# UNFOLDING STORIES OF TEACHERS WITH MULTIPLE ANCILLARY FUNCTIONS: A PHENOMENOLOGICAL STUDY

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## ABSTRACT

This study determined the extent of unfolding stories of teachers with multiple ancillary functions in Tboli 1 District, South Cotabato. There are 7 participants were invited for in-depth-interview (IDI) and 8 participants for focus group discussion (FGD). This study employed phenomenological research design. The data gathering tool contained formulated interview guide that asks questions about their thoughts on handling multiple ancillary functions for in-depth-interview (IDI) and focus group discussion (FGD). The results revealed upon thematic content analysis that the unfolding stories of teachers with multiple ancillary functions have four emerging themes which includes lived experiences in handling multiple ancillary functions; internal and external influences, teachers' wellbeing and professional development and teachers' attitude towards handling multiple ancillary functions. It is concluded that increasing teachers' ability to handle ancillary functions requires researchers, educators and policy makers to forego short-term gains on measures that determine teachers' resiliency in favor of long-term solutions that requires years to develop. Improving resiliency and empowerment across teachers requires an early and sustain emphasis on the development of understanding, knowledge, awareness and motivation supporting teachers' wellbeing and professional development. Despite decades of research on ancillary functions, school-community spend little time using evidence-based methods. To ensure that teachers are prepared to use evidence-based practices to meet the resiliency and motivation needs of their own self, education leaders must strengthen teacher preparation programs and professional development in relation to handling multiple ancillary functions.

*Keywords: Unfolding Stories of Teachers, Multiple Ancillary Functions, Phenomenological Study, Tboli 1District, Division of South Cotabato*

## INTRODUCTION

One of the noblest occupations is teaching. It calls for sufficient training and preparation, endurance, commitment, and a strong feeling of duty. Calvin Coolidge once said, "Those who shape the human mind have wrought not for time, but eternity." According to the text, teachers are the ones who are forming people's minds on a holistic level. They prepare lessons in advance, administer assessments, record students' progress, and, most importantly, instill values in each student that will endure a lifetime. It is true that teachers have a duty and responsibility that extends beyond the four walls of the classroom because learning occurs anywhere that people can acquire knowledge and experiences. In order to fulfill this need, teachers must work beyond their regular workdays and, in the worst circumstances, devote all of their time and resources to the task (Skaalvik & Skaalvik, 2019; Marmol, 2019; Sarabia & Collantes, 2020).

Furthermore, duties performed by educators outside of the classroom to improve student performance are referred to as ancillary services. These duties include home visits, meal programs, skill remediation, enhancement activities, coaching different competitions, coordinators for multiple areas, student counseling, and mentorship of fellow educators. However, due to time limits, incomplete skills, and financial difficulties, teachers had difficulties when it came to providing ancillary services (Machimura, 2019; Alhija, 2020; Abarro, 2019).

Teachers may experience positive or negative effects from ancillary functions. The results of the study by Into and Gempes (2019) showed that despite the realities of life, the majority of the participants had positive experiences that helped them progress and become better instructors. Furthermore, the study demonstrated that teachers who manage several ancillary tasks are even more driven in spite of the difficulties they have faced.

However, Zickar et al. (2019) found that "role conflict" occurs when primary and secondary tasks are significantly different for teachers who have many supplementary functions. Since it takes more work to switch between roles and to modify behaviors to fit changing work needs, an employee is more likely to experience role conflict and feel less fulfilled.

## FRAMEWORK

Among the theoretical underpinnings of the study was Buhler's (1990) Theory of Job Enlargement. According to him, using "horizontal" skills—that is, performing several supplementary tasks that call for talents with a similar degree of complexity and responsibility—is what is meant by "job enlargement." When it comes to education, it could mean assigning extra work in addition to the assigned tasks (Firestone, 1991). Studies on the consequences of work expansion initiatives reveal that interconnected activities boost motivation (Wong & Campion, 1991). Additionally, it was mentioned that job enlargement is closely associated with a high level of pleasure (Campion & McClelland, 1993). Studies indicate that increasing occupational diversity has a

favorable impact on teachers' instruction since it becomes more varied (Firestone, 1991). Conley and Levinson (1993) claimed in another study that the various auxiliary duties instructors performed, including both teaching and non-teaching duties, enhanced their abilities.

However, this study is seen through the prism of Meyer and Kieras (2000), whose decades-long research on teachers' multitasking abilities covered a wealth of literature regarding the possibility of processing bottlenecks at different stages of perceptual, cognitive, and motor processing (Taatgen, 2007). This idea focused on how different processes reflect different resources on specific task domains. Additional research resulted in comparable but different theories of multitasking processing, which said that tasks utilizing different resources might be completed concurrently and without interruption even in the event of resource conflicts (Salvucci, 2007).

According to Anderson et al. (2004), multitasking behavior is the execution of several tasks distributed across multiple processing resources and coordinated by a serial cognitive processor. The distinction aids in explaining how memory-related and procedural interference in multitasking can be distinguished, as well as how learning and practice can result in proceduralization and altered cognitive resource utilization.

Furthermore, this study makes use of the Equity Theory, which maintains that people get unhappy when their efforts and achievements go unappreciated. Adams (1963) developed the equity theory of motivation, which advocates for a fair distribution of employee outputs (such as compensation, benefits, and intangibles like recognition) and inputs (such as hard effort, skill level, tolerance, and passion). Additionally, maintaining a fair balance fosters a positive and effective working connection with the staff, which ultimately results in happy and motivated workers.

The notion is based on the idea that if workers believe their contributions are more than their compensation, they will become demotivated toward their work and their employer. It is anticipated that workers may react to this in a variety of ways, such as demotivation (usually to the degree that the worker believes there is a discrepancy between the inputs and the outputs), decreased effort, growing irate, or, in more extreme situations, possibly even disruptive behavior.

## METHODS
**The Methods as Used in Human and Social Science**

In this study, a qualitative design was used. To ascertain the significance that participants attach to the various research topics that they have or are experiencing, the study conducts qualitative research (Grundmeyer, 2012).

Qualitative research was employed because the researcher wants to study the natural setting to make sense of or interpret it, that is, in order to give description of the routine or problematic moments (Aspers & Corte, 2019). Additionally, qualitative research is adaptable, allowing the researcher to construct and deconstruct the methodology as needed, allowing it to move back and forth in its executions. Hence, if the data is not saturated, which is required for triangulation, the researcher can establish the data's credibility by retracing her steps. The researcher also examined people's lived experiences using the qualitative approach described by Creswell (2013).

Likewise, the goal of this qualitative research method is to shed light on specific instances.

## Selecting Co-researchers

This study was conducted solely by the researcher herself. Therefore, there was no inclusion and exclusion criteria were set in selecting researcher's co researchers in this particular study.

## Gathering of Lived Experiences

The public schools in South Cotabato's Tboli 1 District, Division, served as the study's sites. Since the purpose of this study is to unfold stories of teachers with multiple ancillary functions, it was limited to a few schools in the Tboli 1 District that had a high concentration of instructors going through this process.

The research participants of this study were the 15 teachers who are currently teaching in the Department of Education (DepEd) – Tboli 1 District, Division of South Cotabato.

The interview guide served as the primary tool used in this investigation. This functioned as the main data source. The interview guide's questions focused on getting teachers to share their experiences in handling multiple ancillary functions.

The responses provided by the participants during the interview were used to create the data for this study. To make sure the participants were comfortable and safe, the interview was conducted in a variety of ways.

The researcher secured a letter of permission from CMC's Graduate School Dean prior to data collection to make sure that my paper has already been examined and that my instrument is ready to use. The CMC's Ethics Review Committee examines to determine whether my instrument is consistent with my research objectives and the overall context of this study.

To collect the data needed for this research, the researcher followed a DepEd protocol and request permission through the office's line of authority. The researcher asked first permission to conduct this study in a letter to the Superintendent of Schools' office (SDS). The researcher will send the letter, along with the SDS's approved letter, to the principals of the schools in Tboli 1 District. After being approved by the SDS, the researcher then sent a letter to the participants, along with the prior letters of approval and the informed consent, in which I explain the nature of my study and their role.

## Process of Doing Phenomenology

The researcher first coded the interview transcripts using the theoretical lens on which this study is based in order to conduct a thorough analysis of qualitative data. This is the phase of the analysis in which the researcher identifies topics, issues, similarities, and differences by interpreting the participants' narratives. This procedure can assist the researcher in comprehending the world and how participants construct reality in relation to their personal perspectives (Sutton & Austin, 2015).

Following the identification and classification of the codes, the researcher started the process of theming the data set, which entails putting together the codes from transcripts in a logical and significant manner. As a result, when organizing the findings for presentation, the themes could be utilized as the heading of a section in the report, while the codes can be placed beneath, supported by the researchers' interpretation (Sutton & Austin, 2015).

Reading the textual data from the interview transcripts and outlining the parts of the text that appear to be related to the predetermined codes described by the theory in the study are the steps in carrying out Colaizzi's descriptive phenomenological method. Based on the predetermined codes for clustering, the data codes would then be classified or thematized (Hsieh & Shannon, 2005; Assarroudi, Heshmati-nabavi, Armat, Ebadi, &Vaismoradi, 2018).

## RESULTS AND DISCUSSION

**Narratives**

**Lived Experiences of the Teachers in Handling Multiple Ancillary Functions**

Through the thematic analysis that was performed, the researcher was able to identify an overabundance of basic themes which have been arranged into specific clusters in order to efficiently categorize them under their respective organizing themes. For this research question number one, the researcher has found out that the informants were able to identify their significant experiences in handling multiple ancillary functions. These experiences provide satisfactions, challenges and even benefits that is essential for their personal and professional development. It was found out that the informants were experience satisfaction in handling ancillary functions and the benefits they are getting from it. The organizing themes which have been found are: (i) teachers' satisfaction and (ii) perceived benefits. From the table below, it could be gleaned that there were a lot of basic themes which have surfaced from the responses of the participants.

Table 1. Lived Experiences in Handling Multiple Ancillary Functions

| Emergent Theme | Organizing Theme | Basic Theme Cluster |
|---|---|---|
| Lived Experiences in Handling Multiple Ancillary Functions | *Teachers' Satisfaction* | • Creating Happiness<br>• Desire to do the Task<br>• Excited to Execute the Task<br>• Willingness to Perform<br>• Recognizing One's Ability<br>• Self-Fulfillment |

| *Perceived Benefits* | <ul><li>Self-Growth</li><li>Self-Development</li><li>Provision of Recognition</li><li>Opportunity for Promotion</li><li>Improve Knowledge and Understanding</li></ul> |
|---|---|

### Teachers' Satisfaction

Drawing inferences from the responses of the participants which have been identified in the basic theme cluster, it was deemed that the participants shared that they gained a lot of learnings, satisfaction and benefits in handling multiple ancillary functions that significantly contributed to them in enhancing their personal and professional development. This was clearly stated on their responses during the interview. Furthermore, the participants shared that handling multiple ancillary functions is a very challenging, however it is also a rewarding job and enjoyable. Moreover, they added that they have less knowledge and skills in handling multiple ancillary functions, but they perceived that they know how to do it and it is a part of their progression.

The IDI and FGD participants conform to the abovementioned theme as revealed:

> *Even if some multiple ancillary tasks are extremely challenging, they are rewarding to complete (FGD 7 Q1.2)*

*IDI1 also had these statements as support:*

> *I am finding the ancillary task I was assigned enjoyable since it allows me to develop and get better. (IDI 1 Q2.1)*

*On the other hand, IDI4 added that:*

> *Although I'm not particularly skilled at managing multiple ancillary tasks, I know how to do it and, to me, it's a progression. (IDI 4 Q1.1)*

The study by Sappa, Boldrini, and Aprea (2019), which found that teachers viewed a variety of supplementary duties as a factor promoting their well-being, lends credence to the aforementioned claims. Combining teaching with an additional ancillary role appeared to help instructors emotionally by allowing them to take a step back from stressful events at school and maintain perspective on issues. Furthermore, it was

mentioned that participating in several professional pursuits was a source of strength and a method to be constantly motivated by various inputs.

According to Martin (2020), in order to foster cooperation and consensus-building, many building principals now seek to empower teachers to take on more responsibility and work in tandem with the administration to achieve objectives. As a result, these teachers are referred to as having multiple ancillary functions.

## *Perceived Benefits*

Participants of the study were also able to express that in handling multiple ancillary function, they do not only receive recognition and promotion but the knowledge and expertise also. Though some free times of the participants are being used in doing their ancillary task, they are still able to manage to balance their time and schedules, and this makes them more effective and self-assured. Some participants identify benefits they are getting from handling multiple ancillary task such as improving time management and decision-making skills, handling emergency situation and incorporating experiences in an actual teaching.

FGD1 & 8 and IDI1 & 6 conforms that:

> *Beyond the recognition and promotion, I receive from managing multiple ancillary tasks, I also gain knowledge and expertise from it (FGD, 1, 8, & IDI 1 & 6 Q 2.2)*

IDI5 asserted that:

> *Even though I had to sacrifice my weekend time to manage multiple ancillary tasks, I am grateful that I managed to balanced everything and have become more effective and self-assured (IDI 5 Q 4.2)*

For IDI2's response, it was mentioned that:

> *Ancillary tasks help me with time management and decision-making because I struggle to balance my workload and time (IDI 2 Q.3.3)*

IDI6 & FGD3 also had these statements as support:

> *I learn how to manage ancillary tasks, such as handling emergency situations, and I incorporate these experiences into my teaching (IDI 6 & FGD 3 Q 3.3*

Parham and Gordon's (2021) assertion that a person pursues numerous secondary roles solely for the sake of promotion lends credence to these concepts. However, one way the school principal empowers and fosters leadership in their teachers is by giving them diverse supplementary responsibilities (Hart, 2021).

Despite the challenges of managing several ancillary responsibilities while teaching, they offered encouraging perspectives about their devotion and commitment. Positive comments were given by participants from both elementary and secondary schools regarding their experiences managing different auxiliary tasks. They have overcome obstacles to learn and complete their tasks (Clipa, 2017; Suchyadi, 2018).

## Challenges Encountered by the Teachers in Handling Multiple Ancillary Functions

In this research question, the analysis has revealed that the overall experience of the teachers in handling multiple ancillary tasks is on the difficulty of the teachers to manage schedules and time due to different factors pertaining to the internal and external influences of ancillary tasks of the teachers. Moreover, the participants also experience how multiple ancillary tasks impacted their personal and professional life as well as their effectiveness and efficiency in teaching.

Through the analysis performed, the researcher was able to exhume the embedded themes found in the answers of the participants. The emergent for this research question was the internal and external influences provided to the said teachers. Drawing inference from the basic theme cluster, it was deduced that there were two organizing themes arrived which are: (i) personal and professional development, and (ii) teaching performance.

The selected organizing themes and the triangulation process using the focus group discussion responses are covered in detail below in order to facilitate a better understanding.

Table 2. Challenges Encountered in Handling Multiple Ancillary Functions

| Emergent Theme | Organizing Theme | Basic Theme Cluster |
|---|---|---|
| Internal and External Influences | *Personal and Professional Development* | ● Mental and Physical Health<br>● Self-Confidence<br>● Self-Improvement<br>● Expectations<br>● Dedications<br>● Wellbeing<br>● Free Time<br>● Family |
| | *Teaching Performance* | ● Classes<br>● Workloads<br>● Schedules<br>● Time Management<br>● Time Consumptions<br>● Teaching Productivity |

***Personal and Professional Development***

Through the responses of the participants, it was extracted that the teachers found ancillary functions as burden because it truly takes up a lot of time, effort and attention and their attention for their family was diverted. Related to this, it was found out that it is difficult for them to handle ancillary tasks it is because of the expectations of other people towards their ability to handle it. It is also reported that because of ancillary task, their free time was sacrificed just to meet the deadlines. Health and teacher wellbeing was also affected because of handling multiple ancillary tasks.

IDI5, 4 & 3 & FGD 7 mentioned that:

> *Because ancillary tasks will divert me from my obligations to my family, students and school, they truly take up a lot of time, effort and attention (IDI 5 & 4, 3 & FGD 7 Q 2.1)*

E*xpectations became also a challenge to them as IDI7 also stressed that:*
> *I have previously found it challenging to manage multiple ancillary tasks due to expectations from others that I can do them well (IDI 7, Q1.1)*

*On meeting deadlines and sacrificing free time, IDI2 indicated:*
> *Because ancillary tasks add to the workload, I was impacted by it. In order to meet deadlines, I had to sacrifice part of my free time (IDI 2, Q1.2)*

*IDI6 supported same idea:*

> *I am ready and willing to take on my tasks that is thrown at me, but I struggle to manage ancillary tasks like my health and wellbeing because of a few problems (IDI 6 Q4.2)*

The above results are congruent with the findings of the different authors and institutions. According to Huyghebaert, Gillet, Beltou, Tellier, and Fouquereau (2018), the assumption behind taking on additional ancillaries is to satisfy the demands of the head of the school. These demands could lead to stress and disrupt the harmony between work and personal life. Conversely, secondary educators felt overworked due to their three ancillary responsibilities. Overwhelming workloads strain people's capacities and cause stress, anxiety, annoyance, and frustration.

As contends to Alhija's 2020 research, teachers face a number of stressors, such as heavy workloads (No. 4670 refers to the amount of time spent on actual classroom instruction, which cannot exceed six (6) hours a day); and. In accordance with the Secretary of Education's standards, the final two (2) hours of work needed to complete the mandated eight-hour workday may be worked either within or outside of the school.

*Teaching Performance*

Participants of the study were also able to express that they were also experience some challenging problems in handling multiple ancillary functions that significantly affected their teaching performance and productivity. In some point, the participants experience more challenges on managing and balancing their responsibilities in school because most of their times are consumed by the extra jobs given to them. But, in spite of the challenges they are experiencing in handling multiple ancillary tasks they still be able to meet the demands and deadlines and to provide interesting and meaningful outcomes.

*FGD5 & 4 conforms that:*

> *The reports I have to produce right away without any comprehension are difficult for me (FGD 5 & 4 Q3.1)*

*This is added by IDI6 & 2:*

> *The ancillary tasks I managed caused several of my classes to fall behind schedule, but the actual issues are the funds and budget set out for ancillary task trainings (IDI 6 & 2 Q1.3)*

*Moreover, FGD2 & 1 added that:*

> *In my case, it might be difficult for me to balance the responsibilities of school with the amount of time I have available to do everything (FGD 2 & 1 Q 2.3)*

*IDI7 supports that:*

> *My inability to organize my time well has resulted from handling numerous side projects and demands, which causes part of my work to be neglected (IDI 7, Q 1.3)*

*Further, IDI4 stated that:*

> *Even though I find it difficult to do my task in the allotted time, I still try my hardest to meet the deadlines (IDI 4, Q 2.3)*

These themes are supported by Skaalvik & Skaalvik (2019), Nguse (2020), and Werang (2018), who all state that even though they occasionally feel stressed out because of a big backlog of work, they nevertheless try their hardest to finish their assignments and find satisfaction in managing these ancillaries. While supportive school settings are positively correlated with motivation to stay in the teaching profession, extreme workload has been found to predict emotional weariness, motivation to leave the teaching profession, and actual attrition.

According to a 2019 Retubada research, educators in Davao del Sur, Region XI, have experienced difficulties with numerous ancillary duties. Although it was unclear, the Department of Education pledged to reduce the burden of teachers. In light of this, instructors also benefit from their experiences with supplementary roles, which push

them to set higher goals for their own professional development (David, Albert & Vizmanos, 2019; Mateo, 2018; Into & Gempes, 2019).

## Effects of Multiple Ancillary Functions to the Teaching Performance of the Teachers

The next research question of this study aimed at determining the effects of multiple ancillary functions to the teaching performance of the teachers. Based on the analysis of the interview transcripts, it became vibrant that the participants have proven and tested the multiple ancillary functions has significant effects on the personal and professional life of the teachers. Moreover, the identification of the emergent theme which is the teachers' wellbeing and professional development has led to the discovery of various basic themes and finally has also led to the deciphering of different organizing themes such as: (i) personal life and (ii) professional life.

Table 3. Effects of Multiple Ancillary Functions to the Teaching Performance

| Emergent Theme | Organizing Theme | Basic Theme Cluster |
|---|---|---|
| **Teachers' Wellbeing and Professional Development** | *Personal Life* | ● Personal Wellbeing<br>● Time for Family<br>● Time for Self<br>● Self-Improvement<br>● Productivity<br>● Personal Growth<br>● Becoming Independent |
| | *Professional Life* | ● Collaboration with Peers<br>● Delegation of Tasks<br>● Improving Teaching Ability<br>● Creating Good Relationship among co-teachers<br>● Prioritizing School Works |

*Personal Life*

Drawing inferences from the responses of the participants which have been identified in the basic theme cluster, it was deemed that the participants shared that they have identified some effects of handling multiple ancillary functions on their personal life. These effects significantly contributed to their personal characteristics,

attributes and wellbeing which they can use as the factors in considering for their improvement and development. Furthermore, the participants shared that because of ancillary functions they become more capable in handling problems and challenges as well as how they immediately respond to them. Some effects that significantly contributed to their personal life includes becoming a multi-task individual, efficient in prioritizing task and managing time as well as maintaining good mental health.

*The FGD and IDI participants conform to the abovementioned theme as revealed:*

*I am capable of managing multiple ancillary tasks interacting with people and asking assistance when necessary (FGD 6 & IDI 3 Q3.3)*

*IDI 1 also had these statements as support:*

*If there are ancillary tasks that needed to be completed, the class will initially be impacted. For this reason, I am going to double my efforts and time to do everything (IDI 1, Q1.3)*

*Moreover, IDI 7 also added:*
*My ability to multi-task was aided by ancillary tasks, which allow me to work on another job while teaching (IDI 7 Q 3.2)*

*For IDI2's response, it was mentioned that:*
*I prioritize my task, manage my time well, and maintain good mental health (IDI 2, Q 4.3)*

The aforementioned claims are corroborated by a 2019 study by Abarro, which found that participants in both elementary and secondary education programs had positive development and persistence as a result of managing several ancillary tasks. The desire to progress both personally and professionally is what drives many educators to enroll in multiple ancillaries. These participants support educators who bear an enormous workload, despite the challenges they have faced. It suggests that the educators are resilient in handling several supporting roles.

In addition to representing schools, teachers are responsible for a number of crucial tasks linked to preparing students to be contributing members of society. Teachers who handle many ancillary jobs have a positive perception of the life of a teacher, according to both elementary and secondary school participants. In managing these ancillaries, they grow more perceptive and creative (Nguse, 2020; Balyer, 2017).

### *Professional Life*

Participants of the study were also able to express that working cooperatively with colleagues, compiling to-do list and having a proper time for every schedule are some of the effects on handling multiple ancillary functions to their professional life. Some effects are narrated by the participants such as arranging activities in a methodological manner, constant making of to-do list, effective use of time management, and reconciliation of outputs for future needs. These effects create a

huge contribution on the efficiency of the teachers in delivery their lessons as well as in managing ancillary functions effectively.

> *This theme was supported by the IDI and FGD participants as mentioned:*
> > *I used to work cooperatively with my coworkers, compile a to-do list, and schedule each activity (FGD 8, 4 & IDI 2, 6 Q 3.3)*
>
> *This theme was also validated by IDI 5, 4 & 6 as revealed:*
> > *I normally imagine my teaching performance and arrange my activities in a methodological manner before beginning any task (IDI 5, 4 & 6 Q4.3)*
>
> *IDI5 and 1 also shared that:*
> > *I constantly have to make a list since there are instances when I am overloaded with work. As a result, I make use of time management techniques to help me be more productive (IDI 5 & 1 Q 2.3)*
>
> *Further, IDI 4 and FGD 1 expressed that:*
>
> > *Since I currently manage multiple ancillary tasks, I review my previous output to see whether there has been any improvement in my performance (IDI 4 & FGD 1 Q 2.1)*

The results of Marmol's (2019) study, which found that instructors in small schools do not have greater workloads than regular teachers, even when they manage three or more ancillaries, are consistent with the aforementioned results. These educators exhibit dedication and enthusiasm in their work. Their strong drive and desire kept them in their line of work despite the numerous ancillaries they managed.

Furthermore, a lot of teachers believe that having multiple responsibilities is crucial for school restructuring and the best possible teacher development (Kushman, 2022). Their inspiration, ambition, and enthusiasm are fueled by their commitment to their vocations. A successful teacher must have a strong commitment to both his pupils and the teaching profession in general (Lee & Nie, 2020).

## Insights Acquired from the Challenges in Handling Multiple Ancillary Functions

In the last research question, the analysis has revealed that the overall insights of the teachers on the challenges encountered in handling multiple ancillary functions which provides strengths and weakness of handling tasks as well as its benefits and negative effects in both personal and professional life of the teachers. They expressed that there are some contributing factors in handling multiple ancillary functions, however, these contributing factors cannot guarantee good performance and wellbeing of the teachers.

Through the analysis performed, the researcher was able to exhume the embedded themes found in the responses of the participants. The emergent for this research question was the teachers' attitude towards handling multiple ancillary functions. Drawing inference from the basic theme cluster, it was deduced that there is

one organizing theme arrived which is teachers' beliefs, realization and awareness in handling ancillary tasks.

In order to gain a clearer understanding, the identified organizing themes are discussed comprehensively below along with the triangulation through the use of the responses drawn from conduct of a focus group discussion.

Table 4. Insights acquired from the challenges in handling multiple ancillary functions

| Emergent Theme | Organizing Theme | Basic Theme Cluster |
|---|---|---|
| **Teachers' Attitude towards Handling Multiple Ancillary Functions** | **Beliefs, Realization and Awareness in Handling Multiple Ancillary Functions** | • Recognizing Significance of Teaching <br> • Identifying Problems and Challenges <br> • Enumerating Benefits <br> • Embracing Realities <br> • Willingness and Being Open <br> • Giving the Best Efforts <br> • Gain Learnings and Importance |

### *Beliefs, Realization and Awareness on Handling Multiple Ancillary Functions*

The teachers, now gain momentum to elaborate further the challenges they encountered and the benefits and contributions of handling multiple ancillary functions. It was found out that in spite of the challenges brought by ancillary functions among teachers, they also have in their mind that handling multiple ancillary functions has a positive influence in their both personal and professional life. Specifically, the participants enumerated the following significant influences of handling multiple ancillary functions in their life and teaching profession. These includes becoming a multi-intelligent individual, recognizing advantages and privileges, becoming a better person, and developing problem solving and handling skills.

The participants also added that handling multiple ancillary skills makes them a teachable individual who is willing to seek out support from others and who consistently complete tasks and other work well.

*This theme was supported by the FGD participants as mentioned:*

> *Not every ancillary task benefits me; some add to my daily workload, while others have a detrimental effect on how well I function (FGD 3 & 4 Q 4.3)*

*IDI5 and 5 also mentioned the same idea:*

> *I came to understand that teacher who focus on ancillary task are multi-intelligent because they can do more jobs in a day and communicate with others about the more concepts (IDI 7 & 5 Q.2.1)*

*IDI6 & 5 and FGD3 also verbalized that:*

> *Managing multiple ancillary tasks gives me advantages and privileges but it also reduces the amount of time I can spend teaching (IDI 6, 5 & FGD 3 Q 4.1)*

*FGD3 and IDI1 also shared that*

> *I came to understand that while doing a lot of work would overload you and leave your head tired, doing so will make you a better person overall (FGD 3 & IDI 1 Q 4.1)*

*IDI1 & 2 also expressed that;*

> *Even though ancillary tasks are challenging for me, I still see them as a means of developing my problem-solving and problem-handling skills (IDI 1 & 2 Q.4.1)*

*IDI4 also expressed that:*

> *I choose to live with my circumstances and refrain from complaining. I am a teachable individual who is willing to seek out support from others and who consistently complete tasks and other work well (IDI 4, Q 4.3)*

The responses described above have proven to be consistent with a few of the encouraging investigations. To better serve schools and students, educators are redefining both their profession and themselves as teachers. Teachers must have the attitudes and abilities to handle the demands of teaching different ancillary roles in order to provide better services to the school (Levin, 2020; Wijetunge, 2019).

Baker (2019) restated the expectation that an individual's attachment style is related to their ability to manage life's challenges. Individuals who have a stable support system tend to regard their social networks as strong and are content with the level of help they receive. They also tend to have a history of positive, supportive relationships with significant persons. Many educators believe that having different responsibilities is crucial for both effective teacher development and school restructuring (Kushman, 2022).

## IMPLICATIONS

During the analysis, themes were discovered that can be connected to practical implications of this study when dealing with the unfolding stories of teachers with multiple ancillary functions. These stories of the teachers in handling multiple ancillary functions can be attributed to several factors including meaningful experiences, satisfaction, perceived benefits, significant effects and influences as well as internal and external challenges encountered. Furthermore, based on emergent theme and its associated organizing themes, another implication can be inferred that the teachers who participated in handling multiple ancillary functions becomes more effective, efficient, productive, experienced and well-rounded individuals.

In addition, another implication of this study calls the attention of our government officials to strengthen their programs on conducting and giving ancillary tasks to our teachers and address the concerns related to enhancing the wellbeing of the teachers

handling multiple ancillary functions. Teacher empowerment will be a great help for them to become more resilient in handling multiple functions in school. This is consistent with Brewer's (2019) claim that teacher empowerment entails real modifications to their professional authority and behavior, as seen by their enhanced autonomy and engagement in organizational concerns outside their everyday duties. Teachers' autonomy is developed when they are given opportunities to take on additional tasks and responsibilities.

Moreover, teachers who are empowered in school require principals to elicit changes in one's role, which are likely to be evident mostly in the level of authority that individuals have on the job. In order to embrace more rigorous expectations of teaching and learning, school principals would be wise to investigate ways in which they can empower and promote leadership qualities within teachers to share in the workload of educational tasks, as cited by (Hart, 2021).

Finally, this study has also posed implications to essential aspects of the educational system of the country such as: (1) collaboration among school personnel and other relevant stakeholders in improving the programs related to handling ancillary functions in school that will help teachers become more resilient and pro-active, (2) gathering relevant source of information and understanding on the implementation of handling ancillary functions that will help teachers more aware and knowledgeable on the purpose and objective of the program (3) constant and up-to-date performance assessment and evaluation of the teachers (4) fostering good relationship among other school members that helps for the successful delegation of ancillary tasks and the integration and ideas and experiences before, during and after the implementation of the program and (5) enhancing and protecting teachers' wellbeing handling multiple ancillary functions and programs for empowerment that will lead teachers to become more effective and efficient.

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