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## ANCILLARY TASKS AND THEIR INFLUENCE ON TEACHER STRESS AND BURNOUT LEVELS IN DAMULOG NORTH AND SOUTH DISTRICT

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**Article Received: 21 February 2026**

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**Article Revised: 11 March 2026**

Master of Arts in Teaching major in Social Studies Valencia Colleges (Bukidnon)

**Published on: 31 March 2026**

Incorporated Hagkol, Valencia City.

DOI: <https://doi-doi.org/101555/ijrpa.4182>

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### ABSTRACT

This study examined the level of ancillary tasks performed by teachers in the Damulog North and South District and investigated their relationship with teacher stress and burnout. Specifically, it assessed stress and burnout in terms of emotional exhaustion, personal accomplishment, and depersonalization. A descriptive-correlational research design was employed to determine whether a significant relationship exists between the extent of teachers' involvement in ancillary tasks and their stress and burnout levels. The respondents were 120 regular, full-time public elementary school teachers with at least one year of teaching experience during the School Year 2025–2026. Purposive sampling was utilized. Data was collected using a researcher-developed structured questionnaire consisting of three sections: ancillary tasks, teacher stress, and teacher burnout based on the Maslach Burnout Inventory framework. Responses were measured using 5-point Likert scales. The instrument demonstrated high reliability, with a Cronbach's alpha coefficient of 0.870. Statistical analyses included mean, standard deviation, and Pearson Product-Moment Correlation Coefficient. Findings revealed that teachers performed a very high level of ancillary tasks. However, teachers exhibited low levels of emotional exhaustion and depersonalization, alongside a high level of personal accomplishment. Moreover, results showed no significant relationship between the extent of ancillary task involvement and teachers' stress and burnout levels. The study concluded that although ancillary tasks constitute a substantial part of teachers' workload, these responsibilities do not directly contribute to stress or burnout among teachers in the district. It is recommended that teachers sustain effective coping and

time-management strategies, school administrators ensure equitable task distribution and institutional support, and future researchers explore other factors influencing teacher stress and burnout across different contexts.

**KEYWORDS:** *Ancillary Task, Teacher Stress, Burnout.*

## **INTRODUCTION**

Education in the Philippines continues to evolve in response to the increasing demands of academic excellence, institutional accountability, and holistic learner development. Within this context, teachers are expected not only to deliver quality instruction but also to perform numerous ancillary tasks that extend far beyond the classroom. These responsibilities—ranging from administrative work, documentation, and committee memberships to school programs and community outreach—are essential for the smooth operation of schools. However, the burden of these additional assignments can overwhelm teachers, potentially heighten their stress levels and accelerate the risk of burnout.

In many public-school districts, where staffing shortages and resource constraints are common, teachers are often compelled to assume multiple roles in addition to their regular teaching load. While these tasks fulfill the administrative and operational needs of schools, they demand time, energy, and emotional resources that could otherwise be devoted to lesson planning, instructional improvement, and learners support. This dynamic raise pressing concerns about how the increasing scope of non-instructional duties contributes to teacher stress, emotional exhaustion, and professional disengagement.

Educators and school leaders have voiced concerns about the unintended consequences of task overload. Teachers who experience role strain often exhibit heightened stress, diminished job satisfaction, and early symptoms of burnout. Burnout, characterized by emotional exhaustion, depersonalization, and a reduced sense of accomplishment, threatens not only teacher well-being but also the sustainability of the teaching profession itself. In environments where resilience and instructional quality are essential, excessive ancillary responsibilities can undermine teachers' capacity to remain motivated, productive, and mentally healthy.

Recent studies underscore the urgency of this issue. De Jesus and Pascual (2022) found that administrative overload in rural schools significantly reduced teacher morale and contributed to stress. Ramos et al. (2023) reported that juggling classroom instruction with paperwork weakened teachers' ability to engage with learners and added to emotional fatigue. Similarly,

Tan and Cruz (2024) emphasized that heavy administrative burdens are strongly correlated with teacher burnout, highlighting the need for institutional safeguards to protect teacher well-being. Valdez and San Jose (2021) likewise observed that misaligned ancillary duties erode teachers' professional identity, creating inefficiencies and emotional strain.

Despite these insights, limited systematic research has examined the direct link between ancillary workload, teacher stress, and burnout, particularly in geographically and economically challenged districts. Addressing this gap is critical to informing education policies, workload distribution strategies, and wellness initiatives that safeguard both instructional quality and teacher health.

This study seeks to determine the common ancillary tasks performed by teachers in Damulog North and South District, measure the extent of their involvement in these tasks, and examine how such responsibilities influence their stress and burnout levels. By exploring these relationships, the study aims to provide evidence-based insights that can guide school heads, district supervisors, and policymakers in designing strategies that promote teacher well-being and ensure sustainable teaching practices in public schools.

### ***Theoretical Framework of the study***

This study is anchored on Role Strain Theory (Goode, 1960) and Maslach's Burnout Theory (Maslach & Jackson, 1981) to examine how the performance of ancillary tasks influences teacher stress and burnout levels in Damulog North and South District. Together, these theories provide a comprehensive perspective on how role overload, competing expectations, and prolonged work demands affect teachers' mental health and professional sustainability.

Role Strain Theory, developed by William J. Goode, explains that individuals occupying multiple roles may experience strain when the expectations tied to those roles are incompatible or overwhelming. For teachers, the dual responsibility of classroom instruction and numerous ancillary duties—such as administrative reporting, committee work, and program coordination—can exceed their available time, energy, or skills. This strain often manifests as stress, frustration, and diminished well-being. In this study, Role Strain Theory provides a sociological lens to understand how the growing burden of ancillary responsibilities heightens stress and sets the stage for burnout among teachers.

Maslach's Burnout Theory complements this framework by describing burnout as a multidimensional syndrome characterized by emotional exhaustion, depersonalization, and a reduced sense of personal accomplishment. When teachers are consistently overextended by non-instructional tasks, they are more likely to experience fatigue, emotional detachment

from their work, and a decline in their sense of efficacy. This theory explains how sustained exposure to excessive responsibilities without adequate support erodes teacher resilience, ultimately leading to burnout.

Integrating Role Strain Theory and Maslach's Burnout Theory, the study captures both the external pressures of role overload and the internal psychological consequences that teachers experience. This dual perspective enables a nuanced analysis of how ancillary tasks contribute to stress and burnout, highlighting the need for balanced workload distribution, institutional safeguards, and wellness-focused policies in public education systems. These theories guided the identification of variables, research design and interpretation of findings.

### ***Significance of the Study***

This study holds significant value in addressing the growing concern over teacher workload in the Philippine basic education system, particularly in public schools. By investigating the influence of ancillary tasks on teacher stress and burnout levels, the study provides evidence-based insights that can inform wellness initiatives, workload policies, and sustainable teaching practices.

To the learners indirectly benefit when their teachers experience lower stress levels and are less prone to burnout. A healthier and more motivated teaching workforce translates into a more positive classroom climate, sustained teacher engagement, and ultimately, better support for learners learning.

To the teachers would benefit from this study as it highlights how non-instructional responsibilities contribute to stress and burnout, which often go unnoticed in policy discussions. The findings may strengthen calls for workload rationalization and the promotion of wellness programs aimed at preserving teachers' mental health and professional sustainability.

To the Education Policymakers, particularly in the Department of Education (DepEd), may find this study useful in revisiting guidelines on ancillary assignments. Evidence on their link to stress and burnout can contribute to the creation of policies that not only regulate teacher workload but also prioritize mental health and retention within the profession.

To the School Heads and District Supervisors may use the results to evaluate current practices in task delegation and to design strategies that safeguard teacher well-being. This includes ensuring that non-teaching responsibilities are equitably distributed and that teachers receive adequate support to prevent emotional exhaustion and disengagement.

To the future Researchers and Academe may benefit by using this study as a foundation for future research on occupational stress, teacher well-being, and burnout prevention in educational settings. The results may also serve as a basis for comparative studies across districts or regions.

### ***Definition of Terms***

To provide clarity and ensure a common understanding of the key concepts used in this study, the following terms are operationally defined:

*Ancillary Tasks.* Ancillary tasks refer to the non-instructional responsibilities assigned to teachers aside from their primary teaching duties. In this study, these include administrative paperwork, documentation and compliance reporting, committee assignments, coordination of school programs and activities, student supervision, advisory roles, and other school-related operational tasks.

*Burnout.* Burnout is a psychological condition characterized by prolonged emotional and mental exhaustion resulting from continuous exposure to work-related stressors. In this study, burnout is examined through the dimensions of emotional exhaustion, depersonalization, and reduced personal accomplishment among teachers.

*Depersonalization.* Depersonalization refers to the development of negative, detached, or impersonal attitudes toward students, colleagues, or work responsibilities. In this study, it manifests as emotional distancing or reduced empathy arising from excessive workload and stress.

*Emotional Exhaustion.* Emotional exhaustion is the feeling of being emotionally drained, fatigued, and overextended due to work demands. In this study, it reflects teachers' depletion of emotional resources caused by heavy ancillary tasks and teaching responsibilities.

*Personal Accomplishment.* Personal accomplishment refers to a decline in a teacher's sense of competence, productivity, and achievement in their professional role. In this study, it is indicated by feelings of inefficiency and decreased effectiveness resulting from prolonged workload pressure.

*Teacher Burnout Levels.* Teacher burnout levels refer to the extent to which teachers experience burnout as measured through emotional exhaustion, depersonalization, and reduced personal accomplishment, based on the framework used in this study.

*Teacher Stress.* Teacher stress is a psychological and emotional response that occurs when teachers perceive that work demands exceed their available resources. In this study, stress

arises primarily from the accumulation of ancillary tasks alongside instructional responsibilities.

*Teacher Stress Levels.* Teacher stress levels refer to the degree of stress experienced by teachers because of workload intensity, time pressure, and emotional strain associated with ancillary and instructional duties.

### ***The Methodology***

This study utilized a descriptive-correlational research design to examine the influence of ancillary tasks on teacher stress and burnout levels. The descriptive component enabled the researcher to identify and categorize the common ancillary tasks assigned to teachers, as well as describe the extent of their involvement in these tasks. It also allowed for a clear presentation of the perceived levels of stress and burnout, providing a comprehensive profile of how teachers experienced and responded to ancillary duties.

Meanwhile, the correlational component of the research determined the relationship between the extent of ancillary task involvement and two dependent variables: (1) teacher stress and (2) teacher burnout levels. This approach was appropriate for assessing how variations in ancillary workload corresponded to differences in stress and burnout without manipulating conditions or introducing interventions.

### ***Research Locale***

This study was conducted in the Damulog North and South District, a public school district located in the Municipality of Damulog, Province of Bukidnon, Philippines. The district comprises several public elementary and secondary schools supervised by the Department of Education (DepEd), Division of Bukidnon. These schools are situated in rural and semi-rural communities, where teachers are often expected to take on multiple roles to sustain both instructional and non-instructional operations.

Damulog North and South District was chosen as the research locale because it authentically reflects the realities of rural public education in the Philippines, where limited manpower and scarce resources compel teachers to perform extensive ancillary functions. This setting provides a relevant context for exploring how non-teaching responsibilities contribute to teacher stress and burnout, as demands for clerical work, compliance tasks, and school-based projects are intensified by ongoing resource constraints.

Additionally, the accessibility of the locale to the researcher, along with the willingness of school administrators to cooperate, made it a practical and contextually significant site for

this investigation. Collaboration with local educators also enriched the findings, allowing for a thorough examination of how the challenges faced by teachers in this district impact their professional experience and well-being. This understanding is crucial for informing future policies aimed at alleviating the burdens on teachers in similar rural settings.

### ***Respondents of the Study***

The respondents of this study were composed of public elementary school teachers currently assigned in the Damulog North and South District under the Department of Education, Division of Bukidnon, for the School Year 2025–2026. Individuals were selected based on their dual engagement in instructional delivery and ancillary functions, making them directly relevant to the investigation of stress and burnout.

The study targeted regular, full-time classroom teachers with at least one year of teaching experience in their current assignment. This criterion ensured that participants had sufficient exposure to both teaching responsibilities and school-based tasks that may have contributed to stress and burnout. School administrators and non-teaching personnel were excluded, as the focus was limited to teachers balancing academic duties with operational responsibilities

### ***Sampling Procedure***

This study employed a total enumeration sampling technique, which involved including the entire population of qualified respondents within the Damulog North and South District. Total enumeration was deemed appropriate due to the manageable number of public-school teachers in the district and the need to obtain complete and representative data on their ancillary task involvement, as well as their levels of stress and burnout.

The researcher coordinated with the district office and individual school heads to obtain the official list of eligible teachers. All qualified participants who met the inclusion criteria—regular, full-time classroom teachers with at least one year of teaching experience in their current assignment—were invited to participate in the study. This approach ensured full coverage of the target population, enhanced the reliability of the findings, and strengthened the validity of conclusions drawn within the specific context of the district.

### ***Validation of the Research Instrument***

To ensure the accuracy, reliability, and appropriateness of the data-gathering tool, the researcher subjected the structured survey questionnaire to a thorough validation process prior to its administration. The validation process focused on three key aspects: content

validity, face validity, and reliability testing. The 30 respondents for the tryout were from Damulog Central Elementary School.

For content validity, the questionnaire was evaluated by a panel of experts composed of experienced educators, a school administrator, and a research methodologist. These validators assessed each item in terms of its clarity, relevance, and alignment with the study objectives. Items were checked to ensure that they adequately represented the three major variables of the study: ancillary tasks, teacher stress, and burnout levels based on Maslach's framework. Feedback from validators highlighted necessary revisions in wording to eliminate ambiguity and to make statements more contextually appropriate for public school teachers in Damulog North and South District. Suggestions also included the refinement of instructions and response options to avoid misinterpretation by the respondents.

Face validity was established through the review of the questionnaire's structure, layout, and overall readability. Validators confirmed that the survey items were organized logically, starting from the identification of ancillary tasks, moving to the measurement of stress, and culminating in the assessment of burnout. The use of a 5-point Likert scale was affirmed as appropriate, as it provided a balanced range of responses while minimizing neutral choices that may dilute the results. This ensured that respondents could express the extent of their experiences clearly and consistently.

### ***Research Instrument***

The primary research instrument of this study was a researcher-made structured survey questionnaire designed to collect quantitative data on the ancillary tasks performed by teachers and their influence on stress and burnout levels. The questionnaire was composed of three main sections, each aligned with the study's core variables.

The first section identified the common ancillary tasks performed by teachers in the Damulog North and South District and measured the extent of their involvement. It provided a checklist of typical non-instructional duties such as administrative paperwork, committee assignments, compliance reporting, coordination of school programs, and event management. Respondents indicated the frequency of their involvement in these tasks using a 5-point Likert scale ranging from "Very Low" to "Very High."

The second section measured teacher burnout, drawing on the framework of the Maslach Burnout Inventory (MBI) by Maslach and Jackson (1981). It assessed three dimensions: emotional exhaustion, depersonalization, and reduced personal accomplishment. Respondents

evaluated statements related to fatigue, detachment, and diminished professional efficacy using the same 5-point Likert scale.

To ensure validity and reliability, the questionnaire underwent expert validation and pilot testing before formal administration. Revisions based on feedback from validators and pilot participants were incorporated to refine items for clarity, accuracy, and consistency with the study objectives.

### ***Data Gathering Procedure***

The data gathering process for this study followed a systematic and ethically guided procedure to ensure the accuracy, reliability, and integrity of the information collected. The researcher began by securing formal approval from the Schools Division Office of Bukidnon and the respective school heads within the Damulog North and South District. This process included the submission of a formal request letter, the approved research proposal, and the validated survey questionnaire. Once approval was granted, the researcher coordinated with designated school focal persons to schedule the distribution and retrieval of the instrument.

Before administering the questionnaires, the researcher provided a short orientation to the respondents, either in person or through a written briefing. This orientation clarified the purpose of the study, highlighted its focus on ancillary tasks, stress, and burnout, and emphasized that participation was voluntary. Respondents were assured of confidentiality, anonymity, and the exclusive use of their responses for academic purposes.

Survey questionnaires were administered in printed format and distributed to all qualified teachers using a total enumeration approach. Clear instructions accompanied the instrument, and the researcher remained available to answer any clarifications to ensure proper completion of items. Teachers were given sufficient time—typically one to three days—depending on their schedules and teaching workloads. Completed questionnaires were then collected personally by the researcher or through a designated contact person to minimize loss and ensure completeness.

Once retrieval was completed, all responses were carefully compiled, encoded, and prepared for statistical analysis. Throughout the entire process, the researcher strictly adhered to ethical research standards, including informed consent, secure storage of completed instruments, protection of respondent identities, and the responsible use of collected data.

### ***Scoring Procedure***

To quantify the responses in this study, each item in the survey questionnaire was rated using a 5-point Likert scale, with corresponding numerical values assigned to each response option. This method enabled the transformation of teachers' perceptions into measurable data, allowing for statistical analysis of their involvement in ancillary tasks, as well as their reported levels of stress and burnout. Responses for each section (ancillary task involvement, stress, and burnout) were tabulated, and the mean score was computed to represent the overall tendency of responses for each variable and its sub-dimensions.

### ***Treatment of the Data***

To analyze the data gathered from the completed survey questionnaires, appropriate statistical methods were employed to address each of the research questions.

For the first problem, the data were analyzed using frequency counts and percentages to determine the distribution of ancillary tasks performed by teachers.

For the second problem, the responses were summarized using mean scores and standard deviations to measure the extent of teachers' involvement in ancillary duties.

For the third problem, the Pearson Product-Moment Correlation Coefficient (Pearson  $r$ ) was applied to test the significance, strength, and direction of the relationship between the extent of ancillary task involvement and teacher stress.

### ***FINDINGS***

The findings of the study were the following:

Level of ancillary tasks performed by teachers in Damulog North and South District was very high.

The level of teachers stress and burnout levels in terms of Emotional Exhaustion was low, in terms of Personal Accomplishment was high and in terms of Depersonalization was low.

There is no significant relationship between the ancillary task and the level of teacher stress and burnout.

### ***CONCLUSIONS***

Out of the findings of the study, the following were concluded:

Teachers in the Damulog North and South District perform a very high level of ancillary tasks. Non-instructional responsibilities are a substantial and routine part of their professional workload.

Despite the heavy involvement in ancillary tasks, teachers generally exhibit low levels of stress and burnout, as reflected in low emotional exhaustion and depersonalization, alongside a high sense of personal accomplishment.

Ancillary tasks cannot be associated with teachers' stress and burnout levels. It means that the extent of non-instructional duties does not directly contribute to psychological strain or burnout among teachers in the district.

### **RECOMMENDATIONS**

Based on the findings and conclusions of the study, these were recommended:

Teachers are encouraged to sustain effective coping strategies, time-management skills, and professional commitment that enable them to handle extensive ancillary tasks without experiencing high levels of stress or burnout. Continuous engagement in self-care practices and professional development activities may further strengthen their sense of personal accomplishment and well-being.

School administrators are encouraged to continue monitoring the distribution of ancillary tasks to ensure they remain manageable and equitable. Although these tasks are not significantly associated with stress and burnout, providing institutional support, clear role assignments, and opportunities for recognition can help maintain teachers' motivation and positive work experiences.

Future researchers are recommended to explore these factors in different settings to verify if they would obtain the same results. Examine also other factors that may influence teacher stress and burnout, such as organizational support, leadership style, work-life balance, or personal resilience.

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