

Teachers' Additional Ancillary Duties and Responsibilities

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In the contemporary educational landscape, public school teachers play a pivotal role in shaping students' intellectual and personal development (Elbertson et al., 2025; da Silva Pinho et al., 2025). Beyond imparting academic knowledge, teachers cultivate essential skills, values, and behaviors necessary for holistic growth. However, their responsibilities extend far beyond classroom instruction, encompassing tasks such as lesson planning, assessment, and student support. Increasingly, teachers are also required to assume ancillary roles, including department heads, curriculum coordinators, coaches, and guidance advocates, which further intensify their workload and professional demands (Marmol, 2019; Sarabia & Collantes, 2020).

In the Philippines, the Department of Education (DepEd) acknowledges the heavy workload borne by teachers, which is often associated with heightened stress and burnout. The Magna Carta for Public School Teachers (Republic Act 4670) mandates a maximum of six hours of daily classroom teaching. Despite this provision, many teachers exceed the prescribed workload due to additional ancillary responsibilities (Algar et al., 2025). The remaining hours are allocated for ancillary duties, including advisorships and special assignments. These responsibilities, such as serving

as grade-level coordinators, class advisers, school paper advisers, and property custodians, are considered part of the teacher's overall workload. This imbalance raises critical concerns regarding the sustainability of teachers' mental health and overall well-being as they manage increasingly complex professional roles (Alegado, 2018; David et al., 2019).

While additional ancillary roles may contribute to school effectiveness and leadership development, they may also exacerbate workload pressures and diminish work–life balance if not properly managed. Understanding this dynamic is crucial in informing policies and institutional practices that support teachers to ensure that expanded responsibilities do not come at the expense of their health, job satisfaction, and instructional effectiveness.

Experience of Teachers with Ancillary Services

Managing ancillary roles in addition to regular teaching responsibilities is a significant source of stress among public school teachers. Beyond classroom instruction, teachers are expected to perform numerous supplementary duties that intensify their professional demands and contribute to workload overload. Yazon and Ang-Manaig (2019) reported that 233 teachers strongly perceived their workload as excessive, noting that they are often compelled to multitask. Similarly, Ancho and Bongco (2019) identified that teaching encompasses a wide range of responsibilities, including school-related tasks such as programs and activities, seasonal duties such as coordination, reporting, training, parent communication, and meetings, as well as regular curricular functions including lesson planning, material preparation, assessment, checking, and record keeping.

The accumulation of these responsibilities places substantial demands on teachers' time and energy, often exceeding the resources available to effectively manage them. As a result, teachers may experience increased

stress, fatigue, and difficulty balancing their professional and personal commitments. Research consistently demonstrates that work overload is closely associated with higher levels of teacher stress and emotional strain (Creagh et al., 2025; Kariou et al., 2021; Magtalas & Eduvala, 2024). These findings suggest that the growing burden of ancillary services represents a major occupational challenge that can adversely affect teachers' well-being, job satisfaction, and effectiveness in carrying out their educational responsibilities.

Stress Appraisal and Coping Mechanisms

The experience of stress among teachers can be better understood through Lazarus and Folkman's Transactional Model of Stress. This model posits that stress is not solely caused by external demands but is mediated by an individual's cognitive appraisal of a situation (Peacock & Wong, 1990). It emphasizes the dynamic interaction between the individual and the environment, where stress arises from how situations are evaluated in relation to available resources and constraints (Lazarus, 1993). Consequently, teachers exposed to similar workplace demands may experience different levels of stress depending on how they perceive and interpret these challenges.

Differences in stress appraisal influence the coping mechanisms that teachers employ. Coping is defined as continuously changing cognitive and behavioral efforts to manage internal or external demands perceived as taxing (Lazarus & Folkman, 1984). Two primary coping strategies are commonly identified: problem-focused coping, which seeks to address the source of stress, and emotion-focused coping, which aims to regulate emotional responses. Effective coping depends on the alignment between situational appraisal and the coping strategy adopted. This explains why teachers facing

similar stressors may respond differently and adopt varying coping approaches (Pagayanan, 2016).

One significant source of stress among teachers is role conflict resulting from multiple responsibilities (Huang et al., 2024). Teachers who perform both primary teaching duties and additional roles may encounter competing expectations that require different behaviors and commitments. Such conflicts can increase stress levels and reduce job satisfaction, particularly when teachers perceive that the demands placed upon them exceed their available resources. Given the transactional nature of stress, the negative effects of role conflict may be alleviated when teachers have access to adequate support systems and effective coping strategies (Pogere et al., 2019; Thakur et al., 2018). Therefore, school administrators play a critical role in reducing stress by implementing proactive measures such as workload management, fostering shared responsibility, and promoting collaboration among staff. These interventions can help teachers manage professional demands more effectively and maintain higher levels of well-being and job satisfaction.

Positive Contributions of Ancillary Roles

While ancillary roles may increase workload and contribute to stress, they can also provide meaningful benefits that support teachers' professional and personal well-being. Engaging in multiple roles allows teachers to expand their professional experiences beyond routine classroom responsibilities, creating opportunities for growth, learning, and increased job satisfaction. Sappa et al. (2015) found that involvement in diverse roles enables teachers to gain emotional distance from daily classroom demands, maintain a broader professional perspective, and derive motivation from varied work experiences.

These additional responsibilities can therefore serve as sources of professional enrichment rather than merely additional burdens.

Multiple roles may also enhance teachers' effectiveness and relationships within the school community (Toñacao & Oliva, 2023; Rosenblatt, 2001). At the instructional level, teachers who engage in various school functions may gain greater credibility among students, strengthening their influence and effectiveness in the classroom. Furthermore, strong interpersonal relationships and social support systems are essential in helping teachers manage professional challenges (Smala et al., 2026), as individuals with supportive relational networks are better equipped to cope with stress and maintain positive well-being. Teachers likewise perceive multiple responsibilities as opportunities to contribute to school improvement and professional development. The successful management of these roles is further facilitated by trust, which fosters collaborative leadership, positive working relationships, and shared responsibility within the school community.

Role of Extracurricular and School Engagement

Extracurricular activities, which are non-academic programs conducted under school supervision, constitute an important component of teachers' ancillary responsibilities. These activities provide students with opportunities to develop skills, interests, and personal qualities beyond the formal curriculum, contributing to their holistic development (Retubada, 2014). Teachers recognize the value of extracurricular involvement in promoting the productive use of students' leisure time while supporting their social, emotional, and personal growth.

Beyond their benefits for students, extracurricular and other ancillary responsibilities can positively influence teachers' professional experiences. Participation in these activities encourages collaboration among teachers and

fosters a culture of teamwork, collegiality, and shared commitment within the school community. Through collaborative engagement, teachers become more actively involved in decision-making processes, working together to address organizational challenges and improve educational outcomes. In addition, teachers often assume mentoring roles for novice educators and contribute to the exploration and implementation of innovative educational practices. These opportunities for leadership, collaboration, and professional contribution can enhance teachers' sense of purpose while supporting the continuous improvement of the education system.

Coping Strategies and Stress Management

Teachers employ a variety of coping strategies to manage work-related stress, with coping approaches generally categorized as either problem-focused or emotion-focused (Wang et al., 2022; Nwoko et al., 2024). Teacher coping refers to the ways educators respond to the daily challenges and demands of their profession. According to Lazarus and Folkman's framework, effective coping can reduce perceived stress by minimizing the impact of stressors and helping individuals adapt to challenging situations. Consequently, the choice of coping strategy plays a crucial role in maintaining teachers' well-being and professional effectiveness.

The nature of teachers' coping responses is often shaped by the challenges they encounter. Teachers, particularly those new to the profession, face both intrapersonal challenges, such as self-doubt, boundary-setting, and emotional regulation, and interpersonal challenges involving students, parents, and colleagues (Yangdon, 2026; El Masry & Alzaanin, 2021). To manage these demands, teachers utilize strategies such as autonomy, collaboration, compliance, and influence. These approaches enable teachers to navigate

complex professional environments while maintaining their ability to fulfill multiple responsibilities.

Research further suggests that constructive coping strategies are associated with more positive outcomes. Naczenski et al. (2017) identified physical activity, relaxation techniques, and engagement in hobbies as effective coping mechanisms linked to lower levels of burnout. In contrast, studies in the Philippine context indicate that teachers commonly rely on passive activities such as watching television, going to the movies, and window shopping to relieve stress (Rabago-Mingoa, 2017). Although these activities may provide temporary relief, they are largely sedentary and may not adequately address the long-term effects of occupational stress. Overall, teachers employ diverse coping strategies based on their appraisal of stressful situations, with the effectiveness of these strategies influencing their capacity to manage stress and maintain their overall well-being.

Motivation and Work Performance

Motivation plays a critical role in teachers' work performance and their ability to manage multiple responsibilities effectively (Kontar et al., 2025; Wang & Shakibaei, 2025; Layek & Koodamara, 2024). According to Maslow (1993), motivation is the driving force that directs individuals toward achieving specific goals by organizing behavior to satisfy needs and aspirations. In the teaching profession, motivation influences not only job performance but also teachers' willingness to engage in additional responsibilities, adapt to challenges, and sustain commitment to their work.

Teacher motivation is shaped by both intrinsic and extrinsic factors. Intrinsic motivation arises from personal needs, professional goals, and the satisfaction derived from teaching, while extrinsic motivation is influenced by external factors such as salary, promotion, recognition, and working

conditions. Intrinsic motivation is evident when teachers perform their duties out of genuine interest and fulfillment, whereas extrinsic motivation is driven by the pursuit of external rewards and incentives (Maslow, 1993). Workplace conditions also play an important role in shaping motivation levels, with factors such as professional development opportunities, workload, class size, and teacher rank influencing teachers' enthusiasm and engagement in their work.

Research suggests that higher levels of motivation are associated with positive work-related behaviors and outcomes (Vo et al., 2022; Lee & Raschke, 2016). Increased motivation has been linked to improved attendance, greater productivity, and enhanced service delivery (Halim & Mansyur, 2023). Furthermore, incentives such as competitive compensation, housing benefits, allowances, and healthcare support can strengthen teachers' motivation and commitment to the profession (Maslow, 1993). Recognizing the importance of motivation in promoting teacher effectiveness, regional initiatives such as those of the Southeast Asian Ministers of Education Organization (SEAMEO) advocate strategies including competitive compensation and performance-based promotion systems (Reyes, 2023). Both intrinsic and extrinsic motivation support teachers in fulfilling their diverse professional responsibilities and maintaining high levels of performance.

RESEARCH FOCUS: Lived Experiences of Public School Teachers Performing Ancillary Tasks

This study employed a qualitative phenomenological research design to explore the lived experiences of public-school teachers performing ancillary services. Phenomenology was chosen because it facilitates an in-depth understanding of participants' perspectives, interpretations, and personal realities. By focusing on teachers' firsthand experiences, the study sought to

capture the challenges they encounter, the coping strategies they employ, and the professional growth they derive from carrying out additional responsibilities, thereby generating rich insights that may inform educational policy and practice.

The study involved five purposively selected public-school teachers from the Division of Aklan, Philippines who were actively performing ancillary roles alongside their regular teaching duties. Participants were selected based on the following criteria: engagement in ancillary responsibilities, willingness to share their experiences, and use of coping strategies in managing their roles. Data were gathered using a researcher-developed unstructured interview guide consisting of three key areas: lived experiences, challenges encountered, and coping mechanisms. Prior to implementation, the instrument underwent expert validation. Ethical considerations were also strictly observed, including informed consent, confidentiality, and approval from the appropriate educational authorities.

Data collection was conducted through a combination of focus group discussions and individual interviews, depending on participants' availability. All interviews were documented, transcribed, and analyzed using Colaizzi's method of phenomenological analysis. The process involved extracting significant statements, formulating meanings, organizing meanings into thematic clusters, and developing an exhaustive description of the phenomenon under investigation. To enhance the credibility and trustworthiness of the findings, member checking was conducted by returning the results to the participants for validation, ensuring that the interpretations accurately represented their lived experiences.

Personal and Professional Growth

Engagement in ancillary services contributes significantly to teachers' personal and professional growth. By assuming responsibilities beyond classroom instruction, teachers develop essential competencies such as communication, leadership, program management, and instructional material preparation. These roles serve as practical avenues for skill enhancement and confidence-building.

Poca described how these responsibilities shaped her development:

"The accomplishment and success of a particular task assignment that I was given is the most memorable yet beneficial experience I have had. It made me understand the value of diligence and tenacity, and all of a sudden, it made me enjoy my work."

Similarly, Deliciousness shared:

"Being selected as one of the resource presenters for the Parent Teaching Parenting Style was the most memorable and beneficial experience I have had while providing ancillary services. It was an amazing opportunity. Additionally, I was selected as a Gender and Development Program demonstration instructor. All of these memorable experiences were beneficial since I improved my knowledge of how to create materials and PowerPoint presentations. Additionally, I developed my communication abilities and conquered my phobia of public speaking."

These accounts affirm that ancillary services, despite increasing workload, provide meaningful opportunities for professional development. They enable teachers to acquire broader competencies beyond traditional teaching roles, thereby strengthening self-efficacy and adaptability. Moreover, such experiences enhance career readiness and contribute to the development of well-rounded educators. However, this growth is not without trade-offs. While ancillary roles foster competence, they simultaneously demand

additional time and effort, suggesting that professional development through these roles must be balanced with manageable workload conditions.

Challenges and Stress Management

Despite their benefits, ancillary services introduce substantial challenges that intensify teachers' workload and stress. Teachers struggle with time constraints, task overload, and limited resources while balancing instructional and administrative responsibilities.

Cardie highlighted the pressure of deadlines and technological limitations:

"Tight deadlines to complete assignments and reports, particularly when they were to be turned in as soon as possible, were the difficulties and issues I faced. Another major obstacle was not having network access or a bad internet connection."

Bethany Gail emphasized logistical challenges in rural settings:

"Since my station is in a rural place and we rely on habal-habal as a mode of transportation, it was difficult for me to submit urgent reports, which caused me to miss some of my lessons."

Georgette added:

"As a teacher, the challenges or problems I have encountered in performing these additional ancillary services include a lack of funds, the need for active participation from parents and learners, and difficulties in managing time and preparation."

These findings highlight systemic constraints, such as inadequate infrastructure, financial limitations, and contextual barriers, that exacerbate teachers' workload. Beyond logistical issues, ancillary services also negatively affect teachers' well-being.

Poca stated:

"My experiences have shown that these supplementary services have a negative impact on my physical health by increasing my levels of stress and exhaustion. I also experienced anxiety when creating reports and activity regimens."

These results align with the Transactional Model of Stress, which posits that stress arises from the interaction between environmental demands and perceived coping resources (Peacock & Wong, 1990). Critically, while teachers attempt to manage stress through individual coping strategies, the persistence of structural challenges indicates that coping alone is insufficient. Institutional interventions, such as workload redistribution, improved infrastructure, and realistic deadlines, are necessary to prevent chronic stress and burnout.

Sense of Fulfillment and Motivation

Despite the challenges, teachers derive a strong sense of fulfillment and motivation from performing ancillary services. Their contributions to students' development and school improvement serve as powerful intrinsic motivators.

Cardie shared:

"As a teacher, performing ancillary services sometimes made me feel exhausted, but it also has positive gains. It develops and enhances my skills while helping students acquire experiences and learnings, which I think is one of the best prizes a teacher can have."

Deliciousness reflected:

"Teaching is the most rewarding job on earth. Teachers exert extra time and effort to provide the best and highest quality education for learners. These ancillary services enlightened me, as they served as a door of opportunities

and learning. Although sometimes I felt stressed, they helped me become more dynamic, accountable, and responsible."

Georgette added:

"The attitudes I developed in performing additional ancillary services as a public-school teacher include resilience, flexibility, patience, and leadership."

These narratives demonstrate that ancillary services reinforce teachers' professional identity and commitment. The opportunity to make meaningful contributions strengthens motivation and sustains engagement despite challenges, supporting Bongco and Ancho's (2019) assertion that teachers' dedication extends beyond classroom instruction. However, this intrinsic motivation presents a critical paradox. While it sustains performance, it may also lead teachers to tolerate excessive workloads, potentially normalizing overwork. Therefore, motivation should be supported by institutional safeguards to ensure sustainable teaching practices.

Unforgettable and Traumatic Experiences

The study also reveals that some ancillary-related experiences are physically and emotionally taxing, with serious implications for teachers' well-being. Participants reported extreme fatigue, health issues, and high-pressure demands. Poca recounted:

"The most unforgettable and traumatic experience I have encountered in performing ancillary services was preparing my innovation to be presented in the district. I experienced sleepless nights and fatigue while preparing my proposal, which led me to sickness. I was also a COVID patient before, due to excessive anxiety that weakened my immune system."

Bethany Gail shared: *"The most unforgettable experience I had was spending late nights preparing reports, specifically during the pandemic, while I was a patient in the hospital."*

There are severe consequences of excessive workload, including burnout, illness, and emotional distress. Teachers often prioritize professional responsibilities over personal well-being, leading to long-term health risks. Critically, there is an urgent need for work–life balance policies, mental health support, and institutional safeguards to protect teachers from the detrimental effects of prolonged stress.

Institutional and Community Support Interventions

In response to these challenges, participants proposed several intervention programs aimed at improving teachers' well-being: Partner Kita Mga Maestra, Mga Maestra Handa, Maestra ag Maestro sa Among Kumunidad, Suporta Ko, Ka Ma'am, and Pasidungog. These initiatives emphasize collaboration, resource provision, community engagement, and recognition.

Poca emphasized supportive leadership and collaboration:

"The school should create a positive atmosphere where teachers feel valued and respected; teachers should listen to school heads and seek their advice for the success of assigned tasks; teachers and school heads should support and help each other technically; and teachers should be given incentives and recognition to keep them motivated to complete their work."

Deliciousness highlighted collaborative planning:

"Teachers need to plan ahead of time alongside the school head and their colleagues. Forming committees can help distribute workload effectively..."

Cardie stressed community involvement:

"Teachers need to build strong relationships with external stakeholders to gain support from the community..."

Bethany Gail underscored government support:

"The government needs to assist teachers by providing essential resources such as free Wi-Fi, laptops, learning materials, and incentives..."

Georgette emphasized recognition:

"Teachers are important implementers of curriculum and social values, and as such, they should be recognized and rewarded by parents, students, and the community."

Teacher well-being is a shared responsibility requiring coordinated efforts from schools, communities, and government institutions. Institutional support, resource provision, and recognition enhance both intrinsic and extrinsic motivation. Furthermore, motivation strategies such as compensation, professional development, and career advancement are critical in improving teacher performance and educational outcomes. Sustainable solutions must move beyond individual coping and address systemic issues affecting teachers' work conditions.

Conclusion

This study reveals a complex interplay between growth, stress, motivation, and well-being. While ancillary services provide valuable opportunities for development and fulfillment, they also impose significant demands that require comprehensive institutional support to ensure sustainability. There is a need to strengthen teachers' resilience, emotional regulation, and overall well-being while reducing the risk of burnout by fostering a collaborative and supportive environment.

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