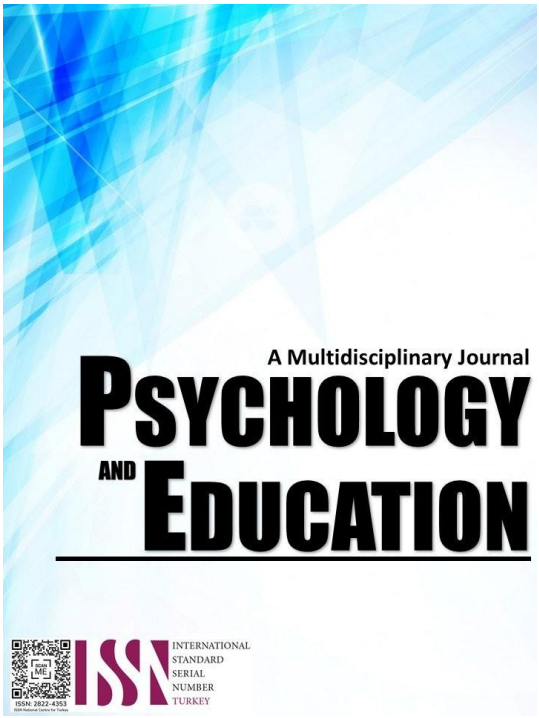
TEACHER'S ANCILLARY TASK UNLOADING AND COMMITMENT TO TEACHING AND LEARNING



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Research Article

Teacher's Ancillary Task Unloading and Commitment to Teaching and Learning

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Abstract

Most teachers in Pangantucan South District were aged between 31 and 40, followed by those aged 20 to 30, indicating a predominantly young to mid-career workforce. The majority were female, reflecting common gender trends in education. In terms of experience, many had around nine to eleven years of teaching, showing a well-established teaching force. Most teachers hold a bachelor's degree in Elementary Education, emphasizing primary-level instruction. Regarding specialization, the majority focused on Primary Education, with Mathematics, English, and Filipino having the highest representation among subject-specific areas. This suggested a strong emphasis on foundational education in the district. The study found that teachers in Pangantucan South District strongly agreed on the need to unload ancillary tasks to enhance their focus on teaching. Administrative tasks and committee work were seen as burdensome, with teachers emphasizing that reducing these duties would improve instructional focus. Similarly, professional development was hindered by workload, though teachers believed that offloading tasks would allow greater participation. For mentoring, teachers acknowledged the workload but felt somewhat supported by their administration. Professional service was viewed as time-consuming, though teachers agreed it held value. Overall, teachers demonstrated high commitment to teaching, with the strongest agreement on enthusiasm for their profession. The study found a significant negative relationship between age and years of teaching experience with teacher commitment, suggesting that as teachers grew older and gained more experience, their commitment to teaching may have slightly declined. Factors such as burnout or changing priorities could have contributed to this trend. On the other hand, gender showed no significant relationship with teacher commitment, indicating that gender did not influence dedication to teaching and learning. The study also revealed a significant positive relationship between ancillary task unloading and teacher commitment. Reducing administrative tasks, committee work, professional development, and mentoring enhanced commitment. However, professional service showed no significant impact.

Keywords: *age, bachelor's degree, committee work, and mentoring*

Introduction

Teacher commitment is considered a crucial factor in determining student achievement, school development, and the overall quality of education. A committed educator not only delivers effective instruction but also contributes significantly to students' emotional, intellectual, and social growth. Research consistently shows that teachers who are deeply dedicated to their profession foster greater student success, maintain better classroom management, and help create a more positive school environment.

This commitment became even more vital in resource-limited settings such as the Pangantucan South District in the Division of Bukidnon. In such areas, teachers often operated with minimal support, making their passion for teaching an essential driver of educational success.

However, one significant challenge voiced by many educators was the burden of ancillary duties, which hindered their ability to focus on core teaching tasks. These responsibilities—such as handling administrative paperwork, supervising student organizations, coordinating extracurricular activities, and serving on school committees—often diverted time and energy away from lesson planning, classroom instruction, and student assessment.

While these non-teaching responsibilities were necessary for the smooth operation of schools, they negatively affected a teacher's instructional effectiveness, leading to fatigue, diminished enthusiasm, and a drop in overall teaching quality. As a result, student learning suffered when teachers were overwhelmed by these additional duties.

Ancillary tasks were frequently assigned to teachers to address staffing shortages and ensure the continuity of school functions. However, when these responsibilities were distributed without adequate support or resources, they caused undue stress and reduced teachers' commitment to their primary roles in education. In light of these concerns, the study aimed to explore the perspectives of teachers in the Pangantucan South District regarding the reassignment or reduction of non-instructional tasks and how this shift influenced their dedication to teaching and learning.

The goal of the research was to assess whether reducing these secondary duties improved teacher focus, classroom performance, and professional fulfillment. Gaining insights into teacher perspectives helped inform better task allocation policies in schools, thereby allowing educators to devote more time and energy to their central mission of educating students. The study's findings held the potential to influence policy changes and offer practical solutions that enhanced teacher well-being and instructional quality, ultimately benefiting both educators and learners in the district.

Research Questions

This study generally investigated the teachers' views on ancillary task unloading and their level of commitment to teaching and learning at Pangantucan South District, Division of Bukidnon, for the school year 2024–2025. Specifically, it sought to answer the following questions:

1. What is the socio-demographic profile of teachers in Pangantucan South District, Division of Bukidnon, in terms of age, sex, years of teaching experience, bachelor's degree, and field of specialization?
2. What is the level of the teachers' views on ancillary task unloading in terms of administrative tasks, committee work, professional development, mentoring, and professional service?
3. Is there any significant relationship between the socio-demographic profile of teachers and the extent of their commitment to teaching and learning?
4. Is there any significant relationship between the teachers' views on ancillary task unloading and the extent of their commitment to teaching and learning?

Methodology

Research Design

The study used a descriptive survey research approach to investigate teachers' views on ancillary work unloading and their views on commitment to teaching and learning in the Pangantucan South District, Division of Bukidnon, during the school year 2024–2025. This study approach was used to gather quantitative data to represent the current status of teachers' views and commitment levels in a given educational context.

Respondents

The respondents of the study were samples of elementary and secondary school teachers from the Pangantucan South District, Division of Bukidnon. They were randomly chosen to ensure a representative sample of teachers based on demographic characteristics such as age, gender, years of teaching experience, educational background, and field of expertise. To provide suitable analytical power, the sample size was determined using a statistical formula.

This study used a sample of one hundred eleven (110) teachers from the Pangantucan South District, Division of Bukidnon. Before the study began, it was made clear that participation was voluntary, and the personal information of the teacher-respondents was treated with the utmost discretion and respect.

Instrument

To gather data for analysis, the study employed a survey questionnaire that included the variables covered in the study. The questionnaire consisted of three (3) sections.

The first section presented a checklist that collected information about the teacher-respondents' socio-demographic characteristics. This included variables such as age, gender, years of teaching experience, bachelor's degree, and field of specialization.

The second section determined the teachers' views on ancillary task unloading. This section adapted items from Blase and Blase's (1999) survey on teacher empowerment and workload management, which explored how balancing teaching and ancillary responsibilities affected teacher performance and morale. Their work emphasized the need for administrative support in reducing non-teaching tasks to enhance teacher effectiveness. The questionnaire specifically focused on Administrative Tasks, Committee Work, Professional Development, Mentoring, and Professional Service.

The third section measured the teachers' commitment to teaching and learning by adopting items from the study of Cloma and Dioso (2003).

Responses were analyzed using a five-point Likert scale, with options ranging from "1 - Strongly Disagree" to "5 - Strongly Agree." A field trial was also conducted to evaluate the instrument's reliability and validity. This included testing the questionnaire with a limited number of respondents who were similar to the intended sample. The results of this pilot test were used to revise and improve the survey before it was administered on a larger scale.

Data Analysis

The researcher employed the following statistical techniques to analyze and interpret the acquired data:

Descriptive statistics. Frequency counts and percentages were used to examine the socio-demographic profile of the teacher-respondents. Mean and standard deviation were also determined to assess the teachers' views on ancillary task unloading and their commitment to teaching and learning.

Inferential statistics. Pearson's product-moment correlation was used to investigate the associations between variables. Furthermore, regression analysis was employed to identify the factors that influenced the teachers' views on commitment to teaching and learning.

Results and Discussion

This section presents and analyzes the results of the study on teachers' views on ancillary task unloading and their level of commitment to teaching and learning in Pangantucan South District, Division of Bukidnon. It examines the socio-demographic profile of teachers, their perspectives on ancillary task unloading in terms of administrative tasks, committee work, professional development, mentoring, and professional service, as well as the extent of their commitment to teaching and learning. Furthermore, it explores the significant relationships between teachers' socio-demographic profiles and their commitment, as well as between their views on ancillary task unloading and their level of commitment. The findings from this section provide insights into how ancillary tasks impact teachers' dedication to their primary role of educating students.

Table 1. *Socio-demographic profile of teachers in Pangantucan South District, Division of Bukidnon in terms of age.*

Age Group	*F*	*%*
61 - 65	0	0
51 - 60	3	2.7
41 - 50	24	21.8
31 - 40	49	44.5
20 - 30	34	30.9
Total	110	100.0

Table 1 presents the socio-demographic profile of teachers in Pangantucan South District, Division of Bukidnon, in terms of age. The majority fall within the 31-40 age group (f = 49, 44.5%), indicating a substantial portion of teachers are in their mid-career stage. The 20-30 age group (f = 34, 30.9%) follows, representing a significant number of younger educators. Meanwhile, the 41-50 age group (f = 24, 21.8%) constitutes a notable portion, reflecting experienced teachers who may hold leadership roles or extensive teaching backgrounds.

Only a small percentage of teachers are aged 51-60 (f = 3, 2.7%), while no teachers are recorded in the 61-65 age group. This distribution suggests a workforce predominantly composed of early-to-mid-career educators, with relatively few nearing retirements.

A case study from Sangay Integrated School during the 2022-2023 academic year revealed that teachers assigned multiple ancillary functions experienced challenges balancing these duties with their primary teaching responsibilities, leading to increased stress and decreased job satisfaction. Similarly, research indicates that heavy workloads, including non-instructional tasks, contribute to teacher burnout and reduced commitment to teaching.

Table 2. *Socio-demographic profile of teachers in Pangantucan South District, Division of Bukidnon in terms of sex.*

Sex	*F*	*%*
Male	27	24.5
Female	83	75.5
Total	110	100.0

Table 2 displays the socio-demographic profile of teachers in Pangantucan South District, Division of Bukidnon, in terms of sex. The majority are female (f = 83, 75.5%), while male teachers (f = 27, 24.5%) comprise a smaller proportion of the workforce. This distribution suggests that the teaching profession in this district is predominantly female, which is a common trend in educational institutions, particularly at the primary and secondary levels. The significant female representation may also reflect gender trends in the field of education within the region.

Pineda (2017) analyzed gender disparities in the Philippine teaching workforce, revealing that female teachers significantly outnumber males, largely due to traditional gender norms and perceived job suitability. Research by Mulkeen et al. (2010) further supports this trend, noting that rural areas often have a higher percentage of female teachers, reinforcing the idea that teaching remains a female-dominated profession, particularly at lower grade levels. Additionally, Berg and Klinge (2020) found that female teachers tend to exhibit higher levels of professional commitment and job satisfaction, which positively impact student-centered learning.

Table 3. *Socio-demographic profile of teachers in Pangantucan South District, Division of Bukidnon, in terms of years of teaching experience.*

Years of teaching	*F*	*%*
1 - 2	3	2.7
3 - 4	6	5.5
5 - 6	16	14.5
7 - 8	13	11.8
9 - 10	42	38.2
11	30	27.3
Total	110	100.0

Table 3 shows the socio-demographic profile of teachers in Pangantucan South District, Division of Bukidnon, in terms of years of teaching experience. The largest group has 9-10 years of experience (f = 42, 38.2%), followed closely by those with 11 years of experience (f = 30, 27.3%). Teachers with 5-6 years of experience (f = 16, 14.5%) and 7-8 years of experience (f = 13, 11.8%) represent a notable portion of the workforce. Meanwhile, a smaller percentage of teachers have 3-4 years of experience (f = 6, 5.5%) or 1-2 years of experience (f = 3, 2.7%).

This distribution suggests that most teachers in the district are relatively experienced, with a considerable portion having close to or over a decade of teaching practice, potentially contributing to a stable and seasoned teaching workforce.

Ingersoll and Strong (2011) emphasized that teachers with more experience develop stronger instructional strategies, classroom management skills, and commitment to teaching. This aligns with the data from the Pangantucan South District, where most teachers have significant teaching experience. Toropova, Myrberg, and Johansson (2021) further explored how workload affects teacher satisfaction and found that excessive ancillary tasks contribute to stress and burnout, potentially impacting teaching effectiveness. Likewise, Struyven and Vanthournout (2014) concluded that experienced teachers are more likely to remain committed when they receive adequate support and manageable workloads.

Table 4. *Socio-demographic profile of teachers in Pangantucan South District, Division of Bukidnon in terms of bachelor's degree.*

Bachelor's Degree	*F*	*%*
Elementary	72	65.5
Secondary	38	34.5
Total	110	100.0

Table 4 illustrates the socio-demographic profile of teachers in Pangantucan South District, Division of Bukidnon, in terms of bachelor's degree. The majority hold a Bachelor's Degree in Elementary Education (f = 72, 65.5%), while a smaller portion possesses a Bachelor's Degree in Secondary Education (f = 38, 34.5%). This distribution suggests that a significant number of teachers are focused on elementary-level education, which may indicate a higher demand for primary education instructors in the district. The presence of secondary education graduates, though smaller, still reflects a considerable representation catering to the needs of higher grade levels.

For instance, a study by the National Center for Education Statistics (1997) found that increased administrative tasks and non-teaching responsibilities contribute to teacher burnout and decreased job satisfaction.

Furthermore, a study by Klassen and Chiu (2010) demonstrated that teachers' self-efficacy and job satisfaction are closely linked to their commitment levels, with excessive ancillary tasks negatively impacting these factors.

Additionally, research by Skaalvik and Skaalvik (2017) highlighted that reducing non-instructional duties allows teachers to focus more on instructional activities, thereby enhancing their professional commitment and effectiveness in the classroom.

Table 5. *Socio-demographic profile of teachers in Pangantucan South District, Division of Bukidnon, in terms of field of specialization.*

Field of Specialization	*F*	*%*
MAPEH	4	3.6
Mathematics	12	10.9
English	8	7.3
Filipino	7	6.4
General Science	2	1.8
Araling Panlipunan	3	2.7
Primary	72	65.5
Title-ICT	1	0.9
Physics	1	0.9
Total	110	100.0

Table 5 displays the socio-demographic profile of teachers in Pangantucan South District, Division of Bukidnon, in terms of field of specialization. The majority specialized in primary education (f = 72, 65.5%), indicating a strong focus on foundational education. Among subject-specific specializations, Mathematics (f = 12, 10.9%) has the highest representation, followed by English (f = 8, 7.3%) and Filipino (f = 7, 6.4%).

Teachers specializing in MAPEH (Music, Arts, Physical Education, and Health) (f = 4, 3.6%) and Araling Panlipunan (f = 3, 2.7%) are present in smaller numbers. The least represented specializations are General Science (f = 2, 1.8%), TLE-ICT (f = 1, 0.9%), and Physics (f = 1, 0.9%). This distribution highlights a strong emphasis on primary education, with fewer specialists in subject-specific areas, which may suggest a broader teaching role for primary educators in this district.

Ingersoll (2012) further discusses the uneven distribution of subject-specific teachers, noting that Mathematics and English tend to have higher representation. This is similar to the study's findings, where Mathematics (10.9%) and English (7.3%) were among the most common specializations, while Science (1.8%) and Physics (0.9%) had fewer specialists.

Additionally, Torres & Behrman (2014) found that primary teachers often manage heavier workloads due to their broader teaching roles, which may impact their commitment and effectiveness. Goldhaber & Brewer (2000) reinforce the importance of subject specialization, showing that teachers trained in specific fields contribute significantly to student learning outcomes. This suggests a need for more specialists in Science and ICT. Furthermore, a report by the Philippine Institute for Development Studies (PIDS, 2021) highlights a national trend where technical and specialized fields like ICT and Science suffer from a shortage of educators, mirroring the findings in Pangantucan South District.

Table 6. *The level of the teacher's view on ancillary task unloading in terms of administrative tasks.*

Indicator	*Mean*	*SD*	*Qualitative Interpretation*
Administrative tasks (e.g., paperwork and data entry) take up too much of my time.	4.45	0.863	Very High Agreement
Unloading administrative tasks would allow me to focus more on teaching and learning.	4.58	0.641	Very High Agreement
My school provides sufficient administrative support to reduce my workload.	4.31	0.906	Very High Agreement
Overall	4.45	0.720	Very High Agreement

Legend: *5 (4.20–5.00) – Very High Agreement; 4 (3.40–4.19) – High Agreement; 3 (2.60–3.39) – Moderate Agreement; 2 (1.80–2.59) – Low Agreement; 1 (1.00–1.79) – Very Low Agreement.*

Table 6 reveals a very high level of agreement across all indicators. The highest-rated indicator is "Unloading administrative tasks would allow me to focus more on teaching and learning" (Mean = 4.58, SD = 0.641), indicating a strong consensus that reducing administrative responsibilities would enhance instructional focus. The indicator with the lowest mean is "My school provides sufficient administrative support to reduce my workload" (Mean = 4.31, SD = 0.906), though it still falls within the "Very High Agreement" range.

Notably, the statement "I believe that administrative tasks (e.g., paperwork, data entry) take up too much of my time" (Mean = 4.45, SD = 0.863) also received strong agreement, reflecting concerns about the impact of administrative duties on teaching time. The overall mean score of 4.45 (SD = 0.720) emphasizes a widespread belief that unloading ancillary tasks is essential for improving teaching efficiency.

Bubb and Earley (2020) found that excessive administrative and clerical work significantly contributes to teacher stress and burnout, reducing the time available for lesson planning and student engagement. Similarly, Buchanan (2019) highlighted that teachers who spend less time on non-teaching responsibilities experience higher job satisfaction and improved instructional effectiveness. Toropova, Myrberg, and Johansson (2021) emphasized the role of school support systems in reducing teacher workload, aligning with the study's finding that while teachers strongly agree with the benefits of task unloading, they may not feel adequately supported by their schools. Additionally, Day and Gu (2010) found that teachers with fewer administrative burdens showed stronger commitment and engagement in student learning, reinforcing the idea that reducing non-instructional tasks enhances motivation and classroom performance. Lastly, Torff and Sessions (2018) revealed that when teachers have more control over their schedules and fewer bureaucratic tasks, they experience greater job fulfillment and instructional success.

Table 7. *The level of the teacher's view on ancillary task unloading in terms of committee work.*

Indicator	*Mean*	*SD*	*Qualitative Interpretation*
Committee work (e.g., school event planning and policy development) interferes with my teaching responsibilities.	4.44	0.841	Very High Agreement
Committee responsibilities should be distributed more equally among staff to reduce the burden on individual teachers.	4.62	0.590	Very High Agreement
Unloading committee work would improve my focus on classroom-related activities.	4.65	0.549	Very High Agreement
Overall	4.57	0.568	Very High Agreement

Legend: *5 (4.20–5.00) – Very High Agreement; 4 (3.40–4.19) – High Agreement; 3 (2.60–3.39) – Moderate Agreement; 2 (1.80–2.59) – Low Agreement; 1 (1.00–1.79) – Very Low Agreement.*

As shown in Table 7, the highest-rated indicator is "Unloading committee work would improve my focus on classroom-related activities" (Mean = 4.65, SD = 0.549), reflecting a strong consensus that reducing committee-related responsibilities would significantly enhance teachers' instructional focus.

The indicator with the lowest mean is "Committee work (e.g., school event planning, policy development) interferes with my teaching responsibilities" (Mean = 4.44, SD = 0.841). However, it still falls within the "Very High Agreement" range. While committee work is seen as demanding, it may not be perceived as severely disruptive as other responsibilities.

A notable indicator is "I believe that committee responsibilities should be distributed more equally among staff to reduce the burden on individual teachers" (Mean = 4.62, SD = 0.590), which demonstrates a strong desire for more balanced task distribution. The overall mean score of 4.57 (SD = 0.568) emphasizes a strong consensus among teachers that unloading committee work is crucial for improving their focus on classroom responsibilities, further underscoring the need for fairer distribution and reduced non-teaching duties.

Similarly, Toropova, Myrberg, and Johansson (2021) highlighted that excessive non-teaching tasks contribute to teacher burnout and reduced commitment to student learning, emphasizing the need for a fairer distribution of responsibilities. Markow and Pieters (2012)

also found that workload balance is a key factor in teacher satisfaction and retention, with teachers burdened by non-teaching tasks reporting lower job commitment and effectiveness in the classroom. The OECD's (2019) Teaching and Learning International Survey (TALIS) further revealed that teachers spend a significant portion of their time on administrative and committee-related tasks, limiting their ability to prepare lessons effectively, and recommended streamlining non-instructional duties to improve teaching quality. Struyven and Vanthournout (2014) also examined the impact of workload on teacher motivation, concluding that reducing non-teaching responsibilities enhances teacher engagement, job satisfaction, and instructional effectiveness.

Table 8. *The level of the teacher's view on ancillary task unloading in terms of professional development.*

Indicator	*Mean*	*SD*	*Qualitative Interpretation*
It is challenging to balance professional development activities with my teaching and ancillary tasks.	4.39	0.847	Very High Agreement
Unloading ancillary tasks would allow me to participate more actively in professional development opportunities.	4.46	0.798	Very High Agreement
My school provides sufficient time and support for teachers to engage in professional development without adding to our workload.	4.44	0.671	Very High Agreement
Overall	4.43	0.673	Very High Agreement

Legend: *5 (4.20–5.00) – Very High Agreement; 4 (3.40–4.19) – High Agreement; 3 (2.60–3.39) – Moderate Agreement; 2 (1.80–2.59) – Low Agreement; 1 (1.00–1.79) – Very Low Agreement.*

Table 8 shows teachers' views on ancillary task unloading in terms of professional development. The highest-rated indicator is "I believe that unloading ancillary tasks would allow me to participate more actively in professional development opportunities" (Mean = 4.46, SD = 0.798), highlighting a strong belief that reducing additional responsibilities would enable greater engagement in professional growth.

The lowest-rated indicator is "I find it challenging to balance professional development activities with my teaching and ancillary tasks" (Mean = 4.39, SD = 0.847). However, it still falls within the "Very High Agreement" range. This suggests that while teachers struggle with balancing these responsibilities, they may perceive solutions beyond just task unloading.

Notably, the statement "My school provides sufficient time and support for teachers to engage in professional development without adding to our workload" (Mean = 4.44, SD = 0.671) also received strong agreement, implying that institutional support for professional development is present but could still be improved.

The overall mean score of 4.43 (SD = 0.673) reinforces the widespread belief that reducing ancillary tasks would significantly enhance teachers' ability to focus on professional development and career advancement.

Clerkin (2020) found that excessive non-teaching responsibilities negatively impact teachers' instructional quality and professional growth, emphasizing that reducing ancillary duties allows for greater focus on skill enhancement. Additionally, Baker et al. (2019) revealed that heavy workloads, including ancillary duties, contribute to teacher stress and limit opportunities for continuous learning, underscoring the importance of providing sufficient time and resources for professional development. Moreover, the Department of Education (DepEd) Memorandum on Ancillary Task Reduction (2022) acknowledges the need to minimize non-teaching responsibilities to enhance instructional performance and teacher well-being.

Table 9. *The level of the teacher's view on ancillary task unloading in terms of mentoring.*

Indicator	*Mean*	*SD*	*Qualitative Interpretation*
Mentoring duties (e.g., guiding new teachers) add significantly to my workload.	4.35	0.683	Very High Agreement
Unloading some of my mentoring responsibilities would allow me to balance my teaching and other duties better.	4.34	0.639	Very High Agreement
My school administration adequately supports me in performing mentoring tasks.	4.34	0.654	Very High Agreement
Overall	4.34	0.617	Very High Agreement

Legend: *5 (4.20–5.00) – Very High Agreement; 4 (3.40–4.19) – High Agreement; 3 (2.60–3.39) – Moderate Agreement; 2 (1.80–2.59) – Low Agreement; 1 (1.00–1.79) – Very Low Agreement.*

Table 9 explains the teachers' views on ancillary task unloading in terms of mentoring, showing a very high level of agreement across all indicators. The highest-rated indicator is "Mentoring duties (e.g., guiding new teachers) add significantly to my workload" (Mean = 4.35, SD = 0.683), suggesting that teachers strongly feel mentoring responsibilities contribute to an already heavy workload.

The lowest-rated indicators, though still within the "Very High Agreement" range, are "Unloading some of my mentoring responsibilities would allow me to balance my teaching and other duties better" (Mean = 4.34, SD = 0.639) and "I feel adequately supported by my school administration in performing mentoring tasks" (Mean = 4.34, SD = 0.654). These scores indicate that while teachers acknowledge the burden of mentoring, they also feel somewhat supported by their administration.

The overall mean score of 4.34 (SD = 0.617) reflects a consistent belief that mentoring duties can be demanding and that redistributing or reducing these tasks could improve teachers' ability to effectively balance their instructional and professional responsibilities.

Sorensen and Murchan (2018) highlight that while mentoring fosters professional growth, it also adds to teachers' workload. This aligns

with the study's result, which is that teachers feel mentoring duties significantly contribute to their responsibilities. Hobson and Maxwell (2020) further stress the importance of institutional support for mentors, supporting the finding that teachers acknowledge administrative backing despite feeling overwhelmed. Additionally, Kraft and Papay (2014) discuss how professional environments influence teacher effectiveness, emphasizing the need for schools to balance instructional and mentoring duties to maintain teacher commitment. Lastly, DeAngelis and Presley (2011) examine how increased responsibilities affect teachers' focus on instruction, supporting the idea that reducing ancillary tasks can enhance teachers' ability to balance their workload.

Table 10. *The level of the teacher's view on ancillary task unloading in terms of professional service.*

Indicator	*Mean*	*SD*	*Qualitative Interpretation*
Professional service activities (e.g., community outreach and service to professional organizations) are demanding and reduce my time for teaching.	4.09	0.517	High Agreement
Reducing my professional service duties would enable me to spend more time on student-related tasks.	4.21	0.543	Very High Agreement
My school values and recognizes the importance of balancing professional service with teaching responsibilities.	4.10	0.506	High Agreement
Overall	4.13	0.472	High Agreement

Legend: *5 (4.20–5.00) – Very High Agreement; 4 (3.40–4.19) – High Agreement; 3 (2.60–3.39) – Moderate Agreement; 2 (1.80–2.59) – Low Agreement; 1 (1.00–1.79) – Very Low Agreement.*

Table 11 exhibits the teachers' views on ancillary task unloading in terms of professional service. Most indicators show a high level of agreement, with one reaching very high agreement. The highest-rated indicator is "Reducing my professional service duties would enable me to spend more time on student-related tasks" (Mean = 4.21, SD = 0.543), indicating strong support for minimizing professional service obligations to enhance focus on teaching and student engagement.

The lowest-rated indicator is "Professional service activities (e.g., community outreach, service to professional organizations) are demanding and reduce my time for teaching" (Mean = 4.09, SD = 0.517), suggesting that while teachers recognize the impact of professional service responsibilities on their teaching, they may not view it as overwhelmingly burdensome. Notably, the statement "My school values and recognizes the importance of balancing professional service with teaching responsibilities" (Mean = 4.10, SD = 0.506) reflects teachers' perception that their institution acknowledges the need for balance but may still require improvements in workload management.

The overall mean score of 4.13 (SD = 0.472) reinforces the general agreement that professional service duties can be demanding and that reducing them would improve teaching effectiveness.

Buchanan (2012) explored how excessive workload, including non-teaching duties, contributes to teacher burnout and job dissatisfaction, emphasizing the need to reduce ancillary tasks to enhance instructional focus. Similarly, Toropova, Myrberg, and Johansson (2021) found that teacher job satisfaction is closely linked to workload balance, suggesting that minimizing professional service obligations leads to higher teaching effectiveness and commitment. The OECD's (2019) Teaching and Learning International Survey (TALIS) revealed that teachers worldwide spend a significant portion of their time on non-instructional responsibilities, recommending that schools allocate these tasks to administrative staff to allow teachers to concentrate on core teaching activities.

Table 11. *The extent of teacher commitment to teaching and learning*

Indicator	*Mean*	*SD*	*Qualitative Interpretation*
I accomplish my job with enthusiasm	4.83	0.425	Very High Agreement
Right now, staying with my profession is a matter of necessity and desire	4.70	0.599	Very High Agreement
I prefer working at this school even though I have choices for working at another school	4.67	0.527	Very High Agreement
I spend time with the students on subjects (activities) related to the lesson inside as well as outside the classroom.	4.65	0.615	Very High Agreement
I do not feel like "part of the family" at me profession	2.28	0.706	Low Agreement
I do not hold remedial classes.	2.30	0.614	Low Agreement
I had not put so much of myself into this profession, I might have considered working elsewhere.	2.29	0.682	Low Agreement
I demonstrate positive attitudes in the workplace.	4.43	0.550	Very High Agreement
One of the few negative consequences of leaving this profession would be the scarcity of available alternatives.	4.09	0.973	High Agreement
The teacher comes late to school and leaves early	2.15	0.609	Low Agreement
I detest being supervised.	3.92	1.220	High Agreement
I work hard at school and have the tendency to take extra periods assigned to me	4.47	0.616	Very High Agreement
I would be very happy to spend the rest of my career in this profession.	4.51	0.586	Very High Agreement
I use copied lesson plans from the internet.	3.66	1.429	High Agreement
Overall	3.78	0.417	High Agreement

Legend: *5 (4.20–5.00) – Very High Agreement; 4 (3.40–4.19) – High Agreement; 3 (2.60–3.39) – Moderate Agreement; 2 (1.80–2.59) – Low Agreement; 1 (1.00–1.79) – Very Low Agreement.*

Table 11 shows the extent of teacher commitment to teaching and learning based on various indicators. The highest-rated indicator is "I accomplish my job with enthusiasm" (Mean = 4.83, SD = 0.425), suggesting that teachers exhibit a strong passion for their profession. Other notable indicators with very high agreement include "Right now, staying with my profession is a matter of necessity and desire" (Mean = 4.70, SD = 0.599) and "I prefer working at this school even though I have choices for working at another school" (Mean = 4.67, SD = 0.527). These values reflect a strong commitment to their institution and profession. On the other hand, the lowest-rated indicator is "Teacher comes late to school, leaves early" (Mean = 2.15, SD = 0.609), which indicates that most teachers disagree with this statement, reinforcing their dedication to their responsibilities. Similarly, "I had not put so much of myself into this profession, I might have considered working elsewhere" (Mean = 2.29, SD = 0.682) and "I do not feel like 'part of the family' at my profession" (Mean = 2.28, SD = 0.706) received low agreement, suggesting that teachers generally feel a sense of belonging and investment in their careers.

Notable indicators include "I demonstrate positive attitudes in the workplace" (Mean = 4.43, SD = 0.550) and "I work hard for the school and have the tendency to take extra periods assigned to me" (Mean = 4.47, SD = 0.616), which highlight the dedication and positive mindset of teachers toward their profession. Overall, with an average mean of 3.78 (SD = 0.417), the data suggest a high level of commitment among teachers, with most indicators reflecting a positive attitude toward teaching and learning.

Paunan et al. (2022) emphasize that teacher commitment is pivotal for effective and successful schools and significantly impacts educational outcomes. This review highlights the evolving nature of teacher commitment amidst contemporary challenges in education.

Furthermore, research by Karuppannan and Jalani (2021) investigates the relationship between teacher commitment and effective teaching practices in rural primary schools in Ranau District, Malaysia. The study finds that teachers' dedication to their school, students, and profession correlates with more effective teaching methods, underscoring the importance of commitment to educational success. Additionally, a study by Yeh et al. (2023) examines how teacher preparation and professional experiential learning act as catalysts for organizational and occupational commitment. The findings suggest that both factors positively influence teachers' self-efficacy, which in turn enhances their commitment to the organization and their profession.

Table 12. *Test of a significant relationship between the socio-demographic profile of teachers and the extent of teacher commitment to teaching and learning.*

Variable	*r/r_{pb}*	*p-value*	*Interpretation*
Age	-.277	.003	Significant
Sex	.045	.643	Not Significant
years of teaching experience	-.494	.000	Significant

The analysis of Table 12 examines the significant relationship between teachers' socio-demographic profile and their commitment to teaching and learning. Age (r = -0.277, p-value = .003) shows a significant negative relationship with teacher commitment. As teachers grow older, their commitment to teaching and learning may slightly decrease. Possible reasons include burnout, shifting priorities, or differing levels of adaptability to new teaching methods.

Sex (r_pb = 0.045, p-value = .643) is not significantly related to teacher commitment, indicating that gender does not play a decisive role in determining the extent of commitment to teaching and learning. This suggests that both male and female teachers exhibit similar levels of dedication in their profession. Years of teaching experience (Coefficient = -0.494, p-value = .000) presents the strongest significant negative relationship, implying that teachers with more years of experience tend to have lower levels of commitment. Therefore, the null hypothesis is rejected.

Ocampo et al. (2019) highlighted that excessive ancillary tasks contribute to teacher burnout, reducing their commitment to teaching. Similarly, the study by David and Labrador (2018) found that teachers in the Department of Education (DepEd) often struggle to balance instructional responsibilities with administrative duties, leading to decreased motivation and engagement. In a study by Castillo and Duque (2020), findings revealed that while Filipino teachers remain dedicated to their profession, excessive workload and lack of support systems significantly affect their long-term commitment. Moreover, the Philippine Institute for Development Studies (PIDS, 2021) emphasized the need for DepEd to streamline teachers' administrative tasks to allow them to focus more on instructional responsibilities. Additionally, Ingersoll and Strong (2011) highlighted how the career stage influences teacher dedication. Early-career teachers exhibit higher commitment levels than mid- and late-career educators, who may become overwhelmed by administrative burdens.

Table 13. *Test of a significant relationship between the teacher's view on ancillary task unloading and the extent of teacher commitment to teaching and learning.*

Variable	*R*	*p-value*	*Interpretation*
Administrative Tasks	.232	.015	Significant
Committee Work	.242	.011	Significant
Professional Development	.433	.000	Significant
Mentoring	.421	.000	Significant
Professional Service	.085	.376	Not Significant

Table 13 presents the test of significant relationships between teachers' views on ancillary task unloading and their commitment to teaching and learning. Administrative Tasks (r = 0.232, p-value = .015) show a significant positive relationship with teacher commitment, suggesting that reducing administrative burdens allows teachers to focus more on teaching and enhances their dedication to the profession. Committee Work (Coefficient = 0.242, p-value = .011) also exhibits a significant positive relationship, indicating that when teachers are relieved of committee-related responsibilities, their commitment to teaching and learning improves.

Professional Development (Coefficient = 0.433, p-value = .000) has the strongest positive relationship, highlighting that the opportunity for skill enhancement and career growth significantly boosts teacher commitment. Mentoring (Coefficient = 0.421, p-value = .000) is another significant factor, implying that when teachers engage in mentoring—whether as mentors or mentees—it positively affects their commitment. Professional Service (Coefficient = 0.085, p-value = .376) does not show a significant relationship with teacher commitment, indicating that involvement in professional service activities, such as outreach programs or community work, does not directly impact their dedication to teaching.

Overall (Coefficient = 0.445, p-value = .000), the results suggest a strong and significant relationship between teachers' views on ancillary task unloading and their commitment to teaching. Therefore, the null hypothesis is rejected.

Bautista, Bernardo, and Ocampo (2019) highlighted that excessive administrative workload negatively affects Filipino teachers' job satisfaction and teaching effectiveness. This supports the study's findings that unloading ancillary tasks can enhance commitment to teaching. David, Dizon, and Rodriguez (2021) also found that teachers in the Department of Education (DepEd) struggle with balancing instructional responsibilities due to additional tasks such as committee work and clerical duties, which impact their focus on student learning. Furthermore, Luz (2018) argued that improving access to professional development opportunities and mentoring programs is essential in sustaining teacher motivation and long-term engagement in the profession.

Conclusions

Based on the findings, the following conclusions were drawn:

The demographic profile of teachers in Pangantucan South District indicates a predominantly young to mid-career workforce, with most teachers specializing in primary education. Teachers strongly believe that unloading ancillary tasks would enhance their focus on teaching. The burden of administrative tasks, committee work, and professional development responsibilities limits their instructional efficiency. While mentoring is acknowledged as an additional workload, teachers feel supported by their administration. Although professional service is considered time-consuming, teachers recognize its value.

The significant negative relationship between age, years of teaching experience, and teacher commitment suggests that older and more experienced teachers may experience a decline in motivation, potentially due to burnout or changing priorities. However, gender does not play a role in teacher commitment, indicating that both male and female teachers exhibit similar levels of dedication. The study confirms that reducing ancillary tasks significantly enhances teacher commitment. Decreasing administrative tasks, committee work, professional development burdens, and mentoring duties positively impact teachers' focus and dedication. However, professional service does not significantly influence teacher commitment, suggesting that while it is valuable, it does not directly affect instructional engagement.

In light of the findings of the study, the following recommendations are hereby proposed:

School administrators are encouraged to implement policies to minimize teachers' administrative and committee-related workloads. Hiring additional clerical staff or redistributing tasks can allow teachers to focus more on instruction. Opportunities for professional growth may be strengthened by scheduling training sessions during non-teaching hours or providing time allowances for professional learning. Schools may offer structured mentoring programs with designated time allocations, ensuring that experienced teachers can guide new educators without being overburdened. To address declining commitment among older and more experienced teachers, schools should implement initiatives such as career advancement opportunities, workload adjustments, and wellness programs to prevent burnout. Future studies may explore additional factors influencing teacher commitment, such as school leadership, work-life balance, and intrinsic motivation, to develop more comprehensive strategies for improving teacher retention and effectiveness.

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