

Emotional Intelligence and Occupational Stress: Its Influence on Teacher's Productivity

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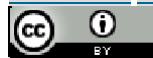
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ABSTRACT

Teaching is widely recognized as one of the most demanding professions, with educators frequently encountering work-related stress and navigating various adversities within the school environment. Amidst these challenges, resilience and courage become essential attributes that enable teachers to adapt and persevere. This study aimed to determine the influence of emotional intelligence and occupational stress on teachers' productivity. Utilizing a descriptive-correlational research design with regression analysis, the study involved 261 teacher-respondents. Inferential analysis revealed two key findings. First, emotional intelligence was found to have a statistically significant influence on teachers' productivity; however, the nature of this influence was negative, suggesting that higher emotional intelligence scores were associated with lower productivity levels. Second, occupational stress showed no significant influence on teachers' productivity. The negative relationship between emotional intelligence and productivity presents a compelling implication: it is possible that highly emotionally intelligent teachers may invest substantial time and energy in managing interpersonal relationships, addressing student emotional needs, and navigating complex social dynamics—efforts that, while valuable, may not be fully captured by traditional productivity metrics. Empowered and motivated teachers remain instrumental in achieving positive work-related outcomes, underscoring the need for schools to recognize and support the holistic contributions of their educators.

INTRODUCTION

Teaching demands emotional resilience amid mounting challenges to teachers' mental health. Public school teachers face high work-related stress from sources like learner misbehavior, interpersonal conflicts, long hours, heavy teaching loads (minimum 6 hours daily plus 2 hours of incidental tasks), and extracurricular duties such as home visitations, faculty meetings, and learning action cells (LAC) (Jimenez, 2021a; Jimenez, 2020). In the Bocaue District, shifting classes exacerbate this, with teachers handling 6-7 classes daily and only 30-minute breaks, leading to exhaustion, depersonalization, cynicism, emotional distancing, and reduced personal accomplishment (Johnson, 2022; Go et al., 2020; Jimenez, 2021b).

Research highlights clear trends: occupational stress triggers anxiety, depression, and burnout, impairing teachers' well-being and productivity while harming educational quality and learner achievement (Asio 2021a; Alonge & Osagiobare, 2020). EI emerges as a counterforce – teachers with higher emotional quotients report greater job satisfaction, stronger relationships with colleagues, learners, and stakeholders, and better performance (Khoshnoodfar & Pahlavani, 2018; Riego de Dios, 2020). Anchored in Thorndike's (1920) social intelligence theory, which defines it as "the ability to understand and manage people... to act wisely in human relations," EI fosters emotion regulation essential for success amid adverse changes. Filipino teachers show notable resilience (Pekas et al., 2022), yet productivity hinges on balancing personal needs with organizational demands, including rational workload management and supportive supervision (Asio 2021b).

Despite these insights, issues persist. Teachers juggle core duties with time-intensive extras, leaving little room for personal reflection or professional growth. Nevertheless, they are still satisfied and persevere forward even after the pandemic subsided their productivity never faltered in developing materials essential for learning (Asio & Jimenez, 2020; Asio & Jimenez, 2021; Cubabcub & Jimenez, 2024). Public school settings amplify stress variability, with productivity tied to overwhelming loads rather than skill alone. Emotionally drained teachers struggle to display positive dispositions in class, undermining effective teaching and exacerbating post-pandemic learning loss – not universally experienced but evident in disrupted progress (Carroll & Constantinou, 2022).

Literature gaps remain stark: few studies integrate EI and occupational stress to predict productivity in Philippine public schools, especially district-level contexts like Bocaue. Existing work overlooks localized stressors (e.g., shifting classes, minimal breaks) and coping mechanisms for resilience. Interventions lag, with calls for programs addressing depression, anxiety, and stress (Leikuma-Rimicane et al., 2023), yet little guidance on training for higher-order thinking, collaboration, and 21st-century skills amid learning recovery.

This study bridges these gaps by examining how EI and occupational stress influence teachers' productivity in Bocaue District public schools. It offers novel insights into their interplay, clarifying pathways for proficient teaching – via enhanced EI, stress coping, efficient lesson delivery, and integrative styles. Findings will inform a proposed training program, empowering teachers to boost

resilience, emotional health, and output. Ultimately, this advances teacher education, strengthens related research, and aids recovery from pandemic-induced learning loss, prioritizing mental health for sustained educational progress..

LITERATURE REVIEW

The Emotional Intelligence Theory

This study draws on Goleman's (1995) emotional intelligence (EI) theory, as cited in Razzaq et al. (2016), which posits EI as the capacity to recognize, understand, and manage one's own emotions and those of others to guide thinking, actions, and relationships. In teaching, high EI equips educators to navigate emotional challenges, foster positive interactions with learners and colleagues, and sustain motivation amid daily stressors, directly boosting productivity and learning outcomes.

The Stress and Coping Theory

Complementing EI is Lazarus and Folkman's (1984) transactional theory of stress and coping, as cited in Rourke et al. (2024), where stress emerges from person-environment interactions evaluated through primary (threat assessment) and secondary (resource evaluation) appraisals. Coping follows via problem-focused strategies (e.g., task management) or emotion-focused ones (e.g., meditation, social support; Cummings, 2008). For teachers, this framework explains how occupational stressors like heavy workloads trigger appraisals that, without effective coping, erode productivity—yet EI enhances adaptive appraisals, enabling resilience.

Linking Theories to Teacher Productivity

Together, these theories illuminate how EI moderates occupational stress to influence productivity in Philippine public schools. EI empowers teachers to appraise stressors constructively, deploy coping mechanisms, and maintain emotional equilibrium, transforming potential burnout into resilient performance. Recent DepEd policies reinforce this: DO No. 002, s. 2024 removes administrative tasks, and DO No. 005, s. 2024 rationalizes overload payments, aligning personal needs with organizational demands to elevate teachers as effective instructional leaders.

By integrating EI and stress-coping dynamics, this research demonstrates how enhanced emotional quotients help teachers surmount daily challenges, regulate emotions, and convert stressors into growth opportunities. This fosters higher productivity—measured in efficient lesson delivery, learner engagement, and professional leadership—ultimately advancing DepEd's mission amid post-pandemic recovery.

Conceptual Framework

Based on the theoretical and empirical literature, this shows the interconnection between emotional intelligence and occupational stress to the teacher’s productivity that encompasses the theories of intelligence and stress and coping and how these theories will be used as a strong springboard to devise mechanisms in dealing with factors that contribute to stress at work and increased teacher’s performance in school as instructional manager by the learners.

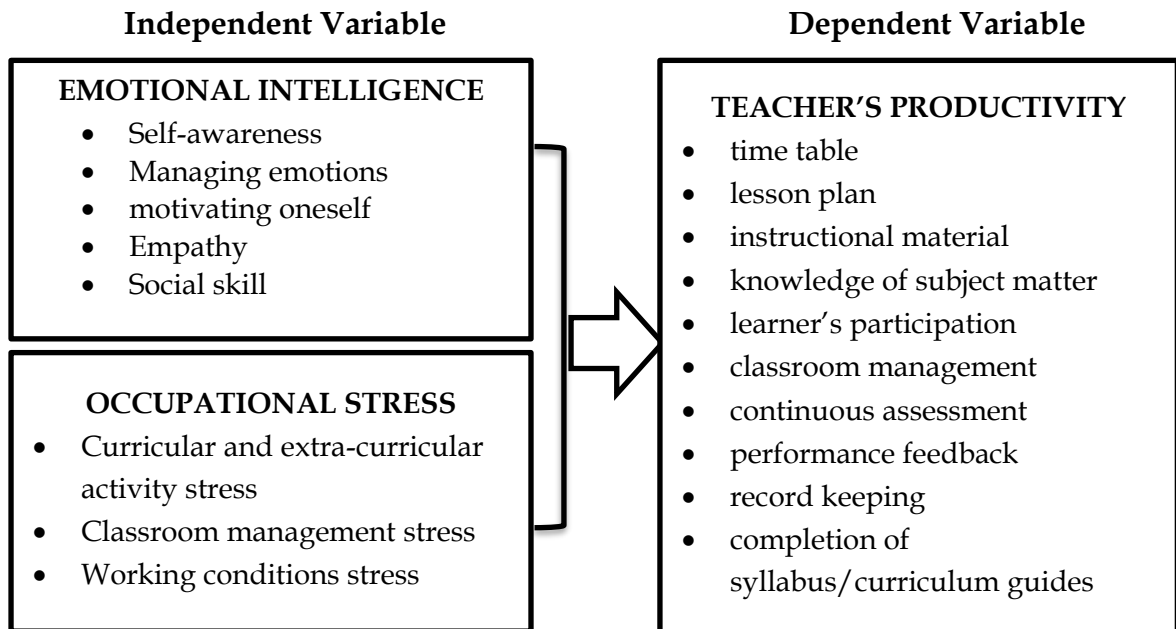


Figure 1. Conceptual Framework

METHODOLOGY

This study employed a descriptive-correlational design supplemented by regression analysis to assess relationships among emotional intelligence (EI), occupational stress, and teacher productivity among elementary public school teachers in a Schools Division Office, Central Luzon, Philippines, during School Year 2024-2025.

The descriptive-correlational approach profiles levels of EI, occupational stress, and productivity while testing their interrelationships, consistent with McCombes (2023) and Asio (2021c), who describes such methods as systematically portraying populations or phenomena—addressing "what," "where," "when," and "how" without causal inference. Regression analysis builds on this by modeling predictive effects, quantifying how EI mitigates stress to elevate instructional output.

The target population comprised 490 full-time public elementary teachers across 16 schools in a District, identified via DepEd's Freedom of Information portal. Using simple random sampling and Raosoft's sample size calculator (95% confidence level, ±5% margin of error), 261 respondents were selected to ensure representativeness.

Respondents met these criteria: (1) teaching in public elementary schools (Grades 1–6), (2) regular permanent employees, (3) at least one year of service, and (4) reporting work-related stress. Excluded were kindergarten teachers,

newly hired staff (SY 2023-2024), and substitute teachers. Selection ignored demographics (e.g., age, civil status, gender, health, school head's gender), grade levels, or roles of learners, parents, administrators, or non-teaching personnel.

RESEARCH RESULT AND DISCUSSION

Emotional Intelligence of Teachers

Emotional Intelligence of Teachers in Terms of Self-Awareness

The assessment of teachers' self-awareness, detailed in Table 1, reveals a high level of competency in this domain, with an average weighted mean of 4.40 (SD = 0.500), interpreted as "Applies." Educators demonstrated a particularly strong ability to identify their emotional states, with the highest mean scores for recognizing happiness (M = 4.72) and acknowledging when they are being emotional (M = 4.53). The consistent agreement that "awareness of their own emotions is crucial at all times" (M = 4.57) underscores the value teachers place on this skill. This indicates that teachers are not only aware of their feelings but also recognize the importance of this awareness in their professional practice.

The implication of this heightened self-awareness is profound. Teachers who are attuned to their emotional states are better equipped to regulate their reactions in the classroom, model emotional maturity for their students, and create a stable and supportive learning environment. This foundational skill is critical for preventing emotional burnout and fostering positive teacher-student relationships.

This finding aligns with recent literature emphasizing the importance of intrapersonal emotional intelligence in education. For instance, Valente and Lourenço (2020) found that self-awareness is a key predictor of teacher well-being and resilience, enabling educators to navigate the emotional demands of the profession more effectively. Furthermore, Aldrup et al. (2020) highlighted that teachers' emotional competence, including self-awareness, is crucial for managing classroom disruptions and building supportive relationships with students.

Table 1. Emotional Intelligence of Teachers in Terms of Self-Awareness

Statement	Mean	SD	Interpretation
1) I realize immediately when I lose my temper.	4.35	0.736	Applies
2) I know when I am happy.	4.72	0.514	Always Applies
3) I usually recognize when I am stressed.	4.43	0.674	Applies
4) When I am being emotional" I am aware of this.	4.53	0.614	Always Applies
5) When I feel anxious, I usually can account the reason/s.	4.32	0.646	Applies
6) I always know when I'm being unreasonable.	4.20	0.751	Applies
7) Awareness of my own emotions is very important to me at all times.	4.57	0.637	Always Applies

8) I can tell if someone has upset or annoyed me.	4.24	0.817	Applies
9) I can let anger "go" quickly so that it no longer affects me.	4.07	0.816	Applies
10) I know what makes me happy.	4.54	0.652	Always Applies
Average Weighted Mean	4.40	0.500	Applies

Emotional Intelligence of Teachers in Terms of Managing Emotions

Table 2 presents findings on teachers' ability to manage emotions, with an average weighted mean of 3.95 (SD = 0.610), also interpreted as "Applies." Teachers demonstrated a notable capacity to "surpass their emotions when needed" (M = 4.11) and to not let stressful situations affect them outside of work (M = 4.07). These results suggest that teachers employ effective strategies to regulate their emotional responses, maintaining professionalism and composure even in challenging circumstances.

The implications are significant for the sustainability of the teaching profession. Effective emotion management enables teachers to compartmentalize work-related stress, preventing it from encroaching on their personal lives. This skill is essential for long-term job satisfaction and retention, as it helps mitigate the risk of emotional exhaustion, a core component of burnout.

These findings are supported by Mérida-López et al. (2022), who demonstrated that teachers' use of adaptive emotion regulation strategies, such as cognitive reappraisal, is associated with higher levels of engagement and lower levels of burnout. Their research underscores the role of emotion management as a protective factor in the high-stress environment of education.

Table 2. Emotional Intelligence of Teachers in Terms of Managing Emotions

Statement	Mean	SD	Interpretation
1) I can "reframe" bad situations quickly.	4.02	0.703	Applies
2) I do not wear my "hear on my sleeve".	3.94	0.819	Applies
3) Others can rarely tell what kind of mood I am in.	3.96	0.785	Applies
4) I rarely "flu off the handle" at other people.	3.85	0.792	Applies
5) Difficult people do not annoy me.	3.73	0.818	Applies
6) I can consciously alter my frame of mind or mood.	3.99	0.711	Applies
7) I do not let stressful situations or people affect me once I have left work.	4.07	0.811	Applies
8) I rarely worry about work or life in general.	3.88	0.827	Applies
9) I can surpass my emotions when I need to.	4.11	0.773	Applies
10) Others often do not know I am feeling about things.	3.96	0.783	Applies
Average Weighted Mean	3.95	0.610	Applies

Emotional Intelligence of Teachers in Terms of Motivating Oneself

The analysis of self-motivation, shown in Table 3, yielded an average weighted mean of 4.23 (SD = 0.543), interpreted as "Applies." Teachers strongly agreed that "motivation has been the key to [their] success" (M = 4.44) and consistently reported an ability to prioritize important tasks (M = 4.37) and meet deadlines (M = 4.32). This reflects a high level of intrinsic motivation, perseverance, and a proactive approach to their professional responsibilities.

The implication of this intrinsic drive is a direct link to teacher effectiveness and student outcomes. Self-motivated teachers are more likely to engage in continuous professional development, implement innovative teaching strategies, and persist in their efforts to reach struggling students, thereby directly contributing to a more dynamic and effective educational experience.

This is corroborated by Gkolia et al. (2020), who found that teacher motivation is a significant predictor of their professional commitment and performance. Asio (2020) also emphasized that the organizational climate greatly influence an individual's performance. Their study emphasized that autonomous motivation, driven by personal value and interest, leads to higher levels of job satisfaction and instructional effectiveness, which are key components of productivity.

Table 3. Emotional Intelligence of Teachers in Terms of Motivating Oneself

Statement	Mean	SD	Interpretation
1) I am able to always motive myself to do difficult tasks.	4.22	0.679	Applies
2) I am usually able to prioritize important activities at work and get on with them.	4.37	0.635	Applies
3) I always meet deadlines.	4.32	0.658	Applies
4) I never waste time.	4.12	0.735	Applies
5) I do not prevaricate (deviate from truth).	4.20	0.764	Applies
6) I believe you should do the difficult things first.	4.12	0.718	Applies
7) Delayed gratification is a virtue that I hold onto.	4.01	0.768	Applies
8) I believe in "Action this Day".	4.27	0.629	Applies
9) I can always motivate myself even when I feel low.	4.19	0.773	Applies
10) Motivation has been the key to my success.	4.44	0.704	Applies
Average Weighted Mean	4.23	0.543	Applies

Emotional Intelligence of Teachers in Terms of Empathy

Teachers demonstrated a strong capacity for perspective-taking, with the highest mean for "always able to see things from the other person's viewpoint" (M = 4.23). The results also indicate a sensitivity to interpersonal dynamics, such as understanding why people act difficultly (M = 4.05) and recognizing when they themselves are being unreasonable (M = 4.12).

The implication of high empathy is a more inclusive and supportive classroom climate. Empathetic teachers are better able to understand the diverse needs of their students, de-escalate conflicts, and build trusting relationships. This social-emotional support is foundational for student engagement, particularly for those facing emotional or behavioral challenges.

Recent studies reinforce this, such as Aldrup et al. (2022), who found that teachers' empathy is positively related to student well-being and academic motivation. Their research highlights that students perceive empathetic teachers as more supportive, which in turn fosters a sense of belonging and encourages active participation in learning.

Table 4. Emotional Intelligence of Teachers in Terms of Empathy

Statement	Mean	SD	Interpretation
1) I am always able to see things from the other person's viewpoint.	4.23	0.676	Applies
2) I am excellent at empathizing with someone else's problem.	4.11	0.700	Applies
3) I can tell if someone is not happy with me.	4.13	0.760	Applies
4) I can tell if a team of people are not getting along with each other.	4.10	0.737	Applies
5) I can usually understand why people are being difficult towards me.	4.05	0.759	Applies
6) Other individuals are not "difficult" just "different".	4.22	0.681	Applies
7) I can understand if I am being unreasonable.	4.12	0.715	Applies
8) I can understand why my actions sometimes offend others.	4.14	0.712	Applies
9) I can sometimes see things from others' point of view.	4.19	0.653	Applies
10) Reasons for disagreements are always clear to me.	4.11	0.723	Applies
Average Weighted Mean	4.14	0.595	Applies

Emotional Intelligence of Teachers in Terms of Social Skills

The findings on social skills, presented in Table 5, show an average weighted mean of 4.11 (SD = 0.639), interpreted as "Applies." Teachers excel in foundational interpersonal skills, such as being "excellent listener[s]" (M = 4.31) and never interrupting conversations (M = 4.25). They also reported a strong ability to build solid relationships with colleagues (M = 4.17), which is crucial for a collaborative work environment.

The implication of strong social skills extends beyond the classroom. These abilities facilitate effective collaboration with colleagues, constructive communication with parents, and the overall creation of a positive school culture. Teachers with strong social skills are often key contributors to a supportive and cohesive staff community, which can buffer against the isolating effects of occupational stress.

This is supported by Collie (2020), whose research on teacher social-emotional competence found that social skills are integral to building supportive relationships with colleagues and school leadership. The study concluded that these positive relationships are a critical resource for enhancing teacher well-being and reducing stress, highlighting the indirect impact of social skills on a healthy school environment..

Table 5. Emotional Intelligence of Teachers in Terms of Social Skill

Statement	Mean	SD	Interpretation
1) I am an excellent listener.	4.31	0.631	Applies
2) I never interrupt other people's conversations.	4.25	0.684	Applies
3) I am good at adapting and mixing with a variety of people.	4.14	0.783	Applies
4) People are the most interesting thing in life for me.	4.01	0.878	Applies
5) I love to meet new people and get to know what makes them "tick".	4.04	0.842	Applies
6) I need a variety of work colleagues to make my job interesting.	4.04	0.808	Applies
7) I like to ask questions to find out what it is important to people.	4.10	0.756	Applies
8) I see working with difficult people as simply a challenge to win them over.	3.99	0.824	Applies
9) I am good at reconciling differences with other people.	4.01	0.781	Applies
10) I generally build solid relationships with those I work with.	4.17	0.758	Applies
Average Weighted Mean	4.11	0.639	Applies

Summary for the Emotional Intelligence of Teachers

Table 6 summarizes the overall emotional intelligence of teachers, revealing a composite weighted mean of 4.16 (SD = 0.487), interpreted as "Applies." Among the five indicators, self-awareness (M = 4.40) and motivating oneself (M = 4.23) were the highest-rated domains, while managing emotions (M = 3.95) was comparatively lower, though still within the "Applies" range. This suggests a well-rounded but nuanced profile of emotional intelligence among educators.

The implication of this high overall EQ is that teachers possess a robust set of internal and interpersonal competencies that are vital for their professional roles. These competencies collectively enable them to navigate the complexities of teaching, from managing their own stress to fostering positive relationships and motivating students. Strengthening the dimension of emotion management could be a targeted area for professional development to further enhance their overall effectiveness.

This aligns with the findings of *Li (2022), who conducted a meta-analysis confirming a significant positive relationship between teachers' emotional intelligence and their job performance. The study underscored that all

dimensions of EI contribute to teachers' ability to create effective learning environments, adapt to challenges, and achieve professional success..

Table 6. Summary for the Emotional Intelligence of Teachers

Indicators	Mean	SD	Interpretation
1) Self-Awareness	4.40	0.500	Applies
2) Managing Emotions	3.95	0.610	Applies
3) Motivating Oneself	4.23	0.543	Applies
4) Empathy	4.14	0.595	Applies
5) Social Skills	4.11	0.639	Applies
Composite Weighted Mean	4.16	0.487	Applies

Teacher's Occupational Stress

Occupational Stress in Terms of Curricular and Extra-Curricular Activity Stress

Table 7 examines stress from curricular and extra-curricular activities, with an average weighted mean of 3.71 (SD = 1.163), indicating that this activity stresses teachers "a little." The most significant stressor was "carrying out school duties during the time dedicated to my family" (M = 4.37), highlighting the conflict between professional demands and personal life. Conversely, "helping a child with poor academic results to progress" (M = 3.49) was perceived as less stressful, suggesting that the core mission of teaching is intrinsically rewarding.

The implication here is a clear tension between work and family life. The stress arising from duties encroaching on personal time points to a need for school policies that respect work-life boundaries. While teachers find fulfillment in student progress, administrative and extra-curricular demands, especially those that infringe on personal time, are a primary source of stress.

This finding is echoed by Skaalvik and Skaalvik (2020), who identified work-life imbalance as a major contributor to teacher burnout. Orte et al. (2024) also pointed the essence of having a healthy lifestyle and quality of life among professionals. Their longitudinal study showed that when teachers feel their work negatively impacts their family life, it significantly erodes their job satisfaction and increases their intention to leave the profession.

Table 7. Occupational Stress of Teachers in Terms of Curricular and Extra-Curricular Activity Stress

Statement	Mea n	SD	Interpretation
1) Carrying out school duties during the time dedicated to my family (e.g. to read and mark offhand papers at home).	4.37	1.429	this activity stresses me a little
2) To make trips with learners.	3.50	1.321	this activity stresses me a little
3) To prepare learners for competitions outside of school hours.	3.80	1.405	this activity stresses me a little
4) To prepare learners for competitions taking place during school hours.	3.71	1.402	this activity stresses me a little
5) To participate with pupils in contests.	3.62	1.415	this activity stresses me a little

6) To work with too heterogeneous classes (different cognitive levels).	3.79	1.396	this activity stresses me a little
7) To have to reckon with my colleagues.	3.60	1.338	this activity stresses me a little
8) To have inspections or evaluative situations in the classroom.	3.75	1.381	this activity stresses me a little
9) To help a child with poor academic results to progress.	3.49	1.395	this activity does not stress me so much
10) To permanently pursue progress in learners' acquisitions.	3.50	1.389	this activity stresses me a little
11) To pay equal attention to each learner.	3.75	1.381	this activity stresses me a little
Average Weighted Mean	3.71	1.163	this activity stresses me a little

Occupational Stress in Terms of Classroom Management Stress

The analysis of classroom management stress in Table 8 yielded an average weighted mean of 3.74 (SD = 1.274), interpreted as "stresses me a little." The most stressful aspect was "working with agitated or unruly children" (M = 4.09), while "supervising learners during breaks" (M = 3.45) was the least stressful. This pattern suggests that direct, high-stakes interactions involving student behavior are more taxing than routine supervisory tasks.

The implication is that effective behavior management is a critical area of need. Stress from managing challenging student behavior can escalate if teachers feel ill-equipped. This highlights the necessity for targeted professional development in proactive classroom management strategies and de-escalation techniques to empower teachers and reduce this source of stress.

This aligns with research by Herman et al. (2020), which found that classroom management challenges are a primary driver of teacher stress and burnout. Their study demonstrated that providing teachers with evidence-based classroom management training led to significant reductions in stress and improvements in instructional practice, underscoring the importance of supporting teachers in this domain.

Table 8. Occupational Stress of Teachers in Terms of Classroom Management Stress

Statement	Mea n	SD	Interpretation
1) To keep quiet in class.	3.76	1.425	this activity stresses me a little
2) To maintain discipline and order in the classroom.	3.72	1.426	this activity stresses me a little
3) To work with unmotivated learners.	3.97	1.387	this activity stresses me a little
4) To work with agitated or unruly children.	4.09	1.381	this activity stresses me a little

5) To supervise learners during breaks.	3.45	1.391	this activity does not stress me so much
6) To maintain a good mood for each learner in the classroom.	3.47	1.442	this activity does not stress me so much
Average Weighted Mean	3.74	1.274	this activity stresses me a little

Occupational Stress in Terms of Working Conditions Stress

Table 9 reveals that working conditions stress has an average weighted mean of 4.37 (SD = 1.193), also interpreted as "stresses me a little." However, this is the highest stress domain among the three indicators. Specific stressors included "working with papers or documents related to administrative activities" (M = 4.48) and "teaching in noisy conditions" (M = 4.44), indicating that environmental factors and administrative burden are significant sources of stress.

The implication is that the physical and logistical environment of teaching plays a substantial role in teacher well-being. High-stress levels from administrative paperwork and suboptimal physical conditions (like noise and temperature) suggest that improving these working conditions is a tangible and necessary step for schools. Reducing bureaucratic burdens and ensuring a conducive physical environment can directly alleviate teacher stress.

These findings are supported by Bottiani et al. (2020), who found that school working conditions, including administrative support and physical environment, are strongly associated with teacher well-being and retention. Their study highlighted that improving these conditions is a key leverage point for creating healthier and more sustainable school systems.

Table 9. Occupational Stress of Teachers in Terms of Working Conditions Stress

Statement	Mean	SD	Interpretation
1) To teach in noisy conditions (e.g. too much noise outside in the street).	4.44	1.319	this activity stresses me a little
2) To teach in unsuitable thermal conditions (e.g. too cold).	4.18	1.338	this activity stresses me a little
3) To work with papers or documents related to administrative activities.	4.48	1.339	this activity stresses me a little
Average Weighted Mean	4.37	1.193	this activity stresses me a little

Summary of the Occupational Stress of Teachers

Table 10 summarizes the overall occupational stress, with a composite weighted mean of 3.94 (SD = 1.061), indicating a moderate level of stress. Notably, working conditions stress (M = 4.37) was rated higher than both curricular/extra-curricular stress (M = 3.71) and classroom management stress (M = 3.74). This pattern suggests that while teachers face stress from various sources, the conditions under which they work are the most prominent concern.

The implication is that interventions aimed at reducing teacher stress should prioritize improving working conditions. While classroom management and workload are important, the data suggests that addressing environmental factors and administrative overload could yield the most significant reduction in overall stress, thereby improving teacher well-being and retention.

This is consistent with the work of Carver-Thomas and Darling-Hammond (2020), who identified poor working conditions as a primary factor driving teacher attrition. Their research emphasized that supportive working conditions, including a positive school climate, manageable administrative demands, and adequate resources, are essential for retaining a stable and effective teaching workforce.

Table 10. Summary of the Occupational Stress of Teachers

Indicators	Mean	SD	Interpretation
1) Curricular and Extra-Curricular Activity Stress	3.71	1.163	this activity stresses me a little
2) Classroom Management Stress	3.74	1.274	this activity stresses me a little
3) Working Conditions Stress	4.37	1.193	this activity stresses me a little
Composite Weighted Mean	3.94	1.061	this activity stresses me a little

Teacher's Productivity

Table 15 presents the findings on teacher productivity, with an average weighted mean of 3.69 (SD = 0.420), interpreted as "Highly Productive." Teachers rated themselves highest on tasks directly related to instructional preparation and delivery, such as preparing lesson plans (M = 3.75) and demonstrating sound knowledge of the subject matter (M = 3.74). Completing the syllabus on time (M = 3.59) was the lowest-rated item but still fell within the "Highly Productive" category.

The implication is that teachers demonstrate consistent effectiveness in their core instructional roles. Their self-reported high productivity in planning, instruction, and assessment indicates a strong commitment to their professional duties. However, the relatively lower score for completing the syllabus on time suggests that unforeseen challenges or interruptions may hinder curriculum pacing, which could be an area for further support.

This finding is supported by Agyapong and Asamoah (2020), whose study on teacher effectiveness found that teachers who are highly organized and proficient in lesson planning and instructional delivery are more likely to achieve positive student outcomes. Their research underscores the link between these productive teaching behaviors and overall educational quality.

Table 11. Teacher's Productivity

Statement	Mean	SD	Interpretation
1) Teachers adhere strictly to the school time table.	3.67	0.526	Highly Productive
2) Teachers prepare lesson plan in line with the syllabus.	3.75	0.532	Highly Productive
3) Teachers make effective use of instructional materials.	3.71	0.521	Highly Productive
4) Teachers demonstrate sound knowledge of the subject matter.	3.74	0.515	Highly Productive
5) Teachers ensure adequate participation of learners in learning activities.	3.72	0.500	Highly Productive
6) Teachers are effective in classroom management.	3.68	0.530	Highly Productive
7) Teachers conduct regular continuous assessment and mark tests/assignments promptly.	3.70	0.516	Highly Productive
8) Teachers give performance feedback to learners promptly	3.65	0.517	Highly Productive
9) Teachers keep accurate and adequate records of instructional activities.	3.72	0.516	Highly Productive
10) Teachers complete the syllabus in their subjects within the stipulated time.	3.59	0.581	Highly Productive
Average Weighted Mean	3.69	0.420	Highly Productive

Significant Influence of Emotional Intelligence on Teacher's Productivity

The linear regression analysis in Table 12 reveals a statistically significant influence of emotional intelligence on teacher productivity ($B = -0.313, *p* = .027$). Interestingly, the coefficient is negative, suggesting that as the measured level of emotional intelligence increases, teacher productivity (as defined by the scale) slightly decreases. While the model explains a small portion of the variance ($*R^2* = .020$), the relationship is statistically significant.

The implication of this finding is nuanced. It does not suggest that emotional intelligence is detrimental. Instead, it may indicate that the highly productive behaviors measured (e.g., strict adherence to schedules, syllabus completion) are sometimes achieved through suppressing one's emotional needs, or that educators with higher self-awareness are more critical in their self-assessments of productivity. It highlights the complex interplay between internal emotional competencies and external, task-focused performance indicators.

This complex relationship is reflected in the work of MacIntyre and Mercer (2020), who explored the concept of "emotional labor" in teaching. They found that while emotional intelligence is generally beneficial, the requirement to display certain emotions (positive, professional) can be exhausting and may not always align with increased productivity on specific quantitative measures, suggesting a more intricate dynamic than a simple positive correlation.

Table 12. Linear Regression for the Influence of Emotional Intelligence on Teacher's Productivity

Model	Unstandardized Coefficients		Standardized Coefficient	t	Sig.	Remarks
	B	Std. Error	Beta			
(Constant)	5.127	.587		8.732	.000	Significant
Emotional Intelligence	-0.313	.140	- .141	-2.232*	.027	Significant
	R^2			.020		
	$F (1, 247)$			4.980		
	p			.027		

Significant Influence of Occupational Stress on Teacher's Productivity

Table 17 presents the regression analysis for occupational stress on teacher productivity. The results show that occupational stress does not have a statistically significant influence on teacher productivity ($B = -0.041$, $*p^* = .098$). The overall model is not significant, and the variance explained is negligible ($*R^2 = .011$).

The implication of this non-significant finding is potentially very important. It suggests that, despite the moderate levels of stress reported, teachers are able to maintain their productivity. This may indicate a high degree of resilience, effective coping mechanisms, and a strong professional commitment that allows them to fulfill their core duties even under pressure. It implies that productivity is a relatively stable construct in this sample, resilient to the fluctuations of occupational stress.

This resilience-based finding is supported by Klusmann et al. (2020), who found that teachers' professional competence and commitment can act as a buffer against the negative effects of stress. Their longitudinal research showed that while stress can impact well-being, teachers with high levels of commitment and effective strategies maintain their instructional quality, supporting the idea that productivity is sustained despite the presence of occupational stressors.

Table 13. Linear Regression for the Influence of Occupational Stress on Teacher's Productivity

Model	Unstandardized Coefficients		Standardized Coefficient	t	Sig.	Remarks
	B	Std. Error	Beta			
(Constant)	3.849	.098		39.441	.000	Significant
Occupational Stress	-0.041	.025	- .105	-1.660	.098	Insignificant
	R^2			.011		
	$F (1, 247)$			2.755		
	p			.098		

CONCLUSIONS AND RECOMMENDATIONS

Based on the findings of the study, teachers in this sample possess a high level of emotional intelligence, particularly in self-awareness and self-motivation, which serves as a strong foundation for their professional practice. They experience moderate levels of occupational stress, with the most significant stressors stemming from working conditions and the conflict between work and personal life. Despite these stressors, teachers report being highly productive in their core instructional duties. Interestingly, while emotional intelligence was found to have a significant influence on productivity (in a negative direction), occupational stress did not. This suggests that the dynamics between personal competencies, work environment, and performance are complex and warrant further investigation.

ADVANCED RESEARCH

The results of the study may be used as a springboard to conduct the same ground or similar study pertaining to the current status of teachers on the implementation of CCP in their locale in order to bridge the gap through valuable data analysis and insights from this study into unexplored area of educational research like compatibility of teachers for other levels of governance.

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