

WORKLOAD OF ELEMENTARY TEACHERS: A MEDIATING EFFECT IN EMOTIONAL INTELLIGENCE AND WORK PERFORMANCE AS BASIS FOR STRESS MANAGEMENT PROGRAM

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ABSTRACT

In order to build a stress management program, this study aims to determine the workload of elementary teachers as a mediating effect on emotional intelligence and work performance. Descriptive-correlational research is used in this study's quantitative methodology to examine the relationship between the variables being studied. The investigation's focus on the connections between teachers' workloads, emotional intelligence, and work performance made this methodology appropriate. During the academic year 2021–2022, the respondents worked as public elementary school teachers at Bagong Silang Elementary School, Estrella Elementary School, and Langgam Elementary School, all located in the City of San Pedro Area 5. Results indicate that the workload level of teachers is interpreted as moderately high to very high in terms of ancillary functions, classroom procedures, professional growth, counselling and mentoring, coordination activities, and community social services. It may imply that some teachers are overworked and given excessive workloads, whereas other educators may not feel this way and be able to effectively manage their workload. When it comes to self-awareness, self-management, social awareness, and relationship management, the teacher has very high emotional intelligence. It suggests that they foster resiliency, is emotionally intelligent, and balance their personal and professional lives. Then, it appears that teacher work performance is very satisfactory in terms of individual performance commitment and review form rating. The following conclusion was reached in light of the aforementioned findings. A teacher's emotional intelligence and workload in various areas are significantly correlated. According to the findings, there is a link between a teacher's emotional intelligence and workload related to things like classroom procedures, professional development, counselling and mentoring, and coordination tasks.

Therefore, as the amount of work in these areas increases, a teacher might become more emotionally intelligent. It's crucial to remember that the correlation shown in this table does not necessarily imply causation and that other factors may have an impact on a teacher's emotional intelligence. However, these results offer crucial insight into how workload and emotional intelligence relate to the teaching profession. School administrators and heads should monitor all teachers to ensure workloads are sufficient, balance and divide workloads, provide support and programs for professional development, be resilient and emotionally intelligent, screen applicants, assign roles and responsibilities consistent with the course, and focus research on teachers' ancillary functions.

Keywords:

teacher workload, emotional intelligence, causation, school administrators, professional development, ancillary functions.

INTRODUCTION

In transition phase of educational system, the teachers in public schools are one of the most affected, there are teachers who have been working hard, which affects their emotional intelligence and work performance.

Therefore, emotional intelligence is very important for teachers. The ability to recognize and manage one's emotions is required for Emotional Intelligence. By paying attention to students' needs, teachers' emotional intelligence influences their academic behavior. Participation in school-wide activities may be required to boost teachers' emotional intelligence by focusing on more interaction with students and learning more about them and how they can help them achieve their goals (T.V. Ramana 2013).

Emotional intelligence in teachers is extremely important. It prevents stress and helps them deal with complicated situations in the classroom without affecting the students. In many cases, the emotional intelligence in teachers adds to the self-confidence of the students. The way they control their emotions

and give possible solutions to the problems and create a positive culture in the classroom provides a safe learning environment on the students. Teachers can really influence students.

However, teachers who have an excessive workload due to a variety of factors, including lesson planning, grade marking, recordkeeping, reporting, and meetings may affect their performance (Cooper Gibson Research for DfE, 2018). Teachers may struggle with their Emotional Intelligence, or their capacity to understand, use, and control their own emotions in constructive ways to relieve stress, communicate effectively, empathize with others, overcome hurdles, and diffuse conflict.

As such, in terms of practical ramifications, the management of schools need to focus on measures to enhance autonomy and work-life balance in improving job performance among teachers. (Johari, Tan and Zulkarnin, 2018)

Based on the foregoing study, it may be stated that workload has a mediating effect on teachers' emotional intelligence and work performance. The purpose of this study is to look at the mediating effect of workload on elementary teachers' emotional intelligence and work performance.

This study aims to determine the workload of elementary teachers: a mediating effect in emotional intelligence and work performance as a basis for stress management program

Specifically sought to answer the following questions;

1. What is the level of teacher's workload in terms of;
 - 1.1 Ancillary functions;
 - 1.2 Classroom Procedures;
 - 1.3 Professional Growth;
 - 1.4 Counseling and mentoring and;
 - 1.5 Coordination activities and community social services?
2. What is the level of teacher's emotional intelligence in terms of;
 - 2.1 Self-awareness;
 - 2.2 Self-management;
 - 2.3 Social awareness and;

2.4 Relationship management?

3. What is the level of teacher's work performance in terms of Individual performance commitment and review form rating?
4. Does teacher's workload have significant relationship on the teacher's emotional intelligence?
5. Does teacher's workload have significant relationship on the teacher's work performance?

REVIEW OF RELATED LITERATURE

Related Literature

One of the indicators used in the conduct of this research is emotional intelligence quadrant.

The most widely accepted model of emotional intelligence (EI) has been influenced by several scientists and researchers. Gardner, L. & Stough, C. (2014), theory of multiple intelligences suggests that interpersonal and intrapersonal intelligence are unique, and different from the mathematical and logical type recognized today as 'IQ', or general intelligence. Peter Salovey and John Mayer first proposed their own theory of EI in 1990 and has placed EI in the context of personality, health and well-being.

Goleman, D. (2015), brought to prominence the notion of emotional intelligence and 'emotional quotient' (EQ) as an alternative to the more traditional measures of IQ and reformulated EI in terms of a theory of organizational and job performance.

According to Bar-On, R. (2016) a leader's singular job is to get results. But even with all the leadership training programs and 'expert' advice available, effective leadership still eludes many people and organizations. One reason, is that such experts offer advice based on inference, experience and instinct, not on quantitative data. The discussion of EQ often begins with an emotional challenge from Aristotle: 'Anyone can become angry—that is easy. But to be angry with the right person, to the right degree, at the right time.

Employees come into the work organization with a varied form of intelligence that influenced their work behavior with consequences for the effective functioning of the organization (Kalairasi, Amarayathi, & Soniya, 2014).

For the synthesis of the above information, it discusses how workload affects a person's emotional intelligence and work performance. It explains that more training programs are needed for an organization to handle different types of individual behavior.

According to Goyal and Arora (2015), the failure to achieve the right balance in terms of effort and reward is significantly correlated to the lack of control over workload and lack of energy in meeting personal needs and commitment. The imbalance between these two will lead to fatigue, poor performance, and deteriorated quality of life. The National Union of Teachers revealed that 90 percent of teachers have considered to give up their career in teaching within the last two years due to the high workload.

Easthope and Easthope (2015), state that intensified teaching workload includes the development of the teacher-student ratio. This is due to the fact that teachers are continuously burdened with new tasks added to their job descriptions. This situation deteriorates job satisfaction and organizational commitment among teachers, which ultimately affects the quality of their job performance.

For synthesis it can be seen that that workload affects teacher performance. And based on the explanation above, it can be concluded that emotional intelligence and workload affect teacher performance.

Also, another indicator found relevant in the conduct of this research is teacher's workload.

Workload refers to all activities involving employees' time spent in performing professional duties, responsibilities and interests at work, either directly or indirectly. In the teaching context, similar definition of workload are put forward by various scholars in coining this concept among teachers (Harold, 2014).

Shukri (2018) defined workload as the responsibilities given to teachers, either in the classroom or outside the classroom.

Azita (2013) opined that workload is the amount of time spent by teachers in performing various tasks ranging from teaching and learning, co-curricular activities, meetings, etc. that are related to official duties as a teacher during or after school hours.

Punia and Kamboj (2013) also provided a much alike definition on this concept in which workload is defined as the amount of time taken by teachers to set up their official duties inside or outside school hours. Hence, teachers' workload not only requires their time in schools but teachers also have to spend extra hours after work in order to be more effective and productive in their teaching profession.

The chronically overworked state of public-school teachers in the Philippines is well-known (Esguerra 2018). The workload of public-school teachers is not only limited to teaching but also to other nonteaching tasks. Given this workload, actual teaching is increasingly being sidelined by the multitude of other responsibilities and roles that teachers play. Following the tragic suicide of two public school teachers in 2018, the Department of Education (DepED) has vowed to reduce teachers' workload, details of which have remained unclear (Mateo 2018).

Reducing teacher workload needs to be systematic and evidence based. A proper and rigorous time-use study can provide a clear picture of which types of work are necessary to be delegated to teachers and which have to be eliminated from their workload. A more specific breakdown of the exact workload of a regular teacher, the sources of work, and the amount of time left for student contact and actual teaching will allow DepED to pinpoint the sources of the pressures. The inordinate and cumulative workload placed on the DepED by other agencies deserves close scrutiny and auditing. If armed with evidence, the department can have clearer reasons for declining further assignments or to demand larger budget allocation and personnel to cope with noneducation assignments, (Albert, J.R.G. et al. 2018).

In workload aspect, there are still many teachers who carry out tasks with an inappropriate amount of work, for example, teachers concurrently as school administration officers, and others so that by carrying out tasks beyond the capacity of a teacher, they can hinder the performance of teachers as educators, (Kaur, D. et al. 2013).

Professional growth is also found relevant variable in this research.

Training is certainly important for continuous improvement of teachers. However, time spent on training each year should be planned, limited, and strategic based on a career tracking system clear to the faculty corps. In the end, teachers are meant to facilitate learning. As such, they should be models of

lifelong learning, especially given the impact of emerging technologies of the Fourth Industrial Revolution on the vastly changing job market and the future skills required of the country's workforce (Albert et al. 2018).

METHODOLOGY

Descriptive-correlational research is used in this study's quantitative methodology to investigate how the variables relate to one another. This method was appropriate for the investigation because it concentrated on the connections between teachers' workloads, emotional intelligence, and job performance. Teachers from public elementary schools in Area 5 SDO City of San Pedro served as the study's respondents (Bagong Silang ES, Langgam ES, and Estrella Es). 100 teachers from public elementary school were chosen as survey participant using sampling techniques. This study used a multi-stage random sampling technique, which allows the researcher to randomly select a small percentage of respondents from a population.

RESULT AND DISCUSSION

Table 1. Level of Teacher's Workload in Terms of Ancillary Functions

Statements	Mean	Standard Deviation	Remarks
<i>Moderate and arrange subject club organizations.</i>	3.32	1.11	Sometimes
<i>Serve as coach in sports activities/programs.</i>	3.14	1.16	Sometimes
<i>Arrange and facilitates school events.</i>	3.43	1.08	Often
<i>Do technical working and committee in school activities.</i>	3.62	1.14	Often
<i>Serve as coach in academic and non-academic contest in school.</i>	3.28	1.22	Sometimes

Overall Mean = 3.36

Standard Deviation= 1.15

Verbal Interpretation= Moderately High

Table 1 illustrates the level of Teacher's Workload in terms of Ancillary Functions

From the statements above, "*Do technical working and committee in school activities*" yielded the highest mean score ($M=3.62$, $SD=1.14$) and was remarked as Often. This is followed by "*Arrange and facilitates school events*" with a mean score ($M=3.43$, $SD=1.08$) and was also remarked as Often. On the other hand, the statement "*Serve as coach in sports activities/programs*" received the lowest mean score of responses with ($M=3.14$, $SD=1.16$) yet was also remarked Sometimes.

Table 2. Level of Teacher's Workload in Terms of Classroom Procedures

Statements	Mean	Standard Deviation	Remarks
<i>Plan specific activities for every lesson.</i>	4.44	0.69	Always
<i>Integrate technological tools in teaching.</i>	4.30	0.69	Always
<i>Aligned lesson content with learning objectives.</i>	4.46	0.64	Always
<i>Plan the sequence of lesson in an engaging and meaningful manner.</i>	4.39	0.63	Always
<i>Determine and address the needs of the students.</i>	4.42	0.68	Always

Overall Mean = 4.40

Standard Deviation= 0.67

Verbal Interpretation= Very High

Table 2 illustrates the level of Teacher's Workload in terms of Classroom Procedures

From the statements above, "*Aligned lesson content with learning objectives*" yielded the highest mean score ($M=4.46$, $SD=0.64$) and was remarked as Always. This is followed by "*Plan specific activities for every lesson*" with a mean score ($M=4.44$, $SD=0.69$) and was also remarked as Always. On the other hand, the statement "*Integrate technological tools in teaching*" received the lowest mean score of responses with ($M=4.30$, $SD=0.69$) yet was also remarked Always.

Table 3. Level of Teacher's Workload in Terms of Professional Growth

Statements	Mean	Standard Deviation	Remarks
<i>Constantly attend school seminars.</i>	4.50	0.70	Always
<i>Participate on different workshop that are helpful in teaching.</i>	4.28	0.78	Always

<i>Organize other seminars for the training of co-teachers.</i>	3.46	1.21	Often
<i>Do workshops for improvement of instructional materials.</i>	3.86	1.03	Often
<i>Go to other places to participate on seminars outside school</i>	3.73	1.16	Often
Overall Mean = 3.97			
Standard Deviation= 1.06			
Verbal Interpretation= High			

Table 3 illustrates the level of Teacher's Workload in terms of Professional Growth

From the statements above, "*Constantly attend school seminars*" yielded the highest mean score ($M=4.50$, $SD=0.70$) and was remarked as Always. This is followed by "*Participate on different workshop that are helpful in teaching*" with a mean score ($M=4.28$, $SD=0.78$) and was also remarked as Always. On the other hand, the statement "*Organize other seminars for the training of co-teachers*" received the lowest mean score of responses with ($M=3.46$, $SD=1.21$) yet was also remarked Often.

Table 4. Level of Teacher's Workload in Terms of Counseling and Mentoring

Statements	Mean	Standard Deviation	Remarks
<i>Collect prior information of students and keep track on their records.</i>	4.42	0.67	Always
<i>Do home visitations and background checking in students.</i>	4.18	0.85	Often
<i>Give advices and guidance for students especially those with problems.</i>	4.33	0.75	Always
<i>Address learner's needs and give solution to their problems.</i>	4.43	0.74	Always
<i>Help and guide the learners to adjust with their environment.</i>	4.49	0.58	Always
Overall Mean = 4.37			
Standard Deviation= 0.73			
Verbal Interpretation= Very High			

Table 4 illustrates the level of Teacher's Workload in terms of Counseling and Mentoring

From the statements above, "*Help and guide the learners to adjust with their environment*" yielded the highest mean score ($M=4.49$, $SD=0.58$) and was remarked as Always. This is followed by

“Collect prior information of students and keep track on their records” with a mean score ($M=4.42$, $SD=0.67$) and was also remarked as Always. On the other hand, the statement “Do home visitations and background checking in students” received the lowest mean score of responses with ($M=4.18$, $SD=0.85$) yet was also remarked Often.

Table 5. Level of Teacher’s Workload in Terms of Coordination Activities and Community Social Services

Statements	Mean	Standard Deviation	Remarks
<i>Serve as coordinator with various activities inside and outside the school.</i>	3.69	1.22	Often
<i>Coordinate with other school system during school programs and activities.</i>	3.47	1.03	Often
<i>Communicate with the stakeholders and other representatives that can help building the school organization.</i>	3.82	1.07	Often
<i>Participate on various community social services.</i>	3.96	0.93	Often
<i>Engage on municipal/ district/ division activities and programs.</i>	3.94	0.95	Often
Overall Mean = 3.78			
Standard Deviation= 1.06			
Verbal Interpretation= High			

Table 5 illustrates the level of Teacher’s Workload in terms of Coordination Activities and Community Social Services

From the statements above, “Participate on various community social services” yielded the highest mean score ($M=3.96$, $SD=0.93$) and was remarked as Often. This is followed by “Engage on municipal/ district/ division activities and programs” with a mean score ($M=3.94$, $SD=0.95$) and was also remarked as Often. On the other hand, the statement “Coordinate with other school system during school programs and activities” received the lowest mean score of responses with ($M=3.47$, $SD=1.03$) yet was also remarked Often.

Level of Teachers Emotional Intelligence

Emotional intelligence as an alternative to the more traditional measures of IQ and EI in terms of a theory of organizational and performance.

Table 6. Level of Teacher's Emotional Intelligence in Terms of Self-awareness

Statements	Mean	Standard Deviation	Remarks
<i>Aware of own feelings and emotions.</i>	4.53	0.61	Always
<i>Regulate actions and practice self-discipline.</i>	4.46	0.64	Always
<i>Mindful of own strengths and weaknesses.</i>	4.43	0.67	Always
<i>Consider how actions can affect other people around.</i>	4.49	0.54	Always
<i>Stay focused on goals and prioritize important things.</i>	4.41	0.67	Always
Overall Mean = 4.46			
Standard Deviation= 0.63			
Verbal Interpretation= Very High			

Table 6 illustrates the level of Teacher's Emotional Intelligence in terms of Self-awareness

From the statements above, "*Aware of own feelings and emotions*" yielded the highest mean score ($M=4.53$, $SD=0.61$) and was remarked as Always. This is followed by "*Consider how actions can affect other people around*" with a mean score ($M=4.49$, $SD=0.54$) and was also remarked as Always. On the other hand, the statement "*Stay focused on goals and prioritize important things*" received the lowest mean score of responses with ($M=4.41$, $SD=0.67$) yet was also remarked Always.

Table 7. Level of Teacher's Emotional Intelligence in Terms of Self-Management

Statements	Mean	Standard Deviation	Remarks
<i>Develop own coping mechanism during stressful moments and breakdowns.</i>	4.26	0.72	Always
<i>Encourage positivity within self.</i>	4.38	0.65	Always
<i>Take responsibility for every action and decision made.</i>	4.48	0.63	Always
<i>Establish personal goals and develop self-motivation.</i>	4.51	0.61	Always

<i>Improve adaptability and resiliency towards the things that triggers stress and anxiety.</i>	4.40	0.62	Always
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Overall Mean = 4.41

Standard Deviation= 0.65

Verbal Interpretation= Very High

Table 7 illustrates the level of Teacher's Emotional Intelligence in terms of Self-Management

From the statements above, “*Establish personal goals and develop self-motivation*” yielded the highest mean score ($M=4.51$, $SD=0.61$) and was remarked as Always. This is followed by “*Take responsibility for every action and decision made*” with a mean score ($M=4.48$, $SD=0.63$) and was also remarked as Always. On the other hand, the statement “*Develop own coping mechanism during stressful moments and breakdowns*” received the lowest mean score of responses with ($M=4.26$, $SD=0.72$) yet was also remarked Always.

Table 8. Level of Teacher's Emotional Intelligence in Terms of Social Awareness

Statements	Mean	Standard Deviation	Remarks
<i>Communicate effectively with other people around.</i>	4.30	0.66	Always
<i>Mindful of their actions and how they act toward you.</i>	4.29	0.71	Always
<i>Take the perspective and opinion of other people.</i>	4.32	0.69	Always
<i>Respect other people's culture and traditions.</i>	4.55	0.61	Always
<i>Show empathy and listen to other people's stories.</i>	4.48	0.59	Always

Overall Mean = 4.39

Standard Deviation= 0.66

Verbal Interpretation= Very High

Table 8 illustrates the level of Teacher's Emotional Intelligence in terms of Social Awareness

From the statements above, “*Respect other people's culture and traditions*” yielded the highest mean score ($M=4.55$, $SD=0.61$) and was remarked as Always. This is followed by “*Show empathy and listen to other people's stories*” with a mean score ($M=4.48$, $SD=0.59$) and was also remarked as Always.

On the other hand, the statement “*Mindful of their actions and how they act toward you*” received the lowest mean score of responses with ($M=4.29$, $SD=0.71$) yet was also remarked Always.

Table 9. Level of Teacher’s Emotional Intelligence in Terms of Relationship Management

Statements	Mean	Standard Deviation	Remarks
<i>Develop shared values and respect other people’s behavior.</i>	4.57	0.59	Always
<i>Manage conflicts with other people around.</i>	4.36	0.70	Always
<i>Spread positivity and harmonious relationship with other.</i>	4.44	0.61	Always
<i>Develop effective communication skills and good relationship with other.</i>	4.45	0.61	Always
<i>Use positive approach and praises when talking to different people.</i>	4.51	0.59	Always
Overall Mean = 4.47			
Standard Deviation= 0.62			
Verbal Interpretation= Very High			

Table 9 illustrates the level of Teacher’s Emotional Intelligence in terms of Relationship Management

From the statements above, “*Develop shared values and respect other people’s behavior*” yielded the highest mean score ($M=4.57$, $SD=0.59$) and was remarked as Always. This is followed by “*Use positive approach and praises when talking to different people*” with a mean score ($M=4.51$, $SD=0.59$) and was also remarked as Always. On the other hand, the statement “*Manage conflicts with other people around*” received the lowest mean score of responses with ($M=4.36$, $SD=0.70$) yet was also remarked Always.

Table 10. Level of teacher's Work Performance in Terms of Individual Performance Commitment and Review Form Rating

<i>Range</i>	<i>Frequency</i>	<i>Percentage</i>	<i>Adjectival Rating</i>
4.500-5.000	6	6%	Outstanding
3.500-4.499	87	87%	Very Satisfactory
2.500-3.499	6	6%	Satisfactory
1.500-2.499	1	1%	Unsatisfactory
Below 1.499	0	0%	Poor

Overall Mean = 4.12

Standard Deviation = 0.41

Verbal Interpretation = Very Satisfactory

Table 10 presents the level of teacher's Work Performance in Terms of Individual Performance Commitment and Review Form Rating. Out of total number of one hundred respondents "3.500 to 4.499" received the highest frequency of eighty-seven (87) or 87.00% of the total population with descriptive equivalent of *Very Satisfactory*. The scores "4.500 to 5.000" and "2.500 to 3.499" received the frequency of six (6) or 6.00% of the total population with descriptive equivalent of *Outstanding and Satisfactory*. While the scores "1.500 to 2.499" received the lowest frequency of one (1) or 1.00% of the total population with descriptive equivalent of *Unsatisfactory*.

With a (*Weighted Mean = 4.12, SD = 0.41*) it shows that the level of teacher's Work Performance in Terms of Individual Performance Commitment and Review Form Rating has a descriptive equivalent of *Very Satisfactory*.

Table 11. Significant Relationship of Teacher's Workload to the Teacher's Emotional Intelligence

<i>Teacher's Workload</i>	<i>Teacher's Emotional Intelligence</i>	<i>r</i>	<i>Degree of Correlation</i>	<i>p-value</i>	<i>Analysis</i>
<i>Ancillary Functions</i>	<i>Self-awareness</i>	.181	Very Weak Correlation	.071	<i>Not Significant</i>
	<i>Self-management</i>	.225	Weak Correlation	.025	<i>Significant</i>
	<i>Social awareness</i>	.214	Weak Correlation	.032	<i>Significant</i>
	<i>Relationship management</i>	.265	Weak Correlation	.008	<i>Significant</i>
<i>Classroom Procedures</i>	<i>Self-awareness</i>	.680	Strong Correlation	.000	<i>Significant</i>
	<i>Self-management</i>	.579	Moderate Correlation	.000	<i>Significant</i>
	<i>Social awareness</i>	.636	Strong Correlation	.000	<i>Significant</i>
	<i>Relationship management</i>	.655	Strong Correlation	.000	<i>Significant</i>

Professional Growth	Self-awareness	.496	Moderate Correlation	.000	Significant
	Self-management	.422	Moderate Correlation	.000	Significant
	Social awareness	.532	Moderate Correlation	.000	Significant
	Relationship management	.573	Moderate Correlation	.000	Significant
Counseling and mentoring	Self-awareness	.637	Strong Correlation	.000	Significant
	Self-management	.583	Moderate Correlation	.000	Significant
	Social awareness	.585	Moderate Correlation	.000	Significant
	Relationship management	.650	Strong Correlation	.000	Significant
Coordination activities and community social services	Self-awareness	.432	Moderate Correlation	.000	Significant
	Self-management	.411	Moderate Correlation	.000	Significant
	Social awareness	.457	Moderate Correlation	.000	Significant
	Relationship management	.476	Moderate Correlation	.000	Significant

Legend:
 $\pm 0.80 - \pm 1.00$ Very strong

 $\pm 0.60 - \pm 0.79$ Strong

 $\pm 0.40 - \pm 0.59$ Moderate

 $\pm 0.20 - \pm 0.39$ Weak

 $\pm 0.00 - \pm 0.19$ Very weak

It is interesting to note that *significant* correlations exist between the level of teachers workload as to ancillary functions and the level of teachers' emotional intelligence in terms of self-management ($r = .225$, $p = .025$), social awareness ($r = .214$, $p = .032$), relationship management ($r = .265$, $p = .008$), while no significant correlation in terms of self-awareness ($r = .181$, $p = .071$). The correlation in terms of self-management, social awareness, and relationship management is weak and all positive, while very weak in teachers' emotional intelligence in terms of self-awareness. Therefore, no correlation exists.

Table 12. Significant Relationship of Teacher's Workload to the Teacher's Work Performance

Teacher's Workload	Teacher's Work Performance	<i>r</i>	Degree of Correlation	<i>p</i> -value	Analysis
Ancillary Functions		.034	Very Weak Correlation	.737	Not Significant
Classroom Procedures	Individual Performance	.468	Moderate Correlation	.000	Significant
Professional Growth	Commitment and Review Form (IPCRF)	.369	Weak Correlation	.000	Significant
Counseling and mentoring		.367	Weak Correlation	.000	Significant

<i>Coordination activities and community social services</i>	.262	Weak Correlation	.008	Significant
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Legend:

$\pm 0.80 - \pm 1.00$ *Very strong*

$\pm 0.60 - \pm 0.79$ *Strong*

$\pm 0.40 - \pm 0.59$ *Moderate*

$\pm 0.20 - \pm 0.39$ *Weak*

$\pm 0.00 - \pm 0.19$ *Very weak*

Table 12 presents the significant relationship between the Teacher's Workload to the Teacher's Work Performance

The *Classroom Procedures, Professional Growth, Counseling and mentoring, and Coordination activities and community social services* of the Teacher's Workload was observed to have a significant relationship to the Teacher's Work Performance. This is based on the computed r values obtained from the tests with weak to moderate relationship. Furthermore, the p-values obtained were less than the significance alpha 0.05, hence there is a significance.

CONCLUSION

A teacher's workload across a variety of areas and emotional intelligence are significantly correlated, in our opinion. The findings imply a link between a teacher's emotional intelligence and workload in areas like classroom procedures, professional development, counseling and mentoring, and coordination tasks. This suggests that as a teacher's workload in these areas increases, they may become more emotionally intelligent. It's important to note, though, that the correlation shown in this table does not necessarily imply causation, and other factors may have an impact as well. Nevertheless, these results offer crucial understandings into how the teaching profession's workload and emotional intelligence are related. To help teachers manage their classrooms, this knowledge can be helpful in creating strategies.

RECOMMENDATIONS

It is recommended that school administrators and heads continue to keep an eye on all teachers within their school organization, as well as all other staff, to make sure that their workloads are manageable and enable them to do their jobs effectively. To maximize each teacher's potential in all areas of teaching, it is important to evenly distribute and balance each teacher's workload. Refrain from giving those who are less experienced or who you may believe to be more capable more work than their fair share. The teachers should continue to be resilient and emotionally intelligent as it can help them perform better in their professional responsibilities. Provide more support and programs for teachers' ongoing professional development and growth.

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