

Impact of Teachers' Workload on Teaching Performance of High School Teachers in Isabela: Basis for Policy Recommendation in DepEd

Rodolfo C. Saculles Jr, LPT, MSME¹, Nerissa P. Batoon, PhD²

¹PhD Student - Isabela State University-Main Campus, Echague, Isabela, Philippines

²Professor III, Isabela State University Echague Campus, Philippines

Publication history: Received: March 6, 2026; Revised: April 14, 2026; Accepted: April 16, 2026

Email of Corresponding Author: rodolfosaculles@gmail.com

Abstract

This study examined the relationship between teacher workload, particularly ancillary tasks, and teaching performance among public secondary school teachers in Isabela. Anchored on a conceptual framework linking teacher profile, extent of ancillary tasks, and teaching performance with intervening challenges such as time constraints and stress, the study employed a quantitative descriptive-correlational design. A total of 378 teachers were selected through purposive sampling and complete enumeration from selected schools. Data were collected using a validated and reliable questionnaire covering demographic profile, ancillary task involvement, perceived burden, teaching performance based on the Philippine Professional Standards for Teachers (PPST), and challenges encountered. Statistical analyses included frequency, percentage, weighted mean, Kruskal-Wallis H test, and Pearson correlation coefficient. Findings revealed that teachers are highly involved in curriculum-related ancillary tasks, moderately involved in school management, and minimally engaged in inter-agency functions, with an uneven distribution of responsibilities. While ancillary tasks were generally perceived as slightly burdensome, specific roles such as class advisership and canteen management were considered more demanding. Despite these responsibilities, teachers demonstrated a very high level of teaching performance across all domains. However, they experienced significant challenges in balancing instructional and non-instructional duties, including time constraints, stress, and reduced instructional focus. The relationship between ancillary tasks and teaching performance was found to be weak to moderate but generally significant, with student-centered and leadership-related tasks contributing positively, while routine administrative tasks showed minimal impact. Differences in task involvement were also observed across sex, age, educational attainment, and years of service. The study concludes that although teachers maintain high instructional effectiveness, workload pressures and uneven task distribution pose challenges to sustainability in teaching performance. It recommends rationalizing ancillary tasks, improving workload distribution, strengthening support systems, and enhancing professional development. This study supports SDG 4 (Quality Education) and SDG 8 (Decent Work and Economic Growth) by addressing instructional quality and teacher working conditions. It contributes to educational, institutional, and socio-economic sustainability by promoting equitable workload management, teacher well-being, and improved instructional effectiveness.

Keywords: Ancillary tasks, Teaching performance, Teacher workload, Workload distribution, Professional development, Public secondary school teachers, Stress, Instructional effectiveness

1. Introduction

Education plays a vital role in national development, with teacher effectiveness as a key determinant of instructional quality. However, teachers increasingly perform both instructional and non-instructional responsibilities, creating workload pressures that may affect teaching performance. This study examines the relationship between teacher workload, ancillary tasks, and teaching performance among public secondary school teachers, addressing gaps in localized research and contributing to policy development for improved instructional quality and teacher support.

1.1 Teacher Workload, Ancillary Tasks, and Teaching Performance in Public Secondary Schools

Teachers in the Philippine education system are expected to perform multiple roles beyond classroom instruction, including administrative, clerical, and community-related duties. While these responsibilities support school operations, they often compete with instructional tasks, limiting time for lesson preparation and delivery. Despite policy efforts such as DepEd Order No. 16, s. 2009, teachers continue to experience excessive workload and overlapping responsibilities, raising concerns about teaching effectiveness and educational quality. Empirical evidence supports these concerns. The Teacher Workload Research Report 2024 from the University of the West of Scotland (Hulme et al., 2024) found that teachers work an average of 46 hours weekly, with significant time devoted to non-teaching tasks. Locally, excessive workload has been linked to stress and performance outcomes, including a strong correlation between subject preparation and work

performance (Gudelos & Mabitad, 2025) and a negative relationship between workload, burnout, and teaching effectiveness (Cañete, 2025).

1.2 Empirical Insights on Ancillary Tasks and Teaching Performance of Teachers

Literature consistently identifies excessive ancillary tasks as a major factor affecting teaching performance. Teachers in the Philippines commonly handle program coordination, record-keeping, and committee work, leading to increased workload, fatigue, and reduced instructional time (Arañas, 2023; Oco, 2024). Although some teachers perceive these tasks as opportunities for professional growth, many experience burnout and diminished teaching quality (Dinero & Oco, 2024; Dichos, 2023). Quantitative studies show that administrative workload significantly hinders effective teaching, particularly among less experienced and female teachers (Pagela, 2024). Moreover, ancillary task complexity is inversely related to performance in core teaching areas such as planning, delivery, and assessment (Tutor & Elbanbuena, 2024). Additional findings highlight the negative effects of workload on job satisfaction and instructional time, while emphasizing the importance of institutional support (Algar et al., 2025). International studies reinforce these findings. Excessive non-instructional workload is associated with hindrance-related stress, leading to reduced engagement and teaching performance (Wang et al., 2025). Similarly, administrative burdens and large class sizes limit teachers' ability to deliver individualized instruction and timely feedback (Joe & Mtsi, 2024). Effective strategies such as task delegation, structured planning time, and supervisory support are identified as critical interventions. Policy-related literature further highlights systemic issues. Reports from EDCOM II (2024) and PIDS (David, Albert, & Vizmanos, 2019) reveal that teachers are often assigned non-educational tasks, including community and government-related activities, resulting in inefficiencies and reduced instructional focus.

1.3 Context of Teacher Workload and Ancillary Tasks in Isabela and Beyond

Globally, teacher workload has become a major concern, with studies documenting extended working hours and increasing administrative demands. Nationally, Philippine teachers face similar challenges, compounded by policy requirements and institutional expectations. Locally, however, there is limited research examining how workload and ancillary tasks specifically affect teaching performance among secondary school teachers in Isabela. Existing studies focus primarily on stress and well-being, with limited attention to pedagogical practices, curriculum implementation, and supervisory support.

1.4 Conceptual Link between Teacher Profile, Ancillary Tasks, and Teaching Performance

The study is anchored on a framework that links teacher characteristics, workload, and teaching performance. The demographic profile of teachers (sex, age, specialization, educational attainment, years of service, training, and teaching assignment) serves as antecedent variables influencing the extent of ancillary tasks. These tasks, categorized into curriculum, school management, and inter-agency responsibilities, are expected to directly and indirectly affect teaching performance. Challenges such as time constraints, workload pressure, and stress function as intervening variables that mediate the relationship between ancillary tasks and instructional effectiveness. Teaching performance is measured using the Philippine Professional Standards for Teachers (PPST), including content knowledge, learning environment, curriculum planning, and assessment. The framework posits that increased ancillary workload negatively influences teaching performance, both directly and through these mediating challenges.

1.5 Research Gap on Ancillary Tasks and Teaching Performance in Isabela Secondary Schools

Despite extensive literature on teacher workload, there remains a lack of localized studies in Isabela that directly examine the impact of ancillary tasks on teaching performance. Existing research often overlooks specific instructional domains such as pedagogy, curriculum planning, and assessment, as well as the role of supervisory support. This study addresses these gaps by analyzing the extent of workload, identifying challenges in balancing responsibilities, and determining their relationship with teaching performance. It also aims to generate evidence-based policy recommendations to improve workload management and support systems for teachers.

1.6 Alignment of Teacher Workload Study with SDG 4 and SDG 8

This study aligns with SDG 4: Quality Education by promoting effective teaching and improved learning outcomes through better workload management. It also supports SDG 8: Decent Work and Economic Growth by addressing teacher working conditions, workload balance, and occupational well-being. By examining teacher workload and institutional support, the study contributes to creating equitable, inclusive, and sustainable educational systems that prioritize both teacher welfare and student learning.

1.7 Contribution of the Study to Educational and Institutional Sustainability

The study contributes to educational sustainability by ensuring that teachers can focus on effective instruction, thereby improving student outcomes. It supports socio-economic sustainability by promoting fair workload distribution and enhancing teacher productivity and well-being. Additionally, it advances institutional and policy sustainability by providing evidence-based recommendations for workload management and supervisory practices within the education system. By addressing workload challenges, the study helps build a more resilient and efficient educational environment that benefits teachers, learners, and stakeholders.

2. Material and methods

2.1 Research Design

The study employed a quantitative descriptive-correlational research design to determine the relationship between teacher workload, ancillary tasks, and teaching performance. This approach enabled the collection of numerical data and the use of statistical techniques to identify patterns, associations, and significant relationships among variables, providing measurable evidence on how workload and ancillary responsibilities influence teaching performance.

2.2 Locale of the Study

The study was conducted in selected public secondary schools in the province of Isabela. Schools were chosen from each legislative district based on population size and accessibility to ensure representation across the province.

2.3 Respondents of the Study

The respondents of the study were public secondary school teachers from the selected schools. A total of 378 teachers participated, representing multiple legislative districts in Isabela. These respondents were considered appropriate for examining the relationship between workload, ancillary tasks, and teaching performance.

2.4 Sample and Sampling Procedure

The study used purposive sampling to select two large public secondary schools from each legislative district in Isabela. Within the selected schools, complete enumeration was applied, wherein all available high school teachers were included as respondents. This sampling approach ensured adequate representation while maintaining feasibility in data collection.

2.5 Research Instrument

A structured questionnaire served as the primary data collection instrument. It was designed to gather quantitative data on teachers' demographic profiles, extent of involvement in ancillary tasks, perceived burden, teaching performance, and challenges in balancing responsibilities. The instrument included four sections: demographic profile variables such as age, subject taught, educational attainment, years of service, training attended, and teaching assignment; ancillary tasks and extent of involvement; quality of teaching performance measured using a 4-point Likert scale across domains including content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, and assessment and reporting; and challenges encountered in balancing teaching and non-teaching roles. The instrument underwent expert validation to ensure content validity, clarity, and relevance. A pilot test was conducted among non-participating teachers to assess clarity and reliability. Internal consistency was measured using Cronbach's Alpha, which confirmed that the instrument was reliable. Revisions were made based on validation and pilot testing results to enhance the quality of the instrument.

2.6 Data Gathering Procedure

Prior to data collection, approval was obtained from the Schools Division Superintendent of the Schools Division Office Isabela. Permission was then secured from school principals of the selected schools. Respondents were provided with consent letters explaining the purpose of the study and assuring confidentiality and voluntary participation. Questionnaires were distributed and later retrieved upon completion. The collected data were organized, coded, and prepared for statistical analysis.

2.7 Data Analysis Techniques

Data were analyzed using both descriptive and inferential statistical methods. Frequency and percentage distribution were used to describe the demographic profile and types of ancillary tasks. Weighted mean was applied to determine the extent of ancillary tasks, perceived burden, teaching performance, and challenges encountered. The Kruskal-Wallis H Test was used to identify significant differences in ancillary task involvement across groups with multiple categories, particularly when data were non-normally distributed. Pearson Product-Moment Correlation Coefficient was utilized to determine the relationship between ancillary tasks and teaching performance. Descriptive interpretations were applied using scaled ranges to categorize levels of involvement, perceived burden, teaching performance, and challenges, allowing consistent interpretation of respondents' ratings.

2.8 Ethical Considerations

Ethical standards were strictly observed throughout the study. Informed consent was obtained from all respondents, and confidentiality and anonymity were assured. Participation was voluntary, and respondents were informed of their right to withdraw at any time without penalty. All collected data were used solely for research purposes.

3. Results and Discussion

3.1 Teacher Workload, Ancillary Tasks, and Teaching Performance

3.1.1 Demographic Profile of Teacher-Respondents

The findings show that the majority of respondents are female, with most teachers belonging to the 25–45 age group. The distribution of specialization is relatively balanced, with higher representation in Science, Mathematics, and Social Science. Most teachers have 6–10 years of experience, have attended School-Based Management and ICT-related trainings, and carry teaching loads of 21–30 hours, indicating a generally experienced workforce with substantial instructional responsibilities. These results suggest that the teaching workforce is composed primarily of mid-career educators with considerable experience and workload demands. The dominance of female teachers reflects common trends in the profession, while the heavy teaching load indicates potential pressure that may interact with ancillary responsibilities and affect teaching performance.

3.1.2 Distribution of Ancillary Tasks Among Teachers

The results reveal that ancillary tasks are unevenly distributed. Most teachers serve as class advisers, making it the most common role, while other curriculum-related roles are assigned to fewer teachers. School management tasks are widely dispersed across many roles with generally low representation, while inter-agency tasks involve only a limited number of teachers. This uneven distribution indicates that while all teachers share core responsibilities, a smaller group assumes specialized roles that may increase workload. The concentration of advisory roles suggests shared baseline duties, while the dispersion of other tasks implies potential imbalance in workload allocation among teachers.

3.1.3 Extent of Teachers' Involvement in Ancillary Tasks

The findings indicate that teachers are highly involved in curriculum-related tasks, particularly class advisership, curriculum coordination, and testing activities. In contrast, involvement in school management tasks is generally moderate, while inter-agency involvement is relatively low. These results imply that curriculum-related responsibilities are embedded in teachers' daily functions, while administrative and external roles are selectively assigned. The variability in involvement highlights differences in workload intensity, which may influence teaching effectiveness depending on task demands.

3.1.4 Perceived Burden of Ancillary Tasks

Teachers generally perceive ancillary tasks as slightly burdensome, although certain roles such as class advisership, sports coordination, and canteen management are considered more burdensome. Most other responsibilities fall within moderate workload levels. This indicates that while teachers can manage most ancillary responsibilities, specific tasks create significant pressure due to their complexity and continuous demands. These burden points suggest areas where workload restructuring or support mechanisms may be necessary to reduce strain and maintain efficiency.

3.1.5 Level of Teaching Performance

The results show that teachers consistently demonstrate a very high level of teaching performance across all domains, including content knowledge, learning environment, curriculum planning, and assessment, with all indicators rated as "Always Performs Effectively." This suggests that teachers maintain strong instructional practices despite their workload. However, slight variations in areas such as research-based strategies and differentiated instruction indicate potential areas for further professional development. Sustaining this level of performance may require continued institutional support given the presence of ancillary responsibilities.

3.2 Challenges Affecting the Balance Between Teaching and Non-Teaching Responsibilities

The findings reveal that teachers experience consistent challenges in balancing instructional and non-instructional duties, with all indicators reflecting agreement. Major concerns include limited time for lesson planning, difficulty maintaining effective instruction, stress from overlapping deadlines, and reduced ability to provide feedback and differentiated instruction. These results indicate that non-teaching responsibilities directly affect core teaching functions and contribute to stress and burnout. Although teachers continue to perform effectively, the sustained pressure may compromise long-term teaching quality and well-being, highlighting the need for workload management and institutional support systems.

3.3 Differences in Ancillary Task Involvement Based on Profile Variables

3.3.1 Differences According to Sex

The results show that most ancillary tasks do not differ significantly by sex; however, certain roles reveal differences. Female teachers are more involved in class advisory roles, while male teachers show higher involvement in administrative, operational, and inter-agency tasks. This suggests a differentiated distribution of responsibilities, where tasks may be assigned based on perceived roles or capabilities. Such patterns indicate potential imbalance in workload distribution, which may affect equity and should be considered in task allocation practices.

3.3.2 Differences According to Age

The findings indicate that age influences involvement in selected tasks, particularly in school management and co-curricular activities. Teachers aged 25–45 demonstrate higher involvement, while younger and older teachers show lower participation in several roles. This pattern reflects a career-stage distribution of responsibilities, where mid-career teachers are assigned more tasks due to experience and competence. However, this may lead to workload concentration among specific age groups, suggesting the need for more balanced assignment strategies.

3.3.3 Differences According to Educational Attainment

The results reveal that most ancillary tasks do not significantly differ based on educational attainment, although teachers with advanced qualifications are more involved in selected roles such as curriculum coordination and program management. This indicates that while workload is generally distributed equally, specialized tasks tend to be assigned to more highly qualified teachers. Aligning responsibilities with expertise may enhance efficiency, but equitable distribution remains necessary to prevent overload.

3.3.4 Differences According to Years of Service

The findings show that most tasks do not significantly vary by years of service, although mid-career teachers tend to have higher involvement in selected school management functions. This suggests that experience influences task allocation, with mid-career teachers carrying greater operational responsibilities. While this reflects competence-based assignment, it may also result in uneven workload distribution across career stages.

3.4 Relationship Between Ancillary Tasks and Teaching Performance

3.4.1 Relationship with Content Knowledge and Pedagogy

The results indicate generally weak but positive correlations between ancillary tasks and teaching performance in content knowledge and pedagogy. Some tasks, particularly those related to student engagement and leadership, show significant relationships, while administrative tasks show minimal influence. These findings suggest that certain ancillary tasks contribute to instructional improvement, particularly those aligned with teaching functions. However, the weak correlations indicate that ancillary tasks neither strongly enhance nor significantly hinder pedagogical competence.

3.4.2 Relationship with Instructional Strategies and Communication

The findings reveal weak to moderate positive relationships between selected ancillary tasks and teaching strategies, as well as verbal and non-verbal communication. Leadership and student-centered tasks show the strongest associations, while routine administrative tasks show little impact. This suggests that involvement in meaningful and interactive roles enhances teaching skills, particularly communication and instructional strategies. However, tasks that are purely administrative contribute minimally to teaching effectiveness.

3.4.3 Relationship with Learning Environment and Learner Diversity

The results show weak to moderate positive relationships between ancillary tasks and teachers' ability to manage learning environments and address learner diversity. Significant relationships are observed in leadership, co-curricular, and advocacy-related roles. These findings indicate that engagement in student-centered and inclusive activities enhances teachers' ability to create supportive learning environments and respond to diverse learner needs. However, administrative tasks have limited influence in this area.

3.5 Overall Interpretation

The findings collectively indicate that teachers maintain high teaching performance despite involvement in various ancillary tasks. However, workload distribution is uneven, and certain responsibilities create pressure that affects time, stress levels, and instructional focus. While some ancillary tasks contribute positively to teaching effectiveness, particularly those aligned with student engagement and leadership, others provide minimal instructional value. These results highlight the importance of balanced workload distribution and strategic assignment of tasks to support both teacher well-being and instructional quality.

4. Conclusion & Recommendations

The study concludes that public secondary school teachers in Isabela are extensively engaged in ancillary tasks across curriculum, school management, and inter-agency functions while maintaining a very high level of teaching performance in all domains, including content knowledge and pedagogy, learning environment, curriculum planning, and assessment. Despite this, teachers experience notable challenges such as workload pressure, time constraints, stress, and burnout in balancing instructional and non-instructional responsibilities. The findings further indicate that ancillary tasks have a weak to moderate but generally significant relationship with teaching performance, with roles related to leadership, student development, and instructional support contributing positively, while routine administrative tasks show minimal impact. Differences in task involvement based on sex, age, educational attainment, and years of service also suggest that workload distribution varies across teacher groups, highlighting the need for more equitable and strategic task allocation to sustain

instructional quality and teacher well-being.

It is recommended that the Department of Education review and rationalize ancillary tasks to distinguish instructional duties from administrative functions and reassign non-teaching responsibilities where possible. School administrators should implement equitable, data-driven workload distribution aligned with teachers' capacity, expertise, and career stage, while strengthening support systems such as wellness programs, stress management initiatives, and structured assistance for non-instructional tasks. Professional development programs should focus on enhancing research-based strategies and differentiated instruction, and delegation mechanisms should be improved to reduce teacher burden. Additionally, a standardized workload policy and regular monitoring systems should be established to ensure balanced, relevant, and sustainable task assignments that support both teacher well-being and instructional effectiveness.

The study is limited to public secondary school teachers in selected schools in Isabela and relies on self-reported data gathered through a structured questionnaire, which may be subject to respondent bias. It focuses primarily on the relationship between ancillary tasks and teaching performance within the identified variables and does not account for other possible external factors that may influence instructional effectiveness. These limitations suggest that the findings are context-specific and may not be fully generalizable to other settings or populations.

Compliance with ethical standards

Ethical standards were strictly observed throughout the study. Informed consent was obtained from all respondents, and confidentiality and anonymity were ensured. Participation was voluntary, and respondents were informed of their right to withdraw at any time without penalty. All collected data were used solely for research purposes.

REFERENCES

- Algar, R. G. J., Basañes, M. G., De La Luna, A. T., Jr., Jentelizo, J. A. A., Salbibia, M. G. A., & Trecho, R. C. (2025). Balancing act: Exploring the impact of ancillary duties on Filipino teachers' professional lives. *International Journal of Research and Innovation in Social Science (IJRISS)*, 9(3). <https://dx.doi.org/10.47772/IJRISS.2025.90300066>
- Arañas, J. Q. (2023). Tasks beyond instruction: A case study on teachers' ancillary functions.
- Cañete, L. B. (2025). Teachers' workload in relation to burnout and teaching effectiveness. *International Journal for Multidisciplinary Research (IJFMR)*. E-ISSN: 2582-2160. Retrieved from <https://www.ijfmr.com/research-paper.php?id=50954>
- David, C., Albert, J. R., & Vizmanos, J. F. (2019). Pressures on public school teachers and implications on quality.
- Department of Education. (2009). DepEd Order No. 16, s. 2009: Addendum to DepEd Order No. 39, s. 2006 (Compliance with DepEd-prescribed hours of actual classroom teaching). <https://www.deped.gov.ph>
- Dichos, R. M. (2023). Ancillary functions and teaching performance appraisal of teachers.
- Dinero, R. R. M., & Oco, R. M. (2024). Ancillary functions and teachers' well-being.
- Gudelos, J. T., & Mabitad, B. D. (2025). Work-related stress, workloads, and performance: A case of senior high school teachers. *International Journal of Research and Innovation in Social Science*, 9(1), 1–8. <https://doi.org/10.47772/IJRISS.2025.9010121>
- Hulme, M., Beauchamp, G., & Wood, J. (2024). Teacher workload research report 2024: Main report. University of the West of Scotland.
- Joe, A., & Mtsi, N. (2024). Impact of teacher workload on academic excellence and learners' metacognition: A case study of two high schools in Chris Hani District.
- Oco, R. M. (2024). Revisiting teachers' ancillary functions: Experiences and challenges.
- Pagela, R. U., Jr. (2024). Challenges and coping mechanisms of select Filipino public school teachers on administrative workload.
- Second Congressional Commission on Education [EDCOM II]. (2024). Year one report: Building consensus on the learning crisis and the reforms we need. EDCOM II. <https://edcom2.gov.ph/edcom-2-releases-year-one-report>
- Tutor, L. B., & Elbanbuena, C. O. (2024). Ancillary services and teachers' performance of Misamis Oriental Division: Basis for school management plan.
- Wang, H., Sun, Y., Wang, W., & Liang, H. (2025). Exploring the relationship between teachers' perceived workload, challenge-hindrance stress, and work engagement: A person-centered approach.