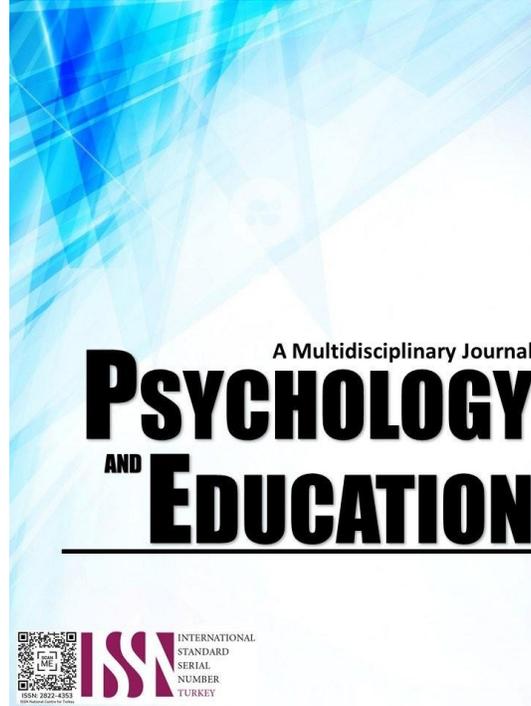


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Impact of Deloading Teachers from Ancillary Services and their Performance

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Abstract

This study was conducted to find the relationship between the impact of lightened tasks among public school teachers and their performance in Danggagan District, Division of Bukidnon, SY 2024-2025. Specifically, this study determined the impact of the removal of the ancillary tasks among teachers in Danggagan District, Division of Bukidnon, SY 2024-2025 in terms of Focus on Core Responsibilities, Instructional Quality, Workload and Stress, Collaboration and Professional Development, and Overall Efficiency; determined the level of the teacher's performance; and found out the significant relationship between the impact of the removal of the ancillary tasks among teachers and the level of the teacher's performance. This study used a researcher-made survey questionnaire. The respondents were limited to teachers in the whole Danggagan District, Division of Bukidnon, SY 2024-2025. The data were treated with descriptive statistics such as mean, standard deviation, frequency count, percentage, and Pearson r Product Moment Correlation Coefficient. This study revealed that there was a Major Long-Term Impact of the removal of the ancillary tasks among teachers in Danggagan District, Division of Bukidnon, SY 2024-2025 in terms of Focus on Core Responsibilities, Instructional Quality, Workload and Stress, Collaboration and Professional Development, and Overall Efficiency. The data shows that three-fourths of the respondents had claimed a Very Satisfactory IPCRF during the SY 2023-2024. Then, one-fourth of the respondents claimed an Outstanding IPCRF rating in the same school year. No respondents claimed a Satisfactory or Unsatisfactory rating. The only variables showing a significant relationship are workload and stress, which indicates that reducing teachers' workload and stress by removing extra tasks significantly improves their performance. The researcher of this study recommends the following: Educators in the Danggagan District ought to emphasize the optimization of responsibilities to concentrate on essential jobs, pursue collaboration opportunities, and manage their workload efficiently to improve instructional quality and overall efficacy. Teachers' ought to capitalize on the beneficial effects of eliminating supplementary activities by concentrating on excellence in their primary duties. School administrators should prioritize optimizing teachers' duties to diminish workload and mitigate stress, as demonstrated by the significant effect on performance.

Keywords: *impact, deloading teachers, ancillary services, performance*

Introduction

For years, teachers have expressed dissatisfaction with the excessive workload and numerous ancillary tasks required at school. The existence of an overwhelmed teacher is distinguished by physical fatigue, psychological strain, and possible mental health difficulties. Acknowledging the harmful consequences of overwhelming workloads and additional responsibilities on teachers and implementing proactive measures to promote their well-being is imperative.

Ensuring a favorable work environment, offering sufficient resources and assistance, encouraging a healthy work-life balance, and employing efficient workload management techniques are crucial for protecting teachers' physical, psychological, and mental well-being.

The Department of Education (DepEd) believes a dynamic and high-quality teaching workforce is essential for providing excellent basic education. The department is dedicated to improving the provision of high-quality primary education and advancing the standards and well-being of teachers under the MATATAG Agenda. The department has issued D.O. # 2, s.2024, which provides instructions for promptly eliminating administrative duties for public school teachers.

The correlation between the efficacy of reduced workloads among public school educators and their level of job contentment is significant and pertinent in education. Public school educators frequently encounter substantial workloads and a multitude of other duties that can divert their attention from their primary educational obligations. Reducing or removing these tasks is anticipated to have a favorable effect on teachers' job satisfaction.

This study examines the correlation between task delegation and job contentment, emphasizing concrete instances that demonstrate the possible advantages. Task lightening refers to minimizing or eliminating non-essential or non-instructional duties that instructors frequently face daily. These can encompass administrative documentation, bureaucratic procedures, or responsibilities that do not directly contribute to the achievement of student learning outcomes. Teachers' job happiness can be significantly influenced by observing the positive outcomes of simplified administrative procedures or less paperwork.

Consider the case of a public school teacher who dedicated several hours weekly to fulfilling monotonous administrative tasks mandated by the school system. By using a digital system that automates these processes, the school will effectively lessen the administrative workload of teachers, enabling them to allocate more time and effort towards instructional planning, student engagement,

and personalized support. The heightened emphasis on primary duties is expected to amplify the teacher's job contentment, as they can attain a heightened feeling of gratification.

Implementing efficient strategies to decrease the workload can also enhance the work-life balance of public school teachers, positively impacting their job satisfaction. For example, suppose a school adopts a collaborative approach to non-teaching work, such as assigning administrative duties to a team of teachers or recruiting extra support staff.

Moreover, the efficacy of simplified duties can cultivate a favorable work atmosphere that enhances teachers' job contentment. Teachers feel respected and supported by the school administration when they have fewer non-essential chores. For instance, if a school introduces professional development initiatives that specifically target instructional practices and classroom management. Instead of conducting administrative training sessions, it demonstrates an acknowledgment of teachers' knowledge and a dedication to their professional development.

The researcher was intrigued by the opportunity to determine the correlation between the efficacy of simplified duties among public-school teachers and their performance in Danggagan District, Division of Bukidnon, during the School Year (SY) 2024-2025.

Research Questions

This study was conducted to find the relationship between the impact of lightened tasks among public school teachers and their performance in Danggagan District, Division of Bukidnon, SY 2024-2025. Specifically, the following questions were answered:

1. What is the impact of the removal of the ancillary tasks among teachers in Danggagan District, Division of Bukidnon, SY 2024-2025 in terms of Focus on Core Responsibilities, Instructional Quality, Workload and Stress, Collaboration and Professional Development, and Overall Efficiency?
2. What is the level of the teacher's performance?
3. Is there a significant relationship between the impact of removing the ancillary tasks among teachers and the teacher's performance?

Methodology

Research Design

This study followed the descriptive-correlational research design. It determined the relationship between the impact of lightened tasks among public-school teachers and their job satisfaction in Danggagan District, Division of Bukidnon, SY 2024-2025.

Data on the effectiveness of removing the ancillary tasks among teachers were obtained through the researcher-made questionnaire, and the level of the teachers' job satisfaction was based on their work-satisfaction survey form, School Year 2024-2025.

Respondents

This study, which examined the correlation between the efficacy of simplified assignments among public school teachers and their job satisfaction, involved a heterogeneous group of teachers from different public schools. The participants comprised the public school teachers in Danggagan District, Division of Bukidnon, SY 2024-2025. The sample comprised teachers from diverse age groups, sexes, and degrees of teaching experience, with various educational qualifications.

Complete Enumeration was used as a sampling procedure for this study. All the public school teachers in Danggagan District, Division of Bukidnon, SY 2024, were requested to participate as respondents.

Instrument

The researcher crafted this study's instrument, a three-part survey questionnaire.

Part I was about the impact of removing the ancillary tasks among teachers. Each area had five items. The choices were based on the Five-Point Likert Scale. The respondent checked the column for his chosen answer. Part III elicited teacher performance data based on their IPCRF rating in the SY 2023-2024.

Procedure

This research adhered to the appropriate protocol as a standard operational procedure when conducting a study at Valencia Colleges (Bukidnon) Incorporated. Initially, the approval and endorsement letter from the Dean of Graduate Studies was sought. Afterward, it was forwarded to the Schools Division Superintendent of the Division of Bukidnon. Once the necessary consent was obtained, the researcher sought permission from the Public Schools District Supervisor of Danggagan District. Subsequently, the researcher asked for the consent of the School Principal or School Head of the selected schools to perform a study on their respective schools. Finally, the questionnaires were distributed to the selected participants.

Data Analysis

The following statistical tools were used in this study:



Mean and standard deviation were applied to determine the effectiveness of removing the ancillary tasks among teachers.

Frequency count and percentage were applied to determine the level of the teacher’s performance.

Pearson r Product-Moment Correlation Coefficient or Pearson r was utilized to find a significant relationship between the level of effectiveness of removing the ancillary tasks among teachers and their performance.

Results and Discussion

This section presents gathered and processed data, analyzes the data to answer the problems posed, and interprets the data in the light of descriptive research.

This study was conducted to find the relationship between the impact of lightened tasks among public school teachers and their performance in Danggagan District, Division of Bukidnon, SY 2024-2025.

Specifically, this study determined the impact of the removal of the ancillary tasks among teachers in Danggagan District, Division of Bukidnon, SY 2024-2025 in terms of Focus on Core Responsibilities, Instructional Quality, Workload and Stress, Collaboration and Professional Development, and Overall Efficiency; determined the level of the teacher’s performance; and found out the significant relationship between the impact of the removal of the ancillary tasks among teachers and the level of the teacher’s performance.

The following sections will delve into the presentation and discussion of the impact of removing the ancillary tasks among teachers in Danggagan District, Division of Bukidnon, SY 2024-2025, in terms of Focus on Core Responsibilities, Instructional Quality, Workload and Stress, Collaboration and Professional Development, and Overall Efficiency.

Table 1 shows the impact of removing the ancillary tasks among teachers in Danggagan District, Division of Bukidnon, SY 2024-2025, regarding Focus on Core Responsibilities.

Table 1. *Impact of the Removal of the Ancillary Tasks among Teachers in terms of Focus on Core Responsibilities*

<i>Indicator</i>	<i>Mean</i>	<i>SD</i>	<i>Interpretation</i>
As a teacher, I have observed the following effectiveness of removing the ancillary tasks among us...			
Eliminating additional duties has decreased teachers' administrative workload, enabling them to focus on teaching tactics and student assessments and creating a positive classroom atmosphere that promotes learning.	4.61	0.584	Major Long-Term Impact
Teachers now have increased allocated time and energy to focus on crucial teaching responsibilities, such as strategizing classes, developing curriculum, and offering personalized assistance to students, resulting in improved student learning results.	4.60	0.636	Major Long-Term Impact
Removing ancillary tasks has greatly enhanced teachers' capacity to concentrate on their fundamental duties, leading to heightened productivity and efficacy in providing high-quality education.	4.53	0.643	Major Long-Term Impact
By eliminating additional tasks, teachers may devote more focus and resources to professional development, ensuring they keep current with the latest teaching approaches and continue to refine their instructional abilities.	4.47	0.643	Major Long-Term Impact
Eliminating additional tasks has allowed teachers to report increased job satisfaction and decreased stress levels, allowing them to concentrate on their primary passions: teaching and fostering students' intellectual development.	4.39	0.827	Major Long-Term Impact
Overall	4.52	0.574	Major Long-Term Impact

Legend: 5 (4.20–5.00) – Major Long-Term Impact, observed 9–10 times out of ten situations; 4 (3.40–4.19) – Major Short-Term Impact, observed 7–8 times out of ten situations; 3 (2.60–3.39) – Significant Impact, observed 5–6 times out of ten situations; 2 (1.80–2.59) – Short-Term Impact, observed 3–4 times out of ten situations; 1 (1.00–1.79) – Minimal Impact, observed 0–2 times out of ten situations.

Table 1 presents the impact of the removal of ancillary tasks among teachers in the Danggagan District, Division of Bukidnon, SY 2024-2025, in terms of focus on core responsibilities is summarized in the table. The highest-rated indicator is "By eliminating additional duties, the administrative workload on teachers has been decreased, enabling them to focus on teaching tactics, student assessments, and creating a good classroom atmosphere that promotes learning" (Mean = 4.61, SD = 0.584). This suggests that the removal of ancillary tasks has had a significant and sustained impact on teachers' ability to focus on their primary responsibilities, such as lesson planning and assessment, which fosters a better learning environment for students. The lowest-rated indicator is "Teachers have reported increased job satisfaction and decreased stress levels due to the elimination of additional tasks, allowing them to concentrate on their primary passions: teaching and fostering students' intellectual development" (Mean = 4.39, SD = 0.827). While this also reflects a significant long-term impact, the reduction in stress and the resulting improvement in job satisfaction, though significant, may be less consistent or noticeable compared to the improvements in teaching focus and productivity.

The impact evaluation results regarding eliminating auxiliary work for teachers in the Danggagan District, Division of Bukidnon, for the academic year 2024-2025 indicate a significant beneficial influence on teachers' primary duties and the general classroom atmosphere. The top-rated indicator highlights decreased administrative burdens and an improved emphasis on teaching methodologies,



student evaluations, and classroom interactions. It emphasizes the crucial impact of alleviating extraneous responsibilities on educators' ability to efficiently concentrate on their fundamental duties. This boost in attention benefits educators by enabling them to concentrate on essential teaching elements while also significantly fostering a favorable learning environment that promotes student engagement and academic development.

Ancillary services are non-teaching responsibilities that teachers often undertake, such as administrative duties, extracurricular activities, and other school-related tasks. According to Oplatka (2017), ancillary services benefit teachers in terms of their potential merit for evaluation. Surveys and interviews can be conducted to collect data about teachers' job satisfaction levels before and after implementing task-lightening measures to determine their current job satisfaction. Retention rates are also effective in determining whether reducing ancillary duties correlates with higher retention.

The study also emphasizes a subtle element shown by the lowest-rated metric, which suggests enhanced job satisfaction and lower stress levels among instructors after removing additional responsibilities. This aspect indicates a significant long-term impact; however, its slightly diminished consistency or visibility relative to enhancements in teaching focus and productivity implies that, although eliminating ancillary tasks aids overall well-being and job satisfaction, its influence on stress levels and personal fulfillment may differ among individuals. The cumulative impact of these changes highlights the necessity of reducing teacher responsibilities to enhance their efficiency in the classroom, eventually benefiting both educators and students.

Overall, all indicators reflect a Major Long-Term Impact (Mean = 4.52, SD = 0.574), suggesting that removing ancillary tasks has consistently enabled teachers to enhance their focus on core responsibilities, improve teaching effectiveness, and foster a better educational environment for students.

The research on the effects of eliminating supplementary work for teachers in the Danggagan District, Division of Bukidnon, for the academic year 2024-2025 demonstrates a significant and lasting favorable influence on teachers' focus on their primary duties. The removal of extraneous tasks has significantly empowered educators to concentrate on core responsibilities, enhancing their teaching effectiveness and fostering a more favorable learning environment for students. The consistency in results highlights the substantial advantages of optimizing teacher duties, resulting in enhanced educational outcomes and a more rewarding academic experience for educators and students.

According to Pope et al. (2015), the fewer ancillary tasks the teachers take, the more effective they can become in their teaching profession. It poses an indirect relationship between the number of ancillary tasks handled and their effectiveness in teaching. Boakye and Ampiah (2017) added that regardless of the kind of ancillary tasks handled, if it is too much of a number, a teacher may not be able to balance their time well enough to teach more efficiently. It has also been discussed that teachers must consider whether to continue taking on ancillary tasks. This is because it significantly impacts not just their effectiveness but also their well-being.

The findings indicate that alleviating instructors of supplementary activities allows them to concentrate more on primary responsibilities, improving their classroom performance.

Table 2 presents the impact of removing the ancillary tasks on instructional quality among teachers in Danggagan District, Division of Bukidnon, SY 2024-2025.

Table 2. *Impact of the Removal of the Ancillary Tasks among Teachers in terms of Focus on Core Responsibilities in terms of Instructional Quality*

<i>Indicator</i>	<i>Mean</i>	<i>SD</i>	<i>Interpretation</i>
As a teacher, I have observed the following effectiveness of removing the ancillary tasks among us...			
By eliminating additional tasks, teachers now have more time to focus on instructional planning, leading to the creation of well-crafted and customized classes that cater to students' varied requirements.	4.50	0.689	Major Long-Term Impact
Teachers may now dedicate additional time to formative assessments and continuous student evaluation. This enables them to pinpoint specific learning deficiencies and adapt their teaching methods accordingly, ultimately enhancing student performance and academic progress.	4.49	0.674	Major Long-Term Impact
Teachers can now allocate extra effort and resources to instructional strategies, integrating novel and captivating teaching techniques that foster active learning and critical thinking among students.	4.45	0.757	Major Long-Term Impact
By removing supplementary assignments, teachers can offer prompt and significant feedback to students, enhancing their comprehension of ideas and fostering ongoing progress in their learning.	4.37	0.691	Major Long-Term Impact
Eliminating additional responsibilities has allowed instructors to participate in collaborative professional development activities, such as attending workshops or joining subject-specific communities, which improves their pedagogical knowledge and teaching techniques.	4.37	0.734	Major Long-Term Impact
Overall	4.44	0.628	Major Long-Term Impact

Legend: 5 (4.20–5.00) – Major Long-Term Impact, observed 9–10 times out of ten situations; 4 (3.40–4.19) – Major Short-Term Impact, observed 7–8 times out of ten situations; 3 (2.60–3.39) – Significant Impact, observed 5–6 times out of ten situations; 2 (1.80–2.59) – Short-Term Impact, observed 3–4 times out of ten situations; 1 (1.00–1.79) – Minimal Impact, observed 0–2 times out of ten situations.



Table 2 shows the impact of removing ancillary tasks among teachers in the Dangcagan District, Division of Bukidnon, SY 2024-2025, regarding instructional quality, which is presented in the table. The highest-rated indicator is "By eliminating additional tasks, teachers now have more time to focus on instructional planning, leading to the creation of well-crafted and customized classes that cater to the varied requirements of students" (Mean = 4.50, SD = 0.689). The lowest-rated indicators are "By removing supplementary assignments, teachers can offer prompt and significant feedback to students, enhancing their comprehension of ideas and fostering ongoing progress in their learning" (Mean = 4.37, SD = 0.691) and "Eliminating additional responsibilities has allowed instructors to participate in collaborative professional development activities, such as attending workshops or joining subject-specific communities, which improves their pedagogical knowledge and teaching techniques" (Mean = 4.37, SD = 0.734).

Examining the effects of removing supplementary responsibilities for instructors in the Dangcagan District, Division of Bukidnon, during the academic year 2024-2025 indicates a substantial improvement in instructional quality due to this measure. The top-rated indication underscores the enhanced emphasis on instructional planning resulting from eliminating extraneous chores, demonstrating a beneficial effect on the development of well-organized and customized classes that address the varied requirements of students. This enhancement signifies that educators now possess the requisite time and resources to provide engaging and successful classes, expanding students' educational experiences and promoting a more conducive classroom learning environment.

The Department of Education (DepEd) acknowledges that a dynamic and high-caliber teaching workforce is essential for providing excellent basic education. Teachers have a vital role in molding the intellect of young students and equipping them for the future's difficulties. Nevertheless, educators frequently encounter obstacles that impede their capacity to concentrate on their fundamental duty of instructing, such as excessive administrative responsibilities. In response to this issue, the Department of Education (DepEd) has implemented the MATATAG Agenda, which seeks to enhance the quality and well-being of teachers.

Notwithstanding the diminished scores for indicators concerning providing timely feedback to students and participation in collaborative professional development, the overarching trend indicates a favorable influence on instructional quality after eliminating supplemental tasks. The study suggests that providing timely and meaningful feedback and engaging in professional development opportunities are essential to good teaching. However, these areas may want additional focus or support to maximize their potential advantages. Addressing these factors significantly enhances instructional quality, enabling teachers to offer extensive student support and refine their teaching abilities through continual professional development opportunities.

DepEd Order No. 2, s. 2024, titled "Immediate Removal of Administrative Tasks of Public School Teachers," has been issued to establish a more favorable setting for efficient teaching and learning. The MATATAG Agenda is a comprehensive strategy to improve the provision of high-quality primary education, focusing on enhancing teacher quality and well-being. The statement acknowledges the significance of assisting teachers in enhancing their teaching abilities and establishing a professional atmosphere that safeguards and promotes their welfare. DepEd Order No. 2, s. 2024, is an essential element of this plan, specifically targeting the prompt elimination of administrative responsibilities from teachers' burdens.

Overall, the table indicates that removing ancillary tasks has had a Major Long-Term Impact (Mean = 4.44, SD = 0.628) on instructional quality. Teachers can now allocate more time and effort to essential aspects of teaching, such as lesson planning, student assessment, and innovative teaching strategies, all of which contribute to better student learning outcomes.

The research assessing the effects of abolishing supplementary responsibilities for educators in the Dangcagan District, Division of Bukidnon, for the academic year 2024-2025 reveals a substantial and lasting enhancement in instructional quality post-removal of non-essential jobs. The significant long-term effect on instructional quality is evidenced by a mean score of 4.44 and a standard deviation of 0.628, enabling teachers to allocate increased time and effort to essential teaching components such as lesson planning, student assessment, and the adoption of innovative pedagogical strategies. This transition enables educators to refine their pedagogical methods and customize their strategies to address the varied requirements of students, resulting in enhanced learning results and a more fulfilling educational experience for all participants.

The order delineates various crucial provisions, including eliminating administrative responsibilities from teachers' burden and adhering to teacher ancillary tasks outlined in other DepEd directives.

Table 3 presents the impact of removing the ancillary tasks on workload and stress among teachers in Dangcagan District, Division of Bukidnon, SY 2024-2025.

Table 3. *Impact of the Removal of the Ancillary Tasks among Teachers in terms of Focus on Core Responsibilities in terms of Workload and Stress*

<i>Indicator</i>	<i>Mean</i>	<i>SD</i>	<i>Interpretation</i>
As a teacher, I have observed the following effectiveness of removing the ancillary tasks among us...			
The elimination of supplementary duties has considerably decreased teachers' workloads, enabling them to allocate their time and effort more effectively towards their primary obligations. This leads to an improved equilibrium between work and personal life.	4.54	0.658	Major Long-Term Impact
Removing additional work has significantly reduced teachers' stress levels. This allows them to	4.46	0.626	Major Long-Term



concentrate on teaching and student-centered activities without being overwhelmed by extraneous administrative responsibilities.			Impact
By removing additional responsibilities, teachers can allocate more valuable time to cultivating positive connections with students, attending to their specific requirements, and offering customized assistance. This results in a more gratifying teaching experience and decreased levels of stress.	4.46	0.717	Major Long-Term Impact
Eliminating supplementary chores has allowed teachers to optimize their workflow, enhancing efficiency and effectiveness in fulfilling core instructional duties and alleviating stress and time constraints.	4.35	0.642	Major Long-Term Impact
Eliminating secondary responsibilities allows teachers to focus more on their professional advancement and progress, leading to a feeling of empowerment and job fulfillment. This, in turn, helps alleviate tension that arises from feeling stuck and lacking possibilities for improvement.	4.30	0.859	Major Long-Term Impact
Overall	4.42	0.604	Major Long-Term Impact

Legend: 5 (4.20–5.00) – Major Long-Term Impact, observed 9–10 times out of ten situations; 4 (3.40–4.19) – Major Short-Term Impact, observed 7–8 times out of ten situations; 3 (2.60–3.39) – Significant Impact, observed 5–6 times out of ten situations; 2 (1.80–2.59) – Short-Term Impact, observed 3–4 times out of ten situations; 1 (1.00–1.79) – Minimal Impact, observed 0–2 times out of ten situations.

Table 3 details the impact of removing ancillary tasks among teachers in the Danggagan District, Division of Bukidnon, SY 2024-2025, regarding workload and stress. The highest-rated indicator is "The elimination of supplementary duties has considerably decreased the workload of teachers, enabling them to allocate their time and effort more effectively towards their primary obligations, leading to an improved equilibrium between work and personal life" (Mean = 4.54, SD = 0.658).

The lowest-rated indicator is "Eliminating secondary responsibilities allows teachers to focus more on their professional advancement and progress, leading to a feeling of empowerment and job fulfillment. This, in turn, helps alleviate tension that arises from feeling stuck and lacking possibilities for improvement" (Mean = 4.30, SD = 0.859).

Evaluating the impact of eliminating ancillary tasks for teachers in the Danggagan District, Division of Bukidnon, for the academic year 2024-2025 reveals notable enhancements in workload management and reduced stress levels after removing supplementary responsibilities. The top-rated indication highlights a significant reduction in teachers' workload, allowing them to devote time and energy more effectively to their essential duties. This transition improves the professional and personal life balance and fosters a more sustainable and rewarding work environment for educators. By mitigating the encumbrance of non-essential chores, educators may concentrate on their primary responsibilities, resulting in increased productivity and an improved work-life equilibrium.

Delegating the exclusive duty of carrying out administrative activities to school heads and non-teaching personnel; establishing the duties and obligations of different DepEd departments and staff members in executing the policy; and implementing temporary provisions and suggestions for effectiveness. DepEd's objective is to enhance teachers' ability to dedicate their time to classroom teaching and tasks that directly contribute to academic learning by relieving them of administrative responsibilities.

The influence of administrative tasks on the workload and performance of teachers. The 2018 Teacher Workload Balance Study, carried out by DepEd, revealed that around fifty typical ancillary services are assigned to instructors in addition to their regular teaching responsibilities. These additional responsibilities frequently arise because schools with insufficient staff cannot offer enough support services.

The lack of clear criteria and a process for reviewing these jobs exacerbates the problem. Research conducted by multiple universities indicates that the rise in administrative tasks substantially impacts teachers' work, ultimately hurting the quality of their teaching and overall well-being. Teachers overwhelmed with administrative responsibilities have limited time to create captivating classes, offer personalized support to students, and participate in professional growth opportunities. Consequently, this can result in diminished job contentment, heightened stress, and probable exhaustion.

DepEd Order No. 2, s. 2024, highlights the importance of addressing teachers' workload concerns by establishing clear guidelines and evaluation systems. These measures ensure that teachers can dedicate most of their time and effort to direct classroom instruction and other essential teaching-related responsibilities. By optimizing working hours, the order seeks to minimize non-teaching tasks that may hinder educators from focusing on lesson planning, student engagement, and instructional delivery. Additionally, the implementation of structured evaluation systems helps monitor and assess the effectiveness of workload distribution, ensuring that teachers are neither overburdened nor diverted from their primary role of facilitating student learning. This initiative reflects the Department of Education's commitment to improving the quality of education by supporting teachers in fulfilling their core instructional duties efficiently.

In order to successfully carry out DepEd Order No. 2, s. 2024, several strategies have been delineated, which include Increasing the number of non-teaching staff members needed in schools by Deploying non-teaching professionals in clusters, with each cluster consisting of a maximum of three schools and recruiting more staff through Contract of Service (COS) or Job Order (JO), with the option to allocate the expenses to Maintenance and Other Operating Expenses (MOOE) or other available funding sources.

The lowest-rated indicator highlights the possibility of enhanced job satisfaction and empowerment by eliminating supplementary responsibilities; nonetheless, the findings indicate that further development may be necessary in this domain. Facilitating teachers'



focus on professional development and growth presents a chance to improve job satisfaction and mitigate stress levels linked to stagnation or a lack of promotion opportunities. Addressing this component may result in a more empowered and motivated teaching workforce, cultivating a pleasant work environment and enhancing the overall well-being of educators in the Dangcagan District. With sustained support and opportunities for advancement, educators can attain a more gratifying and successful professional path, benefiting both themselves and their pupils.

In order to surmount these obstacles, the Department of Education (DepEd) places great emphasis on the significance of collaboration, communication, and ongoing support. The Department urges field offices to collaborate closely with schools, offering essential technical support and resources to guarantee a seamless transition. Consistent surveillance and assessment will also detect and resolve problems during implementation. DepEd Order No. 2, s. 2024, is a key measure to empower teachers and establish a more favorable setting for successful teaching and learning. The policy seeks to optimize teachers' time spent on classroom instruction by relieving them of administrative responsibilities and allowing them to concentrate on their primary teaching role.

Implementing this policy effectively can generate enduring advantages for teachers, learners, and the education system. Teachers who can allocate additional time and effort to instruction are prone to encountering heightened job contentment, diminished stress levels, and augmented professional development. As a result, learners will gain advantages from more captivating and efficient training, resulting in enhanced learning results.

The table shows that removing ancillary tasks has had a Major Long-Term Impact (Mean = 4.42, SD = 0.604) on teachers' workload and stress. Teachers experience reduced workloads, improved stress levels, and better efficiency, contributing to a more balanced and fulfilling work environment.

The thorough examination of the effects of removing supplementary activities from teachers in the Dangcagan District, Division of Bukidnon, for the academic year 2024-2025 demonstrates a significant and enduring favorable influence on teachers' workload and stress levels. Eliminating non-essential responsibilities has significantly reduced workloads, lowered stress levels, and improved efficiency among teachers, as indicated by a mean score of 4.42 and a standard deviation of 0.604. This shift has resulted in a more balanced and harmonious work environment while cultivating a sense of pleasure and satisfaction among the teaching community.

By reducing teachers' supplementary responsibilities, they can concentrate more efficiently on their primary duties, resulting in enhanced productivity and well-being. The results indicate that alleviating strain and stress after eliminating supplemental responsibilities has fostered a more favorable professional environment for educators to excel. This beneficial change enhances teachers' job satisfaction and work-life balance while improving student results. It allows educators to allocate their time and energy more effectively toward delivering high-quality instruction and assistance. The study emphasizes the necessity of optimizing teacher responsibilities to foster a supportive and empowering work environment that enhances the success of both educators and students.

Table 4 displays the impact of removing the ancillary tasks on collaboration and professional development among teachers in Dangcagan District, Division of Bukidnon, SY 2024-2025.

Table 4. *Impact of the Removal of the Ancillary Tasks among Teachers in terms of Focus on Core Responsibilities in terms of Collaboration and Professional Development*

Indicator	Mean	SD	Interpretation
As a teacher, I have observed the following effectiveness of removing the ancillary tasks among us...			
Teachers can now actively engage in professional learning communities, workshops, and conferences to share ideas and best practices with their colleagues. This helps to enhance their instructional tactics and fosters ongoing improvement.	4.45	0.672	Major Long-Term Impact
By allocating more time formerly used for secondary duties, instructors can participate in introspective practices, self-evaluation, and self-guided education, which enhances their continuous professional development and reinforces their dedication to lifetime learning.	4.45	0.672	Major Long-Term Impact
By eliminating additional chores, instructors can allocate more time mentoring and coaching new educators. This allows them to impart their expertise and experience, promote the professional growth of their colleagues, and improve the general standard of instruction in the school.	4.39	0.709	Major Long-Term Impact
Eliminating supplementary duties has given teachers additional time and chances to participate in cooperative endeavors with their colleagues, promoting a climate of teamwork and collective knowledge that improves professional advancement and progress.	4.38	0.722	Major Long-Term Impact
By eliminating additional responsibilities, instructors can now focus on conducting research and action research projects. This enables them to investigate and implement cutting-edge teaching methods supported by evidence, improving student learning results.	4.27	0.790	Major Long-Term Impact
Overall	4.39	0.637	Major Long-Term Impact

Legend: 5 (4.20-5.00) – Major Long-Term Impact, observed 9-10 times out of ten situations; 4 (3.40-4.19) – Major Short-Term Impact, observed 7-8 times out of ten situations; 3 (2.60-3.39) – Significant Impact, observed 5-6 times out of ten situations; 2 (1.80-2.59) – Short-Term Impact, observed 3-4 times out of ten situations; 1 (1.00-1.79) – Minimal Impact, observed 0-2 times out of ten situations.

Table 4 shows the impact of removing ancillary tasks among teachers in the Dangcagan District, Division of Bukidnon, SY 2024-2025,



regarding collaboration and professional development outlined in the table. The highest-rated indicators are "Teachers can now actively engage in professional learning communities, workshops, and conferences, where they can share ideas and best practices with their colleagues. This helps to enhance their instructional tactics and fosters ongoing improvement" and "By allocating more time formerly used for secondary duties, instructors can participate in introspective practices, self-evaluation, and self-guided education, which enhances their continuous professional development and reinforces their dedication to lifetime learning" (Mean = 4.45, SD = 0.672).

The lowest-rated indicator is "By eliminating additional responsibilities, instructors are now able to focus on conducting research and action research projects. This enables them to investigate and implement cutting-edge teaching methods that are supported by evidence, leading to improved student learning results" (Mean = 4.27, SD = 0.790).

Evaluating the effects of eliminating supplementary work for teachers in the Danggagan District, Division of Bukidnon, for the academic year 2024-2025 indicates notable improvements in collaboration and professional development possibilities after removing non-essential responsibilities. The top-rated indicators highlight that educators now possess the ability to participate in professional learning communities, workshops, and conferences, promoting the sharing of ideas and best practices with colleagues. This collaborative environment enhances instructional strategies and cultivates a culture of continuous improvement and innovation among instructors. The reallocation of time previously dedicated to secondary duties allows instructors to participate in introspective practices, self-assessment, and autonomous education, fostering ongoing professional development and strengthening a commitment to lifelong learning within the teaching community.

Notwithstanding the diminished rating for the indicator about research and action research projects, the overarching trend indicates a favorable influence on collaboration and professional growth due to eliminating ancillary obligations. Educators can substantially improve student learning results by concentrating on applying innovative, evidence-based teaching methodologies. Addressing this element may enhance instructional quality and educational practices, ensuring educators have the requisite tools and support to innovate and flourish in their professional development efforts. The study emphasizes the necessity of facilitating cooperation and continuous learning to foster a dynamic and successful teaching environment in the Danggagan District.

Overall, the table indicates that removing ancillary tasks has had a Major Long-Term Impact (Mean = 4.39, SD = 0.637) on collaboration and professional development.

The assessment of the consequences of abolishing supplementary responsibilities for educators in the Danggagan District, Division of Bukidnon, for the academic year 2024-2025 reveals a substantial and lasting positive influence on collaboration and professional growth within the teaching community. Removing non-essential duties has significantly fostered an environment conducive to greater collaboration and ongoing professional development among educators, as evidenced by a mean score of 4.39 and a standard deviation of 0.637. This shift enables educators to actively participate in diverse professional development opportunities, exchange best practices, and engage in self-directed learning, cultivating a culture of innovation and enhancement.

By optimizing teacher duties and allocating additional time for cooperation and professional development, educators in the Danggagan District are better equipped to improve their instructional methods, share expertise, and remain informed about current educational trends. The beneficial effects of collaboration and professional development enhance the teaching experience and provide students with teachers equipped with the essential tools and abilities for delivering high-quality instruction. This focus on continuous learning and cooperation fosters a dynamic and supportive educational environment, enabling educators to consistently enhance their teaching practices, promote educational innovation, and ultimately elevate student outcomes. The findings highlight the necessity of promoting a culture of collaboration and professional growth to nurture a dynamic and efficient educational community within the district.

Table 5 shows the overall efficiency of removing the ancillary tasks among teachers in Danggagan District, Division of Bukidnon, SY 2024-2025.

Table 5. *Impact of the Removal of the Ancillary Tasks among Teachers in terms of Focus on Core Responsibilities in terms of Overall Efficiency*

<i>Indicator</i>	<i>Mean</i>	<i>SD</i>	<i>Interpretation</i>
As a teacher, I have observed the following effectiveness of removing the ancillary tasks among us...			
By eliminating secondary chores, teachers can reduce distractions and interruptions, enabling them to concentrate more effectively on their primary duties. This leads to enhanced precision and attentiveness.	4.58	0.699	Major Long-Term Impact
Teachers can now enhance their work prioritization by focusing on crucial instructional activities, student support, and professional development, thus maximizing their time and resources.	4.49	0.689	Major Long-Term Impact
By removing additional duties, teachers may focus on activities that directly enhance student learning and success, such as designing lessons, delivering instruction, and conducting formative assessments. This leads to more efficient and successful teaching methods.	4.49	0.798	Major Long-Term Impact
Eliminating supplementary duties has enhanced overall efficiency among educators, as they can now allocate more time and resources to their primary obligations, leading to streamlined workflows and heightened productivity.	4.45	0.687	Major Long-Term Impact



Teachers can now actively confront obstacles and take advantage of possibilities for development, as they have increased time and flexibility to modify their teaching methods, employ inventive tactics, and swiftly address each student's unique needs.	4.43	0.714	Major Long-Term Impact
Overall	4.49	0.652	Major Long-Term Impact

Legend: 5 (4.20–5.00) – Major Long-Term Impact, observed 9–10 times out of ten situations; 4 (3.40–4.19) – Major Short-Term Impact, observed 7–8 times out of ten situations; 3 (2.60–3.39) – Significant Impact, observed 5–6 times out of ten situations; 2 (1.80–2.59) – Short-Term Impact, observed 3–4 times out of ten situations; 1 (1.00–1.79) – Minimal Impact, observed 0–2 times out of ten situations.

Table 5 shows the impact of the removal of ancillary tasks among teachers in the Danggagan District, Division of Bukidnon, SY 2024-2025, in terms of overall efficiency, which is reflected in the table. The highest-rated indicator is "By eliminating secondary chores, teachers are able to reduce distractions and interruptions, enabling them to concentrate more effectively on their main duties. This leads to enhanced precision and attentiveness" (Mean = 4.58, SD = 0.699).

The lowest-rated indicator is "Teachers now possess the ability to actively confront obstacles and take advantage of possibilities for development, as they have increased time and flexibility to modify their teaching methods, employ inventive tactics, and swiftly address the unique needs of each student" (Mean = 4.43, SD = 0.714).

The assessment of the effects of eliminating auxiliary activities for educators in the Danggagan District, Division of Bukidnon, for the academic year 2024–2025 indicates a notable improvement in overall efficiency within the educational setting. The top-rated indication highlights that educators can reduce distractions and disruptions by removing ancillary tasks, thus enhancing their attention to primary duties. This intensified focus results in enhanced precision and attentiveness in their work, elevating the quality of instruction and educational outcomes. Removing non-essential tasks has created a more streamlined work environment, allowing teachers to use their time and effort more effectively, improving overall efficiency and production.

Despite the lowest-rated indication indicating the potential for enhancement in instructors' proactive engagement with challenges and chances for growth, the results demonstrate a favorable effect on overall efficiency after eliminating ancillary duties. Educators can significantly improve their efficacy in the classroom by gaining additional time and flexibility to adjust pedagogical approaches, implement innovative strategies, and cater to particular student requirements. By utilizing this greater flexibility and liberty, educators can modify their methods to more effectively address the varied requirements of students, thereby enhancing the learning experience. The study emphasizes the necessity of enhancing efficiency in teaching by eliminating superfluous distractions and enabling educators to innovate and adapt to the changing educational environment effectively.

Overall, removing ancillary tasks has had a Major Long-Term Impact (Mean = 4.49, SD = 0.652) on teachers' efficiency. The ability to concentrate on core responsibilities without distractions has led to better prioritization, streamlined workflows, and improved teaching outcomes.

Evaluating the effects of abolishing supplementary responsibilities for instructors in the Danggagan District, Division of Bukidnon, for the academic year 2024–2025 highlights a substantial and lasting enhancement in general efficiency within the teaching community. Eliminating non-essential responsibilities has led to a more focused and simplified teaching style, as seen by a mean score of 4.49 and a standard deviation of 0.652, indicating a significant long-term impact. Educators may now focus on their primary duties without interruptions, resulting in better prioritizing, optimized workflows, and, eventually, superior educational outcomes. This transition to a more efficient work environment enhances instructors' time management and efforts, potentially improving student progress and overall educational quality.

Removing extraneous jobs allows educators to focus on critical work and instructional responsibilities, enhancing productivity and effectiveness in the classroom. The capacity to operate without superfluous distractions enables educators to function more efficiently, optimize their time management, and customize their instructional methods to address the requirements of their pupils more successfully. This gain in overall efficiency enhances the teaching experience and fosters ongoing advancement and innovation in educational methods. The findings underscore the need to prioritize efficiency in educational environments to cultivate a favorable atmosphere for teaching and learning, eventually benefiting educators and students in the Danggagan District.

Teachers can spend more time developing comprehensive and engaging lesson plans, which can include a variety of instructional strategies to cater to different learning styles (Black, 2015). Moreover, more time allows for creating or discovering high-quality instructional materials, including multimedia resources, hands-on activities, and real-world applications. In turn, teachers can design better formative and summative assessments that accurately measure student understanding and progress (Moore, 2014).

With fewer ancillary tasks, teachers can provide more individualized attention, addressing the unique needs of each student, including those who need extra help or advanced challenges. As mentioned by Stylianides and Stylianides (2014), reducing ancillary tasks gives teachers more timely and constructive feedback, helping students understand their mistakes and how to improve. Moreover, it encourages active engagement since teachers will have more time to implement interactive and student-centered learning activities, such as group work, discussions, and project-based learning (Jomud et al., 2021).

The succeeding sections present and discuss the level of the teacher's performance.

Table 6 presents the level of the teacher's performance.



Table 6. *Level of the Teacher’s Performance*

Range	Frequency	Percent	Qualitative Description
4.5 – 5.00	32	24.6	Outstanding
3.5 – 4.449	98	75.4	Very Satisfactory
2.5 – 3.499	0	0	Satisfactory
1.5 – 2.499	0	0	Unsatisfactory
1.0 – 1.499	0	0	Poor
	130	100	

The succeeding sections present and discuss the significant relationship between the impact of removing the ancillary tasks among teachers and their performance levels.

The data shows that three-fourths of 75.4% (98) had claimed a Very Satisfactory IPCRF during the SY 2023-2024. Then, 32 or 32 24.6 respondents claimed an Outstanding IPCRF rating in the same school year. No respondents claimed a Satisfactory or Unsatisfactory rating.

The statistics concerning the performance levels of instructors in the Danggagan District, Division of Bukidnon, for the academic year 2024-2025, following the removal of supplementary responsibilities, reveal a significant trend. During the preceding academic year (SY 2023-2024), a notable proportion of educators, namely 75.4% (98 persons), attained a "Very Satisfactory" evaluation on their Individual Performance Commitment and Review Form (IPCRF). Furthermore, a smaller yet significant segment, constituting 24.6% (32 instructors), received an "Outstanding" grade in the same academic year. Significantly, no respondents indicated obtaining a "Satisfactory" or "Unsatisfactory" rating, reflecting an elevated level of performance among the teaching team.

The research indicates a significant association between removing supplementary responsibilities and educators' performance levels in the Danggagan District. The elevated proportion of educators attaining "Very Satisfactory" and "Outstanding" evaluations on their IPCRFs signifies a beneficial effect on teacher performance after eliminating non-teaching duties. Enhancing performance levels can be ascribed to a heightened emphasis on primary instructional responsibilities, fewer distractions, and improved efficiency due to removing supplementary chores. The lack of "Satisfactory" or "Unsatisfactory" scores reinforces the idea that teachers have performed exceptionally, perhaps attributable to a more favorable and concentrated work environment. The data indicates that eliminating supplementary duties has positively impacted the performance levels of teachers.

Removing the ancillary tasks among teachers significantly enhances their focus on core responsibilities such as lesson planning, instruction, and assessment. Here is a detailed analysis of the effectiveness of this approach. According to Schmoker (2018), teachers with fewer ancillary duties have more time to develop comprehensive and engaging lesson plans. This leads to more structured and practical teaching sessions. Teachers can explore and implement innovative teaching strategies and technologies that enhance student learning and promote innovative teaching methods.

As mentioned by Li et al. (2016), reducing ancillary tasks benefits teachers' focus since they can dedicate more time to interactive and student-centered teaching methods, which can increase student engagement and participation. Moreover, more focused teachers can better tailor their instruction to meet the diverse needs of their students, providing personalized support and interventions where necessary. Pauffer (2018) added that with fewer distractions from ancillary tasks, teachers can provide timely and detailed feedback on student work, which is crucial for student development. Given their increased focus, teachers can analyze student performance data more effectively, allowing them to make informed decisions about instructional strategies and interventions.

Table 7 tests the significant relationship between the impact of removing the ancillary tasks among teachers and the level of the teacher's performance.

Table 7. *Test of Significant Relationship between the Impact of the Removal of the Ancillary Tasks among Teachers and the Level of the Teacher’s Performance*

Variable	r	p-value	Interpretation
Focus on Core Responsibilities	.118	.243	Not Significant
Instructional Quality	.184	.067	Not Significant
Workload and Stress	.222	.027	Significant
Collaboration and Professional Development	.184	.067	Not Significant
Overall Efficiency	.130	.196	Not Significant
Overall	.189	.062	Not Significant

Table 7 examines the relationship between the impact of removing ancillary tasks and the level of teacher performance across several variables. The results show that Focus on Core Responsibilities ($r = .118, p = .243$) has no significant relationship with teacher performance, indicating that while teachers may have more time to focus on their core duties, this does not directly correlate with improved performance. Similarly, Instructional Quality ($r = .184, p = .067$) is insignificant, suggesting that removing ancillary tasks does not have a statistically meaningful impact on improving teachers' instructional quality, though it comes close to significance.

The only variable showing a significant relationship is Workload and Stress ($r = .222, p = .027$), which indicates that reducing teachers'

workload and stress by removing extra tasks is associated with significantly improving their performance. This suggests that alleviating these pressures positively affects how teachers perform their duties. On the other hand, Collaboration and Professional Development ($r = .184, p = .067$) and Overall Efficiency ($r = .130, p = .196$) are both not significant, showing no strong connection between the removal of additional tasks and enhanced collaboration or overall efficiency.

Finally, the Overall variable ($r = .189, p = .062$) shows that the overall impact of removing ancillary tasks on teacher performance is not statistically significant, though it approaches significance.

Examining the correlation between eliminating ancillary responsibilities for teachers and their performance levels in the Danggagan District uncovers intricate results. Although the Focus on Core Responsibilities and Instructional Quality factors did not exhibit statistically significant correlations with teacher performance, the Workload and Stress factors proved to be significant predictors. The strong relationship between decreasing teachers' workload and stress levels and enhancing performance highlights the necessity of fostering a supportive work environment that mitigates educators' difficulties.

Conversely, collaboration, professional development, and overall efficiency did not significantly correlate with teacher performance. This indicates that although collaboration and efficiency are essential elements of the educational environment, their direct influence on individual teacher performance may be less significant. The aggregate variable, nearing statistical significance, suggests a trend towards a significant link between the elimination of supplementary duties and teacher effectiveness, though it does not achieve statistical significance. The findings collectively underscore the complex elements affecting teacher performance and stress the necessity of managing workload and stress levels to improve overall performance outcomes in educational environments.

As indicated by Lambersky (2016), with more enhanced focus due to the minimal number of ancillary tasks, teachers can engage in professional development opportunities that enhance their skills and knowledge, leading to continuous improvement in their teaching practices. In terms of students' academic performance relationship with the teacher, based on Petrides et al. (2014), studies have shown that students tend to perform better academically when their teachers can focus more on core teaching responsibilities. In addition, improved teacher focus often leads to better classroom management, resulting in fewer behavioral issues and higher levels of student engagement.

Reducing the ancillary tasks given to teachers greatly enhances the teacher's instructional quality. As explained by Brown and Kurzweil (2017), it significantly affects their preparation time, enhances their student interaction, improves their professional development, enhances how well they manage their class, and allows them to focus more on their core curriculum.

Conclusions

The substantial long-term effects of eliminating ancillary tasks for teachers in the Danggagan District, Division of Bukidnon, during the academic year 2024-2025 underscore advancements in essential areas such as concentration on primary duties, decreased workload, stress reduction, and improved collaboration. Although not all elements demonstrated statistically significant correlations, the general improvement in teacher efficacy and performance highlights the beneficial effects of optimizing duties and fostering a supportive work environment.

The research indicates a significant association between removing supplementary responsibilities and educators' performance levels in the Danggagan District. The elevated proportion of educators attaining "Very Satisfactory" and "Outstanding" evaluations on their IPCRFs signifies a beneficial effect on teacher performance after eliminating non-teaching duties.

The research highlights a significant relationship between decreasing workload and stress through removing supplementary responsibilities and a marked improvement in teacher effectiveness. This important association underscores the necessity of establishing a less onerous work environment for educators, enhancing performance outcomes. Directly addressing strain and stress significantly influences teachers' capacity to perform their responsibilities successfully, highlighting the necessity of supporting their well-being for maximum performance.

Educators in the Danggagan District should emphasize optimizing responsibilities to concentrate on essential jobs, pursue collaboration opportunities, and manage their workload efficiently to improve instructional quality and overall efficacy. The results underscore the significance of stress management and workload equilibrium for enduring performance enhancements, accentuating the advantages of eliminating extraneous duties for long-term career advancement.

Educators ought to capitalize on the beneficial effects of eliminating supplementary activities by concentrating on excellence in their primary duties. In light of the significant proportion of "Very Satisfactory" and "Outstanding" ratings from the preceding academic year, educators ought to persist in their pursuit of excellence, leveraging the available time to improve teaching quality and attain remarkable outcomes in their positions.

School administrators should prioritize optimizing teachers' duties to diminish workload and mitigate stress, as demonstrated by the significant effect on performance. By instituting regulations that promote a manageable workload and a stress-free workplace, school leaders can cultivate a more favorable atmosphere for teaching staff, resulting in increased job satisfaction and improved overall performance outcomes.



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