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Status of Teachers' Workload and Performance in State Universities of Eastern Visayas: Implications to Educational Management

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Abstract: *The study generally aimed to determine the status of teachers' workload and performance in State Universities of Eastern Visayas. A total of 120 teacher-respondents from six State Universities representing each province in the region served as respondents. Respondents' total workload ranged from 11 to 31 units, with a mean of 21.1. They had an average workload in the following functions: instruction, 20.0; research, 0.4; extension, 0.3; administration, 0.08; committee involvement, 0.16; advisorship in organization, 0.12. In general, the faculty members in the State Universities carry the prescribed regular workload of 21 units. Close to one-fourth (23.3%) of them were overloaded. Respondents had negative attitude towards overloading. Their attitude scores ranged from 31 to 95, with a mean of 54.1. Generally, the teachers strongly agreed that overloading increases their income. Respondents only agreed and were undecided to the other attitude measures. As perceived by the respondents, only the policies on minimum workload, maximum workload and computation of workload were fully implemented. Other workload policies were perceived by the respondents as partially implemented. More than half (55.8%) of the respondents had very job performance rating. Among the variable tested, only the workload status and job performance were significantly related.*

Key Terms: *Overload, Performance, Status of Workload, Workload*

I. Introduction

Teachers throughout the world are preoccupied and overloaded with the duties and responsibilities. They are burdened because of too many tasks borne on their shoulder. Aside from their teaching load, they still have more additional work to perform. Various work in school are taxing and equally demanding tasks are waiting in their homes and some other expectations which are imposed in the society are unavoidable (Ayuman, 1995). In the tertiary level, teachers have to take into account the trilogy of functions, namely: instruction, research, and extension. Each faculty member is expected to perform these three functions. However, it has been observed that there are very few of the teachers performing these three thrusts. Some are engaged only in two thrusts because they are overloaded carrying more than their capacity. But the most is usually on institution since teachers were hired primarily for this purpose.

Simpson and Romulo (1991) made a study and found out that equally stressing was overloading specifically work overload. Teachers are burdened with excessive testing paper works, preparation of visual aids, lesson plans and expected to come up with meaningful research, extension services, counselling students, serving to committee and attending to curricular activities. They discovered that one common complaint made by teachers is the fact that they bring home their paper works that consequently deprived their time and attention. The perception of stress arising from competence occurs when a teacher cannot cope up with the work standard because he lacks the preparations, experience and capacity. When teachers' workload is more than the maximum numbers of hours, they are deprived of their time to do important things related to teaching. However, overloading may also mean additional income on the part of the teachers, which is of course welcome. The practice of augmenting teachers' income is prevalent.

On the other hand, overloading has an advance effect. The practice of augmenting the income by overloading decreases the effectiveness of the teachers. It is implied then that even if teachers receive additional salary due to overload, their teaching capacity is not at risk (Ordonez, 1985). The assignment of teachers' workload has direct effect on the quality of instruction and other related activities. If teachers are loaded with extra load, their overall efficiency decreases, and teachers who are given appropriate loads are likely to attain a better level of teaching performance. The amount of classroom work assigned to an average teacher should be limited because when more is expected of him, either the quality of work or the health of the teacher is impaired (Orais, 1992). Nevertheless, to play safe, Bernardo (1980) recommended that, as much as possible, teaching load should be equally distributed among teachers. Although this may not be possible because the senior staff members usually conduct research or have administrative responsibilities and therefore cannot have as much assignments as those without research and administrative duties. The problem of workload greatly affected

efficiency and effectiveness of teaching. As much as possible, teacher must be assigned to teach subject areas in line with their field of specialization and with minimum teaching load for them to have time to prepare for effective teaching.

In addition, Orata (1990) revealed that overload is a nightmare because as teacher is, so is the school, the teachers work, duties, and responsibility are insurmountable and beyond compare. It is a very sad fact that in spite of so many sacrifices that teachers do carry, they are still overburdened which may add another weight in their shoulders. For teachers to renew active interest in the exercise of their school's responsibilities, the school should offer less teaching load to teachers. This would provide more opportunities for teachers to assist students to develop course content, plan effective teaching methods and improve instructional techniques to interact with their colleagues and to emotionally and academically support one another. Hence, there would be more opportunities for teachers to assist students in accomplishing something worthwhile.

It is undeniable that most of the schools especially those that are small and in the rural areas have this common problem – teachers' overload. The schools specifically in State Universities of Eastern Visayas face the same predicament. Teachers themselves accept and teach more than the minimum load. Oftentimes they say that they could hardly budget their time in school because every minute is almost occupied. Some teachers made a comment that their time is not only meant for teaching, but also for other related activities. They have many things to accomplish and attend to, which are tantamount to the depletion of their energy.

It is on this premise that this study is delved on the status of teacher's workload and its possible impact on the mentors' performance and productivity and the consequences that it gives to administrators, teachers, and students. It is therefore a challenge to focus research along this line to find out the teachers' overload and its implications to educational management.

In particular, it sought to answer the following objectives:

1. Determine the status of teachers' workload in terms of overload, regular load, and under load.
2. Find out the level of teachers' attitude towards overload.
3. Ascertain the degree of implementation of policies of the State Universities involved in the study.
4. Identify the level of performance of the teachers and its implications to educational management.

II. Theoretical/Conceptual Framework

One essential thought that primarily relates to the rationale of this study is theoretical model of motivation as cited by Razik and Swanson(1995). They stressed that human relations in school perceives motivation as one of the major factors that accounts for the tasks performance and the ability to perform the task. Motivation is the effort for the ability is applied to a task. Performance in teaching is viewed as a function of ability in interaction with motivation.

Herzberg (1953) acknowledged motivational factors in his two-factor theory which identifies two groups of factors that influence action, behaviour or performance. These are motivational factors; hygiene and maintenance factors. Motivational factors, also known as intrinsic factors, refer to the internal rewards that a person feels when performing the job, so there is a direct connection between work and rewards. A teacher or an employee in this situation is self-motivated. Hygiene or maintenance also known as extrinsic refers to the external rewards that occur apart from the work, providing no direct satisfaction at the time the work is performed. Examples are retirement plans, health insurance, and vacations.

According to Farber's theory of Burn out, as the ratio of clients and practitioners increases the result in higher and higher emotional overload until the worker burns out and disconnects. Teachers who are emotionally and physically exhausted are often irritable, anxious, and angry. He said, being burn out may mean planning classes less enthusiastically, feeling less symphathetic towards students. When a teacher is sacrificed, the class too is sacrificed because of mental work. No instruction can be efficiently carried on over a long period of time if teachers carry on usually heavy teaching load. Timpane as cited by Ayuman(1995) summarized the effect of teachers' burn out. The term has been used to describe and often excuse the inability of many teachers to pursue effectively in the classroom. Burn out with all its symptoms will not quickly or easily diminish or erase since it is in the profound and complicated psychological conclusion that his or her work is not efficacious. As such, burn out will itself is a substantial obstacle to educational reform and improvement at least for sensually affected individuals and group in schools.

Theoretical model of motivation, two-factor theory, and theory of burn out support to this study since it seeks to ascertain workload and overload as an important factor associated to teachers' performance and productivity. The conceptualization of this research basically evolved on the status of teachers' workload and performance in state universities of Eastern Visayas. Hence, this was pursued by determining the status of teachers' workload in the state universities. This study also ascertained the level of attitude of the teachers towards overload. It further ascertained the degree of implementation of policies of the state universities involved in the study, and the level of performance of the teachers and its implications to educational management. The data gathered were used to make inferences.

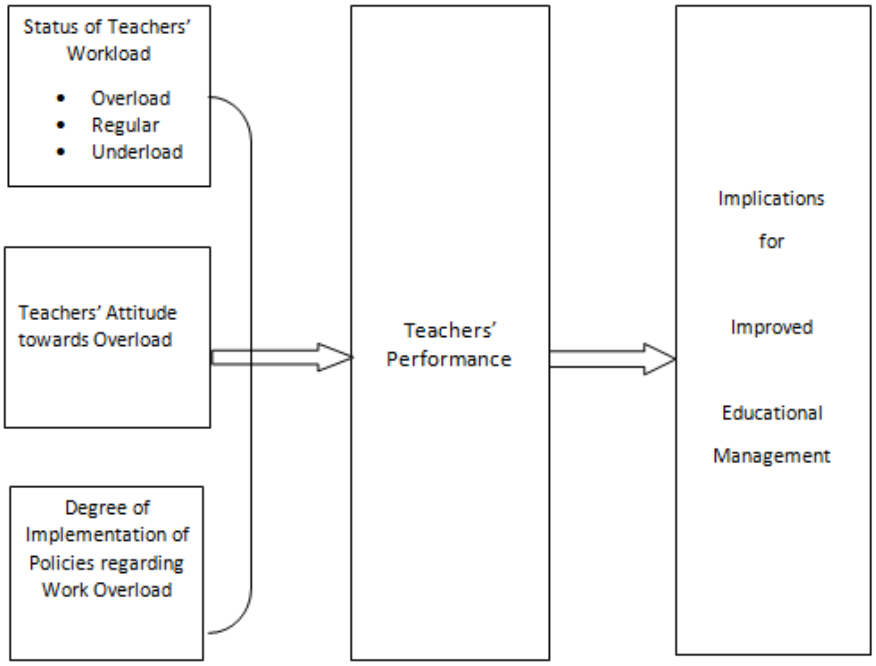

Figure 1. Conceptual framework of the study.

As shown in figure 1. The teachers' performance (dependent variable) as the main focus was influenced by the teachers' status of workload, attitude towards overload, and degree of implementation of policies regarding workload (independent variables). The influence of the independent variables to the dependent variable was considered to have the implications for the improved educational management of state universities.

Status of workload refers to the number of units or hours load of the teacher per semester. It includes workload in instruction, research, extension, administration, committee membership and advisor ship in organizations. In this study, status of workload is categorized into overload, regular, and under load. Overload, refers to the load of the teacher over and above the prescribed number of workload units. In this study, a faculty member is considered overloaded if the workload is above 21 units. Regular load, refers to the prescribed number of units assigned to each faculty member per semester. In this study, the prescribed regular workload ranged from 18-21 units. Under load, refers to the load of the teacher below the prescribed number of workload units. In this study, a faculty member is considered if the workload is below 21 units.

Meanwhile, attitude towards overload refers to the teachers' view/opinions or feeling toward giving overload to teachers. Policy of school in giving overload refers to the guidelines of the school relative to giving workload to the teachers, and performance, refers to the performance rating of the teacher. All these terms are defined conceptually and operationally. Findings of the study may give light to the SUCs administrators to analyse the effect of overload and help them improve the administrative policies and practices on overloading. It may help assess the reality that their teachers are given an overload which is tantamount to their less efficient teaching performance and could affect the malfunctioning of the whole educational system. Teachers' overload may be given better solutions without sacrificing the teachers' and students' welfare.

III. Methodology

A descriptive research design was adopted in the study since it attempted to describe the status of teachers' workload and performance, policies of the school in giving workload and its implications to the educational management with the questionnaire as its main instrument. Some items of the questionnaires were based on some related studies and ideas available in the electronic sources, books and other researches and from some experts who extended a helping hand to the researcher, thus, a dry-run was conducted to suit the needs of the proposed research. The respondents of the study were 120 faculty members from six state universities in Eastern Visayas region. These State Universities included the following: Eastern Visayas State University (EVSU), Tacloban City, Leyte; Naval State University (NSU), Naval, Biliran; Samar State University (SSU), Catbalogan, Samar; Southern Leyte State University (SLSU), Sogod, Southern Leyte; University of Eastern Philippines (UEP), Catarman, Northern, Samar; and Eastern Samar State University (ESSU), Borongan, Eastern Samar. He selected only one school for each province in the region because of similarities of their organizational structure.

The researcher personally conducted and administered the instruments to all the targeted respondents through a random sampling. The researcher presented the primary purpose of conducting of the study to the respondent. The retrieval of the survey questionnaire was done after a month from the Graduate School of each state universities in Eastern Visayas. Data were collated, tallied, analysed using a statistical program, the Statistical Package for Social Sciences (SPSS). Descriptive statistics such as frequencies, totals, mean and range were used. Similarly, means of scores obtained using the Likert scales were used to assess the attitude towards work overload of the respondents. Data were interpreted and presented in narrative, descriptive and tabular forms based on the variables of the study.

IV. Results and Discussion

Results are presented according to objective. First the status of teachers' workload specifically, this section presents the respondents' workload in instruction, research, extension, administration, involvement in committees, advisorship, overload, underload and overall status of workload.

Workload in Instruction. The survey revealed that State University teachers' instruction workload ranged from 10 to 35 units, with a mean of 20. As reflected in table 1. more than half (53.3%) of the respondents were carrying 21 units in teaching, while more than one-fourth (29.2%) of them had 18 units load in teaching. It could be gleaned from the survey results that all respondents are engaged in instruction function. State Universities are basically engaged in teaching within the prescribed teaching load of 18-21 units. This implies that teachers in the State Universities in Eastern Visayas region are basically involved in instruction function.

Table 1
Respondents' Workload in Instruction

Workload Units	Frequency	Percent
10	1	0.8
13	1	0.8
15	5	4.2
18	35	29.2
19	3	2.5
21	64	53.3
22	1	0.8
23	1	0.8
24	5	4.2
25	1	0.8
26	1	0.8
27	1	0.8
35	1	0.8
TOTAL	**120**	**100.0**

Workload in Research: The workload in research of the respondents ranged from 0 to 6 units, with a mean of 0.4. As shown in Table 2, close to three-fourths (76.7%) of the respondents had no workload in research. Only few teachers were engaged in research with minimal workload of one (1) unit (20%), 2 units (5%), 3 units (1.7%), and 6 units (0.8%). Results suggest that most of the teachers in State Universities are not actively engaged in research work.

Workload in Extension: The respondents' workload in extension ranged from 0 to 5, with a mean of 0.30 unit. As shown in table 3, more than three-fourths (76.7%) of the respon-

Table 2
Respondents' Workload in Research

Workload Units	Frequency	Percent
0	87	72.5
1	24	20.0
2	6	5.0
3	2	1.7
6	1	0.8
Total	**120**	**100.0**

dents had no extension load. Only very few were involved in the extension activities of the school, with minimal workload of one (1) unit (20%), 2 units (1.7%), 3 units (0.8%), and 5 units (0.8%). Results indicate that only few of the teachers are engaged in extension activities.

Table 3
Respondents' Workload in Extension

Workload Units	Frequency	Percent
0	92	76.7
1	24	20.0
2	2	1.7
3	1	0.8
5	1	0.8
Total	**120**	**100.0**

Workload in Administration: Table 4 shows the respondents' workload in administration that ranged from 0 to 6, with a mean of 0.08 unit.

Table 4
Respondents' Workload in Administration

Workload Units	Frequency	Percent
0	118	98.4
3	1	0.8
6	1	0.8
Total	**120**	**100.0**

As reflected in Table 4, a great proportion (98.4%) of the respondents was not engaged in administrative function. Only very few had administrative load of three (3) units (0.8%), and 6 units (0.8%). This could have been attributed to the limited administrative positions for academic teaching staff within State Universities.

Workload in Committee Involvement: Respondents' workload in committee involvement ranged from 0 to 10, with a mean of 0.16 units. As shown in Table 5, a great proportion (97.5%) of the respondents had no committee involvement. Only few had involvement in committees carrying a workload of one (1) unit (0.8%), 8 units (0.8%) and 10 units (0.8%). Results suggest that most teachers in State Universities are not actively involved in committee work.

Table 5
Respondents' Workload in Committee Involvement

Workload Unit	Frequency	Percent
0	117	97.5
1	1	0.8
8	1	0.8
10	1	0.8
Total	**120**	**100.0**

Workload in Advisorship in Organization: Respondents' workload in advisorship in organizations ranged from 0 to 6, with a mean of 0.12 units. As presented in Table 6, a big number (95%) of respondents had no advisorship workload. Very few of them were involved with a load of only one (1) unit (3.3%), 5 units (0.8%), and 6 units (0.8%). As gleaned from the survey, respondents were not actively involved in advising students' organization.

Table 6
Respondents' Workload in Advisorship in Organizations

Workload Unit	Frequency	Percent
0	114	95.0
1	4	3.3
5	1	0.8
6	1	0.8
Total	120	100.0

Total Workload: The total workload of the teachers was determined by summing up the workload from all functions. Respondents' total workload during the time of study ranged from 11 to 38 units, with a mean of 21.1. The distribution of total workload of the respondents is shown in Table 7.
As shown in table, close to one-half (47.5%) of the respondents were carrying 21 workload units, the prescribed regular load of a faculty member in State Universities. More than one- tenth (13.3%) of them had a workload of 18 units. Most of the respondents carry a workload of 18 to 24 units. In general, data show that the faculty members of State Universities carry the

Table 7
Respondents' Total Workload

Workload Unit	Frequency	Percent
11	1	0.8
15	1	0.8
16	1	0.8
17	1	0.8
18	16	13.3
19	4	3.3
20	11	9.2
21	57	47.5
22	9	7.5
23	7	5.8
24	3	2.5
25	1	0.8
26	2	1.7
27	2	1.7
29	1	0.8
31	1	0.8
34	1	0.8
38	1	0.8
Total	**120**	**100.0**

prescribed regular workload.

Workload Status: Based on the total workload of the respondents, the workload status was ascertained. Respondents were further categorized into underloaded, regularly loaded, and overloaded. The regular workload of the teachers was set at 21 units, which was common among all State Universities based on their existing policies. Workload below 21 units was considered underload, and workload above 21 units was considered overload. This is presented in Table 8.

Table 8
Respondents' Workload Status

Workload Status	Frequency	Percent
Underload(below 21 units)	34	28.3
Regular load (21 units)	58	48.4
Overload (above 21 units)	28	23.3
Total	**120**	**100.0**

As shown in the table, close to one-half (48.4%) of the teachers were regularly loaded (21 units). Close to one-fourth (2.3%) of them were overloaded (above 21 units) and more than one-fourth (28.3%) were underloaded. Data on the workload status suggest that faculty members in State Universities in Eastern Visayas are generally carrying at least a regular workload.

Workload of Overloaded Respondents: This ranged from 22 to 38,with a mean of 24.8 or 3.8 units as reflected in Table 9.

Table 9
Workload of Overloaded Respondents

Workload/Overload Unit	Frequency	Percent
Not Overloaded (21and below)	92	76.7
22 (1)	9	7.5
23 (2)	7	5.8
24 (3)	3	2.5
25 (4)	1	0.8
26 (5)	2	1.7
27 (6)	2	1.7
29 (8)	1	0.8
31 (10)	1	0.8
34 (13)	1	0.8
38 (15)	1	0.8
Total	**120**	**100.0**

Of the 28 overloaded respondents, nine (9) were overloaded with one (1) workload unit, seven (7) with 2 units and three (3) units overload. Others had 4 units (1), 5 units (2), 6 units (2), 8 units (1), 10 units (1), 13

units (1), 15 units (1) overload. The average overload of 3.8 units suggests that overloaded teachers spend an additional time of about 4 hours just to accomplish all their academic tasks.

Workload of Underloaded Respondents: Respondents' underload ranged from 11 to 18, with a mean of 16 or five (5) units.

Table 10
Workload of Underloaded Respondents

Workload/Underload Unit	Frequency	Percent
Not Underloaded	86	71.7
18 (3)	30	25.0
17 (4)	1	0.8
16 (5)	1	0.8
15 (6)	1	0.8
11 (10)	1	0.8
Total	**120**	**100.0**

As shown in Table 10, of the 34 respondents, 30 were underloaded with three (3) units, one (1) was underloaded with one(4) workload units, one (1) with 5 units, one (1) with 6 units, and one (1) with 10 units. The average underload of 5 units suggests that underloaded teachers lack about 5 hours to compensate the salaries they are receiving.

Teachers' Attitude towards Work Overload
Attitude measures**.** The response of the respondents to the attitude measures towards work overload is presented in Table 11.
Overloading increases my income. According to about one-half (47.5%) of the respondents, they strongly agreed that overloading increases their income, and (2.5%) strongly disagreed. In this statement, most of the respondents strongly agreed to this statement. This suggests that teachers in State Universities in Eastern Visayas strongly believe that overloading can augment their income.
Overloading makes me ineffective in the classroom since I hardly have time to prepare my lessons. Almost three-fifths (55.8%) of the respondents agreed to this statement, and strongly disagreed (3.3%). This means that this statement is agreeable to teacher-respondents. Since teachers find it hard to prepare their instructional materials, they perceive overloading could make them ineffective inside the classroom.
Overloading makes me inefficient since I am overburdened. Close to three-fifths (55.8%) of the teacher-respondents also agreed to this statement, and strongly disagreed (3.3%). The statement is generally acceptable to the respondents. This implies that teachers perceive overloading could make them inefficient since they become overburdened.
Overloading means a lot of paper works. Generally, this statement is agreeable by the respondents with three-fifths (59.2%), and strongly disagreed (0.8%). They perceive overloading means a lot of paper works.
Overloading hampers me from meeting deadlines of passing/finishing requirements like grades, etc. As shown in the table, three-fifths (60%) of the respondents agreed to this statement, while (1.7%) strongly disagreed. The statement is generally agreed by most of the respondents. This suggests that teachers consider overloading as hindrance in meeting their deadlines of complying requirements on time.
Overloading makes me feel tensed, fatigued and burned out. One-half (50%) of the respondents agreed to this statement while strongly disagreed (1.7%). A good number the respondent-teachers generally ascribe to this statement. It could be deduced from the results that overloading is believed to be cause for teachers to be tensed, fatigued and burned out.
Overloading makes me overlook some essential things related to my job as teacher. As reflected in the table, almost one-half (47.5%) of the respondents agreed to this statement, strongly disagreed (2.5%). In general, most of the teachers agreed to this statement. This implies that overloading is perceived by the respondents as a reason which makes them overlook some essential things related to their job as teachers.

Table 11
Respondents' Attitude towards Overload

ATTITUDE STATEMENTS	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
	f	%	f	%	f	%	f	%	f	%
Overloading increases my income.	57	47.5	45	37.5	8	6.7	7	5.8	3	2.5
Overloading makes me ineffective in the classroom since I hardly have time to prepare my lessons.	19	15.8	67	55.8	21	17.5	9	7.5	4	3.3
Overloading makes me inefficient since I am overburdened.	15	12.5	67	55.8	23	19.2	11	9.2	4	3.3

Overloading means a lot of paper works.	16	13.3	71	59.2	27	22.5	5	4.2	1	0.8
Overloading hampers me from meeting deadlines of passing/finishing requirements like grades, etc.	12	10.0	72	60.0	28	23.3	6	5.0	2	1.7
Overloading makes me feel tensed, fatigued, and burned out.	17	14.2	60	50.0	34	28.3	7	5.8	2	1.7
Overloading makes me overlook some essential things related to my job as a teacher.	19	15.8	57	47.5	31	25.8	10	8.3	3	2.5
Overloading diminishes my time to supervise and advise my students.	19	15.8	52	43.3	40	33.3	7	5.8	2	1.7
Overloading robs my time to prepare teaching aids.	13	10.8	53	44.2	44	36.7	7	5.8	3	2.5
Overloading tempts me to let students copy something or give seatwork, while I do other things.	13	10.8	52	43.3	35	29.2	14	11.7	6	5.0
Overloading makes me get angry easily.	12	10.0	42	35.0	40	33.3	20	16.7	6	5.0
Overloading makes my work haphazardly done.	11	9.2	44	36.7	42	35.0	15	12.5	8	6.7
Overloading diminishes my time for professional growth.	16	13.3	15	42.5	40	33.3	11	9.2	2	1.7
Overloading diminishes my time for spiritual growth.	14	11.7	29	24.2	40	33.3	33	27.5	4	3.3
Overloading diminishes my time for cultivating deep relations with colleagues.	16	13.3	34	28.3	56	46.7	12	10.0	2	1.7
Overloading interferes some of my family duties and affairs.	10	8.3	43	35.8	60	50.0	4	3.3	3	2.5
Overloading does not allow me to relax.	12	10.0	32	26.7	68	56.7	7	5.8	1	0.8
It's okay to have overload as long as I am properly given incentives.	33	27.5	27	22.5	55	45.8	5	4.2	0	0
It's good that our school gives overload to teachers.	15	12.5	34	28.3	64	53.3	6	5.0	1	0.8
My job performance rating is positively affected by my overload.	14	11.7	29	24.2	54	45.0	17	14.2	6	5.0

Overloading diminishes my time to supervise and advise my students. Among the 120 teacher-respondents, more than two-fifths (43.3%) agreed that overloading diminishes their time to supervise and advise their students, while 1.7% strongly disagreed to this statement. In general, the statement is agreeable by the respondents. Teachers perceive overloading could grab their time to attend to the affairs of the students.

Overloading robs my time to prepare teaching aids. More than two-fifths (44.2%) of the respondents agreed to this statement while few of them disagreed (5.8%) and strongly disagreed (2.5%). The statement is generally agreeable to the respondents. As perceived by the teachers, overloading grabs their time to prepare teaching aids.

Overloading tempts me to let students copy something or give seatwork, while I do other things. As shown in the table, majority of the respondents revealed that they agreed to this statement (43.3%) and strongly disagreed (2.5%). This implies that teachers believe that overloading could tempt them to let students do something which could not contribute much to their learning.

Overloading makes me get angry easily. More than one-third (35%) of the respondents agreed that overloading makes them get angry easily. One-tenth (10%) of them strongly agreed, others disagreed (16.7%) and strongly disagreed (5%) to this statement. In general, the statement is agreeable by the respondents. This suggests that overloading affects the composure of the teachers inside the classroom.

Overloading makes my work haphazardly done. More than one-third (36.7%) of the teacher-respondents agreed to this statement while about one-tenth (9.2%) of them strongly agreed, others were undecided (35%), and strongly disagreed (6.7%). This implies that overloading affects the quality of work of the teachers.

Overloading diminishes my time for professional growth. In general, good number of the respondents (42.55%) indicated approval to the statement. This implies that as perceived by the respondents, because of overloading the professional growth of the teachers is sacrificed.

Overloading diminishes my time for spiritual growth. Meanwhile, one-third (33.3%) of the respondents were undecided to this statement. This implies that the teachers tend to believe that overloading has nothing to do with their spiritual growth.

Overloading diminishes my time for cultivating deep relations with colleagues. About one-half (46.7%) of the respondents were undecided to this statement. It only means that the respondents were on neutral side about this statement. It implies that overloading has nothing to do with teachers' time for cultivating deep relations with their colleagues.

Overloading interferes some of my family duties and affairs. Exactly one-half (50%) of the respondents were undecided on this issue. This implies that as perceived by the respondents, overloading has nothing to do with their time for family duties and affairs.

Overloading does not allow me to relax. More than one-half (56.7%) of the respondents were undecided on this statement. This implies that as perceived by the teachers, overloading has nothing to do with their time to have relaxation.

It's okay to have overload as long as I am properly given incentives. In this statement, majority of the respondents (45.8%) were undecided. This implies that the teacher-respondents could not decide about the commensurate compensation or incentive for an overload.

It's good that our school gives overload to teachers. Majority of the respondents or more than one-half (53.3%) were undecided on this statement. This implies that teachers could not decide about giving of overload in their school.

My job performance rating is positively affected by my overload. More than two-fifths (45%) of the respondents were undecided on this statement or they did not take stand on this issue. This implies that teachers perceive overloading has nothing to do about their job performance.

Attitude level of Respondents. The attitude scores of the respondents ranged from 31 to 95, with a mean of 54.1. The respondents' attitude level is categorized into positive, neutral and negative. As categorized in Table 12, among the 120 respondents, ninety-three (93) or more than three-fourths (77.5%) of them had negative attitude towards work overload. Meanwhile, few respondents with a frequency of twenty or 16.7 percent belonged to the positive attitude, and seven (7) or 5.8 percent of them had neutral attitude towards work overload. In general, the average attitude of the respondents fell within the negative level. This implies that the respondents are not favourable of having workload.

Table 12
Attitude Level of the Respondents

Attitude Level	**Frequency**	**Percent**
Positive (61-100)	20	16.7
Neutral (60)	7	5.8
Negative (20-59)	93	77.5
Total	**120**	**100.0**

V. Perceived Implementation of Workload Policies

It shows that most of the respondents, as shown by a frequency of one hundred two (102) or 85 percent, perceived that the minimum workload in their institution was fully implemented while a small proportion, eighteen (18) or 15 percent of them revealed it was partially implemented. This indicates that the minimum workload of 18 units is fully implemented within the State Universities in Eastern Visayas region.

As regards to maximum workload, a little more than four-fifths or 80.8 percent of the respondents indicated it was fully implemented in their school, and close to one-fifth or 19.2 percent of them perceived it was only partially implemented. Generally, results indicate that the maximum workload of 21 units is fully implemented in the selected state universities.

More than half or 58.3 percent of the respondents revealed that the policy on overload computation is fully implemented. A little more than two-fifths or 40.8 percent of them perceived it was only partially implemented, while a lone respondent or 0.8 percent claimed it was not implemented in their school. In general, computation of overload is fully implemented in the respondent- state universities.

With regards to the policy on providing monetary incentive for work overload, more than two-fifths or 41.7 percent of the respondents claimed it was fully implemented. However, more than half or 53.3 percent of them revealed it was only partially implemented in their school. Only few or 5 percent of them indicated it was not implemented in their school. In general, most of the respondents claim that the policy on giving monetary incentive for overload is partially implemented.

Close to two-fifths or 37.5 percent of the respondents perceived that the policy in providing leave credit for overload was fully implemented in their school. More than half or 55 percent of them claimed it was only partially implemented, while a few or 7.5 percent of them said it was not implemented at all. Results indicate that the policy on providing leave credit incentive for workload is only partially implemented within the state universities in the region.

Table 13
Implementation of Policies on Workload

Workload Policies	Fully Implemented		Partially Implemented		Not Implemented	
	f	%	f	%	f	%
Minimum workload	102	85.0	18	15.0	-	-
Maximum workload	97	80.8	23	19.2	-	-

Computation of workload	70	58.3	49	40.8	1	0.8
Monetary incentive for overload	50	41.7	64	53.3	6	5.0
Leave credit incentive for overload	45	37.5	66	55.0	9	7.5
Workload assignment for administrative position	43	35.8	59	49.2	18	15.0
Workload assignment for research	40	33.3	63	52.5	17	14.2
Workload assignment for extension	36	30.0	65	54.2	19	15.8
Workload assignment for production	41	34.2	64	53.3	15	12.5
Workload assignment for committee involvement	35	29.2	72	60.0	13	10.8
Workload assignment for academic-related work (e.g. student org. advising, etc.)	41	34.2	61	50.8	18	15.0

The total workload assignment for administrative position was perceived to have been fully implemented by more than one-third or 35.8 percent of the respondents. However, close to one-half or 49.2 percent of them claimed it was only partially implemented and a small portion or 15 percent of them indicated it was not implemented at all. In general, the policy on providing workload for administrative position is perceived to have been partially implemented only.

As to the workload for research, exactly one-third or 33.3 percent of the respondents perceived it was fully implemented in their school. A little more than half or 52.5 percent of the teachers claimed it was only partially implemented. Few or 14.2 percent of them revealed it was not implemented at all. Generally, policy on provision of workload for research undertakings is perceived to be partially implemented only.

As shown in the table, more than one-fourth of the teacher-respondents revealed that extension load was fully implemented at their respected schools. More than half or 54.2 percent of them perceived it was partially implemented only, and 15.8 percent of them indicated it was not implemented at all. In general, the policy on giving workload for extension activity is perceived to have been partially implemented at the different state universities in Eastern Visayas region. As regards to workload for production, more than one-third or 34.2 percent perceived it was fully implemented at their respective schools. More than half or 53.3 percent of them perceived it was partially implemented only, while few or 12.5 percent of them claimed it was not implemented at their school. Results reveal that the policy on giving workload for production work is perceived to be partially implemented only.

The workload for committee involvement was perceived to have been fully implemented by more than one-fourth or 29.2 percent of the respondents. Exactly three-fifths or 60 percent of them claimed it was partially implemented, and about one-tenth or 10.8 percent of them revealed it was not implemented at their school. In general, the policy on giving workload for committee involvement is perceived by most of the teacher-respondents to be partially implemented only. With regard to the workload assignment for academic-related work such as advisorship in student organizations, more than one-third or 34.2 percent of the respondents claimed it was fully implemented at their school. A little more than one-half or 50.8 percent of them revealed it was only partially implemented, while 15 percent of them indicated it was not implemented at all. In general, the policy for providing workload for academic-related work is perceived by the teacher-respondents as partially implemented. In summary, only the policies for setting minimum workload, maximum workload and computation of overload were considered by the teacher-respondents as fully implemented. Other policies regarding workload were regarded by them as partially implemented.

Work Performance of Teachers

The job performance of teachers is categorized as highly very satisfactory, fairly very satisfactory, very satisfactory, satisfactory and unsatisfactory. However, no respondent obtained an unsatisfactory rating. The work performance of the teacher-respondents is presented in Table 14.

As shown in the table, more than half or 55.8 percent of the respondents obtained very satisfactory rating (3.30-3.79). More than one-third or 37.5 percent of them had fairly very satisfactory rating (3.80-4.29). A few or 5 percent had highly very satisfactory rating (4.30-5.0). Very few or 1.7 percent of them had satisfactory rating (3.00-3.29), and nobody obtained unsatisfactory rating.

Table 14
Work Performance of Teachers

Performance Level	**f**	**%**
Highly Very Satisfactory	6	5.0
Fairly Very Satisfactory	45	37.5
Very Satisfactory	67	55.8
Satisfactory	2	1.7
Unsatisfactory	0	
Total	**120**	**100.0**

Relationship between the Variables

The relationship between the independent and dependent variables considered in this study is presented in Table 15. Respondents' workload status was highly related to the level of work performance. This suggests that workload status of the teacher- respondents had a significant relationship to their job performance. It could be gleaned from the results of this study that the teacher-respondents obtained an average workload of 21.1 which already fell a little above the upper limit of prescribed workload of 21 units. Furthermore, almost all of the respondents had very satisfactory job rating.

Table 15

Relationship between Respondents' Workload Status, Attitude Level, Extent of Implementation of Workload Policies, and their Work Performance

Variables	X2	df	Probability
Workload Status and Work Performance	101.023	54	.001 *HS*
Attitude Level and Work Performance	138.341	117	.087 *NS*
Extent of Policy Implementation and Work Performance	3.784	6	.706 *NS*

HS – Highly Significant @ .05 level
NS – Not Significant

However, the attitude level and the extent of workload policy implementation as perceived by the respondents were not significantly related to their work performance. This suggests that the general negative attitude of respondents towards overload had nothing to do on their job performance. Likewise, the extent of implementation of workload policies of the school was not significantly related to the work performance of the teachers.

Implications for the Improved Management of State Universities in Eastern Visayas

There are some insights derived from this study which may serve as implications for the improved management of State Universities in Eastern Visayas.

First, based on the survey of the workload status, a huge proportion of the faculty members of State Universities in Eastern Visayas carry at least the prescribed workload. In fact, about one-fourth or 23.3 percent of them were overloaded. This implies for the State Universities management to consider deloading of the overloaded teachers. It must be noted that the status of workload had a significant relationship to the teachers' job performance. Overloading must have been the reason why teachers did not obtain an outstanding performance rating.

Second, although the faculty members are generally carrying the regular prescribed workload, a big proportion of it is teaching. Generally, faculty members in the State Universities had very negligible workload in other major functions of the State Universities such as research, extension and production, etc. The management of State Universities must look into the rationalization of the teachers' workload so that faculty members will be provided workload aside from instruction. By doing this, the quality of instruction will be enhanced by the firsthand experiences of the faculty members in doing research, extension and production functions. This will also raise the level of competence of the State Universities through its performance ratings during accreditation and SUC levelling.

Third, faculty members of State Universities in Region VIII have negative attitude towards overloading. Although they claim it could increase their income, the inconveniences overloading could affect to their job performance cannot be compensated. The State Universities management can find other means of rationalizing workload distribution aside from providing monetary compensation for overload.

Lastly, policies on workload seem to have existed in the various State Universities in Region VIII. However, most of these policies are not fully implemented. This could have been contributory factor to the highly instruction-based workload of faculty members. There is a need for the State Universities administrators to fully enforce the policies on workload.

VI. Summary, Conclusion and Recommendations

Generally, the faculty members in the State Universities in Eastern Visayas region carry the prescribed regular workload of 21 units. Close to one-fourth or 23.3 percent were overloaded.

Meanwhile, the attitude scores of the respondents ranged from 31 to 95, with a mean of 54.1 or within the negative level. Generally, the teachers strongly agreed that overloading increases their income. Respondents only agreed and were undecided to the other attitude measures.

Likewise, as perceived by the respondents, only the policies on minimum workload, maximum workload, and computation of work overload were fully implemented. Other workload policies were perceived by the respondents as partially implemented. The policies that were perceived to be partially implemented

included: monetary incentive for workload; leave credit incentive for workload; and workload assignment for administrative position, research, extension, production, committee involvement, and academic related work.

More than half or 55.8 percent of the teacher-respondents had very satisfactory job performance rating. A mong the variables tested, only the workload status and job performance were significantly related.

In the assignment of faculty members' workload, workload on research, extension, production and other academic-related functions must be increased. This could be done by setting a maximum load in instruction. For instance, instruction workload for regular faculty members could be set at a maximum of 15 units so that they will be encouraged to perform research, extension and production functions. A common workload policy system could be adopted by all SUCs in the region.

In addition, there is a need to disseminate information regarding workload policies could be done and addressed to all faculty members so that they will appreciate the workload assignment system of their respective SUCs. This will also enlighten the teachers about the nature of overload. Also, the existing policies on workload of the SUCs need to be revisited. Necessary policies regarding workload distribution and incentive system must be adopted and religiously enforced to effect management efficiency of the SUCs.

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