

Stress Management Coping Mechanisms and Performance of Technology Livelihood Education Teachers with Ancillary Tasks 123

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Abstract

Teachers play an important role in the lives of children. However, in recent years, teaching has become increasingly stressful. Teacher stress has been linked to poor teaching performance and poor academic outcomes of the students. While some ancillary tasks can contribute to a teacher's professional growth and the overall school environment, excessive non-teaching duties can lead to stress, burnout, and reduced instructional quality. Balancing these responsibilities requires efficient time management and institutional support to ensure that teachers can focus primarily on their core role and that is to educate and inspire learners. Hence, was conducted to determine and analyze the stress experienced by TLE teachers in Infanta, Real, and General Nakar districts in Schools Division of Quezon Province and how it affects to the performance of teachers. This study is vital to know the extent how this stress brought by ancillary task affects the performance of teachers inside the classroom and how they cope up with stress they experienced. Based on the result of the study, The study highlighted several significant findings regarding how TLE teachers with ancillary tasks manage stress and how it relates to their performance. It was found that these teachers commonly cope with stress through effective time management, maintaining a work-life balance, and seeking support from personal networks or professionals. Despite these efforts, many reported insufficient training and professional development in stress management. Among the coping strategies, time management was the most frequently used, while physical and social activities were the least utilized. Although the teachers' overall performance was rated as very satisfactory, statistical analysis revealed no significant direct effect of stress management and coping mechanisms on their performance. However, a notable relationship was observed between stress management and time management specifically. Furthermore, mediation analysis showed that coping mechanisms did not mediate the relationship between stress management and teacher performance. Qualitative data supported these findings, emphasizing the burdens and challenges stress imposes on teachers, as well as the importance of strategies like prioritization, collaboration, and engagement in supportive and social activities to maintain resilience and balance.

Keywords: Ancillary Task; Coping mechanism; Stress Management; Technology and Livelihood Education

1. Introduction

The primary role of teachers is to teach and impart knowledge and skills to the learners. They deliver quality basic education through effective instructional strategies and pedagogies. Teachers, in addition to facilitating learning, are important agents of socialization, assisting students in reaching their full potential and developing into responsible citizens. According to the 2017 Philippine Professional Standards for Teachers, educators are essential to the country's development. The Philippines can produce well-rounded students with 21st-century abilities, influenced by values, and capable of driving the country's development and growth with the help of excellent educators. The Department of Education divides classroom teachers into two groups: those without auxiliary functions and those with ancillary functions. This indicates that in addition to teaching, they also perform other classroom-related duties. A few of them hold positions such as Canteen Manager, Clinic In-Charge, Grade Level Coordinator, Club Moderator, and School Statistician.

As stated in the DepEd Memorandum No. 291, s. 2008, it states that, in the exigency of the service, teachers are instead assigned to actual teaching duties as the need arises. This legal basis entails that teachers may be given duties outside their actual teaching duties or load. While some ancillary tasks can contribute to a teacher's professional growth and the overall school environment, excessive non-teaching duties can lead to stress, burnout, and reduced instructional quality. Balancing these responsibilities requires efficient time management and institutional support to ensure that teachers can focus primarily on their core role, which is to educate and inspire learners.

Teachers' primary responsibility is to facilitate learning by designing and delivering engaging lessons that meet educational standards and cater to diverse learning needs. Beyond instruction, teachers assess student progress, provide feedback, and create a supportive classroom environment that fosters curiosity and growth. Additionally, they serve as mentors, guiding students in character development and life skills. Unsatisfactory relationships with administrators, colleagues, or students can increase stress, decrease job satisfaction, and decrease student commitment. As mentioned by Wettstein et.al (2021), compared to other occupations, teachers report higher levels of stress and psychosomatic diseases. The economy, student motivation, and teachers' health are all significantly impacted by stress. Hence, teaching is quite stressful because they must deal with learners with different attitudes and learning phases. In addition, they need to deal with the parents of the learners. They must study the lesson, make lesson plans and instructional materials, and even research and innovations to improve teaching. Likewise, the teachers are expected to perform functions other than teaching duties.

Because of the initiative of the Department of Education to remove unnecessary tasks for teachers, the Department released the DepEd Order No. 2, s. 2024 titled "Immediate Removal of Administrative Tasks of Public School Teachers". This policy is intended to free teachers from administrative duties so they can dedicate more time to teaching in the classroom, and it would assist in protecting and enhancing the welfare and well-being of public school instructors, enabling them to provide better instruction, which will ultimately result in high-quality learning for Filipino students.

That is why this study was conducted to determine and analyze the stress experienced by TLE teachers in Infanta, Real, and General Nakar districts in the Schools Division of Quezon Province and how it affects their performance. This study is vital to know the extent to which this stress brought by ancillary tasks impacts teachers' classroom performance and coping mechanisms for encountered stress.

1.1. Statement of the Problem

This study aimed to address the following issues to determine the performance and stress management coping strategies of TLE teachers:

1. What is the extent of stress management of TLE teachers with ancillary tasks?
2. What are the coping mechanisms of the TLE teachers with ancillary tasks?
3. What is the level of performance of the TLE teachers with ancillary tasks?
4. Is there a significant effect of stress management on the performance of the TLE teachers with the ancillary task?
5. Is there a significant effect of stress management on performance as mediated by coping mechanisms?
6. What do the TLE teachers with ancillary tasks experience the stress?
7. What are the strategies of the TLE teachers with ancillary?

1.2. Scope and Limitations

This study aimed to determine the Stress Management, Coping Mechanisms, and Performance of Technology and Livelihood Education Teachers with Ancillary. Specifically, this study sought to identify the level of stress management of TLE teachers with ancillary, determine the coping mechanism, and the level of

performance of teachers with ancillary. Moreover, this study sought to analyze whether there is a significant effect of stress management on the performance of the TLE teachers, with an ancillary and significant effect of stress management on performance as mediated by coping mechanisms. The researcher utilized quantitative approach that utilized descriptive-correlational research design. Moreover, the researcher also collected qualitative data through interview to learn more about TLE teachers coping strategies and stress management when they are given additional task. The respondents of this study are Teachers and Master Teachers from Real, Infanta, and General Nakar, Quezon who has ancillary task on top of their teaching loads. Data gathering were conducted in October 2024.

2. Methodology

The study is a mixed method – concurrent triangulation research that tends to predict outcomes between variables. The research was descriptive in nature employing qualitative and quantitative approaches. It is descriptive for this research describes “what is”. According to Vargas (2015), It includes describing, documenting, analyzing, and interpreting existing conditions. It looks for connections between current, unmanipulated data and entails comparison or contrast of any kind. Palispis (1991) as cited by Vargas (2015) Descriptive research involves more than just gathering and putting together data. Assessing the importance or meaning of what is being described is a component of it. As a result, description is frequently coupled with contrast and comparison, encompassing classifications, measurements, interpretation, and assessment. Quantitative techniques are used to gather data for descriptive study, which is then qualitatively presented.

The participants in this study were 30 selected T.L.E teachers of REINA with ancillary services. The researcher will give questionnaires and interviews to determine the result, in giving of questionnaire or survey though the use of Google Forms that send it to the respective respondents in REINA area. The participants were composed of REINA T.L.E teachers at the following schools, Langgas National High School (LNHS), Infanta National High School (INHS), Binulanan Integrated School (BIS), Paaralang Sekundarya ng Heneral Nakar Quezon (PSHN), Batangan National High School (BNHS), Ungos National High School (UNHS) with ancillary services.

To collect necessary data to the target respondents, the researcher developed and constructed two sets of research instruments. The first instrument was used to collect quantitative data to the participants to determine the extent of stress management of TLE teachers with ancillary task and coping mechanism of teachers who experienced stress. For stress management, there are 20 indicative statements that are answerable by strongly agree, agree, disagree, and strongly disagree. For coping mechanism, there are five (5) questions per category such as time management, work-life balance, support system, and for physical and social activities.

For the interview, the researcher constructed and developed a structured interview questionnaire to collect qualitative data. There are several questions in the interview to elucidates the stress experienced by teachers with ancillary task, their coping mechanisms, challenges and problems, and its effect to teaching and learning.

After the construction and development of the research instrument, it underwent to a series of reviews and editing by the panel of experts during the proposal defense. The researcher asked his adviser to critique the survey questionnaire for content validation. To ascertain content and construct validity, the questionnaire was administered to the respondents not part of the actual respondents of the study.

The researcher asked permission from the office of the school principal to allow her to conduct her study. Afterwards the researcher sent to the respondents the link to google form wherein the questions are answered by selected respondent of T.L.E teachers in REINA. Then she asked the principal, or the Teachers involved, to furnish her with a copy of their performance rating. After that the data gathered were tabulated, analyzed, and treated statistically.

The following statistical tools was used in this study to analyze and interpret the quantitative data gathered from the respondents.

Weighted Mean. It was used to determine the extent of stress management of TLE teachers with ancillary and the coping mechanism of teachers. To interpret the result of the weighted mean, appropriate verbal interpretation was utilized such as strongly agree, agree, disagree, and strongly disagree.

Mediation Analysis. A third variable known as a mediator (M) is employed in this statistical technique to explain how or why an independent variable (X) affects a dependent variable (Y). Mediation analysis investigates if X influences M, which influences Y, rather than only demonstrating that X impacts Y. This aids researchers in determining the mechanism or underlying process that underlies a relationship.

3. Results and Discussions

Table 1

Level of Agreement of Stress Management of TLE Teachers with Ancillary

Stress Management		Teachers	VI*	Master Teachers	VI*	Weighted Mean	VI*	Rank
1	The teachers have a good balance between their work and personal life.	3.38	Agree	3.50	Strongly Agree	3.44	Agree	1
2	The teachers regularly take breaks during the school day to manage their stress.	3.38	Agree	3.25	Agree	3.31	Agree	6.5
3	The teachers have effective strategies to handle classroom management issues and conflicts.	3.29	Agree	3.50	Strongly Agree	3.40	Agree	2
4	The teachers are supported by their colleagues and administration when dealing with work-related stress.	3.17	Agree	3.50	Strongly Agree	3.33	Agree	4
5	The teachers practice relaxation techniques, such as deep breathing or meditation, to manage stress.	3.13	Agree	3.25	Agree	3.19	Agree	11.5
6	The teachers find it easy to set boundaries between their work and personal life.	3.13	Agree	3.50	Strongly Agree	3.31	Agree	6.5
7	The teachers feel confident in my ability to manage their workload effectively.	3.13	Agree	3.50	Strongly Agree	3.31	Agree	6.5
8	When feeling overwhelmed, the teachers seek support from friends, family, or professionals.	3.21	Agree	3.50	Strongly Agree	3.35	Agree	3
9	The teachers have sufficient resources and tools to manage stress in the classroom.	2.92	Agree	3.25	Agree	3.08	Agree	17
10	The teachers find that their current stress management practices are effective.	3.08	Agree	3.25	Agree	3.17	Agree	13.5
11	The teachers can maintain a positive attitude even when facing challenging situations at work.	3.13	Agree	3.50	Strongly Agree	3.31	Agree	6.5
12	The teachers regularly evaluate and adjust their stress management strategies as needed.	3.08	Agree	3.00	Agree	3.04	Agree	18
13	The teachers feel that their workload is manageable and realistic.	3.00	Agree	3.50	Strongly Agree	3.25	Agree	9
14	The teachers receive adequate training and professional development on stress management techniques.	2.58	Agree	2.75	Agree	2.67	Agree	20
15	The teachers can manage my time and prioritize tasks to reduce stress effectively.	3.08	Agree	3.25	Agree	3.17	Agree	13.5
16	The teachers regularly reflect on their stress levels and take proactive steps to address them.	2.96	Agree	3.50	Strongly Agree	3.23	Agree	10
17	The teachers feel that their work environment is conducive to managing stress effectively.	2.96	Agree	3.25	Agree	3.10	Agree	16
18	The teachers can communicate their needs	3.13	Agree	3.25	Agree	3.19	Agree	11.5

	and concerns about stress to their colleagues and supervisors.							
19	The teachers have enough time to effectively complete their teaching duties and ancillary work.	3.00	Agree	3.25	Agree	3.13	Agree	15
20	The teachers feel that their work environment is conducive to managing stress effectively.	2.92	Agree	3.00	Agree	2.96	Agree	19
	AWM	3.08	Agree	3.31	Agree	3.20	Agree	

**Verbal Interpretation*

The table shows the extent of stress management of TLE teachers with ancillary tasks. Based on the table, the top three (3) stress management are items one (1), three (3), and eight, with an average weighted mean of 3.44, 3.40, and 3.35, respectively, that fall under the strongly agree category. On the other hand, the lowest three (3) indicators for stress management are items 12, 20, and 14, with an average weighted mean of 3.04, 2.96, and 2.67, respectively, that fall under the agreed category. The average weighted mean on the extent of stress management of teachers and master teachers with ancillary is 3.20, which falls under the agreed category.

The result indicates that they have a good balance between work and personal life, have effective strategies to handle classroom management issues and conflicts, and seek support from friends, family, or professionals when they feel overwhelmed. Because of the workload of teachers, particularly those with ancillary tasks, it is essential to balance work and personal life. Being too dedicated to work can cause stress and burnout; maintaining a healthy balance between work and personal life is essential for overall well-being, productivity, and happiness. A good balance allows individuals to recharge, spend quality time with loved ones, pursue hobbies, and care for their physical and mental health. This balance enhances job satisfaction, improves focus, and fosters a more fulfilling life, ultimately leading to long-term success and happiness in both personal and professional aspects. Moreover, Building strong relationships with students through respect, active listening, and positive reinforcement encourages cooperation and reduces conflicts. Addressing issues early, using de-escalation techniques, and promoting open communication can prevent minor problems from escalating. By maintaining a calm, fair, and flexible approach, teachers can create a supportive classroom atmosphere where students feel safe, respected, and motivated to learn. It will also lead to a stress-free classroom if the teachers know how to handle issues and conflicts.

On the contrary, the teachers experienced struggle in regularly evaluating and adjusting stress management strategies as needed, feeling that the work environment is conducive to managing stress effectively and receiving adequate training and professional development on stress management techniques. The school head and teachers need to regularly evaluate and make adjustments, when necessary, regarding stress management. It will help the teachers to know the extent of their stress management. In addition to this, the teachers wanted to have a conducive and stress-free learning and work environment. Lastly, the teachers should be trained in managing stress. The school head should develop a program among teachers where they will learn stress management and coping strategies.

The study on stress management among TLE teachers with ancillary tasks only implied that while many teachers have developed personal resilience and coping mechanisms, systemic gaps must be addressed. These gaps include regular evaluation of stress management strategies, perception of a conducive work environment, and adequate training. Teachers may continue to use ineffective strategies, leading to long-term burnout. School leaders must create a supportive infrastructure, foster a positive work culture, implement regular stress assessments, and offer targeted training programs. Addressing personal and institutional stress management dimensions can ensure teachers thrive in their roles. Based on the study of Rabago-Mingoa (2017), the researcher mentioned that too much stress among teachers might lead to the poor physical, mental, and emotional state of teachers and possibly affect teacher performance, teacher-student relationship, and/or, consequently, student performance. It is, therefore, necessary to quantify stress and identify potential areas of concern so environmental or personal changes can be necessary to improve stressful situations.

Table 2.
Coping Mechanism of TLE Teachers in terms of Time Management

TIME MANAGEMENT	Teachers	VI*	Master Teachers	VI*	Weighted Mean	VI*	Rank
1. The teachers prepare a to-do list from high priorities to low priorities.	3.29	Often	2.75	Often	3.02	Often	6
2. The teachers use their time to get things done according to schedule.	3.21	Often	3.75	Always	3.48	Often	3
3. The teachers submit their tasks on time to avoid overlapping activities.	3.38	Often	3.50	Always	3.44	Often	4
4. The teachers check their schedules to see if they miss some tasks they need to do.	3.29	Often	3.50	Always	3.40	Often	5
5. The teachers can adjust their schedule if urgent tasks are given to them.	3.46	Often	4.00	Always	3.73	Always	1
6. The teachers manage their time correctly.	3.38	Often	3.75	Always	3.56	Always	2
AWM	3.34	Often	3.70	Always	3.52	Always	

*Verbal Interpretation

Table two (2) shows the coping mechanism of TLE Teachers with Ancillary Tasks regarding time management. As reflected in the table, all indicators are described as often as rated by teachers. The average weighted mean is 3.70, described as often. On the other hand, items two, three, four, five, and six indicators are described by Master Teachers as Always. Item one (1) is described as often, and the average weighted mean of coping mechanism of Master Teachers in terms of time management is 3.70, which is described as often. Combining the weighted mean of teachers and master teachers in all of the indicators, items one (1), two (2), three (3), and four (3) describe as often while items five (5) and six (6) are described as always. The combined average weighted mean of teachers and master teachers in terms of time management is 3.52, which is described as always.

Based on the result, the coping mechanism of both teachers and master teachers is that they can adjust their schedule if urgent tasks are given to them, and they know how to manage their time correctly. The ability to adjust their schedule for urgent tasks and effectively manage time is a crucial coping mechanism for teachers with ancillary duties. Teachers often juggle multiple responsibilities, including lesson planning, grading, and administrative tasks, alongside their teaching duties. When unexpected tasks arise, their capacity to reorganize their schedule ensures that all responsibilities are met without compromising the quality of instruction. Effective time management allows them to allocate appropriate time for each task, preventing burnout and reducing stress. This coping mechanism also fosters resilience, helping teachers maintain a sense of control over their workload.

On the other hand, teachers often prepare to-do lists; they often use their time to get things done according to schedule, and they often submit their tasks on time. As a result, they experienced overlapping activities and often checked their schedule to see if they were given urgent tasks. If teachers do not engage in these time management practices, they may struggle with disorganization, inefficiency, and increased stress. Without preparing a to-do list, they might forget essential tasks or fail to prioritize effectively, leading to missed deadlines and unfinished work. Without using their time to complete tasks according to a schedule, they may fall behind on responsibilities, causing overwhelming work buildup.

Additionally, failing to submit tasks on time can lead to professional consequences, such as delays in school operations or negative evaluations from administrators. The absence of regular schedule checks for urgent tasks may result in last-minute rushes, increased errors, and difficulty handling unexpected responsibilities. Indeed, poor time management can lead to burnout and reduced teaching effectiveness, affecting both the teachers' well-being and their students' learning experience. Olivo (2021) supported the result of the study that time management is very much needed by teachers with piles of workload aside from classroom teaching. Teachers must manage their time wisely to achieve success and positive outcomes on learner performance.

Table 3
Coping Mechanism of TLE Teachers in terms of Work-Life Balance

Work-Life Balance		Teachers	VI*	Master Teachers	VI*	Weighted Mean	VI*	Rank
1.	The teachers spend time with their family and friends	3.13	Often	3.75	Always	3.44	Often	1
2.	The teachers went on some vacations to relax their bodies and minds.	2.54	Often	3.00	Often	2.77	Often	3
3.	The teachers are doing the task during their working hours only.	2.67	Often	2.75	Often	2.71	Often	4
4.	The teachers are bringing school-related tasks at home.	2.75	Often	3.50	Always	3.13	Often	2
5.	The teachers limit their work only in school.	2.42	Sometimes	2.00	Sometimes	2.21	Sometimes	5
AWM		2.70	Often	3.00	Often	2.85	Often	

*Verbal Interpretation

Table three (3) shows the coping mechanism of TLE teachers in terms of work-life balance. Based on the table, teachers rated items one (1), two (2), three (3), and four (4) as often, while item five (5) was rated as sometimes. The average weighted mean of teachers with ancillary tasks is 2.70, rated as often. On the other hand, items one (1) and four (4) are rated by master teachers as always, while items two (2) and three (3) are rated by master teachers as often, and lastly, master teachers rate item five (5) as sometimes. The average weighted mean of master teachers in terms of work-life balance is 3.00, which falls under the often category. Combining the weighted mean of TLE teachers and master teachers, items one (1), two (2), three (3), and four (4) are rated as often, while item five (5) is rated as sometimes. The combined average weighted mean is 2.85, which is interpreted as often.

It only connotes that both TLE teachers and master teachers with ancillary tasks often spend time with their family and friends, spend vacations to relax their bodies and minds, do the tasks during only their working hours, and often bring their school-related tasks at home. On the other hand, they sometimes limit their work in school. Spending time with their family and friends is one of the activities that shows work-life balance. As teachers, it is essential to have communication with their families to share what they feel share their emotions. It will help them ease the stress they experience at work.

Furthermore, having some vacation is quite expensive and teachers can have their vacation only at the end of the school. Teachers are not encouraged to go on vacation during school days because of teaching tasks. Due to the ancillary tasks of teachers, they bring their school work and deliverables just to finish the task; that is why they cannot limit their work to school alone.

The result only implies that teachers' frequent engagement in personal and recreational activities reflects a positive awareness of self-care and emotional well-being, reducing stress and preventing burnout. However, the blurring of work and personal life boundaries highlights systemic issues, potentially leading to chronic stress and reduced quality of life. If the organization does not create activities that tackle teachers' work-life balance, it will affect their performance because work-life balance is positively correlated to employee performance (Abdirahman, 2018). Thus, the Department of Education must pay attention to these aspects to aid educators in developing excellent working performances.

Table 4
Coping Mechanism of TLE Teachers with Ancillary Task in terms of Support System

Support System	Teachers	VI*	Master Teachers	VI*	Weighted Mean	VI*	Rank
1. The teachers talk to their families if they are stressed at work.	3.00	Often	3.00	Often	3.00	Often	1
2. The teachers share with my colleagues if there are problems at work.	2.96	Often	3.00	Often	2.98	Often	2
3. The teachers go to church if they experience stress at work.	2.96	Often	2.75	Often	2.85	Often	4
4. The teachers are reaching out to their mentors/superiors.	2.75	Often	3.00	Often	2.88	Often	3
5. The teachers consult with therapists/psychologists to help them process their feelings and manage stress at work.	1.67	Sometimes	1.00	Never	1.33	Never	5
AWM	2.67	Often	2.55	Often	2.61	Often	

Table four (4) shows the coping mechanism of TLE Teachers with ancillary task in terms of support system. Based on the table, both TLE teachers and master teachers with ancillary tasks rated items one (1), two (2), three (3), and four (4) as often, while for item five (5), teachers rated it as sometimes while master teachers rated it as never. The average weighted mean for a support system as rated by teachers and master teachers is 2.51, which falls under the often category.

The result shows that they often talk to their family members if stressed at work, share with their colleagues if there are problems, and often go to church if they experience stress. Likewise, they often talk to reach out to their mentor and superior if they experience stress at work. However, they never consulted a therapist or psychologist to help them manage stress at work. A strong support system is essential for teachers with ancillary tasks as it is a crucial coping mechanism in managing stress. Teachers often face heavy workloads, juggling instructional responsibilities with additional duties such as administrative work or committee roles. A reliable support network, whether from colleagues, administrators, family, or friends, helps alleviate pressure by providing emotional encouragement, assistance, and shared problem-solving strategies. Peer collaboration allows teachers to delegate tasks, exchange ideas, and gain more insight into managing their responsibilities. Support from administrators, such as clear expectations and workload adjustments, can also prevent burnout and foster a more positive work environment. Personal support from family and friends also offers emotional relief, allowing teachers to recharge and maintain a healthy work-life balance. Finally, a strong support system enables teachers to navigate challenges, reduce stress, and remain motivated to fulfil their teaching and ancillary duties efficiently.

The implication is strong that access to professional mental health treatments in the education system needs to be normalized and promoted, even though informal support networks are functional and widely used. Incorporating mental health awareness programs, providing private counselling services, and educating school administrators on how to spot stress and burnout are all things that schools and education departments should think about. The Department of Education can develop a more comprehensive and long-lasting strategy for teacher well-being by fortifying both official and informal support networks, which will ultimately improve the standard of instruction and the general atmosphere of the school. Johnson (2022) supported the claims that effective school support systems provide teachers with the necessary resources, opportunities, and collaborative structures to develop their teaching skills and competencies, ultimately enhancing their ability to critically analyze and apply them in their classrooms. One of the fundamental elements of effective school support systems is strong leadership practices and policies.

Table 5

Coping Mechanism of TLE Teachers with Ancillary Tasks in terms of Physical and Social Activities

Physical and Social activities	Teachers	VI*	Master Teachers	VI*	Weighted Mean	VI*	Rank
1. The teachers went to the gym after work to reduce stress and tension.	1.33	Never	1.50	Sometimes	1.42	Never	5
2. The teachers attend social gatherings with family or with my friends for me to take a break from work stress.	2.29	Sometimes	3.00	Often	2.65	Often	2
3. The teachers participate in Zumba or yoga classes to maintain a sense of calm and reduce stress.	1.42	Never	1.75	Sometimes	1.58	Sometimes	4
4. The teachers listen to music or watch movies to relieve stress.	2.96	Often	2.50	Often	2.73	Often	1
5. The teachers join sports activities such as basketball, volleyball, and other related sports activities.	2.04	Sometimes	1.25	Never	1.65	Sometimes	3
AWM	2.01	Sometimes	2.00	Sometimes	2.00	Sometimes	

Table five (5) shows the coping mechanism of TLE teachers with ancillary tasks in terms of physical and social activities. As shown in the table, TLE teachers with ancillary tasks rated items four (4) as often while items two (2) and five (5) as often. Lastly, items one (1) and three (3) are rated as never. The average weighted mean of teachers regarding physical and social activities is 2.01, which falls under the sometimes category. On the other hand, master teachers with ancillary tasks rated items two (2) and four (4) as often while items three (3) and five (5) as sometimes. Lastly, master teachers rated item one (1) as never. The average weighted mean for physical and social activities is 2.00, which falls under sometimes category. Combining the weighted mean of teachers and master teachers, items two (2) and four (4) are rated as often, items three (3) and five (5) are rated as sometimes, and item one (1) is rated as never. The combined average weighted mean for physical and social activities is 2.00, which falls under the sometimes category.

It only connotes that teachers usually listen to music or watch movies to relieve stress, and they attend social gatherings with family or friends to take a break from stress. They sometimes participate in Zumba or yoga activities to maintain a sense of calm, reduce stress, and join in sports activities such as basketball, volleyball, and other related sports. Participating in physical and social activities is a vital coping mechanism for teachers with ancillary tasks, helping them manage stress and maintain overall well-being. Physical activities, such as exercise, sports, or even simple movements like walking, help release endorphins, which reduce stress and improve mood. Regular physical activity also enhances energy levels and focus, enabling teachers to handle their workload more efficiently. Social activities, on the other hand, provide emotional support and a sense of belonging. Social interactions with colleagues, friends, or family allow teachers to share experiences, gain encouragement, and develop a positive mindset. Social connections also serve as an

outlet for expressing frustrations and finding solutions to work-related challenges. According to Mohan and Sharman (2024), Social support acts as a buffer against stress by offering encouragement, understanding, and practical assistance, helping teachers navigate challenges more effectively. Thus, social support is integral to a teacher's well-being and professional success. Fostering positive relationships among educators creates a supportive environment that benefits teachers individually and contributes to the educational community's overall success.

Table 6
Level of Performance of the TLE Teachers with Ancillary

Variable	Mean	StDev	Verbal Interpretation
Performance (Teachers I-III)	4.102	0.368	Very Satisfactory
Performance (Master Teachers)	4.625	0.088	Outstanding
Overall Performance	4.172	0.388	Very Satisfactory

Table six (6) shows the level of performance of the TLE teachers with ancillary tasks as reflected in their individual performance commitment and review form (IPCRF). The IPCRF is the performance evaluation tool the Department of Education uses to assess teachers' performance for one (1) school year based on their deliverables. As reflected in the table, teachers-respondents got a mean score of 4.102, which falls under the very satisfactory category. The performance of master teachers is 4.625, which falls under the outstanding category. It only connotes that for teachers, it indicates that they are performing well in their duties, meeting expectations with competence and effectiveness, though there may still be areas for improvement. For master teachers, it suggests that they excel in their roles, demonstrating a high level of proficiency in teaching and ancillary responsibilities. This difference in ratings may be attributed to the experience, skills, and leadership roles of master teachers, who typically have more expertise in balancing teaching with additional tasks. Their ability to manage workloads efficiently could be a factor in achieving outstanding performance. Meanwhile, the very satisfactory rating for teachers suggests that, while they are handling their ancillary tasks well, they might still face challenges in workload management, time efficiency, or adapting to additional responsibilities. The school heads can use this insight to provide further support, training, or workload adjustments to help teachers enhance their performance to an outstanding level and assist them in stress management. The same result was gathered based on Tutor and Elbanbuena's study (2024). The Findings revealed a significant correlation between ancillary services and teaching performance, with age, sex, educational attainment, and years of service playing crucial roles.

Table 7
Test for Significant Effect on Stress Management on the Performance of TLE Teachers with Ancillary

Variables	Estimate	Std. Error	z-value	p	Lower	Upper	Decision	Interpretation
Stress Management → IPCR Rating	0.209	0.245	0.852	0.394	-0.271	0.689	Failed to Reject Ho	Not Significant

Table seven (7) shows the test for the significant effect of stress management on teachers' performance with ancillary tasks. Based on the table, the estimated value is 0.209, and the z-value is 0.85. The p-value, 0.39, is greater than the 0.05 significance level; hence, the null hypothesis is rejected. Thus, the results suggest that while stress management is essential for overall well-being, it does not significantly impact the performance of TLE teachers with ancillary tasks in this study. This could mean that other factors, such as workload distribution, teaching strategies, administrative support, or personal resilience, might play a more dominant role in influencing their performance. Since the results indicate no significant effect, school heads and DepEd officials may need to explore other factors impacting teacher performance, such as workload reduction, professional development, or time management training, rather than focusing solely on stress management. Campoamor (2023) found that the extent of perceived ancillary services among elementary teachers in Candijay District was moderately evident, and their teaching efficiency was highly efficient.

Table 8
Effects of Coping Mechanism on Performance

Variables			Estimate	Std. Error	z-value	p	Lower	Upper	Decision	Interpretation
Time Management	→	IPCR Rating	-0.236	0.184	-1.283	0.199	-0.595	0.124	Failed to Reject Ho	Not Significant
Work-Life Balance	→	IPCR Rating	0.07	0.185	0.38	0.704	-0.293	0.434	Failed to Reject Ho	Not Significant
Support System	→	IPCR Rating	-0.007	0.143	-0.047	0.962	-0.286	0.273	Failed to Reject Ho	Not Significant
Physical and Social Activities	→	IPCR Rating	0.057	0.136	0.422	0.673	-0.209	0.323	Failed to Reject Ho	Not Significant

The data shows the effects of coping mechanisms on the performance of TLE teachers with ancillary tasks. Based on the table, time management, work balance, support system, and physical and social activities and their effect on the performance of teachers based on the Individual Performance Commitment and Review Form (IPCRF). The p-values show 0.199, 0.704, 0.962, and 0.673, respectively. The null hypothesis is accepted since the p-values are greater than 0.05 significance level. Hence, the coping mechanism does not significantly affect teachers' performance with ancillary tasks. This means that their performance evaluations remain unaffected even if teachers engage in these coping strategies. It only implies that other factors may play a more substantial role in determining performance outcomes, particularly those other coping mechanisms the teachers are doing, which are not stated in this study. These findings suggest that coping mechanisms are valuable for personal well-being but may not directly impact formal performance evaluations. It may also be helpful to assess performance using different measures beyond IPCR, such as classroom effectiveness, student feedback, or peer evaluations, to understand teacher performance better.

It only implies that while coping mechanisms are essential for sustaining teachers' health and motivation, their impact may not be immediately visible in standardized performance reviews. This suggests a need for more holistic evaluation frameworks incorporating qualitative feedback, peer assessments, student outcomes, and classroom observations. By broadening the lens through which teacher performance is assessed, schools can better recognize the value of emotional and psychological well-being in sustaining long-term professional effectiveness. As Suttles (2024) mentioned, schools can support teachers' well-being and resilience by offering mental health resources, such as counseling services, mindfulness programs, or stress management workshops, ultimately promoting a more equitable and just educational environment. Additionally, providing these resources can help reduce disparities in mental health access and outcomes, ensuring that all teachers have the support they need to thrive in their profession.

Table 9
Effects of Stress Management on Coping Mechanism

Variables		Estimate	Std. Error	z-value	P	Lower	Upper	Decision	Interpretation
Stress Management	→ Time Management	0.74	0.22	3.362	< .001	0.309	1.171	Reject Ho	Significant
Stress Management	→ Work-Life Balance	-0.036	0.258	-0.141	0.888	-0.541	0.469	Failed to Reject Ho	Not Significant
Stress Management	→ Support System	0.272	0.321	0.848	0.397	-0.357	0.902	Failed to Reject Ho	Not Significant
Stress Management	→ Physical and Social Activities	0.106	0.289	0.367	0.714	-0.46	0.672	Failed to Reject Ho	Not Significant

The data shows the effects of stress management on the coping mechanism of teachers. As reflected in the table, stress management and time management got a p-value of 0.001, which is lower than the 0.05 significance level. Thus, the null hypothesis is hereby rejected. This means that as teachers improve their stress management strategies, their ability to manage time effectively also improves. The optimistic estimate suggests that better stress management leads to better time management skills because individuals who regulate stress well can prioritize tasks, maintain focus, and efficiently allocate time for work and personal responsibilities. Since the confidence interval (0.309 to 1.171) does not include zero, this confirms the statistical significance of the relationship.

On the other hand, when work-life balance, support system, and physical and social activities were tested for stress management, the p-values were 0.888, 0.397, and 0.714, respectively, which is higher than the 0.05 significance level. Hence, the null hypothesis is hereby accepted. This means that managing stress does not necessarily translate into maintaining a balanced personal and professional life, seeking support from others, or engaging in social and physical activities. The confidence intervals for these variables include zero, further reinforcing the lack of significance.

These findings suggest that while stress management is crucial in improving time management, it does not necessarily affect other coping mechanisms. This could mean teachers develop time management skills to respond to stress directly but do not necessarily change their overall lifestyle, support networks, or social engagement. Future research could explore other factors that influence coping mechanisms, such as personality traits, institutional support, or workload distribution, to understand better how teachers develop effective strategies to handle stress. It only implies that while stress management is a critical skill that can enhance specific coping strategies like time management, it is not a universal solution for all aspects of teacher well-being. Therefore, interventions to support teachers should adopt a multifaceted approach, combining stress management training with organizational support, professional development, and opportunities for social engagement to address the diverse challenges teachers face holistically. Based on the result of the study of Pagulong and Bulilawa (2021), the researcher concluded that there are no respondents. It is also concluded that male and female teachers react similarly to the encountered stressors and the exact coping mechanisms used except for physical coping.

Table 10
Significant Effect of Stress Management on Performance As Mediated by Coping Mechanism

Independent Variable		Mediating Variable		Dependent Variable	Estimate	Std. Error	z-value	p	Lower	Upper	Decision	Interpretation
Stress Management	→	Time Management	→	IPCR Rating	-0.174	0.145	-1.199	0.231	-0.459	0.111	Failed to Reject Ho	Not Significant
Stress Management	→	Work-Life Balance	→	IPCR Rating	-0.003	0.019	-0.132	0.895	-0.04	0.035	Failed to Reject Ho	Not Significant
Stress Management	→	Support System	→	IPCR Rating	-0.002	0.039	-0.047	0.962	-0.078	0.074	Failed to Reject Ho	Not Significant
Stress Management	→	Physical and Social Activities	→	IPCR Rating	-0.006	0.022	-0.277	0.782	-0.037	0.049	Failed to Reject Ho	Not Significant

The table shows the effect of stress management on performance as mediated by coping mechanisms. The result indicates that stress management does not significantly affect teachers' IPCR ratings when mediated by coping mechanisms such as time management, work-life balance, support systems, and physical and social activities. The p-values are 0.231, 0.895, 0.962, and 0.782, which are greater than the 0.05 significance level, leading to the failure to reject the null hypothesis for all mediation pathways. This suggests that while stress management may play a role in teachers' coping strategies, these mechanisms do not directly influence their formal performance evaluations as measured by the IPCR rating.

This may imply that other factors, such as workload, institutional policies, administrative expectations, or subjective rater biases, influence performance evaluations. The findings also connote that while coping mechanisms may benefit teachers' well-being and day-to-day activities, they do not significantly impact their performance, as indicated in their IPCR ratings. The researcher may explore other potential mediators to understand better what factors contribute to teacher performance in performance evaluation systems. The result of the study is parallel with the study of Limbo et al. (2024), that coping mechanisms were found to be important indicators of stress. Lower stress levels were linked to more constructive coping mechanisms. These results emphasize how crucial healthy coping mechanisms are for stress management and mental health promotion.

Table 11
Discovering the Stress Experienced by TLE Teachers with Ancillary

Discovering the Stress Experienced by TLE Teachers with Ancillary		
Codes	Sub-Themes	Theme
Quality of Teaching and Learning Outcome	Affecting the Teaching and Learning Process	Discovering the Stress Experienced by TLE Teachers with Ancillary
Instructional Effectiveness and Preparation		
Tiredness	Additional Burdens and Struggles	
Stressful		
Workload management	Maintaining Balance and Resilience in Teaching and Ancillary Work	
Mindset Control		

The table shows the themes, sub-themes, and the codes. The central theme elucidates the stress experienced by TLE teachers with ancillary tasks. It also reflects teachers' dual burden, balancing instructional duties with additional non-teaching tasks the school assigns. Handling teaching and ancillary tasks can lead to stress, especially when expectations are high, and support is limited. The workload may overwhelm teachers, leading to burnout or decreased motivation for their teaching duties. Some sub-themes surfaced, affecting teachers' teaching and learning process, additional burdens and struggles, and maintaining balance and resilience in teaching and ancillary work. Tutor and Elbabuena (2024) further reiterated those teachers often execute a wide range of tasks beyond the four corners of the classroom. These teachers are committed to

ancillary responsibilities. Ancillary services include a vast range of work, such as administrative tasks, coordinatorship/chairmanship, and other school-related engagements that may be performed in addition to regular teaching loads.

Sub-Theme 1. Affecting Teaching and Learning Process of Teachers

Stress caused by ancillary tasks significantly impacts the teaching and learning process by affecting a teacher's efficiency, instructional quality, and overall well-being. When teachers are burdened with non-teaching responsibilities such as administrative work, coordinatorship, and committee duties, their primary role in the classroom suffers. Schools can help by distributing ancillary work more equitably, providing better time management solutions, and acknowledging the extra effort teachers put into balancing multiple roles. Recognizing TLE teachers' challenges with ancillary work is essential in fostering a healthier and more productive teaching environment. Necessary codes were extracted to show how stress affects the teaching and learning process, such as the quality of teaching and learning outcomes and instructional effectiveness and preparation.

Quality of Teaching and Learning Outcome highlights how additional non-teaching responsibilities impact instructional quality and student learning. To maintain high-quality education, schools must ensure a manageable teacher workload, provide adequate support, and recognize the importance of balancing teaching responsibilities with administrative tasks. A well-supported teacher can focus more on instruction, leading to better student learning outcomes and overall educational success. The stress can lead to reduced instructional preparation, limited student engagement, and decreased classroom management efficiency, ultimately affecting the quality of teaching. When teachers are mentally and physically exhausted, they may struggle to deliver well-structured lessons, provide individualized support, and implement innovative teaching strategies, which can hinder students' learning experiences. As shared by the participants:

"You are torn between delivering high-quality lessons to your students and fulfilling the demands of your ancillary duties..." (T1)

"Ancillary work sometimes reduces the time available for lesson preparation, requiring me to manage priorities to maintain teaching quality carefully." (T15)

"can negatively influence both the quality of teaching and the learning outcomes for students." (T19)

Instructional Effectiveness and Preparation. One significant effect is the quality of instructional preparation and effectiveness. Ancillary tasks consume valuable time that could have been used for lesson planning, material development, and student engagement. As a result, teachers may rush through lesson plans, leading to less structured and interactive classes, ultimately affecting student comprehension and learning outcomes. Teachers overwhelmed with ancillary duties may have less time for lesson planning, instructional material development, and student assessment. As shared by the participants:

"It often leads to time constraints and fatigue, which can affect lesson planning and teaching effectiveness." (T13)

"affecting the instructional effectiveness and emotional stress" (T14)

"Ancillary work consumes a lot of time that I could have used to prepare lessons or address my students' needs" (T22)

"Ancillary work takes time away from instructional preparation and student engagement." (T27)

Sub-Theme 2. Additional Burdens and Struggles

The sub-theme shows the stress experienced by teachers with ancillary. For them, it is an additional burden and struggle to them. Teachers are not only responsible for delivering quality education but there are other tasks given to them. These additional responsibilities create a significant workload, making it difficult for teachers to effectively balance their time between lesson preparation, student engagement, and school-related obligations. This struggle can also affect their work-life balance, as teachers may sacrifice personal

time to fulfill these extra duties. Codes to expound further on the sub-theme are tiredness and stress.

Tiredness is one of the experiences of TLE teachers with ancillary tasks. They feel tired because of these additional responsibilities beyond their actual teaching duties. As tiredness builds up, teachers may experience difficulty planning lessons, delivering engaging instruction, and paying attention to students. Exhaustion can lead to lower job satisfaction and burnout, causing teachers to feel demotivated and less passionate about their work. When teachers are well-rested and given adequate time to focus on their instructional duties, they can maintain high-quality teaching, foster student engagement, and contribute more effectively to the learning process. Based on the shared experiences of the participants:

"It sometimes affects my time, and sometimes it makes me feel tired." (T4)

"multiple responsibilities lead to mental and physical exhaustion, affecting teaching effectiveness." (T28)

"Extra responsibilities extend beyond work hours, reducing personal time and rest." (T30)

Stressful is also one of the experienced teachers with ancillary tasks. Stress from ancillary tasks affects teachers by creating mental strain, reducing efficiency, and disrupting their focus on both instructional and non-instructional responsibilities. The additional workload forces teachers to juggle multiple roles, often leading to feelings of being overwhelmed and constantly pressured. With limited time to balance teaching and administrative duties, they may struggle to meet deadlines, complete reports, and fulfill other school-related obligations, causing frustration and mental fatigue. Moreover, teachers under immense pressure may withdraw from collaborative efforts, mentorship, or professional development opportunities, limiting their growth and effectiveness. The exhaustion from constant stress can also spill into personal life, affecting sleep, family time, and overall well-being. As shared by the participants:

"canteen manager as my ancillary is full of stress" (T5)

"Juggling these extra responsibilities alongside teaching can heighten stress and fatigue" (T19)

"administrative tasks increase stress and exhaustion" (T26)

Sub-Theme 3. Maintaining Balance and Resilience in Teaching and Ancillary Work

The theme shows that given the ancillary task among TLE teachers. Though some teachers are experiencing stress, the sub-theme highlights the importance of effectively managing instructional responsibilities and additional school-related tasks while staying adaptable and motivated. Teachers with ancillary duties often face challenges in time management, workload distribution, and emotional well-being, making it essential to find strategies to maintain equilibrium between their core teaching role and extra responsibilities. Some teachers do their ancillary tasks on top of their actual beauties. Necessary codes surfaced to explain how teachers maintain balance and resilience in teaching and ancillary work, such as workload management and mindset control.

Workload Management is crucial in helping teachers handle their responsibilities effectively without feeling overwhelmed. Proper workload management allows teachers to distribute their time and energy efficiently, ensuring that their teaching duties and ancillary tasks are fulfilled without compromising their well-being or instructional quality. Moreover, workload management fosters resilience, enabling teachers to adapt to challenges, stay motivated, and sustain their passion for teaching despite demanding schedules. Teachers who develop healthy coping strategies and practical time management skills are better equipped to handle stress and maintain a positive mindset in their instructional and ancillary responsibilities. Based on the shared experiences of the participants:

"I can perform well through proper schedule do my tasks as early as possible so that my ancillary could not hinder my work as a classroom teacher." (T9)

"I have already adjusted to effectively managing it to avoid conflict with my teaching schedule." (T25)

Lastly is **mindset control**. It significantly influences their handling of workload challenges, stress,

and multiple responsibilities. Teachers who develop a positive and adaptable mindset are more likely to navigate the pressures of both instructional and ancillary duties without feeling overwhelmed. This does not mean ignoring challenges but developing a proactive and solution-oriented approach to managing responsibilities. Instead of feeling constantly drained by heavy workloads, teachers who practice self-awareness, stress management, and emotional regulation can maintain motivation, patience, and enthusiasm in both their teaching and additional tasks. Teachers who control their mindset are better equipped to handle these challenges without compromising their well-being or teaching effectiveness. As shared by the participants:

My ancillary doesn't affect my teaching in the classroom. (T6)

So what I did was not stress myself (T7)

I will not let it affect my work (T8)

Ancillary work does not affect my teaching schedule. (T24)

Table 12
Strategies for Stress Management among Teachers with Ancillary

Codes	Sub-Themes	Theme
Task Organization	Efficient Time Management and Prioritization	Strategies for Stress Management among Teachers with Ancillary
Strategic Planning		
Bond with Family Members	Having a Support System and Collaboration	
Collaborate with Colleagues		
Recreational Activities	Engaging in Physical and Social Activities	
Spiritual Activities		

The table shows the central theme, sub-theme, and the codes. The central theme shows the strategies for stress management among teachers with ancillary. Highlights the need for effective coping mechanisms to help teachers balance their primary teaching responsibilities and additional duties. These ancillary responsibilities often increase workload, leading to stress and burnout. Effective stress management strategies, such as time management, mindfulness, peer support, workload delegation, and self-care practices, can help teachers maintain their well-being and productivity. Schools and educational institutions also play a crucial role by providing supportive environments, professional development opportunities, and mental health resources. Sub-themes supporting the central theme are **efficient time management and prioritization, support system and collaboration, and engaging with physical and social activities.**

The same findings were derived from the study of Francisco et al. (2024), which mentioned that to alleviate burnout, teachers recommend strategies including collaborative support, employing time optimization, proactive problem-solving, prioritizing well-being maintenance, maintaining a positive mindset, and delineating work-life balance. This study underscores the necessity for systemic changes to ensure adequate support and resources for teachers, thereby improving their well-being and professional efficacy.

Sub-Theme 4. Efficient Time Management and Prioritization

The sub-theme emphasizes how important it is to plan tasks well to increase productivity and preserve balance in both personal and professional life. While prioritizing focuses on determining the most crucial and pressing duties, time management entails organizing, scheduling, and allocating time effectively to finish activities without delay. When combined, these abilities assist people in increasing their output, lowering their stress levels, and successfully achieving their objectives. Avoiding procrastination, meeting deadlines, and maintaining an organized workflow are all made possible by effective time management, which eventually boosts output and job satisfaction. Setting priorities helps avoid distractions and inefficiencies by ensuring that important tasks get the required attention. People can improve their productivity, preserve a positive work-life balance, and lessen burnout by applying techniques like goal-setting, task delegation, and time management tools. Codes that support the sub-theme are **task organization** and **strategic planning**.

Task organization is a crucial stress management strategy for teachers who handle teaching and ancillary responsibilities. Proper organization helps streamline workloads, prevent burnout, and ensure efficiency in fulfilling multiple roles. By systematically planning tasks, teachers can reduce anxiety and improve time management, allowing them to focus on essential duties without feeling overwhelmed. Effective task organization involves several key techniques, such as creating to-do lists, setting priorities, using digital tools like calendars and task management apps, and breaking large tasks into manageable steps. Categorizing tasks based on urgency and importance ensures that critical responsibilities are addressed first while minimizing last-minute stress. Based on the experiences of the participants:

I set my priorities of which task would come first. (T9)

Manage stress by staying organized, prioritizing tasks, and setting clear boundaries. (T13)

Setting clear priorities for tasks and organizing work (T17)

Prioritizing tasks and staying organized (T19)

Strategic Planning is a proactive approach that helps teachers with ancillary responsibilities manage their workload effectively, reducing stress and enhancing productivity. Effective strategic planning includes setting long-term and short-term objectives, prioritizing tasks based on urgency and importance, and creating structured schedules. Teachers can use tools such as planners, digital calendars, and task management apps to outline their responsibilities and deadlines. Additionally, breaking complex tasks into smaller, manageable steps and setting realistic timelines helps prevent overwhelming workloads.

Mindfulness and time management (T14)

I manage stress by organizing my tasks through a daily planner (T15)

setting a daily schedule (T22)

I create a structured schedule, setting priorities to balance teaching and ancillary tasks efficiently. (T26)

Sub-Theme 5. Having a Support System and Collaboration

The sub-theme highlights the vital role of interpersonal relationships and teamwork in helping teachers with ancillary responsibilities manage stress effectively. A strong support system, including colleagues, administrators, friends, and family, provides emotional encouragement, professional guidance, and practical assistance, helping teachers navigate their responsibilities less pressured. Collaboration further enhances stress management by promoting shared responsibilities, teamwork, and collective problem-solving, reducing the burden on individual teachers. Through open communication and mutual support, educators can create a positive work environment where challenges are addressed collectively, fostering professional growth and emotional well-being. Necessary codes surfaced, such as **bonding with family members** and **collaborating with colleagues**.

Bond with Family Members plays a crucial role in stress management for teachers with ancillary responsibilities, providing emotional support, stability, and a sense of belonging. The demands of teaching, combined with ancillary tasks such as administrative work and coordinatorship, can lead to stress and burnout. Spending quality time with family creates a supportive environment where teachers can share their challenges, seek encouragement, and momentarily detach from work pressures. Family meals, open conversations, or leisure outings foster relaxation and strengthen emotional resilience. This connection helps teachers maintain a healthy work-life balance, reducing feelings of isolation and reinforcing their motivation to fulfill their teaching duties and ancillary tasks. A strong family support system enhances mental well-being, ensuring teachers feel valued and re-energized. As shared by the participants:

Calling to my beloved wife to release my tension (T3)

take a break with family (T5)

I unload it through talking with my husband and family (T25)

Collaborating with Colleagues is an essential stress management strategy for teachers with ancillary responsibilities, as it promotes teamwork, shared workload, and professional support. Working

closely with colleagues fosters a sense of camaraderie, allowing teachers to share ideas, distribute responsibilities, and seek advice on managing challenges. Educators can develop more efficient teaching strategies through collaboration, improve time management, and create a positive work environment that reduces stress. Supportive professional relationships also encourage open communication, problem-solving, and emotional reassurance, making it easier for teachers to navigate their multiple roles.

Seeking advice from my principal and co-teachers (T3)

Laughing and coping up latest news with co-workers (T5)

I also seek support from colleagues and communicate with administrators when needed.

(T22)

Seek help from colleagues, share workloads, and collaborate on tasks to reduce stress

(T27)

Sub-Theme 6. Engaging in Physical and Social Activities

The sub-theme elucidates the importance of maintaining an active lifestyle and meaningful social interactions as effective stress management strategies for teachers with ancillary responsibilities. Physical activities like exercise, sports, or yoga help reduce stress, improve overall health, and increase energy levels. Likewise, participating in social activities, such as spending time with friends, joining professional networks, or engaging in community events, provides emotional support, fosters positive relationships, and creates a sense of belonging. These activities allow teachers to momentarily detach from work-related pressures, enhancing their mental well-being and work-life balance. Codes were extracted based on the participants' responses to support the central idea of the sub-theme. The codes are **recreational activities** and **spiritual activities**.

Recreational activities provide a good diversion from the pressures of their work and are a crucial stress-reduction tactic for teachers with ancillary duties. Teachers can unwind, rejuvenate, and enhance their general well-being by participating in sports, music, art, travel, or outdoor experiences. These activities can lower stress by encouraging physical activity, improving creativity, and fostering social interactions, all of which lead to a more balanced and satisfying life. In addition to promoting emotional resilience, recreational activities give teachers the energy and motivation to resume their teaching and ancillary responsibilities. Further lowering feelings of loneliness and burnout is the encouragement of socialization, teamwork, and a sense of belonging from engaging in group-based recreational activities. As stated by the participants:

Sometimes, join in other activities to feel relaxed (T5)

Listen to music and watch k drama (T7)

I also make time for short breaks and engage in creative activities like drawing (T13)

my stress management activities is watching basketball and movies. (T18)

I manage stress through exercise, mindfulness, or simple hobbies like listening to music (T29)

Spiritual Activities play a significant role in helping teachers with ancillary responsibilities manage stress by providing inner peace, emotional stability, and a sense of purpose. Engaging in prayer, meditation, mindfulness, or listening to Christian music allows teachers to reflect, find solace, and develop resilience against work-related pressures. These activities promote relaxation, reduce anxiety, and enhance well-being by encouraging self-awareness and positive thinking. Spiritual engagement fosters a more profound sense of connection with oneself and others, creating a supportive environment that helps teachers cope more effectively. Additionally, participating in spiritual communities provides social support and a sense of belonging, reducing stress. As shared by the participants:

I often listen to Christian songs (T4)

mindfulness and relaxation (T12)

I practice mindfulness by taking short meditation breaks (T15)

I also find time to watch or listen to motivational talk/speech (T24)

Having a healthy Christian and attending church helps a lot (T25)

4. Conclusion

The TLE teachers with ancillary responsibilities can manage stress by maintaining a healthy balance between work and personal life, applying effective classroom management strategies, and seeking emotional support from family, friends, or professionals. Despite these efforts, many teachers lack sufficient training and professional development in stress management, and they perceive their work environment as not fully supportive in helping them cope with stress. Time management, work-life balance, and support systems emerged as the most commonly used strategies among the coping mechanisms identified. At the same time, physical and social activities were less frequently practiced but still encouraged. TLE teachers continue to perform their teaching and ancillary duties effectively, even under pressure. However, statistical analysis revealed that neither stress management nor coping mechanisms significantly influence their performance. Time management, while helpful in reducing stress, does not directly translate to improved performance, and other coping strategies such as work-life balance, support systems, and physical/social activities, though beneficial, also showed no significant effect. The stress experienced by TLE teachers due to ancillary tasks suggests a potential impact on their classroom effectiveness and overall well-being, highlighting the need for strong and structured coping strategies. Teachers rely on careful planning, interpersonal support, and wellness activities to sustain their productivity and fulfill teaching and ancillary responsibilities.

5. Recommendations

1. The teachers should give training and capacity-building programs for stress management.
2. Teachers should adopt efficient planning and prioritization strategies to effectively balance their teaching responsibilities and ancillary tasks.
3. Teachers should collaborate with colleagues, seek mentorship, and communicate openly with peers and family members.
4. Teachers should communicate with school administrators about workload concerns and suggest solutions for fair task delegation and efficient ancillary duty management.
5. School administrators should integrate stress management workshops and mental health programs into teacher professional development initiatives to equip them with effective coping strategies.
6. The Department of Education shall formulate policy and allocate a budget for teachers to undergo psychological and annual medical tests to check their mental health.
7. Schools should foster a positive and supportive work culture by implementing policies that support work-life balance and distribute the ancillary properly among teachers.
8. Further research should focus on how school policies regarding ancillary task delegation affect teacher stress levels and job satisfaction.

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