

Managing Workload among Public Elementary Schools Through Ancillary Equilibrium and Academic Excellence

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ABSTRACT

This study examined the relationship between teacher workload, academic excellence, and ancillary task management among public elementary school teachers in Talacogon West District, Agusan del Sur. Specifically, it aimed to assess teachers' demographic profiles, level of academic excellence, perceived effects of ancillary tasks on core instructional functions, effectiveness in handling teaching-related assignments, understanding of school operations, and the significant relationships among these variables. An explanatory sequential mixed-methods design was employed, with 137 respondents selected through stratified random sampling and 10 purposively selected key informants for the qualitative phase.

Findings revealed an overall academic excellence mean of 4.008 ("Very Excellent"), with student performance highest at 4.076 and instructional effectiveness lowest at 3.946. Ancillary tasks imposed a "Very Heavy" burden across all core functions, with an overall mean of 3.869, most severely affecting curriculum delivery and pedagogy (3.895). Teachers rated "Very Effective" in teaching-related assignments (3.797) and "Good" in school operations (3.882). Educational attainment significantly predicted student performance, while civil status influenced role effectiveness. Qualitatively, three challenge themes emerged: time constraints, teacher stress, and role ambiguity, alongside three coping themes: prioritization, time management, and collaboration. Based on these findings, The Teacher Workload Equilibrium Framework (TWEF) was designed to assist schools in achieving a balanced distribution of teacher responsibilities while ensuring instructional effectiveness and teacher well-being. School administrators are encouraged to adopt the framework as a practical guide for fair workload allocation, the formation of a School Workload Management Committee, and the implementation of initiatives that support teacher wellness and professional development.

The study recommends the adoption of the Teacher Workload Equilibrium Framework (TWEF) as a practical guide for managing teachers' ancillary responsibilities while maintaining focus on instructional duties. School administrators may use the framework to support balanced workload distribution and promote teacher well-being, while teachers may apply its strategies to manage their responsibilities effectively. Future researchers are encouraged to further examine, validate, and enhance the framework in different educational contexts to strengthen workload management practices and contribute to improved educational outcomes.

Keywords: Ancillary Equilibrium, Teacher Workload, Academic Excellence, Workload Management, Instructional Effectiveness

INTRODUCTION

Education systems have long recognized teachers as important contributors to student achievement and school effectiveness. Aside from classroom instruction, teachers are also assigned ancillary and administrative duties that support school operations and learner development. These responsibilities contribute to the efficient

implementation of school programs and services while ensuring that learners receive holistic educational support. As teachers perform both instructional and non-instructional functions, effective workload management becomes essential in maintaining productivity, professional well-being, and instructional quality. Understanding how teaching and ancillary responsibilities are managed may provide valuable insights into promoting a balanced and sustainable working environment for educators.

Several recent studies have emphasized the importance of workload management in sustaining teacher performance and educational quality. Wahab et al. (2024) highlighted that workload conditions significantly influence teachers' well-being and professional effectiveness. On the other hand, Reyes et al. (2023) noted that workload demands affect teachers' work-life balance and overall job performance. Furthermore, Lopez et al. (2023) found that teachers' responsibilities influence their motivation and classroom engagement, while Saro and Pelesco (2025) stressed the importance of managing workload to support effective classroom instruction and learner interaction.

Given these conditions, the study aimed to develop a localized framework for implementing rules and regulations to strengthen teacher workload management through ancillary equilibrium in Talacogon West District. Specifically, it examined the relationship between teachers' demographic profiles, workload distribution, ancillary functions, and teaching performance. The study also identified the challenges encountered by teachers and the coping mechanisms they used in managing instructional and non-instructional responsibilities. Moreover, the study proposed an evidence-based framework for equitable workload distribution to enhance instructional effectiveness, support teacher well-being, and improve student learning outcomes. Through its findings, the study was expected to provide localized empirical evidence that could guide school leaders and policymakers in creating responsive workload management strategies for public elementary schools.

METHODOLOGY

This study employed an Explanatory Sequential Mixed-Methods Research Design as described by Creswell and Plano Clark (2018), wherein quantitative data were collected and analyzed first, followed by qualitative data collection and analysis to explain and elaborate on the quantitative findings. During the quantitative phase, survey questionnaires were administered to gather data on teachers' demographic profiles, academic excellence, effectiveness in handling ancillary tasks and school operations, workload challenges, and coping mechanisms. The qualitative phase subsequently utilized interviews to obtain deeper insights into the results generated from the quantitative analysis. This design was appropriate because it enabled the researchers to identify patterns, levels, and relationships among variables and further explore the experiences and perspectives underlying these findings.

Research Questions

The study investigated the relationship between teachers' workload, academic excellence, and their ability to manage ancillary tasks in the public elementary schools of Talacogon West District, Division of Agusan del Sur, during School Year 2025–20256. The findings served as the basis for the development of the Teacher Workload Equilibrium Framework (TWEF), intended to support equitable workload distribution and informed decision-making in the district. Specifically, this study sought to answer the following research questions:

1. What is the demographic profile of the respondents, in terms of:
 - 1.1 age;
 - 1.2 civil status;
 - 1.3 type of school;
 - 1.4 years in service; and
 - 1.5 highest educational attainment?

2. What is the level of academic excellence of the teachers, in terms of:

2.1 teacher trainings;

2.2 student performance in local and national assessment;

2.3 instructional effectiveness;

2.4 assessment and evaluation; and

2.5 classroom management?

RESULTS AND DISCUSSION

Profile of the Respondents

Table 2 presents the profile of the respondents in terms of age, civil status, type of school, teaching position, years in service, and educational attainment. The results indicate that the teaching workforce is generally composed of younger educators who are in the early stages of their professional careers. This suggests a relatively new and developing pool of teachers who are still building experience, refining their instructional skills, and adapting to classroom and school demands.

This demographic pattern implies that many teachers may still be undergoing professional growth and adjustment in handling both instructional and non-instructional responsibilities. As noted by Ingersoll (2021), a younger teaching workforce often reflects active recruitment efforts and ongoing staffing needs within the education system. It also highlights the importance of providing mentoring, training, and continuous professional development to support early-career teachers in strengthening their competence, confidence, and long-term effectiveness in the teaching profession.

Table 2. Profile of the Respondents

Age	Age Bracket	Frequency	Percentage
	20-29 years old	80	58%
	30-39 years old	32	23%
	40-49 years old	15	11%
	50 years old and above	10	7%
Total		137	100%
Civil Status	Status	Frequency	Percentage
	Single	83	61%
	Married	49	36%
	Separated	1	1%
	Widowed	4	3%
Total		137	100%
Type of School	Type	Frequency	Percentage
	Small	27	20%
	Medium	63	46%
	Large	41	30%
	Mega	6	4%
Total		137	100%
Years in Service	No. of Years	Frequency	Percentage

	1-5 years	30	22%
	6-10 years	52	38%
	11-15 years	33	24%
	16-20 years	11	8%
	21 years and above	11	8%
Total		137	100%
Educational Attainment	Level	Frequency	Percentage
	Bachelor's Degree	31	23%
	Master's Degree (Unit)	39	28%
	Master's Degree (CAR)	30	22%
	Master's Degree Graduate	26	19%
	Doctor's Degree (Units)	11	8%
Total		137	100%

The table presents the demographic profile of the respondents in terms of civil status, type of school, years in service, and educational attainment. The results show that the teachers came from different personal and professional backgrounds, reflecting the diversity of educators in Talacogon West District. Understanding these characteristics is important because they provide context on how teachers perform their duties and manage both instructional and ancillary responsibilities in their respective schools.

Table 3 presents the level of academic excellence of teachers across the identified indicators of teacher trainings, student performance, instructional effectiveness, assessment and evaluation, and classroom management. The findings generally indicate that the respondents demonstrated a high degree of competence and professionalism in carrying out their instructional responsibilities, reflecting their commitment to maintaining quality educational practices despite the demands associated with both teaching and ancillary functions.

Table 3. Level of Academic Excellence of Teachers

Parameters	Mean	Adjectival Rating
Teacher Trainings	4.045	Very Excellent
Student Performance in Local and National Assessment	4.076	Very Excellent
Instructional Effectiveness	3.946	Very Excellent
Assessment and Evaluation	3.966	Very Excellent
Classroom Management	4.006	Very Excellent
Overall Mean	4.008	Very Excellent

Among the indicators, student performance in local and national assessments emerged as the most emphasized area, reflecting teachers' strong focus on learner achievement as a central goal of instruction. This suggests that teachers consistently prioritize monitoring student progress and applying appropriate instructional adjustments to support learning outcomes. Even with the presence of multiple workload demands, the emphasis on assessment results indicates a sustained commitment to ensuring that learners meet expected competencies.

CONCLUSION

The study concludes that the teacher-respondents are predominantly young and professionally active educators who continue to pursue academic and career advancement. Their profile reflects a workforce committed to continuous professional growth while managing increasing instructional and non-instructional responsibilities.

Teachers demonstrated a high level of academic excellence across all measured domains, indicating strong professional competence and commitment to quality education. Student performance emerged as the strongest

indicator of academic excellence, suggesting that teachers remain effective in supporting learner achievement despite workplace demands.

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