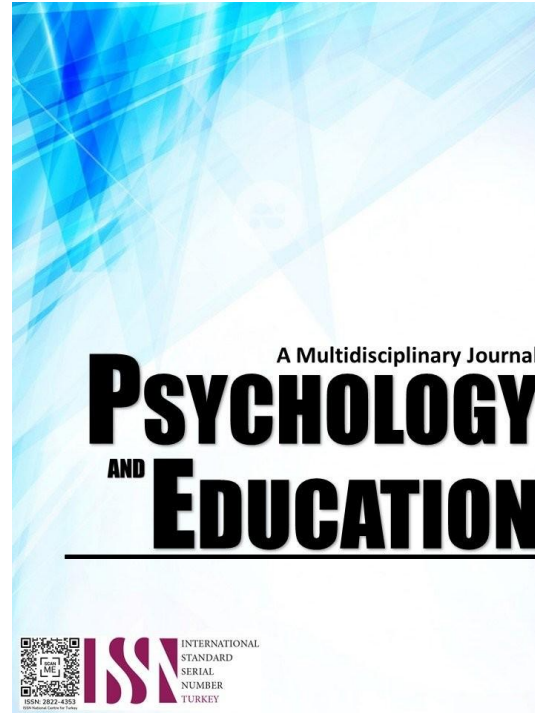


**ANCILLARY RESPONSIBILITIES AND STRESS-COPING MECHANISMS  
AMONG PUBLIC ELEMENTARY SCHOOL TEACHERS  
OF BARILI DISTRICT 1**



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## Ancillary Responsibilities and Stress-Coping Mechanisms Among Public Elementary School Teachers of Barili District 1

Diana Rose P. Pacaña,\* Daisy L. Obiso  
For affiliations and correspondence, see the last page.

### Abstract

Public elementary school teachers increasingly assume ancillary responsibilities beyond their formal teaching roles, which may contribute to occupational stress and affect overall well-being. Understanding how teachers manage these additional duties is essential for developing institutional support mechanisms. This convergent parallel mixed-methods research design aimed to determine the level of challenges associated with ancillary responsibilities, examine teachers' stress-coping mechanisms, and explore significant relationships between challenges, coping strategies, and selected demographic variables among 148 public elementary school teachers in Barili District 1, Cebu Province, during School Year 2025–2026. Data were collected using a structured survey questionnaire and analyzed using mean, standard deviation, F-test, and Pearson  $r$  correlation. Findings revealed that teachers experienced a high level of challenges (overall  $M = 3.56$ ), particularly in terms of sleepless nights ( $M = 4.01$ ), loss of personal time ( $M = 3.96$ ), weekend work ( $M = 3.96$ ), and difficulty managing multiple tasks ( $M = 3.74$ ). Coping mechanisms were moderately high (overall  $M = 3.64$ ), with teachers predominantly utilizing religious coping strategies such as praying for help ( $M = 4.76$ ) and trusting in divine support ( $M = 4.75$ ), alongside problem-solving approaches ( $M = 4.44$ ). Avoidant coping behaviors, including alcohol consumption ( $M = 1.76$ ) and smoking ( $M = 1.69$ ), were least practiced. Significant differences in perceived challenges were found according to years of teaching experience ( $F = 2.44$ ,  $p = 0.049$ ) and grade level taught ( $F = 3.27$ ,  $p = 0.005$ ). A significant positive correlation ( $r = 0.27$ ,  $p < 0.05$ ) indicated that coping efforts increased as challenges intensified, although coping strategies did not significantly vary across demographic groups ( $p > 0.05$ ). The findings underscore teachers' resilience but highlight the persistent burden of ancillary workloads, emphasizing the need for systemic interventions such as an ancillary task management toolkit to enhance teacher well-being and workload efficiency.

**Keywords:** *ancillary responsibilities, stress-coping mechanisms, teacher stress, workload challenges, teacher well-being*

### Introduction

Teaching in public elementary schools extends far beyond classroom instruction. In addition to delivering lessons, teachers perform numerous ancillary responsibilities, including administrative documentation, program coordination, student supervision, and community engagement. In the Philippine public education system, these non-instructional duties have expanded due to increasing compliance requirements at the national and division levels. When combined with large class sizes and limited administrative support, such responsibilities intensify workload demands and contribute to occupational stress, potentially affecting teacher well-being and instructional quality (Algar et al., 2025).

This study is anchored in stress and coping theory, particularly the transactional model of stress, which posits that stress results from individuals' appraisal of environmental demands and their perceived ability to manage them. Coping strategies, whether problem-focused, emotion-focused, or avoidant, serve as mechanisms for managing stressful conditions. In educational contexts, teachers employ varied coping strategies such as time management, peer collaboration, religious practices, and relaxation techniques to mitigate stress (Botona & Baguio, 2025). Understanding how these mechanisms function within specific local contexts is essential for designing effective institutional support systems.

While teacher stress has been widely examined globally and nationally, existing studies often rely on broad or regional samples and seldom focus on district-level realities. In Cebu Province, particularly in municipalities such as Barili, teachers frequently assume multiple designations and operate in settings with limited manpower and strong community involvement. Despite these distinct conditions, there is limited localized evidence documenting how ancillary responsibilities specifically affect public elementary school teachers in Barili District 1.

Addressing this gap, the present study aims to determine the level of challenges associated with ancillary responsibilities and examine the stress-coping mechanisms of public elementary school teachers in Barili District 1, as well as the relationships between these variables and selected demographic factors.

By generating district-based empirical evidence, this research seeks to inform context-sensitive interventions that promote teacher well-being, equitable workload distribution, and sustainable educational quality in public elementary schools.

## Research Questions

This study examined the challenges associated with ancillary responsibilities and the stress-coping mechanisms of public elementary school teachers in Barili District 1, Cebu Province, for School Year 2025–2026. Specifically, it sought to answer the following questions:

1. What is the demographic profile of the teacher-respondents in terms of:
  - 1.1. age;
  - 1.2. sex,
  - 1.3. civil status;
  - 1.4. educational attainment;
  - 1.5. years of teaching experience;
  - 1.6. position;
  - 1.7. grade level currently taught; and
  - 1.8. work-related assignments?
2. What is the level of challenges experienced by teachers in managing their ancillary responsibilities?
3. What stress-coping mechanisms do teachers use in dealing with challenges related to ancillary responsibilities?
4. Are there significant relationships between teachers' demographic profile, their perceived level of challenges, and their coping mechanisms?
5. Based on the findings, what ancillary task management toolkit can be developed to support teachers in managing their responsibilities more effectively?

## Literature Review

Teaching is widely recognized as a complex profession that extends beyond classroom instruction. Ancillary responsibilities—defined as non-instructional duties such as administrative documentation, program coordination, learner supervision, and community engagement—have become increasingly embedded in teachers' roles. Across educational systems, these tasks substantially increase workload and reduce time allocated for lesson preparation and professional growth (Algar et al., 2025). The expansion of compliance requirements and accountability measures has further institutionalized these responsibilities, often without proportional structural support.

From the perspective of the transactional theory of stress and coping, stress arises when individuals perceive environmental demands as exceeding their available resources. In this framework, ancillary duties function as external stressors that require continuous appraisal and adjustment. When workload demands accumulate, particularly under conditions of limited manpower and unclear task distribution, teachers may experience role strain and work–life imbalance. International evidence, including large-scale system reviews (OECD, 2023), consistently links excessive non-instructional tasks to longer working hours, fatigue, and diminished instructional focus. These findings suggest that ancillary responsibilities are not peripheral concerns but central contributors to occupational stress.

In the Philippine context, the burden of ancillary work appears intensified by high teacher–student ratios and centralized reporting systems. Teachers frequently hold multiple designations (e.g., coordinators, advisers, property custodians), blurring the boundary between instructional and administrative roles. Local studies emphasize that such role expansion often extends into weekends and rest periods, heightening risks of exhaustion and burnout (Botona & Baguio, 2025). While these studies confirm the presence of workload-related stress, they differ in conclusions regarding the influence of demographic variables, indicating the need for more context-specific investigation.

Coping mechanisms play a critical mediating role in this process. Consistent with Folkman's model, teachers employ problem-focused strategies (e.g., planning, prioritization), emotion-focused approaches (e.g., seeking support), and, less frequently, avoidant behaviors. Evidence suggests that problem-focused coping enhances resilience and job commitment, whereas avoidant strategies are associated with poorer outcomes (Arlan & Arpilleda, 2025). Notably, Philippine-based research highlights the prominence of religious coping, such as prayer and faith-based reflection, reflecting cultural values that frame stress within spiritual meaning systems. This cultural dimension distinguishes local findings from many Western studies and underscores the importance of contextualized analysis.

Although substantial literature addresses teacher stress broadly, three limitations remain evident. First, many studies treat workload as a general construct without isolating ancillary responsibilities as a distinct stressor. Second, demographic influences yield inconsistent results, suggesting that contextual factors may outweigh personal characteristics. Third, most Philippine studies rely on regional or national samples, leaving district-level realities underexplored. Consequently, little empirical evidence documents how ancillary duties specifically affect public elementary school teachers in localized settings such as Barili District 1, Cebu Province.

Addressing these gaps, the present study integrates stress theory with localized empirical analysis to examine how ancillary responsibilities shape teachers' perceived challenges and coping mechanisms within a specific district context. By synthesizing quantitative relationships and contextual experiences, this research contributes district-based evidence to inform the development of a culturally responsive ancillary task management toolkit aimed at enhancing teacher well-being and sustainable workload practices.

## Methodology

### Research Design

This study employed a convergent parallel mixed-methods research design to examine the challenges associated with ancillary responsibilities and the stress-coping mechanisms of public elementary school teachers in Barili District 1, Cebu Province, during the 2025–2026 school year. In this design, quantitative and qualitative data were collected concurrently, analyzed separately, and integrated during the interpretation phase to provide a comprehensive understanding of the research problem.

The quantitative component utilized a descriptive–correlational approach. The descriptive aspect aimed to determine the level of challenges associated with teachers’ ancillary responsibilities and their stress-coping mechanisms. The correlational aspect examined the relationships between ancillary responsibilities, coping mechanisms, and selected demographic variables. Data were collected through a structured survey questionnaire and analyzed using appropriate descriptive and inferential statistical techniques.

The qualitative component employed a descriptive qualitative design to explore teachers’ experiences and perceptions of the challenges posed by ancillary responsibilities and the strategies they employed to manage these demands. Data were gathered through semi-structured interviews and focus group discussions (FGDs) with purposively selected teachers who met the inclusion criteria. The qualitative data were transcribed and analyzed thematically to identify emerging patterns and themes in teachers’ experiences.

The convergent parallel design allowed both quantitative and qualitative strands to be conducted during the same phase of the study, with each dataset analyzed independently. The results from both strands were then compared and integrated during interpretation to determine areas of convergence, divergence, and complementarity, thereby providing a more comprehensive understanding of the research problem.

### Participants

The quantitative respondents of the study consisted of 148 public elementary school teachers selected from a total population of 234 teaching personnel in Barili District 1, Cebu, during School Year 2025–2026. The sample size was determined using Slovin’s formula with a 5% margin of error to ensure adequate representation of the population. A simple random sampling technique was employed to give each eligible teacher an equal chance of selection, thereby minimizing sampling bias and enhancing representativeness across schools and grade levels within the district. Inclusion criteria required that participants were currently employed public elementary school teachers in the district, assigned at least one ancillary responsibility, and willing to provide informed consent. Teachers who were on long-term leave or had no ancillary assignments during the data collection period were excluded from the study.

For the qualitative phase, a subset of participants was selected through purposive sampling from among the survey respondents. Selection was based on their active involvement in ancillary responsibilities and their willingness to participate in semi-structured interviews or focus group discussions. This ensured that participants were able to provide rich, in-depth accounts of their workload challenges, coping strategies, and perceptions of school- or district-level support. Although all qualitative participants came from the quantitative sample, not all survey respondents were included in the qualitative inquiry.

The combination of probability sampling for the quantitative component and purposive sampling for the qualitative component ensured both breadth and depth of data. This approach maintained statistical representativeness while also capturing contextualized insights into how ancillary responsibilities influenced teacher stress and coping mechanisms in Barili District 1.

### Instrument

The primary instrument for the quantitative phase was a structured questionnaire composed of adapted and researcher-developed sections. Items measuring stress-coping mechanisms were adapted from the coping scale of Rilveria (2018), while selected workload-related stress indicators were adapted from Mabao (2025). These items were linguistically and contextually modified to reflect the realities of public elementary school teachers in Barili District 1, particularly those handling ancillary assignments such as documentation, program coordination, district-level reporting, and multiple school designations. In addition, a researcher-developed section was constructed to measure challenges associated with ancillary responsibilities. The study’s research questions guided the development of these items, the Job Demands–Resources framework, and relevant literature on teacher workload and stress.

The final questionnaire consisted of three parts: (1) demographic profile (8 items), which included age, gender, civil status, educational attainment, years of teaching experience, position, grade level taught, and work-related assignments; (2) challenges of ancillary responsibilities (20 items), which measured workload demands, time pressure, role conflict, and work–life balance; and (3) stress-coping mechanisms (24 items), which covered problem-focused, emotion-focused (including religious coping), and avoidant coping strategies. Responses were rated using a 5-point Likert scale. For the challenges scale, responses ranged from Very Low (1.00–1.80) to Very High (4.21–5.00), while for coping mechanisms, frequency ranged from Never (1.00–1.80) to Always (4.21–5.00).

To establish content validity, the instrument was reviewed by three experts in educational management and psychology. Revisions were made to improve clarity, alignment with constructs, and contextual appropriateness. Reliability testing was conducted using Cronbach’s alpha, which yielded coefficients of 0.87 for the challenges scale and 0.89 for the coping scale, indicating high internal

consistency. For the qualitative component, a semi-structured interview guide was developed to explore teachers' lived experiences, coping strategies, and perceptions of institutional support. The guide was aligned with the quantitative constructs to facilitate meaningful integration and triangulation of findings.

### **Procedure**

Before data collection, the researcher secured formal approval from the District Supervisor, Dr. Paterno P. Dandan, and the respective school heads of public elementary schools in Barili District 1. Coordination meetings were conducted to schedule the administration of instruments in a manner that minimized disruption to regular academic activities. The study followed a convergent parallel mixed-methods design, in which quantitative and qualitative data were collected within the same general timeframe but through separate procedures. Data gathering was conducted over six weeks during the second quarter of School Year 2025–2026.

For the quantitative phase, survey questionnaires were distributed to 148 randomly selected teachers using simple random sampling. The instruments were administered in both printed and online formats, depending on participants' preferences and accessibility. Before distribution, the researcher explained the purpose of the study, assured participants of confidentiality, emphasized voluntary participation, and obtained informed consent. All 148 questionnaires were retrieved and deemed usable, resulting in a 100% response rate.

For the qualitative phase, participants were purposively selected from among the survey respondents based on their active ancillary assignments, willingness to participate, and representation across grade levels and schools. Selected teachers participated in focus group discussions, with approximately 13–15 participants per session, while a smaller number engaged in individual semi-structured interviews to provide more in-depth perspectives. All sessions were conducted in quiet and private school venues to ensure confidentiality and comfort. With informed consent, discussions were audio-recorded and transcribed verbatim. Collected data were systematically organized, coded, and securely stored, and ethical standards were strictly observed throughout the research process, particularly in safeguarding anonymity, confidentiality, and voluntary participation.

### **Data Analysis**

Quantitative data were encoded and analyzed using the Statistical Package for the Social Sciences (SPSS) version 26. Descriptive and inferential statistical techniques were employed in accordance with the study's descriptive–correlational design. Frequency counts and percentages were used to describe the demographic profile of respondents, including age, gender, civil status, educational attainment, years of teaching experience, position, grade level taught, and work-related assignments. The weighted mean and standard deviation were computed to determine the level of challenges associated with ancillary responsibilities and the frequency of stress-coping mechanisms. Mean scores for challenges were interpreted using the following ranges: 1.00–1.80 (Very Low), 1.81–2.60 (Low), 2.61–3.40 (Moderate), 3.41–4.20 (High), and 4.21–5.00 (Very High). For coping mechanisms, frequency of use was interpreted as 1.00–1.80 (Never), 1.81–2.60 (Rarely), 2.61–3.40 (Sometimes), 3.41–4.20 (Often), and 4.21–5.00 (Always).

To determine significant differences in perceived challenges and coping mechanisms across demographic groups, independent samples *t*-tests were conducted for variables with two groups, while one-way Analysis of Variance (ANOVA) was used for variables with three or more groups. These tests were appropriate for comparing mean differences among independent groups. To examine the relationship between challenges and coping mechanisms, Pearson Product–Moment Correlation (*r*) was utilized to measure the strength and direction of association between the two continuous variables. The level of statistical significance was set at  $\alpha = 0.05$ , and results with *p*-values less than 0.05 were considered statistically significant.

For the qualitative component, data from interviews and focus group discussions were analyzed using thematic analysis. Audio-recorded sessions were transcribed verbatim, and the transcripts were carefully reviewed to identify meaningful units of data. Codes were generated, grouped into categories, and organized into overarching themes that reflected teachers' experiences, coping strategies, and perceptions of institutional support. The findings from both quantitative and qualitative analyses were integrated during interpretation through triangulation, allowing for a comprehensive and coherent understanding of how ancillary responsibilities influenced teacher stress and coping in Barili District 1.

### **Ethical Considerations**

The study was conducted in accordance with established ethical research standards and adhered to the principles of respect for persons, beneficence, and confidentiality. Prior to data collection, formal permission was obtained from the District Supervisor and the respective school heads of public elementary schools in Barili District 1. The research procedures complied with the ethical guidelines of the researcher's academic institution and followed generally accepted protocols for studies involving human participants. All prospective participants were provided with a clear explanation of the study's purpose, procedures, and expected outcomes before data gathering commenced.

Informed consent was secured in writing from all participants prior to their involvement in the survey, interviews, or focus group discussions. They were informed that participation was entirely voluntary and that they could withdraw at any time without penalty or negative consequences. Anonymity and confidentiality were strictly maintained throughout the study. No names or personally identifiable information were recorded in the questionnaires or transcripts. Instead, responses were coded using numerical identifiers,

and findings were reported in aggregate form to prevent the identification of individual participants or specific schools. Interviews and focus group discussions were conducted in private and comfortable settings to safeguard participant privacy and promote open and honest sharing of experiences. Audio recordings were obtained only with explicit consent and were used solely for transcription and analysis purposes.

All collected data were securely stored in password-protected digital files, while printed materials were kept in locked storage accessible only to the researcher. The data were retained for three years following the completion of the study for verification purposes and were scheduled for permanent disposal thereafter in accordance with institutional data management guidelines. Although the study posed minimal risk, the possibility of psychological discomfort when discussing workload-related stress was acknowledged. Participants were informed that they could decline to answer any question or discontinue participation if they felt uneasy. Overall, ethical safeguards were consistently observed to ensure the protection, dignity, and welfare of all participants throughout the research process.

## Results

### *Profile of Teacher-Respondents*

This section presents the demographic profile of the public elementary school teachers of Barili District I for School Year 2025–2026. The profile includes age, sex, civil status, educational attainment, years of teaching experience, position, grade level assignment, and work-related assignments

*Table 1. Age Distribution of Teacher-Respondents*

<i>Age Group</i>	<i>Frequency (f)</i>	<i>Percentage (%)</i>
20–29 years old	25	16.89
30–39 years old	53	35.81
40–49 years old	44	29.73
50 years old and above	26	17.57
Total	148	100%

Table 1 shows that the largest proportion of teacher-respondents belonged to the 30–39 age group (35.81%), followed by those aged 40–49 (29.73%), while 17.57% were aged 50 and above, and 16.89% were in the youngest category (20–29 years old). This distribution indicates that the workforce in Barili District I is predominantly composed of mid-career and experienced teachers, reflecting a stable and well-established teaching population. The dominance of teachers within the 30–49 age bracket suggests that many have already gained substantial instructional and administrative experience, which typically leads to the assumption of additional school responsibilities or coordinators. According to Pastoril and Oco (2025), mid-career teachers are often entrusted with ancillary functions due to their accumulated competence and readiness for leadership roles.

*Table 2. Gender of Teacher-Respondents*

<i>Gender</i>	<i>Frequency (f)</i>	<i>Percentage (%)</i>
Male	7	4.73
Female	141	95.27
Total	148	100%

As shown in Table 2, the vast majority of teacher-respondents were female (95.27%), while only 4.73% were male. This distribution reflects the long-standing gender composition of the Philippine teaching workforce, which is predominantly female, especially at the elementary level. DepEd's national statistics also show that teaching is a female-dominated profession due to social expectations, cultural norms, and women's higher participation in caregiving-oriented careers (PIDS, 2022).

*Table 3. Civil Status of Teacher-Respondents*

<i>Civil Status</i>	<i>Frequency (f)</i>	<i>Percentage (%)</i>
Single	31	20.95
Married	113	76.35
Widowed	4	2.70
Total	148	100%

Table 3 indicates that most teacher-respondents were married (76.35%), while 20.95% were single and only 2.70% were widowed. The predominance of married teachers suggests that a large portion of the workforce balances professional duties with family responsibilities, which may influence their stress levels and the types of coping strategies they use. Literature suggests that married individuals often experience dual-role pressures but may benefit from strong social and emotional support systems at home (Rilveria, 2018). This support can help mitigate workplace stress, especially when teachers manage demanding ancillary functions.

As shown in Table 4, a substantial portion of the teacher-respondents have engaged in graduate-level studies, with 60.81% holding MA academic requirements and 10.14% having already completed a master's degree. Meanwhile, 28.38% possessed only a bachelor's degree, and a very small fraction (0.68%) had completed a doctoral program.



Table 4. Educational Attainment of Teacher-Respondents

Educational Attainment	Frequency (f)	Percentage (%)
Bachelor's Degree	42	28.38
MA (Academic Requirement)	90	60.81
Master's Graduate	15	10.14
Doctoral Graduate	1	0.68
Total	148	100%

Table 5 indicates that over half of the respondents (53.38%) have been in the teaching profession for more than 10 years, while 23.65% have 7–10 years of experience.

Table 5. Years of Teaching Experience

Years in Service	Frequency (f)	Percentage (%)
Less than 1 year	8	5.41
1–3 years	16	10.81
4–6 years	10	6.76
7–10 years	35	23.65
More than 10 years	79	53.38
Total	148	100%

In contrast, only a small proportion have fewer than six years in service, with 10.81% having 1–3 years of experience, 6.76% having 4–6 years, and 5.41% being novice teachers with less than one year in the field. This distribution reflects a predominantly experienced and long-tenured teaching workforce, suggesting strong institutional stability within Barili District I.

Table 6. Position of Teacher-Respondents

Educational Attainment	Frequency (f)	Percentage (%)
Teacher I	51	34.46
Teacher II	22	14.86
Teacher III	60	40.54
Master Teacher	15	10.14
Total	148	100%

Table 6 shows that the majority of the respondents held higher-level teaching positions, with Teacher III comprising 40.54% of the group, followed by Teacher I at 34.46% and Teacher II at 14.86%. A smaller percentage were Master Teachers (10.14%), reflecting the competitive and highly selective nature of promotion to Master Teacher ranks in the public school system. This distribution suggests that Barili District I maintains a workforce with substantial professional experience and eligibility for higher roles, as Teacher III positions often require advanced qualifications, extended service, and demonstrated leadership competencies.

Table 7. Grade Level Currently Taught

Grade Level	Frequency (f)	Percentage (%)
Kindergarten	14	9.46
Grade 1	23	15.54
Grade 2	25	16.89
Grade 3	26	17.57
Grade 4	15	10.14
Grade 5	25	16.89
Grade 6	20	13.51
Total	148	100%

Table 7 shows that teacher-respondents were assigned across all grade levels, with the highest percentages teaching Grade 3 (17.57%), Grade 2 (16.89%), and Grade 5 (16.89%). This is followed by Grade 1 (15.54%), Grade 6 (13.51%), Grade 4 (10.14%), and Kindergarten (9.46%). This distribution suggests that the district maintains a relatively balanced deployment of teachers across primary and intermediate levels, ensuring coverage of instructional needs in all grade areas.

Table 8. Summary of Work-Related Assignments of Teacher-Respondents

Work-Related Assignment	Frequency (f) / Mean	Percentage (%)
<i>Teaching Load</i>		
Number of teaching periods per day (Mean)	6.54	—
Number of teaching hours per day (Mean)	8.11	—
<i>Advisory Class</i>		
With Advisory Class	145	97.97
Without Advisory Class	3	2.03
Total (Advisory Class)	148	100%
<i>Ancillary Roles / Designations</i>		
<i>Curriculum-Related Roles</i>		



School Paper Adviser	6	1.69
Reading Literacy Coordinator	15	4.21
Early Language and Numeracy Coordinator	9	2.53
Special Education Coordinator	3	0.84
Phil-IRI Coordinator	19	5.34
Remedial Class Coordinator	21	5.90
Subject Learning Area Coordinator	63	17.70
School Testing Coordinator	5	1.40
<b>Student Development &amp; Welfare Roles</b>		
Guidance Advocate	6	1.69
Sports Coach or Trainer	27	7.58
Feeding Program Coordinator	20	5.62
Grade Level Chairperson	10	2.81
GAD School Coordinator	1	0.28
Inclusive Education Coordinator	3	0.84
Drug Education Program Coordinator	13	3.65
SSG Adviser	9	2.53
First Aid Coordinator	5	1.40
Health Assessment Coordinator	6	1.69
YES-O Coordinator	1	0.28
<b>School Management &amp; Program-Based Roles</b>		
Scouting Coordinator	40	11.24
Librarian/Library/LRMDS Coordinator	15	4.21
ICT Coordinator	20	5.62
Brigada Eskwela Coordinator	13	3.65
Gulayan sa Paaralan Coordinator	6	1.69
BAC Chairman	1	0.28
Management/SMEA	3	0.84
DRRM Coordinator	16	4.49
<b>Total Ancillary Roles Reported</b>	<b>356</b>	<b>100%</b>

Note: Teachers may hold multiple roles; totals exceed N = 148.

Table 8 shows that teachers in Barili District I carry substantial instructional and administrative responsibilities. The mean teaching load of 6.54 periods and 8.11 teaching hours per day indicates that many teachers operate on a full or extended schedule, leaving limited time for preparation and non-teaching duties. Additionally, almost all respondents (97.97%) serve as class advisers, a role that adds considerable documentation, monitoring, and parent-engagement tasks. Beyond these core responsibilities, teachers collectively reported 356 ancillary roles, demonstrating that each teacher handles multiple designations across curriculum-related, student development, and school management domains. The most common assignments include Subject Learning Area Coordinator (17.70%), Scouting Coordinator (11.24%), Sports Coach or Trainer (7.58%), Feeding Program and ICT Coordinators (5.62% each), and DRRM Coordinator (4.49%). These roles often require planning, reporting, logistical coordination, and implementation of school programs beyond teaching hours.

### Challenges in Managing Ancillary Responsibilities

Table 9. Challenges Experienced by Teacher-Respondents in Managing Ancillary Responsibilities

Indicators	Mean	SD	Interpretation
1. Working hard but not recognized by the school principal.	2.53	0.96	Low Challenge
2. Experiencing sleepless nights just to meet deadlines.	4.01	1.00	High Challenge
3. Managing multiple tasks is difficult to perform.	3.74	0.93	High Challenge
4. Overloaded with more than six teaching loads plus ancillary functions.	3.40	1.07	Moderate Challenge
5. Feeling pressured or anxious about meeting school expectations.	3.18	0.90	Moderate Challenge
6. Being forced to leave family for out-of-town seminars or conferences.	3.35	1.03	Moderate Challenge
7. Sacrificing family time because of ancillary functions.	3.77	1.04	High Challenge
8. Working beyond school hours, including weekends.	3.96	1.10	High Challenge
9. Sacrificing personal time to meet work deadlines.	3.96	1.00	High Challenge
10. Feeling uneasy leaving class to perform ancillary duties.	3.70	1.00	High Challenge
<b>Overall Mean</b>	<b>3.56</b>	<b>-</b>	<b>High Challenge</b>

Legend: 4.21 – 5.00 (Very High Challenge), 3.41 – 4.20 (High Challenge), 2.61 – 3.40 (Moderate Challenge), 1.81 – 2.60 (Low Challenge), 1.00 – 1.80 (Very Low Challenge)

Table 9 presents the challenges encountered by teachers in managing their ancillary responsibilities. The overall mean score of 3.56, interpreted as a High Challenge, indicates that teachers consistently experience substantial difficulty balancing their teaching duties with multiple ancillary tasks. The highest challenge areas include experiencing sleepless nights to meet deadlines (M = 4.01), working beyond school hours, including weekends (M = 3.96), and sacrificing personal time to meet work deadlines (M = 3.96). These findings show that ancillary responsibilities significantly contribute to time pressure and extended work hours, often spilling over into teachers' personal and family time.



Indicators such as managing multiple tasks (M = 3.74), sacrificing family time (M = 3.77), and feeling uneasy leaving class to perform ancillary duties (M = 3.70) also fall within the High Challenge range. These results suggest that teachers often struggle with role conflict and workload fragmentation, as they must balance instructional responsibilities with administrative and program-related functions. Moderate challenges were observed in areas such as feeling pressured about school expectations (M = 3.18) and being forced to leave family for out-of-town seminars (M = 3.35), reflecting variations in assignment frequency and individual circumstances.

Interestingly, the only indicator rated as a Low Challenge was working hard but not recognized by the school principal (M = 2.53). This may imply that teachers feel adequately acknowledged for their contributions, or that recognition is not perceived as a major stressor compared to time demands and workload overload.

**Stress-Coping Mechanisms Utilized by the Teacher-Respondents**

Table 10. *Coping Mechanisms (Mean, SD, Interpretation)*

Indicators	Mean	SD	Interpretation
1. I think something positive about my problem	4.03	0.79	Agreed
2. I think of ways to solve my problem	4.38	0.58	Strongly Agreed
3. I pray for my problems to God	4.67	0.53	Strongly Agreed
4. I cry my problems out	3.43	1.23	Agreed
5. I exhaust myself doing something to lessen the stress I have	3.49	0.95	Agreed
6. I entertain myself	4.14	0.72	Agreed
7. I drink alcohol to reduce my stress	1.76	1.04	Strongly Disagreed
8. I think of a good reason why I have this kind of problem	3.89	0.81	Agreed
9. I solicit advice from my friends	4.15	0.76	Agreed
10. I work hard to overcome my stress	3.73	0.97	Agreed
11. I believe that God will help me with my problem	4.75	0.51	Strongly Agreed
12. I tend to accept the stressful feeling until it is gone.	3.78	0.84	Agreed
13. I find something to release my anger to because of my stress	3.75	0.82	Agreed
14. I overwork	3.46	0.99	Agreed
15. I go to places where I can rest	3.91	0.89	Agreed
16. I smoke to ease my negative feelings	1.69	1.04	Strongly Disagreed
17. I think I can overcome my problem	4.34	0.72	Strongly Agreed
18. I make ways to solve my problem	4.44	0.65	Strongly Agreed
19. I pray to God to take my stress away	4.76	0.57	Strongly Agreed
20. I need to be tired of doing other things	2.84	1.04	Neutral
21. I engage in activities that would make me calm	4.18	0.76	Agreed
22. I take medicine that would help me feel and think better	2.27	1.24	Disagreed
23. I look at the good effects of this stress	3.76	0.94	Agreed
24. I need support from other people	4.11	0.71	Agreed
25. I endure the stress I am experiencing	3.81	0.77	Agreed
26. I release my emotional pain	3.70	0.75	Agreed
27. I burden myself with other things to do to redirect my thoughts	3.15	1.03	Neutral
28. I take time to rest	4.35	0.66	Strongly Agreed
29. I take medicine that provides relief	2.34	1.22	Disagreed
30. I take a different perspective on the problem	3.75	0.78	Agreed
31. I need care and understanding from the people who are close to me	4.20	0.79	Agreed
32. I consider all possible solutions just to overcome my problem	4.24	0.75	Strongly Agreed
33. I believe that what I am experiencing is God's will	4.33	0.79	Strongly Agreed
34. I let others feel my negative emotion	2.55	0.93	Disagreed
35. I eat a lot and sleep longer hours to lessen the stress load temporarily	2.81	1.07	Neutral
36. I find activities that can relax my mind	4.09	0.76	Agreed
37. I drown myself with alcohol to ignore my problem in the meantime	1.66	0.92	Strongly Disagreed
Overall Mean	3.64	-	Agreed

Legend: 4.21 – 5.00 (Strongly Agreed), 3.41 – 4.20 (Agreed), 2.61 – 3.40 (Neutral), 1.81 – 2.60 (Disagreed), 1.00 – 1.80 (Strongly Disagreed Source: Salvador et al (2019))

Table 10 presents the coping mechanisms employed by teachers in managing stress associated with their work and ancillary responsibilities. The overall mean of 3.64, interpreted as Agreed, indicates that teachers regularly apply a wide range of coping strategies, particularly positive cognitive reframing, religious coping, and problem-solving behaviors. Items with the highest means include “I pray to God to take my stress away” (M = 4.76), “I believe that God will help me with my problem” (M = 4.75), and “I pray for my problems to God” (M = 4.67), showing that religious coping is the most dominant strategy among respondents. This finding is consistent with Rilveria (2018), who reported that Filipino teachers often rely on spirituality to manage work-related stress due to cultural and personal value systems.

Teachers also frequently use problem-focused coping, as seen in high mean scores for “I make ways to solve my problem” (M = 4.44), “I think of ways to solve my problem” (M = 4.38), and “I take time to rest” (M = 4.35). These strategies demonstrate proactive attempts to address stressors, which are associated with better psychological outcomes and work performance (Folkman, 2013).



Moderate use of emotion-focused coping was observed, including crying ( $M = 3.43$ ), emotional release ( $M = 3.70$ ), and redirecting thoughts ( $M = 3.15$ ). These behaviors suggest that teachers sometimes rely on emotional expression to manage stress, although less frequently than problem-solving or religious practices.

**Relationship Between Challenges in Managing Ancillary Responsibilities and the Demographic Profile of Teachers**

Table 11. *Test of Relationship Between Challenges and Demographic Variables*

Demographic Variable	Statistical Test	Test Value	p-value	Interpretation
Age	One-way ANOVA	F = 1.266	0.288	Not Significant
Gender	t-Test: Two-Sample Assuming Unequal Variances	t(8) = -1.93	0.090	Not Significant
Civil Status	One-way ANOVA	F = 2.603	0.078	Not Significant
Educational Attainment	One-way ANOVA	F = 0.702	0.552	Not Significant
Years of Teaching Experience	One-way ANOVA	F = 2.442	0.049	Significant
Position	One-way ANOVA	F = 2.401	0.070	Not Significant
Grade Level Currently Teaching	One-way ANOVA	F = 3.4273	0.005	Significant
Work-Related Assignments (Advisory)	t-Test: Two-Sample Assuming Unequal Variances	t(2) = -0.56	0.634	Not Significant
Number of Ancillary Roles	Pearson r	-0.038	> .05	Not Significant

Table 11 presents the results of statistical analyses examining the relationship between teachers’ demographic and work-related characteristics and their perceived challenges in managing ancillary responsibilities. The findings show that most demographic variables, including age, gender, civil status, educational attainment, position, advisory class assignment, and number of ancillary roles, were not significantly related to teachers’ challenge levels. Only years of teaching experience and grade level currently teaching demonstrated significant relationships.

The nonsignificant results for age, gender, civil status, and educational attainment indicate that personal or demographic background does not meaningfully influence how teachers perceive the challenges associated with ancillary duties. Likewise, position did not significantly predict challenge levels ( $p = 0.070$ ). Although higher-ranking educators (e.g., Master Teachers) are expected to take on leadership and mentoring roles, the findings suggest that lower-ranking teachers (e.g., Teacher I and II) also experience comparable levels of challenge. In contrast, years of teaching experience showed a significant relationship with challenge levels ( $p = 0.049$ ). This suggests that teachers at different career stages face different forms of pressure. Novice teachers may struggle due to adjustment demands and limited experience with administrative processes, while veteran teachers may encounter increased responsibilities, often taking on leadership roles or managing complex programs.

A significant relationship was also found for grade level currently teaching ( $p = 0.005$ ). This aligns with DepEd (2022) guidance that instructional and managerial demands vary across grade levels. Interestingly, advisory class assignment and the number of ancillary roles were not significantly related to challenge levels. The lack of significance for the number of ancillary roles ( $r = -0.038$ ) suggests that workload burden cannot be assessed simply by counting designations.

Overall, the results highlight that challenge levels are influenced less by demographic traits and more by structural workload factors, such as experience level and grade-level assignment. Therefore, improving teacher well-being will require system-level interventions, such as streamlining documentation, providing clerical support, redistributing tasks based on expertise and grade-level demand, and enhancing school management practices. These findings underscore the importance of adopting equitable, evidence-based workload policies that recognize differing teacher contexts while promoting fairness and efficiency within the school system.

**Relationship Between Challenges & Coping Mechanisms**

Table 12. *Test of Relationship Between Challenges and Demographic Variables*

Variable Pair	Statistical Test	Test Value	p-value	Interpretation
Challenges × Coping Mechanisms	Pearson r	r = 0.270	< .05	Significant

The analysis, as shown in Table 12, revealed a positive and significant relationship between teachers’ challenges in managing ancillary responsibilities and the coping mechanisms they apply, as indicated by the Pearson correlation coefficient ( $r = 0.270$ ,  $p < .05$ ). This means that as teachers experience higher levels of stress and difficulty from ancillary tasks, their engagement in coping strategies increases correspondingly. This relationship is visually reflected in Figure 11, which displays a scatterplot showing a slight upward trend—suggesting that teachers with higher challenge scores also tend to display higher coping scores.

**Relationship Between Coping Mechanisms and Demographic Profile of Teacher-Respondent**

Table 13 presents the results of the tests conducted to determine whether teachers’ coping mechanisms vary significantly across demographic and work-related variables. Across all nine variables—age, gender, civil status, educational attainment, years of teaching experience, position, grade level taught, advisory assignment, and number of ancillary roles- the results consistently indicate no significant differences in coping mechanisms. This uniform pattern suggests that teachers’ coping behaviors are relatively stable and do not depend on personal background characteristics or job-related classifications.

Table 13. *Test of Relationship Between Coping Mechanisms and Demographic Variables*

Demographic Variable	Statistical Test	Test Value	p-value	Interpretation
Age	One-way ANOVA	F = 0.303	0.823	Not Significant
Gender	t-Test: Two-Sample Assuming Unequal Variances	t(7) = 0.58	0.577	Not Significant
Civil Status	One-way ANOVA	F = 0.087	0.917	Not Significant
Educational Attainment	One-way ANOVA	F = 0.616	0.606	Not Significant
Years of Teaching Experience	One-way ANOVA	F = 0.596	0.666	Not Significant
Position	One-way ANOVA	F = 0.925	0.430	Not Significant
Grade Level Currently Teaching	One-way ANOVA	F = 0.621	0.713	Not Significant
Work-Related Assignments (Advisory)	t-Test: Two-Sample Assuming Unequal Variances	t(5) = -1.78	0.136	Not Significant
Number of Ancillary Roles	Pearson r	0.036	> .05	Not Significant

The nonsignificant findings across age ( $p = 0.823$ ), gender ( $p = 0.577$ ), civil status ( $p = 0.917$ ), and educational attainment ( $p = 0.606$ ) indicate that demographic factors do not influence coping mechanisms among teachers. Similarly, work-related variables such as years of teaching experience ( $p = 0.666$ ), position ( $p = 0.430$ ), and grade level currently taught ( $p = 0.713$ ) were also not significantly related to coping mechanisms. Furthermore, advisory assignment ( $p = 0.136$ ) and the number of ancillary roles ( $r = 0.036$ ,  $p > 0.05$ ) were not significantly related to coping mechanisms. This suggests that neither holding an advisory class nor managing more coordinators affects how teachers cope with stress.

### ***Qualitative Findings on Teachers’ Experiences with Ancillary Responsibilities and Stress Management***

An in-depth analysis of the Focus Group Discussion responses revealed three major themes that capture the lived experiences of public elementary school teachers in Barili District 1 as they manage ancillary responsibilities alongside their instructional duties.

#### ***Theme 1: Ancillary Responsibilities as Both Instructionally Relevant and Workload-Intensifying***

Analysis of the Focus Group Discussion revealed that teachers view ancillary responsibilities as having a dual impact on their professional practice. Many participants perceived their ancillary roles as closely aligned with their teaching assignments, allowing them to enhance instructional strategies, leadership skills, and understanding of learners’ holistic needs. At the same time, teachers emphasized that these responsibilities significantly intensify workload demands, especially when combined with full teaching loads, advisory classes, and long-standing coordinators. This dual perception highlights ancillary responsibilities as both professionally enriching and physically and emotionally demanding.

“Since I am a kinder teacher and my coordinatorship is Reading, it does relate a lot... it also gives me ideas and strategies and techniques to handle effectively sa reading” (R1).

“Marelata nako ang akong pagka Math coordinator sa akong day to day teaching since naghandle man ko ug Math subjects” (R10).

“Taud-taud naman ko sa serbisyo... nakatabang ra gyud ang akong ancillary sa akong pagkamaestra when it comes to leadership, organization ug communication” (R5).

“Nagdugang lang sa trabahoon sa maestra... hinoon makat-on man nuon tah pero dah kakapoy” (R3).

“Nakatabang baya siya sa akong pagtudlo unya mao pud lgeh usahay makaapekto pud sa akong oras sa pagtudlo sa mga bata” (R6).

The findings under this theme are consistent with studies indicating that ancillary responsibilities can enhance teachers’ professional competence when aligned with instructional roles, particularly in leadership, coordination, and learner support (Botona & Baguio, 2025; Rilveria, 2018). However, when such roles accumulate without corresponding workload adjustments, they contribute to role overload and work intensification. Maslach & Leiter (2016) emphasized that excessive administrative and non-instructional demands layered onto core teaching responsibilities increase the risk of emotional exhaustion and burnout. In the Philippine public school context, where teachers often assume multiple roles due to limited manpower, this dual impact becomes more pronounced. The experiences of teachers in Barili District 1 illustrate how ancillary responsibilities, while instructionally relevant, can become workload-intensifying in the absence of clear role boundaries, equitable task distribution, and adequate institutional support.

#### ***Theme 2: Administrative Demands and Time Pressure as Primary Sources of Stress, with Coping Rooted in Practical and Personal Strategies***

FGD results revealed that teachers identified administrative demands and time pressure as the most significant sources of stress associated with ancillary responsibilities. Participants consistently emphasized the burden of urgent and repetitive report submissions, unclear instructions, overlapping deadlines, and tasks requested during class hours, evenings, weekends, and even holidays. These demands often competed directly with instructional responsibilities, resulting in compromised teaching time, physical fatigue, and emotional strain. To manage these stressors, teachers relied primarily on practical coping strategies such as time management, planning, delegation, and seeking assistance, while others adopted personal coping methods such as rest, leisure activities, and emotional regulation.

“Tanang ancillary makasamot sa stress... mangayu ug report ASAP raba dayun” (R3).

*“Mabyaan gyud ang klase ky unahon ang reports” (R7).*

*“Mangayu ug reports unya class hours usahay mabyaan mga bata ky ASAP man dayun” (R14).*

*“Kung magdungan ang reports ug lesson plan... time management lang gyud unya ask tabang sa mga kauban” (R4).*

*“Ang akong coping mechanism ky maglaag-laag aron marela akong huna-huna” (R8).*

*“Mu break ko kadali... unya padayon gihapon ky wa man koy choice” (R15).*

These findings align with literature indicating that administrative overload, time pressure, and unclear reporting systems are major contributors to teacher stress (Tarraya, 2024). In the Philippine public school context, urgent compliance requirements frequently overlap with instructional duties, intensifying role conflict. Maslach and Leiter (2016) identified time pressure and excessive demands as key predictors of emotional exhaustion, particularly when teachers lack control over deadlines. Teachers’ reliance on practical coping strategies, such as planning, delegation, and seeking social support, reflects adaptive responses to stress (Rilveria, 2018). However, the normalization of endurance-based coping suggests that individual strategies alone are insufficient without systemic workload reforms.

### ***Theme 3: Need for Clear Policies, Fair Task Distribution, and Institutional Support***

Teachers consistently expressed the need for stronger school- and district-level support systems to reduce stress and improve the management of ancillary responsibilities. Participants emphasized the importance of clear policies, standardized guidelines, equitable task distribution, rotation of coordinators, and planning. Teachers also highlighted the need for wellness programs, training, material support, and the reduction of non-instructional tasks that divert time away from teaching. These suggestions reflect a collective call for structural solutions rather than reliance on individual coping alone.

*“They gotta do better on the planning, they plan, notify ahead!” (R1).*

*“Clear distribution and rotation of ancillaries... ug mental health and wellness program” (R5).*

The findings under this theme reinforce existing research emphasizing that institutional support, clear policy frameworks, and equitable workload distribution are essential in mitigating teacher stress (Botona & Baguio, 2025). Studies suggest that when schools implement structured task allocation systems and provide administrative support, teachers are better able to focus on instruction and maintain well-being (Mabao, 2025). Maslach and Leiter (2016) further noted that organizational interventions, such as role clarity and workload control, are more effective in preventing burnout than individual coping alone. The teachers’ recommendations in Barili District 1 directly informed the development of the Ancillary Task Management Toolkit, underscoring the need for systemic, context-sensitive solutions.

## **Discussion**

The findings of this study provide a comprehensive understanding of how ancillary responsibilities influence the workload, stress, and coping behaviors of public elementary school teachers in Barili District 1. Consistent with prior research, teachers operate within a demanding work environment characterized by heavy instructional loads, multiple ancillary designations, and persistent time pressure, conditions that have been widely linked to elevated occupational stress among educators (Arlan & Arpilleda, 2025; Maslach & Leiter, 2016).

The demographic profile indicates a predominantly female, mid-career, and experienced teaching workforce, a pattern reflective of the Philippine public elementary education system (PIDS, 2022). Studies show that teachers in mid-career and higher professional ranks are frequently assigned coordinators and leadership roles due to accumulated experience and perceived competence (Daga et al., 2025). While such assignments acknowledge professional capability, they also contribute to workload intensification when added to full teaching and advisory loads, as observed in this study.

Teachers reported a high level of challenges in managing ancillary responsibilities, particularly in terms of sleeplessness, loss of personal and family time, weekend work, and difficulty juggling multiple tasks. These findings align with international and local studies identifying time pressure, extended work hours, and role overload as primary stressors in teaching (Tarraya, 2024). According to the Job Demands–Resources Theory, excessive job demands—such as administrative workload and competing responsibilities—lead to strain when adequate resources (e.g., time, clerical support, workload control) are lacking (Bakker & Demerouti, 2007). Interestingly, lack of recognition emerged as a low challenge, suggesting that stress is driven more by structural workload demands than motivational factors, a pattern similarly reported by Maslach and Leiter (2016).

Despite experiencing high challenges, teachers demonstrated moderately high levels of coping, with strong reliance on religious and problem-focused strategies. The prominence of prayer, faith-based acceptance, and belief in divine support reflects Filipino cultural values, where spirituality is a central resource for managing stress and adversity (Rilveria, 2018). Prior studies confirm that religious coping among Filipino teachers provides emotional comfort, meaning-making, and resilience amid occupational demands (Botona & Baguio, 2025). At the same time, the frequent use of problem-solving, planning, rest, and cognitive reframing supports Folkman’s (2013) assertion that adaptive coping involves both active problem management and emotional regulation. The minimal use of avoidant

behaviors such as alcohol consumption and smoking is consistent with findings that professional norms discourage maladaptive coping among educators (Arlan & Arpilleda, 2025).

Inferential results revealed that years of teaching experience and grade level taught significantly influenced challenge levels, while other demographic variables did not. This suggests that stress related to ancillary responsibilities is shaped more by career stage and instructional context than by personal characteristics such as age or gender. Similar patterns have been reported in prior studies, which indicate that novice teachers face adjustment-related stress, while veteran teachers encounter role expansion and leadership-related pressures (Maslach & Leiter, 2016). Differences across grade levels may be attributed to varying instructional, behavioral, and administrative demands inherent in elementary education (DepEd, 2022).

A significant positive relationship between challenges and coping mechanisms was also identified, indicating that teachers intensify their coping efforts as workload challenges increase. This finding supports the Transactional Model of Stress and Coping, which posits that individuals actively mobilize coping strategies in response to heightened stress appraisals (Folkman, 2013). However, while this reflects resilience, it also suggests that teachers are compensating for systemic workload issues through personal coping rather than benefitting from organizational interventions.

Qualitative findings further contextualized these results by revealing that teachers perceive ancillary responsibilities as both instructionally relevant and workload-intensifying. Similar observations have been documented in Philippine studies, where coordinators enhance leadership skills and instructional alignment but become sources of stress when accumulated without workload adjustments (Botona & Baguio, 2025; Rilveria, 2018). Teachers consistently identified administrative demands, urgent reporting, and overlapping deadlines as primary stressors, echoing findings that compliance-driven tasks are major contributors to role conflict and emotional exhaustion (Tarraya, 2024; Maslach & Leiter, 2016).

Across discussions, teachers emphasized the need for clear policies, equitable task distribution, planning, and stronger institutional support. Research consistently shows that organizational interventions—such as role clarity, workload regulation, and administrative assistance—are more effective in reducing teacher stress than reliance on individual coping alone (Bakker & Demerouti, 2007; Mabao, 2025). These insights reinforce the argument that sustainable teacher well-being requires system-level reforms.

Overall, the findings highlight that while teachers in Barili District 1 exhibit strong adaptive coping and professional commitment, ancillary responsibilities remain structurally burdensome. Addressing these challenges necessitates evidence-based workload policies and institutional support mechanisms. The results directly informed the development of the Ancillary Task Management Toolkit, which aims to promote equitable task allocation, reduce administrative overload, and support teacher well-being within the local context.

## Conclusions

This study concluded that ancillary responsibilities contributed to significant workload-related stress among public elementary school teachers in Barili District 1 during School Year 2025–2026, particularly due to time pressure, extended work hours, and the challenge of balancing instructional and non-instructional tasks. Although teachers demonstrated moderately high coping capacity—primarily through religious coping, problem-solving strategies, rest, and emotional regulation—the findings indicated that stress was influenced more by professional factors such as years of teaching experience and grade level taught than by personal demographic characteristics, suggesting that workload stress was largely structural in nature. The positive relationship between workload challenges and coping mechanisms showed that teachers intensified coping efforts as stress increased; however, individual strategies alone were insufficient to counter systemic workload demands, and the complexity and nature of ancillary assignments appeared to contribute more to stress than the mere number of designations. While the findings were limited to public elementary school teachers in Barili District 1 and may not be generalized to other contexts, the results underscored the need for strengthened institutional workload management policies, clearer task distribution systems, and enhanced administrative support. The development and implementation of an Ancillary Task Management Toolkit was therefore recommended to promote equitable workload allocation, safeguard teacher well-being, and support long-term professional sustainability.

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### **Affiliations and Corresponding Information**

**Diana Rose P. Pacaña**

Maghanoy Elementary School  
Department of Education – Philippines

 [dianarose.pugoy@deped.gov.ph](mailto:dianarose.pugoy@deped.gov.ph)

**Daisy L. Obiso**

Cebu Technological University  
Barili Campus – Philippines