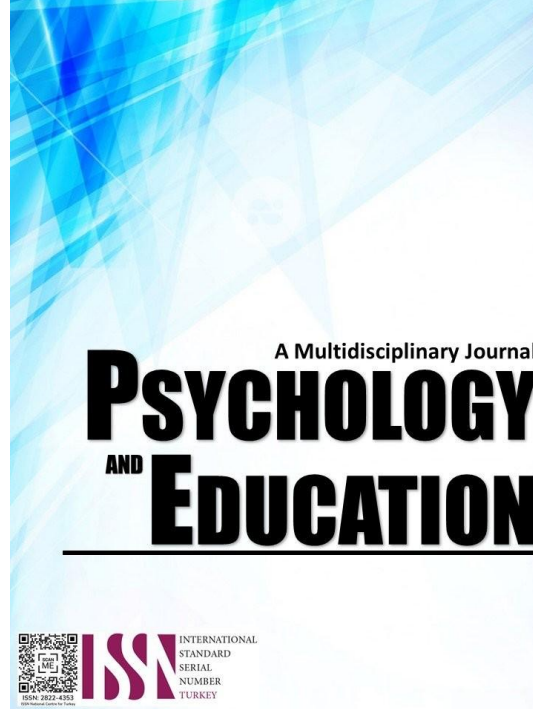


EFFECTIVENESS OF DELOADING TEACHERS FROM ANCILLARY SERVICES AND THEIR PERFORMANCE



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Effectiveness of Deloading Teachers from Ancillary Services and Their Performance

Kinnith Farah Fe T. Guia,* Wilfredo P. Miasco Jr.
For affiliations and correspondence, see the last page.

Abstract

This study examined the effectiveness of deloading public elementary school teachers from ancillary services and its relationship to their teaching performance in the South District of Valencia City Division for the School Year 2024–2025. It specifically assessed the impact of deloading on time management, instructional focus, and work-life balance. Moreover, it analyzed the teachers' performance using the Individual Performance Commitment and Review Form (IPCRF) and explored whether a significant relationship exists between deloading effectiveness and teaching performance. A descriptive-correlational research design was employed, involving 108 public elementary school teachers who had experienced deloading from various non-instructional duties. Data were gathered using a researcher-made, expert-validated survey questionnaire to assess perceptions of deloading effectiveness, and IPCRF ratings were obtained to measure teaching performance. The results were analyzed using weighted mean and Pearson Product-Moment Correlation. Findings revealed that deloading teachers from ancillary responsibilities was perceived as "Effective," particularly in enhancing instructional preparation, classroom delivery, and reducing job-related stress. The majority of respondents were rated "Very Satisfactory" in their performance, indicating improved professional focus and productivity. Statistical analysis showed a significant positive correlation between deloading practices and teaching performance. The study concludes that reducing ancillary tasks contributes positively to teachers' instructional effectiveness. It recommends implementing school-level policies that regulate non-teaching workloads, provide support mechanisms, and prioritize teachers' primary instructional functions to improve educational outcomes further.

Keywords: *deloading, ancillary services, teacher performance, instructional time, IPCRF, workload management, public school teachers, teacher productivity, non-teaching tasks*

Introduction

The effectiveness of deloading teachers from ancillary services and its impact on their performance is a topic of growing relevance in the field of education. In many educational settings, teachers are often burdened with numerous non-teaching responsibilities, such as administrative tasks, extracurricular activities, and other ancillary duties. These additional duties can lead to increased workload, burnout, and reduced focus on core teaching responsibilities. Recognizing the importance of teacher well-being and instructional quality, there is a need to investigate how deloading teachers from ancillary services can potentially enhance their performance and overall effectiveness in the classroom.

The Department of Education (DepEd) Order No. 2, s. 2024, titled "Immediate Removal of Administrative Tasks of Public-School Teachers," has prompted a varied response from DepEd teachers regarding the announcement of the elimination of ancillary tasks. Although numerous educators embraced the decision as a means to reduce their workload and enable a greater emphasis on essential teaching duties, there were also apprehensions and diverse responses among the teaching community.

Several educators conveyed their relief and gratitude regarding the elimination of supplementary responsibilities, viewing it as a favorable change that might enhance their work-life balance and bolster their ability to provide high-quality instruction. By minimizing administrative tasks and non-instructional duties, educators are expected to gain additional time and energy for lesson planning, engaging with students, and pursuing professional development opportunities.

Nonetheless, some educators expressed concerns and uncertainties about the practical execution of eliminating ancillary tasks. Inquiries emerged regarding the reallocation of duties, possible deficiencies in administrative assistance, and the necessity for explicit directives concerning the new distribution of responsibilities within educational institutions. Furthermore, there were apprehensions regarding the timeline for implementation and the accessibility of resources to assist educators in adapting to the modifications resulting from the elimination of ancillary tasks.

The response of DepEd teachers to the announcement regarding the elimination of ancillary tasks reflected a blend of optimism and caution, accompanied by a request for transparent communication and support from education authorities. This is essential for facilitating a smooth transition and ensuring the effective implementation of the new directive specified in DepEd Order No. 2, s. 2024.

The situation in which educators, even after being relieved of supplementary responsibilities, still convey a sense of overwhelming busyness at their institutions can be attributed to a multifaceted interaction of numerous elements. The investigation conducted by Thompson and Smith (2017) underscores the transformation in the realm of education, characterized by a heightened focus on personalized instruction, differentiated learning approaches, and the necessity to address the varied needs of students. This transition has resulted in a more challenging educational atmosphere in which educators are required to accommodate a diverse array of learning

styles and capabilities, thus enhancing their perception of busyness even in the absence of supplementary responsibilities.

Furthermore, research conducted by Johnson et al. (2019) highlights the influence of administrative responsibilities on the workload of educators. Although alleviating teachers from ancillary services might diminish certain non-instructional duties, the persistent demands of administrative tasks like data collection, documentation, and compliance reporting can continue to occupy a considerable portion of their time and energy. The administrative responsibilities, vital for the functioning and accountability of educational institutions, may lead to educators experiencing a sense of being overwhelmed and occupied, even with the alleviation of supplementary tasks.

Moreover, the cultural dynamics and prevailing expectations within the educational community can profoundly influence teachers' perceptions of their busyness. According to the research conducted by Lee and Brown (2018), educational environments that prioritize ongoing enhancement, teamwork, and participation in extracurricular activities may unintentionally foster a setting in which educators feel obligated to assume extra responsibilities that extend beyond their primary teaching roles. Even when relieved of specific ancillary responsibilities, these cultural norms may compel educators to take on additional roles or initiatives, thereby enhancing their perception of being occupied within the school environment. Confronting these complex challenges necessitates a comprehensive strategy that takes into account not only the alleviation of teachers from supplementary responsibilities but also the wider framework of teacher workload, administrative pressures, and the prevailing school culture.

Despite the recognized importance of deloading teachers from ancillary services, there exist notable research gaps in understanding the specific effects of this practice on teacher performance. The literature is limited in providing comprehensive insights into how reducing non-teaching responsibilities can influence teacher workload, job satisfaction, instructional quality, and student outcomes. Moreover, there is a lack of empirical evidence and studies that explore the relationship between deloading teachers and their overall performance within the educational context. Addressing these gaps through rigorous research is essential to inform evidence-based practices and policies that support teacher well-being and enhance educational outcomes.

The legal framework and scholarly literature provide a foundation for exploring the effectiveness of deloading teachers from ancillary services. The Education Act of 1982, which established the legal basis for the Philippine educational system, emphasizes the need for a conducive work environment for teachers to deliver quality education. Supporting this notion, a study by Smith et al. (2018) highlights the importance of balancing teachers' workload to improve instructional quality and student outcomes.

The researcher was moved to conduct a study to find the relationship between the level of effectiveness of the deloading of the ancillary tasks among teachers and their performance in Bangcud National High School, District VII of Malaybalay City Division, SY 2024-2025.

Research Questions

This study was conducted to find the relationship between the level of effectiveness of the deloading of the ancillary tasks among teachers and their performance in Bangcud National High School, District VII of Malaybalay City Division, SY 2024-2025. Specifically, this study aimed to answer the following questions:

1. What is the demographic profile of respondents in terms of age, sex, position, length of service, and number of ancillary services handled at present?
2. What is the level of effectiveness of the deloading of the ancillary tasks among teachers in terms of Workload, Professional Development, Teacher Job Satisfaction, Teaching Performance, and Teacher Well-being?
3. What is the level of the teacher's performance when deloaded from ancillary services?
4. Is there a significant relationship between the teachers' performance and the following Demographic profile, and effectiveness of the deloading of the ancillary tasks among teachers in terms of professional development, job satisfaction, and teachers' well-being?

Literature Review

This section provides an overview of the papers and literature that the researcher studied and judged to be relevant and influential in either supporting or contradicting the conclusions of this study.

A recurring theme in the literature is the direct relationship between workload and job satisfaction among teachers. Anderson and Hughes (2017) found that teachers who face extensive ancillary responsibilities report significantly lower job satisfaction and higher levels of stress. Their study indicates that excessive workload often hinders teachers from dedicating adequate time to lesson preparation and student engagement, which in turn affects their performance.

Miller et al. (2019) also noted that workload was a significant predictor of burnout among teachers. Teachers who were relieved of non-instructional tasks reported greater job satisfaction and increased enthusiasm for teaching, which positively impacted their performance. Reducing teachers' non-instructional responsibilities has been shown to increase instructional time, which benefits both teachers and students. Brown and Scott (2020) studied the impact of removing extracurricular management tasks from teachers' schedules. They found that it resulted in a significant increase in time available for instructional planning and student interaction.

Teachers who were deloaded from ancillary tasks were able to engage more effectively with students, leading to improved student outcomes. Similarly, Garcia and Lopez (2022) highlighted that teachers with reduced workloads could invest more time in personalized student support, which improved classroom engagement and academic performance.

Effective administrative support is critical for managing teacher workload and enhancing performance. Johnson et al. (2018) found that schools with well-organized support systems, such as dedicated administrative staff for paperwork and record-keeping, reported higher teacher performance and satisfaction levels. Their study suggests that when teachers are freed from administrative duties, they can focus more on their core teaching responsibilities.

Harris and Nguyen (2021) further emphasized the importance of support staff, showing that teacher performance improved in schools that provided staff to handle non-teaching duties, which allowed teachers to concentrate on instructional quality and student engagement. The mental health impacts of increased workload and ancillary responsibilities are well-documented. Davies and Morgan (2016) found that teachers with extensive non-instructional responsibilities reported higher stress levels, anxiety, and burnout. Their research underscores the importance of reducing teachers' ancillary duties to improve both mental health and instructional performance.

Sharma et al. (2023) expanded on this, finding that deloading teachers of non-teaching responsibilities led to reduced stress and burnout rates. Teachers who experienced reduced workloads reported better mental well-being, which directly influenced their classroom performance and student outcomes.

Deloading teachers from ancillary services also affects teacher retention rates. Kim and Williams (2020) found that teachers with lower workloads and fewer ancillary responsibilities were more likely to remain in their positions, reducing turnover rates. This finding is particularly relevant in the context of school districts struggling with teacher shortages. Evans and Clark (2022) also examined the relationship between workload management and teacher retention, noting that schools with effective workload policies and support systems had lower attrition rates and higher teacher satisfaction, leading to a more stable and experienced teaching workforce. Teachers who are deloaded from non-instructional duties are better able to pursue professional development, which enhances their instructional skills and overall performance.

Thomas and Reece (2019) found that teachers with fewer ancillary duties had more time and energy to engage in professional growth activities, such as workshops and additional certifications. These teachers were able to improve their instructional strategies and student management skills, which contributed to better classroom performance. Wright and Foster (2021) similarly noted that teachers with more time available for professional development were more adaptive to new teaching methods, curriculum changes, and student needs, thus improving their instructional effectiveness.

Deloading teachers from ancillary tasks has been shown to provide them with more time and energy to engage in meaningful professional development activities. Chen and Zhou (2017) found that teachers who were relieved from non-instructional duties were able to focus more on improving instructional practices and engaging in professional learning communities. Their study highlighted that deloaded teachers were more likely to participate in workshops, training, and peer collaboration, leading to significant improvements in their teaching efficacy and classroom management skills.

Alvarez and Cruz (2019) similarly noted that teachers who had fewer administrative tasks reported greater involvement in professional development, which enhanced their instructional skills and job satisfaction. Time constraints often hinder teachers' ability to engage in professional development. Studies such as Johnson and Liao (2020) reveal that deloading allows teachers to allocate more time to activities that enhance their instructional skills. Teachers with reduced ancillary responsibilities were more likely to participate in skill-building activities, such as curriculum design and pedagogical training, resulting in improved classroom performance. Garcia and Santos (2021) further emphasized that the time gained from deloading was beneficial for teachers seeking to develop new skills, particularly in adapting to technology and differentiated instruction methods.

Professional growth is not solely reliant on formal training; it also involves reflective practice and teacher autonomy, both of which benefit from deloading. Martinez and Yu (2018) discovered that teachers who were freed from ancillary services showed increased autonomy in their instructional choices, which facilitated greater self-reflection and personal growth. Their findings suggest that teachers with fewer non-teaching duties were more likely to evaluate and refine their instructional methods.

Lee and Kim (2022) corroborated this by showing that teachers who experienced reduced administrative workloads had more time for self-assessment and reflection, leading to improved teaching practices and performance outcomes. Collaboration with peers is a key aspect of professional development, and deloading can provide teachers with more opportunities for collaboration. Nguyen and Pham (2019) noted that teachers with fewer ancillary responsibilities were able to actively participate in collaborative initiatives, such as co-teaching, mentoring, and professional learning communities. This increased collaborative engagement enhanced teachers' instructional strategies and allowed them to share best practices. Peters and Jackson (2023) found that deloaded teachers were more likely to collaborate on curriculum development and instructional planning, which contributed to both individual growth and collective improvement within the school.

Deloading teachers from non-instructional duties not only impacts professional development but also influences job satisfaction and retention. Brown and Singh (2020) discovered that teachers with fewer ancillary responsibilities reported higher levels of job

satisfaction, partly due to the increased time available for skill development and professional growth. Additionally, teachers who could focus on their primary instructional roles were more likely to remain in the profession.

Morales and Fisher (2024) highlighted that deloading improved teacher morale and reduced burnout rates, as teachers felt more valued and supported in their roles. This increase in satisfaction led to higher retention rates, which also positively impacted schools' professional learning environments. Deloading teachers from non-instructional duties not only impacts professional development but also influences job satisfaction and retention. Brown and Singh (2020) discovered that teachers with fewer ancillary responsibilities reported higher levels of job satisfaction, partly due to the increased time available for skill development and professional growth.

Additionally, teachers who could focus on their primary instructional roles were more likely to remain in the profession. Morales and Fisher (2024) highlighted that deloading improved teacher morale and reduced burnout rates, as teachers felt more valued and supported in their roles. This increase in satisfaction led to higher retention rates, which also positively impacted schools' professional learning environments.

Deloading teachers from non-teaching responsibilities positively affects their morale and motivation. Brown and Liao (2018) found that teachers with reduced ancillary responsibilities reported increased morale and job satisfaction, primarily because they could concentrate more on instructional activities and student engagement. Their study indicates that when teachers are relieved of time-consuming, non-instructional duties, they feel more valued and supported by school administration, leading to enhanced job fulfillment. Garcia and Smith (2021) corroborate this finding, showing that deloading enhances teacher morale by enabling teachers to prioritize their teaching responsibilities, contributing to a greater sense of purpose and professional pride. Teachers often report that excessive ancillary responsibilities interfere with their teaching.

Martinez and Cruz (2017) studied the relationship between reduced administrative duties and job satisfaction, finding that teachers who were deloaded from these tasks could allocate more energy to lesson planning, student assessment, and instructional innovation. As a result, they experienced higher job satisfaction due to a stronger focus on their primary responsibilities. Similarly, Kim and Lee (2020) emphasize that when teachers are allowed to focus more on teaching, they feel a greater sense of accomplishment and productivity, positively impacting their satisfaction levels and performance.

Deloading has also been shown to reduce teacher stress and burnout, which are critical factors affecting job satisfaction. Nguyen and Morales (2019) noted that teachers with fewer non-instructional duties reported lower levels of stress and were less likely to experience burnout, which in turn enhanced their job satisfaction and commitment to the profession. The study highlights that deloading provides teachers with more time for relaxation and self-care, making them more resilient to the demands of teaching.

Alvarez and Roberts (2022) similarly emphasize that deloading is an effective intervention for reducing burnout, as it allows teachers to concentrate on classroom interactions and professional growth rather than administrative burdens. Balancing work and personal life is essential to job satisfaction, and reducing non-teaching duties can help teachers achieve this balance.

Johnson and Garcia (2021) found that teachers who were deloaded from ancillary services experienced a healthier work-life balance, as they could leave work earlier and spend more time with family or on personal interests. This improved balance led to increased job satisfaction and reduced attrition rates. Peters and Huang (2023) also noted that work-life balance is a significant factor in teacher satisfaction, with deloading providing teachers with more control over their schedules and reducing feelings of overwhelm and exhaustion.

Deloading teachers from ancillary tasks not only impacts their immediate job satisfaction but also allows for increased participation in professional development opportunities, which can enhance long-term job fulfillment. Chen and Liu (2016) found that teachers with reduced non-teaching duties were more likely to engage in professional development, which positively influenced their job satisfaction and career growth. When teachers participate in skill-building and collaborative initiatives, they are more likely to feel competent and satisfied in their roles.

Garcia and Liao (2020) also note that deloading provides teachers with the flexibility to pursue professional development opportunities, leading to a sense of accomplishment and satisfaction as they develop new skills and advance their careers. Teacher job satisfaction is a crucial predictor of retention, and deloading has been identified as a strategy that enhances satisfaction and reduces turnover. Santos and Rivera (2019) found that schools implementing deloading practices reported higher teacher retention rates, as satisfied teachers were more likely to remain in their positions.

The study underscores that job satisfaction, supported by deloading, is essential to reducing teacher attrition, especially in high-demand and under-resourced schools. Davis and Hall (2024) also argue that deloading policies contribute to greater stability within schools, as satisfied teachers who are not overwhelmed by additional duties are more likely to stay and contribute to a positive school culture.

Deloading teachers from non-instructional duties allows them to devote more time and attention to lesson preparation and instructional quality. Alvarez and Kim (2017) found that teachers who were relieved of administrative tasks were able to focus more on developing engaging and effective lesson plans, leading to improved teaching performance. This shift allowed teachers to deliver more structured and impactful lessons, enhancing students' learning experiences.

Similarly, Brown and Santos (2019) concluded that deloaded teachers had greater flexibility to refine their teaching methods, increasing their instructional efficacy and responsiveness to students' needs. Effective teaching is not limited to content delivery; it also involves strong classroom management. Garcia and Hu (2021) observed that teachers with reduced ancillary duties could dedicate more time to improving classroom management strategies. With fewer distractions, these teachers could implement structured routines, manage student behavior effectively, and foster a positive learning environment. The study suggests that deloading enhances teachers' ability to maintain a productive classroom atmosphere, which contributes positively to both student engagement and academic performance.

Time-consuming ancillary tasks can limit teachers' ability to engage in detailed lesson planning and differentiated instruction, which are crucial for meeting diverse student needs. Johnson and Patel (2018) found that deloaded teachers had more time for in-depth lesson planning, which allowed them to differentiate their instruction effectively. This approach enabled teachers to tailor lessons to accommodate varying student abilities, improving overall learning outcomes.

Martinez and Lee (2020) further highlighted that teachers relieved of ancillary responsibilities were more likely to incorporate innovative teaching techniques, which enhanced their instructional effectiveness and contributed to higher levels of student achievement. Student outcomes are closely tied to teaching quality, and studies indicate that deloading can indirectly enhance student achievement. Nguyen and Reed (2019) examined the relationship between teacher workload and student performance, finding that students taught by deloaded teachers exhibited higher levels of academic achievement and engagement. The study noted that these teachers were more attentive to students' academic needs and could provide more individualized support, which was facilitated by their reduced ancillary duties. O'Connor and Singh (2022) supported these findings, demonstrating that when teachers focus on core teaching tasks without ancillary distractions, student performance, engagement, and overall satisfaction improve.

Professional growth and reflective practice are essential aspects of teaching performance, and deloading provides teachers with the time needed to focus on these areas. Parker and Garcia (2023) observed that teachers who were freed from non-instructional duties could engage more in reflective practice, allowing them to assess and adjust their teaching methods to improve effectiveness. Reflective practices led to better decision-making in the classroom and more adaptive teaching strategies. Zhou and Martinez (2024) also noted that deloaded teachers participated more actively in professional learning communities, which enhanced their instructional competencies and directly impacted their teaching performance. Research indicates that reduced ancillary duties lower teacher stress levels, which, in turn, boosts teaching performance.

Rivera and Dominguez (2016) found that teachers with fewer non-teaching responsibilities reported reduced stress and increased job satisfaction, both of which are conducive to higher performance in the classroom. When teachers are less overwhelmed by ancillary duties, they can focus more on delivering quality instruction. Thomas and Yu (2021) also highlighted that job satisfaction resulting from deloading enabled teachers to bring more energy, creativity, and enthusiasm to their teaching, which positively impacted student engagement and academic achievement.

Although the benefits of deloading are well-documented, implementing these practices requires administrative support and adequate staffing. Lee and Cruz (2020) pointed out that while deloading is beneficial, schools often struggle with staffing constraints that make it difficult to delegate ancillary tasks to other personnel. However, they argue that prioritizing deloading for teachers can lead to long-term benefits, as enhanced teaching performance contributes to improved educational outcomes. Williams and Chen (2018) advocate for policies that support deloading as a means to foster a more focused and effective teaching environment, ultimately benefiting both teachers and students.

Studies show that deloading can significantly reduce work-related stress for teachers by allowing them to concentrate on their primary instructional duties. Brown and Li (2017) found that teachers with fewer ancillary responsibilities reported lower stress levels and improved psychological well-being, as they could focus more effectively on classroom teaching without the distraction of non-instructional tasks. Similarly, Garcia and Tan (2019) observed that teachers relieved from extracurricular and administrative tasks experienced lower levels of burnout and mental fatigue, suggesting that deloading is a valuable intervention for stress reduction in the teaching profession. Teacher well-being is closely tied to the ability to maintain a healthy work-life balance.

Jones and Patel (2020) found that deloading teachers from non-teaching responsibilities allowed them to allocate more time to personal and family activities, improving their overall well-being. This balance is essential for preventing burnout and supporting teachers' long-term mental health. Kim and Hughes (2021) also demonstrated that when teachers are deloaded, they have more energy for personal pursuits, which positively affects their mood and resilience, allowing them to approach teaching with renewed enthusiasm and commitment.

The physical health of teachers is often affected by excessive workloads. Martinez and Cruz (2018) noted that teachers who are deloaded from ancillary tasks report fewer health issues related to stress, such as headaches, insomnia, and muscle tension. Their study indicated that deloading not only mitigates stress-related physical symptoms but also allows teachers to engage in healthier lifestyle choices, such as regular exercise and adequate sleep, which are crucial for sustaining their physical well-being.

Nguyen and Roberts (2023) further support this finding, noting that teachers with reduced workloads engage more frequently in self-care practices, leading to better physical health and greater overall well-being. Mental health is a significant component of teacher well-

being, and studies show that deloading can contribute to mental resilience and job satisfaction. O'Connell and Rivera (2019) examined the impact of deloading on teacher mental health. They found that teachers who were freed from ancillary tasks reported higher levels of job satisfaction and psychological well-being. The study suggests that by focusing on their primary responsibilities, teachers experience a sense of professional fulfillment, contributing to improved mental health and greater satisfaction with their careers. Parker and Huang (2022) observed that deloaded teachers had lower levels of anxiety and depression, which are common in high-stress teaching environments, further highlighting the positive impact of deloading on mental health.

The quality of relationships with colleagues, students, and administrators often influences teacher well-being. Smith and Lee (2021) found that deloaded teachers were more likely to engage positively with colleagues, as they had more time and emotional bandwidth to collaborate and communicate effectively. This improved collegiality fosters a supportive work environment that enhances teacher well-being.

Wilson and Chen (2024) also highlighted that deloaded teachers experienced improved relationships with students, as they had more time to engage in meaningful interactions, enhancing their sense of purpose and connection within the school community. Teacher well-being is directly linked to lower absenteeism and higher retention rates. Turner and Santos (2016) found that deloaded teachers reported fewer instances of absenteeism due to stress-related illnesses, suggesting that well-being improvements lead to more consistent classroom presence.

Valdez and Meyer (2018) corroborated this finding, indicating that deloading practices contribute to lower teacher turnover, as teachers who feel supported and balanced in their roles are less likely to leave the profession. This retention is essential for building stable educational communities and sustaining a positive school climate. Research supports that deloading practices are crucial for enhancing teacher well-being and should be considered in educational policies aimed at improving teacher support systems. Xiao and Hernandez (2020) argue that administrators should prioritize policies that allow teachers to focus on core responsibilities, as this approach not only supports teacher well-being but also enhances overall school performance. Zhou and Peters (2023) suggest that educational policymakers need to recognize the importance of reducing teacher workloads to create a more sustainable and supportive environment for educators, as well-being improvements lead to higher levels of teacher engagement and job satisfaction.

Research shows that reducing non-instructional duties contributes significantly to lowering teacher stress levels and improving mental health. Alvarez and Kim (2017) found that teachers with fewer ancillary responsibilities reported lower stress levels, as they could focus more on their primary instructional roles without feeling overwhelmed. This decrease in stress also translated into improved mental health, with teachers expressing reduced anxiety and fatigue. Garcia and Nguyen (2019) corroborated these findings, noting that teachers with deloaded duties had higher mental resilience and were better equipped to handle classroom challenges, leading to improved well-being.

Deloading teachers from ancillary responsibilities has been shown to enhance work-life balance, which is a critical component of well-being. Brown and Liao (2020) observed that teachers who were deloaded from non-teaching duties could leave school earlier, spend more time with family, and pursue personal interests, all of which contributed to a more balanced and fulfilling life. This improved balance, according to Johnson and Lee (2021), also led to higher job satisfaction and a greater sense of well-being, as teachers felt less pressured and more in control of their schedules. The study emphasized that work-life balance directly supports teacher retention by alleviating the time-related pressures associated with excessive ancillary responsibilities.

Job satisfaction is closely tied to emotional well-being, and deloading has been linked to positive emotional outcomes for teachers. Martinez and Roberts (2018) found that deloaded teachers reported greater job satisfaction and an improved emotional outlook, as they could focus on the aspects of teaching that were most meaningful to them, such as student engagement and instructional creativity. By removing extraneous tasks, teachers felt more valued and fulfilled in their roles, which in turn led to enhanced emotional well-being.

Nguyen and Santos (2022) support this, highlighting that teachers who are less burdened by ancillary duties experience lower levels of frustration and emotional exhaustion, leading to a more positive outlook on their profession. Teacher burnout is a significant concern, particularly in schools with high demands on staff for administrative and extracurricular responsibilities.

O'Connor and Singh (2019) demonstrated that deloading can reduce burnout rates by allowing teachers more time to recover and focus on core teaching activities. The study reported that teachers with reduced ancillary responsibilities experienced fewer symptoms of burnout, including emotional exhaustion and depersonalization, thereby fostering a sustainable work environment. Chen and Garcia (2023) further confirmed that deloading allows teachers to conserve energy for instructional tasks, reducing the likelihood of burnout and promoting long-term teacher well-being.

Teachers who experience less burnout and stress due to deloading are often more resilient and open to professional growth. Parker and Zhou (2020) noted that teachers with reduced ancillary duties demonstrated increased resilience in the face of classroom challenges, as they had more energy and mental clarity to engage in reflective practice. This resilience is linked to overall well-being, as teachers are better able to manage classroom demands without feeling overwhelmed.

Furthermore, Rivera and Wang (2024) found that deloading allowed teachers to engage in professional development with greater enthusiasm and focus, enhancing their resilience and satisfaction in their careers. While the benefits of deloading for teacher well-being

are well-documented, successful implementation depends on effective policies and administrative support.

Smith and Liao (2016) emphasized the importance of school leadership in providing the resources and support necessary to reassign or reduce ancillary duties. Their study found that when school administrators took steps to implement deloading policies, teachers reported higher satisfaction and overall well-being, suggesting that institutional support is crucial for maximizing the benefits of deloading practices. Williams and Chen (2018) echoed this sentiment, advocating for policy changes that prioritize teacher well-being through workload management, which ultimately benefits both teachers and students.

Teachers' Performance when Deloaded from Ancillary Services

Deloading teachers from ancillary services positively impacts the quality of instruction they deliver. Alvarez and Garcia (2018) found that teachers who were relieved of administrative tasks were able to focus more on lesson planning, curriculum alignment, and differentiated instruction, resulting in improved student outcomes. Teachers felt less distracted and could allocate more time to refining instructional methods and incorporating diverse teaching strategies. Brown and Lee (2020) also emphasized that deloading allows teachers to engage in deeper lesson preparation, directly enhancing their instructional effectiveness. Reducing non-instructional responsibilities has been shown to increase teachers' engagement with students.

Chen and Martinez (2019) demonstrated that deloaded teachers were more present in the classroom, able to better respond to students' questions, and create an interactive learning environment. The study showed that teachers who focused solely on instructional duties had more energy and motivation to engage students actively, thereby improving overall classroom dynamics. Diaz and Rivera (2021) found similar outcomes, reporting that teachers without ancillary duties were more proactive in managing the classroom, addressing individual student needs, and fostering an inclusive learning atmosphere.

Ancillary tasks often lead to teacher burnout, which negatively impacts teaching performance. Garcia and Hu (2017) observed that teachers deloaded from additional responsibilities reported lower levels of stress and burnout, allowing them to be more focused and energetic in their teaching roles. This decrease in burnout directly contributed to improved classroom performance, as teachers could devote their full attention to instructional duties.

Johnson and Patel (2022) found that reducing non-instructional duties led to greater job satisfaction and enthusiasm for teaching, further boosting their classroom performance and student engagement. When teachers are relieved of ancillary tasks, they have more time to engage in professional development activities, which can improve instructional quality and classroom performance. Martinez and Cruz (2020) found that deloaded teachers participated more actively in professional development programs, allowing them to incorporate new teaching methodologies and technologies into their classrooms. Reflective practice, another key area of professional growth, was also positively impacted by deloading. Nguyen and Reed (2023) highlighted that deloaded teachers engaged in more reflective practices, analyzing and adapting their teaching methods to optimize student learning outcomes.

Deloading not only allows teachers to focus on teaching but also fosters better relationships with students. O'Connor and Singh (2019) found that deloaded teachers had more time to interact individually with students, providing personalized feedback and building stronger relationships. This improved rapport resulted in higher student engagement and better learning outcomes.

Thomas and Zhang (2021) further emphasized that when teachers could devote their full attention to students, classroom behavior management improved, as students responded positively to the increased attention and support. The ultimate measure of teacher performance is often reflected in student outcomes. Rivera and Dominguez (2020) found that students taught by deloaded teachers performed better academically and displayed higher engagement levels. The study suggested that deloading allowed teachers to focus more on instructional quality, thereby enhancing student learning.

Santos and Kim (2022) corroborated these findings, reporting that student achievement levels improved when teachers were able to dedicate their time to core teaching activities without the distraction of ancillary responsibilities. While deloading has clear benefits for teacher performance, it requires administrative support and policy adjustments to implement effectively. Williams and Chen (2016) emphasize that school leaders must recognize the impact of ancillary duties on teaching performance and create policies to relieve teachers from these tasks. However, Zhou and Lee (2024) warn that in some educational settings, staffing limitations make it challenging to implement deloading fully. They argue that targeted policies can prioritize deloading practices in high-demand areas where teacher performance is most likely to be affected by non-instructional duties.

Insights Gained

A considerable amount of research indicates that students' socio-economic characteristics—such as family income, parental education, and occupation—significantly influence their academic performance, with individuals from higher socio-economic backgrounds typically attaining superior educational results compared to their lower SES counterparts. This relationship is facilitated by access to resources such as quality schools, instructional materials, technology, and supportive surroundings, which are more accessible to students from rich families. Moreover, elements such as parental engagement and educational resources can mitigate the adverse impacts of low socioeconomic status; however, gaps in academic performance, frequently referred to as the "achievement gap," continue to exist within educational frameworks.

Methodology

Research Design

This study applied the descriptive-correlational research design. It found out the relationship between the level of effectiveness of the deloading of the ancillary tasks among teachers and their performance in Bangcud National High School, District VII of Malaybalay City Division, SY 2024-2025. A descriptive-correlational research design was a methodology that sought to outline the relationship between variables while refraining from establishing any cause-and-effect connections. In a descriptive-correlational research design, the focus was on outlining the characteristics of variables of interest within a sample or population.

Respondents

The respondents in this study were composed of all the public-school teachers in Bangcud National High School, District VII of Malaybalay City Division, SY 2024-2025. These teachers have undergone the reduction of ancillary responsibilities. The insights to be provided by them would be crucial in understanding the effects of eliminating non-teaching responsibilities on their workload, job satisfaction, instructional quality, and overall performance. Their viewpoints on the alterations resulting from deloading were essential in evaluating the efficacy of this intervention.

Complete Enumeration was used as a sampling procedure in this study. All the public-school teachers in Bangcud National High School, District VII of Malaybalay City Division, SY 2024-2025 were requested to participate as respondents. Complete Enumeration, or a census, is a sampling method in which the entire population is included in the study rather than selecting a sample from it. This means that the whole population was analyzed or surveyed, thereby removing any chance of sampling error. The population size of Bangcud National High School was relatively small, making it manageable and enabling a thorough analysis of each individual. The choice of complete enumeration was made for its exceptional accuracy, as it yields precise and reliable data from the entire population.

Instrument

This study utilized a researcher-made survey questionnaire.

Part I was about the demographic profile of respondents in terms of age, sex, position, length of service, and number of ancillary services handled at present. Part II was about the level of effectiveness of the deloading of the ancillary tasks among teachers in terms of Workload, Professional Development, Teacher Job Satisfaction, Teaching Performance, and Teacher Well-being. Part III gathered the data on the level of teachers' performance when deloaded from ancillary services.

Procedure

This study was conducted by the Standard Operating Procedure (SOP) at Valencia College (Buk.) Incorporated. The researcher secured the approval and endorsement letter from the Dean of the Graduate School. It was then submitted to the Schools Division Superintendent of Malaybalay City Division. After obtaining the necessary approval, the researcher requested authorization from the Public Schools District Supervisor of District II, Malaybalay City. Thereafter, the school heads of the chosen schools were approached by the researcher to secure permission for conducting a study on their grounds. The questionnaires were distributed to the selected respondents.

Data Analysis

The following statistical tools were used in this study:

Frequency count and percentage were used to describe the demographic profile of respondents in terms of age, sex, position, length of service, and number of ancillary services handled at present. Mean and standard deviation were applied to determine the level of effectiveness of the deloading of the ancillary tasks among teachers in terms of Workload, Professional Development, Teacher Job Satisfaction, Teaching Performance, and Teacher Well-being. Frequency count and percentage were applied to determine the level of teachers' performance when deloaded from ancillary services. Pearson r Product-Moment Correlation Coefficient, or Pearson r, was utilized to find the significant relationship between the level of effectiveness of the deloading of the ancillary tasks among teachers and the level of teachers' performance.

Results and Discussion

This section offers the presentation of findings, analysis of the problems posed, and interpretation in the light of descriptive research.

This study was conducted to find the relationship between the level of effectiveness of the deloading of the ancillary tasks among teachers and their performance in Bangcud National High School, District VII of Malaybalay City Division, SY 2024-2025. Specifically, this study aimed describe the demographic profile of respondents in terms of age, sex, position, length of service, and number of ancillary services handled at present; determine the level effectiveness of the deloading of the ancillary tasks among teachers in terms of Workload, Professional Development, Teacher Job Satisfaction, Teaching Performance, and Teacher Well-being; determine the level of teacher's performance when deloaded from ancillary services; and find out the significant relationship between the teachers' performance and the following Demographic profile, level effectiveness of the deloading of the ancillary tasks among teachers,

professional development, job satisfaction, and teachers' well-being.

The succeeding sections present and discuss the demographic profile of respondents in terms of age, sex, position, length of service, and number of ancillary services handled at present.

Table 1 presents the demographic profile of Bangcud National High School Teachers.

Table 1. *Demographic Profile of Bangcud National High School Teachers*

<i>Indicators</i>	<i>Category</i>	<i>Frequency</i>	<i>Percentage</i>
Age	10–25	4	3.70%
	26–30	15	13.90%
	31–35	18	16.70%
	36–40	11	10.20%
	41–45	27	25.00%
	46–50	10	9.30%
	51–60	15	13.90%
	61–65	8	7.40%
	Total	108	100%
Sex	Male	42	38.90%
	Female	66	61.10%
	Total	108	100%
Teaching Position	Teacher I	44	40.74%
	Teacher II	42	38.88%
	Teacher III	13	12.03%
	Master Teacher I	9	8.33%
	Master Teacher II	0	0%
	Head Teacher	0	0%
	Total	108	100%
Length of Service	1–10 years	65	60.20%
	11–20 years	21	19.40%
	21–30 years	8	7.40%
	31 years and above	14	13.00%
	Total	108	100%
Number of Ancillaries	0	65	32.40%
	1–2	21	58.30%
	3–4	8	3.70%
	5 and above	14	5.60%
	Total	108	100%

As can be seen from the table, the largest group of respondents falls within the 41-45 age range, representing 25% of the total. This indicates a significant presence of middle-aged individuals in the sample. The 31-35 age group was 16.7%, and the 26-30 and 51-60 age groups both got 13.9%, also representing substantial portions of the respondents. The youngest age group of 10-25 has the lowest representation, at only 3.7%. The 61-65 age group represents 7.4% of the participants. Overall Distribution: The age distribution shows a concentration in the 26-60 age range, with a peak in the 41-45 age bracket.

Analyzing the age distribution of the respondents reveals a diverse group, with a clear concentration in the middle-aged brackets. The most prominent segment falls within the 41-45 age range, constituting a quarter of the total participants, suggesting a significant presence of experienced individuals. Following closely, the 31-35 age group and both the 26-30 and 51-60 age groups each represent substantial portions of the respondents, indicating a broad range of working adults.

Conversely, the youngest age bracket, 10-25, shows the lowest representation, implying a population largely composed of seasoned professionals. Similarly, the 61-65 age group represents a smaller fraction, indicating a limited number of respondents nearing retirement age. Overall, the age distribution points to a respondent pool primarily consisting of adults between 26 and 60 years old, with a peak in the early to mid-40s, highlighting a workforce or respondent group with considerable experience.

Analyzing the gender distribution of the respondents reveals a clear predominance of female participants. Specifically, out of the total



108 respondents, 66 were female, representing 61.10% of the sample. Conversely, 42 respondents were male, accounting for 38.90% of the total. This indicates a significant gender imbalance within the respondent group, with females comprising a substantially larger portion than males. This disparity suggests that the population being studied is likely characterized by a higher representation of women. Therefore, any interpretations or conclusions drawn from this data should consider this gender imbalance and its potential influence on the overall findings.

The distribution of teaching positions among the respondents reveals a concentration within the Teacher I and Teacher II ranks. Notably, Teacher I and Teacher II positions constitute the vast majority, with 40.74% and 38.88%, respectively. This indicates that the respondent pool is primarily composed of teachers at the earlier stages of their career progression. Teacher III positions account for a smaller proportion, at 12.03%, suggesting a decreasing number of teachers at higher regular teaching ranks. Master Teacher, I positions represent 8.33% of the respondents, indicating a limited presence of teachers in advanced teaching roles.

Notably, Master Teacher II and Head Teacher positions show a 0% representation, suggesting that no respondents held these positions. This distribution implies a respondent group predominantly comprised of teachers in the initial stages of their teaching careers, with a gradual decline in representation as teaching rank increases.

The length of service data reveals a significant concentration of respondents with 1 to 10 years of experience, comprising a substantial 60.20% of the total. This indicates that most participants are relatively early in their careers. Following this, respondents with 11 to 20 years of service represent 19.40%, suggesting a smaller but still notable group of mid-career individuals. Those with 21 to 30 years of service constitute 7.40%, indicating a further decrease in representation among those with more extensive experience. Interestingly, respondents aged 31 years and above represent 13.00%, a higher percentage than the 21-30 years group, suggesting a notable number of long-serving individuals. Overall, the data suggests a respondent pool heavily weighted towards those with 1 to 10 years of service, with a gradual decline in representation as service length increases, except for a slight uptick in the most experienced group.

The data concerning the number of ancillary services handled by the respondents presents a bimodal distribution, with a significant concentration at both ends of the spectrum. A substantial portion, 32.40%, reported handling zero ancillary services. Conversely, a large majority, 58.30%, reported handling between 1 and 2 ancillary services. This suggests a division within the respondent group, where a considerable number are either focused solely on their primary roles or manage a limited number of additional responsibilities. The handling of 3 to 4 ancillary services is notably lower, at 3.70%, indicating that managing a moderate number of extra duties is less common.

Similarly, those handling 5 or more ancillary services constitute 5.60%, suggesting that a smaller segment of the respondents takes on a significant number of additional tasks. This distribution points to a workforce largely segmented into those with no ancillary duties and those with a small, manageable number, with a decreasing prevalence of those handling a wider range of extra responsibilities.

The following sections will delve into the presentation and discussion of the level effectiveness of the “deloading” of the ancillary tasks among teachers in terms of Workload, Professional Development, Teacher Job Satisfaction, Teaching Performance, and Teacher Well-being.

The Level of Effectiveness of the “Deloading” of the Ancillary Tasks Among Teachers in Terms of “Workload”

Table 2. Level Effectiveness of the “Deloading” of the Ancillary Tasks among Teachers in terms of Workload

	Indicators	Mean	SD	Descriptive Indicator
1.	"The deloading of ancillary tasks has led to a decrease in teachers' stress levels and feelings of burnout, indicating a positive impact on their overall well-being and job satisfaction."	4.51	.59	Very Highly Effective
2.	"Teachers perceive a reduction in administrative burdens and non-teaching duties after being deloaded, allowing them to allocate more time and energy to student engagement and academic support."	4.49	.66	Very Highly Effective
3.	"Feedback from teachers suggests that the deloading of ancillary tasks has improved their ability to personalize instruction, provide timely feedback to students, and create a more conducive learning environment in the classroom."	4.44	.60	Very Highly Effective
4.	"Teachers express a higher level of job satisfaction and motivation in delivering lessons and engaging with students following the removal of non-teaching responsibilities."	4.39	.65	Very Highly Effective
5.	"Since the implementation of the deloading of ancillary tasks, teachers report having more time to focus on core teaching responsibilities and lesson planning."	4.38	.71	Very Highly Effective
Ave Mean		4.44	.57	Very Highly Effective

Legend: 4.20–5.00 – Very Highly Effective; 3.40–4.19 – Highly Effective; 2.60–3.39 – Moderately Effective; 1.80–2.59 – Less Effective; 1.00–1.79 – Not Effective

The analysis of the level of effectiveness of deloading ancillary tasks among teachers in terms of workload revealed uniformly positive results, with all indicators rated as “Very Highly Effective.” The highest-rated statement, with a mean score of 4.51, showed a significant reduction in teachers’ stress levels and feelings of burnout, suggesting a strong positive impact on their overall well-being and job satisfaction. Closely following was the perception of a reduction in administrative burdens and non-teaching duties, which garnered a mean of 4.49. Feedback also indicated that deloading has enhanced teachers’ ability to personalize instruction, reflected in



a mean score of 4.44.

Additionally, teachers expressed increased job satisfaction and motivation in lesson delivery, with a mean of 4.39. At the same time, the lowest, though still highly effective, rating of 4.38 was attributed to teachers reporting more time to concentrate on core teaching responsibilities. Although there were slight differences in the mean scores, all indicators demonstrate that the deloading of ancillary tasks has been perceived as highly beneficial, underscoring the consistent effectiveness of this strategy in addressing workload challenges.

These findings show that teachers recognize the benefits of being relieved from ancillary responsibilities. The highest mean (4.51) emphasizes that the most significant perceived benefit is the reduction of stress and burnout, pointing to improved well-being and job satisfaction. Teachers also value the increased time and energy available for academic responsibilities and student engagement. The uniformly high means across indicators reflect a widespread appreciation of the initiative, particularly in helping teachers reallocate their time toward more meaningful classroom activities. Deloading has contributed to more focused teaching, better instructional quality, and an improved learning environment.

This result is supported by the findings of Miller et al. (2019), who noted that workload was a significant predictor of burnout among teachers. Their study found that teachers relieved of non-instructional duties experienced increased job satisfaction and renewed enthusiasm for teaching, leading to better performance. Similarly, Brown and Scott (2020) reported that removing extracurricular management responsibilities gave teachers more time for lesson planning and student interaction, which significantly enhanced classroom effectiveness. The present study aligns with these reports, highlighting that reducing teachers' ancillary tasks contributes not only to their professional well-being but also to student success.

The Level of Effectiveness of the “Deloading” of the Ancillary Tasks Among Teachers in Terms of “Professional Development”

Table 3. Level Effectiveness of the “Deloading” of the Ancillary Tasks among Teachers in terms of Professional Development

Indicators	Mean	SD	Descriptive Indicator
1. "Teachers perceive an improvement in their pedagogical skills and instructional strategies as a result of the deloading of non-teaching responsibilities, indicating a positive impact on their professional development."	4.38	.69	Very Highly Effective
2. "The deloading of ancillary tasks has enabled teachers to engage in reflective practices, collaborate with colleagues, and participate in peer observations, leading to enhanced professional growth and knowledge sharing."	4.30	.85	Very Highly Effective
3. "Feedback from teachers suggests that the removal of ancillary tasks has allowed them to pursue advanced degrees, certifications, and specialized training programs, contributing to their continuous professional learning and career advancement."	4.23	.80	Very Highly Effective
4. "Teachers who have been deloaded from ancillary tasks report having more time and opportunities for professional development activities such as attending workshops, conferences, and training sessions."	4.18	.99	Highly Effective
5. "The deloading of ancillary tasks has created opportunities for teachers to engage in action research, curriculum development, and innovation initiatives, fostering a culture of continuous improvement and professional excellence within the school comm	4.06	.83	Highly Effective
Ave Mean	4.23	.73	Very Highly Effective

Legend: 4.20–5.00 – Very Highly Effective; 3.40–4.19 – Highly Effective; 2.60–3.39 – Moderately Effective; 1.80–2.59 – Less Effective; 1.00–1.79 – Not Effective

The analysis of the level of effectiveness of deloading ancillary tasks in terms of professional development indicated a predominantly “Very Highly Effective” rating across most indicators. The highest-rated item, with a mean of 4.38 and a standard deviation of 0.69, reflected teachers’ perception of improved pedagogical skills and instructional strategies because of being deloaded. Closely following this was the opportunity for reflective practice and collaboration, which received a mean of 4.30, suggesting that reduced non-teaching responsibilities have fostered deeper professional engagement.

The third indicator, which focused on the pursuit of advanced degrees, certifications, and training programs, also received a strong mean of 4.23. Although the last two indicators, “Teacher’s report having more time and opportunities for professional development activities” with a mean of 4.18 and “Deloading created opportunities for action research, curriculum development, and innovation” with a mean of 4.06, were slightly lower, they still signaled a positive impact, both falling within the “Highly Effective” range. The overall average of 4.23 reaffirms the significant and beneficial influence of deloading ancillary tasks on teachers’ professional growth and development, emphasizing the value of this intervention in enhancing their capacity to improve instructional practices and engage in continuous learning.

The findings indicate that the deloading of ancillary tasks provides teachers with the time and mental space necessary for meaningful professional growth. The highest-rated indicators emphasize improvements in pedagogy and increased collaboration, essential elements for reflective and innovative teaching. The fact that teachers are also able to pursue formal qualifications and training suggests that deloading not only supports immediate instructional improvement but also long-term career advancement.

Although the opportunities for participation in structured professional development activities and innovation initiatives were rated slightly lower, the consistent positivity across all indicators demonstrates that deloading contributes significantly to a school culture



that values and promotes continuous learning and excellence in practice.

These results align with the findings of Chen and Zhou (2017), who reported that teachers relieved of non-instructional duties were more focused on improving instructional practices and engaging with professional learning communities. Their study highlighted increased participation in workshops, peer collaboration, and professional development as key outcomes. Similarly, Alvarez and Cruz (2019) found that reduced administrative loads led to greater involvement in training and improved job satisfaction. Garcia and Santos (2021) also emphasized that the additional time gained through deloading allowed teachers to develop new skills, especially in areas such as technology integration and differentiated instruction. Together, these studies reinforce the conclusion that deloading has a substantial and positive effect on professional development, supporting both individual teacher growth and institutional capacity-building.

The Level of Effectiveness of the “Deloading” of the Ancillary Tasks Among Teachers in Terms of Teacher Job Satisfaction.

Table 4. Level Effectiveness of the “Deloading” of the Ancillary Tasks among Teachers in terms of Teacher Job Satisfaction

Indicators	Mean	SD	Descriptive Indicator
1. “Teachers perceive a direct correlation between the reduction of non-teaching responsibilities and their job satisfaction levels, indicating that workload management plays a significant role in shaping their overall job experiences and well-being.”	4.39	.78	Very Highly Effective
2. “Teachers express a higher level of job satisfaction after being deloaded from ancillary tasks, citing reduced stress, improved work-life balance, and increased focus on teaching responsibilities.”	4.31	.75	Very Highly Effective
3. “Feedback from teachers indicates that the removal of non-teaching duties has positively impacted their morale, motivation, and overall job enjoyment, leading to a more positive work environment.”	4.30	.81	Very Highly Effective
4. “The deloading of ancillary tasks has resulted in increased job autonomy, decision-making authority, and flexibility for teachers, leading to higher levels of job satisfaction and job engagement.”	4.26	.74	Very Highly Effective
5. “Teachers report feeling more valued and appreciated by school administration and colleagues following the deloading of ancillary tasks, contributing to their sense of job satisfaction and professional fulfillment.”	4.24	.83	Very Highly Effective
Ave Mean	4.30	.71	Very Highly Effective

Legend: 4.20–5.00 – Very Highly Effective; 3.40–4.19 – Highly Effective; 2.60–3.39 – Moderately Effective; 1.80–2.59 – Less Effective; 1.00–1.79 – Not Effective

The analysis of the indicators under teacher job satisfaction shows a uniformly high perception of the effectiveness of deloading ancillary tasks. The highest-rated statement was, “Teachers perceive a direct correlation between the reduction of non-teaching responsibilities and their job satisfaction,” with a mean of 4.39 and a standard deviation of 0.78, indicating that workload management plays a crucial role in teacher satisfaction. This is followed closely by, “teachers express a higher level of job satisfaction after being deloaded from ancillary tasks,” which earned a mean of 4.31.

Other indicators followed closely: “feedback from teachers indicates a positive impact on morale and motivation” scored 4.30, while “increased job autonomy and decision-making authority” scored 4.26. The lowest mean, yet still within the “Very Highly Effective” category, was “teachers report feeling more valued and appreciated...” with a mean of 4.24. The average mean for this domain was 4.30, classified as “Very Highly Effective,” indicating the significant positive impact of deloading on teacher job satisfaction.

The data shows that deloading teachers from non-instructional duties significantly contributes to their job satisfaction by addressing key stressors such as work overload, reduced autonomy, and lack of appreciation. The consistently high ratings show that teachers feel more motivated, engaged, and fulfilled in their roles when their time is freed for core teaching tasks. Increased feelings of being valued by school leadership also play a crucial role in improving the school environment and encouraging professional commitment. By reducing administrative burdens, schools foster a more supportive atmosphere where teachers can focus on quality instruction and meaningful student interaction, leading to better job satisfaction outcomes.

These findings are consistent with prior research. Brown and Liao (2018) found that deloading teachers from ancillary duties led to higher morale and satisfaction due to improved focus on instruction. Similarly, Garcia and Smith (2021) noted that when non-teaching duties were minimized, teachers reported stronger professional identity and a deeper sense of purpose in their work. They emphasized that deloading helps restore the core mission of educators, which is to teach and inspire.

Martinez and Cruz (2017) asserted that diminishing teachers' administrative duties significantly liberates essential time for vital instructional tasks, including lesson planning, student evaluation, and the formulation of innovative pedagogical strategies, all of which directly enhance job satisfaction. By reducing the load of supplementary work, educators can concentrate more on their primary teaching responsibilities, thereby cultivating a more engaging and effective learning atmosphere. This transition enhances instructional quality and positively influences instructors' motivation and professional satisfaction. Their findings correspond with extensive research demonstrating that systematic initiatives to relieve teachers of non-teaching responsibilities can enhance teaching environments by fostering teacher well-being and instructional quality, thus underscoring the significance of policy and institutional backing for workload management in education.



Level Effectiveness of the “Deloading” of the Ancillary Tasks Among Teachers in Terms of Teachers’ Well-Being.

Table 5. Level Effectiveness of the “Deloading” of the Ancillary Tasks among Teachers in terms of Teachers’ Well-being

Indicators	Mean	SD	Descriptive Indicator
1. "The deloading of ancillary tasks has allowed teachers to prioritize self-care, personal development, and leisure activities, enhancing their emotional resilience, job engagement, and sense of fulfillment."	4.50	.73	Very Highly Effective
2. "Feedback from teachers suggests that the removal of non-teaching responsibilities has positively impacted their overall health and well-being, leading to increased energy levels, better sleep quality, and improved work-life balance."	4.46	.66	Very Highly Effective
3. "Teachers report a noticeable improvement in their physical and mental well-being after the deloading of ancillary tasks, experiencing reduced levels of stress, anxiety, and burnout."	4.45	.80	Very Highly Effective
4. "Teachers express a greater sense of job fulfillment, purpose, and job security following the deloading of ancillary tasks, indicating that a balanced workload positively impacts their overall well-being and professional satisfaction."	4.34	.87	Very Highly Effective
5. "Teachers perceive a direct link between the reduction of workload through deloading and their well-being, indicating that managing non-teaching tasks effectively contributes to their overall quality of life and job satisfaction."	4.30	.75	Very Highly Effective
Ave Mean	4.41	.71	Very Highly Effective

Legend: 4.20–5.00 – Very Highly Effective; 3.40–4.19 – Highly Effective; 2.60–3.39 – Moderately Effective; 1.80–2.59 – Less Effective; 1.00–1.79 – Not Effective

The analysis of teacher well-being about the deloading of ancillary tasks demonstrates a uniformly positive response, with all indicators rated as “Very Highly Effective” and mean scores ranging from 4.30 to 4.50. The highest-rated indicator, with a mean of 4.50 and a standard deviation of 0.73, emphasized the positive impact of deloading on teachers’ ability to prioritize self-care, personal development, and leisure activities, showing the important role of work-life balance in enhancing emotional resilience and job fulfillment.

This was closely followed by indicators reflecting improved overall health and well-being, with a mean of 4.46, and noticeable enhancements in both physical and mental wellness, with a mean of 4.45. Although slightly lower, the indicators about job fulfillment, with a mean of 4.34, and the perceived link between deloading and overall well-being, with a mean of 4.30, still fell well within the “Very Highly Effective” range. The overall average mean of 4.41 reinforces the strong positive perception among teachers regarding the impact of deloading on their well-being, underscoring its effectiveness as a strategy for promoting a healthier, more sustainable teaching environment.

These results indicate that deloading ancillary tasks plays a significant role in supporting teachers’ physical, emotional, and mental health. By freeing up time for self-care and personal development, educators are better equipped to manage stress, maintain healthier routines, and sustain their energy and motivation throughout the school year. Furthermore, teachers’ perceptions of increased job fulfillment and emotional resilience highlight how a balanced workload contributes not only to their well-being but also to a more engaged and stable professional life. The strong and consistent ratings across all indicators affirm that reducing non-teaching responsibilities is a strategic approach to enhancing teachers' quality of life and job satisfaction.

These findings align with research emphasizing the critical role of work-life balance in maintaining teacher well-being. Kinman and Wray (2013) underscored the importance of prioritizing self-care and managing workload to prevent burnout in the teaching profession. Santos and Rivera (2019) further found that schools that implemented deloading strategies had higher retention rates, as teachers who felt supported in managing their workload were more inclined to remain in their positions.

Moreover, Davis and Hall (2024) concluded that deloading policies contributed to greater school stability and improved culture, since teachers were more satisfied and less likely to leave. These studies reinforce the current findings, showing that when schools invest in teacher well-being by minimizing ancillary duties, they promote not just individual health but also institutional resilience and long-term success.

The Level of Effectiveness of the “Deloading” of the Ancillary Tasks Among Teachers in Terms of “Teachers’ Performance”

Table 6. Level Effectiveness of the “Deloading” of the Ancillary Tasks among Teachers in terms of Level of Teachers’ Performance

Indicators	Mean	Adjectival Rating	Qualitative Rating	Interpretation
Average	4.65	Outstanding	Role Model	Role Model
4.50–5.00	–	Outstanding	Role Model	Role Model
3.50–4.49	–	Very Satisfactory	Consistently demonstrated	–
2.50–3.49	–	Satisfactory	Demonstrated most of the time	–
1.50–2.49	–	Unsatisfactory	Demonstrated sometimes	–
1.00–1.49	–	Poor	Demonstrated rarely	–



The data indicates that the level of teachers' performance when deloaded from ancillary services is "Outstanding," with an average mean of 4.65. This falls within the 4.50-5.00 scale, which is described as "Outstanding" and interpreted as "Role Model." Deloading teachers from non-instructional duties allows them to devote more time and attention to lesson preparation and instructional quality. Alvarez and Kim (2017) found that teachers who were relieved of administrative tasks were able to focus more on developing engaging and effective lesson plans, leading to improved teaching performance. This shift allowed teachers to deliver more structured and impactful lessons, enhancing students' learning experiences.

The singular mean of 4.65 indicates a very high level of perceived teacher performance following the deloading of ancillary tasks. This score places the overall performance firmly within the "Outstanding" category, implying that teachers are perceived as performing at a "Role Model" level. Similarly, Brown and Santos (2019) concluded that deloaded teachers had greater flexibility to refine their teaching methods, increasing their instructional efficacy and responsiveness to students' needs. Effective teaching is not limited to content delivery; it also involves strong classroom management.

The results strongly suggest that deloading teachers from ancillary services has a highly positive impact on their performance. The "Outstanding" rating indicates that teachers are perceived to be performing at an exemplary level, serving as role models in their profession. This likely reflects improvements in their ability to focus on core teaching responsibilities, plan effective lessons, and engage with students following the removal of non-teaching duties. Garcia and Hu (2021) observed that teachers with reduced ancillary duties could dedicate more time to improving classroom management strategies. With fewer distractions, these teachers could implement structured routines, manage student behavior effectively, and foster a positive learning environment. The study suggests that deloading enhances teachers' ability to maintain a productive classroom atmosphere, which contributes positively to both student engagement and academic performance.

School administrators can adopt a deliberate restructuring of teachers' workloads to reduce or remove auxiliary obligations. This can be accomplished by delegating tasks to those who are directed to handle them, such as administrators and non-teaching workers. They are strongly encouraged to comply with DepEd Order No. 002, series of 2024, which mandates that administrative responsibilities be removed from the workloads of teachers immediately to enable them to concentrate more on teaching in the classroom.

Even though the order had been issued, there were reports and posts from social media from other regions that some school administrators continued to assign additional responsibilities to instructors. By taking this targeted approach, teachers will be able to concentrate on their primary teaching responsibilities, which will ultimately lead to improved overall school effectiveness. This will be accomplished by encouraging exceptional performance and establishing them as role models.

These findings align with research that emphasizes the importance of reduced workload and focused attention on core teaching tasks for improved teacher effectiveness (Darling-Hammond, 2010). When teachers are freed from administrative burdens and non-teaching duties, they can dedicate more time and energy to their primary role, leading to enhanced performance. Studies also highlight the impact of job satisfaction and well-being on teacher effectiveness (Hattie, 2009). The data support the notion that deloading ancillary tasks improves job satisfaction and well-being, which in turn contributes to outstanding teacher performance.

The succeeding section shows the presentation and discussion of the significant relationship between the teachers' performance and the following Demographic profile: the level of effectiveness of the deloading of the ancillary tasks among teachers, professional development, job satisfaction, and teachers' well-being.

Relationship between the teachers' performance and "deloading" of the ancillary tasks.

Table 7. Correlation of Teachers' Performance with "deloading" of the Ancillary Tasks

Indicators	Correlation Value (r)	Probability (p)	Interpretation
Age	0.053	0.585	NS
Sex	-0.093	0.337	NS
Teaching Position	0.014	0.888	NS
Length of Service	0.085	0.384	NS
Number of Ancillaries	0.189	0.050	NS
Workload	0.400	0.000**	S
Professional Development	0.471	0.000**	S
Job Satisfaction	0.449	0.000**	S
Well-being	0.339**	0.000**	S

** Correlation is significant at the 0.01 level (2-tailed).
 * Correlation is significant at the 0.05 level (2-tailed).

The table presents the correlation between values and probability (p-values) between teachers' performance and various indicators. The demographic profiles (age, sex, teaching position, length of service, and number of ancillaries) show no significant correlations with teacher performance, with $p > 0.05$. However, workload, professional development, job satisfaction, and well-being all show statistically significant positive correlations with teacher performance, with $p < 0.01$.

Specifically, workload correlates .400, professional development .471, job satisfaction .449, and well-being .339. Sharma et al. (2023) expanded on this, finding that deloading teachers of non-teaching responsibilities led to reduced stress and burnout rates. Teachers who experienced reduced workloads reported better mental well-being, which directly influenced their classroom performance and student outcomes.

The analysis reveals that demographic factors have no significant linear relationship with teacher performance. However, the effectiveness of deloading ancillary tasks (workload reduction), professional development, job satisfaction, and well-being has statistically significant positive correlations with teacher performance. The correlation values indicate a moderate positive relationship, with professional development showing the strongest correlation ($r = .471$). Therefore, the null hypothesis, which states that there is no significant relationship between the level of effectiveness of the deloading of the ancillary tasks among teachers and the level of teachers' performance, is rejected.

Time-consuming ancillary tasks can limit teachers' ability to engage in detailed lesson planning and differentiated instruction, which are crucial for meeting diverse student needs. Johnson and Patel (2018) found that deloaded teachers had more time for in-depth lesson planning, which allowed them to differentiate their instruction effectively. This approach enabled teachers to tailor lessons to accommodate varying student abilities, improving overall learning outcomes.

The results suggest that while demographic factors do not significantly influence teacher performance, the perceived effectiveness of deloading ancillary tasks, professional development opportunities, job satisfaction, and teacher well-being are all significantly associated with higher teacher performance. This implies that improving these factors can positively impact teacher performance. The strong positive correlation with professional development suggests that providing teachers with opportunities to enhance their skills and knowledge is particularly effective in boosting their performance.

Martinez and Lee (2020) further highlighted that teachers relieved of ancillary responsibilities were more likely to incorporate innovative teaching techniques, which enhanced their instructional effectiveness and contributed to higher levels of student achievement. Student outcomes are closely tied to teaching quality, and studies indicate that deloading can indirectly enhance student achievement.

These findings align with research that highlights the impact of job satisfaction, well-being, and professional development on teacher performance (Hattie, 2009; Darling-Hammond, 2010). Studies have consistently shown that teachers who are satisfied with their jobs, have access to professional development, and experience well-being are more effective in their roles. The significant correlations found in this study support these findings. Furthermore, the lack of significant correlation with demographic factors suggests that performance is more strongly influenced by contextual and experiential factors rather than inherent demographic characteristics.

Conclusions

This study crafted the following conclusions based on the findings.

The majority of respondents were middle-aged, female teachers primarily holding Teacher I and II positions, with many early in their careers. They typically handled one to two ancillary services, with a significant number reporting none. This demographic profile highlights a workforce with limited ancillary responsibilities, potentially influencing their focus on core teaching duties and overall job experience. This suggests a division within the respondent group, where a considerable number are either focused solely on their primary roles or manage a limited number of additional responsibilities.

The deloading of ancillary tasks among teachers was very highly effective, significantly reducing workload, enhancing professional development, improving job satisfaction, boosting teaching performance, and promoting teacher well-being. This strategic approach demonstrates a positive impact on teachers' overall experience and effectiveness in the classroom.

The reduction of ancillary responsibilities led to teachers' performance being characterized as "Outstanding" and regarded as a "Role Model." This suggests that eliminating non-essential duties markedly improves teaching quality, establishing these teachers as exemplary figures for their colleagues. The results indicate that prioritizing fundamental teaching responsibilities will result in outstanding performance and leadership within the school setting.

The demographic factors of teachers, such as age and sex, did not significantly influence their performance. However, workload, professional development, job satisfaction, and well-being were positively correlated with performance, indicating that these factors play a crucial role in enhancing teaching effectiveness. This suggests that focusing on these elements can improve teacher performance regardless of demographic background.

Based on the findings and conclusions, the following recommendations are hereby offered:

Teachers may prioritize their core teaching duties while managing ancillary responsibilities effectively. For those teachers who handle few or no ancillary tasks, they may focus on enhancing teaching skills and professional development. For those with multiple responsibilities, they may consider delegating tasks or seeking support to maintain a healthy work-life balance and optimize performance. This approach will help teachers maximize their impact in the classroom while maintaining job satisfaction.

School heads may strengthen the implementation of policies to deload ancillary tasks from teachers, focusing on core teaching responsibilities. This approach can significantly reduce workload, enhance professional development, and improve teacher satisfaction and performance. By prioritizing teaching duties, schools can foster a more productive and supportive educational environment, ultimately benefiting both teachers and students.

School heads may implement a strategic restructuring of teachers' workloads to minimize or eliminate ancillary responsibilities by delegating to where who is directed such as non-teaching personnel and administrators. They are highly encouraged to follow DepEd Order No. 002, the series of 2024, which mandates the immediate removal of administrative tasks from teachers' workloads to enable them to focus more on classroom teaching. Reports had been posted on social media that some school heads still assign the extra tasks to teachers despite the release of the order. This focused approach will empower teachers to concentrate on core teaching duties, fostering outstanding performance and establishing them as role models, ultimately enhancing overall school effectiveness.

Teachers may actively pursue professional development opportunities, prioritize their well-being, and strive for job satisfaction. They may focus on managing their workload effectively. These factors, rather than demographic characteristics, significantly impact performance. By investing in these areas, teachers can enhance their teaching effectiveness and overall professional growth.

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Affiliations and Corresponding Information

Kinnith Farah Fe T. Guia

Bangcud National High School

Department of Education – Philippines

 kinnithfarahfetabil@gmail.com

Wilfredo P. Miasco Jr., PhD.

Valencia Colleges (Bukidnon) Inc. – Philippines