

# UNVEILING THE EXPERIENCES OF TEACHERS IN MANAGING ANCILLARY TASKS: A MULTIPLE CASE STUDY

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## ABSTRACT

*The goal of this research was to explore the experiences, challenges, coping mechanisms, and insights gained of the teaching personnel in handling ancillary tasks in Department of Education, Trento District, Agusan del Sur. Employing multiple case approach among five participants, in-depth interview was conducted to answer the fundamental questions. Essential themes were generated out from their responses to the research questions. The results uncovered the participants' lived experiences which were experienced some trainings, had some memorable experience, experienced adrenaline rush, tough responsibility, certificates used for promotion, and professional growth. The participants also shared the challenges which were conducting simultaneous earthquake drill, going to school even during weekends, time management, financial aspect, additional workload, and making contingency plan. Further, for the coping mechanisms were comply reports needed, manage time, establish committees, done teaching with learners, be resourceful, setting priorities. Lastly, for the insights they cited: seek help from others, do one's part, be open-minded, secure source of fund, always pray to God, and think positive. In view of the above, research and educational practices should continue to evolve to meet the changing needs of educators in the workplace. By fostering a collaborative and inclusive environment, promoting ongoing professional development, and addressing systemic challenges, we can ensure that teachers are adequately equipped and supported in fulfilling their diverse roles within the education system, ultimately fostering positive change and progress for all stakeholders involved.*

**Keyword:** *Ancillary Functions, Experiences, Challenges, Coping Mechanisms, Insights, Multiple Case Approach.*

## 1. INTRODUCTION-1

### 1.1 The Problem and its Background

Teachers' ancillary roles, including mentorship, emotional support, administrative tasks, and community engagement, significantly increase their workload and impact motivation and job satisfaction. These added responsibilities often lead to burnout and stress, challenging teachers' performance and enthusiasm. Balancing these roles with core teaching duties is essential for the overall effectiveness and well-being of teachers, ultimately affecting student outcomes and the broader educational landscape (Sheppard, 2008).

In Tanzania, research indicates that teachers' involvement in various additional roles significantly raises their workload, subsequently impacting students' academic achievements (Bannel & Mkyanuzi, 2005). Moreover, undertaking numerous ancillary functions tends to diminish teachers' motivation, satisfaction, and competence, potentially leading to burnout (Howard & Johnson, 2004).

In the Philippines, educational institutions under the Department of Education (DepEd) are grappling with challenges related to addressing crucial factors that play a key role in improving the quality of education. Elements like teachers' overlapping responsibilities and involvement in co-curricular activities, stemming from various

ancillary functions, have been identified as obstacles to achieving quality education in the country, as noted by Jackson et al. (2018).

Moreover, in Mindanao, Retubada's research (2014) highlights that schools in Davao Del Sur, Region XI, face challenges related to teachers handling multiple ancillary functions. Numerous teachers find themselves unprepared for the diverse tasks they need to undertake. Some struggle to adapt to the increased workload, contributing to instances of work burnout.

In the Trento District of the Division of Agusan del Sur, teachers are tasked with handling multiple ancillary functions. They are assigned additional non-teaching responsibilities, including roles as subject area coordinators, grade level heads, canteen managers, sports coordinators, School-Based Management coordinators, club moderators, cluster subject area coordinators, and coaches for various contests. The demands of these additional functions impede the time available for instructional activities and student tutoring, as teachers find themselves juggling numerous tasks. Furthermore, teachers face challenges in balancing their responsibilities at home and work, resulting in reduced time for building connections with students. This situation compromises the quality of instruction due to limited preparation time and, in some cases, neglects students who require additional assistance. However, the researcher had not come across a similar study in the local setting that investigated the depth and realm of the experiences of teachers in handling multiple ancillary functions. As such, it was very significant to take into account their experiences and stories. Thus, the paper sought to explore teachers' experiences and challenges in dealing with problems involving multiple ancillary functions; hence the study was conducted.

## 1.2 Purpose of the Study

This multiple case study explored the experiences, challenges, coping mechanisms, and insights gained of the five teaching personnel in handling ancillary tasks in Department of Education, Trento District, Agusan del Sur for school year 2023-2024.

## 1.3 Research Questions

The study explored the experiences of teachers with multiple ancillary functions as well as the challenges they experienced and the ways they utilized to cope with the difficulties. It was guided by the following questions;

1. What are the experiences of the teachers with multiple ancillary functions?
2. What are the challenges the participants experienced in handling multiple ancillary functions?
3. How do teachers cope with the challenges of having multiple ancillary functions?
4. What are the insights the participants gained from their experiences in handling multiple ancillary functions?

## 2. LITERATURE REVIEW

This section presents related literatures and studies that could support to the discussion of the findings of this study. Other sources of these were taken from various sources like manuals, journals, websites, and other reading materials.

**Multiple Ancillary Functions.** Teachers' primarily function in the classroom is being a manager and learning facilitators. However, to work as a functional organization, the school administrators usually assign teachers with other ancillary functions aside from their teaching workloads (Timperley & Robinson, 2010).

Moreover, a study by Bridges and Searle (2011) revealed that the ancillary functions and workloads of teachers have been widely noted as changing considerably over recent decades. Teachers' multiple ancillary functions impact their changing and increasing workload and sustainability in work, as well as their home life, their health, and their view of teaching as a career. The results of their study also showed that both cohorts signal warnings to school leaders as workloads increase in hours and complexity, leaving educators to grapple with the complicated balance of demands made of them. Introduction related your research work Introduction related your research work Introduction related your research work Introduction related your research work Introduction related your research work.

**Teachers with Multiple Ancillary Functions.** Although some aspects of public education have not changed over the past hundred years, the job description of school principal has shifted drastically. What was once

considered to be a boss-like role, has now transformed into a “facilitator of teachers” in which leadership style has changed from a traditional “subordination and isolation model to collaboration and consensus building” Rosenblatt (2004). To encourage and promote collaboration and consensus, many building principals now aspire to empower teachers to accept greater responsibilities and partner with the administration to attain and accomplish goals; as such they are called as teachers with multiple ancillary functions (Martin, 2002). It was also cited by (Brewer, 2004) that empowerment implies actual changes in teachers’ professional authority and conduct, evident in their increased autonomy and involvement in broader organizational issues beyond their daily routine tasks.

**Experiences of Teachers with Multiple Ancillary Functions.** In the study of Zickar et al. (2004), it stated that role conflict for teachers with multiple ancillary function happens if the primary and secondary jobs are very dissimilar. An employee is more likely to face role conflict and feel less satisfied, since more efforts are required to shift among the different roles and to adapt roles and behaviors to the different job demands. To prevent outcomes of excessive stress of teachers, administrators need to be proactive and assist in managing the workload while, at the same time, foster collaborative responsibility and ownership (Don et al., 2016). However, on the study conducted by Sappa et al. (2015), multiple ancillary functions were perceived by the teachers as a factor supporting their well-being. At the emotional level, combining teaching with another ancillary function seemed to support teachers in stepping back from situations encountered at school and keeping problems in perspective. In addition, being engaged in different professional activities was described as a source of strength and a way to remain continuously stimulated by different inputs. At the instructional level, various advantages were associated with the opportunity to multiple ancillary functions of teaching, since they experience stronger credibility in front of the students.

**Workload Management and Teacher Burnout.** Teachers often face significant challenges in managing their workload, especially when they are assigned multiple ancillary functions such as administrative duties, extracurricular supervision, and curriculum development. The increased workload can lead to high levels of stress and burnout, impacting their overall well-being and job satisfaction. Recent research highlights that teachers with additional responsibilities are more susceptible to burnout due to the increased demand on their time and energy (Kim & Asbury, 2020).

**Role Conflict and Professional Identity.** Teachers' professional identities are often closely tied to their primary teaching roles. When additional responsibilities are introduced, it can blur the boundaries of their professional roles, causing a misalignment between their self-perception and their duties. This misalignment can lead to frustration and a sense of inadequacy, further exacerbating the challenges of role conflict (O'Brien & Cook, 2021).

**Multiple Curricular and Extra-Curricular Activities of Teachers.** Extra-curricular activities are programs and events carrying no academic credits organized by the designated school moderator together with students to showcase their interest and abilities, subject to direction and supervision of school. Educational process is not only confined inside the classroom but also outside the school. This is truly a learning process since it is not only confined inside the classroom (Retubada, 2014).

In the light of this type of education, teachers recognize the value of extra-curricular activities. To them, the major aim of these activities is to stimulate and develop the habits of engaging in worthwhile personality building and leisure time experience. They are important because they make use of innate drives and urge students by directing these free activities along channels that are educationally worthwhile. They also unify the school together with their colleagues and foster the spirit of cooperation and commitment building (Le Cornu & Ewing, 2008).

**Effects of workloads on Students’ Academic Performance.** Attrition is highest in geographical locations where living conditions are extremely harsh, poverty abounds, or where teachers do not feel comfortable with the local ethnics, customs, or language (Macdonald, 2002). Attrition rates are also higher in the early years of teaching and the remaining teachers bear heavy workload and affect students’ academic performance. Teachers in the early years in their careers may have less stable family lives and have less commitment to teaching. If they stay in their positions, they often accrue the benefits of knowledge, skills, contacts and an investment in that locale (for example, land use or home ownership), as well as knowledge of land seniority within the institution. In many African countries, the distribution of teachers is uneven, with surpluses in certain areas coexisting with shortages in others (Levin, 2002). Typically, the pattern is that there are fewer teachers in the least attractive locations, such as rural areas or in the poorest urban areas.

**Number of Periods Taught by One Teacher per Week.** A period is a particular length of time for accomplishing a particular task (Bennaars, et al, 2004). In Tanzania, the government through the Ministry of Education and Vocational Training has set the number of periods to be taught by one teacher per week depending on the subject. URT (2004) maintains that the teaching load per week for ordinary level is thirty periods. The more time spent by students in actual learning activities, the more they understand and perform better. This has an implication on determining school days per year and the number of instructional hours per day. Basing on what is required for

students to achieve, the actual teaching load for teachers should be within the teachers' ability and not above (Babygeya, 2002).

**Challenges of Teachers with Multiple Ancillary Functions.** Teachers with multiple ancillary functions often face significant challenges in managing their time effectively. Balancing teaching responsibilities with additional roles such as administrative duties, extracurricular activities, and curriculum planning can lead to extended work hours and a blurring of the boundaries between professional and personal life. This can result in a poor work-life balance, leading to stress and burnout (Kim & Asbury, 2020).

**Role Ambiguity and Job Satisfaction.** Role ambiguity is a significant challenge for teachers with multiple ancillary functions. When teachers are required to take on various roles without clear guidelines or expectations, it can lead to confusion and frustration. This ambiguity can negatively impact job satisfaction and overall performance (García & Weiss, 2020).

Clear communication and well-defined job descriptions are essential in mitigating the effects of role ambiguity. Schools need to provide explicit expectations for each ancillary function and ensure that teachers understand their responsibilities. Regular feedback and support from administration can also help teachers navigate their roles more effectively (O'Brien & Cook, 2021).

**Coping with the Challenges of Having Multiple Ancillary Functions.** The strategies or coping mechanisms participants used to address challenges as teachers with multiple ancillary functions generated four major themes, like proper planning and time management; optimism and positivity; achieving life- work balance; and inspiration and support system. Proper planning and time management is the first major theme that emerged during the thematic analysis of teachers with multiple ancillary functions. Responses of the participants revealed that time is of the essence. For a teacher with multiple ancillary functions, "first things first" so that things would flow smoothly (Gempes, 2018).

**Insights of Teachers with Multiple Ancillary Functions.** It was articulated that a strong commitment gives employees a sense of accomplishment for their job that shields a person from the negative effects of stressors (Kobasa, 2024). The opposing point of view is that a greater commitment increases employees' exposure to the harmful effects of stressors. In like manner, teachers who have greater opportunities to encounter multiple ancillary functions in the collective decision-making feel stronger commitment to the overall organization fulfilled by the work they do opposing to the feeling that they are under-appreciated and overworked for little positive gain (Castallo, 2022).

### 3. RESEARCH METHODOLOGY

This chapter deals with the discussion of the methods and procedures used in the study. It includes research design, research locale, research participants, data collection procedure, data analysis, trustworthiness and credibility, and ethical consideration.

#### 3.1 Research Design

This study employed the qualitative multiple case study approach. Bandari (2020) cited that qualitative research understands concepts, opinions, or experiences gathered and analyzed through non-numerical data such as video, recorded audio, and text. Likewise, it generated new research ideas or collected in-depth insight into problems and used it to understand how people experienced a particular scenario. Similarly, this study employed a qualitative research method because it utilized non-numerical data such as the recorded-video or audio that came from virtual platforms, digital text through emailed responses, and scanned documents. It also collected an in-depth insight through a virtual interview where particular participants shared their unique characteristics and experiences in handling multiple ancillary functions.

#### 3.2 Research Locale

The study was conducted in the elementary schools of Trento District, Agusan del Sur Division. This included Trento Central Elementary School, Trento West Central with SPED Elementary School, Kapatungan Elementary School, Langkilaan Elementary School, and Pulang Lupa Elementary.

In the Philippine province of Agusan del Sur, the Municipality of Trento is a first class municipality. Trento was formerly a barrio of Bunawan called Bahayan. On June 15, 1968, it became a separate municipality through Republic Act No. 5283. The town's name was derived from the Council of Trent. And through it, the Italian city of Trento.

Moreover, the municipality has a land area of 555.70 square kilometers or 214.56 square miles which constitutes 5.56% of Agusan del Sur's total area. Its population as determined by the 2020 Census was 54,492. This

represented 7.37% of the total population of Agusan del Sur province, or 1.94% of the overall population of the Caraga region. Based on these figures, the population density is computed at 98 inhabitants per square kilometer or 254 inhabitants per square mile.

Further, Trento West Elementary School SPED Center is a significant educational institution with a strong focus on special education. The school is staffed by 42 teaching personnel, comprised of 6 males and 36 females, ensuring a diverse and inclusive teaching environment. Supporting the educational team are 4 non-teaching personnel, with 1 male and 3 females, who provide essential administrative and support services. The student body is substantial, with 717 male and 653 female students, reflecting the school's wide-reaching impact. The teaching staff includes 7 Master Teacher I (MT I), 23 Teacher III (T III), 7 Teacher II (T II), and 5 Teacher I (T I), highlighting a well-rounded and experienced team dedicated to providing quality education.

Also, Trento Central Elementary School stands out as the largest among the listed schools, catering to a total student population of 1,623, with 847 males and 776 females. The school is supported by a robust teaching staff of 52 personnel, consisting of 24 males and 28 females. Additionally, the school employs 6 non-teaching personnel, with two males and four females, who assist in various support roles. The teaching staff includes four Master Teachers I (MT I), one Master Teachers II (MT II), 33 Teacher III (T III), five Teacher II (T II), and nine Teacher I (T I), reflecting a comprehensive and experienced educational team. Trento Central Elementary School is committed to providing an inclusive and well-supported learning environment for its large and diverse student body.

Kapatungan Elementary School is a smaller institution with a tight-knit community feel, serving a total of 270 students, including 141 males and 129 females. The school is staffed by 10 teaching personnel, with 2 males and 8 females, ensuring personalized attention and a supportive learning environment. Additionally, there are two non-teaching female personnel who assist in administrative tasks. The teaching team comprises three Teacher III (T III), 1 Teacher II (T II), and 6 Teacher I (T I), indicating a dedicated and versatile group of educators. Despite its smaller size, Kapatungan Elementary School is committed to providing high-quality education and support to its students.

While, Langkilaan Elementary School caters to a moderate student population of 301, with 116 males and 185 females. The school employs 14 teaching personnel, including two males and 12 females, ensuring a supportive and inclusive educational environment. Additionally, there are two non-teaching personnel, one male and one female, who provide necessary administrative support. The teaching staff is composed of four Teacher III (T III), two Teacher II (T II), and eight Teacher I (T I), reflecting a well-rounded and experienced team of educators. Langkilaan Elementary School is dedicated to fostering a nurturing and effective learning environment for all its students.

Lastly, Pulanglupa Elementary School serves a total of 505 students, with 247 males and 258 females. The school is staffed by 23 teaching personnel, including 3 males and 20 females, who provide a diverse and inclusive teaching environment. Additionally, the school employs two non-teaching personnel, one male and one female, who support various administrative functions. The teaching staff includes two Master Teacher I (MT I), 18 Teacher III (T III), 2 Teacher II (T II), and 1 Teacher I (T I), highlighting a team of experienced and dedicated educators. Pulanglupa Elementary School is committed to providing a robust and supportive learning experience for its students, facilitated by a skilled and passionate team of professionals.

### 3.3 Research Participants

In a multiple case study, having five specific cases for comparison was probably the most cases that one could realistically handle. When multiple cases or sampling were used in a case, the use of the selection method known as purposive sampling was effective. In adherence to the above, this multiple case study involved five distinct cases of teachers with multiple ancillary functions. Furthermore, the inclusion criteria for the selection of participants were the following: (a) the participants must be a public-school teacher in the School Year 2023-2024, (b) the participants came from small high land school, small low land school, medium school, large school, mega school category, (c) with a position from Teacher I-Master Teacher IV, (d) from various elementary schools in Trento, Agusan del Sur, (e) must have at least two years teaching experience, (f) has an experience in handling multiple ancillary functions.

### 3.4 Data Collection Procedure

Qualitative researcher was involved in a series of undertakings in the process of data collection. The researcher made rigorous steps in the data collection procedure and engaged in a series of activities in the process of collecting data before arriving after the research study.

First, the researcher ensured that the study adhered to proper research protocols, thus submitted the endorsement letter and the personal letter of the researcher to the schools division superintendent asking permission

to conduct the study. At the school level, the researcher had secured research ethics certification from Assumption College of Nabunturan. The study underwent evaluation in terms of the ethical standards to be followed in conducting research.

Second, after attaining the protocol's ethical approval, the researcher ensured that the steps were properly followed and hold the accountability of all the procedures and activities associated with the protocol. Then, the researcher asked the permission and consent from the Public-School District Supervisor, and School Principals, to conduct the study. The researcher prepared the materials and tools needed for the data gathering such as the interview guide, audio recorder, and field notes.

Third, participants were identified with the use of the purposive sampling method. Some of the participants were recruited and contacted through the help of gatekeepers. The gatekeepers were therefore asked to read and sign a confidentiality and non-disclosure agreement form. The researcher ensured that the selected participants met the criteria and had experienced in handling multiple ancillary functions. The research objectives and the entire methodology were explained to the selected participants. Also, the participants were sent informed consent forms through e-mails and were asked to provide their e-signatures if they agreed to the condition stipulated that their participation was voluntary and without coercion, in which they were willing to impart their knowledge as needed in the study.

The interview guide question was validated before the conduct of this study. To meet the needs of this study, the researcher established a series of scheduled meetings with the participants following dates that were most convenient for them. Their role and rights were thoroughly explained before the interview and compensation was provided for their inconvenience. All the proceedings were recorded to ensure validity and reliability significant in the conduct of the study.

Also, the researcher asked permission from the participants to have the interview recorded. Throughout the interview, their responses were noted down while at the same time being assisted by an audio recorder to compensate for any mishearing and used as an aid for transcription and coding later.

Fifth, the recorded interviews were stored in a flash drive, secured with a password, to be ready for transcription. The drive was stored in a secure and locked storage place that was accessible to only the authorized person of the study, who was the researcher. It was also uploaded to Google Drive, which was not viewable to the public, for additional security and backup. All the responses were transcribed verbatim to ensure a greater degree of accuracy during the data analysis. After the study had been conducted, all the data were only stored and kept for three years after which all will be destroyed and disposed to prevent unauthorized people from using and accessing the files.

Lastly, a thematic analysis was done. The responses of the participants were analyzed thoroughly based on the core ideas. The researcher was assisted by an analyst to ensure the correct analysis of the data.

### **3.5 Data Analysis**

Data analyses helped the researcher gained a general sense of the information and reflect on its overall meaning. In this study, data analysis included transcription, coding, thematic analysis, and formulation of major themes and core ideas.

Data coding was the process of organizing the raw data collected. It organized data by reducing the amount of raw data to the most relevant in the research questions and breaks it down into manageable sections, allowing for the themes to emerge.

In the context of this study, the researcher determined the codes by highlighting the relevant and reoccurring themes with the used of colored pens, using the same color for similar ideas. Next, each theme together was clustered together based on their colors, and label them using words and short phrases. Also, the researcher identified the colors that frequently occurred or repeatedly emerged, as it was more likely to be considered a theme.

Thematic analysis was used to analyze the participants' responses. Thematic analysis was a method of analyzing and reporting patterns or themes with data. The participant's responses were transcribed and categorized into themes, which were then be used to serve as a basis for the discussions and recommendations.

In the context of this study, the thematic analysis was done after the initial codes were identified. Then, categorizing and analyzing all the responses of the participants from general to specific followed. Responses with similar core ideas were extracted and grouped to formulate comprehensive themes. For a theme to be valid, it must consist of at least five core ideas. Furthermore, in this study, the researcher assigned code names for each of the participant to ensure anonymity.

Moreover, transcription involved a translation meanwhile also referring to the conversion of sounds from audio recordings to text. The interviews were transcribed, and data were organized to bring meaning to the text.

### 3.6 Trustworthiness and Credibility

Trustworthiness was essential to evaluating the worth of a research study. Trustworthiness involved establishing credibility, transferability, dependability and confirmability.

Credibility concerned the uncovering of how the findings of a study conforms with reality. It was one of the most significant factors in order to establish trustworthiness. The researcher adopted iterative questioning and member checking. In this study, the researcher used iterative questioning in order to extract detailed data. It was important that the researcher went back to the matters raised by the participants and elicited related data using rephrase questions. To address iterative questioning, probing questions were employed during the interview with the participants which in relation to the research questions to obtain more specific and in-depth information.

Member checking was a technique for exploring the credibility of results through giving back the results to the participants to check for accuracy. The researcher ensured that after the results were gathered, it was sent back to the participants, provided them a copy for them to check and review what they had stated during the interview. The copies were sent to the participants through e-mails. This allowed the participants to confirm the accuracy of the data being transcribed to avoid bias. After that, the researcher asked them to sign the certification as proof that they had checked and approved the results presented, by either providing an e-signature or sending a scanned copy of their signed certification.

### 3.7 Ethical Consideration

Adhering the fundamental principles of ethical consideration, respect for persons, beneficence, and justice were identified.

First, informed consent was sent to the participants through e-mails. They were provided with all the necessary information about the purpose of the study.

The participants also had the right to refuse to answer any of the questions if ever they deemed it too intrusive or sensitive and had there been extreme cases, are free to withdraw cooperation entirely. The responses of the participants were also, as stated in the trustworthiness, recorded in audio with their complete consent and permission. No participant was forced or pressured into participating in this study and the researcher ensured that their cooperation was voluntary. The participants' safety was of great priority; thus, the interview was conducted at a time and place most convenient and comfortable for the participants.

Second, to establish beneficence, the result of the study helped in making new strategies/programs that addressed the possible challenges encountered by teachers with multiple ancillary functions. The researcher also guaranteed that the outcome of this study was positive and beneficial to the research participants and that their identities were held with utmost anonymity. Besides, the participants were sent a copy of the study results through e-mail for them to assess and verify the data they had shared. The researcher respected their decision if they requested to omit or retain a little information.

Lastly, the researcher assured that the research participants were justifiably selected. Thus, to ensure justice and no harm, the results of this study were presented to the participants. The researcher also provided equal treatment to all the participants and only asked questions that were of relevance to the participants of the study. The time and location for the conduct of the virtual interviews were based on the time most convenient to the participants. The participants were given load allowance for the virtual interviews and tokens. Furthermore, the researcher safeguarded that all the principles were addressed to protect the rights of the participants.

Also, the researcher considered the strict compliance of the Data Privacy Act of 2012 (Republic Act 10173), which protects individuals from unauthorized processing of personal information in which the identity of an individual is easily identified through direct attribution. It also referred to the technical and legal framework designed to ensure that personal data were safe from unforeseen, unintended, or malevolent use. To ensure data protection; measures concerning collection, access to data, communication, and conversation of data were kept.

In this study, the researcher made sure that anonymity was maintained wherever possible to increase the security of data processing. The researcher made sure to use code names to conceal the identity of the participants. Besides, all the data that were gathered were handled with utmost protection by putting it in a safe cabinet that was not accessible and visible to any unauthorized person. Furthermore, only the researcher and panel of experts had access to the data gathered during the conduct of the study. Also, the researcher included data protection measures to assure the accuracy of the data.

The researcher ensured that all the principles were addressed to protect the rights of the participants and made sure that the information gathered from them was kept private as well as their names.

## 4. RESULTS AND DISCUSSION

This chapter presents the findings to the research questions that explored the experiences, challenges, coping mechanisms, and the insights used by the five teaching personnel in handling ancillary tasks in Department of Education from Trento District, Agusan del Sur. The research participants were selected through purposive sampling technique. There were five participants in this study which were enough to saturate information gathered from the studied group who were teachers handling ancillary tasks.

The responses were subjected to content analysis where the themes across all responses were drawn. In keeping with the research ethics for qualitative research, codes were used in order to conceal the identities of the research participants. The presentation of the result was done according to the order of specific research questions in this study.

### 4.1 What are the experiences of the teachers-in-charge in dealing with management in schools?

This section presents the results to the first major research question; ‘What are the experiences of the teachers with multiple ancillary functions?’ Three specific research questions were used to gather data and information for this major research question. The questions were intended to gather information on the understanding of the research participants regarding the experiences of teachers in handling multiple ancillary tasks.

#### 4.1.1 Experiences in Handling Multiple Ancillary Functions

The themes in this section were coming from the specific research question 1.1 ‘What are your experiences in handling multiple ancillary functions?’ The responses generated four themes: experienced some trainings, had some memorable experience, experienced adrenaline rush, and tough responsibility.

**Experienced Some Trainings.** The informants reported that they had experienced various trainings while managing multiple ancillary functions. These trainings equipped them with the necessary skills to juggle their teaching duties alongside additional responsibilities effectively. They emphasized that the knowledge gained from these trainings was crucial for their professional growth and helped them better navigate the complexities of their roles. Informant 1 pointed out:

*In my 5 years nga experience as DRRM coordinator, nakasinati ko og mga trainings, seminars nga ningpalambo sa akong kahibalo bahin sa disaster.*

(In my 5 years experienced as DRRM coordinator, I experienced some trainings, seminars which enhanced my knowledge about disaster).

This was supported by informant 3, who also shared;

*I have a lot of trainings, seminars and workshops, meet new teachers from different schools, pressures and mga kabalaka kay basin ug dili nako ma re-echo ug tarong naa sa trainings in my school, kay required baya ta nga ug mag-attend ta ug mga seminars, trainings and workshops, mag re-echo ta.*

(I have attended numerous trainings, seminars, and workshops, meeting new teachers from different schools. There are pressures and worries that I might not properly re-echo the training content at my school, because we are required to share what we have learned from these seminars, trainings, and workshops).

**Had Some Memorable Experience.** The informant recalled having had some memorable experiences while handling multiple ancillary functions. These experiences included organizing school events and leading community outreach programs, which not only enriched their teaching careers but also strengthened their connection with students and the community. He mentioned that these moments, though challenging, were deeply rewarding and left lasting impressions on their professional journeys. Informant 2 narrated;

*It is always a memorable experience for me handling tasks which are not related to teaching. Since ancillary tasks were always part of my career. Kay para sa akoa, dili ta mag-grow kung naa rata sa classroom.*



*Pareha nako, akoang mga kauban, mga Grade 2 pupils. In my 33 years in DepEd kumbaga kauban jud nako ang pagbuhat sa mga ancillary nga gisalig sa akoa sa akoang mga kauban pati na sa akoang mga principal.*

(It is always a memorable experience for me to handle tasks that are not related to teaching. Since ancillary tasks have always been a part of my career. Because for me, we cannot grow if we are just inside the classroom. Like me, my companions, the Grade 2 pupils. In my 33 years in DepEd, I have truly been with the ancillary tasks entrusted to me by my colleagues and also by my principals).

**Experienced Adrenaline Rush.** The informant described experiencing an adrenaline rush while juggling multiple ancillary functions, especially during critical events like school inspections and large-scale activities. He recounted how the pressure and urgency of these situations pushed them to perform at their best, often finding energy and focus they did not realize they had. Despite the stress, he felt a sense of exhilaration and accomplishment when everything came together successfully, informant 4 pointed out;

I experienced adrenaline rush most of the time especially in handling multiple ancillary functions.

**Tough Responsibility.** This encapsulates the experiences of handling multiple ancillary functions, which demanded a high level of commitment and resilience. Teachers often felt overwhelmed by the sheer volume of tasks and the expectations placed on them, necessitating exceptional organizational skills and time management. Despite the challenges, these responsibilities were seen as opportunities for professional growth and significant contributions to their schools., informant 4 pointed out;

Having a 6-hour teaching work with ancillary functions is a tough responsibility.

#### 4.1.2 Advantages of Being a Teacher with Multiple Ancillary Functions.

This section presents the results to the specific research question 1.2 ‘What are the advantages of being a teacher with multiple ancillary functions?’ The following themes served as results, which were: certificates used for promotion, professional growth, meet new teachers, and improve time management.

**Certificates Used for Promotion.** The results revealed the advantage of accumulating certificates from various trainings and workshops associated with multiple ancillary functions. These certificates were pivotal for career advancement, as they were often required for promotions and professional development opportunities. Consequently, teachers viewed the additional responsibilities as beneficial for their long-term career growth, providing tangible recognition of their skills and dedication. Informant 1 stated;

*One of the advantages of being a teacher with multiple ancillary functions, sa akong huna-huna, kay ang Certificate nga madawat nga magamit para sa promotion ug makakat-on ka og daghang butang during sa seminar, trainings, or workshop.*

(One of the advantages of being a teacher with multiple ancillary functions, I think the Certificate received given that can be used for the promotion and you can learn a lot of things during the seminar, trainings. Or workshop).

**Professional Growth.** This theme encapsulates the advantage of gaining diverse skills and experiences from handling multiple ancillary functions. Teachers reported that these additional responsibilities broadened their knowledge, improved their time management, and enhanced their leadership abilities. Consequently, engaging in various roles facilitated their overall professional development, making them more versatile and competent educators, informant 2 emphasized;

*Professional growth is my main goal conquering all my fears towards my job. I never aimed of having a promotion in doing my duties and responsibility handling multiple ancillary tasks. Ang akoa, trabahuon nako ang angay, kay wala lang ta nagtrabaho tungod sa atoang principal, sa atoang mga kauban kundi nagtrabaho ta para sa Ginoo. Motrabaho ta nga walay kasuko, mas I bless ta sa Ginoo. Kay dili lang sa panghinambog, ang among gikaon dili inutang, kay tungod wala koy reklamo ug unsa ang ipahimo sa akoa kabahin sa akoang pagpanarbaho. Kay motoo jud ko nga ug daghan tag reklamo ug yawyaw, mopalayo jud ang grasya.*

(Professional growth is my main goal, overcoming all my fears related to my job. I never aimed for a promotion in fulfilling my duties and responsibilities, handling multiple ancillary tasks. What I aim for is to do what is right, because we do not just work for our principal, for our colleagues, but we work for the Lord. We work without complaint, and we are more blessed by the Lord. Because not only in boasting, what we eat is not borrowed, because I do not complain about what is assigned to me in my work. Because I truly believe that if we complain and grumble too much, grace will depart from us).

This was supported by informant 4, who said;

*Adunay daghang mga kalamboan kon ikaw usa ka magtutudlo nga adunay daghang mga ancillary nga mga katungod kay makahimo ka og paglambo sa propesyonal ug personal samtang nag-atubang sa mga sitwasyon sa mga programa o mga kalihokan*

(There are several advantages if you are a teacher with multiple ancillary functions because you would grow professionally and personally as you encounter scenarios during the programs or events).

**Meet New Teachers.** This highlights the advantage of increased networking opportunities for teachers handling multiple ancillary functions. Teachers found that these roles allowed them to collaborate with colleagues from different departments and schools, fostering professional relationships and knowledge exchange. This broader network of contacts not only enriched their teaching practices but also created a supportive community of peers, informant 3 emphasized;

Meet new teachers, build friendships and learned more beyond my knowledge.

**Improve Time Management.** This emphasizes how handling multiple ancillary functions necessitated the development of strong organizational skills. Teachers found that balancing various responsibilities forced them to prioritize tasks efficiently and allocate their time effectively. This enhanced their ability to manage their schedules, ultimately making them more productive and capable educators, informant 5 emphasized;

Usa ka kalamboan niini mao nga mahimong magpa-train ka sa imong kaugalingon sa pag-multitask, pagpa-uswag sa pagdumala sa oras, ug paggamit sa imong mga bakante nga oras aron mahimo ang mga butang.

(One advantage of it is that you can train yourself to multitask, improve time management and maximize your vacant/free time, to make things done).

#### 4.1.3 Most Benefiting Part as a Teacher with Multiple Ancillary Functions.

This section presents the results to the specific research question 1.3 ‘What do you think is the most benefiting part as a teacher with multiple ancillary functions?’ The themes which served as results, were the experience acquired, proving oneself, getting some certificates, and acquiring some skills.

**The Experience Acquired.** This highlights how teachers benefited from handling multiple ancillary functions by gaining a wide range of practical skills and knowledge. This diverse experience enhanced their professional capabilities and provided valuable insights into various aspects of school administration and management. The opportunity to take on different roles allowed them to grow both personally and professionally, making them more versatile educators. Informant 1 expressed;

Maybe the experience you acquired, learned and the people you meet from others schools.

This was supported by Informant 4 who uttered;

The most benefiting part is the experience that you will gain along the way.

**Proving Oneself.** This theme captures how teachers found handling multiple ancillary functions to be an opportunity to demonstrate their competencies and dedication. Successfully managing various roles allowed them to showcase their ability to handle complex responsibilities and earn respect and recognition from their peers and administrators. This process of proving themselves not only boosted their self-confidence but also solidified their professional reputation within the educational community. Informant 6 expressed;

*Fulfilling my heart desire. I can prove myself that I can do it. And God always saw it, kay bisag dili nato pangayuon, ihatag jud niya. Kapareha sa akua, wala ko nagtuo nga mahimo ko ug MT-I kay tungod wala naman ko nagdoctoral, gipapasa ug mga papel sa division, nagpasa ra pod ko kay tungod papasahon ang tanan.*

(Fulfilling my heart's desire. I can prove to myself that I can do it. And God always sees it, because even if we do not ask for it, He will still give it. Like me, I never believed that I could become an MT-I because I do not have a doctorate. I submitted papers to the division, and I submitted them because everything has to be submitted).

**Getting Some Certificates.** This theme underscores the significance of acquiring certifications through the engagement in multiple ancillary functions. Teachers perceived these certificates as tangible evidence of their professional growth and commitment to continuous learning. Moreover, they regarded these certifications as valuable assets for career advancement and enhancing their credentials within the educational field. Informant 3 expressed;

The learning we can acquire from the seminars, trainings and workshop we attended. Of course, a certificate that we can use to be promoted.

**Acquiring Some Skills.** This theme reflects the perceived benefit of gaining diverse competencies while managing multiple ancillary functions. Teachers found that assuming various roles provided opportunities to develop a wide range of practical skills beyond traditional teaching duties. These acquired skills, such as leadership, time management, and teamwork, not only enhanced their professional capabilities but also enriched their overall teaching experience. Informant 5 said;

Because of ancillary work, I am more skilled and aware towards submission of reports, and how it is done. Also, professional growth is improved.

#### **4.2 What are the difficulties that the participants experienced in handling multiple ancillary functions?**

This section presents the results to the second major research question ‘What are the difficulties that the participants experienced in handling multiple ancillary functions?’ Three specific research questions were used to collect data for this question highlighting the challenges that the participants experienced in handling multiple ancillary functions.

##### **4.2.1 Challenges Encountered in Handling Multiple Ancillary Functions.**

The themes derived from the responses of the research informants to the specific research question 2.1 ‘What are the challenges you have encountered in handling multiple ancillary functions?’ are presented in this section. The themes were: conducting simultaneous earthquake drill, going to school even during weekends, time management, financial aspect, and additional workload.

**Conducting Simultaneous Earthquake Drill.** Participants revealed that this encapsulates the challenge of coordinating and executing emergency preparedness activities while managing other ancillary functions. Teachers faced logistical difficulties in organizing simultaneous drills across different classrooms or areas within the school premises. Additionally, ensuring that all students and staff were adequately trained and informed about emergency procedures posed a significant challenge amidst the demands of their other responsibilities. Informant 1 had this to say;

Conducting simultaneous earthquake drill in all grade levels.

**Going to School Even During Weekends.** As the result showed, the challenge of teachers needing to be present at school outside of regular hours to fulfill various ancillary functions. Balancing weekend commitments with personal time or family obligations became particularly demanding for educators, affecting their work-life balance. Furthermore, the necessity to attend school events or activities on weekends added to their workload and contributed to feelings of exhaustion and burnout. Informant 2 cited;

I stayed in school even it was Saturday and Sunday.

**Time Management.** This underscores the struggle teachers faced in effectively allocating time among multiple ancillary responsibilities. Juggling various tasks within limited timeframes often led to stress and overwhelmed educators. Despite efforts to prioritize, the sheer volume of duties sometimes resulted in incomplete tasks or the neglect of personal time, affecting overall productivity and well-being. Informant 7 cited;

*Time management, kay siyempre we are teachers who teach lessons to our students, at the same time working on our ancillary tasks. Maghimo DLL, manage the classrooms, and meet the deadlines sa mga dapat ipasa.*

(Time management is crucial, as we are teachers who not only teach lessons to our students but also work on our ancillary tasks. We need to prepare Daily Lesson Logs (DLL), manage the classrooms, and meet the deadlines for submissions).

**Financial Aspect.** This unfolds the challenge of managing financial resources associated with ancillary functions. Teachers encountered difficulties in covering expenses related to materials, supplies, or activities required for their additional roles. Additionally, some ancillary functions may not offer compensation or may involve additional costs, leading to financial strain for educators already on tight budgets. Informant 4 unveiled;

I experienced having to launch a project without a fund. That was really hard.

**Additional Workload.** This highlights the burden teachers faced when taking on multiple ancillary functions alongside their teaching duties. Managing extra tasks such as administrative responsibilities, extracurricular activities, or committee work added significantly to their workload. This increased workload often resulted in longer work hours, heightened stress levels, and a diminished capacity to focus on core teaching responsibilities. Informant 5 revealed;

Because of having additional work while teaching, the focus of achieving things one at a time, serves as a challenge.

#### 4.2.2 The Most Difficult Part in Handling Multiple Ancillary Functions.

This section presents the results to the specific question 2.2 ‘What do you think is the most difficult part in handling multiple ancillary functions?’ After subjecting the responses to content analysis, the following themes were drawn, making contingency plan, expectation of others, time management, budgetary requirements, and multiple tasks.

**Making Contingency Plan.** This reveals the challenge teachers encountered in preparing for unforeseen circumstances while managing multiple ancillary functions. Developing contingency plans required careful consideration of various scenarios and the allocation of resources to address potential disruptions. Despite efforts to plan ahead, the dynamic nature of ancillary tasks often made it difficult to anticipate every eventuality, leading to heightened stress and the need for adaptive problem-solving skills.

Informant 1 noted;

*Making Contingency Plan, mao ni ang pinakalisod nga bahin nga akong nasinatian kay wala koy trainings ug sako nga orientation on how to make a Contingency Plan.*

*(Making Contingency plan, this the hardest part I have encountered since I do not have trainings and proper orientation on how to make Contingency Plan).*

**Expectation of Others.** This underscores the challenge teachers faced in meeting the diverse expectations of stakeholders while managing multiple ancillary functions. Teachers grappled with pressure from school administrators, colleagues, parents, and students, each with their own set of expectations and demands. Balancing these expectations alongside their professional responsibilities posed a significant challenge, often leading to feelings of overwhelm and difficulty in prioritizing. Informant 9 stressed:

*The difficult part kay kanang sila tanan nag expect sa akoa, nga bisag kanang nag-away nga teachers ako pa jud ang ipataway nga maghusay, kay grabe ilahang pagsalig sa akoa.*

(The difficult part is that everyone expects me to intervene, even in situations where teachers are in conflict, because they trust me so much).

**Time Management.** This epitomizes the struggle teachers faced in effectively allocating their time among various ancillary responsibilities. Juggling multiple tasks within limited timeframes often led to stress and a sense of being overwhelmed. Despite efforts to prioritize, the sheer volume of duties sometimes resulted in incomplete tasks or the neglect of personal time, affecting overall productivity and well-being. Informant 3 said:

*Time management, teaching loads and facilitate the re-echo of your seminars, trainings and workshop we attended. Nga usahay magdungan ang deadlines sa dapat mapasa sa mga trabahuon sa teaching related tapos kailangan makaimplement na ug unsa ang imuhang naseminaran kay nay magmonitor, naay mag evaluate.*

(Time management becomes crucial as you handle teaching loads and facilitate the re-echo of seminars, trainings, and workshops you attended. Sometimes, deadlines for teaching-related tasks coincide with the need to implement what you've learned in seminars, with monitoring and evaluation to follow).

**Budgetary Requirements.** This reflects the challenge teachers encountered in managing financial resources allocated to ancillary functions. Balancing limited budgets with the need to procure materials, supplies, or resources necessary for ancillary tasks posed significant difficulties. Teachers often found themselves navigating tight financial constraints, leading to compromises in the quality or scope of ancillary activities, and heightened stress over financial planning.

Moreover, informant 4 cited:

*Ang pinaka-kalisod mao ang mga kinahanglanong pang-budget sa matag kalihokan. Kon kulang ang budget, lisod gyud pagbuhat sa mga proyekto ug mga kalihokan nga matuman.*

(The most difficult part is the budgetary requirements in every event. If there is a lacking budget, it is hard to make the projects and events come into reality).

**Multiple Tasks.** The theme reveals the formidable challenge teachers faced in simultaneously managing a myriad of ancillary responsibilities. Juggling diverse tasks such as administrative duties, extracurricular activities, and student support services demanded exceptional organizational skills and time management. The sheer volume and variety of tasks often overwhelmed teachers, making it difficult to prioritize effectively and maintain focus on essential responsibilities.

Further, informant 5 cited:

*Tungod kay daghang trabaho samtang nagtudlo, nadugangan ang mga kinahanglan nga himuon, pati na ang imong atensyon mabahin, lalo na kon daghan ang mga buluhaton nga kinahanglan buhaton.*

*(Because of having multiple tasks while teaching, the level of priority in each task is divided, as well as your focus, it feels a bit of stress, especially when there is a lot of task to-be-done).*

#### 4.2.3 Disadvantages of Being a Teacher Handling Multiple Ancillary Functions.

This section presents the results to the specific question 2.3 ‘What are the disadvantages of being a teacher handling multiple ancillary functions?’ After subjecting the responses to content analysis, these themes were drawn: problem performing all assigned tasks, lack of time for family, too many reports, and lacks focus to teaching.

**Problem Performing all Assigned Tasks.** This reveals the struggle teachers faced in fulfilling their multitude of ancillary duties alongside their primary teaching responsibilities. Balancing various tasks often led to feelings of inadequacy as teachers found it challenging to complete all assigned tasks within designated timeframes. This difficulty in task completion could potentially impact job satisfaction and overall effectiveness in both teaching and ancillary roles. Informant 4 noted;

*Gathered tanan nga mga data nga kinahanglanon. Comply dayon sa tanan nga mga reports nga kinahanglanon.*

(Gathered all the data needed. Comply immediately all the reports needed).

**Lack of Time for Family.** This underscores the significant drawback of teachers handling multiple ancillary functions, wherein the demands of these additional roles encroach upon personal time with family. Struggling to balance professional commitments with familial responsibilities often led to feelings of guilt and strain on family relationships. This challenge not only affected the well-being of teachers but also disrupted family dynamics, potentially impacting overall family cohesion and support. Informant 2 noted;

*Time for the family. Kay bisag wala koy mga anak, naa man sa amoa ang akoang mga pag-umangkon, nga I need to be in school even Saturday and Sunday, because my principal asked to do some things nga urgent nga ako lang ang makahimo. Nga naabot jud sa point, nga naa jud koy gasul diri sa akoang classroom kay magluto ko para sa akoang mga pag-umangkon.*

(Time for the family is important to me. Even though I do not have children of my own, I have nieces and nephews at home whom I need to be with, especially when I'm asked to work at school even on Saturdays and Sundays because my principal needs urgent tasks done that only I can accomplish. There have been times when I've had a gas stove in my classroom because I cook for my nieces and nephews here).

**Too Many Reports.** The emerging theme highlights a notable disadvantage experienced by teachers with multiple ancillary functions, where the requirement to generate numerous reports adds to their workload. Juggling the preparation and submission of various reports alongside teaching duties often led to feelings of overwhelm and stress. This burden of paperwork could potentially detract from valuable instructional time and impact the quality of teaching and student engagement. Informant 1 said;

*Mas daghan kag hunahunaon compared sa ubang teachers nga walay ancillary, mas daghan ug reports nga ipasa, mas pressure.*

(There is more to think about compared to other teachers who do not have ancillary tasks, more reports to submit, and more pressure to handle).

Informant 4 also revealed:

*Mas daghan kag hunahunaon compared sa ubang teachers nga walay ancillary, mas daghan ug reports nga ipasa, mas pressure.*

(You have more to think about compared to other teachers who do not have ancillary tasks. There are more reports to submit and more pressure to handle).

**Lacks Focus to Teaching.** The emerging theme elucidates a significant drawback encountered by teachers handling multiple ancillary functions, wherein the additional responsibilities impede their ability to fully focus on teaching. Balancing administrative tasks alongside classroom instruction often resulted in divided attention, impacting the quality of teaching delivery and student engagement. This lack of focus may hinder the effectiveness of educational outcomes and teacher-student interactions. Informant 5 uttered;

The teacher's focus to teaching itself is a challenge.

#### **4.3 How do teachers cope with the challenges of having multiple ancillary functions?**

This section presents the results on the viewpoints of the research participants of their coping mechanisms with the challenges as teachers handling multiple ancillary functions. This was the gist of the third major research question, 'How do teachers cope with the challenges of having multiple ancillary functions?' Six specific research questions were utilized to gather data and information.

#### 4.3.1 Preparation in Having Multiple Ancillary Functions.

In this section, the themes created were from the responses to specific research question 3.1, 'What are your preparations in having multiple ancillary functions?' The following were the themes: comply reports needed, manage time, establish committees, and done teaching with learners.

**Comply Reports Needed.** This theme underscores the necessity for teachers to manage administrative tasks alongside their core teaching responsibilities. Participants highlighted the challenge of meeting reporting requirements while ensuring effective classroom instruction. Strategies included prioritizing tasks, allocating specific time slots for report preparation, and seeking assistance from colleagues to streamline the reporting process amidst other duties. Informant 1 narrated;

*Gathered tanan nga mga data nga kinahanglanon. Comply dayon sa tanan nga mga reports nga kinahanglanon.*

(Gathered all the data needed. Comply immediately all the reports needed).

**Manage Time.** Participants emphasized the importance of creating schedules and routines to effectively allocate time for various tasks, including administrative duties and lesson planning. Strategies such as setting priorities, creating to-do lists, and utilizing time management tools were commonly employed to optimize productivity and balance workload demands. Informant 3 narrated;

Time management is always part of it. In order to perform all your duties and responsibilities as a teacher teaching student in the four corner of the classroom and a person managing ancillary tasks inside and outside the school premises.

Informant 3 unveiled;

Effective time management, and know your priorities. I have my to-do-list, para mas easier to finish things orderly.

**Establish Committees.** This surfaced as a proactive measure in teachers' preparations for managing multiple ancillary functions. Teachers emphasized the significance of forming committees or task forces to distribute responsibilities and collaborate on various tasks efficiently. By delegating specific roles and tasks to committee members, teachers aimed to streamline processes, enhance coordination, and alleviate individual workload burdens. Informant 1 revealed;

A committee must be established so that it will not become a one-man show that exhausts mostly everyone.

**Done Teaching with Learners.** This emerged as a preparatory step among teachers handling multiple ancillary functions, emphasizing the need to complete teaching duties before engaging in other tasks. Teachers described allocating dedicated time slots for teaching activities to ensure that classroom responsibilities were fulfilled effectively. This approach enabled teachers to compartmentalize their duties and prioritize their primary role of imparting knowledge to students before attending to ancillary functions. Informant 5 cited;

I should make sure that, when I start complying my ancillary work, I am already done teaching learners.

#### 4.3.2 Strategies Used in Having Multiple Ancillary Functions.

Presented in this section are the themes drawn from the responses to the specific question 3.2, 'What strategies did you use in having multiple ancillary functions?' The following themes were created: be resourceful, setting priorities, ask guidance from school head, good time management, and scheduling of tasks.

**Be Resourceful.** This surfaced as a prominent strategy employed by teachers managing multiple ancillary functions, highlighting their ability to creatively utilize available resources to fulfill diverse responsibilities. Teachers described leveraging existing materials, collaborating with colleagues, and seeking alternative solutions to

address various tasks efficiently. This adaptive approach empowered teachers to overcome challenges and optimize their effectiveness in managing ancillary functions alongside their primary teaching roles.

Informant 1 mentioned;

*As much as possible, gipangayo nako ang tabang sa akong school head ug mga kauban nga mga magtutudlo. Be resourceful and have patient always. Make to do list, aron ma-guided.*

(As much as possible, I ask help from my school head and co-teachers. Be resourceful and have patient always. Make to do list, in order to be guided).

**Setting Priorities.** This emerged as a critical strategy utilized by teachers to effectively manage multiple ancillary functions. Teachers described the importance of identifying and organizing tasks based on their urgency and importance, enabling them to allocate time and resources efficiently. By prioritizing responsibilities, teachers were able to focus their efforts on tasks that directly contributed to their professional goals and the well-being of their students and school community. Informant 2 had this to say;

*Setting of priorities to avoid delays and lapses in both my teaching loads and ancillary tasks. Di jud kalimtan nga dapat balanse jud ang tanan.*

(Setting priorities is crucial to prevent delays and oversights in both my teaching responsibilities and ancillary tasks. It's essential to remember that everything needs to be balanced).

**Good Time Management.** This surfaced as a key strategy employed by teachers to navigate the challenges of handling multiple ancillary functions. Teachers emphasized the importance of allocating time effectively, scheduling tasks efficiently, and adhering to timelines to ensure that all responsibilities were adequately addressed. By practicing good time management skills, teachers were able to balance their various roles and duties, ultimately enhancing their productivity and reducing stress levels. Informant 4 had this to say;

*Maayong pagdumala sa oras maoy susi. Kini makahatag solusyon sa kadaghanan sa mga problema sa pag-organize sa imong mga kalihokan.*

(Good time management is the key. It solves most of the problems in arranging your events).

**Scheduling of Tasks.** Teachers emphasized the importance of creating detailed schedules outlining their daily, weekly, and monthly tasks, allowing them to prioritize and allocate time accordingly. By meticulously planning their activities, teachers were able to ensure that each ancillary function received adequate attention without neglecting their primary teaching responsibilities. Moreover, informant 5 said;

*Naa'y pag-plano sa mga tasks. Ang pag-set og alarm ug deadlines gi-considered nga usa ka effective solution para nako sa pag-deal sa mga tasks.*

(There is scheduling of tasks. Setting an alarm as well as deadlines is considered an effective solution for me in dealing tasks).

#### 4.3.3 Solutions Employed on the Challenges Encountered in Having Multiple Ancillary Functions.

Presented in this section are the themes drawn from the responses to the specific question 3.3, 'What are the solutions you have employed on the challenges you encountered in having multiple ancillary functions?' the themes generated were seek help from others, through prayers, use of available resources, and fair distribution of ancillary work.

**Seek Help from Others.** Teachers expressed the significance of collaborating with colleagues, administrators, and support staff to share tasks, seek advice, and alleviate workload burdens. By fostering a culture of teamwork and support within the school community, teachers were able to effectively manage their diverse responsibilities and navigate challenges more efficiently. She cited;

*Pagsangpit og tabang sa uban, labi na sa imong school head ug mga kauban sa trabaho.*



(Seeking help to others, especially to your school head and colleagues.)

Further, informant 3 explained;

Refer to those who are also handling ancillary tasks, consult with my school head and teachers who can help.

**Through Prayers.** This emerged as a coping mechanism employed by teachers to navigate the challenges of handling multiple ancillary functions. Teachers expressed relying on their faith and spirituality to find strength, guidance, and resilience amidst the demanding nature of their roles. By incorporating prayer into their daily routines, teachers found solace and a sense of calmness, enabling them to tackle challenges with a renewed perspective and determination. Moreover, informant 2 cited;

*Of course, prayer is always the powerful weapon in every challenge I have encountered. Kay ubanan jud ta niya sa kanunay.*

(Of course, prayer is always the powerful weapon in every challenge I have encountered. Because He is always with us).

**Use of Available Resources.** This signifies teachers' strategic utilization of existing materials, tools, and support systems to address the challenges associated with handling multiple ancillary functions. Teachers reported maximizing resources such as educational materials, technological tools, and professional networks to streamline tasks and enhance efficiency. This proactive approach allowed teachers to optimize their efforts and navigate their roles more effectively, fostering a more sustainable and productive work environment. In addition, informant 4 cited;

The solutions that I have is to make do with the available resources in the school.

**Fair Distribution of Ancillary Work.** This reflects teachers' efforts to ensure equitable allocation of responsibilities among staff members to mitigate the challenges associated with handling multiple ancillary functions. Teachers emphasized the importance of collaboration and teamwork to distribute tasks according to individual strengths and expertise. By implementing fair distribution practices, teachers aimed to promote a supportive work environment and alleviate the burden of excessive workload on any single individual, fostering a sense of collective responsibility and enhancing overall efficiency. Similarly, informant 5 cited;

There is an equal distribution of ancillary work, to the total number of teachers in the school. Also, there should be a specific schedule in complying tasks for ancillary work, to make sure that the teaching itself is not sacrificed.

#### 4.3.4 People who Helped in Coping with Challenges in Having Multiple Ancillary Functions.

Presented in this section are the themes drawn from the responses to the specific question 3.4, 'Who helped you in coping with challenges in having multiple ancillary functions?' The themes generated were school head and colleagues.

**School Head.** This emerged as a pivotal source of support for teachers grappling with the challenges of handling multiple ancillary functions. Teachers highlighted the guidance, mentorship, and leadership provided by the school head in navigating complex tasks and responsibilities. Through regular communication, encouragement, and strategic planning, the school head played a crucial role in fostering a conducive working environment and facilitating the effective management of ancillary duties. They are actively involved in school activities, events, and decision-making processes, offering a community perspective on school management. Informant 1 mentioned;

The school head, co-teachers and coordinator from other schools.

Further, informant 2 explained;

*My Principal, mga kaubanan nga magtutudlo, friends and my family.*

(My principal, fellow teachers, friends, and family provide invaluable support and encouragement).

Nevertheless, informant 3 also shared;

*My school head, teachers, friends from other schools, and mga kauban sa trainings, seminars and workshops.*

(My school head, fellow teachers, friends from other schools, and companions in trainings, seminars, and workshops all contribute to my professional growth and provide a supportive network).

**Colleagues.** Teachers relied on their fellow educators for collaboration, sharing resources, and seeking advice on navigating complex responsibilities. Through mutual understanding, teamwork, and camaraderie, colleagues provided invaluable assistance in alleviating the burden of ancillary duties and fostering a supportive work environment. Informant 4 revealed

My colleagues are very helpful in making the programs be realized.

In addition, informant 5 supported by saying;

My colleagues help me to cope with the challenges I experience.

#### 4.3.5 Assistance Sought to Help with the Challenges in Having Multiple Ancillary Functions.

Presented in this section were the themes drawn from the responses to the specific question 3.5, ‘What assistance did you seek to help you with the challenges in having multiple ancillary functions?’ the following themes were generated: learning materials, proper guidance, and sought assistance from colleagues.

**Learning Materials.** Teachers actively sought assistance in acquiring or creating relevant learning materials to enhance their teaching effectiveness amidst diverse responsibilities. Whether through collaborative efforts with colleagues, leveraging online resources, or engaging with educational institutions, accessing adequate learning materials proved instrumental in managing ancillary functions effectively.

Informant 1 narrated;

Learning materials, data, and financial assistance.

**Proper Guidance.** This surfaced as a critical element sought by teachers grappling with the challenges of multiple ancillary functions. Teachers actively sought support and mentorship from experienced colleagues, school administrators, and educational authorities to navigate their diverse responsibilities effectively. Whether seeking advice on time management, administrative tasks, or instructional strategies, the guidance received played a vital role in addressing the challenges encountered.

Informant 2 revealed;

Understanding and proper guidance in order for me to think positively to go along with challenges encountered.

**Sought Assistance from Colleagues.** This Teachers often turned to their colleagues for support, seeking advice, sharing workload, and collaborating on tasks to alleviate the burden. This collaborative approach not only fostered camaraderie but also enabled teachers to leverage collective expertise and resources in tackling their diverse responsibilities effectively. Informant 4 mentioned;

I asked assistance from my superiors as well as colleagues.

Further, informant 5 explained;

*I only ask assistance from colleagues, when its my first time experience doing the work).*

Similarly, informant 3 also shared;

From my co-teachers.

#### 4.3.6 Ways in Motivating Oneself to Teach Despite the Challenges Encountered.

Presented in this section are the themes drawn from the responses to the specific question 3.6, 'How do you motivate yourself to teach despite the challenges you have encountered?' the themes generated were see the positive side, motivated with salary, always think everything will work out, and blessed for having a job.

**See the Positive Side.** Despite encountering various obstacles, teachers actively seek out positive aspects of their profession, such as the opportunity to make a difference in students' lives or the satisfaction derived from overcoming difficulties. By focusing on the positive aspects of teaching, educators find renewed motivation and determination to persevere through challenging times. She cited;

*Pirmi ko makakita sa positibong bahin sa among gibuhat ug sa mga benepisyo nga among nadawat sa pagka-koordinator.*

*(I always see the positive side of what we are doing and the benefits we receive of being a coordinator).*

Further, informant 2 explained;

Always look to the brighter side in every situation.

**Motivated with Salary.** This suggests that financial incentives play a significant role in motivating teachers to overcome challenges in their profession. The prospect of a stable income and financial security serves as a driving force, encouraging educators to persevere through difficulties and continue their dedication to teaching. This motivation underscores the importance of fair compensation and recognition for the valuable contribution's teachers make to society. Moreover, informant 3 unfolded;

*I am motivated with my salary. Nagpasalamat ko nga naay ko ani nga trabaho kay maka-provide ko sa mga panginahanglan sa akong pamilya.*

*(I am motivated with my salary. That I considered myself as blessed of having this work so I can provide the needs of my family).*

**Always Think Everything Will Work Out.** This in the eventual resolution of challenges they face. This positive outlook enables them to stay motivated and committed to their teaching profession, even in the face of adversity. By trusting in their abilities and believing in favorable outcomes, educators cultivate a sense of hope and determination that fuels their passion for teaching. In addition, informant 4 cited;

*Sa katapusan sa adlaw, tanan makahuman ra. Makakuha ka og daghang eksperyensya nga mahimong makatabang sa imong kaugmaon.*

*(At the end of the day, everything will just work out. You will gain rich experiences that may come in handy in the future).*

**Blessed for Having a Job.** This encapsulates the gratitude teachers feel for the opportunity to educate and make a difference in the lives of their students, despite the challenges they may encounter. This sense of appreciation serves as a source of motivation, reminding educators of the value and importance of their role in shaping the future. By focusing on the privilege of having a job that allows them to positively impact others, teachers find renewed inspiration to overcome obstacles and continue their dedicated service in the field of education. Further, informant 5 cited;

*I always remembered how blessed I am having the job.*

#### 4.4 What are the insights that participants gained from their experiences in handling multiple ancillary functions?

This section presents the results on the viewpoints of the research participants of their insights with the challenges of handling multiple ancillary functions. This was the gist of the fourth major research question, 'What are the insights that participants gained from their experiences in handling multiple ancillary functions?' Five specific research questions were utilized to gather data and information.

##### 4.4.1 Insights for other Teachers Handling Multiple Ancillary Functions.

In this section, the themes created were from the responses to specific research question 4.1, 'What can you share to other teachers-in-charge in dealing with problems in management in schools?' The generated themes were- seek help from others, do one's part, be open-minded, and secure source of fund.

**Seek Help from Others.** Sharing this theme emphasizes that reaching out to colleagues, mentors, and administrators can provide valuable assistance, reduce workload stress, and foster a more supportive working environment. Encouraging teachers to seek help ensures they can manage their responsibilities effectively while benefiting from the collective knowledge and experience of their peers. Informant 5 stated;

Just simply do the right thing and always seek help to others because you cannot do it alone without the help of others.

**Do One's Part.** This encapsulates the importance of taking personal responsibility and contributing effectively when handling multiple ancillary functions. It suggests that teachers should focus on fulfilling their roles diligently, understanding that their individual efforts are crucial for the collective success of their educational community. By doing their part, teachers can ensure a balanced workload and a more harmonious working environment.

Informant 2 stated;

*Always do our part nga wala ta napugos nga andam ta midawat sa gi-entrust sa atoa nga trabahuon. Para dili ta layo sa grasya. Kay ancillary tasks are all part of our job. We should do our part religiously.*

(Always do our part without being forced, being ready to accept what tasks are entrusted to us. So that we do not stray from grace. Because ancillary tasks are all part of our job. We should perform our duties diligently).

**Be Open-Minded.** This emphasizes the need for flexibility and adaptability when managing multiple ancillary functions. It suggests that teachers should be receptive to new ideas, approaches, and feedback, as this openness can lead to more effective problem-solving and innovation. By maintaining an open-minded attitude, teachers can better navigate the complexities and challenges associated with their diverse responsibilities. Informant 3 supported;

Be open-minded to accept suggestions, criticism and sometimes failure to do thing we must do. Always asked helped to others.

**Secure Source of Fund.** This highlights the importance of identifying and securing financial resources to support ancillary functions. Teachers are advised to proactively seek funding opportunities, whether through grants, school budgets, or community partnerships, to ensure they have the necessary resources for their additional responsibilities. This approach not only alleviates financial pressures but also enhances the effectiveness and sustainability of their ancillary roles.

Informant 4 mentioned;

Secure proper source of fund so that all projects and programs will be realized. Establish the community linkages.

Similarly, informant 5 declared;

It is better to have source of fund and not spend money from your own pocket.

#### 4.4.2 Advice for other Teachers who Experienced Problems in Handling Multiple Ancillary Functions.

The theme created in this section was from the responses to the specific research question 4.2, 'What advice will you give to other teachers who experienced problems in handling multiple ancillary functions?' The themes were: always pray to God, think positive, not to take everything to heart, and learn from mistakes.

**Always Pray to God.** The result underscores the significance of spiritual support in managing multiple ancillary functions. Teachers experiencing difficulties are encouraged to seek solace and strength through prayer, finding comfort and guidance in their faith. This practice can provide emotional resilience and a sense of peace, helping them navigate the challenges of their multifaceted roles.

Informant 1 unveiled;

Always pray to God and just trust yourself that you can do it. Have patient in everything you do.

Moreover, informant 5 added;

Always pray to God. And do what is right, because God will always provide and give what our hearts desired to have. And always asked guidance to our school head, they will be helped, always get along with our co-teachers because they can help us to boost our confidence.

**Think Positive.** This highlights the importance of maintaining an optimistic outlook when faced with the challenges of handling multiple ancillary functions. Teachers are encouraged to focus on the benefits and growth opportunities that come with these roles, viewing each challenge as a chance to develop new skills and improve their professional capabilities. By keeping a positive attitude, teachers can better navigate their responsibilities and remain motivated despite the difficulties they may encounter.

Informant 3 narrated her view about having positive outlook, she said;

*Think positive, we can always do it. Sa sugod ra ang lisod, but when we learned sayon na gyud sa sunod kay maplastar na nato, always learned from mistakes. Nga ug nay mga lapses karon, then sa sunod di na mahitabo.*

(Think positive, we can always do it. The beginning is always the hardest, but once we learn, it becomes easier because we can organize better. Always learn from mistakes. If there are lapses now, they won't happen next time).

**Not to Take Everything to Heart.** This emphasizes the importance of emotional resilience for teachers handling multiple ancillary functions. Teachers are advised to maintain a healthy distance from work-related stress, recognizing that not all challenges require a personal toll. By adopting this mindset, they can better manage their responsibilities and maintain their well-being, ultimately leading to a more balanced and effective approach to their various roles.

Informant said;

Do not take everything to heart. Learn to adjust and just make do with the available resources.

**Learn from Mistakes.** Teachers are encouraged to reflect on their experiences, identifying areas for improvement and using these insights to enhance their skills. Embracing this perspective fosters resilience and continuous professional development, allowing teachers to better navigate the complexities of handling multiple ancillary functions.

Informant 5 said;

I think mistakes happened when we have no knowledge in a certain work, but we can get used to it, especially if you are entrusted to do the task.

#### 4.4.3 Recommendation for DepEd Authorities Regarding Teachers Handling Multiple Ancillary Functions.

The results in this section were taken from the responses to the specific research question 4.3, 'What recommendation will you give to the DepEd authorities regarding teachers who handle multiple ancillary functions?' The themes drawn from the responses were: provide materials needed, recognition of teachers, see to it teachers have other task, and proper compensation.

**Provide Materials Needed.** This emphasizes the necessity for educational institutions to equip teachers with the essential resources required to fulfill their ancillary functions effectively. This recommendation suggests that the DepEd authorities ensure that teachers have access to adequate materials, tools, and support systems tailored to each ancillary role. By prioritizing the provision of necessary resources, educators can enhance their capacity to excel in their multifaceted roles within the school environment. Informant 1 mentioned;

*Sa mga authorities sa DepEd, mas maayo kung mag-provide sila sa tanang mga necessary nga butang para sa amo aron makaperform kami og maayo sa tanang mga assignments nga gihatag kanamo.*

(To the DepEd authorities much better if they provide all the things, we needed for us to perform well in all the assignment given to us).

**Recognition of Teachers.** The result highlights the importance of ensuring that teachers who handle multiple ancillary functions have access to the necessary resources and materials required for effective task execution. This recommendation underscores the role of the DepEd authorities in allocating adequate budgets and resources to schools, enabling them to meet the diverse needs of teachers. By prioritizing the provision of essential materials, educational institutions can empower teachers to fulfill their ancillary roles more efficiently, ultimately enhancing overall school operations and student outcomes. This was what informant 2 said;

Hoping that DepEd authorities will always recognized the value of the teachers who are in the field, despite of the struggles of the teachers handling multiple ancillary tasks.

**See to It Teachers Have Another Task.** This recommendation suggests that the DepEd authorities should consider implementing strategies to distribute ancillary tasks more equitably among teaching staff or provide additional support staff where necessary. By addressing workload concerns and allowing teachers to focus on their core teaching responsibilities, schools can foster a more conducive learning environment and promote teacher well-being. Informant 3 unfolded;

*I know that ancillary tasks are part of our work as a teacher, but hopefully Makita nila ang balanse nga ginahimo sa mga teachers nga magtudlo pa, magpasa sa mga reports and at the same time naa pod ginahandle nga mga ancillary tasks nga naa pod mga reports nga naa pod mga deadlines.*

(I understand that ancillary tasks are part of our work as teachers, but hopefully they will see the balance that teachers maintain, teaching, submitting reports, and at the same time handling ancillary tasks which also have reports and deadlines).

**Proper Compensation.** This underscores the need for the DepEd authorities to ensure that teachers who handle multiple ancillary functions are fairly compensated for their additional responsibilities. This recommendation suggests that adequate financial recognition should be provided to these teachers to reflect the extra time and effort they dedicate to fulfilling ancillary roles alongside their teaching duties. By offering appropriate compensation, the DepEd can incentivize teachers to actively engage in ancillary functions while also acknowledging their valuable contributions to the school community. Moreover, informant 4 cited;

There should be proper compensation.

To reinforce, informant 5 said:

Efforts of teachers shall always be compensated.

#### 4.4.4 Suggestions to Help Teachers Handling Multiple Ancillary Functions.

The themes in this section were from the responses to specific question 4.4, ‘What suggestions can you give to help teachers who are handling multiple ancillary functions?’ The themes were: seek help from others, ask guidance and suggestion from others, give time for oneself, be objective, and be skillful.

**Seek Help from Others.** This highlights the importance of collaboration and support among teachers handling multiple ancillary functions. It suggests that teachers should not hesitate to ask for assistance from colleagues or superiors when managing their diverse roles. By leveraging the collective expertise and resources of

their peers, teachers can effectively navigate their ancillary responsibilities and reduce the burden of additional tasks. This was echoed by Informant 1:

Just do not depend on yourself, always seek help to others. If you have doubts and queries don't hesitate to ask. Do your task one at a time.

**Ask Guidance and Suggestion from Others.** This approach encourages teachers to leverage the insights and expertise of their peers to navigate challenges and improve their effectiveness. By fostering a collaborative environment, teachers can gain new perspectives and strategies, enhancing their ability to handle diverse responsibilities more efficiently. Informant 2 said:

Always asked guidance and suggestions from others, they will be helped and provide ideas that can help you to pursue and succeed.

**Give Time for Oneself.** This highlights the importance of self-care for teachers managing multiple ancillary functions. It suggests that teachers should prioritize their well-being by allocating personal time for rest and relaxation, which can help prevent burnout. Balancing work and self-care ensure teachers remain effective and motivated in their roles. Informant 3 mentioned:

*Give time for yourself, most especially with our health kay lawas ra gyud ang atoang kapital, give time to rest.*

(Give time for yourself, especially for your health, because our body is our capital. Give time to rest).

**Be Objective.** This emphasizes the need for teachers to approach their multiple ancillary functions with a clear, impartial mindset. It suggests that teachers should focus on prioritizing tasks based on their importance and impact, rather than personal preference or emotions. By maintaining objectivity, teachers can manage their responsibilities more effectively and make better decisions in challenging situations. Moreover, informant 4 shared:

Learn to be objective in most things.

**Be Skillful.** This underscores the importance of developing a diverse set of skills to manage multiple ancillary functions effectively. Teachers are encouraged to continuously improve their competencies in areas such as time management, organization, and task delegation. By enhancing these skills, teachers can handle their varied responsibilities more efficiently and reduce the stress associated with managing multiple roles. Further, informant 5 cited:

We must be more skilled in a certain aspect that is beneficial to work, it is a great advantage.

#### 4.4.5 One's Hope and Aspiration as a Teacher Handling Multiple Ancillary Functions.

The theme in this section was from the responses to specific question 4.5, 'What are your hopes and aspirations as a teacher handling multiple ancillary functions?' This was the last specific research question for the 4<sup>th</sup> main research question. The themes were: DepEd authorities to see the struggles of teachers, teacher be willing to do their job, non-teaching personnel will perform the ancillary functions, teacher to focus on teaching, and sacrifices be helpful for change and progress.

**DepEd Authorities to See the Struggles of Teachers.** This epitomizes teachers' hopes that the Department of Education (DepEd) will become more aware of and responsive to the challenges they face while handling multiple ancillary functions. Teachers aspire for DepEd to acknowledge their struggles, which could lead to improved support systems and resource allocation. This recognition would not only validate their efforts but also potentially ease their workload, allowing them to focus more on their primary teaching responsibilities. Informant 1 stated;

I hope that the DepEd authorities will see all the struggles of the teachers.

**Teacher be Willing to do Their Job.** This reflects teachers' hopes that despite the challenges, educators will remain dedicated and enthusiastic about their roles. They aspire for teachers to embrace their responsibilities, seeing them as opportunities for personal and professional growth. This willingness and commitment are crucial for fostering a positive and productive educational environment. Informant 2 stated;

*That all teachers are willing to do their job, and part of that job is the ancillary tasks entrusted to us. Nga ipakita nato nga nagtrabaho ta dili alang sa mga tao nga nakapalibot sa atoa, kundili para mahimong kita. And always offer our work to God, for he will provide sa kulang sa atoang kinabuhi.*

(All teachers should be willing to do their job, including the ancillary tasks entrusted to us. We need to show that we work not just for the people around us, but to become better individuals ourselves. Always offer our work to God, for He will provide for what is lacking in our lives).

**Non-Teaching Personnel Will Perform the Ancillary Functions.** This captures the aspiration for a more focused teaching environment, where non-teaching tasks are handled by dedicated staff. This change would allow teachers to concentrate on their primary responsibility of educating students, enhancing the quality of instruction. By delegating ancillary functions to non-teaching personnel, educators hope to reduce their workload and improve overall job satisfaction. Also, informant 3 said;

*I hope nga totally maimplement na gyud sa DepEd nga ang mga non-teaching personnel na ang maghandle sa mga ancillary tasks, para ang teachers focus sa teaching, teaching related matters and classroom.*

(I hope that DepEd will fully implement the delegation of ancillary tasks to non-teaching personnel, so that teachers can focus on teaching, teaching-related matters, and the classroom).

**Teacher to Focus on Teaching.** Teachers aspire to minimize distractions from ancillary tasks, enabling them to enhance their teaching effectiveness and student engagement. This focus is seen as crucial for improving educational outcomes and ensuring that teachers can deliver high-quality education without the burden of additional non-teaching duties. Further, informant 4 mentioned;

I hope that one day, teachers will only teach.

**Sacrifices be Helpful for Change and Progress.** This reflects the hope that the sacrifices made by teachers in handling multiple ancillary functions will lead to positive change and progress within the educational system. Teachers aspire for their efforts to contribute meaningfully to improving the overall quality of education and addressing systemic challenges. Despite the challenges they face, teachers remain committed to their roles and believe that their sacrifices will ultimately benefit both students and the education sector as a whole. Meanwhile, informant 5 unveiled;

I really do hope that our efforts and sacrifices is helpful towards change and progress.

## 5. IMPLICATIONS FOR PRACTICE

The following implications for practice can be drawn from these findings.

**On Experiences in Handling Multiple Ancillary Functions.** The findings suggest that providing targeted training and professional development opportunities can better prepare teachers for handling multiple ancillary functions effectively. Additionally, creating support systems to manage stress and responsibilities can enhance teachers' overall job satisfaction and performance which can be done by DepEd.

**On Advantages of Being a Teacher with Multiple Ancillary Functions.** The findings indicate that schools should leverage ancillary functions as opportunities for teachers' professional growth and networking, enhancing career advancement through certification and promotion pathways. Moreover, institutions should provide time management training to help teachers balance their ancillary roles with core teaching responsibilities effectively.

**On Most Benefiting Part as a Teacher with Multiple Ancillary Functions.** The findings suggest that schools should recognize and reward the additional skills and certifications teachers gain from managing ancillary functions, as these contribute significantly to their professional development. Additionally, providing platforms for teachers to showcase their competencies and achievements can foster a sense of accomplishment and motivation.

**On Challenges Encountered in Handling Multiple Ancillary Functions.** To address the challenges encountered by teachers managing multiple ancillary functions, schools should implement structured time



management training and financial support systems to alleviate the burden of additional tasks. Moreover, policies should be developed to ensure a more equitable distribution of workload, preventing burnout and ensuring teachers' well-being.

***On the Most Difficult Part in Handling Multiple Ancillary Functions.*** To effectively handle the most difficult parts of managing multiple ancillary functions, teachers should be provided with professional development opportunities focused on strategic planning and time management. Additionally, schools should allocate sufficient budgetary resources and clearly communicate expectations to support teachers in balancing their multiple responsibilities.

***On Disadvantages of Being a Teacher Handling Multiple Ancillary Functions.*** Consequently, to mitigate the disadvantages of handling multiple ancillary functions, schools should streamline reporting requirements and provide additional support staff to allow teachers to focus more on teaching. Implementing flexible work schedules and time management training can help teachers balance their professional and personal responsibilities more effectively.

***On Preparation in Having Multiple Ancillary Functions.*** To effectively prepare for multiple ancillary functions, schools should provide teachers with time management training and clear guidelines for reporting. Establishing committees can distribute the workload more evenly, ensuring teachers can maintain their primary focus on student instruction.

***On Strategies Used in Having Multiple Ancillary Functions.*** To handle multiple ancillary functions effectively, teachers should be resourceful and set clear priorities, while school heads can offer crucial guidance to ensure good time management and effective task scheduling. Emphasizing these strategies in professional development programs can enhance teachers' ability to balance their various responsibilities efficiently.

***Solutions Employed on the Challenges Encountered in Having Multiple Ancillary Functions.*** To address challenges related to handling multiple ancillary functions, it's essential for teachers to seek help from others, including colleagues and support staff, and utilize available resources effectively. Additionally, fostering a culture of fairness in distributing ancillary work can contribute to a more balanced workload and better overall teacher well-being.

***On People who Helped in Coping with Challenges in Having Multiple Ancillary Functions.*** Recognizing the importance of support from school heads and colleagues, educational institutions can foster a collaborative environment that encourages mutual assistance and professional growth among teachers managing multiple ancillary functions. Implementing mentorship programs and regular staff meetings can further enhance communication and solidarity within the teaching community, ultimately improving teachers' ability to cope with various challenges.

***On Assistance Sought to Help with the Challenges in Having Multiple Ancillary Functions.*** To better support teachers in managing multiple ancillary functions, educational institutions should ensure the availability of sufficient learning materials and provide proper guidance to assist teachers in their tasks. Additionally, fostering a collaborative environment where teachers feel comfortable seeking assistance from colleagues can enhance their ability to address challenges effectively and improve overall job satisfaction.

***On Ways in Motivating Oneself to Teach Despite the Challenges Encountered.*** To optimize teacher motivation in the face of challenges, educational institutions should acknowledge and reinforce positive attitudes such as seeing the bright side, valuing the motivating factor of salary, maintaining optimism, and cultivating gratitude for job security. Moreover, integrating strategies that promote a culture of positivity and appreciation within the teaching community can bolster resilience and enhance overall job satisfaction despite ancillary task burdens.

***On Insights for other Teachers Handling Multiple Ancillary Functions.*** In facilitating effective management of ancillary tasks, it is crucial for educational institutions to promote a culture where teachers feel empowered to seek help from others, fulfill their responsibilities diligently, maintain an open-minded approach, and ensure a secure source of funding for necessary resources. Additionally, fostering collaborative networks and providing ongoing support can empower teachers to navigate their multifaceted roles with confidence and efficiency.

***On Advice for other Teachers who Experienced Problems in Handling Multiple Ancillary Functions.*** In supporting teachers facing challenges in managing ancillary tasks, it's essential for educational institutions to encourage practices such as seeking solace in prayer, maintaining a positive mindset, developing resilience by not internalizing every setback, and embracing a growth mindset that learns from mistakes. Moreover, providing platforms for reflection and professional development opportunities can further empower teachers to navigate challenges and thrive in their multifaceted roles.

***On Recommendation for DepEd Authorities Regarding Teachers Handling Multiple Ancillary Functions.*** To effectively support teachers managing multiple ancillary functions, it's imperative for DepEd authorities to prioritize the provision of necessary materials, offer recognition for teachers' efforts, ensure reasonable task allocation, and provide appropriate compensation commensurate with their additional responsibilities. By addressing these key areas, educational authorities can foster an environment where teachers feel valued, equipped, and adequately supported in fulfilling their diverse roles within the education system.

***On Suggestions to Help Teachers Handling Multiple Ancillary Functions.*** To enhance teachers' ability to manage multiple ancillary functions effectively, it's essential to encourage a culture of collaboration where teachers feel comfortable seeking assistance and guidance from their colleagues. Additionally, promoting self-care practices, fostering objectivity in decision-making, and offering opportunities for skill development can equip teachers with the necessary tools to navigate their multifaceted roles with confidence and resilience.

***On One's Hope and Aspiration as a Teacher Handling Multiple Ancillary Functions.*** To address the challenges faced by teachers handling multiple ancillary functions, it's crucial for DepEd authorities to empathetically recognize and address their struggles while ensuring that non-teaching personnel are adequately tasked with ancillary responsibilities. Teachers, in turn, should remain committed to their roles, focusing on teaching, while acknowledging that sacrifices made for the sake of progress can ultimately lead to positive change within the educational system.

## 5. CONCLUSIONS

These comprehensive findings drawn from the study underscores the multifaceted nature of managing ancillary functions for teachers within the educational landscape. It highlights the critical importance of targeted training, professional development opportunities, and robust support systems to equip teachers with the necessary skills and resources to navigate their diverse roles effectively. Moreover, recognizing and leveraging the advantages of ancillary functions for professional growth, career advancement, and overall job satisfaction is essential for optimizing teacher performance and well-being.

Addressing the challenges encountered in handling multiple ancillary functions requires a multifaceted approach, including structured time management training, equitable workload distribution, and fostering a culture of collaboration and support among educators. Additionally, acknowledging the role of positive attitudes, self-care practices, and ongoing professional development in sustaining teacher motivation and resilience is paramount to overcoming challenges and thriving in the teaching profession.

Moving forward, educational institutions and policymakers must prioritize the provision of necessary resources, recognition, and support to empower teachers in managing ancillary functions effectively. By fostering a collaborative and inclusive environment, promoting ongoing professional development, and addressing systemic challenges, we can ensure that teachers are adequately equipped and supported in fulfilling their diverse roles within the education system, ultimately fostering positive change and progress for all stakeholders involved.

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