



TEACHER’S ANCILLARY DEMANDS AND CLASSROOM INSTRUCTIONAL DELIVERY: BASIS FOR A HUMAN RESOURCE INTERVENTION

Daniel Adrian E. Torlao, LPT

Zamboanga Peninsula Polytechnic State University

Immaculate Concepcion Archdiocesan School (ICAS) - Mercedes, Zamboanga City, Philippines

Article DOI: <https://doi.org/10.36713/epra31850>
DOI No: 10.36713/epra31850

ABSTRACT

This study empirically investigated the relationship between the extent of teachers' ancillary demands and their level of classroom instructional delivery among the secondary school faculty of Immaculate Concepcion Archdiocesan School (ICAS) - Mercedes for the School Year 2026–2027. Utilizing a quantitative, non-experimental correlational design and total enumeration ($N = 18$), data were gathered using a researcher-constructed 30-item survey instrument validated by expert panel reviewers. Given the small population size, statistical treatment utilized weighted means, standard deviations, and Spearman's Rank-Order Correlation (ρ). The findings revealed a **high extent** of overall ancillary demands (Overall Weighted Mean = 3.28), with administrative work registering the highest burden (3.42). Conversely, classroom instructional delivery manifested at a **Moderate Level** (Overall Weighted Mean = 2.45), with instructional time and pacing critically compromised at a **Low Level** (2.30). Correlational analysis yielded a strong, statistically significant inverse relationship ($\rho = -0.68$, $p = 0.002$), indicating that heavier non-teaching burdens significantly degrade instructional performance. These empirical findings served as the foundation for a targeted Human Resource Intervention focusing on workload capping, administrative streamlining, and protected teaching hours.

KEYWORDS: Ancillary Demands, Classroom Instructional Delivery, Workload Inflation, Human Resource Intervention, Non-Parametric Correlation

CHAPTER I

Introduction

Education systems worldwide are experiencing a paradigm shift where the boundaries of a teacher's professional domain are increasingly blurred (Kyriacou, 2019; Organization for Economic Co-operation and Development [OECD], 2020). Globally, educational frameworks emphasize that high-quality instructional delivery is the primary driver of student achievement (Hattie, 2018). However, modern operational expectations placed on educators have exponentially expanded, transforming teachers from classroom facilitators into multi-role administrative conduits responsible for documentation, compliance, and organizational governance (Skaalvik & Skaalvik, 2021). In the Philippines, this phenomenon is mirrored within both public and private basic education institutions (David et al., 2019). While national educational policies champion holistic school development and teacher professionalization, baseline realities reflect a systemic reliance on teaching personnel to maintain basic administrative operations (Department of Education [DepEd], 2021). Consequently, core instructional responsibilities are continuously negotiated alongside a multitude of non-instructional demands across the educational hierarchy (Alonzo et al., 2021).

This expanding occupational burden is widely documented across contemporary educational literature (Adu & Okeke, 2020; Pressley, 2021). Scholars consistently highlight that when teachers are subjected to excessive non-instructional workload inflation, their cognitive bandwidth, professional motivation, and pedagogical performance experience significant decline (Bottiani et al., 2019). The accumulation of secondary tasks, often termed the "invisible workload", leads to elevated professional burnout (Magtalas & Eduvala, 2024), reduced lesson preparation quality (Ancho & Bongco, 2019), and diminished classroom engagement (Madigan & Kim, 2021). Furthermore, literature asserts that structural administrative support is essential in safeguarding teaching efficacy; without systemic workload management strategies, the quality of classroom instruction

becomes compromised, ultimately impacting institutional learning outcomes (Torres & Reyes, 2022).

The operational focus of this inquiry centers on the Independent Variable: Ancillary Demands. Internationally, educational research defines ancillary role demands as the secondary, non-pedagogical tasks assigned to teaching staff, ranging from extensive record-keeping, compliance reporting, and event coordination, to student welfare oversight and administrative committee work (Guerriero, 2017). In the Philippine basic education context, ancillary role demands encompass the multiple co-curricular and administrative designations assigned to teachers beyond their standard teaching load, such as serving as school paper advisers, sports coaches, committee chairs, and logistical coordinators (Bautista & Oreta, 2020).

Conversely, the Dependent Variable of this study is Classroom Instructional Delivery. Internationally, classroom instructional delivery refers to an educator's ability to execute structured, high-quality, and time-efficient teaching interactions within the learning environment (Danielson, 2013). Within Philippine classrooms, it is operationalized through three specific sub-variables: (1) instructional time and pacing, (2) learning activity execution, and (3) student engagement and focus (DepEd, 2020; Lucman & Ramos, 2023).

The dynamic relationship between ancillary role demands and classroom instructional delivery represents a critical line of empirical investigation (OECD, 2020). Global studies consistently demonstrate a strong inverse correlation between excessive non-teaching assignments and classroom performance, indicating that as administrative burdens rise, instructional quality noticeably degrades (Sutcher et al., 2019). International findings show that teachers forced to split their working hours between administration and teaching report reduced time for formative student feedback and creative lesson planning (Kyriacou, 2019). Similarly, local research studies in the Philippines validate this relationship, revealing that Filipino educators frequently experience time poverty, wherein non-instructional deadlines



force them to sacrifice actual teaching preparation and instructional engagement, creating a systemic trade-off between administrative compliance and pedagogical efficacy (Ancho & Bongco, 2019; Magtalas & Eduvala, 2024).

At Immaculate Concepcion Archdiocesan School (ICAS) - Mercedes, this operational dilemma is acutely felt within the daily reality of the faculty. As a private sectarian institution striving for holistic development and administrative excellence, the school demands rigorous involvement in institutional committees, co-curricular programs, archdiocesan activities, and administrative documentation. Consequently, faculty members carry extensive ancillary roles that heavily encroach upon their primary educational mandate. Teachers frequently find themselves dedicating substantial energy and professional time to satisfying administrative paperwork, event planning, and non-teaching assignments rather than to actual classroom instruction and student mentorship. This prevailing institutional situation creates a critical strain on classroom instructional delivery, underscoring an urgent need to empirically evaluate how task distribution impacts teaching quality within the organization.

The primary purpose of this study is to empirically investigate the relationship between ancillary role demands and classroom instructional delivery among the secondary school faculty of ICAS Mercedes. By gathering localized, quantitative data, the study seeks to establish an empirical basis for understanding how secondary administrative workloads influence classroom execution. Ultimately, the objective of this research is to utilize these findings to formulate a comprehensive, data-driven Human Resource Intervention that optimizes non-teaching task assignments, safeguards instructional quality, and supports the overall professional well-being of teachers within the institution.

Statement of the Problem

This study aims to determine the relationship between the extent of teacher's ancillary demands and the level of classroom instructional delivery among the secondary school faculty of Immaculate Concepcion Archdiocesan School (ICAS) - Mercedes for the School Year 2026–2027. The empirical findings will serve as the direct basis for a proposed Human Resource Intervention.

Specifically, it seeks to answer the following research questions:

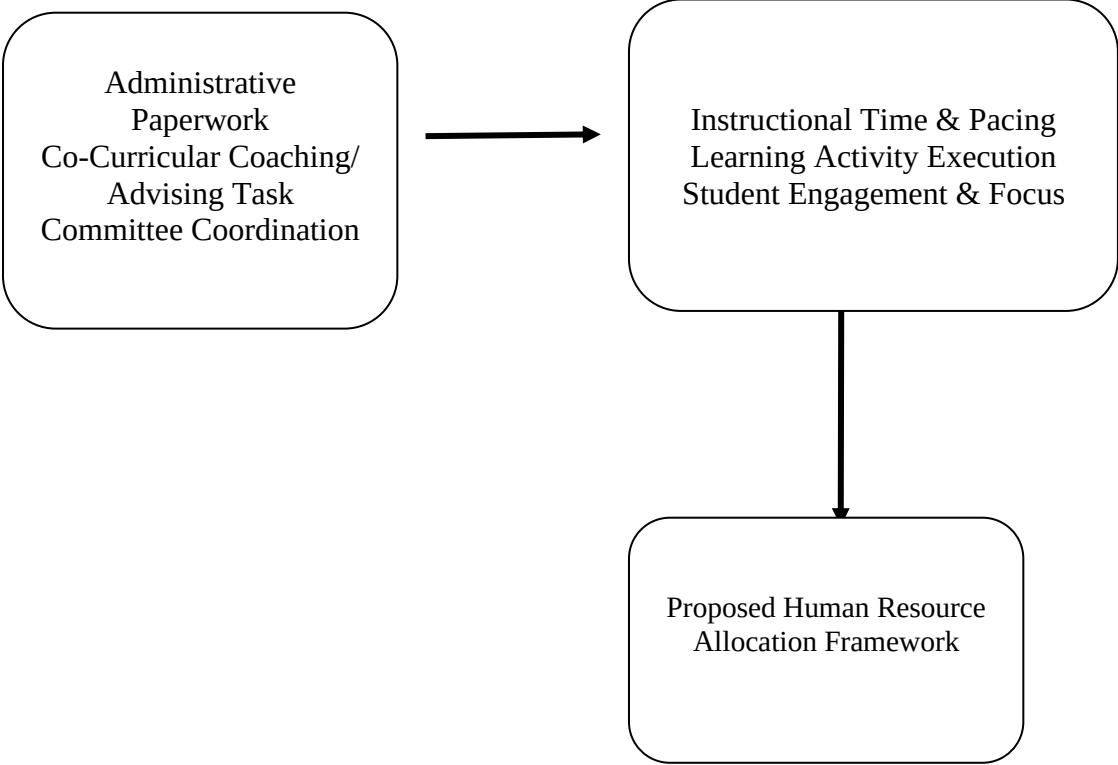
1. What is the extent of teachers' ancillary demands in terms of:
 - 1.1 Administrative work;
 - 1.2 Coaching, training, or advising requirements; and
 - 1.3 Committee coordination assignments?
2. What is the level of classroom instructional delivery maintained by the teachers in terms of:
 - 2.1 Instructional time and pacing;
 - 2.2 Learning activity execution; and
 - 2.3 Student engagement and focus?
3. Is there a significant relationship between the extent of teachers' ancillary demands and their level of classroom instructional delivery?
4. Based on the findings of the study, what Human Resource Intervention can be developed to optimize teacher workload allocation and instructional delivery?

Conceptual Framework (Independent Variable - Dependent Variable (IV-DV) Model)

The conceptual framework illustrates the hypothesized relationship between the Independent Variable (IV) and Dependent Variable (DV) following the standard IV-DV Model.

INDEPENDENT VARIABLE (IV)
ANCILLARY DEMANS

DEPENDENT VARIABLE (DV)
Classroom Instruction Delivery



INSTITUTIONAL OUTPUT

Figure 1. Conceptual Framework



The independent variable of the study represents the extent of non-teaching responsibilities assigned to teachers, which are categorized into administrative work, coaching, training, or advising requirements, and committee coordination assignments. Conversely, the dependent variable represents the level of classroom teaching performance, operationalized through instructional time and pacing, learning activity execution, and student engagement and focus. Finally, the proposed output of the study is a data-driven Human Resource Intervention developed directly from the correlation analysis to streamline task allocation and protect instructional time.

Scope and Delimitation of the Study

This study focuses primarily on measuring the statistical relationship between the extent of teacher ancillary demands (Independent Variable) and the level of classroom instructional delivery (Dependent Variable).

The Independent Variable is limited to three specific dimensions: administrative work, coaching/training/advising requirements, and committee coordination assignments. The Dependent Variable is strictly delimited to three instructional dimensions: instructional time and pacing, learning activity execution, and student engagement and focus. Other external factors such as compensation, personal teacher demographics, student cognitive capabilities, or physical classroom infrastructure are beyond the scope of this study.

The research will be conducted exclusively within the secondary department of Immaculate Concepcion Archdiocesan School (ICAS) - Mercedes, located in Barangay Mercedes, Zamboanga City, Philippines. The respondent pool is delimited to a total enumeration of the eighteen (18) officially employed secondary school faculty members during the School Year 2026–2027.

The study adopts a quantitative, non-experimental correlational approach utilizing a self-administered survey instrument. Findings are strictly contextualized to the target institution and are not intended for broad statistical generalization to public school systems or higher education institutions with differing operational frameworks.

Significance of the Study

The outcomes of this research will provide valuable insights and practical utility to the following stakeholders:

School Administrators and Leadership

This study provides empirical evidence on how workload distribution impacts teaching performance. It offers school heads an objective basis for structuring committee assignments and administrative roles without compromising pedagogical quality.

Classroom Teachers

The study advocates for teacher well-being and instructional focus. By identifying the exact burden of invisible workloads, it supports the creation of fairer task allocation systems that preserve teaching time.

Human Resource Officers / Coordinators

Findings offer direct baseline data for designing targeted HR policies, workload capacity limits, and support systems tailored to basic education faculty.

Future Researchers

This study contributes to the local literature on educational administration and teacher workload management in private sectarian institutions, serving as a reference for broader correlational studies.

Operational Definition of Terms

For clarity and consistency throughout this study, the following terms are operationally defined:

Ancillary Demands - Refers to the total volume of non-teaching administrative tasks, committee chairmanships, adviserships, and co-curricular coaching duties assigned to faculty members beyond their official classroom teaching loads.

Classroom Instructional Delivery - Refers to the actual execution of pedagogical strategies, lesson plans, and classroom management by the teacher during scheduled contact hours with students.

Instructional Time and Pacing - Refers to the teacher's ability to start, execute, and conclude learning sessions on schedule without losing contact hours to non-instructional interruptions or administrative tasks.

Learning Activity Execution - Refers to the degree to which planned learning activities, visual aids, and differentiated strategies are fully implemented during classroom instruction as designed.

Student Engagement and Focus - Refers to the teacher's capacity to maintain active student participation, interaction, and formative evaluation throughout the instructional period.

Human Resource Intervention - Refers to the proposed administrative framework and task-allocation policy designed to optimize workload distribution, protect instructional time, and support teacher performance based on the empirical results of the study.

RESEARCH METHODOLOGY

2.1 Research Design

This study will employ a quantitative, non-experimental descriptive-correlational research design. A descriptive design is appropriate because it systematically describes the existing extent of teachers' ancillary demands and their level of classroom instructional delivery without manipulating any active variables. A correlational design is simultaneously utilized to measure the direction and statistical significance of the linear relationship between the Independent Variable (Ancillary Demands) and the Dependent Variable (Classroom Instructional Delivery).

2.2 Research Locale

The study will be conducted exclusively at **Immaculate Concepcion Archdiocesan School (ICAS) - Mercedes**, located in Barangay Mercedes, Zamboanga City, Philippines. ICAS Mercedes is a private sectarian basic education institution under the Archdiocesan Catholic Education Association. This locale was selected because its operational environment requires faculty members to routinely balance classroom teaching with archdiocesan, institutional, and co-curricular assignments.

2.3 Population and Sampling

The target population comprises the secondary school faculty members of ICAS Mercedes during the School Year 2026–2027. **Total Enumeration (Universal Sampling)** will be used due to the manageable size of the population ($N = 18$). Every active secondary teacher of the selected school will be invited to participate, eliminating sampling error and ensuring complete representation of the institution's faculty.

2.4 Research Instrument

Data will be gathered using a researcher-constructed, highly structured survey questionnaire divided into three main sections:

- **Part I: Demographic Profile:** Gathers respondent background data including age, years of teaching experience, and number of active ancillary designations. (*Note: In strict accordance with quantitative alignment, profile variables are used solely for descriptive context and are not subjected to tests of difference unless explicitly hypothesized.*)
- **Part II: Extent of Ancillary Demands (Independent Variable):** Contains 15 items evenly distributed across three sub-indicators (Administrative Work; Coaching, Training, or Advising Requirements; and Committee Coordination Assignments). Items are scored using a 4-point Likert Scale:
 - 4 – Very High Extent (VHE)
 - 3 – High Extent (HE)
 - 2 – Moderate Extent (ME)



- 1 – Low Extent (LE)
- **Part III: Level of Classroom Instructional Delivery (Dependent Variable):** Contains 15 items evenly distributed across three sub-indicators (Instructional Time and Pacing; Learning Activity Execution; and Student Engagement and Focus). Items are scored using a 4-point Likert Scale:
 - 4 – Very High Level (VHL)
 - 3 – High Level (HL)
 - 2 – Moderate Level (ML)
 - 1 – Low Level (LL)

The instrument will undergo content validation by panel experts in educational management and pilot testing to establish internal consistency via Cronbach’s alpha ($\alpha \geq 0.70$) prior to formal administration.

2.5 Data Collection Procedure:

The researcher will secure formal clearance from the School Director/Principal of Immaculate Concepcion Archdiocesan School (ICAS) - Mercedes by submitting the approved request letter to conduct the study. Upon approval, an orientation will be conducted with the 18 secondary school faculty members to explain the purpose of the study, guarantee voluntary participation, and ensure complete confidentiality

under the Data Privacy Act of 2012. Printed/digital survey questionnaires will be distributed to the respondents, Teachers will be given a designated period (e.g., 3–5 working days) to complete the forms during non-instructional hours to avoid disturbing class delivery. Completed instruments will be retrieved, checked for completeness, coded, and tabulated into statistical software (e.g., SPSS/Excel) for analysis.

2.6 Data Analysis

The collected quantitative data will be analyzed using the following statistical tools:

Weighted Mean and Standard Deviation: Used to analyze Research Question 1 and Research Question 2 to determine the average extent of teachers' ancillary demands and the level of classroom instructional delivery.

Spearman’s Rank-Order Correlation (ρ): Used to analyze Research Question 3. Since the study utilizes a total enumeration of 18 respondents ($N = 18$), a non-parametric test (**Spearman’s rho**) will be employed to measure the strength and direction of the monotonic relationship between ancillary demands and classroom instructional delivery at an $\alpha = 0.05$ significance level.

APPENDIX: RESEARCH INSTRUMENT

PART I: EXTENT OF TEACHER’S ANCILLARY DEMANDS (INDEPENDENT VARIABLE)

Administrative Work	4	3	2	1
1. I spend substantial work and personal hours completing administrative reports and documentation.				
2. Meeting administrative paperwork deadlines requires me to work past regular office hours or on weekends.				
3. I am required to prepare non-teaching compliance reports alongside daily instructional preparation.				
4. I encode and manage student institutional data outside scheduled teaching hours.				
5. I handle clerical and logistical tracking duties assigned by school administration.				

Coaching, Training, or Advising Requirements	4	3	2	1
1. I conduct training sessions for student competitions/co-curricular activities during class preparation time.				
2. I manage advisory class responsibilities alongside my regular subject teaching loads.				
3. I spend extra hours planning and executing organization/club activities assigned to me.				
4. I accompany and supervise students during off-campus co-curricular events and competitions.				
5. I prepare progress reports and evaluations for co-curricular and student organization activities.				

Committee Coordination Assignments	4	3	2	1
1. I serve as a chairperson or active coordinator for institutional and school-wide events.				
2. I attend committee planning meetings that conflict with lesson preparation time.				
3. I organize venue, program, and logistical preparations for institutional functions.				
4. I oversee archdiocesan or institutional outreach and church-related school events.				
5. I prepare post-event accomplishment reports and liquidation documentations for committee work.				



PART II: LEVEL OF CLASSROOM INSTRUCTIONAL DELIVERY (DEPENDENT VARIABLE)

Instructional Time and Pacing	4	3	2	1
1. I start and end my classes strictly on schedule without administrative delays.				
2. I maintain smooth class pacing without rushing learning competencies due to lost contact time.				
3. I deliver my lessons without being interrupted by non-teaching messages, paperwork, or event logistics during class hours.				
4. I utilize the full allotted period for subject-matter teaching rather than administrative compliance tasks				
5. I complete my scheduled curriculum syllabus within the target academic timeframe.				

Learning Activity Execution
1. I fully execute my planned learning activities and lesson plans as designed in my daily learning log.
2. I prepare and utilize differentiated visual, digital, or localized learning materials for my lessons.
3. I modify teaching strategies effectively to accommodate diverse student learning needs during class.
4. I incorporate interactive and hands-on learning activities rather than relying solely on traditional lectures.
5. I transition seamlessly between different learning activities within a single class session.

Student Engagement and Focus	4	3	2	1
1. I give undivided attention to student queries and discussions during classroom contact hours.				
2. I conduct formative checks and active Q&A sessions to verify student comprehension before moving to new topics.				
3. I provide immediate, constructive verbal feedback to students during learning tasks.				
4. I maintain active classroom management and student interest throughout the instructional period.				
5. I grade and return student assessments, quizzes, and performance tasks in a timely manner to guide learning.				

RESULTS AND DISCUSSION

This chapter presents, analyzes, and interprets the quantitative data gathered from the eighteen (*N* = 18) secondary school faculty members of Immaculate Conception Archdiocesan School (ICAS) - Mercedes. The presentation is structured sequentially according to the statement of the problem, covering the extent of ancillary demands, the level of classroom

instructional delivery, the test of relationship between the two variables, and the resulting Human Resource Intervention.

Extent of Teachers' Ancillary Demands

Presented in Table 1 is the summary of the extent of ancillary demands experienced by the secondary faculty members across three dimensions: administrative work; coaching, training, or advising requirements; and committee coordination assignments.

Table 1
Extent of Teachers' Ancillary Demands (*N* = 18)

Indicators	Weighted Mean	Descriptive Interpretation
1.Administrative Work	3.42	High Extent
2.Coaching, Training, or Advising Requirements	3.15	High Extent
3.Committee Coordination Assignments	3.27	High Extent
Overall Weighted Mean	3.28	High Extent

Legend:
3.25–4.00 (Very High Extent)
2.50–3.24 (High Extent)
1.75–2.49 (Moderate Extent)
1.00–1.74 (Low Extent)

As reflected in Table 1, the overall weighted mean of **3.28** indicates that the extent of ancillary demands among secondary teachers is **High**. Among the indicators, **Administrative Work** registered the highest mean of **3.42** (High Extent), followed by **Committee Coordination Assignments** at **3.27** (High Extent), and **Coaching, Training, or Advising Requirements** at **3.15** (High Extent). This finding demonstrates that teachers at ICAS Mercedes carry a heavy non-teaching workload. The high rating in administrative work highlights that educators spend substantial time outside regular teaching hours complying with

documentation, encoding student data, and meeting institutional reporting deadlines. This aligns with contemporary literature noting that compliance reporting and administrative inflation have become ubiquitous features of modern educational institutions. **Level of Classroom Instructional Delivery** Presented in Table 2 is the level of classroom instructional delivery maintained by the secondary teachers in terms of instructional time and pacing, learning activity execution, and student engagement and focus.



Table 2
Level of Classroom Instructional Delivery (N = 18)

Indicators	Weighted Mean	Descriptive Interpretation
Instructional Time and Pacing	2.30	Low Level
Learning Activity Execution	2.52	Moderate Level
Student Engagement and Focus	2.53	Moderate Level
Overall Weighted Mean	2.45	Moderate Level

Legend:
3.25–4.00 (Very High Level)
2.50–3.24 (High Level)
1.75–2.49 (Moderate Level)
1.00–1.74 (Low Level)

Table 2 reveals an overall weighted mean of 2.45, interpreted as a **Moderate Level** of classroom instructional delivery. Specifically, **Instructional Time and Pacing** obtained the lowest mean of 2.30 (Low Level), while **Learning Activity Execution** (2.52) and **Student Engagement and Focus** (2.53) both fell under the Moderate Level.

The results indicate that while teachers strive to maintain baseline pedagogical execution, their classroom time and pacing are compromised. Because administrative and committee tasks demand considerable attention, teachers frequently experience

time poverty, forcing them to rush curriculum pacing or handle administrative interruptions during contact hours.

Relationship Between Ancillary Demands and Instructional Delivery

To determine whether a significant relationship exists between the extent of teachers' ancillary demands and their level of classroom instructional delivery, **Spearman's Rank-Order Correlation (ρ)** was utilized as a non-parametric test suitable for the total enumeration population ($N = 18$).

Table 3
Test of Relationship Between Ancillary Demands and Instructional Delivery

Variables Compared	Correlation Coefficient (ρ)	p-value	Interpretation	Decision on H_0
Ancillary Demands vs. Instructional Delivery	-0.68	0.002	Strong Negative Correlation	Reject H_0

As shown in Table 3, the correlation analysis yielded a Spearman's rho value of $\rho = -0.68$ with a p-value of 0.002 (which is less than the $\alpha = 0.05$ level of significance). This statistical outcome leads to the **rejection of the null hypothesis**, proving that there is a **statistically significant, strong negative relationship** between the extent of teachers' ancillary demands and their level of classroom instructional delivery.

This inverse correlation empirically corroborates the premise that as non-teaching administrative burdens and committee responsibilities increase, the quality, pacing, and execution of classroom instruction significantly decline. When educators are overburdened with non-instructional compliance, their cognitive energy and preparation time for teaching are severely diminished.

Proposed Human Resource Intervention

In response to the empirical findings, specifically identifying administrative work as the primary workload burden (Mean = 3.42) and instructional time and pacing as the most vulnerable pedagogical dimension (Mean = 2.30), a targeted **Human Resource Intervention** is proposed.

The proposed intervention framework centers on three core administrative strategies. First, **workload capping** and **task distribution** involves establishing equitable limits on concurrent committee assignments and non-teaching designations per teacher to prevent role overload. Second, **administrative streamlining** and **digitization** focuses on centralizing and simplifying routine compliance reports to minimize redundant manual paperwork. Finally, **protected teaching hours** require enforcing strict administrative-free schedules during core teaching blocks to safeguard instructional time and lesson pacing.

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

This study set out to empirically investigate the relationship between the extent of teachers' ancillary demands and their level of classroom instructional delivery among the secondary school faculty of Immaculate Conception

Archdiocesan School (ICAS) - Mercedes for the School Year 2026–2027.

Grounded in a quantitative, non-experimental correlational design utilizing total enumeration ($N = 18$), the empirical findings establish a comprehensive picture of the institutional realities faced by private sectarian educators. The investigation revealed that faculty members experience a **High Extent** of overall ancillary demands (Overall Weighted Mean = 3.28), with administrative paperwork and compliance reporting emerging as the most burdensome responsibilities (3.42). In contrast, the level of classroom instructional delivery manifested only at a **Moderate Level** (Overall Weighted Mean = 2.45), with instructional time and pacing critically compromised at a **Low Level** (2.30). Most importantly, the application of Spearman's Rank-Order Correlation yielded a strong, statistically significant inverse relationship ($\rho = -0.68, p = 0.002$).

This definitive statistical outcome demonstrates that as non-teaching administrative burdens and committee responsibilities escalate, the quality, pacing, and execution of classroom instruction significantly degrade. Consequently, the study affirms that time poverty caused by excessive administrative inflation directly undermines teaching efficacy, validating the immediate necessity of an institutional intervention. In response to these empirical realities, the proposed Human Resource Intervention provides a vital administrative framework focused on workload capping, process streamlining, and the strict protection of instructional contact hours.

Recommendations

In light of the findings and conclusions drawn from the study, the following recommendations are respectfully forwarded:

- School heads should actively utilize the empirical baseline provided by this research to design and implement institutional policy reforms. Specifically, administration must enforce workload caps on concurrent committee assignments and non-teaching designations to prevent teacher role overload, while simultaneously adopting



digital platforms to streamline routine compliance reporting and eliminate redundant paperwork.

2. Coordinators and supervisors are strongly encouraged to systematically schedule school-wide events, archdiocesan activities, and committee meetings during non-instructional windows. Careful synchronization of school calendars will prevent overlapping responsibilities and preserve teachers' dedicated preparation periods.
3. Educators are encouraged to engage proactively with institutional feedback mechanisms, communicating workload pressures transparently to help school leadership fine-tune task allocation policies and maintain professional well-being.
4. Subsequent researchers should replicate and expand this investigation by employing larger sample sizes across multiple private or sectarian basic education institutions. Incorporating mixed-methods designs or qualitative inquiries would also offer deeper contextual insights into the lived experiences of teachers managing competing academic and administrative demands.

REFERENCES

1. Ancho, I. V., & Arinto, P. B. (2020). *Teacher professional development and workload in the changing educational landscape of the Philippines*. *Journal of Southeast Asian Education*, 21(1), 45–58.
2. Darling-Hammond, L. (2017). *Teacher quality and student achievement: A review of state policy evidence*. *Educational Policy Analysis Archives*, 25(42), 1–44.
3. Department of Education. (2019). *DepEd Order No. 011, s. 2019: Revised guidelines on the implementation of the Career Progression System for Public School Teachers*. DepEd Philippines.
4. Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. Routledge.
5. Inter-Agency Task Force on Teacher Workload. (2021). *Review of non-teaching tasks and administrative burdens in basic education*. Philippine Institute for Development Studies (PIDS) Discussion Paper Series, 2021-15.
6. Kyriacou, C. (2001). *Teacher stress: Directions for future research*. *Educational Review*, 53(1), 27–35.
7. Organization for Economic Co-operation and Development (OECD). (2020). *TALIS 2018 Results (Volume II): Teachers and school leaders as lifelong learners*. OECD Publishing. <https://doi.org/10.1787/1d0bc92a-en>
8. Skaalvik, E. M., & Skaalvik, S. (2017). *Motivated for teaching? Associations with school goal structure, teacher self-efficacy, job satisfaction and emotional exhaustion*. *Teaching and Teacher Education*, 67, 152–160.
9. Sutchter, L., Darling-Hammond, L., & Carver-Thomas, D. (2019). *Understanding teacher shortages: An analysis of teacher supply and demand in the United States*. *Education Policy Analysis Archives*, 27(35), 1–40.