EMOTIONAL INTELLIGENCE AND WORKLOADS: THEIR INFLUENCE ON THE STRESS OF TEACHERS

Jeah C. Balvestamin[1]
Felinita III R. Doronio, PhD[2]

[1] *Teacher I, Elementary Department, Cabuga Elementary School, Agusan del Sur, Philippines*
[2] *Professor, Graduate School, Assumption College of Nabunturan, Davao, Philippines*

ABSTRACT

This study examined the predictive relationship between emotional intelligence, workloads, and the stress levels of teachers in Loreto District, Agusan del Sur. Utilizing a descriptive-correlational research design, the study involved 146 public elementary school teachers selected through a universal sampling. Adapted and validated survey questionnaires served as the primary data-gathering tools to assess emotional intelligence (ability-based and trait-based), workloads (academic and non-academic), and stress (physical, behavioral, sleep, emotional, and personal habits). The results revealed that teachers generally demonstrated a high level of emotional intelligence and a low perception of workload. A statistically significant but weak positive correlation was found between emotional intelligence and stress. However, no significant relationship was found between workload and stress. These findings implied that while emotional intelligence is somewhat associated with stress, neither it nor workload strongly influences stress levels. The study recommends that schools provide support programs that promote emotional regulation and foster teacher well-being to maintain a positive school environment.

Keyword: *Educational administration, emotional intelligence, workloads, stress, teachers, descriptive-correlational study*

1. Introduction

Stress is a typical, natural, and appropriate physiological and psychological response to threatening events that influence a person's emotional and physical well-being. With an annual estimated cost of 300 billion dollars, the research highlights the far-reaching impact of workplace stress (Brougham et al., 2009). This warrants an emergent response stress, particularly for the teacher who has to perform multiple roles: mentor, motivator, facilitator, collaborator, integrator in technology, mediating-expert, and lifelong learner. Thus, the global education crisis exacerbates unacceptable conditions, undermining the development at the community level and the hegemonic strength of a nation.

According to McCallum et al. (2017), a study in the United Kingdom revealed that around 60 percent of teachers felt so stressed that it affected their work. The research established a significant relationship between the stress levels of instructors and their absence, which thus decreased the quality of their teaching and hurt students' academic performance. This research is significant since it establishes how instructors' difficulties impact their health and ability to teach students. The findings emphasize the need for measures that can support teachers in mitigating stress.

In the Philippines, a study in the Tagum North District, Davao del Norte, by Bongo and Casta (2018) sought to explore the emotional and occupational Stress among teachers, particularly newly hired teachers. A significant relationship exists between properties with low emotional and occupational stress. This shows that even if teachers do not have too much Stress, combining both factors can still affect their Health and functioning.

Teachers in the Loreto District of Loreto, Agusan del Sur face amplified challenges due to local resource constraints, complex community dynamics, and unique regional issues, leading to heightened stress levels. These sources of stress are insufficient classroom resources, restricted availability of professional development, cultural obstacles to communication with families, and extra workloads from coordinatorships. The researcher's experiences at Cabuga Elementary School compounds the need for this research seeing a committed colleague who was burn out and resigned. While individual relationships between emotional Intelligence, workload, and stress have been studied, research on their combined influence on Philippine school teachers is lacking. This study aims to address this gap by examining these relationships through a survey of teachers in the Loreto District.

1.1 Purpose of the Study

This study examines the level of stress experienced by teachers in the Loreto District and investigates the relationship between their emotional intelligence, workload, and stress levels. The research will explore whether higher emotional intelligence is associated with better coping mechanisms for managing heavy workloads.

1.2 Literature Review

Various related literature and studies are presented to provide direction and a frame of reference for this study. It includes literature as well as studies that are directly or indirectly associated with this study.

Emotional Intelligence

This is the ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in oneself and others (Salovey & Mayer, 2009). This multifaceted construct encompasses a range of abilities related to emotional processing, understanding, and management. Different models of EI exist, with some emphasizing the cognitive aspects of emotional processing (ability models) and others focusing on the personality traits associated with emotional competence (trait models) (Petrides & Furnham, 2000).

Various perspectives on the relationship between emotion and cognition have influenced the development of EI theory. As stated by Dursun et al (2010), early views often portrayed emotions as disruptive forces that interfered with rational thought. This perspective highlights the importance of emotional awareness, understanding, and regulation in effective decision-making, problem-solving, and social interactions (Mayer et al., 2008). Early perception considered emotions distracting forces intruding on rational thought (Dursun et al., 2010). According to this perspective, emotional awareness, comprehension, and control are important features of quality decision-making, problem-solving, and social interaction (Mayer et al., 2008). Being able to manage one's own emotions successfully is highly significant in dealing with complex social situations and maintaining good relationships.

Workloads

For teachers, workload entails a multifaceted interaction of administrative tasks, academic duties, and community participation, tending to be perceived as overwhelming (Westberg et al., 2006). Individual ability, resources, and the inherent nature of teaching life determine this subjective experience. The concept of workload is not simply about the number of hours worked but also the perceived intensity, complexity, and demands of the tasks.

Research consistently demonstrates a strong link between excessive workload and negative teacher wellbeing. High workload is associated with increased Stress, burnout, and decreased job satisfaction (Kyriacou, 2001; Skaalvik & Skaalvik, 2007). These adverse outcomes can be expressed in many forms, such as physical and mental illnesses, absenteeism, and decreased teacher efficiency. In addition, the effect of workload goes beyond individual teachers to influence the general quality of education and students' performance. Excessive teacher turnover rates, usually associated with unworkable workloads, can interfere with school stability and adversely affect learning among pupils (Ingersoll, 2003).

Stress

Stress is something that touches nearly everyone at some point in their lives. It is a normal response to challenging situations (Silverman et al., 2010). A little bit of stress can be beneficial. It can push people to take positive steps and inspire meaningful change. However, if the Stress is too fantastic or goes on too long, it can be harmful and create significant risks to our well-being, both physically and mentally. Stress somewhat impacts everyone, acting as a natural reaction to difficult circumstances (Silverman et al., 2010). Stress can be beneficial in small doses, motivating us to make positive changes and grow.

However, when stress becomes excessive or chronic, it can seriously affect our mental and physical well-being. This model breaks down our response to stress into three stages: alarm, resistance, and exhaustion. If we are exposed to stressors for too long, we can reach the exhaustion stage, which is marked by a weakened ability to fend off illness and a higher risk of various health issues.

2. Methods

The study utilized descriptive correlational design. The respondents of the study were the 146 elementary school teachers in Agusan del Sur Caraga Region selected through universal sampling. Three adapted questionnaires were used to gather the necessary data. These were emotional intelligence (Baqutayan, 2017), workloads (Akira Puteri, 2020, and stress (Bolivar, 2017).

Data were analyzed using the statistical tool. Mean was employed to describe the level of emotional intelligence (ability based and trait based), workload (non academic and academic) , and stress (Physical, emotional, behavioral,sleep, personal habits). Pearson product-moment correlation was utilized to determine the interrelationships of emotional intelligence, workload, and stress. To determine the predictors of each variable, multiple linear regression was used.

3. Results and Discussions

3.1. Descriptive Analysis

Table 1
Ability Based

Indicators	Mean	Description
1. I have control over my emotions.	3.52	Strongly Agree
2. I have the strength to cope with any challenges.	3.46	Agree
3. When I feel difficulty in my educational activities, I remember times I faced similar obstacles and overcame them.	3.51	Strongly Agree
4. I expect that I will do well on most of the tasks I am assigned.	3.5	Strongly Agree
5. I motivate myself by imagining good grades for the academic tasks I am given.	3.48	Agree
6. I can learn from my mistakes and do better next time.	3.66	Strongly Agree
7. When I am in a positive mood, I can perform more creatively in my assigned projects.	3.68	Strongly Agree
8. I energize myself whenever I feel low.	3.54	Strongly Agree
9. I seek out activities that release my Stress.	3.46	Agree
10. I always finish a task on time.	3.14	Agree
11. I can manage work, study and personal life.	3.45	Agree
Overall Mean	**3.50**	Strongly Agree

Table 1 presents the level of emotional intelligence in terms of ability-based. As shown in the table, the overall mean for ability-based responses is **3.50**, which is described as **strongly agree**. The highest mean is **3.68** for the item, *When I am in a positive mood, I can perform more creatively in my assigned projects*. The lowest mean is **3.14** for the item, *I always finish a task on time*. The highest item is described as **strongly agree**, while the lowest item is described as **agree**.

Table 2
Trait-Based

Indicators	Mean	Description

1. I am a self-motivated person	3.64	Strongly Agree
2. I always tell myself that I am a competent person.	3.31	Agree
3. I always encourage myself to do the best	3.58	Strongly Agree
4. I always set goals for myself and then try my best to achieve them	3.57	Strongly Agree
5. Prioritizing is my way of managing a task	3.54	Strongly Agree
6. I am good at managing my moods and try not to bring negative emotions to my studies	3.53	Strongly Agree
7. I can manage good relationships with my supervisor/lecturer/colleague.	3.54	Strongly Agree
8. I develop a positive learning environment	3.60	Strongly Agree
9. I am a multiple-task performer	3.42	Agree
10. I get along well in a team setting	3.42	Agree
11. I take constructive criticism well	3.53	Strongly Agree
Overall Mean	**3.52**	Strongly Agree

Table 2 presents the result of the level of emotional intelligence in terms of trait based. As shown in the table, the overall mean for trait-based responses is **3.52**, which is described as **strongly agree**. The highest mean is **3.64** for the item, *I am a self-motivated person*. The lowest mean is **3.31** for the item, *I always tell myself that I am a competent person*. The highest item is described as **strongly agree**, while the lowest item is described as **agree.**

Table 3
Non-Academic

Indicators	Mean	Description
1.Doing administrative work involves tasks outside the school	3.29	Agree
2. Engaging in extracurricular activities.	3.51	Strongly Agree
3. Attending meetings with parents	3.66	Strongly Agree
4. Planning events and coordinating their logistics to ensure memorable experiences	3.59	Strongly Agree
5. Accompanying students during competitions	3.68	Strongly Agree
6. Doing daily communication with parents	3.19	Agree
7. Participating in committee meetings for outer school activities.	2.98	Agree
8. Gathering funds through financial contributions	2.53	Agree
9. Overseeing students before, during, and after the school day, such as during breaks and assemblies	3.12	Agree

10. Accompanying students during competitions	2.89	Agree
Overall Mean	2.57	Agree

Table 3 presents the result of the level of workload in terms of non-academic works. **As shown in the table**, the overall mean for non-academic responses is **2.57**, which is described as **agree**. The highest mean is **3.68** for the item, *Accompanying students during competitions*. The lowest mean is **2.53** for the item, *Gathering funds through financial contributions*. The highest item is described as **strongly agree**, while the lowest item is described as **agree**.

Table 4
Academic

Indicators	Mean	Description
1. Planning the lesson before teaching.	3.67	Strongly Agree
2. Engaging students actively in exploring lesson material for deeper understanding.	3.60	Strongly Agree
3. Providing well-designed learning materials.	3.48	Agree
4. Monitoring and addressing individual learning needs.	3.56	Strongly Agree
5. Fostering the development of student leadership and teamwork skills.	3.51	Strongly Agree
6. Integrating technology to maximize students' learning process.	3.53	Strongly Agree
7. Providing enrichment and/or remediation within the classroom when needed.	3.48	Agree
8. Recording students' attendance to maintain accurate day-to-day basis records.	3.44	Agree
9. Keeping records of students' performance to track their academic progress.	3.49	Agree
10. Setting up the classroom or teaching space by arranging and organizing it for the best learning environment.	3.57	Strongly Agree
Overall Mean	3.53	Strongly Agree

Table 4 presents the result of the level of emotional regulation in terms of perspective taking. As shown in the table, the overall mean for academic responses is 3.53, which is described as strongly agree. The highest mean is 3.67 for the item, *Planning the lesson before teaching*. The lowest mean is 3.44 for the item, *Recording students' attendance to maintain accurate day-to-day basis records*. The highest item is described as strongly agree, while the lowest item is described as agree.

Table 5
Physical

Indicators	Mean	Description
1. My body feels tense all over.	3.03	Agree
2. I have nervous sweat or sweaty palms.	3.14	Agree
3. I have a hard time feeling really relaxed.	3.07	Agree

4. I have severe or chronic lower back pain.	3.15	Agree
5. I get severe or chronic headaches.	3.14	Agree
6. I get tension or muscle spasms in my face, jaw, neck or shoulders.	3.19	Agree
7. My stomach quivers or feels upset.	3.11	Agree
8. I get skin rashes or itching.	3.04	Agree
9. I have problems with my bowels (constipation, diarrhea)	3.08	Agree
10. I need to urinate more than most people.		
11. My ulcer bothers me.	3.17	Agree
12. I feel short of breath after mild exercise, like climbing up four flights of stairs.	3.15	Agree
13. Compared to most people, I have a very small or a very large appetite.	3.10	Agree
14. My weight is more than 15 pounds higher than what is recommended for a person my height and build.	3.01	Agree
15. I smoke tobacco.	3.14	Agree
16. I get sharp chest pains when I am physically active.	3.04	Agree
17. I lack physical energy.	3.09	Agree
18. When I am resting, my heart beats more than 100 times a minute.	3.08	Agree
19. Because of my busy schedule, I miss at least two meals during the week.	3.08	Agree
20. I do not really plan my meals for balanced nutrition.	3.14	Agree
21. I spend less than 3 hours a week getting vigorous physical exercise (running, playing basketball, tennis, swimming, etc.).	2.27	Agree
Overall Mean	3.06	Agree

Table 5 presents the result of the level of stress in terms of physical stressor. As shown in the table, the overall mean for physical responses is 3.06, which is described as agree. The highest mean is 3.19 for the item, *I get tension or muscle spasms in my face, jaw, neck or shoulders*. The lowest mean is 2.27 for the item, *I spend less than 3 hours a week getting vigorous physical exercise (running, playing basketball, tennis, swimming, etc.)*. Both the highest and lowest items are described as agree.

Table 6
Behavioral

Indicators	Mean	Description
1. I stutter or get tongue-tied when I talk to people.	2.61	Agree
2. I try to work while I am eating lunch.	2.59	Agree
3. I have to work late.	2.94	Agree
4. I go to work/school even when I feel sick.	2.74	Agree
5. I have so much work to do/I have so many projects and backlogs to do at	2.96	Agree

home.		
6. I drink alcohol or use drugs/medicines to relax.	3.29	Agree
7. I have more than two beers, eight ounces of wine or three ounces of hard liquor a day.	3.25	Agree
8. When I drink, I like to get really drunk.	3.17	Agree
9. I get drunk or "high" with other drugs more than once. a week	3.03	Agree
10. When I am feeling high from alcohol or drugs, I will drive a motor vehicle.	3.32	Agree
11. I tend to stumble when walking or have more accidents than other people	3.28	Agree
12. In any given week, I take at least one prescription drug without the recommendation of a physician, e.g., amphetamines, barbiturates	3.29	Agree
13. I have problems with my sex life/love life	3.32	Agree
14. At least once during the week, I will make bets for money.	3.22	Agree
15. After dinner, I spend more time alone or watching TV than I do talking with my family or friends	3.17	Agree
16. I arrive at work/school late or late for classes	3.37	Agree
17. At least once during the week, I have a shouting match with a co-worker, supervisor/classmate/family members	3.31	Agree
Overall Mean	3.11	Agree

Table 6 presents the result of the level of stress in terms behavioral. As shown in the table, the overall mean for behavioral responses is 3.11, which is described as agree. The highest mean is 3.37 for the item, *I arrive at work/school late or late for classes*. The lowest mean is 2.59 for the item, *I try to work while I am eating lunch*. Both the highest and lowest items are described as agree.

Table 7
Emotional

Indicators	Mean	Description
1. I have found that the best way to deal with hassles and problems is to avoid thinking or talking about them consciously	3.20	Agree
2. I have trouble remembering things.	3.33	Agree
3. I feel anxious or frightened about problems I cannot really describe	3.15	Agree
4. I worry a lot	3.43	Agree
5. It is important for me not to show my emotions to my family	3.25	Agree
6. It is hard for me to relax	3.31	Agree
7. It is best if I do not tell even my closes friend how I am really feeling	3.21	Agree
8. I find it hard to talk when I get excited	3.29	Agree
9. I feel very angry inside	3.42	Agree
10. I have temper outbursts that I cannot control.	3.46	Agree

11. When people criticize me, even in a friendly, constructive way, I feel offended	3.47	Agree
12. I feel extremely sensitive and irritable	3.39	Agree
13. My emotions change unpredictably and without any apparent reason.	3.12	Agree
14. I feel like I really cannot trust anyone	3.17	Agree
15. I feel like other people do not understand me	3.30	Agree
16. I really do not feel good about myself	3.39	Agree
17. Generally, I am not optimistic (positive) about my future	3.63	Strongly Agree
18. I feel very tired and disinterested in life	3.33	Agree
19. Impulsive behavior has caused me problems	2.49	Agree
20. I felt so bad that I thought of hurting myself	3.28	Agree
21. When I have an important personal problem I cannot solve myself, I do not seek professional help	2.86	Agree
Overall Mean	3.22	Agree

Table 7 presents the result of the level of stress in terms emotional..**As shown in the table**, the overall mean for emotional responses is **3.22**, which is described as **agree**. The highest mean is **3.63** for the item, *Generally, I am not optimistic (positive) about my future*, which is described as **strongly agree**. The lowest mean is **2.49** for the item, *Impulsive behavior has caused me problems*, which is described as **agree**

Table 8
Sleep

Indicators	Mean	Description
1. I have trouble falling asleep	3.05	Agree
2. I take pills to get to sleep	3.17	Agree
3. I have nightmares or repeated bad dreams	3.26	Agree
4. I wake up at least once in the middle of the night for no apparent reason	3.27	Agree
5. No matter how much sleep I get, I awake feeling tired.	3.31	Agree
Overall Mean	3.21	Agree

Table 8 presents the result of the level of stress in terms of sleep..**As shown in the table,** the overall mean for the responses is **3.21**, which is described as **agree.** The highest mean is **3.31** for the item, *No matter how much sleep I get, I awake feeling tired*. The lowest mean is **3.05** for the item, *I have trouble falling asleep*. Both items are described as **agree.**

Table 9
Personal Habits

Indicators	Mean	Description

1. I spend less than three hours a week working on a hobby of mine	2.97	Agree
2. I spend less than one hour a week writing personal letters, writing in a diary or writing creatively	3.34	Agree
3. I spend less than 30 minutes a week talking casually with my neighbors	3.29	Agree
4. I lack time to read the daily newspaper/or watch the news on TV	3.21	Agree
5. I watch television for entertainment for more than one hour a day	3.19	Agree
6. I drive in a motor vehicle faster than the speed limit for the excitement and challenge of it	3.33	Agree
7. I spend less than 30 minutes a day working toward a life goal or ambition of mine.	3.27	Agree
Overall Mean	3.23	Agree

Table 9 presents the result of the level of stress in terms of sleep. As shown in the table, the overall mean for personal habits is 3.23, which is described as agree. The highest mean is 3.34 for the item, *I spend less than one hour a week writing personal letters, writing in a diary or writing creatively*. The lowest mean is 2.97 for the item, *I spend less than three hours a week working on a hobby of mine*. Both items are described as agree.

3.2 Significant Relationships

Table 10
Correlation Analysis Between Emotional Intelligence and Social Stress

Variables	R	P-value	Decision
Social Stress Emotional Intelligence	0.203	0.022	Reject Ho_1

Table 10 presents the correlation analysis between emotional intelligence and stress among school teachers in the Loreto District. As shown in the table, the correlation coefficient (r) of 0.203 indicates a negligible positive correlation between emotional intelligence and stress. The p-value of 0.022 is less than the 0.05 level of significance, suggesting that the relationship is statistically significant. Hence, the null hypothesis is rejected.

Table 11
Correlation Analysis Between Workload and Stress

Indicators	R	P-value	Decision
Stress Workload	0.069	0.442	Accept Ho

Table 11 below shows the correlation analysis between workload and stress among teachers in the Loreto District. Based on the table, the correlation coefficient (r) of 0.069 indicates a negligible positive correlation between workload and stress. The p-value of 0.442 is greater than 0.05, indicating that the relationship is not statistically significant. Consequently, the null hypothesis is accepted. This suggests that workload, whether academic or non-academic, does not significantly influence the stress levels experienced by the teachers in this study.

3.3 Predictor to Stress

Table 12
Emotional Intelligence as Predictor to Stress

Indicator	B	Beta	T	Sig.	Interpretation
Constant	2.94	—	29.181	.000	Significant
Ability	0.23	.078	0.784	.435	Not significant
Trait-Based	0.04	.157	1.584	.116	Not significant

Table 12 displays the regression analysis of emotional intelligence indicators predicting stress. As shown in the table, none of the emotional intelligence dimensions significantly predict stress, as all p-values are greater than 0.05. The trait-based emotional intelligence had the stronger influence (β = .157), but it was still not statistically significant (p = .116). This implies that neither ability-based nor trait-based emotional intelligence can significantly forecast the stress levels of teachers in this study.

Table 13

Regression Coefficients for Workload Predicting Stress

Indicator	B	Beta	t	Sig.	Interpretation	
Constant	3.095	—	32.611	.000	constant	
Non- academic	.019	.070	.0720	.473	Not significant	
Academic	.004	.015	.155	.877	Not significant	

Table 13 presents the regression analysis of workload dimensions predicting stress among teachers. None of the workload dimensions significantly predict stress among teachers, as shown by p-values greater than 0.05. Although non-academic workload showed a slightly higher beta coefficient (β = .070), it was not statistically significant (p = .473). These findings suggest that workload types do not serve as predictors of stress levels among the respondents

4. CONCLUSIONS

The findings of this study revealed that emotional intelligence and workload, though generally perceived to be high among teachers, contribute minimally to their reported levels of stress. Emotional intelligence demonstrated a weak yet statistically significant correlation with stress, suggesting that while emotionally intelligent teachers may exhibit some capacity for managing stress, the strength of this association is not sufficient to draw firm conclusions about its protective role. On the other hand, workload whether academic or non-academic showed no significant relationship with stress, reinforcing the notion that the volume of tasks alone does not necessarily lead to elevated stress levels.

Furthermore, regression analysis confirmed that neither emotional intelligence nor workload significantly predicts stress among teachers. This outcome implies that stress is a multifaceted phenomenon influenced by a broader set of variables beyond cognitive-emotional skills and task volume. Factors such as administrative support, classroom management challenges, student behavior, organizational climate, role clarity, and even personal circumstances like health, family responsibilities, and financial concerns may exert greater influence on stress levels. These contextual and individual dynamics often interact in complex ways that cannot be fully captured by isolated predictors.

Therefore, while emotional intelligence and workload remain relevant aspects of the teaching experience, they do not fully account for the variability in teacher stress observed in this study. This highlights the need for future research to explore other potential predictors and mediating variables. Additionally, interventions aimed at reducing teacher stress may benefit from a more holistic approach addressing institutional support systems, enhancing resilience training, fostering collegial collaboration, and promoting work-life balance rather than focusing solely on emotional competence or task load management.

5. ACKNOWLEDGEMENT

The researcher would like to express her sincere gratitude to all the people who have extended their support to this undertaking. She is grateful to her adviser, the panel members, the faculty of the Assunption College of Nabunturan Graduate School for their guidance and assistance extended to her. To her fiancé, family, friends, and colleagues in Cabuga Elementary School for their support and inspiration.

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