

# Balancing Act: Exploring the Impact of Ancillary Duties on Filipino Teachers' Professional Lives

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## ABSTRACT

This study examines the impact of ancillary duties on Filipino teachers, focusing on their workload, job satisfaction, and coping mechanisms. Teachers are tasked with multiple responsibilities beyond instruction, including administrative work, student supervision, and school event coordination. While some find fulfillment in these roles, others experience stress due to the heavy workload. This study employed qualitative research methods, gathering data through in-depth interviews with Filipino teachers. Findings reveal that excessive ancillary duties often compromise instructional quality, forcing teachers to sacrifice lesson preparation and personal time. Many educators struggle with workload management, leading to increased stress and decreased job satisfaction. However, teachers employ strategies such as prioritization, time management, and personal routines to balance responsibilities. Support from colleagues, school heads, and family members also plays a crucial role in alleviating the burden.

The study highlights the need for systemic changes in task delegation and resource allocation. Unequal workload distribution remains a significant concern, with some teachers handling multiple ancillary roles while others have minimal responsibilities. Institutional reforms, such as hiring additional support staff, digitizing administrative processes, and ensuring fair task distribution, are recommended to improve work efficiency and reduce teacher burnout. Strengthening leadership support and fostering a collaborative environment can also enhance teachers' well-being and motivation. Addressing these challenges is essential for creating a sustainable teaching environment that allows educators to focus on their primary role—providing quality education. By implementing these reforms, schools can improve teacher satisfaction, effectiveness, and ultimately, student learning outcomes.

**Keywords:** teacher workload, ancillary duties, job satisfaction, time management, support systems.

## INTRODUCTION

In the Philippines, teachers are essential to the education system, as they are responsible for transmitting knowledge and shaping the country's future. However, their roles extend beyond classroom instruction, encompassing various ancillary duties such as administrative tasks, student supervision, extracurricular activities, and participation in institutional events. These responsibilities contribute to teachers' workload, job satisfaction, and overall well-being.

Research by Taqueban [38] emphasizes the multifaceted nature of Filipino teachers' work, detailing their involvement in lesson delivery, event coordination, activity planning, and administrative responsibilities. This study highlights the challenge of balancing core teaching duties with additional obligations, often resulting in stress and burnout. Similarly, Kim [23] discusses how teachers' administrative workloads encroach upon their instructional time, reducing their effectiveness in the classroom. Excessive non-teaching responsibilities strain educators, limiting their capacity to focus on pedagogical tasks.

A report by the Department of Education (DepEd) Philippines found that 87% of teachers were assigned ancillary duties outside their primary teaching roles [39]. These duties include managing student records, facilitating school activities, and overseeing committees, leading to concerns regarding increased workload and work-life balance. The relationship between workload and job satisfaction has been extensively studied. Reyes and Cruz [31] identified excessive administrative tasks as a major source of dissatisfaction among Filipino educators, contributing to high turnover rates and negatively affecting the education system's stability. Similar findings by Montesur [26] and Bartolome [5] reinforce the idea that administrative burdens diminish teachers' motivation, ultimately impacting the quality of education.

The COVID-19 pandemic intensified these challenges, with remote teaching requiring additional preparation and adaptation. Santos, Garcia, and Santiago [34] documented the increased strain on teachers during this period, noting how the shift to online learning, combined with existing ancillary duties, exacerbated stress and exhaustion. Teachers faced new demands such as digital lesson creation, online assessment management, and technical troubleshooting, further straining their work-life balance.

Given these challenges, further investigation into ancillary duties is necessary. Understanding their impact on workload, job satisfaction, and well-being can inform policies and interventions that support educators. Studies such as those by Dreer [9] and Capone and Petrillo [6] underscore the importance of maintaining teachers' mental health and job satisfaction to ensure their effectiveness in the classroom. Identifying strategies to mitigate administrative burdens will help create a more sustainable teaching environment.

This research aims to examine the types and frequency of ancillary duties assigned to Filipino teachers, assess their impact on workload and job satisfaction, explore coping mechanisms used to maintain work-life balance, and identify strategies to better support teachers in managing these responsibilities.

The study seeks to answer the following research questions:

1. What specific ancillary duties are commonly assigned to Filipino teachers, and how frequently are they required to perform these tasks?
2. How do Filipino teachers perceive the impact of ancillary duties on their workload and overall job satisfaction?
3. What coping mechanisms do Filipino teachers use to manage ancillary duties and maintain a healthy work-life balance?
4. What strategies and interventions can be implemented to support Filipino teachers in managing their ancillary duties while improving their well-being and job satisfaction?

## **METHODOLOGY**

This study used a phenomenological research design to explore the lived experiences of Filipino teachers with ancillary duties. This approach aimed to understand the essence and impact of these experiences on their professional lives. Five Participants were selected through purposeful sampling from a public secondary high school in Bacolod City, Negros Occidental, Philippines. Official documents and reports from the Department of Education and school records were used to aid participant selection.

Data were collected through semi-structured interviews, observations, and document reviews. Interviews were conducted in person, using predetermined questions and open-ended prompts to gather in-depth insights. Observations provided firsthand information on the nature of ancillary duties, while document reviews offered contextual information about school policies and job descriptions.

The data were analyzed using the Lichtman framework, which involved organizing, coding, and interpreting the qualitative data. Thematic analysis identified recurring patterns and themes in the teachers' experiences. The findings were synthesized to generate a coherent narrative, highlighting the complexities of managing

ancillary duties. Ethical considerations were strictly followed, and participants' consent was obtained, allowing them to withdraw at any time.

This is purely academic. The participants signed the informed consent. They can withdraw anytime as a participant in the study. Ethical considerations were followed strictly.

## RESULTS AND DISCUSSION

### Diverse Ancillary Duties and Responsibilities

The study revealed that Filipino teachers handle numerous ancillary duties beyond their primary teaching responsibilities. These additional tasks include administrative work, student supervision, organization of extracurricular activities, and participation in school management committees. The accounts of several participants highlight the extensive workload teachers bear.

Participant 1 shared, “When I started in the public school, if you are newly hired, you will be placed in the last section. So, I was assigned as a Grade 4 teacher handling the last section, section 7. Then, I am the adviser of SELG [Supreme Elementary Learner Government], at the same time Grade Level Chairman, School Paper Adviser, and a member of the SBM [School-Based Management].” Additionally, they explained that as a Grade Level Chairman, they were responsible for consolidating reports, attending meetings, and relaying concerns to colleagues. Furthermore, their role as an SELG adviser required hands-on involvement in student leadership, especially towards the end of the school year when new officers were elected.

Similarly, Participant 2 described the breadth of their responsibilities, stating, “I am the YES-O [Youth for Environment in Schools Organization] adviser for the science club and the chairman of training and development. I am also the SBM WINS coordinator. If you are a science teacher, you automatically handle the health and nutrition aspect of SMEIA [School Monitoring, Evaluation, and Adjustment]. Apart from this, I also serve as the Comelec head during student elections.” This testimony underscores how teachers frequently juggle multiple roles, with many responsibilities overlapping or being imposed without considering existing workloads.

Another participant, who previously served as an English coordinator but relinquished the role due to excessive workload, stated, “I had too much load. I am already loaded, fully loaded.” The overwhelming workload associated with these ancillary duties indicates how additional responsibilities can affect teachers’ ability to focus on their primary role—teaching.

The frequency of school-related events also contributes to workload concerns. Participant 3 explained, “Every month, there is a designated program from the division office. For instance, September is Club Fair, then the next month is Teachers’ Month, followed by Children’s Month. Each memo requires us to conduct programs or symposiums to meet the division’s requirements.” Such mandatory school-wide initiatives place an additional burden on teachers who already struggle to balance classroom instruction and administrative obligations.

Moreover, ancillary duties such as enrollment coordination, record management, and school paper advisement extend teachers’ workload throughout the year. As Participant 4 noted, “We must prepare DLLs, check attendance, create instructional materials, assess test papers, and submit various school forms—Forms 1 to 5, 9, and 10. On top of that, we must conduct quarterly parent-teacher conferences.” These responsibilities highlight the administrative load that teachers must manage alongside their instructional duties.

These findings align with studies indicating that excessive ancillary tasks significantly impact teachers’ well-being and effectiveness. Research by Embang et al. [13] showed that increased workloads, including administrative tasks, lead to heightened stress levels and potential burnout, which ultimately affect student

performance. Similarly, Basalan et al. [4] emphasized that non-specialized teachers often struggle with the added burden of managing multiple responsibilities.

However, some studies suggest that involvement in various school activities may enhance teachers' professional experience. Villamayor et al. [41] indicated that participating in diverse roles could develop teachers' leadership skills and improve their sense of responsibility. Nevertheless, they cautioned that an unbalanced workload could lead to burnout, necessitating systemic reforms. Furthermore, Dugan and Ricafort [11] emphasized the need for structural changes, such as hiring additional administrative staff to alleviate the burden on teachers.

### **Frequency and Impact of Reporting and Administrative Tasks**

The study also found that reporting requirements and administrative tasks significantly contribute to teachers' stress and workload. Many teachers cited the frequency of mandatory submissions and the strict deadlines imposed by school administrators and division offices.

Participant 3 shared, "Yes, ma'am, we often have to submit reports to the division office, especially every month. These reports affect our workload because we cannot leave our student leaders unsupervised. We have to be there for them every step of the way." This account demonstrates how administrative tasks consume time that could otherwise be spent on mentoring students.

Similarly, another teacher emphasized the demanding nature of documentation and compliance: "We must pass or submit school forms—Forms 1 to 5, 9, and 10. One of our duties is also to hold a parent-teacher conference every quarter." The necessity of preparing extensive documentation on a regular basis adds another layer of responsibility to teachers' already full schedules.

Participant 1 detailed the workload associated with extracurricular programs: "Ancillaries are year-round. It is expected that there are always tasks to perform. For example, in our SELG, we organize tree planting, gift-giving, feeding programs, and school-based events like Valentine's Day and Teachers' Day. As a school paper adviser, we also conduct press conferences, from the district level to the regional level, and possibly even the national level." This illustrates how administrative and extracurricular duties stretch beyond teaching obligations, requiring substantial effort and coordination.

The research findings align with studies indicating that reporting tasks significantly increase teachers' stress and reduce job satisfaction. Wilson et al. [42] found that excessive documentation requirements diminished instructional time and lowered teachers' productivity. Kim [23] similarly noted that an overwhelming volume of paperwork detracts from lesson planning and student engagement.

Moreover, the rigid structure of administrative requirements exacerbates these challenges. Teachers are expected to complete reports within strict deadlines while simultaneously handling student-related duties. The increased workload affects their job satisfaction, as confirmed by Reyes and Cruz [31], who found that excessive administrative burdens contribute to teacher attrition in the Philippines.

Addressing these concerns requires structural changes in school management. The implementation of digital platforms for documentation, such as automated data entry and centralized reporting systems, could significantly reduce the time teachers spend on paperwork. Additionally, employing non-teaching personnel to handle administrative tasks would allow teachers to focus more on their instructional responsibilities.

Furthermore, professional development programs focused on workload management and stress reduction can support teachers in handling their responsibilities more efficiently. Regular reviews of task distribution among school personnel can help ensure a fair division of duties, preventing individual teachers from being overburdened.

## **Workload Management and Its Impact on Teaching**

The study revealed that ancillary duties significantly impact Filipino teachers' workload, affecting their ability to focus on instructional tasks. Many teachers struggle to balance their teaching responsibilities with additional duties, leading to stress and exhaustion.

Participant 1 shared, "I am also a classroom adviser handling two subjects, Filipino and Science, which has an equivalent of 250 minutes teaching load per day. Before, when I had a 200-minute teaching load per day, it was still manageable. But now, it is somewhat heavy for me." The increased workload limits the time available for lesson preparation and personal responsibilities, which aligns with findings from Parida and Nayak [29], who emphasized that excessive workload contributes to teacher burnout.

Participant 2 described the lack of choice in accepting additional responsibilities: "I had no choice... To be frank, you have no choice because you're new in the service, so you can't say no." This supports the findings of Ali [2], who noted that newly hired teachers feel pressured to accept all assigned tasks, contributing to anxiety and work-related stress.

Participant 3 explained how administrative tasks further complicate their workload: "It compromises my teaching duties... The frequency of ancillary tasks depends on the program requirements each month." This observation aligns with Kim [23], who found that administrative duties reduce instructional time, affecting teaching quality.

Conversely, Participant 5 noted, "Ancillary duties don't affect my workload. I usually do them after class and at night. As they say, 'the brain functions when there's a deadline.'" This statement suggests that some teachers develop coping mechanisms to manage workload pressures, consistent with findings by Gonzales [16], who reported that teachers adapt by dedicating personal time to administrative tasks.

While some teachers struggle with excessive workload, others employ strategies such as time management and prioritization to cope. However, the general consensus from the participants and supporting literature suggests that ancillary duties negatively impact teaching effectiveness. Systemic reforms are needed to distribute tasks more equitably and minimize the administrative burden on teachers.

## **Satisfaction and Motivation Amidst Challenges**

Despite the overwhelming responsibilities, some teachers find fulfillment in their ancillary duties. For many, achievements such as student success in competitions and personal growth provide motivation.

Participant 1 expressed job satisfaction, saying, "For six years, I have taken on these ancillary tasks because my principal assigned them to me. It's fulfilling when we achieve victories, like when my campus journalists qualify for regional competitions." This aligns with Atlantis Press [3], which found that transformational leadership positively influences teacher motivation by fostering a sense of purpose.

Similarly, Participant 5 shared, "The more workload, the more I'm motivated. I feel that I am being used, that I have given my share." This perspective supports findings by IJFMR [20], which indicated that teachers with high intrinsic motivation tend to handle additional tasks more positively.

However, not all teachers share this sentiment. Participant 3 noted, "I give my 100% to teaching, but with ancillary duties, I feel that my satisfaction in teaching is reduced." This is consistent with Capone and Petrillo [6], who found that increased workload without proper support leads to reduced job satisfaction and higher stress levels.



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## Balancing Personal and Professional Life

Teachers employ various strategies to maintain a balance between work and personal life. Participant 1 emphasized the importance of family time, saying, “After six hours of work, it’s time to give your focus to your family. We always have dinner together to check on each other.” This is supported by Fulkerson et al. [14] and Hammons and Fiese [17], who highlighted the significance of shared family meals in promoting well-being.

Participant 3 mentioned taking advantage of vacations to spend time with family, stating, “Now that we have one month of undisturbed vacation, I have ample time for myself and my family.” This aligns with De Bloom et al. [10], who found that extended vacations contribute to reduced stress and improved mental health.

Some teachers adopt strict routines to manage their workload. Participant 2 said, “I always wake up at 4 AM to work because I am too tired at night. By 8 PM, I stop responding to messages and rest.” This practice aligns with Heath et al. [18], who found that structured time management improves productivity and reduces stress.

Others prioritize self-care. Participant 4 stated, “Aside from work, I have ‘me time.’ I go for foot spas, watch movies, or even go window shopping—it’s my stress reliever.” This aligns with Pressman et al. [30], who highlighted the importance of leisure activities in maintaining psychological well-being.

## Effective Time Management

Time management is crucial for balancing teaching duties and ancillary responsibilities. Participant 2 shared, “I prioritize tasks by making a mental list of what is most important. I work according to priority and urgency.” This approach aligns with Saxena [35], who emphasized prioritization as an effective strategy for managing workloads.

Participant 5 noted, “If you do not monitor your time, you will end up cramming. I do my tasks after class and at night, usually from 10 PM to 2 AM.” This supports findings by Chan and Smith [7], who stated that time tracking enhances productivity.

Participant 4 emphasized the need for organization: “My coping mechanism is being organized. Proper time management is key.” This is consistent with Abayon [1], who reported that structured workload management prevents burnout.

## Importance of Support Systems and Relationships

Support from school heads and colleagues plays a vital role in managing workload. Participant 1 stated, “The support of my school head is very important. If everyone supports each other, work becomes lighter.” This is supported by Nordin, Mustafa, and Razzaq [27], who found that strong school leadership enhances job satisfaction.

Participant 3 added, “The support system from admin is the best—it’s even more important than financial support.” This aligns with Dreer [9], who found that positive work relationships significantly impact teacher well-being.

Collaboration among colleagues also helps in managing tasks. Participant 5 noted, “You cannot live alone. You need the full support of your co-teachers and school head to make ancillary tasks manageable.” This is consistent with Capone and Petrillo [6], who highlighted the importance of workplace support in reducing burnout.

The findings suggest that fostering strong relationships within the school community enhances teachers’ ability to handle workload pressures.

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## Effective Management, Resource Allocation, and Systemic Changes

Teachers emphasized the need for fair task distribution and strategic planning. Participant 4 stated, “Principals should evaluate School Form 7 to ensure fair distribution of ancillary duties. Some teachers are overloaded while others are underloaded.” This aligns with Levacic [24], who recommended systematic workload assessments to maintain balance.

Participant 5 highlighted the need for resource support: “I was given a laptop by the school, which helps me with LIS/EBIS tasks.” This is supported by UCL Discovery [40], which found that access to technology improves task efficiency.

Systemic changes, such as clearer task delegation and early planning, were also suggested. Participant 3 stated, “At the beginning of the school year, we must train student leaders so they can handle tasks independently, making it lighter for us.” This supports OECD [28], which emphasized the importance of structured leadership training.

## CONCLUSIONS

This study examined the impact of ancillary duties on Filipino teachers, focusing on workload management, job satisfaction, and coping mechanisms. Findings revealed that teachers handle multiple responsibilities beyond classroom instruction, including administrative tasks, student supervision, and event coordination. While some educators find fulfillment in these roles, many experience stress and exhaustion due to excessive workload. The study highlights that ancillary duties often compromise instructional time, forcing teachers to balance competing priorities, which negatively affects teaching effectiveness and overall job satisfaction.

Teachers employ various strategies to manage their workload, including prioritization, strict time management, and personal routines. Support systems, particularly from school heads and colleagues, play a crucial role in helping teachers navigate their responsibilities. However, disparities in workload distribution persist, with some teachers bearing significantly heavier ancillary duties than others. This imbalance underscores the need for systemic changes in task delegation and resource allocation.

The study underscores the necessity of institutional reforms to reduce the burden of non-teaching tasks on educators. Recommendations include hiring additional support staff, implementing digital tools for administrative tasks, and ensuring fair workload distribution through systematic evaluations. Strengthening leadership support and fostering a collaborative school environment can also enhance teacher well-being and job satisfaction. By addressing these challenges, schools and policymakers can create a more sustainable teaching environment, allowing educators to focus on their primary role—delivering quality education.

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