

# **Wearing Many Hats: A Multiple Case Study on the Impact of Ancillary Duties on Instructional Supervision and Teaching Quality in Public Schools**

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## **ABSTRACT**

This study explored the impact of ancillary duties on instructional supervision and teaching quality in public schools in Cebu, Siquijor, and Southern Leyte during the 2025–2026 academic year. Employing a qualitative multiple case study design, the research aimed to capture the lived experiences of teachers who balance instructional responsibilities with non-teaching tasks. Twenty public school teachers were purposively selected from three schools representing urban, rural, and island contexts. Data were collected through semi-structured interviews, document analysis, and observation, and analyzed using thematic analysis to identify key patterns and themes across cases. Findings revealed that teachers are frequently assigned ancillary duties such as administrative documentation, committee participation, program coordination, and extracurricular supervision, which significantly influence their instructional planning, lesson delivery, and assessment practices. Participants reported that these additional responsibilities often constrained the time and attention available for classroom instruction, reducing the frequency and effectiveness of instructional supervision. Teachers employed coping strategies, including time management, task prioritization, collaboration with colleagues, and selective delegation, to balance instructional and non-instructional roles. The study recommends workload rationalization, restructuring of supervisory processes, targeted professional development on time management and coping skills, and collaborative task distribution among school staff. Furthermore, an evidence-based teacher reskilling and upskilling program, TEACHER-PLUS 2026, was proposed to strengthen instructional supervision and optimize the management of ancillary duties. The study contributes to understanding the interplay between teacher workload, supervision, and instructional quality, providing actionable insights for school leaders, policymakers, and teacher education programs to foster sustainable and effective teaching practices in Philippine public schools.

**Keywords:** Ancillary duties, Instructional supervision, Teaching quality, Multiple case study, Philippine

public schools, Cebu, Philippines

## **INTRODUCTION**

Teachers in the Philippine public school system are often required to perform multiple roles beyond classroom instruction. In addition to teaching, they undertake various ancillary duties, including administrative work, program coordination, clerical responsibilities, and community engagement. While these tasks support school operations, their growing volume has raised concerns about their potential impact on teachers' primary responsibility—effective classroom instruction (Arañas, 2023). As instructional demands increase alongside administrative expectations, understanding how these responsibilities influence teaching and supervision has become increasingly important.

Instructional supervision plays a critical role in improving teaching quality and student learning outcomes. It is designed to enhance teacher performance, promote professional development, and ensure alignment between classroom instruction and curriculum standards (Reyes & Oropa, 2025). However, the increasing workload associated with ancillary duties may hinder the effectiveness of supervision. Teachers who are burdened with excessive non-instructional tasks may have limited time to focus on lesson preparation, classroom delivery, and reflective practice. Consequently, supervisors may also face challenges in accurately monitoring instructional practices and providing meaningful feedback (Wabingga, 2025). This situation underscores the need to examine how teachers' ancillary responsibilities influence the implementation and effectiveness of instructional supervision.

Research has shown that role overload can lead to stress, burnout, and reduced job performance among educators (Agyapong et al., 2022). In public schools where teacher–student ratios are high and resources are often limited, the cumulative effect of additional duties may further strain teachers' professional capacity. Despite policy initiatives aimed at strengthening instructional supervision and improving school performance, empirical attention to how non-instructional tasks intersect with these supervisory processes has been limited. In the Philippine context, reforms promoting School-Based Management (SBM), accountability mechanisms, and performance-based incentives have expanded teachers' responsibilities, potentially affecting their instructional focus and engagement with supervision.

Addressing this issue is particularly relevant given the Department of Education's emphasis on instructional supervision as a key strategy for school improvement (DepEd Order No. 35, s. 2016). While policies advocate for enhanced supervisory support, the realities of teachers' workloads may constrain the intended impact of such initiatives. Understanding how ancillary duties shape teachers' instructional practices and their experiences of supervision is therefore essential for strengthening both policy implementation and school leadership practices.

Guided by this concern, the present study investigates how ancillary duties influence instructional supervision and teaching quality in Philippine public schools. Using a multiple-case study approach, the research seeks to capture teachers' lived experiences across diverse school contexts and examine how additional responsibilities affect their instructional roles and interactions with supervisors. This methodological approach allows for a deeper exploration of contextual variations and provides insights that extend beyond surface-level trends (Schwanenberger et al., 2021).

Ultimately, this study aims to contribute to the broader discourse on teacher workload, instructional leadership, and educational reform in the Philippines. By examining the intersection of ancillary duties and instructional supervision, the research seeks to inform policy and practice on how schools can better balance administrative demands with the core mission of teaching. The findings are expected to support

the development of strategies that safeguard teachers' instructional focus while strengthening supervisory practices that promote sustainable improvements in teaching quality.

## RELATED LITERATURE

### **Teacher Workload and Ancillary Duties**

Teacher workload has long been recognized as a critical factor influencing teaching effectiveness, job satisfaction, and professional well-being. In many education systems, teachers perform not only instructional responsibilities but also various ancillary duties such as administrative tasks, program coordination, documentation, and community engagement. These additional responsibilities often expand teachers' roles beyond classroom instruction and contribute to increased workload demands. According to Skaalvik and Skaalvik (2017), excessive workload is one of the primary predictors of teacher stress and burnout, which can negatively affect instructional performance and teacher retention.

In the Philippine context, teachers in public schools frequently handle numerous non-teaching tasks that support school operations. These responsibilities include preparing reports, managing school programs, organizing events, and participating in community activities. While such tasks are essential for school functioning, they may divert teachers' time and attention away from lesson planning, classroom instruction, and assessment activities. Dayagbil and Palompon (2020) emphasized that the increasing administrative expectations placed on teachers can compromise their capacity to focus on pedagogical improvement and student-centered learning.

Research also suggests that the accumulation of ancillary duties contributes to role overload. Role overload occurs when individuals are required to fulfill multiple responsibilities that exceed their available time, resources, or capacity (Biddle, 1986). When teachers experience role overload, they may struggle to balance instructional tasks with administrative requirements, leading to reduced instructional quality and increased professional stress. Agyapong et al. (2022) found that high workload demands among educators are significantly associated with emotional exhaustion and decreased job performance.

Furthermore, international studies have consistently reported that teachers spend a substantial portion of their working hours on tasks unrelated to instruction. OECD (2019) reported that teachers in many countries devote significant time to administrative duties, which may limit opportunities for instructional preparation and professional reflection. As educational reforms introduce additional reporting requirements and accountability measures, the complexity of teachers' roles continues to increase.

### **Instructional Supervision and Teaching Quality**

Instructional supervision is widely recognized as a key mechanism for improving teaching practices and student learning outcomes. It involves systematic processes through which school leaders support, monitor, and guide teachers in enhancing their instructional competencies (Glickman, Gordon, & Ross-Gordon, 2018). Effective instructional supervision provides constructive feedback, facilitates professional development, and encourages reflective teaching practices.

Hallinger and Murphy (1985) highlighted the importance of instructional leadership in shaping school effectiveness. School leaders who prioritize instructional supervision help establish clear academic goals, coordinate curriculum implementation, and create supportive environments for teacher development. Through classroom observations, mentoring, and professional dialogue, instructional supervision enables teachers to refine their teaching strategies and align their practices with curriculum standards.

However, the effectiveness of instructional supervision may be influenced by contextual factors such as teacher workload, organizational culture, and resource availability. When teachers are overwhelmed with

multiple responsibilities, they may have limited time and energy to engage fully in supervisory processes. Blase and Blase (2004) emphasized that meaningful supervision requires open communication, trust, and collaborative engagement between supervisors and teachers—conditions that may be difficult to sustain when teachers experience heavy workload pressures.

Research has also shown that teachers' perceptions of supervision significantly affect its effectiveness. When teachers perceive supervision as supportive and developmental rather than evaluative or bureaucratic, they are more likely to adopt recommended instructional improvements (Zepeda, 2017). Conversely, when supervision occurs within contexts of excessive administrative demands, teachers may view it as an additional burden rather than an opportunity for professional growth.

### **Role Theory and Teacher Role Strain**

Role Theory provides a useful framework for understanding how multiple expectations influence teachers' professional performance. According to Biddle (1986), individuals occupy various social roles that come with specific expectations and responsibilities. When these expectations become excessive or conflicting, individuals may experience role strain or role conflict.

In the teaching profession, role strain can arise when teachers are expected to simultaneously fulfill instructional, administrative, managerial, and community-oriented roles. Such role expansion may create tensions between teachers' primary responsibility to facilitate learning and their obligation to perform non-instructional tasks. Kyriacou (2001) noted that role conflict and workload pressures are major sources of teacher stress, often leading to reduced motivation and decreased teaching effectiveness.

Within the Philippine educational system, policy reforms and school-based initiatives have expanded teachers' responsibilities beyond traditional instructional duties. While these initiatives aim to improve school governance and accountability, they may also contribute to role strain if not carefully managed. Understanding how teachers navigate these multiple expectations is therefore essential for developing policies that support both instructional quality and teacher well-being.

### **Ancillary Duties and Instructional Effectiveness**

The relationship between ancillary duties and instructional effectiveness remains a significant concern in educational research. Studies suggest that when teachers devote excessive time to administrative tasks, their capacity to engage in high-quality instruction may be compromised. Lesson preparation, instructional innovation, and assessment practices require substantial time and cognitive investment, which may be reduced when teachers are overwhelmed with additional responsibilities (Skaalvik & Skaalvik, 2017).

Moreover, teachers' participation in ancillary activities may influence how they perceive their professional roles and priorities. In some cases, teachers may develop coping strategies such as task prioritization, collaboration with colleagues, or time management techniques to balance instructional and administrative demands. However, these strategies may not fully address the structural challenges associated with excessive workload.

Given these challenges, scholars have emphasized the importance of policy interventions that protect teachers' instructional time. OECD (2019) recommends that education systems streamline administrative procedures and clarify teachers' roles to ensure that teaching remains the central focus of their work. Similarly, Glickman et al. (2018) argue that school leaders must carefully manage teachers' workloads to create conditions conducive to effective instructional supervision and professional growth.

### **Synthesis of the Literature**

The reviewed literature highlights several key themes relevant to the present study. First, teachers' workload, particularly the accumulation of ancillary duties, can contribute to stress, burnout, and

diminished instructional focus. Second, instructional supervision is essential for improving teaching quality but may be less effective when teachers are overwhelmed with multiple responsibilities. Third, Role Theory provides a theoretical lens for understanding how conflicting expectations can create role strain among teachers.

Despite the growing body of research on teacher workload and instructional leadership, limited empirical studies have examined how ancillary duties specifically influence instructional supervision within the Philippine public school context. Addressing this gap is important for informing policies and leadership practices that balance administrative demands with the core mission of teaching. By examining teachers' experiences across different school settings, the present study seeks to contribute to a deeper understanding of how ancillary duties intersect with instructional supervision and teaching quality.

### **OBJECTIVES OF THE STUDY**

This study aimed to examine the relationship between ancillary duties, instructional supervision, and teaching quality among teachers in public basic education schools in Cebu, Siquijor, and Southern Leyte during the Academic Year 2025–2026. Specifically, it sought to identify the common types of ancillary duties assigned to teachers and analyze how these responsibilities influence instructional planning, lesson delivery, and assessment practices. The study also aimed to explore teachers' experiences and perceptions regarding the impact of ancillary tasks on the quality and effectiveness of instructional supervision. Additionally, it investigated the coping strategies teachers employ to balance instructional responsibilities with non-instructional roles. Ultimately, the findings informed the development of a reskilling and upskilling program designed to improve supervisory practices and effectively manage ancillary workload in order to enhance teaching quality.

### **METHODOLOGY**

This study employed a qualitative multiple case study design to examine how ancillary duties influence instructional supervision and teaching quality in public basic education schools in Cebu, Siquijor, and Southern Leyte during the Academic Year 2025–2026. The multiple case study approach was selected to enable an in-depth exploration of teachers' experiences across different school contexts and to identify patterns and variations among cases (Yin, 2018; Baxter & Jack, 2008). Data were collected through semi-structured interviews with selected teachers, supplemented by document analysis and observations of relevant school processes to ensure data triangulation and enhance credibility (Creswell & Poth, 2018; Patton, 2015). The collected data were analyzed using thematic analysis to identify recurring themes related to the nature of ancillary duties, their influence on instructional practices, teachers' perceptions of instructional supervision, and coping strategies for managing workload. Ethical procedures such as obtaining institutional permission and informed consent from participants were strictly observed throughout the research process. The findings served as the basis for developing an evidence-based action plan to improve supervisory practices and manage ancillary workload, enhancing teaching quality in public schools.

### **RESULTS AND DISCUSSION**

#### **Common Ancillary Duties Assigned to Public School Teachers**

The data showed that teachers handled a wide array of ancillary duties that extended far beyond their instructional roles (Table 2). The most common responsibilities included documentation and report

preparation (90%), committee membership (85%), and program coordination (75%), indicating that administrative and organizational tasks constituted a major portion of teachers’ non-teaching workload. Duties such as organizing school events (70%), updating government-mandated information systems like LIS and BEIS (60%), and participating in physical school improvements (60%) were also prevalent, highlighting the broad operational contributions expected from teachers. Even roles related to co-curricular advising (55%) and community engagement (45%) remained regular expectations, reflecting the multi-dimensional nature of teachers’ work in public schools.

**Table 1**  
**Common Types of Ancillary Duties Assigned to Public School Teachers**

Ancillary Duty	Frequency (f)	Percentage (%)
School Documentation & Report Preparation	18	90
Committee Membership (e.g., Brigada, WINS, etc.)	17	85
Program Coordination (e.g., DRRM, SBM, SPG/SSG)	15	75
Event Organizing & Facilitation	14	70
Classroom & School Physical Improvements	12	60
Data Encoding & LIS/BEIS Updating	12	60
Co-curricular/Club Advisership	11	55
Community Outreach & Stakeholder Engagement	9	45
Fundraising/Resource Mobilization Tasks	7	35
inventory Management & Property Custodianship	6	30

These findings underscored the persistent issue of role overload among public school teachers, as they were required to manage instructional duties alongside numerous administrative, managerial, and community-related tasks. Role overload can negatively affect teachers’ ability to focus on lesson preparation, student engagement, and instructional improvement (Sorensen & McKim, 2014). The prevalence of documentation-heavy responsibilities aligned with national trends reporting that teachers spend substantial time fulfilling bureaucratic requirements rather than core teaching functions (Brillantes & Fernandez, 2011). Furthermore, the assignment of multiple roles blurred the boundaries between instructional and non-instructional expectations, which Role Theory argues contributes to role strain and reduced work performance (Biddle, 1986). These conditions may dilute the effectiveness of instructional supervision, as both teachers and school leaders become constrained by workload, limiting opportunities for meaningful pedagogical support (Hallinger & Murphy, 1985). Overall, the data suggested a need for improved workload management, clearer role delineation, and systemic reforms to protect teachers’ instructional time.

**Influence of Ancillary Duties on Instructional Processes**

**Reduced Time for Instructional Planning.** Teachers frequently experienced limited preparation time because ancillary tasks—including documentation, committee work, and compliance reports- consumed much of their working hours. Several teachers shared that they could begin planning only after completing their reports, with one noting, “Magsugod lang ko’g plano kung humana ko sa reports. Usahay gabii na ko maka-start” (T2). Another teacher said, “I often prepare lessons at home because my entire day in

school is spent handling tasks unrelated to teaching” (T7). These accounts reflected how planning was often compressed or shifted to personal time.

Reduced planning time compromises curriculum alignment and instructional coherence (Thomas, 2022). Without adequate preparation, teachers are less able to design meaningful lessons, a finding linked to lower instructional quality and student performance (Darling-Hammond et al., 2020).

**Compromised Lesson Delivery and Instructional Flow.** Ancillary tasks often disrupted the flow of lesson delivery, forcing teachers to rush through discussions or shorten class periods. Teachers described sudden administrative announcements or meetings that halted instruction, such as “Naay times nga mo- announce og sudden meeting. Maundang gyud ang klase” (T5). Others recalled having to speed up delivery due to school form deadlines, with one teacher stating, “I sometimes rush through lessons because I have deadlines for school forms” (T9). These interruptions constrained the depth and continuity of instructional engagement.

Disrupted instruction limits opportunities for inquiry-based and student-centered learning. This aligns with Marzano’s (2007) findings that consistent instructional time is essential for learner mastery. Teachers under administrative pressure tend to revert to lecture-based approaches to save time (Schleicher, 2020).

**Limited Variety and Depth in Assessment Practices.** Due to overlapping responsibilities, teachers often relied on quicker, easier forms of assessment rather than more comprehensive performance tasks. Several shared shifting to simpler formats, as one teacher admitted, “Mag-MCQ nalang ko kay sayon i-check kaysa performance tasks” (T13). Another explained, “I want to design authentic assessments, but deadlines for reports always get in the way” (T6). These accounts illustrated how assessment quality was affected by workload demands.

This shift to convenience-based assessments reduces opportunities for students to demonstrate higher-order thinking. Stiggins (2017) notes that administrative burdens push teachers toward low-complexity assessments, reducing the authenticity of evaluation and hindering holistic learning.

**Increased Stress Leading to Reduced Instructional Focus.** The emotional load stemming from multiple ancillary duties affected teachers’ mental presence during instruction. Some teachers shared experiencing divided attention, as one said, “Makawala og focus kay daghan kaayong deadlines. Makalimot ko usahay unsay next activity” (T1). Another recalled thinking about unfinished reports even while teaching: “Even when I’m teaching, I’m thinking about the reports I still need to submit” (T10). Teachers’ accounts highlighted how stress diluted their attention to instruction and decision-making.

High stress reduces teachers’ cognitive capacity to manage classroom demands (Keller et al., 2019). Emotional exhaustion also correlates with lower teaching effectiveness and less responsiveness to students (Skaalvik & Skaalvik, 2021). **Adaptation and Reliance on Time-Saving Strategies.** To cope with time constraints, teachers adopted strategies such as reusing materials, recycling lesson plans, or relying on ready-made resources. One teacher stated, “Gigamit nako balik ang last year’s lesson plan para makasave ko’g time” (T4). Another said, “I rely on downloaded materials during busy weeks” (T11). These adaptive behaviors helped them manage workload demands but also limited opportunities for innovation.

While coping strategies reduce workload pressures, they may lead to repetitive or less contextually relevant instruction. Ballet and Kelchtermans (2009) emphasize that such adaptations stem from systemic demands rather than teachers’ instructional preferences, often constraining creativity.

## **Teachers' Experiences and Perceptions on Instructional Supervision Amid Ancillary Duties Reduced Frequency of Supervision**

Several teachers reported that their ancillary duties limited opportunities for regular classroom observation and post-observation feedback. For instance, T1 shared, "Because of my involvement in committee work and school documentation, the supervisor only manages to observe my class once a month", while T5 noted that administrative tasks often delayed scheduled supervisory visits. T8 emphasized that supervision frequency had declined compared to previous years before ancillary workloads increased.

Limited supervision may hinder continuous professional development and feedback, which are critical for instructional improvement (Reyes & Oropa, 2025). School leaders may need to restructure supervision schedules to ensure equitable monitoring despite ancillary responsibilities.

### **Perceived Lower Quality of Supervision**

Teachers perceived that supervision became less effective when supervisors rushed through observations or feedback due to time constraints. T2 remarked, "Sometimes it feels like the principal just checks the attendance book or lesson plan superficially because we're all busy with events". T7 echoed this, saying that post-observation conferences were often shortened or skipped when both teachers and supervisors were preoccupied with ancillary tasks.

This suggests that role overload affects not only the quantity but the quality of instructional supervision. Leaders may need to prioritize focused and meaningful supervisory interactions, aligning with Instructional Leadership Theory, which emphasizes quality guidance and support (Hallinger & Murphy, 1985).

### **Emotional and Professional Strain**

Teachers expressed feelings of stress and frustration due to the perceived inability of supervisors to provide consistent guidance. T4 shared, "I want to improve my teaching, but there's barely time for feedback because both of us are busy with non-teaching tasks", while T6 highlighted that lack of supervision often left them uncertain about meeting instructional expectations. T9 described feeling undervalued when supervision seemed perfunctory.

This suggests a potential link among ancillary duties, reduced quality of supervision, and teacher burnout. Role Theory (Biddle, 1986) supports this, noting that role conflict and overload can negatively affect professional performance and satisfaction. School heads may need to implement strategies to balance supervision demands with teachers' ancillary workload to maintain instructional quality and morale feedback because both of us are busy with non-teaching tasks", while T6 highlighted that lack of supervision often left them uncertain about meeting instructional expectations. T9 described feeling undervalued when supervision seemed perfunctory.

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## **Teachers' Perceptions of Non-Instructional Workload on Supervision Effectiveness Supervision Hindered by Time Constraints**

Teachers indicated that their heavy ancillary workload reduced the time available to engage meaningfully with supervisors. T3 stated, "Because of the multiple tasks I handle, I often have to rush through my classes, which makes the supervisor's observations less effective". T5 added that supervisors also seemed

pressed for time, limiting discussion of feedback.

This suggests that time scarcity due to ancillary duties negatively affects both the scheduling and effectiveness of supervision. Schools may need to implement time management strategies or redistribute non-instructional tasks to support quality supervision (Reyes & Oropa, 2025).

### **Reduced Depth of Feedback**

Participants observed that supervisor feedback was often superficial when non-instructional duties interfered. T2 noted, “Post-observation conferences are usually short because both the teacher and the supervisor are busy with other responsibilities”. T8 echoed this, emphasizing that the discussions often focused on compliance rather than instructional improvement.

The quality of supervisory feedback is compromised when ancillary duties dominate, limiting professional growth. Instructional Leadership Theory (Hallinger & Murphy, 1985) underscores the need for supervisors to provide focused and constructive feedback despite workload pressures.

### **Perceived Inequity in Supervision**

Some teachers felt that ancillary duties led to uneven supervision. T1 remarked, “Those who are not overloaded with tasks seem to receive more attention from supervisors than those of us with multiple duties”. T7 added that this inequity sometimes caused frustration and feelings of neglect.

Unequal supervisory support can affect morale and instructional effectiveness. School leaders may need to develop equitable supervision practices that account for teachers’ ancillary workloads (Biddle, 1986).

### **Coping Strategies to Maintain Effectiveness**

Teachers described adaptive strategies to preserve the effectiveness of supervision despite heavy workloads. T4 shared, “I prepare concise lesson plans in advance to make the observation meaningful even if I am pressed for time”. T6 indicated coordinating with peers for shared task management, ensuring classroom readiness for supervision.

This highlights that teachers proactively manage workload challenges to safeguard the quality of supervision. Understanding these strategies can inform school-level policies to support teacher well-being and instructional supervision, aligning with the principles of Role Theory (Biddle, 1986).

**Coping Strategies of Teachers in Managing Instructional and Ancillary Duties: Prioritization of Tasks.** Teachers reported that they prioritize instructional duties over ancillary tasks to ensure that teaching quality is maintained. T3 shared, “I focus on preparing my lessons and grading first, then tackle committee reports later”. T7 mentioned creating daily to-do lists to distinguish urgent from non-urgent tasks.

Prioritization helps preserve instructional effectiveness, suggesting that time management interventions can support teachers in balancing competing responsibilities (Agyapong et al., 2022).

**Delegation and Collaboration.** Teachers utilized peer support or delegated tasks when possible. T2 noted, “I coordinate with my co-teachers for program documentation so that no one is overburdened”. T5 added that sharing responsibilities in school committees reduced individual workload pressure.

Collaboration promotes equitable workload distribution and can enhance both teaching quality and teamwork, aligning with principles of Role Theory on role sharing and conflict management (Biddle, 1986).

**Efficient Lesson Planning.** Some teachers developed streamlined lesson plans to save time while maintaining instructional standards. T1 explained, “I prepare templates for lesson objectives and activities, so I don’t start from scratch each week”. T6 used pre-made assessment tools to reduce preparation time. Efficient planning demonstrates adaptive coping strategies that safeguard teaching quality despite

ancillary demands. Schools can provide planning later”. T7 mentioned creating daily to-do lists to distinguish urgent from non-urgent tasks.

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Efficient planning demonstrates adaptive coping strategies that safeguard teaching quality despite ancillary demands. Schools can provide planning resources and templates to support teachers’ workload management (Koh et al., 2023).

### **Time Management Techniques**

Teachers reported using specific strategies to optimize their daily schedules. T4 said, “I block my schedule in time slots for grading, lesson prep, and administrative tasks”. T8 mentioned avoiding multitasking during teaching hours to focus attention and reduce errors.

Structured time management is critical to prevent role overload and burnout, which enhances both instructional performance and receptiveness to supervision (Agyapong et al., 2022; Wabingga, 2025).

### **Self-Care and Stress Management**

Teachers emphasized the importance of personal well-being to cope with multiple roles. T9 shared, “I make sure to rest and recharge over weekends so I can handle both teaching and committee work during the week”. T10 practiced mindfulness and brief exercise routines to relieve stress. Self-care strategies indicate that teachers actively protect their mental and physical health, which is essential for sustaining instructional quality and engagement with supervision (Reyes & Oropa, 2025).

## **CONCLUSIONS**

This study concludes that ancillary duties significantly influence teachers’ instructional practices, their engagement with supervision, and overall teaching quality in Philippine public schools. While these non-instructional responsibilities are essential for school operations, they often compete with teachers’ primary instructional roles, affecting lesson planning, classroom delivery, assessment, and the effectiveness of instructional supervision. Teachers employ various coping strategies to manage these demands; however, individual efforts alone are insufficient to mitigate the broader impact of role strain. The findings underscore the need for policies and practices that rationalize ancillary workloads, support effective supervision, and ensure that teachers can focus on their core instructional responsibilities, ultimately promoting sustainable improvements in teaching quality and professional growth.

## RECOMMENDATIONS

Based on the study's findings, it is recommended that educational policymakers and school leaders strengthen efforts to rationalize the distribution of ancillary duties among teachers to safeguard their primary instructional responsibilities. Schools may consider implementing clearer workload management systems, equitable task allocation, and administrative support mechanisms to reduce excessive non-instructional demands. Instructional supervisors and school heads should also enhance supervisory practices by providing structured, supportive, and developmental feedback that focuses on improving classroom instruction despite existing workload constraints. Furthermore, professional development initiatives, such as reskilling and upskilling programs, should be designed to equip teachers with effective time management, instructional planning, and coping strategies to balance instructional duties with necessary ancillary roles. Collaboration among teachers, school administrators, and policymakers is likewise encouraged to ensure that policies related to teacher workload remain responsive to classroom realities and aligned with the goal of sustaining high-quality teaching and learning in public schools.

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