

**WORKLOAD STRESS AND PERCEPTION ON THE WORK
PERFORMANCE OF DEPED ELEMENTARY
SCHOOL TEACHERS**

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ABSTRACT

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Excessive workload pressure negatively affects teacher efficacy, work satisfaction, and performance, which are global, national, and local problems. This study sought to determine teacher work performance differences when analyzed according to demographics. Descriptive-correlational method was utilized with a total of 270 respondents. Both adopted and customized survey questionnaires were used to the public elementary school teachers of Digos City Division. Finding revealed that most elementary school teachers are female, aged from 44 to 50 years old, with six to eight workloads, their workload stress is average but has a strong perception of workload. Also, elementary school teachers have shown a high level of work performance in terms of task performance, contextual performance, adaptive performance, and productive work behavior. Moreover, it was found that there was a significant difference in teachers'

work performance when analyzed according to workload, but not on age and sex. The work performance of elementary school teachers is not related to their workload stress but has a significant relationship to workload perception. Among the predetermined variables, only workload perception significantly predicts the work performance of elementary school teachers. Lastly, school administrators can analyze teacher workload and provide training on managing it which can help teachers prioritize tasks, reduce stress, and achieve work-life balance.

Keywords: Workload stress, perception, work performance, demographics, teacher workload, elementary teachers.