadership practices, and cultural norms shape professional experiences in each setting. The interpretive stage integrates these themes by linking workload conditions to teaching outcomes and by examining how contextual influences and personal coping strategies mediate this relationship. Through this process, the framework ensures that findings remain grounded in participants' perspectives while addressing the study's core research problems.

The Output of the framework consists of synthesized, policy-relevant insights derived from the thematic analysis. These include a clearer understanding of how workload is structured and experienced by Filipino English teachers, how it affects their instructional quality, student engagement, assessment practices, and classroom effectiveness, and how teachers manage these demands through coping strategies and adaptive practices. The feedback loop illustrated in the paradigm emphasizes that the outcomes of the study are not viewed as final endpoints but as inputs for continuous reflection and improvement in educational policy and practice. By feeding insights back into institutional decision-making and support systems, the framework highlights the dynamic relationship between teachers' lived experiences and the policies that govern their work.

This provides a coherent structure for analyzing how workload, contextual conditions, and teacher well-being interact to shape teaching outcomes, thereby fulfilling the study's aim of generating evidence-based recommendations for improving teacher support and instructional quality in international teaching contexts.

METHODS

This study adopted a qualitative research design to explore and compare the workload experiences and teaching outcomes of Filipino English teachers in Thailand

and Lithuania. A qualitative approach was appropriate because it allowed the researcher to examine teachers' lived experiences, perceptions, and meanings in depth rather than quantify variables or test causal relationships (Creswell & Poth, 2018). Through rich, descriptive data, the study captured how teachers interpreted their instructional responsibilities, administrative duties, extracurricular assignments, and non-teaching tasks within their specific institutional and cultural contexts. As qualitative inquiry emphasizes understanding phenomena from the participants' perspectives, it enabled the researcher to illuminate how workload was experienced and negotiated in two distinct host-country settings (Merriam & Tisdell, 2016).

Data were generated through methods consistent with qualitative traditions, such as in-depth interviews, reflective narratives, and focused discussions, which allowed participants to articulate how workload conditions influenced instructional quality, student engagement, assessment practices, and classroom effectiveness. These narratives were subjected to thematic analysis, involving systematic coding, categorization, and interpretation of patterns across cases (Braun & Clarke, 2019). A comparative analytic lens was applied to identify similarities and differences between the experiences of Filipino English teachers in Thailand and Lithuania, highlighting how institutional policies, leadership practices, and cultural expectations shaped professional practice in each context. By prioritizing meaning, context, and interpretation, the qualitative design ensured that findings were grounded in participants' voices and generated nuanced, policy-relevant insights into workload management, teacher support systems, and quality teaching in international educational settings (Creswell & Poth, 2018; Braun & Clarke, 2019).

The respondents of this study consisted of ten (10) Filipino English teachers, with five (5) teaching in Thailand and five (5) teaching in Lithuania at the time of data collection. These participants were selected to provide in-depth, experience-based accounts of workload conditions and perceived teaching outcomes in two distinct host-country contexts. The focus on Filipino English teachers ensured contextual consistency in terms of professional background, language specialization, and transnational teaching experience, while allowing meaningful comparison across different educational systems. Consistent with qualitative inquiry, the number of respondents was deliberately kept small to enable detailed exploration of participants' lived experiences, professional meanings, and context-specific interpretations of workload and teaching outcomes (Creswell & Poth, 2018; Guest et al., 2024).

The selection criteria for participation included the following: (1) Filipino nationality; (2) current employment as an English teacher in a formal educational institution or language center in Thailand or Lithuania; (3) at least one academic year of continuous teaching experience in the host country; and (4) willingness to participate voluntarily with informed consent. These criteria were designed to ensure that participants had sufficient professional exposure to the institutional, cultural, and policy environments of their host countries, enabling them to provide reflective and experience-based accounts of workload, professional challenges, and teaching outcomes. Eligible teachers who met these criteria were invited to participate through direct contact, referrals, and professional networks, consistent with ethical research standards and confidentiality protocols.

The selected respondents provided rich narrative accounts of their professional experiences related to workload and teaching outcomes. They described their instructional responsibilities, administrative duties, extracurricular assignments, and non-teaching tasks, and explained how these workload components influenced instructional quality, student engagement, assessment practices, and classroom effectiveness. Furthermore, participants articulated the meanings they assigned to their workload experiences and reflected on how institutional policies, school leadership practices, and cultural expectations in their host countries shaped their work. Such narrative data allowed the study to examine not only what teachers did, but how they interpreted and negotiated their roles within specific educational systems (Creswell & Poth, 2018; Guest et al., 2024).

Through this purposively selected group of respondents, the study generated a comparative understanding of how Filipino English teachers experienced and managed workload in Thailand and Lithuania. While the findings were not intended for statistical generalization, the depth and contextual richness of participants' accounts supported analytic generalization to broader discussions on teacher workload, professional well-being, and teaching effectiveness in international settings (Taherdoost, 2023). Ultimately, the participants' narratives served as the primary source of evidence for identifying patterns, contrasts, and policy-relevant insights that could inform educational practice and teacher support mechanisms in both host countries and the Philippines.

The primary research instrument of this study was a researcher-made semi-structured questionnaire designed to guide in-depth interviews with Filipino English teachers in Thailand and Lithuania. A semi-structured format was well suited to qualitative and comparative research because it ensured that key topics—such as workload components, perceived teaching outcomes, and contextual influences—were consistently addressed while still allowing participants to elaborate on experiences that were meaningful within their specific institutional and cultural settings (Creswell & Poth, 2018; Merriam & Tisdell, 2016). The questionnaire contained open-ended core questions with follow-up prompts to explore teachers' interpretations of instructional responsibilities, administrative and non-teaching tasks, and the perceived effects of these demands on instructional quality, student engagement, assessment practices, and classroom effectiveness.

To enhance the rigor and trustworthiness of the instrument, the questionnaire was validated through a bracketing strategy, a qualitative technique used to identify and set aside the researcher's preconceptions that might influence data collection and interpretation (Tufford & Newman, 2012; Moustakas, 2016). During instrument development, the researcher reflected on personal assumptions about overseas teaching, workload, and policy contexts and revised items to ensure neutrality, clarity, and openness. This process helped ensure that the questions elicited participants' authentic perspectives rather than reinforcing researcher expectations, thereby strengthening the credibility and confirmability of the findings (Creswell & Poth, 2018).

Interviews were conducted either face-to-face or online, depending on participants' availability and location. The use of both modalities was consistent with contemporary qualitative practice, as online interviews facilitated access to geographically dispersed participants while maintaining depth of interaction when properly managed (Archibald et al., 2019). Standardized procedures—such as informed consent, confidentiality, audio recording with permission, and verbatim transcription—were observed across both modes. Through this flexible yet systematic approach, the semi-structured questionnaire generated rich, comparable data on how workload was experienced and how it shaped teaching outcomes and professional well-being in the two host-country contexts.

RESULTS AND DISCUSSION

The findings of the study presented the results of the data analysis and the corresponding discussion based on the findings derived from the data gathered.

Table 1: *Teaching Workload of Filipino English Teachers in Thailand and Lithuania*

Themes	Categories	Sample Codes (Open Coding)	Thailand Context	Lithuania Context
Expanded Instructional Roles Beyond Classroom Teaching	Instructional preparation and delivery	Lesson planning; material preparation; curriculum adaptation; mixed-ability classes; assessment design	Teachers reported heavy preparation demands due to large class sizes, varying English proficiency, and frequent lesson adjustments aligned with national curricula.	Teachers emphasized alignment with structured curricula and standards, with greater focus on documentation of instructional plans and assessment alignment.
Administrative Workload as a Source of Pressure	Compliance and documentation	Paperwork; reports; meetings; lesson plan submission; evaluation records	Administrative tasks were described as repetitive and time-consuming, often involving frequent reporting and multiple layers of approval.	Administrative workload was linked to accountability systems, performance documentation, and institutional audits, viewed as systematic but demanding.
Extracurricular Assignments as Implicit Expectations	Extended professional roles	English camps; clubs; competitions; school events; weekend activities	Extracurricular duties were often informally assigned and expected as part of school culture, extending working hours beyond contracts.	Extracurricular involvement was more structured and scheduled, though still perceived as additional workload beyond teaching duties.

Non-Teaching Tasks as Invisible Labor	Emotional and support- related work	Student counseling; classroom discipline; coordination with parents; translation; logistical support	Teachers frequently acted as informal counselors and discipline managers, especially for students with behavioral or language challenges.	Non-teaching tasks focused more on coordination, student documentation, and support roles, with less emphasis on behavioral management.
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Overall, the thematic analysis showed that Filipino English teachers in Thailand and Lithuania experience workload as a layered, cumulative phenomenon that extends well beyond classroom contact hours. At the broadest level, teachers described instructional work—lesson planning, differentiation, and assessment design—as time-intensive and cognitively demanding. Layered on top of this were substantial administrative duties (paperwork, reporting, and compliance), informal extracurricular expectations (clubs, camps, events), and a range of “invisible” non-teaching tasks (student counseling, translation, parent coordination). Collectively these responsibilities produced a sense of role expansion and time pressure that teachers in both contexts reported as limiting their ability to invest in deeper instructional preparation and formative feedback.

Drilling down, country contrasts emerged. In Thailand participants emphasized intensive, on-the-ground lesson adaptation for diverse proficiency levels and frequently reported informal, culturally embedded expectations for after-hours involvement; in Lithuania teachers highlighted systematic documentation and accountability processes that made instructional plans and assessment alignment more bureaucratic and time-consuming. Yet in both settings administrative work and non-teaching labor were repeatedly identified as crowding out time for core pedagogical tasks—a pattern consistent with international findings that administrative burdens reduce time for instructional preparation and feedback (OECD, 2019).

These findings have clear theoretical and practical implications. The pattern of high demands paired with uneven resources maps directly onto the Job Demands–Resources (JD–R) framework: heavy demands (instructional complexity, paperwork, extracurricular load) without adequate buffering resources (mentoring, workload redistribution, clerical support) increase risk of stress and reduce instructional capacity (Bakker & Demerouti, 2017). Empirical syntheses show that such imbalances contribute to teacher burnout and negatively influence student outcomes, reinforcing the stakes of workload management (Madigan & Kim, 2021; Wang, 2023). The Lithuania results—where documentation and accountability were prominent—also mirror studies linking time allocation and self-esteem to professional engagement and leadership roles (Žydžiūnaitė et al., 2020).

Corroborating studies confirm these dynamics across contexts. Ulla’s work on Filipino EFL teachers in Thailand reported similar pressures of curriculum adaptation, preparation time, and role ambiguity among migrant teachers (Ulla, 2018; Ulla, 2021).

OECD's TALIS findings also document that non-instructional tasks and administrative load are pervasive concerns that erode opportunities for instructional improvement (OECD, 2019). Research focused on homeroom and subject teachers demonstrates that administrative obligations can crowd out formative practices such as feedback and tailored instruction—mechanisms that explain why heavy workload often translates to constrained teaching outcomes (Chen, 2022). Finally, diary and longitudinal studies of emotional labor indicate that frequent demands on teachers' time and emotional resources predict greater exhaustion and reduced classroom efficacy (Wang, 2023; Madigan & Kim, 2021).

Policy and practice implications follow directly from these patterns. First, schools and systems should prioritize reducing unnecessary administrative burdens—by streamlining reporting, providing clerical support, or adopting efficient digital systems—so teachers can devote more time to lesson design and feedback (OECD, 2019). Second, host institutions should formalize extracurricular duties in contracts or compensate them appropriately; unclear expectations were a consistent source of overload and stress. Third, targeted resources such as induction programs, mentoring, peer collaboration structures, and context-specific professional development will operate as job resources that buffer demands and sustain instructional quality (Bakker & Demerouti, 2017; Ulla, 2021). Finally, monitoring teacher well-being and workload through regular surveys and reflective practice can identify early signs of strain that threaten retention and student learning (Madigan & Kim, 2021).

The thematic findings reveal that workload for Filipino English teachers abroad is multi-faceted and shaped by institutional norms and cultural expectations; where resources do not match demands, instructional quality and teacher well-being are likely to suffer. Aligning workload policy with support mechanisms—clarifying role boundaries, redistributing non-instructional tasks, and investing in professional supports—will be essential to protect teaching effectiveness and sustain the benefits of international teacher mobility (Bakker & Demerouti, 2017; OECD, 2019; Ulla, 2021).

Table 2: *Meanings attributed to workload experiences*

Themes	Categories	Sample Codes (Open Coding)	Thailand Context	Lithuania Context
Workload as a Measure of Professional Challenge	Personal interpretation of workload	Challenging but manageable; demanding role; part of teaching abroad	Teachers often described workload as challenging yet expected, viewing it as part of adapting to local school culture.	Teachers tended to describe workload as structured but demanding, linked to formal accountability and standards.

Workload as an Indicator of Professional Value	Perceived recognition and role valuation	Feeling valued; undervalued efforts; taken-for-granted work	Many teachers felt valued for classroom teaching but undervalued for extra and non-teaching work.	Teachers associated workload with institutional trust but also felt professional value was tied mainly to documentation and compliance.
Normalization of Workload Over Time	Adjustment and adaptation	Got used to it; learned to cope; initial shock	Teachers reported initial overload that became normalized as they adapted culturally and professionally.	Teachers described gradual acceptance as they learned institutional systems and expectations.
Workload as a Source of Emotional Strain	Emotional responses to workload	Stressful; exhausting; mentally draining	Emotional strain was often linked to extended hours and informal expectations.	Emotional strain was tied to pressure for accuracy, performance evaluation, and reporting.
Workload as Professional Growth and Resilience	Meaning-making and self-development	Built resilience; improved skills; professional maturity	Teachers viewed workload as contributing to flexibility and classroom confidence.	Teachers associated workload with professional discipline and instructional rigor.

At an overall level, the findings reveal that Filipino English teachers in both Thailand and Lithuania do not interpret workload merely as a quantitative accumulation of tasks but as a meaning-laden professional experience shaped by cultural, institutional, and temporal factors. Teachers' narratives indicate that workload is simultaneously perceived as a challenge, a signal of professional value, a source of strain, and a catalyst for growth. This multifaceted interpretation suggests that workload meaning is constructed through teachers' interactions with school systems, leadership expectations, and cultural norms rather than through task volume alone.

Across both host-country contexts, workload was most commonly interpreted as challenging but expected, particularly in the context of international teaching. Teachers in Thailand frequently framed their workload as part of cultural adjustment, where flexibility and willingness to take on additional roles were viewed as necessary for integration into school communities. This aligns with studies on migrant and foreign teachers in Southeast Asia, which report that teachers often normalize heavy

workloads as part of professional adaptation and cultural accommodation (Ulla, 2018; Ulla, 2021). In Lithuania, teachers interpreted workload more through an institutional lens, associating it with structured accountability, formal documentation, and performance standards. Similar findings have been reported in European contexts, where workload meaning is closely tied to policy-driven expectations and compliance systems (Žydžiūnaitė et al., 2020).

A prominent theme across both contexts was workload as an indicator of professional value. Teachers frequently evaluated how their workload reflected the extent to which their roles were recognized and respected. While classroom teaching was generally perceived as valued, additional administrative, extracurricular, and non-teaching tasks were often seen as invisible or underappreciated. This perception echoes international evidence showing that teachers tend to feel professionally devalued when non-instructional duties are expanded without recognition or support (Skaalvik & Skaalvik, 2017; OECD, 2019). In Thailand, this sense of undervaluation was linked to informal expectations for extra work, whereas in Lithuania it was tied to the prioritization of documentation over pedagogical creativity.

Another key finding was the normalization of workload over time. Teachers in both countries described an initial period of overload or “culture shock,” followed by gradual adjustment and acceptance. Over time, teachers reported developing coping mechanisms, efficiency strategies, and emotional resilience that reshaped how they interpreted workload. This pattern is consistent with longitudinal and diary-based studies showing that teachers’ perceptions of workload evolve as they gain experience and familiarity with institutional routines (Wang, 2023). However, normalization did not necessarily eliminate stress; instead, it often masked persistent workload pressure, raising concerns about long-term well-being.

Emotional strain emerged as a significant meaning attributed to workload, particularly when demands exceeded perceived control or support. Teachers described feelings of exhaustion, stress, and mental fatigue, especially during peak academic periods. Research consistently links such emotional responses to high job demands and insufficient resources, reinforcing the relevance of the Job Demands–Resources framework in explaining how workload meanings translate into well-being outcomes (Bakker & Demerouti, 2017; Madigan & Kim, 2021). Importantly, emotional strain was interpreted differently across contexts: Thai-based teachers associated it with time demands and extended availability, while Lithuanian-based teachers linked it to precision, evaluation, and accountability pressures.

Despite these challenges, many teachers also framed workload as a source of professional growth and resilience. Participants emphasized that managing heavy workload enhanced their adaptability, instructional competence, and confidence as educators. This positive meaning-making aligns with research suggesting that when teachers perceive workload as meaningful and supported, it can contribute to professional identity development rather than burnout (Skaalvik & Skaalvik, 2018). However, the sustainability of this positive framing depends heavily on institutional support and workload balance.

The findings imply that workload management policies should move beyond task reduction and address the symbolic and emotional meanings teachers attach to their work. Schools and policymakers should ensure that additional responsibilities are clearly defined, recognized, and supported to prevent feelings of invisibility and undervaluation. Host institutions should also provide structured induction and mentoring programs to support teachers during initial adjustment periods, when workload is most negatively perceived. Finally, monitoring teachers' workload perceptions—not just hours or task counts—can serve as an early indicator of risks to well-being, retention, and instructional quality, particularly for migrant teachers navigating unfamiliar educational systems.

Table 3: Perceived Effects of Workload on Teaching Outcomes

Themes	Categories	Sample Codes (Open Coding)	Thailand Context	Lithuania Context
Reduced Time for Instructional Preparation	Lesson planning and material development	Rushed preparation; limited creativity; reuse of materials; time pressure	Heavy teaching loads and extracurricular expectations constrained lesson planning and differentiation.	Documentation and planning standards increased preparation time but limited instructional flexibility.
Compromised Assessment Practices	Assessment design and feedback	Reliance on summative tests; limited feedback; delayed checking	Teachers reported fewer formative assessments due to time constraints.	Assessment was systematic but feedback depth was reduced due to reporting demands.
Diminished Student Engagement	Classroom interaction and participation	Less interactive activities; reduced engagement strategies	Large classes and fatigue limited interactive and communicative activities.	Engagement affected by pacing and curriculum coverage pressures.
Strained Teacher–Student Interaction	Relationship building and responsiveness	Limited consultation time; emotional exhaustion	Teachers noted reduced availability for individual student support.	Teachers emphasized professional distance shaped by workload and formal structures.
Adaptive Strategies to Maintain Classroom Effectiveness	Instructional coping mechanisms	Simplified lessons; peer learning; time-saving strategies	Teachers relied on flexibility and improvisation to sustain	Teachers used structured routines and standardized tools to maintain

At an overall level, the findings indicate that Filipino English teachers in Thailand and Lithuania perceive workload as a direct and consequential factor shaping teaching outcomes. Across both contexts, heavy workload was consistently associated with constrained instructional preparation, altered assessment practices, and reduced opportunities for meaningful student engagement. Teachers did not describe workload effects as isolated or temporary; rather, they viewed them as cumulative pressures that shaped daily pedagogical decisions and classroom dynamics. This aligns with international research demonstrating that workload influences not only how much teachers work but how they teach (OECD, 2019).

One of the most salient effects of workload was its impact on instructional quality, particularly lesson preparation. Teachers in Thailand emphasized time pressure caused by high teaching loads and extracurricular expectations, which often led to reusing materials or limiting differentiation. In Lithuania, teachers reported that while preparation time was formally recognized, extensive documentation and alignment requirements reduced instructional creativity. These findings corroborate evidence that excessive workload limits teachers' capacity to design engaging, differentiated instruction (Skaalvik & Skaalvik, 2018; Tarraya, 2023).

Workload also shaped assessment practices, often shifting teachers toward more time-efficient but less formative approaches. Participants in both contexts reported reliance on summative assessments and reduced written feedback when workload intensified. Thai-based teachers highlighted difficulty sustaining continuous formative assessment, while Lithuanian teachers described assessment as systematic but constrained by reporting obligations. Similar patterns have been documented in studies showing that heavy workload diminishes opportunities for feedback and formative assessment, which are critical for student learning (Narathakoon et al., 2020; OECD, 2019).

In terms of student engagement, teachers perceived workload as limiting their ability to implement interactive and learner-centered strategies. Fatigue, time constraints, and pressure to cover curriculum content were frequently cited as reasons for reduced classroom interaction. In Thailand, large classes and extended hours compounded these effects, while in Lithuania pacing and curriculum coverage demands were more prominent. These perceptions align with research indicating that high job demands reduce teachers' emotional energy and engagement capacity, which in turn affects students' motivation and participation (Fredricks et al., 2016; Wang, 2023).

Teachers also described how workload strained teacher–student relationships, particularly through reduced availability for consultation, mentoring, and emotional support. Participants in Thailand emphasized limited time for individualized attention, while those in Lithuania pointed to professional distance shaped by institutional norms and workload. This finding supports evidence that workload-related exhaustion undermines relational aspects of teaching, which are central to classroom effectiveness and student well-being (Madigan & Kim, 2021).

Despite these constraints, teachers demonstrated adaptive strategies to preserve classroom effectiveness. These included simplifying lessons, using peer-learning approaches, relying on routines, and employing standardized instructional tools. While such strategies helped maintain functionality, teachers acknowledged that they often represented compromises rather than optimal pedagogical choices. Research similarly suggests that teachers adapt under pressure, but sustained reliance on coping strategies without systemic support risks normalizing suboptimal teaching conditions (Bakker & Demerouti, 2017; Skaalvik & Skaalvik, 2018).

The findings underscore the need for policies that explicitly recognize the instructional consequences of workload. Reducing unnecessary administrative tasks, clarifying extracurricular expectations, and strengthening instructional support can directly enhance teaching outcomes. For host institutions, investing in clerical support, collaborative planning time, and assessment tools can buffer workload effects. For sending institutions and policymakers, preparing teachers with time-management strategies and assessment literacy for international contexts is critical. Ultimately, managing workload is not only a teacher welfare issue but a central lever for sustaining instructional quality, student engagement, and classroom effectiveness in international education settings.

Table 4: *Similarities and Differences in the Workload Experiences of Filipino English Teachers in Thailand and Lithuania*

Themes	Categories	Sample Codes (Open Coding)	Thailand Context	Lithuania Context
Shared Experience of Workload Intensification	Core workload demands	Heavy teaching load; multiple roles; time pressure	Teachers reported extended teaching hours combined with informal additional duties.	Teachers reported dense schedules shaped by formal teaching hours and documentation requirements.
Administrative Workload as a Common Burden	Non-instructional demands	Paperwork; reports; meetings; compliance tasks	Administrative work described as frequent and repetitive, often requested on short notice.	Administrative tasks described as systematic, structured, and linked to accountability systems.
Cultural Framing of Extra Work	Norms and expectations	“Expected to help”; flexibility; role expansion	Extra work often culturally normalized and informally assigned.	Extra work usually formalized and justified through institutional policy.
Differences in	Contractual	Unclear	Teachers	Teachers noted

Role Clarity	and institutional clarity	boundaries; role ambiguity; explicit job descriptions	frequently reported blurred boundaries between teaching and non-teaching roles.	clearer role definitions but stricter performance expectations.
Variation in Perceived Professional Autonomy	Control over work	Flexibility; discretion; constrained autonomy	Greater classroom flexibility but less control over workload distribution.	Greater instructional structure but reduced autonomy due to compliance demands.
Institutional Support as a Differentiating Factor	Support mechanisms	Mentoring; administrative support; collaboration	Support depended largely on school leadership and personal relationships.	Support was institutionalized but procedural rather than relational.

At the most general level, the findings reveal that Filipino English teachers in both Thailand and Lithuania experience workload intensification as a shared reality, regardless of national context. Teachers consistently described heavy teaching responsibilities combined with administrative and non-teaching duties that extend beyond classroom instruction. This convergence suggests that the expansion of teachers' roles is a global phenomenon, particularly for migrant educators who are often expected to be flexible and multifunctional within host institutions. International evidence similarly indicates that teachers across systems face increasing demands that go beyond instruction, contributing to workload pressure and role overload (OECD, 2019; Skaalvik & Skaalvik, 2018).

A major similarity across contexts was the perception of administrative workload as burdensome. Teachers in both Thailand and Lithuania emphasized that paperwork, reporting, and compliance tasks significantly reduced time for lesson preparation and student engagement. While the nature of administrative work differed, its impact was consistently viewed as intrusive to instructional priorities. This finding aligns with cross-national studies showing that administrative demands are among the strongest predictors of teacher stress and reduced job satisfaction (Viac & Fraser, 2020; Žydžiūnaitė et al., 2020).

Despite these shared experiences, clear contextual differences emerged in how workload was structured and interpreted. In Thailand, teachers frequently described extra work as culturally embedded and informally assigned, often framed as part of collegial cooperation or school loyalty. Such expectations blurred role boundaries and made workload less predictable. Similar observations have been reported in studies of Filipino and foreign teachers in Southeast Asia, where cultural norms emphasize flexibility and collective responsibility (Ulla, 2018; Ulla, 2021). In contrast, teachers

in Lithuania described workload as institutionally formalized, with clearer job descriptions but stricter accountability mechanisms. Extra tasks were usually documented and policy-driven, reflecting European governance traditions that prioritize standardization and regulation (European Commission/Eurydice, 2021).

Another important difference concerned role clarity and professional autonomy. Thai-based teachers reported greater instructional flexibility in the classroom but less clarity over workload boundaries, often resulting in role expansion. Lithuanian-based teachers experienced clearer role definitions but reported constrained autonomy due to rigid curriculum pacing, documentation, and evaluation requirements. This contrast reflects broader findings that autonomy and workload clarity do not always coexist; structured systems may provide clarity while simultaneously limiting professional discretion (Skaalvik & Skaalvik, 2017).

Differences were also evident in institutional support mechanisms. Teachers in Thailand emphasized reliance on interpersonal relationships and leadership goodwill for support, making assistance uneven and dependent on school culture. In Lithuania, support structures were more formalized but perceived as procedural rather than relational. Prior research suggests that while institutionalized support enhances consistency, relational support is often more effective in buffering workload stress and promoting well-being (Bakker & Demerouti, 2017; OECD, 2019).

The findings imply that workload policies must be context-sensitive. Shared challenges—such as administrative burden—call for systemic reforms, including streamlining documentation and providing clerical support. However, differences between Thailand and Lithuania indicate that one-size-fits-all solutions are inadequate. In contexts like Thailand, clarifying role boundaries and formalizing expectations may protect teachers from overload. In Lithuania, increasing professional autonomy and reducing compliance intensity may improve workload perceptions. For sending institutions and policymakers in the Philippines, preparing teachers for these contrasting environments through pre-departure orientation and ongoing support can enhance adaptability and professional sustainability.

The comparative findings demonstrate that while Filipino English teachers share common workload pressures across host countries, institutional structures, cultural norms, and leadership practices significantly shape how workload is experienced and managed. Understanding both convergence and divergence is essential for designing policies and support systems that protect teaching quality and teacher well-being in international education contexts.

Table 5: *Institutional, Leadership, and Cultural Influences on Teachers' Workload*

Themes	Categories	Sample Codes (Open Coding)	Thailand Context	Lithuania Context
Policy-Driven Structuring of Workload	Institutional rules and requirements	Reporting requirements; curriculum mandates; evaluation	Policies perceived as flexible but frequently changing,	Policies perceived as stable but demanding, emphasizing documentation,

		standards	leading to additional tasks and adjustments.	accountability, and compliance.
Leadership Mediation of Workload	Role of school leaders	Supportive leadership; task delegation; management style	Leadership support varied widely and often depended on personal relationships and trust.	Leadership practices were more formalized, with expectations clearly communicated but strictly monitored.
Cultural Normalization of Extra Work	Cultural expectations and norms	Helping culture; flexibility; collective responsibility	Extra work often normalized as part of collegial cooperation and cultural harmony.	Cultural expectations emphasized professionalism, punctuality, and adherence to defined roles rather than informal flexibility.
Autonomy Versus Accountability	Control over professional practice	Instructional freedom; monitoring; evaluation	Teachers reported greater classroom autonomy but less protection from workload expansion.	Teachers experienced reduced autonomy due to strong accountability and performance review systems.
Support Systems and Resource Availability	Institutional and social support	Mentoring; collaboration; administrative assistance	Support largely informal and dependent on leadership goodwill.	Support systems were institutionalized but perceived as procedural rather than relational.

Institutional policies emerged as a primary structural influence on workload. In Thailand, teachers described policies as relatively flexible but frequently revised, resulting in additional reporting, curriculum adjustments, and last-minute administrative demands. This policy fluidity contributed to uncertainty and increased workload, as teachers were required to adapt continuously. In contrast, Lithuanian teachers emphasized policy stability but highlighted the intensity of documentation, evaluation, and accountability requirements. Similar distinctions have been observed in comparative education research, where decentralized or flexible systems often generate informal workload expansion, while centralized systems produce heavy administrative and compliance burdens (European Commission/Eurydice, 2021;

OECD, 2019).

School leadership practices played a mediating role in shaping teachers' daily workload experiences. In Thailand, leadership support was perceived as highly relational; supportive administrators could buffer workload by redistributing tasks or offering flexibility, while less supportive leaders amplified workload pressure. In Lithuania, leadership practices were described as more formal and rule-bound, providing clarity but also enforcing strict adherence to institutional expectations. This finding aligns with research showing that leadership style significantly moderates the impact of workload on teacher well-being, with supportive leadership acting as a key job resource (Bakker & Demerouti, 2017; Skaalvik & Skaalvik, 2018).

Cultural expectations further influenced how workload was assigned and interpreted. Thai-based teachers frequently described a culture of cooperation and harmony, where saying "yes" to additional tasks was implicitly expected. Such cultural norms normalized workload expansion and made refusal difficult, even when tasks exceeded formal responsibilities. Similar observations have been documented among foreign teachers in Southeast Asia, where collectivist values encourage flexibility and extra-role behavior (Ulla, 2018; Nomnian et al., 2023). In contrast, Lithuanian teachers described cultural norms that emphasized professionalism, punctuality, and adherence to clearly defined roles, limiting informal task assignment but intensifying formal accountability.

A notable contrast emerged between autonomy and accountability. Teachers in Thailand reported greater instructional freedom but less protection from workload escalation, whereas teachers in Lithuania experienced tighter instructional control alongside clearer role boundaries. This reflects broader findings that autonomy and accountability often operate in tension, with each shaping workload differently across educational systems (Skaalvik & Skaalvik, 2017). While autonomy can enhance professional satisfaction, insufficient structural safeguards may expose teachers to excessive demands.

Support systems also differed markedly. Thai teachers relied heavily on informal peer support and leadership goodwill, resulting in uneven assistance. Lithuanian teachers reported more institutionalized support mechanisms, though these were often procedural rather than emotionally supportive. Prior research suggests that while formal systems enhance consistency, relational support is more effective in mitigating workload stress and sustaining teacher motivation (Bakker & Demerouti, 2017; OECD, 2019).

The findings suggest that effective workload management requires alignment between policy design, leadership practices, and cultural realities. Policymakers should streamline reporting and evaluation requirements to reduce unnecessary administrative load, while school leaders should adopt supportive practices that recognize workload limits. In culturally flexible contexts like Thailand, clarifying role boundaries may protect teachers from overload, whereas in highly regulated contexts like Lithuania, increasing professional autonomy and reducing compliance intensity may improve workload perceptions. For sending institutions and policymakers in the

Philippines, preparing teachers to navigate these policy and cultural differences through pre-departure training and ongoing support is essential for sustaining professional effectiveness and well-being abroad.

Table 6: *Coping Strategies and Adaptive Practices*

Themes	Categories	Sample Codes (Open Coding)	Thailand Context	Lithuania Context
Strategic Time and Task Management	Personal organization and prioritization	Scheduling; batching tasks; prioritizing lessons; deadline management	Teachers emphasized flexible scheduling and rapid task switching to meet fluctuating demands.	Teachers relied on structured timetables and advance planning aligned with institutional calendars.
Instructional Simplification and Efficiency	Pedagogical adaptation	Reusing materials; streamlined lesson plans; focused objectives	Teachers simplified activities to maintain engagement with limited preparation time.	Teachers standardized lesson formats to meet documentation and pacing requirements.
Assessment Adaptation Under Time Pressure	Efficient assessment practices	Selective feedback; rubrics; fewer formative checks	Teachers reduced frequency of feedback while maintaining core assessments.	Teachers used rubrics and standardized tools to manage grading and reporting load.
Peer Collaboration and Informal Support	Collegial coping mechanisms	Sharing resources; team teaching; peer advice	Strong reliance on informal peer networks for emotional and practical support.	Collaboration occurred through formal teams or departments, often task- focused.
Institutional and Leadership Support as Buffers	Organizational resources	Supportive leadership; mentoring; administrative assistance	Support varied by school leadership and personal relationships.	Support systems were institutionalized but perceived as procedural rather than relational.

Personal Resilience and Boundary Setting	Emotional and self-regulatory strategies	Stress management; boundary setting; reframing workload	Teachers emphasized adaptability and positive reframing to cope with demands.	Teachers emphasized professional detachment and clear boundaries to sustain effectiveness.
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A primary coping strategy across both contexts was strategic time and task management. Teachers described prioritizing core instructional tasks, batching administrative work, and using schedules to protect preparation time. In Thailand, time management was often flexible and reactive due to changing demands, whereas in Lithuania it was more structured and calendar-driven. Similar strategies have been documented internationally, where effective time management is associated with reduced stress and sustained instructional focus under high job demands (Viac & Fraser, 2020).

Teachers also reported instructional simplification and efficiency as a necessary adaptation. Participants acknowledged streamlining lesson plans, reusing materials, and focusing on essential learning outcomes to cope with limited preparation time. While these strategies helped maintain classroom flow, teachers recognized trade-offs in creativity and differentiation. Research consistently shows that under workload pressure, teachers adopt efficiency-oriented practices to preserve functionality, though prolonged reliance may constrain pedagogical innovation (Skaalvik & Skaalvik, 2018; OECD, 2019).

Assessment adaptation emerged as another coping mechanism. Teachers in both countries adjusted feedback depth and assessment frequency, often favoring rubrics and summative tools over time-intensive formative assessment. Thai-based teachers emphasized selective feedback, while Lithuanian teachers highlighted standardized tools aligned with reporting systems. These findings align with studies demonstrating that heavy workload pushes teachers toward assessment practices that are manageable but less personalized (Narathakoon et al., 2020; OECD, 2019). Peer collaboration and support played a crucial role in coping, though its form varied by context. Teachers in Thailand relied heavily on informal peer networks for sharing resources and emotional support, reflecting a collegial and relational culture. In Lithuania, collaboration was more formalized through teams or departments and tended to be task-oriented. Prior research indicates that collegial support—formal or informal—acts as a critical job resource that buffers workload stress and enhances resilience (Bakker & Demerouti, 2017; Skaalvik & Skaalvik, 2017).

Institutional and leadership support further shaped coping capacity. Teachers emphasized that supportive leadership could redistribute tasks, clarify expectations, and provide emotional backing, thereby mitigating workload pressure. Where support was weak or inconsistent, teachers relied more heavily on personal coping strategies. This finding corroborates evidence that leadership quality significantly moderates the relationship between workload and teacher well-being (Viac & Fraser, 2020; OECD, 2019).

Finally, teachers highlighted personal resilience and boundary setting as essential adaptive practices. Participants described learning to set limits, manage stress, and reframe workload challenges as part of professional growth. While such strategies enabled persistence, teachers also noted that resilience should not substitute for systemic solutions. Research cautions that overreliance on individual resilience can normalize excessive workload and obscure the need for institutional reform (Madigan & Kim, 2021).

The findings suggest that coping strategies help teachers survive and function under heavy workload but may not ensure long-term sustainability or optimal teaching quality. Policymakers and school leaders should therefore complement individual coping with structural supports, such as streamlined administrative processes, collaborative planning time, mentoring, and assessment support tools. For sending institutions in the Philippines, embedding workload management, assessment efficiency, and resilience-building in pre-departure and continuing professional development can enhance teachers' preparedness for international contexts. Ultimately, effective workload management requires shifting from reliance on individual adaptation to system-level support that protects teaching effectiveness and teacher well-being.

Table 7: *Workload Effects on Well-Being, Motivation, and Job Satisfaction*

Themes	Categories	Sample Codes (Open Coding)	Thailand Context	Lithuania Context
Workload-Induced Stress and Work–Life Imbalance	Psychological and physical strain	Fatigue; long hours; blurred boundaries; limited personal time	Stress linked to extended hours, informal expectations, and after-school activities.	Stress linked to performance monitoring, documentation, and time pressure to meet standards.
Intrinsic Motivation Sustained by Teaching Purpose	Meaning and fulfillment	Love for teaching; student progress; professional pride	Motivation drawn from relationships with students and classroom impact.	Motivation linked to instructional rigor, professionalism, and learner achievement.
Extrinsic Motivators and Professional Security	External rewards and conditions	Salary; job stability; benefits; career experience	Overseas employment and income stability reinforced persistence despite workload.	Job security and professional recognition within institutions supported motivation.

Job Satisfaction as Conditional and Fragile	Satisfaction thresholds	“Satisfied but tired”; conditional commitment	Satisfaction depended on leadership support and manageable task distribution.	Satisfaction depended on clarity of roles and fairness of evaluation systems.
Turnover Consideration Under Prolonged Strain	Intentions to leave	Thought of quitting; contract completion; job search	Teachers considered leaving during peak workload periods but often stayed until contract end.	Teachers considered leaving if workload was perceived as unsustainable or undervalued.

A dominant theme across both contexts was workload-induced stress and imbalance. Teachers reported fatigue, emotional exhaustion, and difficulty maintaining boundaries between work and personal life. In Thailand, stress was commonly associated with long hours, informal expectations to participate in school activities, and blurred role boundaries. In Lithuania, stress stemmed more from accountability pressures, performance monitoring, and the intensity of documentation requirements. These findings align with cross-national research demonstrating that different workload structures can produce similar stress outcomes through distinct mechanisms (OECD, 2019; Žydžiūnaitė et al., 2020).

Despite these pressures, teachers identified intrinsic motivation as a powerful sustaining force. Across both countries, teachers emphasized that student progress, meaningful classroom interactions, and a sense of professional purpose continued to motivate them even under heavy workload. Thai-based teachers highlighted relational fulfillment and positive student engagement, while Lithuanian-based teachers emphasized instructional quality, professionalism, and learner outcomes. This supports prior research showing that intrinsic motivation—particularly commitment to student learning—can buffer the negative effects of workload on well-being, at least in the short to medium term (Skaalvik & Skaalvik, 2017).

Teachers also cited extrinsic motivators that influenced their decision to remain in their positions. In Thailand, overseas employment opportunities, income stability, and international experience reinforced persistence despite workload stress. In Lithuania, job security and institutional recognition contributed to continued engagement. Similar findings have been reported in studies of migrant and international teachers, where economic considerations and career mobility interact with workload to shape job satisfaction and retention decisions (Ulla, 2021; Madigan & Kim, 2021).

However, job satisfaction emerged as conditional rather than stable. Teachers often described themselves as “satisfied but tired,” indicating that satisfaction was contingent on manageable workload, supportive leadership, and fair evaluation practices. In Thailand, satisfaction fluctuated with leadership support and task

distribution, while in Lithuania it depended on role clarity and perceived fairness of accountability systems. This conditional satisfaction reflects broader evidence that teacher job satisfaction declines when workload exceeds perceived resources and recognition (Skaalvik & Skaalvik, 2018; OECD, 2019).

Notably, many teachers acknowledged that prolonged workload strain prompted considerations of leaving their positions. While not all participants planned immediate resignation, several reported contemplating non-renewal of contracts or seeking alternative employment during periods of sustained overload. Thai-based teachers often delayed exit until contract completion, whereas Lithuanian-based teachers linked turnover intention more directly to perceived undervaluation and unsustainable demands. This finding corroborates systematic reviews showing that workload-related burnout is a strong predictor of attrition intentions and reduced instructional effectiveness (Madigan & Kim, 2021).

The findings suggest that protecting teacher well-being requires more than reliance on intrinsic motivation and resilience. While commitment to teaching sustains teachers temporarily, prolonged exposure to high workload without adequate support risks eroding motivation, satisfaction, and retention. Policymakers and school leaders should therefore prioritize workload regulation, clear role boundaries, and supportive leadership practices to sustain teachers' professional health. For sending institutions and Philippine policymakers, providing guidance on work-life balance, stress management, and contractual expectations in international contexts can strengthen teachers' preparedness and long-term career sustainability. Ultimately, improving workload conditions is not only a welfare concern but a strategic investment in teaching quality, stability, and educational outcomes.

Table 8: *Challenges and Constraints Affecting Alignment Between Workload and Teaching Outcomes*

Themes	Categories	Sample Codes (Open Coding)	Thailand Context	Lithuania Context
Instruction–Administration Imbalance	Competing task demands	Paperwork overload; reporting; non-teaching duties	Teachers reported frequent administrative and extracurricular demands that reduced teaching focus.	Teachers reported heavy documentation and compliance tasks linked to accountability systems.
Time Constraints on Pedagogical Planning	Limited preparation time	Rushed lesson planning; surface teaching; reduced creativity	Planning time often disrupted by last-minute tasks and schedule changes.	Planning time constrained by fixed schedules and reporting deadlines.

Reduced Capacity for Student Support	Instructional trade-offs	Less feedback; limited remediation; large classes	Teachers struggled to provide individualized support due to extended duties.	Teachers cited limited time for personalized feedback due to assessment and documentation load.
Policy and Curriculum Rigidity	Systemic constraints	Fixed curriculum; pacing guides; standardized assessment	Curriculum flexibility existed but was overshadowed by informal workload expansion.	Curriculum and assessment requirements were rigid and closely monitored.
Limited Professional Autonomy	Control over instructional decisions	Restricted choices; imposed methods	Teachers felt constrained by school expectations and administrative directives.	Teachers felt constrained by national standards and institutional evaluation criteria.
External Constraints Beyond Teacher Control	Structural and contextual barriers	Class size; scheduling; policy changes	Sudden policy shifts and staffing shortages intensified workload unpredictably.	National policies and institutional regulations limited teacher discretion and adaptability.

One of the most prominent challenges across both contexts was the imbalance between instructional and administrative demands. Teachers reported that paperwork, reporting, meetings, and non-teaching responsibilities frequently encroached on time intended for lesson preparation and student engagement. In Thailand, these demands were often informal and recurrent, while in Lithuania they were embedded in formal accountability and documentation systems. Similar findings have been reported in both Southeast Asian and European contexts, where administrative overload reduces teachers' capacity to focus on core pedagogical tasks (Skaalvik & Skaalvik, 2018; Žydžiūnaitė et al., 2020).

Closely linked to this imbalance was the issue of time constraints on pedagogical planning. Teachers across both settings expressed frustration at being unable to plan lessons as creatively or thoroughly as they desired. Thai-based teachers highlighted frequent interruptions and last-minute tasks that disrupted planning routines, whereas Lithuanian-based teachers pointed to rigid schedules and reporting deadlines that compressed preparation time. Prior research shows that insufficient planning time often leads to surface-level instruction and reduced instructional innovation, ultimately affecting teaching effectiveness (Darling-Hammond et al., 2017; OECD, 2019).

Another significant constraint involved reduced capacity for individualized student support. Teachers described limiting feedback, remediation, and enrichment activities due to competing workload demands. In Thailand, extended duties and large class sizes constrained opportunities for one-on-one support, while in Lithuania, extensive assessment documentation limited time for personalized feedback. These findings are consistent with studies demonstrating that workload pressure diminishes teachers' ability to implement formative assessment and differentiated instruction, key components of effective teaching (Madigan & Kim, 2021; Narathakoon et al., 2020). System-level factors further intensified these challenges. Policy and curriculum rigidity emerged as a constraint, particularly in Lithuania, where strict pacing guides, standardized assessments, and evaluation criteria limited teachers' instructional flexibility. Although Thai teachers reported comparatively greater curriculum flexibility, this advantage was often offset by informal workload expansion and shifting policy directives. Comparative education literature suggests that both highly regulated and loosely structured systems can constrain teaching effectiveness through different mechanisms—either by over-standardization or by lack of workload safeguards (European Commission/Eurydice, 2021; OECD, 2019).

Teachers also identified limited professional autonomy as a factor affecting alignment between workload and teaching goals. Across both contexts, participants felt constrained by expectations imposed by administrators, institutions, or national policies. While autonomy is strongly associated with teacher motivation and instructional quality, workload pressures often reduce teachers' ability to exercise professional judgment (Skaalvik & Skaalvik, 2017). This tension was evident in both host-country settings.

Finally, teachers emphasized external constraints beyond their control, including class size, staffing shortages, scheduling structures, and policy changes. Thai teachers highlighted unpredictability caused by sudden policy shifts, while Lithuanian teachers pointed to rigid national frameworks that left little room for contextual adaptation. These constraints underscore that many workload-related challenges cannot be resolved through individual coping alone but require systemic interventions (Viac & Fraser, 2020).

The findings suggest that improving alignment between workload and desired teaching outcomes requires structural and policy-level reforms, not merely teacher resilience or adaptation. Reducing administrative burden, protecting instructional planning time, and ensuring realistic workload distribution are essential for sustaining teaching quality. For host-country policymakers and school leaders, aligning accountability mechanisms with instructional priorities can help restore balance. For Philippine institutions and agencies supporting overseas teachers, preparing educators to anticipate these constraints—and advocating for fair workload practices abroad—can strengthen professional sustainability and teaching effectiveness. Ultimately, addressing these challenges is critical to ensuring that international teaching deployment supports, rather than undermines, quality education.

Table 9: *Teachers' Definitions and Assessment of Teaching Outcomes*

Themes	Categories	Sample Codes (Open Coding)	Thailand Context	Lithuania Context
Teaching Outcomes as Student Learning and Engagement	Core meaning of effectiveness	Student understanding; participation; confidence; progress	Teaching success defined by visible engagement and improved communicative confidence.	Teaching success defined by mastery of learning objectives and measurable academic progress.
Assessment Through Informal and Relational Indicators	Teacher-constructed indicators	Student feedback; classroom interaction; responsiveness	Heavy reliance on observation of participation, enthusiasm, and oral performance.	Informal indicators used but secondary to formal assessment results.
Formal Assessment and Documentation as Evidence of Outcomes	Institutional measures	Test scores; rubrics; reports; evaluation records	Formal assessment used but less emphasized in judging personal effectiveness.	Formal assessment and documentation strongly emphasized and closely monitored.
Policy Influence on Defining Teaching Outcomes	Institutional and policy frameworks	Curriculum standards; evaluation criteria; accountability	Policies viewed as flexible, allowing teachers to define outcomes holistically.	Policies strongly shaped definitions of outcomes through standardized benchmarks.
Tension Between Personal and Institutional Definitions	Alignment and conflict	"What I believe vs. what is required"; compliance	Teachers balanced personal beliefs with school expectations.	Teachers experienced stronger pressure to prioritize policy-defined outcomes.
Professional Judgment as a Measure of Success	Teacher agency	Reflective practice; self-evaluation	Teachers trusted personal judgment and student response as indicators.	Teachers relied on self-reflection but within formal evaluation constraints.

A dominant shared theme was the understanding of teaching outcomes as student learning and engagement. Teachers in both contexts identified effective teaching as enabling students to understand content, participate actively, and apply

learning meaningfully. However, context shaped emphasis. In Thailand, teachers highlighted communicative confidence, willingness to speak English, and classroom interaction as key indicators of success. This reflects English-as-a-foreign-language (EFL) environments where affective engagement and confidence are critical markers of progress (Ulla, 2018). In Lithuania, teachers emphasized mastery of learning objectives and academic performance, reflecting European education systems' focus on standards and measurable achievement (European Commission/Eurydice, 2021).

Differences were particularly evident in assessment practices used to judge teaching outcomes. Thai-based teachers relied heavily on informal and relational indicators such as student responsiveness, participation, and feedback. Formal assessments were acknowledged but were not the primary basis for judging teaching effectiveness. In contrast, Lithuanian-based teachers emphasized formal assessment tools—tests, rubrics, documentation, and evaluation reports—as central evidence of teaching outcomes. This finding corroborates research showing that teachers in highly regulated systems are more likely to align their definitions of effectiveness with institutional metrics and accountability frameworks (OECD, 2019).

School policies played a significant role in shaping how teaching outcomes were assessed. In Thailand, policies were perceived as relatively flexible, allowing teachers greater latitude to define outcomes holistically. In Lithuania, policies strongly influenced how outcomes were measured, with standardized benchmarks and evaluation criteria guiding professional judgment. This distinction reflects broader differences between flexible and accountability-driven systems, where policy frameworks can either enable or constrain teacher agency in defining effectiveness (Honig, 2018; Viac & Fraser, 2020).

A notable theme across both contexts was the tension between personal and institutional definitions of teaching outcomes. Teachers described navigating the gap between what they personally believed constituted effective teaching and what schools formally required them to demonstrate. This tension was more pronounced in Lithuania, where compliance with evaluation standards strongly shaped practice. Similar tensions have been documented internationally, particularly where performance accountability narrows conceptions of teaching effectiveness (Skaalvik & Skaalvik, 2017).

Despite these pressures, teachers consistently emphasized professional judgment and reflective practice as essential in assessing their own effectiveness. Teachers relied on reflection, student response, and professional intuition to evaluate outcomes, even when institutional measures dominated. This finding supports research highlighting teacher reflection as a critical component of professional competence and instructional improvement (Darling-Hammond et al., 2017). The findings suggest that policy frameworks should recognize broader definitions of teaching outcomes that integrate both measurable achievement and qualitative indicators of student engagement and growth. Overreliance on formal metrics may marginalize important aspects of teaching effectiveness, particularly in language education. For host-country institutions, balancing accountability with professional autonomy can support more authentic assessment of teaching outcomes. For

Philippine institutions and policymakers, preparing teachers to navigate differing assessment cultures abroad can enhance adaptability and professional resilience. Ultimately, aligning policy-defined outcomes with teachers' professional understandings is essential for sustaining instructional quality and teacher motivation in international teaching contexts.

Table 10: *Policy-Relevant Insights on Workload, Support, and Quality Teaching*

Themes	Categories	Sample Codes (Open Coding)	Thailand Context	Lithuania Context
Streamlining and Rationalizing Workload	Workload regulation	Reduce paperwork; limit non-teaching tasks; protected planning time	Teachers recommended clearer limits on extracurricular and informal duties.	Teachers recommended reducing documentation load and simplifying reporting systems.
Leadership and Administrative Support as Policy Levers	School-level governance	Supportive leadership; fair task distribution; consultation	Leadership seen as pivotal in buffering workload through flexibility and empathy.	Leadership expected to ensure transparency, fairness, and consistency in task allocation.
Formalized Teacher Support Systems	Institutional supports	Mentoring; professional development; counseling	Teachers favored mentoring and peer-support programs tailored to foreign teachers.	Teachers emphasized structured induction, coaching, and professional learning communities.
Policy Recognition of Teacher Well-Being	Well-being frameworks	Mental health support; work-life balance; manageable hours	Well-being support viewed as largely informal and insufficiently institutionalized.	Well-being addressed through policy rhetoric but constrained by accountability demands.
Alignment of Accountability with Teaching Quality	Evaluation and assessment policy	Balanced evaluation; holistic indicators; reduced pressure	Teachers recommended broader indicators beyond test scores and compliance.	Teachers urged moderation of performance metrics to allow pedagogical depth.
Pre-Departure and Ongoing Support from Sending Institutions	Transnational policy coordination	Orientation; contract clarity; career guidance	Teachers emphasized preparation for cultural and workload expectations.	Teachers stressed need for recognition of overseas experience and qualifications.

At the most general level, the findings indicate that Filipino English teachers' narratives converge on the need for system-level policy reforms that address workload management, strengthen teacher support, and safeguard teaching quality in international contexts. Teachers consistently emphasized that individual coping strategies, while helpful, are insufficient substitutes for structural solutions. This perspective aligns with international research showing that sustainable teaching quality depends on policy coherence across workload regulation, leadership practice, and professional support systems (OECD, 2019; Viac & Fraser, 2020).

A primary policy insight concerned the streamlining and rationalization of workload. Teachers in both Thailand and Lithuania recommended reducing non-teaching tasks that dilute instructional focus. Thai-based teachers emphasized limiting informal and extracurricular demands that frequently expand workload beyond contracts, while Lithuanian-based teachers advocated for simplifying documentation and reporting requirements tied to accountability frameworks. Similar recommendations have been made in cross-national studies, which show that excessive administrative workload undermines instructional time and teacher well-being (Skaalvik & Skaalvik, 2018; Žydžiūnaitė et al., 2020).

School leadership emerged as a critical policy lever. Teachers highlighted that supportive leadership—characterized by consultation, fairness, and empathy—can mitigate workload stress even within constrained systems. In Thailand, leadership discretion often determined whether workload was manageable, whereas in Lithuania, leadership was expected to ensure transparent and consistent implementation of policies. This finding corroborates evidence that leadership quality significantly moderates the impact of workload on teacher satisfaction and retention (Bakker & Demerouti, 2017; OECD, 2019).

Teachers also called for formalized support systems, particularly for foreign educators. Mentoring, induction programs, and professional learning communities were identified as essential supports. Thai-based teachers favored mentoring tailored to cultural adjustment and classroom realities, while Lithuanian-based teachers emphasized structured induction and coaching aligned with institutional standards. Research on migrant and international teachers similarly underscores the importance of structured support in promoting instructional effectiveness and professional integration (Ulla, 2021; European Commission/Eurydice, 2021).

Another prominent theme was the need for policy recognition of teacher well-being. Teachers argued that workload policies should explicitly address mental health, work–life balance, and reasonable working hours. In Thailand, well-being support was largely informal, while in Lithuania it was acknowledged in policy discourse but constrained by accountability demands. International literature consistently demonstrates that neglecting teacher well-being compromises motivation, instructional quality, and retention (Madigan & Kim, 2021; Viac & Fraser, 2020).

Teachers further emphasized aligning accountability mechanisms with authentic teaching quality. Participants recommended broader evaluation frameworks that integrate qualitative indicators such as student engagement, progress, and

classroom interaction, rather than relying heavily on test scores or compliance metrics. This mirrors growing consensus that narrow accountability measures can distort teaching practice and undermine professional autonomy (Darling-Hammond et al., 2017; Hattie, 2017).

Finally, teachers highlighted the role of sending institutions, including Philippine universities and agencies, in preparing and supporting educators abroad. Pre-departure orientation, clarity of contracts, recognition of overseas experience, and ongoing professional support were identified as critical. These insights point to the need for transnational policy coordination to ensure that international teaching mobility enhances, rather than compromises, teaching quality and teacher welfare.

The findings suggest that effective policy responses must move beyond individual resilience toward coherent, multi-level reforms. Host-country policymakers should streamline administrative demands, institutionalize support systems, and balance accountability with professional autonomy. School leaders should adopt participatory workload management practices. Sending institutions in the Philippines should strengthen preparation, advocacy, and career support for overseas teachers. Collectively, these actions can foster sustainable teaching conditions that protect teacher well-being and promote high-quality education in international teaching contexts.

SUMMARY

Problem 1: Description of Teaching Workload

The findings revealed that Filipino English teachers in Thailand and Lithuania experience teaching workload as a combination of instructional responsibilities and extensive non-instructional demands. Beyond classroom teaching, participants reported substantial administrative duties such as documentation, reporting, meetings, and compliance tasks. Extracurricular assignments, including school events and student activities, further extended their workload, particularly in Thailand where such tasks were often informally assigned. Non-teaching tasks, such as student monitoring and coordination roles, frequently encroached on preparation and rest time. While Lithuanian teachers described more structured workload allocation, they reported heavier documentation and accountability requirements. Overall, teachers in both contexts viewed workload as intensive and multifaceted, with non-teaching responsibilities significantly shaping their daily professional experiences.

Problem 2: Meanings Attributed to Workload Experiences

Teachers attributed varied meanings to their workload experiences, describing them as manageable, challenging, or overwhelming depending on institutional support and role clarity. Many interpreted heavy workload as an indicator of professional trust and responsibility, particularly when tasks aligned with teaching goals. However, excessive or poorly structured workload was often perceived as a sign of undervaluation, especially when non-teaching tasks dominated instructional priorities. Over time, teachers reported developing greater acceptance and adaptability, reframing workload as part of professional growth. In Thailand, workload was often

normalized through cultural expectations of cooperation, while in Lithuania it was interpreted through formal performance and accountability standards. These meanings shaped teachers' motivation, sense of professional identity, and attitudes toward their roles in host-country schools.

Problem 3: Perceived Effects of Workload on Teaching Outcomes

The study found that workload significantly influenced teachers' instructional quality, student engagement, assessment practices, and classroom effectiveness. Heavy workload reduced time for lesson preparation, leading teachers to simplify instructional strategies and reuse materials. Teachers noted that student interaction and engagement were affected when administrative demands limited availability and responsiveness. Assessment practices were often adjusted to cope with time pressure, with reduced frequency of formative feedback and increased reliance on standardized tools. While teachers remained committed to maintaining classroom effectiveness, they acknowledged that sustained workload pressure constrained creativity, differentiation, and individualized support. Overall, participants perceived workload as a critical factor shaping the depth and quality of teaching outcomes across both host-country contexts.

Problem 4: Similarities and Differences in Workload Experiences

Findings showed notable similarities and differences in workload experiences between teachers in Thailand and Lithuania. In both contexts, teachers experienced workload intensification driven by administrative and non-teaching demands. However, differences emerged in how workload was structured and assigned. Thai-based teachers reported flexible but unpredictable workload, often influenced by informal expectations and cultural norms. Lithuanian-based teachers experienced more clearly defined roles but heavier documentation and accountability requirements. While Thai teachers enjoyed greater instructional autonomy, they faced blurred role boundaries; Lithuanian teachers encountered stricter regulation but clearer task allocation. These similarities and differences were largely explained by variations in institutional policies, governance structures, and cultural expectations in the two host countries.

Problem 5: Influence of Policies, Leadership, and Culture

Institutional policies, school leadership practices, and cultural expectations strongly shaped teachers' workload and professional experiences. In Thailand, flexible but frequently changing policies and relational leadership practices contributed to workload variability. Cultural norms emphasizing cooperation often normalized additional tasks. In Lithuania, stable policies and formal leadership structures ensured clarity but increased accountability and documentation demands. Supportive leadership was identified as a key moderating factor in both contexts, either buffering or intensifying workload stress. Cultural expectations influenced how teachers perceived and accepted workload, affecting professional identity and engagement. Overall, the interaction of policy frameworks, leadership styles, and cultural norms played a decisive role in shaping teachers' workload realities and professional experiences.

Problem 6: Coping Strategies and Adaptive Practices

Teachers employed a range of coping strategies to manage workload while maintaining teaching effectiveness. Common practices included time management, task prioritization, and instructional simplification. Teachers reused teaching materials, focused on core learning objectives, and adjusted assessment methods to cope with limited preparation time. Peer collaboration emerged as a vital support mechanism, with Thai teachers relying more on informal networks and Lithuanian teachers engaging in structured collaboration. Personal resilience, positive reframing, and boundary setting were also important adaptive practices. While these strategies enabled teachers to sustain performance, participants emphasized that coping was often reactive and insufficient without systemic support. The findings highlight the limits of individual adaptation in addressing persistent workload challenges.

Problem 7: Effects on Well-Being, Motivation, and Job Satisfaction

Workload conditions had a substantial impact on teachers' well-being, motivation, and job satisfaction. Participants reported stress, fatigue, and challenges in maintaining work-life balance, particularly during peak workload periods. Despite these pressures, intrinsic motivation—such as commitment to student learning and professional pride—remained strong. Extrinsic factors, including job security and overseas employment benefits, also influenced persistence. However, job satisfaction was described as conditional and fragile, dependent on workload manageability and leadership support. Prolonged workload strain led some teachers to consider leaving their positions or not renewing contracts. Overall, the findings underscore workload as a central determinant of teacher well-being and retention in international contexts.

Problem 8: Challenges and Constraints Affecting Alignment

Teachers identified several challenges and constraints that hindered alignment between workload and desired teaching outcomes. Chief among these were excessive administrative duties, limited planning time, and reduced capacity for individualized student support. Policy rigidity, curriculum pacing, and assessment requirements further constrained instructional flexibility, particularly in Lithuania. In Thailand, unpredictability due to informal task assignment and policy changes disrupted planning. Teachers also cited constraints beyond their control, such as class size, staffing shortages, and institutional regulations. These challenges created a persistent gap between ideal teaching practices and actual classroom implementation. The findings highlight the need for systemic reforms to better align workload structures with instructional goals.

Problem 9: Definitions and Assessment of Teaching Outcomes

Teachers defined teaching outcomes as multidimensional, encompassing student learning, engagement, confidence, and academic progress. Effective teaching was associated not only with test results but also with visible participation and meaningful learning experiences. Thai-based teachers emphasized communicative competence and student confidence, while Lithuanian teachers focused on mastery of objectives and measurable achievement. Assessment practices reflected these orientations, with greater reliance on informal indicators in Thailand and formal documentation in Lithuania. School policies significantly influenced how outcomes were measured, sometimes creating tension between personal beliefs and institutional

expectations. Teachers relied on professional judgment and reflection to reconcile these differences, underscoring the complexity of defining teaching effectiveness.

Problem 10: Policy-Relevant Insights for Practice

Teachers' narratives yielded clear policy-relevant insights regarding workload management, teacher support, and quality teaching. Participants advocated for reducing non-teaching tasks, streamlining administrative requirements, and protecting instructional planning time. Strong, supportive leadership was identified as essential for fair workload distribution and teacher morale. Teachers emphasized the need for formalized support systems, including mentoring, professional development, and well-being programs, particularly for foreign educators. They also recommended balanced accountability frameworks that recognize qualitative indicators of teaching effectiveness. Finally, teachers highlighted the role of sending institutions in preparing and supporting educators abroad. These insights point to multi-level reforms necessary for sustainable and effective international teaching practice.

CONCLUSIONS

- Filipino English teachers in Thailand and Lithuania experience teaching workload as intensive and multifaceted, extending well beyond classroom instruction to include substantial administrative, extracurricular, and non-teaching responsibilities, which significantly shape their daily professional routines and reduce time available for instructional preparation and student-centered activities.
- Filipino English teachers interpret workload as both a marker of professional trust and a source of strain, with meanings shaped by cultural norms, institutional expectations, and leadership practices, resulting in varied perceptions of workload as manageable, challenging, or overwhelming across host-country contexts.
- Workload directly influences teaching outcomes by limiting lesson preparation, reducing instructional creativity, constraining assessment practices, and affecting student engagement, compelling teachers to adopt efficiency-driven strategies that sustain basic classroom effectiveness but restrict instructional depth and individualized learning support.
- While Filipino English teachers in both countries experience workload intensification, differences arise in task structure, role clarity, and accountability demands, with Thailand characterized by informal workload expansion and Lithuania by formalized but documentation-heavy requirements shaped by distinct institutional and cultural systems.
- Institutional policies, leadership practices, and cultural expectations decisively shape teachers' workload and professional experiences, either mitigating or intensifying demands, with supportive leadership and clear policy implementation serving as critical factors in sustaining manageable workload and professional stability.

- Filipino English teachers employ time management, instructional simplification, peer collaboration, and personal resilience to cope with heavy workload; however, these strategies function primarily as short-term adaptations and cannot fully compensate for systemic workload and support deficiencies.
- Sustained workload pressure negatively affects teachers' well-being and work-life balance, weakens job satisfaction, and contributes to turnover considerations, although intrinsic motivation and professional commitment temporarily buffer these effects in both Thailand and Lithuania.
- Persistent administrative overload, limited planning time, policy rigidity, and external constraints prevent teachers from fully aligning workload with desired teaching practices, creating a consistent gap between ideal instructional goals and actual classroom implementation across both host-country contexts.
- Filipino English teachers define teaching outcomes holistically, integrating student engagement and learning growth with formal achievement measures, but institutional policies strongly influence assessment practices, often creating tension between professional judgment and compliance-driven evaluation systems.
- The findings conclusively indicate that sustainable teaching quality in international contexts requires systemic workload regulation, supportive leadership, formalized teacher support, balanced accountability frameworks, and coordinated sending-receiving country policies rather than reliance on individual teacher resilience alone.

RECOMMENDATIONS

Based on the above-mentioned findings and conclusions, the following recommendations are hereby presented:

Based on the results of this research, institutions may consider clarifying role boundaries and documenting instructional and non-instructional responsibilities to prevent task overlap. Reviewing workload distribution and limiting excessive administrative and extracurricular assignments could help teachers allocate sufficient time for lesson preparation and instructional delivery. Additionally, school leaders and policymakers may benefit from engaging teachers in regular dialogue about workload perceptions. Recognizing teachers' efforts and aligning assigned tasks with instructional roles could strengthen professional value, enhance morale, and foster more positive interpretations of workload experiences. Instructional leaders may explore strategies that protect preparation time and support efficient assessment practices. Providing access to shared instructional resources and assessment tools could help teachers sustain instructional quality, student engagement, and effective classroom interaction despite workload demands. Moreover, comparative insights suggest value in contextualized workload policies. Host institutions may consider balancing flexibility with safeguards against overload, while ensuring clarity in task

allocation. Cross-country sharing of best practices could also inform more equitable workload structures. It is also necessary that policymakers and administrators may strengthen alignment by reviewing how institutional policies, leadership practices, and cultural expectations translate into daily workload. Leadership development initiatives that emphasize consultative and supportive management approaches could positively shape teachers' professional experiences.

Professional development initiatives may incorporate time management, instructional efficiency, and assessment strategies tailored to high-demand environments. Encouraging peer collaboration and mentoring arrangements could further support teachers' adaptive practices and sustain teaching effectiveness. Teacher support frameworks may integrate workload monitoring, well-being initiatives, and opportunities for professional recognition. Attention to work-life balance, combined with supportive leadership practices, may help sustain motivation, job satisfaction, and retention among Filipino English teachers abroad. Moreover, institutions may examine administrative processes and curriculum requirements that limit planning time and student support. Streamlining documentation, adjusting class loads, and providing instructional assistance could improve alignment between workload and desired teaching outcomes. Assessment policies may be enriched by recognizing both quantitative outcomes and qualitative indicators such as engagement and learning growth. Allowing space for teacher professional judgment could promote more holistic and context-sensitive evaluation of teaching effectiveness. Finally, multi-level collaboration among host institutions, school leaders, and Philippine sending agencies may enhance workload management and teacher support. Strengthening pre-departure preparation, mentoring systems, and balanced accountability frameworks could contribute to sustainable quality teaching in international contexts.

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