



Effects of workload on mental health and wellbeing of teachers in Thimphu Thromde

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Abstract

This study investigates the effects of workload on the mental health and wellbeing of teachers in Thimphu Thromde. Using a cross-sectional survey of 101 teachers from various school levels, the research examined key workload indicators, wellbeing experiences, coping strategies, and organizational support. Findings reveal that teachers frequently perform work beyond regular hours, with high involvement in extra-curricular and administrative tasks contributing to stress and fatigue. While many teachers rely on social and collegial support to cope, limited institutional support systems were identified. The study highlights that excessive workload negatively affects teachers' concentration, work–life balance, and overall wellbeing, potentially leading to burnout and reduced job satisfaction. It recommends promoting work–life balance through equitable workload distribution, access to counselling services, and enhanced administrative support. Strengthening organizational wellbeing initiatives is vital to sustain teacher motivation, improve job performance, and ensure long-term educational quality in Thimphu Thromde schools.

Keywords: Workload, Mental health, Wellbeing, Coping strategies, Stress, Fatigue, Work–life balance, Job satisfaction.

Introduction

Teacher wellbeing is a critical component of effective educational outcomes, as it directly influences classroom performance, student engagement, and the overall quality of learning (Shirin Afrin, 2025). Across the globe, teachers face increasing demands due to larger class sizes, longer teaching hours, administrative responsibilities, and participation in extracurricular activities. These growing workloads can contribute to heightened stress levels, fatigue, and burnout, ultimately affecting teachers' mental health and job satisfaction (Magtalas & Eduvala, 2024). In Bhutan, while the education sector has made significant strides in improving access and quality, there is limited empirical evidence on how workload pressures affect the mental health and wellbeing of teachers, particularly in urban contexts such as Thimphu Thromde.

The teaching profession inherently requires balancing multiple responsibilities, including lesson preparation, assessment, classroom management, and mentoring students. In addition to these core teaching duties, teachers often undertake administrative tasks, coordinate co-curricular programs, and provide support beyond school hours, which further adds to their workload. The cumulative effect of these demands can impact psychological health, manifesting as stress, sleep deprivation, and diminished professional satisfaction. Understanding these dynamics is essential for designing interventions that enhance teacher wellbeing and sustain educational quality. Therefore, this study seeks to examine the effects of workload on the mental health and wellbeing of teachers in Thimphu Thromde. Specifically, it investigates the relationship between various workload indicators such as class size, number of teaching periods, and additional responsibilities, and teachers' self-reported mental health experiences and coping strategies. Furthermore, the study explores the role of organizational support, including leadership assistance, scheduled planning time, and counseling services, in mitigating the negative impact of workload.

Problem Statement

Teachers in Thimphu Thromde face increasing workload due to large class sizes, multiple teaching periods, administrative responsibilities, and extra-curricular duties. These demands can negatively impact their mental health and wellbeing, potentially leading to stress, burnout, and reduced job satisfaction. Despite its importance, there is limited empirical research in Bhutan on how teacher workload affects mental health and the role of organizational support in mitigating these effects.

Research Objectives

- To examine the relationship between teachers' workload and their mental health and wellbeing in Thimphu Thromde.
- To identify common workload indicators that contribute to stress and reduced wellbeing among teachers.
- To explore coping strategies employed by teachers to manage workload-related stress.
- To assess the role of organizational support in reducing workload pressures and promoting teacher wellbeing.

Research Questions

1. How does teaching workload affect the mental health and wellbeing of teachers in Thimphu Thromde?
2. Which workload factors (e.g., class size, number of periods, additional responsibilities) are most strongly associated with stress and burnout?
3. What coping strategies do teachers employ to manage workload-related stress?
4. How does organizational support influence teachers' ability to manage workload and maintain wellbeing?

Significance of the Study

This study is significant as it provides empirical evidence on the impact of workload on the mental health and wellbeing of teachers in Thimphu Thromde, a context where such research is limited. Additionally, the study offers insights for school leaders and policymakers to develop effective interventions that reduce teacher stress and enhance wellbeing by identifying key workload indicators, stressors, and coping strategies. Furthermore, understanding the role of organizational support, including leadership assistance, planning time, and counseling services, can guide schools in creating a supportive work environment. Ultimately, the findings contribute to sustainable educational practices by promoting a motivated and healthy teaching workforce, which is essential for improving student learning outcomes and overall school performance.

Literature Review

The teaching profession faces considerable challenges related to workload that significantly affect the mental health and wellbeing of teachers. Research shows that workload is a primary source of stress among Bhutanese teachers, where teachers are burdened with high teaching demands alongside additional roles such as school management and remedial lessons for struggling students (Tashi, 2014). These duties often extend beyond regular school hours into weekends and holidays, leaving teachers with limited time for rest, preparation, and personal wellbeing. This excessive workload results in frustration, demotivation, and an overall decline in teachers' psychological health (Tenzin Dorji, 2024).

Additionally, teacher workload has a significant impact on student academic achievement, and teacher efficiency and effectiveness. Heavy workloads can lead to stress, burnout, and decreased engagement, which negatively impact student learning outcomes (Kanwal et al., 2023). Several studies highlight that teacher stress is frequently linked to the perception of excessive work demands rather than the work itself. According to research conducted among primary school teachers in Tsirang Dzongkhag, the most common source of occupational stress for teachers was workload, followed by student misbehavior and frequent policy and program changes (Cheku & Wangdi, 2021).

Teachers in Thimphu experience stress from having to teach subjects outside their specializations, which requires extra preparation and mastery of new content, further increasing their workload. The accumulation of academic and non-academic responsibilities without adequate time or support exacerbates stress levels and negatively impacts teacher wellbeing (Awang et al., 2021). This is compounded by factors such as inadequate school leadership and management, which are often cited as contributors to the stressful work environment for teachers in Thimphu Thromde.

The high workload and resultant stress among teachers have broader implications on teacher retention and performance. However, school leadership plays a critical role in fostering a supportive environment for teachers, with leadership practices such as mentorship, professional development opportunities, and inclusive decision-making processes being key drivers of teacher retention (Juwarti Juwarti & Octafian, 2025).

Reports indicate that teacher resignation rates have increased, with many teachers citing overwhelming workload as a key reason for early retirement or career change. This phenomenon threatens the stability and

quality of education in the region, as losing experienced educators undermines teaching effectiveness and student outcomes. Efforts to address these issues through school administration reforms and enhanced support systems have been suggested but remain insufficient to fully alleviate teacher stress (Drukpa, 2023).

In response to the growing concern about teacher wellbeing, initiatives in Thimphu Thromde have aimed to promote mental health support and build resilience among educators. Programs such as training for school guidance counselors, well-being focal teachers, and peer helper initiatives have been introduced to provide psychosocial support and foster a positive school environment. These interventions seek to mitigate the mental health impacts of workload by encouraging better coping mechanisms and peer support within schools. However, the effectiveness of these programs requires ongoing monitoring and enhancement to meet the complex needs of teachers dealing with workload stress (wons, 2023).

Overall, the literature underscores that the heavy workload of teachers in Thimphu Thromde significantly affects their mental health and wellbeing, leading to stress, burnout, and attrition. Addressing teacher workload through systemic changes, including workload redistribution, leadership support, and mental health initiatives, is essential to improve teacher wellbeing and sustain educational quality in the region. Future research should continue to explore context-specific stressors and effective interventions tailored to the unique challenges faced by teachers in Thimphu.

Methodology

Research Design

This study employed a cross-sectional survey design to examine the effects of workload on the mental health and wellbeing of teachers in Thimphu Thromde. A cross-sectional survey is a type of observational research that analyzes data across a sample population at a specific point in time. This survey type is also known as a cross-sectional study, transverse study, prevalence study, or cross-sectional analysis.

Although cross-sectional surveys don't involve conducting experiments, researchers often use one to understand outcomes in a variety of industries, selecting participants based on particular variables of interest. This particular design was appropriate for capturing teachers' perceptions and experiences at a single point in time, allowing for the analysis of relationships between workload indicators and wellbeing outcomes.

Population and Sample

The target population for this study consisted of teachers working in various schools under Thimphu Thromde, including primary, lower secondary, middle secondary, and higher secondary levels. A total sample of 101 teachers participated in the study. Participants were selected using a convenience sampling technique, which enabled the inclusion of respondents from different school levels and teaching backgrounds who were available and willing to participate.

Data Collection Tools

Data were collected through a structured questionnaire designed to capture both quantitative and qualitative information. The questionnaire comprised several sections:

- Demographic information (e.g., gender, qualification, teaching experience, school level).

- Workload indicators (e.g., class size, number of teaching periods, extra responsibilities).
- Mental health and wellbeing indicators (self-reported stress, concentration, and sleep quality).
- Coping strategies (methods used to manage workload-related stress).
- Organizational support (perceived support from school leadership and administration).

Variables

- Independent variables: Workload indicators such as average class size, number of teaching periods, and additional responsibilities.
- Dependent variables: Teachers' mental health and wellbeing indicators.

Data Analysis Methods

Data were analyzed using descriptive statistics including frequency counts, percentages, and averages to summarize responses. Visualizations such as bar plots and horizontal bar charts were used to present findings clearly. Likert-scale responses were recoded for simplified interpretation, and multiple-answer questions were analyzed using frequency and percentage distributions to understand common wellbeing experiences and coping strategies.

Ethical Considerations

The study adhered to standard ethical principles. Informed consent was obtained from all participants prior to data collection. Participants were assured of anonymity and confidentiality, and responses were used solely for academic and research purposes.

Results and Discussion

Demographic Information

Figure 1: Gender Distribution

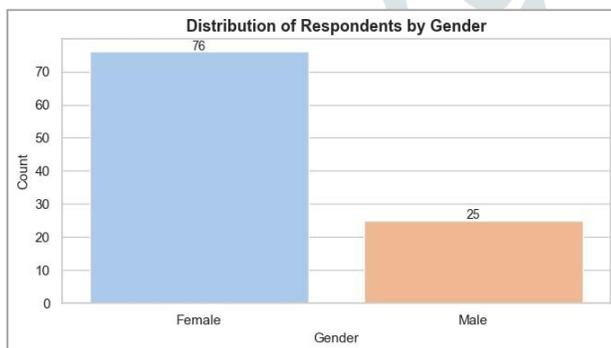


Figure 2: Distribution by Qualification

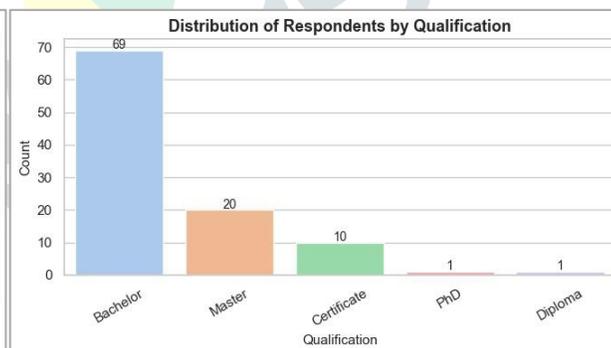
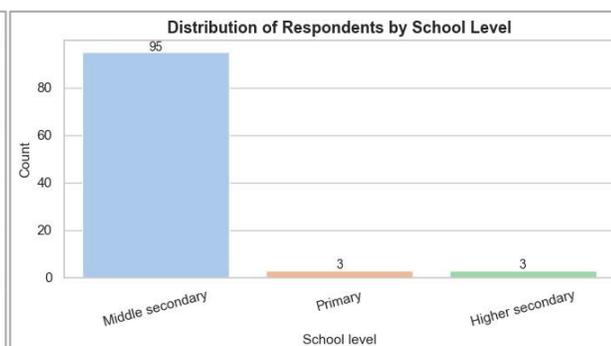
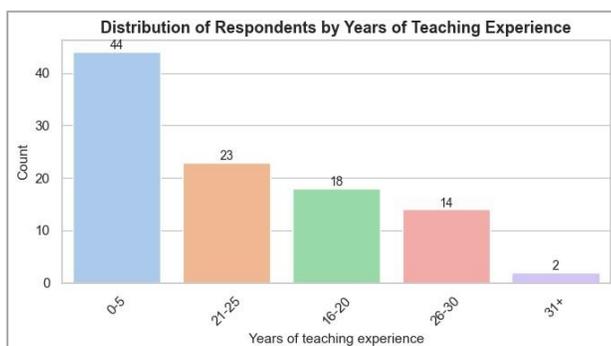


Figure 3: Distribution by Years of teaching Experience **Figure 4: Distribution by School Level**



A total of 101 teachers participated in this study. Of these, 25 were male and 76 were female. In terms of educational qualification, 76 of the respondents held a Bachelor’s degree, 20 of them had Master’s degree, and remaining with other qualifications (Specified in Figure 2).

The teaching experience of participants varied, with 44 of them having less than 5 years, 18 of them with 16-20 years, and 23 of them between 21-25 years of experience. Respondents represented different school levels, including primary, lower secondary, middle secondary, and higher secondary schools (Refer values in Figure 4).

Workload Indicators

Figure 5: Average Class Size

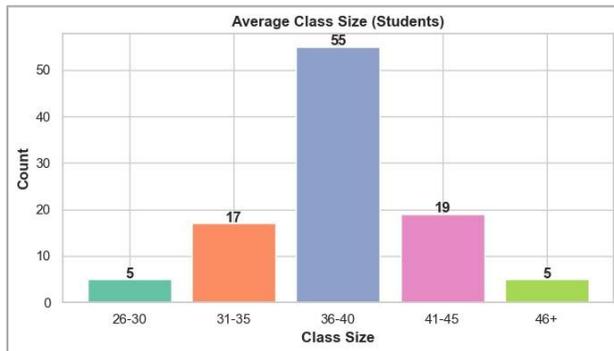


Figure 6: Average number of Teaching Periods

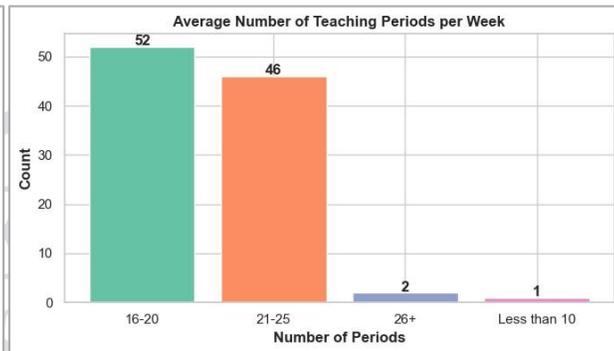


Figure 7: Number of Subjects

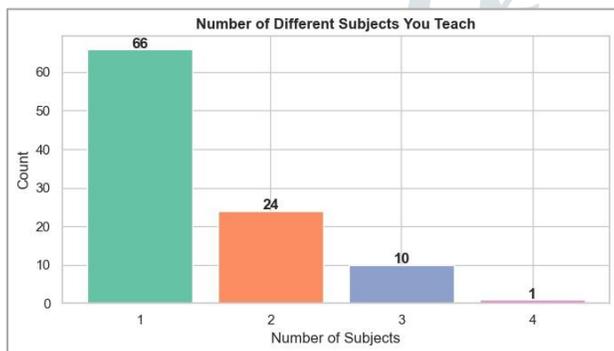


Figure 8: Different Class Levels

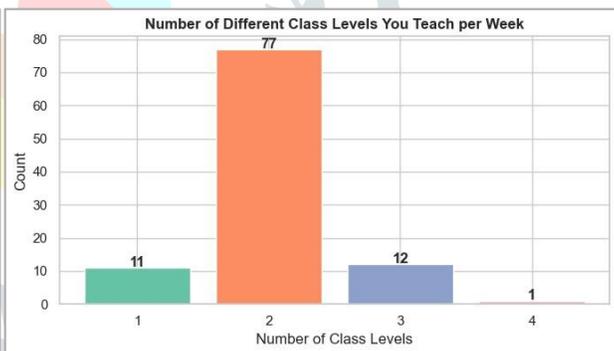


Figure 9: Other responsibilities

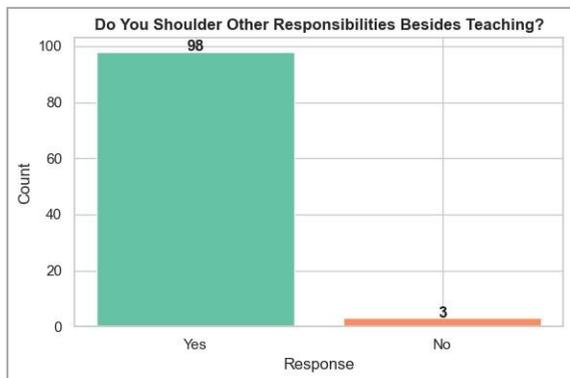
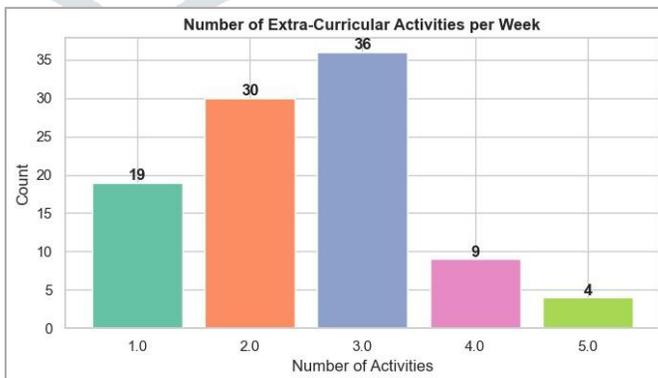


Figure 10: Number of Extra-Curricular Activities



A majority of teachers reported that they coordinated or participated in extra-curricular activities weekly, spending most of their time on these tasks.

Furthermore, most of the respondents indicated that they shoulder additional responsibilities besides teaching, such as administrative tasks, club coordination, and mentoring. The distributions and frequencies of these

workload indicators are presented through bar plots in Figures 5–10, showing how workload varies among respondents.

Figure 11: Teaching Load

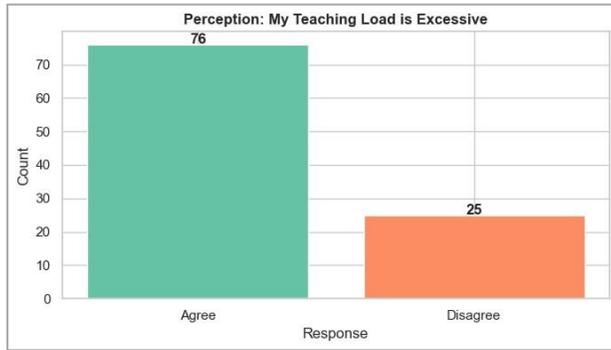


Figure 12: Administrative and Reporting Tasks

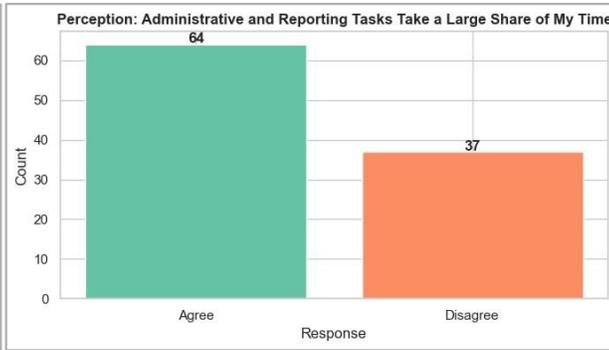


Figure 13: Lesson preparation Tasks

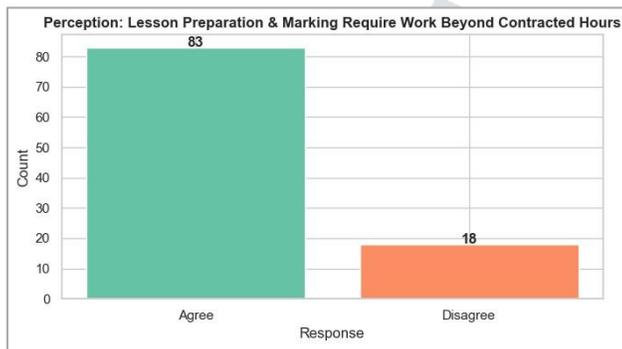


Figure 14: Extra-Curricular Responsibilities

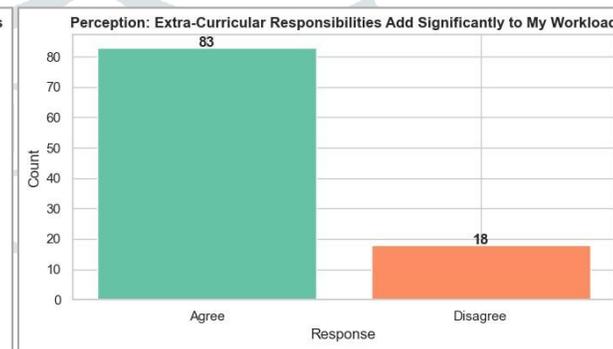
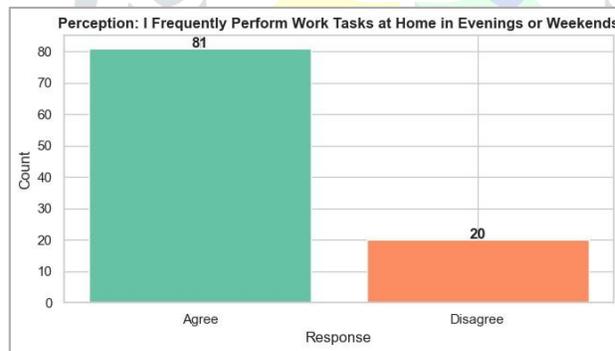
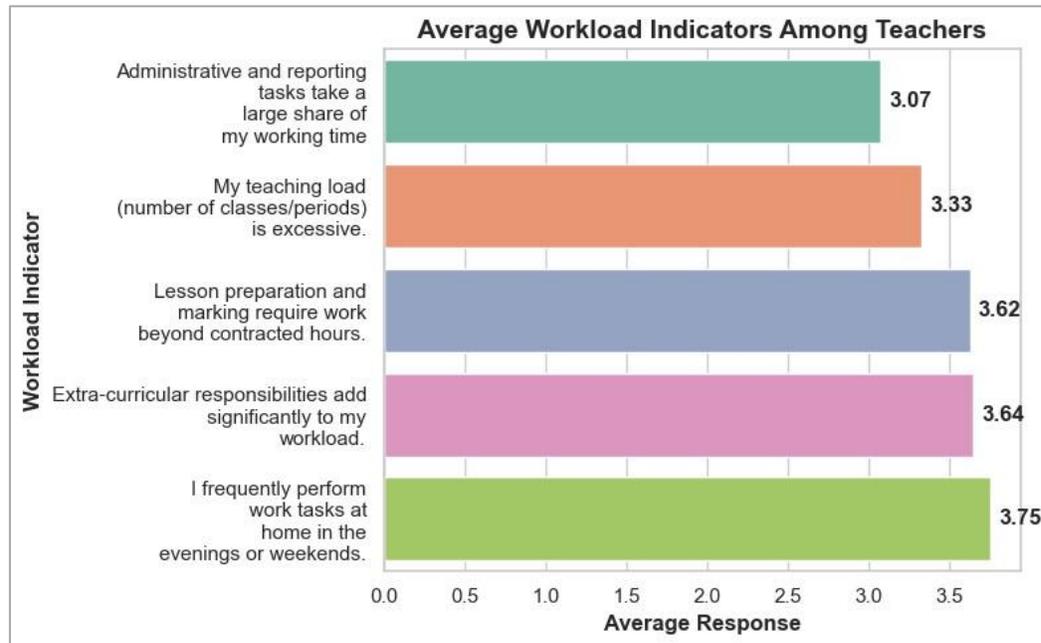


Figure 15: Performing Tasks at Home



Teachers' perceptions of workload were measured through a series of Likert-scale statements. Responses were recoded into two categories that is, **Agree** and **Disagree**. Results indicated that **majority** of the teachers (76) **agreed** that their teaching load was excessive, 64 of them agreed that administrative and reporting tasks took a large share of their working time. Similarly, 83 of them agreed that lesson preparation and marking required work beyond contracted hours.

Overall, the average scores (on a scale of 1–5) indicated that perception of workload pressure is relatively high. Details of the findings related to perception of teacher workload are presented in **Figure 11 to Figure 15**.

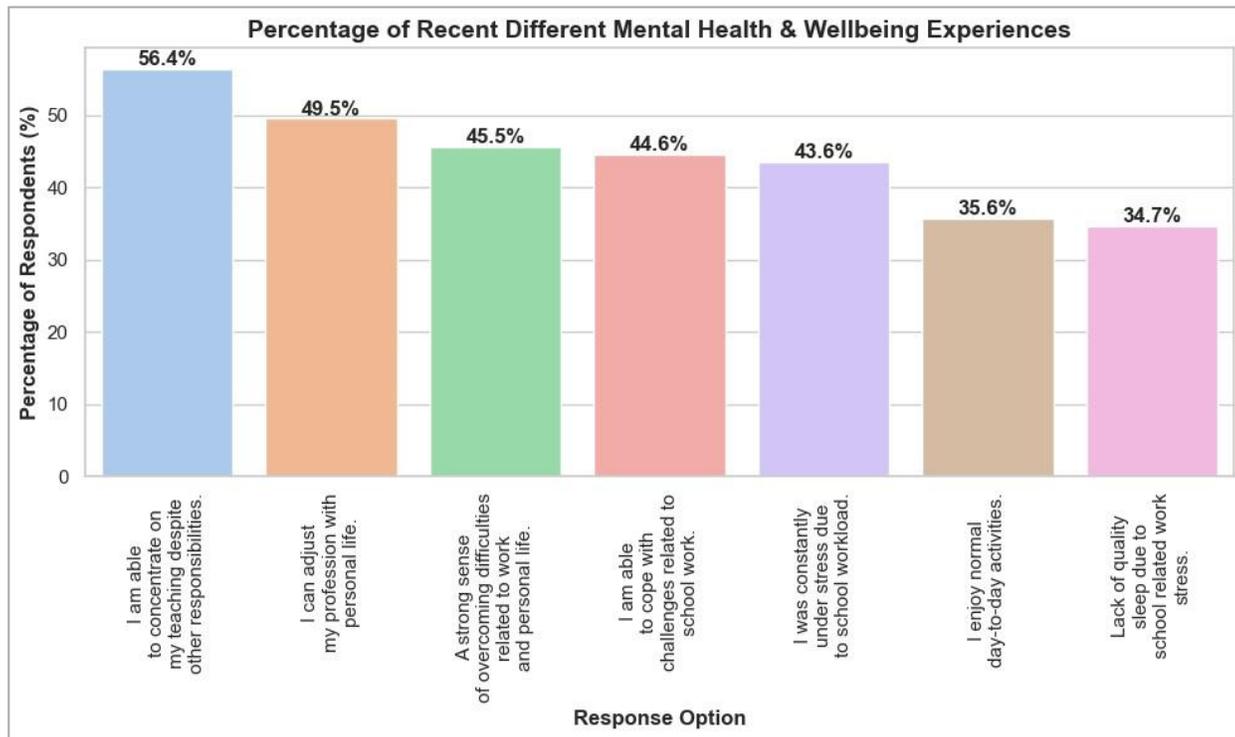
Figure 16: Means of Different Workload Indicators among Teachers

The above chart illustrates the average workload indicators among teachers in Thimphu Thromde. It shows that teachers most frequently perform work tasks at home during evenings or weekends (mean = 3.75), followed by extra-curricular responsibilities (3.64) and lesson preparation beyond contracted hours (3.62). Teaching load (3.33) and administrative tasks (3.07) were relatively lower but still notable.

Overall, the findings indicate that teachers experience a considerable workload extending beyond regular hours, which may contribute to increased stress and affect their mental health and wellbeing.

To address the heavy workload and its potential impact on teachers' mental health and wellbeing in Thimphu Thromde, it is recommended that schools and education authorities implement strategies to promote work–life balance. This could include reducing administrative burdens through digital tools or shared responsibilities, allocating adequate time for lesson preparation within school hours, and reviewing teaching loads to ensure fairness and manageability.

Mental Health and Wellbeing Indicators

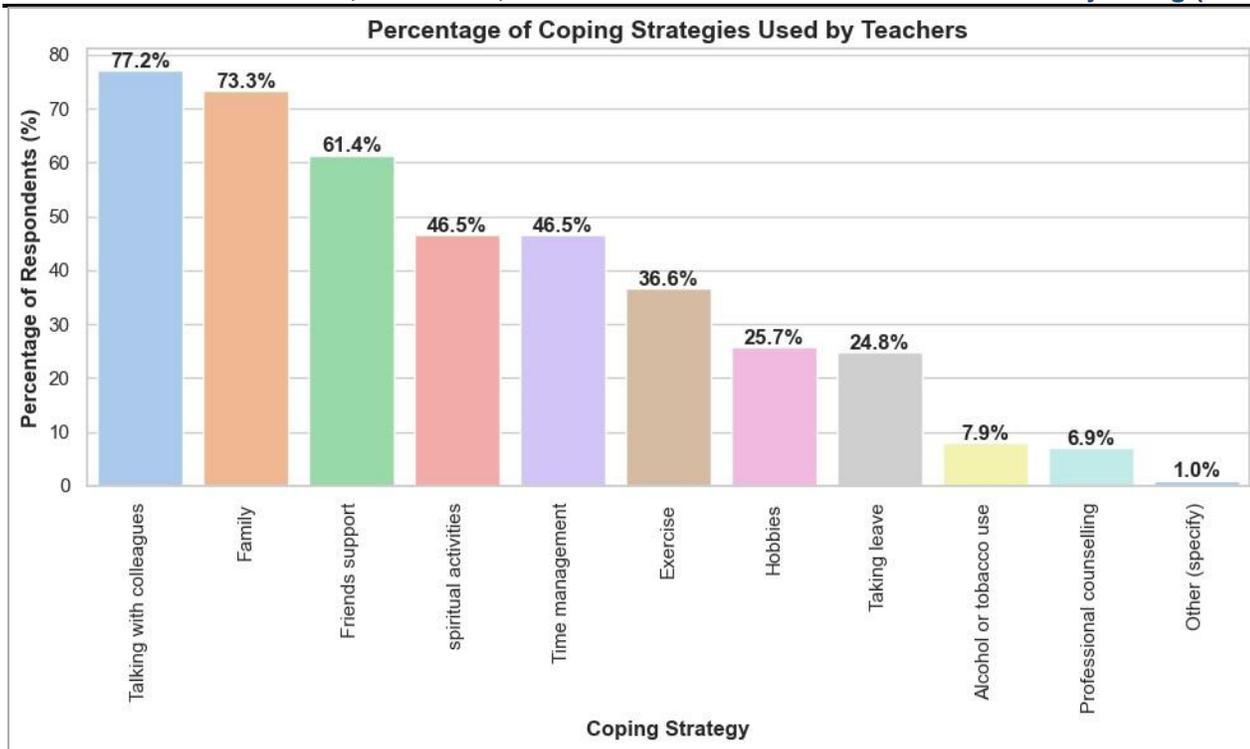
Figure 17: Different Mental Health and Wellbeing Experiences

Teachers were asked to report their recent wellbeing experiences and coping strategies.

Multiple responses were allowed for this section.

The most frequently reported experiences included “I am able to concentrate on my teaching despite other responsibilities” (56.4%), “I can adjust my profession with personal life” (49.5%), and “I am able to cope with challenges related to school work” (44.6%).

The findings indicate that while some of the teachers demonstrate resilience and effective coping strategies, a significant proportion that is, more than half of them struggle to maintain their wellbeing amid work demands. The remaining teachers who are unable to concentrate fully on teaching, balance personal and professional life, or cope with school-related challenges likely experience heightened stress, fatigue, and emotional exhaustion. These challenges can lead to reduced job satisfaction, decreased productivity, and potential burnout. Difficulty balancing workloads with personal life may also negatively affect teachers’ mental health, resulting in lower motivation, absenteeism, and diminished overall wellbeing. The percentage distribution of wellbeing experiences is illustrated in Figure 17. **Figure 18:** Percentage of Coping Strategies Used by Teachers



The results reveal that teachers in Thimphu Thromde primarily rely on social support as a key coping mechanism to manage workload-related stress. Talking with colleagues (77.2%), seeking support from family (73.3%), and confiding in friends (61.4%) highlight the importance of interpersonal relationships in maintaining emotional resilience and wellbeing. Such support networks provide teachers with emotional comfort, shared understanding, and practical advice, helping them cope with the pressures of their profession.

However, this reliance also suggests a potential lack of formal institutional support systems, emphasizing the need for structured wellbeing programs and stress management initiatives within schools. The percentage distribution of coping strategies is illustrated in Figure 18.

Figure 19: Considered Leaving School.



Figure 20: Seeking Help from School Leadership

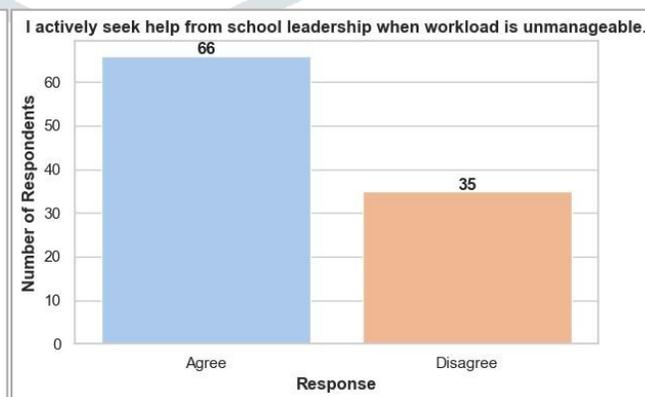


Figure 21: Asking Colleagues for Help

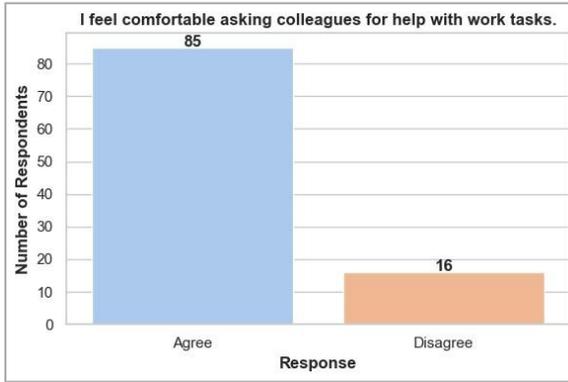


Figure 22: Adequate Administrative Support

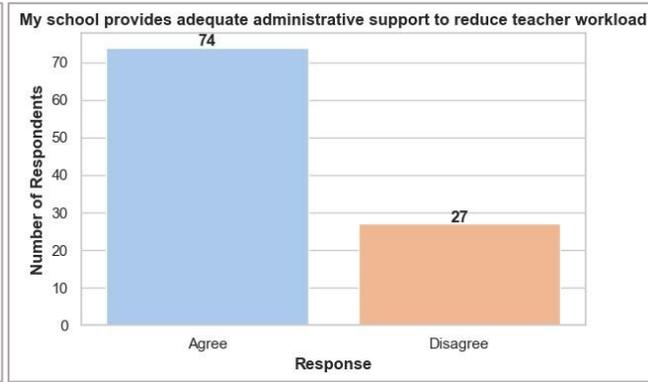


Figure 23: Scheduled Planning Time

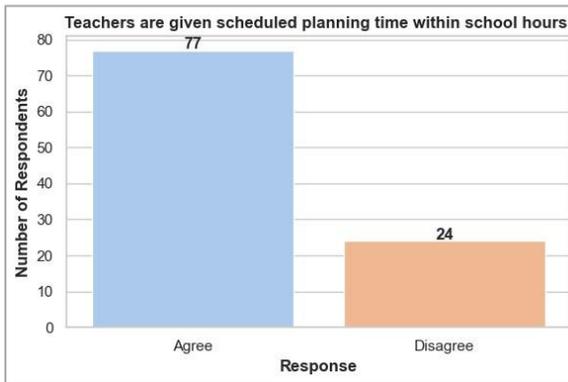


Figure 24: Prioritizing Teacher Wellbeing

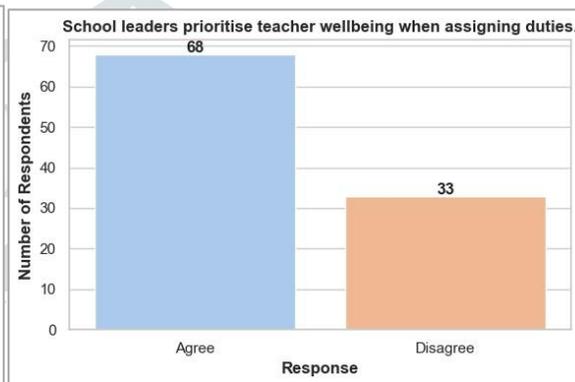


Figure 25: Accessible counselling Services

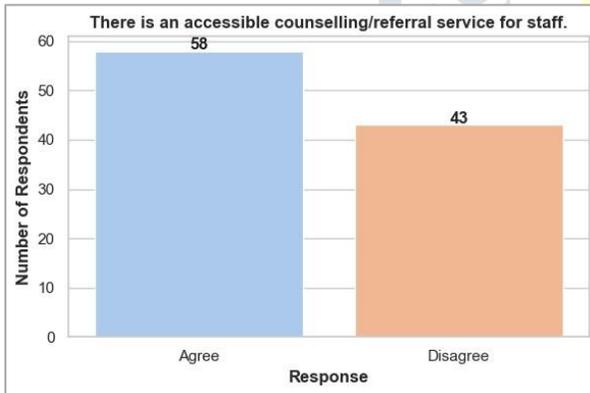


Figure 26: Work Allocation among Staff

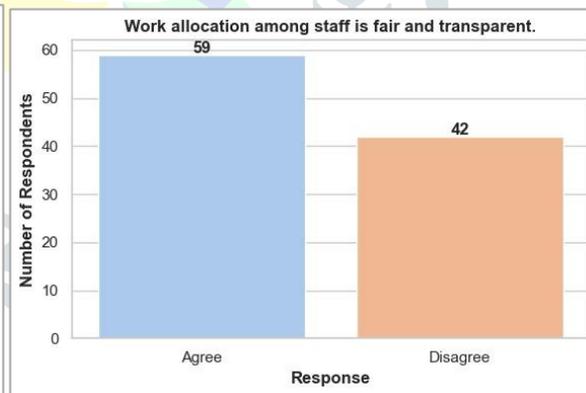
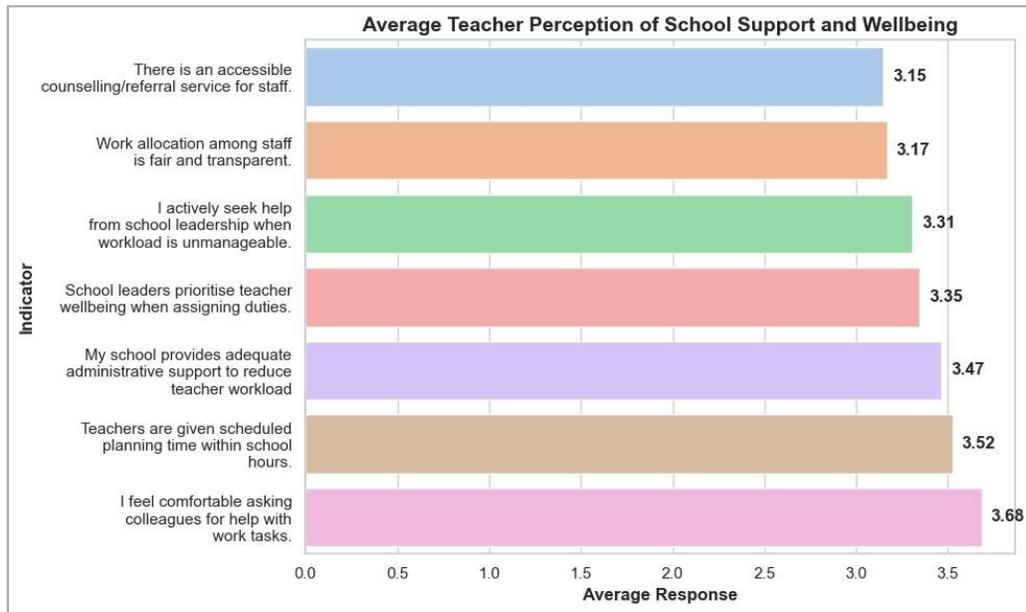


Figure 27: Mean for Teacher Perception of School Support and Wellbeing

The above bar plot illustrates the average teacher perception of school support and wellbeing across seven key indicators. The results reveal that teachers in Thimphu Thromde generally hold a moderate view of the support provided by their schools. The highest mean score (3.68) was recorded for “I feel comfortable asking colleagues for help with work tasks,” suggesting strong collegial relationships and a culture of collaboration among staff. Similarly, “Teachers are given scheduled planning time within school hours” (3.52) and “My school provides adequate administrative support to reduce teacher workload” (3.47) indicate that some organizational provisions exist to assist teachers in managing their professional responsibilities. However, areas such as, “There is an accessible counselling/referral service for staff” (3.15) and “Work allocation among staff is fair and transparent” (3.17) scored lower, pointing to gaps in mental health support and equitable workload distribution.

Overall, the findings suggest that while peer support and planning opportunities are relatively strong, institutional and leadership-level support mechanisms require further improvement. Schools could enhance teacher wellbeing by strengthening access to counselling services, ensuring fair and transparent work allocation, and providing leaders with training in workload management and staff wellbeing practices. Additionally, maintaining and promoting collegial collaboration can further enhance teachers’ sense of belonging and reduce stress. By prioritizing teacher wellbeing as a strategic focus, schools can foster a more supportive work environment that promotes both staff satisfaction and professional effectiveness.

Findings from the focused group discussion

The findings is based on **two focus group interviews** conducted with 12 teachers (6 per group) in Thimphu Thromde. The study explored how workload affects teachers’ mental health and wellbeing, the coping strategies they employ, and the support available from the school administration. Participants are anonymized using codes **FG1P1–FG1P6** (Focus Group 1) and **FG2P1–FG2P6** (Focus Group 2).

The findings from the focused group discussions are organized under **three main themes**: Nature of Teacher Workload, Impact on Mental Health and Wellbeing, and Coping Strategies and Support.

Theme 1: Nature of Teacher Workload

1.1: Administrative Burden

Teachers reported that administrative tasks occupy a significant portion of their working hours.

- FG1P1: “Filling forms and submitting reports takes more time than preparing lessons.”
- FG1P2: “The online reporting system keeps adding new tasks we weren’t trained for.”
- FG2P1: “Frequent reports and paperwork are overwhelming, especially during exams.”

These responses indicate that documentation and reporting are primary contributors to workload, often reducing time available for teaching.

1.2: Teaching Responsibilities

Lesson planning and grading were reported as time-consuming and mentally demanding.

- FG1P3: “Preparing lessons for multiple grades is exhausting, and marking takes hours daily.”
- FG1P4: “Sometimes I spend more time grading than actually teaching in class.”
- FG2P2: “Lesson planning for different subjects is mentally draining.”

Teachers highlighted the cognitive and temporal demands of managing multiple classes and subjects.

1.3: Extracurricular Duties

Supervising clubs, school events, and meetings were cited as additional workload sources.

- FG2P3: “Supervising clubs, organizing events, and attending meetings is exhausting.”
- FG2P4: “We are often assigned school programs on top of teaching schedules.”

Extracurricular responsibilities add unexpected tasks, intensifying workload stress.

1.4: Increased Workload Over Time

Teachers noted that workload has increased in recent years.

- FG1P5: “Compared to five years ago, we now have more online documentation and extra tasks.”
- FG2P5: “Curriculum updates and new assessment policies add more work each year.”

Theme 2: Impact on Mental Health and Wellbeing

2.1: Stress and Anxiety

All participants acknowledged workload-induced stress.

- FG1P6: “I constantly worry about deadlines and getting everything done on time.”
- FG2P1: “Even small delays in marking or reporting make me anxious about deadlines.”

High workload results in persistent worry and mental pressure.

2.2: Burnout

Emotional exhaustion was commonly reported.

- FG1P2: “There are days I feel completely drained and lose motivation to teach.”
- FG2P2: “I sometimes feel demotivated because of endless tasks.”

Burnout affects both teaching quality and personal wellbeing.

2.3: Work-Life Imbalance

Teachers’ personal lives were significantly impacted.

- FG1P3: “Evenings are mostly for lesson preparation, so I rarely spend quality time with my family.”
- FG2P3: “I often miss family events due to school programs or marking.”

Work-life balance is heavily affected, consistent with research showing workload intrudes into family and social life.

2.4: Physical Symptoms

Stress manifested physically among teachers.

- FG1P1: “Long hours at school give me headaches and fatigue, especially during exam periods.”
- FG2P4: “I sometimes feel exhausted and have trouble sleeping because of workload.”

These somatic symptoms underscore the tangible health impact of excessive workload.

Theme 3: Coping Strategies and Support

3.1: Peer Support

Teachers rely on colleagues for informal support.

- FG1P4: “Sharing resources and talking with colleagues helps me manage stress.”
- FG2P5: “I feel better after discussing issues with colleagues who understand our challenges.”

Peer support acts as an emotional and practical buffer against workload stress.

3.2: Personal Coping Mechanisms

Individual strategies also help relieve stress.

- FG1P5: “After school, I go for walks or practice meditation to relax.”
- FG2P6: “Listening to music or exercising helps me disconnect from school pressure.”

Personal routines contribute to maintaining mental wellbeing.

3.3: Administrative Support

Support from school administration was limited.

- FG1P6: “There’s little guidance on prioritizing tasks, so we manage on our own.”
- FG2P1: “Sometimes the administration adds last-minute tasks, which increases pressure.”

Limited guidance increases stress and reduces teachers’ ability to manage workload effectively.

Recommendations for Improvement

Teachers suggested measures to reduce workload and improve wellbeing.

- FG1P2: “Hiring more teachers and reducing paperwork would help us focus on teaching and wellbeing.”
- FG2P2: “Wellbeing workshops and clear task distribution could help manage stress better.”

These recommendations highlight the need for structured support systems and policy interventions.

Chapter 5: Discussion

This chapter presents an interpretation and discussion of the study findings regarding the workload, mental health, and coping strategies of teachers in Thimphu Thromde. The discussion integrates both quantitative and qualitative results, drawing connections between numerical trends and participants’ lived experiences, and situates the findings within the broader literature.

5.1 Nature and Extent of Teacher Workload

The quantitative analysis revealed that teachers in Thimphu Thromde face high workloads characterized by extended working hours, heavy administrative tasks, and additional responsibilities beyond classroom teaching. Teachers reported spending significant portions of their day on administrative tasks, grading, lesson preparation, and extracurricular duties. This aligns with previous research in Bhutan and other contexts indicating that administrative burden and multitasking are major contributors to teacher workload (Wang et al., 2017; Dorji, 2020).

The qualitative data provides a deeper understanding of these trends. Participants highlighted four main aspects of workload: administrative burden, teaching responsibilities, extracurricular duties, and an overall increase in workload over time. For instance, teachers emphasized that frequent reporting, lesson planning for multiple grades, and supervising school events substantially add to their daily responsibilities. Primary school teachers, in particular, reported heavier workloads due to longer teaching hours and fewer support staff. The qualitative findings corroborate the quantitative results by illustrating the cognitive, temporal, and emotional demands that accompany these responsibilities.

These findings suggest that workload is multifaceted, involving not only teaching hours but also additional administrative and extracurricular tasks, which cumulatively contribute to teacher stress. The increasing trend of workload over recent years may reflect policy changes, curriculum updates, and the adoption of online reporting systems, which have unintentionally added to teachers' responsibilities.

5.2 Impact of Workload on Mental Health and Wellbeing

Quantitative results indicated high levels of stress and reduced wellbeing among teachers experiencing heavy workloads. Teachers with greater teaching hours and administrative responsibilities reported higher stress scores, consistent with international studies linking workload intensity to teacher burnout (Skaalvik & Skaalvik, 2017; UNESCO, 2019).

Qualitative findings reinforced these trends. Teachers described experiencing stress, anxiety, burnout, work-life imbalance, and physical symptoms such as headaches and fatigue. Statements like, "I constantly worry about deadlines," and "Evenings are mostly for lesson preparation, so I rarely spend quality time with my family," highlight the pervasive effect of workload on both personal and professional domains. These narratives illuminate how excessive workload not only affects job performance but also intrudes into family and social life, leading to holistic wellbeing concerns.

Together, the quantitative and qualitative results indicate that workload is a critical determinant of teacher mental health in Thimphu Thromde. The consistency between the two types of data strengthens the argument that high workload has both measurable and experiential impacts, supporting calls for policy interventions that target workload reduction and wellbeing support.

5.3 Coping Strategies and Organizational Support

Quantitative analysis suggested that teachers employ both individual and institutional strategies to cope with high workload, though the prevalence and effectiveness of these strategies varied. Teachers who reported higher access to peer or administrative support scored lower on stress indicators, highlighting the moderating role of support systems.

Qualitative insights provided richer detail. Teachers relied on peer support, personal coping mechanisms, and, to a lesser extent, administrative guidance. Peer collaboration—sharing resources, discussing challenges—was a primary strategy, supplemented by personal practices such as meditation, exercise, and music. Limited administrative support emerged as a notable concern, with teachers reporting little guidance on prioritizing tasks and frequent last-minute assignments. Teachers also suggested actionable improvements, including hiring more staff, reducing paperwork, organizing wellbeing workshops, and providing transparent task allocation.

The combined findings underscore the importance of both social and structural support in managing teacher stress. While individual coping strategies provide temporary relief, institutional support is critical to reducing chronic workload-induced stress and preventing burnout. This aligns with research indicating that teacher wellbeing improves when schools actively foster supportive work environments and distribute responsibilities equitably (Ingersoll, 2001; OECD, 2020).

Recommendations

Based on the study findings, several recommendations can be made to enhance teacher wellbeing and organizational climate in Thimphu Thromde schools. Policymakers should implement strategies to ensure a balanced workload by reviewing class sizes, teaching hours, and administrative duties, while guaranteeing dedicated planning time within school hours. Schools should institutionalize structured wellbeing programs, such as counselling and referral services, to address stress and burnout proactively.

In addition to that, leadership training for school heads could also foster more empathetic management practices and transparent workload distribution. Encouraging peer collaboration and creating spaces for teachers to share coping strategies may further strengthen professional support networks. Future research could explore longitudinal data to assess how workload management interventions affect teacher wellbeing over time and examine contextual factors such as gender, school level, and teaching experience that may moderate these relationships.

These recommendations aim to create a sustainable teaching environment that supports both teacher wellbeing and student learning outcomes.

Conclusion

This study examined teacher workload, mental health, and organizational support among educators in Thimphu Thromde schools. The findings indicate that while teachers generally feel collegial support and some administrative understanding, many still experience high workloads and stress from excessive teaching periods, administrative duties, and extracurricular responsibilities. The results also reveal that coping mechanisms are diverse but often self-driven, highlighting gaps in formal wellbeing structures and institutional support systems. Overall, the study underscores the need for systemic changes in workload management and mental health support within schools. By fostering balanced responsibilities, providing adequate planning time, and ensuring access to counselling services, educational leaders can create a more sustainable and supportive work

environment for teachers. Strengthening these areas is vital not only for improving teacher wellbeing but also for enhancing instructional quality and long-term educational outcomes.

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