

Impacts of Workload on Teachers' Well-Being: A Systematic Literature Review

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Abstract – This systematic literature review focuses on the elements that contribute to teachers' workload and its impact on their well-being. In general, researchers have conducted several pertinent studies on the issue of teachers' workload, therefore it is not a particularly new one. Regrettably, the majority of past research did not include the wellbeing of teachers. Hence, the present study reviewed 15 past studies on the teacher's workload factors and its impact on their well-being. Two databases, Web of Science and Scopus, were used for the review. Eight issues or themed emerged from the thematic analysis of this review, including 1) physical to online teaching and learning; 2) increased working hours; 3) non-teaching tasks; 4) appreciation and respect; 5) stress; 6) physical and mental condition; 7) uncertainty and 8) burnout.

22 sub-themes have emerged from the eight main topics, and several recommendations were made for the benefit of future researchers at the conclusion of this study. The findings explained the effect that cause by heavy workload which should be addressed quickly to help the educators' well-being.

Keywords – Systematic literature review, workload, teacher, education, well-being.

1. Introduction

Schools are recognized as formal educational establishments whose primary function is to provide classrooms and other learning settings where students get lessons from teachers. In the education sector, teachers play a crucial role in ensuring that students receive the greatest education possible to enable them to reach their full potential. Since teachers are the foundation of educational activities, especially those pertaining to teaching and learning, it is expected that their performance in carrying out their roles as instructors, trainers, and educators will have a major impact on the accomplishment of the established educational goals [57]. On the other hand, Aminuddin Awang, the President of the National Union of the Teaching Profession (NUTP) claims that there is a shortfall of over 20,000 teachers in the country. He asserted that the problem currently impacts almost all schools in the country as no new teachers have been hired to replace those who have retired [18]. With teachers' workloads growing, there was growing fear that the teacher shortage might interfere with the teaching and learning process.

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Many definitions of the term "workload" have been put forth in an effort to conceptualize work overload in the educational environment so that there are several definitions on workload. Work overload is described as occurring when employees believe they are being asked to complete more tasks than their availability or capabilities will permit [1]. They continued by saying that working under pressure may be stressful as individuals get nervous when they have a lot of work to accomplish before a deadline. This can result in low self-esteem, passivity, and subpar performance at work due to total of all activities that take up an employee's time [1]. The amount of work can occasionally be excessive (overload) or low (underload). Similarly, workload is the amount of work and responsibilities that are assigned to someone and completed within a specific time frame [23], [44]. Workload is minimized if the staff can finish and adapt to the tasks assigned. However, the tasks and activities turn into a workload if they are not finished it in the time given [23]. Moreover, due to a lack of funding and classroom facilities, teachers must create their own teaching materials which add to the already existing works [34]. The tasks and responsibilities that fall under the purview of a teacher's workload include organizing lessons, carrying them out, assessing the outcomes, supervising and training students, and completing supplementary tasks linked to the execution of the primary activities that follow the workload [48]. Teachers are indeed overworked and preoccupied with duties and responsibilities, both those related to teaching and those that are not [11]. The majority of teachers' workloads are increasing, there are more non-teaching assignments than ever before, and sometimes they are given a task they are not familiar with. As a result, many teachers are compelled to bring some of their demanding assignments home to complete [53]. They have to show up and engage in a lot of meetings, seminars, conferences, paperwork related to the school or administration, community extension programs, and athletic activities. Despite the fact that a teacher's primary responsibility is to teach, they are also obligated to participate on committees and submit dozens of reports and forms to school administrators [29].

Consequently, working under stress can lead to a variety of negative outcomes, including inactivity, low self-esteem, an increase in nervous system complaints, a lack of interest in social activities, and poor job performance [37]. Teachers who are in good physical condition are open, engaged, and functionally stable.

This is also referred to as "human flourishing," and it entails a comprehensive evaluation of wellbeing across all domains, including the domain of work. "Work-related wellbeing" is the state in which teachers are content with their jobs and are not experiencing stress or burnout at work. The concepts of wellbeing have many aspects. The highest priority on the bucket list is the teacher workload. Teachers are very concerned about their workload. To ensure that teaching and learning are in balance, workload and teachers' well-being must coexist [33].

The substantial influence that workload may have on teachers' well-being has drawn the attention of several researchers, who have looked at the issue from a variety of perspectives [26], [33], [42], [46], [49]. The impact of teacher workload on their well-being has been the subject of numerous studies, but there are not enough researchers who have systematically reviewed these studies. Therefore, to review past studies systematically, systematic literature review (SLR) is important compared to traditional literature review. Traditional literature reviews seldom take into account differences in research quality, are prone to reviewer bias, and generally fall short of being complete [47]. Through a thorough evaluation of the literature, the current study aims to add to the body of information already in existence about the effects of workload on teachers' well-being. As per [19], systematic literature search (SLR), which is also known as a systematic review (SR), endeavours to comprehensively identify and amalgamate pertinent research using methodical, lucid, and scalable protocols at every phase of the undertaking. Furthermore, SLR specifies the methodology or plan before the review process [36]. As SLR is a visible and well-organized approach that conducts the search attempt across many databases, other researchers can duplicate and repeat a similar procedure. It talks about a comprehensive search method that enables researchers answer a certain question [55]. The main research question serves as the review's guide – How can workload significantly impact teachers' well-being? By thoroughly reviewing past related research, this research attempted to fill a knowledge gap to gain more understanding and describing the elements that contribute to the increased of workload for teachers and aimed to advance knowledge of how heavy workload can significantly affect their well-being in a sample of teachers.

2. Methodology

This section discusses the process of finding articles about factors that add to workload and how workload affects teachers' well-being. This systematic literature review is based on the guidelines of [55], which include three phases: planning, conducting, and reporting the review. Database used to collect related articles to run the systematic literature review are Web of Science (WoS) and Scopus despite the fact that [17] suggested 14 other databases that may be used to look up relevant publications.

Thus, in order to maximize the possibility of finding pertinent publications, [56] recommended that researchers use additional databases throughout their search procedure. Consequently, two databases that are regarded as the best citation indexing methods were employed in this study. Both databases provide a thorough citation search function and a wide range of document types and topic areas. Thus, these two indexed databases are selected due to their widespread use, which is necessary to guarantee the quality of the articles this study reviews. This section will explain seven sub-sections, namely established guidelines, formulation of research questions, identifying related literature, screen for inclusion, quality assessment, data extraction, analyzing, and synthesizing data which are employed in this research.

2.1. Established Guidelines

This research has been carried out by [55] guidelines for conducting an SLR in education. According to these guidelines, conducting an SLR involves three major phases which is planning, carrying out and reporting the review. In the planning phase, the authors identify the research issues and decide whether a review is necessary. The authors first locate and choose primary research, after which they collect, examine, and synthesize information for the review. Based on the findings of the literature review, the authors create a report to report the review. The seven standard stages will be followed in conducting the research: (1) formulating the research questions; (2) identify related literature; (3) screen for inclusion (4) quality assessment; (5) data extraction; (6) analyze and synthesis data; and (7) report the findings.

2.2. Formulation of Research Questions

A well-thought-out research question is crucial in SLR. The technique for data extraction and synthesis, the reporting, and the choice of articles for evaluation should all be informed by the research questions [55]. In order to develop the study topic, two sources were used: first, concepts from other studies [13], [35], [40], and [50]. Each paper focused on a different factor that adds to the strain of instructors. Secondly, by understanding the acronym PICO, which stands for "P" for Population or Problem, "I" for Interest, and "Co" for Context [30]. The authors of the review incorporated three primary elements, namely teachers (population), workload impact (interest), and context (well-being of teachers), all of which were informed by the PICO idea. This made it possible for the authors to create the study's primary research question; "How can workload significantly impact on teachers' well-being?"

Therefore, the research questions (RQs) for this study are:

- i. What elements contribute to the increased of workload for teachers?
- ii. How can workload significantly impact teachers' well-being?

2.3. Identification of Related Literature

Four primary keywords—element, increase, workload, and teacher—were determined based on the very first formulation of the RQ. The keywords for the second research question were teacher, impact, workload, and well-being. To enhance the quality of these chosen keywords, the authors looked for synonyms, related phrases, and variants by utilizing an online thesaurus like thesaurus.com, consulting previous research's usage of these keywords, and consulting the WoS and Scopus database's suggested keywords. After that, search functions like field code function, phrase searching, truncation, and Boolean operators were applied to the combinations of these chosen keywords. The authors were able to create a complete search string on the WoS and Scopus databases and enhance a few chosen terms (Table 1). 306 possible studies were found in total as a result of the search efforts.

Table 1. Search string used in selected database

Database	Search string
Scopus	TITLE-ABS-KEY(("element*" OR "aspect*" OR "factor*" OR "caus*") AND ("increas*" OR "escalat*" OR "boost*" OR "raise" OR "rise") AND ("workload*" OR "work load*" OR "overload*" OR "job load*" OR "task at hand*" OR "overwork*" OR "job demand*" OR "work demand*" OR "occupation* load*" OR "occupation* demand*") AND ("teacher*" OR "educator*" OR "schoolteacher*" OR "professor*" OR "lecturer*" OR "tutor*" OR "instructor*" OR "mentor*") AND ("impact*" OR "effect*" OR "implicat*" OR "consequence*") AND ("well-being*" OR "well - being*" OR "health*" OR "happiness" OR "welfare*") AND ("education*" OR "education* center*" OR "school*"))
Web of Science	TS= (("element*" OR "aspect*" OR "factor*" OR "caus*") AND ("increas*" OR "escalat*" OR "boost*" OR "raise" OR "rise") AND ("workload*" OR "work load*" OR "overload*" OR "job load*" OR "task at hand*" OR "overwork*" OR "job demand*" OR "work demand*" OR "occupation* load*" OR "occupation* demand*") AND ("teacher*" OR "educator*" OR "schoolteacher*" OR "professor*" OR "lecturer*" OR "tutor*" OR "instructor*" OR "mentor*") AND ("impact*" OR "effect*" OR "implicat*" OR "consequence*") AND ("well-being*" OR "well - being*" OR "health*" OR "happiness" OR "welfare*") AND ("education*" OR "education* center*" OR "school*"))

Table 2. The inclusion and exclusion criteria for article selection.

Criterion	Inclusion	Exclusion
Timeline	2019 - 2023	2018 and earlier
Document type	Journal (research articles)	Review article, conference paper, proceeding paper, chapter in book, thesis, book, book series, etc.
Language	English	Non-English
Subject area	Education	Non education studies

2.4. Screen for Inclusion

Using predefined criteria, papers were either manually selected by the authors or through database searches in the second part of the process, which involved selecting which articles to include or exclude from the research. This study screened all 306 possible articles by choosing the article selection criterion, which is done automatically based on the sorting function offered in the database (Table 2). Since it is practically impossible for the authors to evaluate each article that has been published to date, [38] recommended that the researchers identify the time span over which they may conduct their review. As a result, the screening procedure for this review was restricted to articles that were published between 2019 and 2023. The next criterion addressed the type of document, with the authors choosing to narrow their focus on journal (article) papers only and those written in English. Consequently 223 items in all were disqualified according to the chosen standards. After careful screening, nine duplicate articles were then removed. Hence, a total of 74 remaining articles are ready for next stage.

In terms of (eligibility), the authors manually reviewed the titles, abstracts, conclusions, and full texts of the 74 publications that remained to ensure that they met the requirements. Thus, this process excluded 59 articles because did not come from education research, placed a strong emphasis on medical studies, did not focus on the population of teachers, could not be found in full text, were review articles and were published as chapters in books. Overall, 15 articles are ready for quality assessment stage (Figure 1).

2.5. Quality Assessment

Quality assessment acts as a fine filter to sort through the full-text articles as the final step before data extraction and synthesis can begin [55], but [32] said that quality assessment should be used to comprehend each study before going on to the processes of comparing and integrating results. For this purpose, every one of 15 articles has already met all of the previously mentioned inclusion requirements.

2.6. Data Extraction

This approach to obtaining pertinent information from the chosen articles was based on the integration notion [54]. The process of extracting data involved closely reviewing the abstract, findings, and conclusion of each of the 15 articles that were chosen. Data from the selected articles was then retrieved and arranged into a table if it fulfilled a number of conditions. As a result, any material from the assessed studies that would address the research questions was taken out and organized into the table using the research questions as the foundation.

2.7. Analyzing and Synthesizing Data

Through pattern and theme recognition, grouping, counting, and observation of linkages and similarities, the author employed thematic analysis to find themes and sub-themes in the retrieved data [5]. Thematic analysis is considered the most effective approach for combining an integrated mixed research design [15]. Generating themes is the initial stage in a thematic analysis. The authors attempted to find trends in the abstracted data of each of the 15 reviewed articles throughout this procedure. As a result, eight main themes and 22 sub-themes were then discovered.

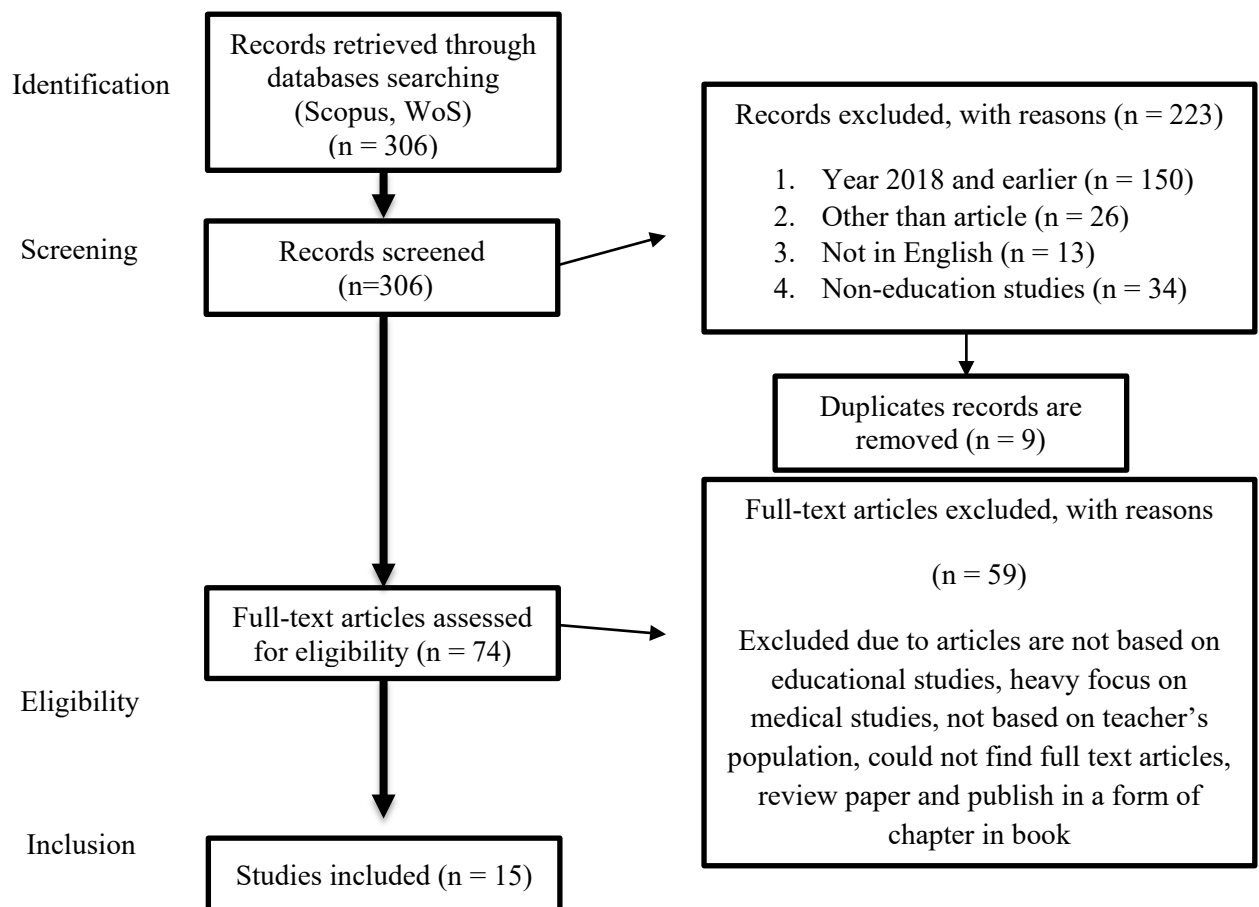


Figure 1. Literature search and evaluation for inclusion (Adapted from Xiao and Watson, 2017 [55])

3. Results

Fifteen chosen articles are obtained by the review. The review produced eight main themes and 22 sub-themes on the workload of teachers based on the thematic analysis. For the first research question, three main themes are developed namely physical to online teaching and learning (four sub-themes), increased working hours (three sub-themes) and non-teaching task (three sub-themes).

Next, for the second research question, five themes were developed which are appreciation and respect, stress (four sub-themes), physical and mental health condition (three sub-themes), uncertainty (two sub-themes) and burnout (three sub-themes). Regarding the year of publication, one article was published in 2019, five in 2020 and 2021, three in 2022 and one was published in 2023.

3.1. *What Elements Contribute to the Increased of Workload for Teachers?*

3.1.1. *Physical to Online Teaching and Learning*

This study identified four sub-themes under this main theme which are learning new teaching techniques and creativity, preparation for online teaching and learning, lesson's follow up, and students learning achievement. Online learning has become mandatory for all educational institutions due to the COVID-19 pandemic as it is impossible to guarantee the viability of traditional on-site teaching and learning. The pedagogical change from traditional to online teaching and learning [14], [22], [27], [43], [58] has occurred quickly because social distance is crucial to protect all the communities. Therefore, in order to engage and assess students [27] teachers need to master new and effective teaching methods and develop their creativity [22]. This is to make sure that teacher can deliver lessons more effectively to students in online teaching environment. Nonetheless, this resulted in an increase in their average workload as according to [58], the teachers had to modify the lesson plans and curriculum to fit the online learning environment. This added to their burden and required them to put in more time at work to solve the issues. On the other hand, several past studies stated that the amount of labor required to prepare lessons and grade assignments is excessive. Preparing the pre-recorded video for the online lectures, working from home while handling extra responsibilities related to homeschooling and concurrent childcare, the quantity of lessons taught, filling in for colleagues, tasks linked to teaching, such getting ready for tests or examinations, and lesson follow-up time, as well as project execution, field trips, class travels, and student exchanges, all contribute to teacher's increased workload [25], [28], [24], [43]. Educators found it difficult to maintain fair evaluations for the students and pertinent questions, even though the design and delivery of assessments online allowed them to become more creative and inventive and explore all choices [22]. Additionally, they were unsure of the learning outcomes and accomplishments of the students [22]. It was more difficult for teachers to monitor each student's classroom behavior in real time through a computer or other display when teaching online, especially when compared to physical instruction. This made it more difficult to maintain order in online classrooms.

3.1.2. *Increased Working Hours*

Three sub-themes comprise the next topic, which is extended working hours namely duration for an online exams or assignments, time pressure to meet requirements and technical problems. Several past studies claimed that average working hours are too long and it caused and increased their workload [4], [14], [20], [22], [25], [27], [28], [58]. First sub-theme is duration for an online exams or assignments. In response to changes in work environments, teachers are required to devote more time to exam preparation or student assignments in order to make up for possible problems [22] like unfair assessment, student cheating and plagiarism, exam question leaks and insufficient time allotted for answering questions and turning in assignments on time. Compared to in-person education, which was time-consuming and psychologically challenging, more time was spent preparing for online teaching and tasks, and students' participation in learning is required in comparison to regular daily contacts outside of class time [14], [27]. This is consistent with [58] assertion that teachers had to modify lesson plans and curriculum to fit the online setting. This undoubtedly increased their workload and required them to put in more time to solve the issues. Second sub-theme is time pressure for teachers to meet work requirements. According to [4], there are high time pressure for teacher to meet requirement of school and also students' parents. Generally speaking, part-time teachers have a heavier burden than experienced or permanent teachers [20] and due to a lack of experience, they struggle to complete all assigned tasks within the allotted time. Third, technical problem such as loss of the Internet connection during online examinations, failure to download contents, lack time to answer question and upload on before due time, student with slow internet coverage or service down can cause teachers to work overtime to solve the issues to make sure that all students can answer and submit their result [4], [14].

3.1.3. *Non-Teaching Tasks*

Apart from teachers having to do teaching-related tasks, teachers are also burdened with non-teaching tasks that will be discussed under this theme which will further increase their existing workload. First sub-theme under this theme focuses on the growing number of an additional administrative works. Administrative work is related to the school trips or projects, prepare students' certification, planning for school's events, orders from authorities [28], professional relationship [20], staff meetings [4], too many official activities and inspections in schools and demand from educational administration [25].

Lack of management support on teaching and administrative work will cause an increase in the workload of teachers [4]. Next sub-theme under non-teaching tasks is extracurricular which were discussed by several studies [4], [14], [25], [28]. The demands put forth by schools are excessive [25] especially in extracurricular activities with students [28] that will further increase teacher burden. School have too much activities with students including teaching and non-teaching works [25], [4]. Extracurricular task with students include activities such as: students counselling time, discussion about their educations and future career, parent-teacher associations [28] unexpected events that result from external factor [4] and also boosting the motivation of students in educational settings [14]. Last but not least, staff council activities involve aspects like cooperation, teamwork, and communication with colleagues that add to teacher responsibilities. The topics addressed by [4], [20], and [28] include commission memberships, safety, trainings, mentorship, and evaluations, as well as responsibilities that fall under the jurisdiction of the students' integration.

3.2. How can Workload Significantly Impact Teachers' Well-Being?

3.2.1. Appreciation and Respect

Teacher well-being in the educational environment is characterized as participating in decision-making, feeling appreciated, and receiving meaningful professional development. However, managing teachers' well-being is crucial when they have a lot on their hands and have deadlines to meet. Workloads might have either a positive or negative impact on their well-being. Under this theme, the study discovers a positive impact of workload on teacher's well-being, confirming findings from studies conducted by [6] and [39]. If teachers are skilled at managing their workloads and claim to have more control over their professional life and workloads, they may be more established in their careers and have gained the trust of the organizations they work for [6]. This is due to the fact that there may be times when their workload will rise, yet mental health depends on their being ready for them [6]. Teachers who are competent at handling their workload can help difficult students by creating questions that are appropriate for their developmental stage and implementing alternate teaching and learning tactics [39]. Hence, teachers are more likely to engage when they see how their actions and decisions affect their pupils and the school climate, and when they receive support from their peers and the management of the school.

This is due to the fact that teachers' well-being is favourably influenced by feeling valued and respected [39]. Well-being is enhanced when teachers are respected for their work, fairly recognized for their accomplishments, allowed to voice their ideas, and included in decision-making [39].

3.2.2. Stress

There are four sub-themes that fall under this topic and will be covered in more detail: time pressure and unexpected events, job stability, depression, heavy job demand. First sub-themes under this theme are time pressure and unexpected events. Some studies discovered that stress can be caused by time pressure and unexpected events which can give implications to the well-being of teachers [4], [22]. According to research results from [22], 44.6% of teachers surveyed reported feeling more stressed as a result of having to meet deadlines, encountering unforeseen diversions when under pressure, and worrying about personal, family, and work-related issues (39.3%). Teachers also stress from some unwanted behaviour such as from authority or parent involvements [4]. Secondly, teacher also feels stressed due to job stability which to some extent can affect their well-being. Job stability caused stress for teachers [43]. This might be clarified by the facts that academic staff mobilized to provide an online anatomy instruction program, but the situation was made worse when certain departments made the calculated choice to temporarily halt the body donor program because of concerns about the risk of exposure to COVID-19. The future for them is uncertain as the virus spreads and as news of university financial problems increase [43]. Third sub-theme is depression as being reported in [22]. They found that teacher felt depress especially during pandemic and online teaching class due to concern if the pandemic worsen day by day that made it hard to change from online to physical class (21.4%). As reported by [39], workplace conditions might have an impact on well-being by inciting discomfort since teaching's primary goal is not achieved. The next sub-theme is heavy job demand which is excessive administrative workloads, teaching responsibilities, or non-teaching activities can all contribute to a downturn in teachers' well-being. This is due to the fact that an excessive workload leads to overtime and takes time away from teaching, which is a teacher's primary responsibility. Thus, if their task is a continual source of stress, they may experience increased levels of stress and eventually become demotivated [4], [39].

3.2.3. *Physical and Mental Health Condition*

Under this physical and mental health condition theme, there are three sub-themes: physical problem, inability to regulate one's emotions, and emotional exhaustion. Regarding the first sub-theme of physical problem, teachers constantly depend on computers during online classes [22]. As a result, the growing demand for computers and other electronic devices for online learning has resulted in back issues, eye strain, dry eyes, and physical stress associated to using computers, all of which are expected to worsen with extended screen time [22]. Nevertheless, since the teacher must use the computer to interact with students throughout the non-face-to-face lessons, this circumstance cannot be totally avoided. A decrease in teachers' overall mental health when they work daily and weekly overtime leads to a second theme: inability to regulate their emotions. This includes mood swings, signs of psychiatric symptoms, self-assessments of mental health, and persistent worries about both imagined and actual professional situations [12]. The last sub-theme for this topic is emotional exhaustion, which has been discovered by numerous previous researches [8], [12], [20]. Teachers face heavy workloads and pressure making it difficult for them to function ethically and physically [12]. It might be referring to particular psychosomatic symptoms as an excessive response to pressures and difficulties at work, disturbances in sleep patterns, or a general decrease in activity. On the other hand, [8] found that among those who had continued in the teaching profession, burnout teachers indicated a modest level of professional engagement. This second risk type may be more susceptible to health issues since they are displaying the most severe emotional tiredness in addition to excessive effort. The demands of the job drain the mental and physical resources of senior teachers, which results in lower energy, health issues, and decreased capacity to work [20].

3.2.4. *Uncertainty*

This section focuses on the uncertainty of teachers' career that lead to two sub-themes which is online teaching anxiety and turnover intention. Firstly, [58] highlighted in their study that online teaching anxiety arises when teachers find it more challenging to monitor students' classroom behaviors in real time via a computer or other display. This will undoubtedly increase resistance to efficiently maintaining order in online classrooms. As a result, teachers' anxiousness about teaching in online environment increased.

Besides that, for second sub-theme which is teachers' turnover intention, previous research has shown that teachers who endure heavy workloads that negatively impact their wellbeing are more likely to leave the teaching profession or transfer to another school. These findings are consistent with those of [8], who discovered that toward the middle of their careers, teachers who were worn out had the lowest levels of professional engagement. Their plans to continue in the field, pursue additional education, and put forth effort were the lowest. This risk type has made it clear that they want to quit as teachers [8]. Furthermore, [16] shows that, even after adjusting for the relative impacts of COVID-19 stressors and workload, teachers' job-related positive impacts and turnover intentions were substantially correlated with their evaluations of the school system's support for mental health and well-being. Nonetheless, throughout the pandemic, teachers reported lower levels of professional well-being and more desires to leave their jobs due to anxiety or stress.

3.2.5. *Burnout*

Under this theme, three sub-themes were found: long working hours, lack of motivation to work, and reduced life satisfaction. The primary cause of teacher burnout is mostly an excessive workload that requires teachers to work longer hours each day in order to complete the tasks given to them. This is in accordance with results by [20] showing that a high workload from administrative, educational, and non-teaching responsibilities is a significant predictor of burnout. Besides that, teachers are aware that there is additional work and that they must complete a specific number of extra tasks but if these factors persist, they can cause attrition, burnout, decline in work outcomes, and perhaps even turnover of teachers [39], [20]. Teachers' mental health may be impacted by working long hours per week, even during periods of common workload [28]. Teachers are susceptible to overestimate their own ability and experiencing burnout. The results show that teachers who work more than 45 hours a week are considerably more likely to show signs of emotional weariness and the incapacity to recover than teachers who work fewer than 40 hours a week. The next sub-theme is related to lack of motivation to work due to burnout. Teacher's self-evaluation of their inability to handle the demanding working environment may result in an intention to leave their position due to burnout from performing duties with an increasing load.

These teachers may believe that their profession has lost value for them [7], [20]. Aside from that, research by [8] revealed that 51% of teachers maintained a burnout profile and 72% of teachers maintained a worn out profile. These teachers were less involved and more likely to resign. Teachers who are burned out or worn out are less likely to recover if they believe they have too much work to do. Last sub-theme is reduced teacher's life satisfaction which is supported by study's result from [7] and [8] who found that teachers who suffer from job burnout are prone to self-evaluations of ineffectiveness, which considerably lower their sense of overall life satisfaction [7] and low well-being [8].

4. Discussion

The thematic analysis identified eight themes and 22 sub-themes. Further explanations of the developed themes on teacher workload were provided in this part. Workload for teachers is the amount of time they spend on co-curricular activities, administrative tasks, and extracurricular activities [21]. From a worldwide perspective, [52] confirmed that the majority of teachers' workloads are growing, non-teaching tasks are becoming more broad, and occasionally they are assigned with specific job for which they are not proficient. The shift brought about during COVID-19 from physical classes to online learning has inadvertently increased teacher's workload due to the need to learn new techniques and creativity, preparation to teach, follow up students' lesson, and to make sure students learning achievement. This element enables teachers to become more aware of innovative techniques as time goes on and may also boost their creativity in order to present material in an engaging way. Additionally, teachers that can articulate their ideas, prepare interesting learning content, connect with curriculum in a humorous manner, and model different points of view will produce creative students [41]. Furthermore, encouraging creativity in the classroom not only helps students learn more quickly but also helps them develop their presenting skills [45]. Online learning allows people with disabilities to continue their education from anywhere, which makes it easier for teachers to keep track of every student and their learning achievements.

Despite these advantages, teacher's workloads become unmanageable since they have to construct lesson plans using digital tools that some veteran teachers are not truly familiar with. In order to make sure students grasp what they are studying via electronic devices, they also have to spend more time creating lesson plans and learning new teaching strategies.

As a result, teachers are forced to work longer hours and spend less time on themselves and their family. This aspect is reinforced by [3], who reported that teachers were faced with new technological systems, long-term planning requirements to align instruction with objectives, grading and performance assessment requirements, and laborious, comprehensive individual development plans for every student. It was thought to result in unanticipated scheduling adjustments and an increased workload. In addition, teachers are subject to unforeseen circumstances like technological issues that arise in online classes. Technical problem can include as loss of Internet connection during online examinations, failure to download contents, lack time to answer question and upload on before due time, student with slow the Internet coverage or service down.

A slow Internet connection is a problem that teachers have to deal with, according to [59]. Teachers frequently get messages from parents informing them that their kids are unable to participate in online classes because they do not have the Internet connection. With respect to obstacles and problems with the Internet connectivity, the teacher stated that they carried out the lessons using parent-provided direct information over the phone or through the submission of photos and videos. Teachers and students cannot use Google Meet or Zoom for video conferencing in the classroom, which increases their already heavy burden. In addition, they also have to deal with non-teaching duties such as attending a lot of meetings, conferences, seminars, paperwork related to the school or administration, community extension programs, and sporting activities where teachers must participate. Teachers are responsible for lesson planning, activity organization, curriculum development, extracurricular activity management, supervision, information provision, discipline maintenance, covering for teacher absences and shortages, record keeping, timetable administration, evaluation and assessment of students' performance, and student motivation through words as well as actions [10]. This somewhat increases their original workload and their well-being which can either have a positive impact or negative one if they are overworked and unable to handle it.

Even though teachers are having an extensive workload, they are more likely to earn the respect and trust of their other colleagues and authority if they can manage all of the tasks allocated to them in a prudent and organized manner and finish them within the allotted time. According to a study [39], teachers' well-being increases when they participate in decision-making and feel appreciated by their pupils and colleagues.

However, despite its advantage, excessive workload can lead to negative impact on teacher's well-being such as stress, physical and mental health condition, burnout and uncertainty. Stress can be caused by time pressure on task given and also unexpected events, job stability, depression, and heavy job demand. Teachers are feeling stress due to the hours spent on teaching, marking an assignment, or exam. Teachers experience stress related to their jobs when they are unable to handle a variety of stressors, including difficult work relationships, an underappreciated role, time constraints, work overload, a lack of control over the process, conflict between work and personal life, underpayment, and a lack of benefits [31]. Physiological disorders, behavioral and psychological consequences at the individual level; burnout due to inadequate stress management at the psycho-social risk; and decreased performance and absenteeism at the organizational level are the three distinct effects of work-related stress [2].

In addition, there has been a decline in the physical and emotional well-being of teachers, which has resulted in burnout and intentions to leave the field. A lot of teachers wish to retire or leave their teaching positions due to excessive workload that affect their well-being day by day. One of the factors that contributes to teacher burnout, which lowers emotional and physical vitality, is work overload. Extended teaching hours and the demand for perfect settings that the educational sector is unable to provide are two factors that might lead to exhaustion [9]. There may be negative effects on a teacher's self-efficacy, work satisfaction, dedication, and burnout due to the strain of working as a teacher [51]. Occasionally, burnout among teachers has a negative impact on their morale. Regrettably, burnout may have an impact on a person's personal life in addition to the occupation.

5. Conclusion

The main objective of this research is to provide an exhaustive evaluation of the literature on how workload affects teachers' well-being. Numerous noteworthy additions to the corpus of knowledge and useful applications are offered by the study. This systematic literature review study on teacher workload provides a foundational understanding of the factors that influence teachers' workload and how it affects their health. Furthermore, based on the systematic review, three variables that contribute to their workload were found. From these three themes, the review was further extended to 10 sub-themes. The findings show that teacher workload increases due to the need on administrative task, preparation of online contents, and also long working hours.

In addition, the review also investigates the impact of workload on teacher well-being. Thus, five themes were then generated from the related articles and further extended to 12 sub-themes that showed a positive and negative impact on that topic. If teachers receive recognition for completing their assignment within the allotted time, they will feel valued and respected. However, there are also the teachers who are decreased in their well-being due to unable to handle their workload properly and timely. These factors lead to increased stress, worsening health conditions, anxiety about job security, and ultimately, a higher likelihood of employees wanting to leave their job (turnover intention). As a result, this study addresses the factors that contribute to an increase of workload as well as its consequences particularly for the teacher's wellbeing.

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