



PRIMARY RESEARCH

Untold stories of teachers with multiple ancillary functions: A phenomenology of fortitude

Into, Cherry Ann D. ^{1*}, Gempes, Gloria P. ²^{1,2} University of Mindanao, Davao, Philippines

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Abstract

This research aimed to describe the experiences of teachers in Davao City, Philippines with multiple ancillary functions. Employing a phenomenological approach among 18 teacher participants, in-depth interviews and focus group discussions were conducted. Results revealed that most participants experienced positive gains from their experiences which challenged them to aspire more advancement for themselves. The themes generated were endurance, perseverance, risk-taking competence, and determination. Coping mechanisms of the participants included proper planning and time management, optimism and positivity, achieving life-work balance, and an inspiration and support system. Despite the rigors of life as teachers with multiple ancillary functions, they shared positive insights about their experiences on commitment and dedication, being positive, prospects for growth and development, and as a testament of faith and trust in one's abilities. Multiple ancillary functions of teachers draw powerful advantages in terms of personal and professional development. It also has a broader implication for all the educators in the country.

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INTRODUCTION

The Department of Education categorizes classroom teachers into two: teachers without ancillary function and teachers with ancillary functions, which means that aside from being classroom teachers, they have other classroom-related functions. Some of them are designated as Grade Level Coordinators, Club Moderators, Clinic In-Charge, School Statistician, and Canteen Manager among others. Multiple ancillary functions of teachers often lead towards losing their motivation, satisfaction, and competence, and even feel burn-out (Howard & Johnson, 2004). In the study conducted by Parham and Gordon (2011), a person seeks for multiple ancillary functions only because of promotion. This underscores the potential negative impact on individual's job satisfaction, quality of living, and work performance. Furthermore, scholars have questioned the nature and characteristics of teachers with multiple ancillary functions. Zickar, Gibby, and Jenny (2004) reported that an

employee is more likely to encounter professional rivalry because you have to exert more effort to manage multiple roles and behaviors to the different multiple ancillary functions. In the Philippines, the Department of Education (Dep Ed) schools are facing issues on how to meet the critical factors which bear significance in enhancing quality education. Variables, such as overlapping tasks and co-curricular activities of teachers, are reported as factors that hinder quality education in the country as cited by (Jackson, Schwab, & Schuler, 1986). In Mindanao, the study of Retubada (2104) mentioned that multiple ancillary functions of teachers is one of the problems encountered by schools in Davao Del Sur, Region XI. He cited that teachers, while performing their main function as classroom adviser, are also given extra non-teaching functions called ancillary functions as their additional workload since there is a need to assign these teachers as subject area coordinators, grade level head, canteen manager, sports coordinator, SBM, coor-

*Corresponding author: Into, Cherry Ann D.

†Email: cherry.into@deped.gov.ph

dinator, club moderators, cluster subject area coordinator, coaches in different contests in cluster, division, regional and even at national levels which resulted into poor performance of teachers as well as students. However, in the study of [Parham and Gordon \(2011\)](#), combining multiple ancillary function emphasized positive impacts on an individual's well-being. Canadian teachers with multiple ancillary functions are reported to be less worn-out, stress-free, have high performance in their jobs, and with lower intentions to quit ([Jamal, Baba, & Riviere, 1999](#); [Yahya, Ismail, Salleh, & Abdullah, 2015](#)).

Based on my readings, aside from the fact that they are all in the international setting, those studies are quantitative in nature. In fact, I have not come across a similar study in the local setting that looked into the depth and realm of the experiences of teachers with multiple ancillary functions. Thus, it encouraged me to explore in detail the experiences of teachers handling multiple ancillary functions and find ways to sustain their courage and fortitude amidst challenges and difficulties in handling and managing their multiple ancillary functions.

Purpose of the Study

The purpose of this phenomenological study was to describe the journey and experiences of public secondary school teachers with multiple ancillary functions. The following are the research questions considered as the construction lens of the interview guide. (1) What are the experiences of teachers with multiple ancillary functions? (2) How do teachers cope with the challenges of having multiple ancillary functions? (3) What insights the participants share with their colleagues and the academe in general?

Theoretical Lens

This research is anchored on the theory of Job enlargement ([Buhler, 1990](#)). He said that Job enlargement can be defined as utilization of "horizontal" skills, or multiple ancillary functions which require skills that are at a similar level of complexity and responsibility. In teaching, it may consist of creating additional work load aside from the regular task given ([Firestone, 1991](#)). Research on the off shot of job enlargement programs shows that motivation is increased when additional tasks are interdependent ([Wong & Champion, 1991](#)). It was also added that job enlargement is directly related to high satisfaction ([Champion & McClelland, 1993](#)). Research shows that job enlargement has a positive effect on teachers' instructions since it became more diversified ([Firestone, 1991](#)). In another study, conducted by [Conley and Levinson \(1993\)](#), they said that teachers' mul-

multiple ancillary functions, such as teaching and non-teaching responsibilities, improved teachers' skills.

REVIEW OF RELATED LITERATURE

This part provides related studies and researches that provide support to the study. These articles deal on teachers' multiple ancillary functions and other related readings.

Historical Perspective on 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 \(2004, p. 156\)](#).

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, 1992](#)). It was also cited by ([Brewer, 1996](#)) 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. Creating opportunities for teachers to become more involved with new initiatives and responsibilities develops their autonomy.

Moreover, teachers who are empowered in school require principals to elicit changes in one's role, which are likely to be evident mostly in the level of authority that individuals have on the job. In order to embrace more rigorous expectations of teaching and learning, school principals would be wise to investigate ways in which they can empower and promote leadership qualities within teachers to share in the workload of educational tasks, as cited by ([Hart, 1994](#)).

Experiences of Teachers and their Multiple Ancillary Functions

Leading the way are thousands of teachers who are rethinking every part of their jobs, their relationship with students, colleagues, and the community, the tools and techniques they employ, their rights and responsibilities, the form and content of curriculum, what standards to set and how to assess whether they are being met, their preparation as teachers, their ongoing professional development, and the very structure of the schools in which they work. In short, teachers are reinventing themselves and their occupation

to better serve schools and students (Levin, 1993; Wijetunge, 2016). In order to better serve the school, teachers need to possess attitudes and skills in order to cope with the challenges as teachers with multiple ancillary functions. (Schaufeli, Salanova, González-Romá, & Bakker, 2002) says that a person's work engagement is defined as positive, fulfilling, and work-related state of mind that is characterized by endurance, dedication, and absorption.

However, the article published by Pearson, Carroll, and Hall (1994) mentioned that teachers who were empowered by the school were crossing the lines into managerial roles but were not being compensated for their increased responsibilities. It was further revealed in the study entitled Relationships and Resilience: A Role for School Principal that when teachers experienced difficulties in their personal relationships, these difficulties were caused by their tiredness and a lack of energy due to multiple work load or ancillary functions (Peters & Pearce, 2012).

In the study of Zickar et al. (2004), they stated "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, Puteh, Nasir, Ashaari, & Kawangit, 2016; Martin, 1992). However, on the study conducted by Sappa, Boldrini, and Aprea (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. (Baker, 2006) reiterated that how well a person copes with life situations is expected to be associated with attachment style. People with secure support system have a history of positive, supportive relationships with significant others; they are more likely to perceive good social support networks and be satisfied with the amount of support they receive. For many teachers, multiple roles are considered essential for school restructuring and optimum teacher de-

velopment (Kushman, 1992). The findings of Short and Greer (2002) cited that trust is said to be a major attitude to possess as teachers with multiple jobs in order to develop collaborative leadership within school fostering positive relationships as it continues to focus their effort on establishing trusting relationships within the school community.

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, 2104). 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). Nowadays, teachers are participating in day-to-day decision making in schools working side-by-side to set priorities, and dealing with organizational problems that affect their students' learning (Jordan, 2013). He added that many teachers also spend time researching various questions of educational effectiveness that expand the understanding of the dynamics of learning. More teachers are spending time mentoring new members of their profession, making sure that education school graduates are truly ready for the complex challenges of today's classrooms.

Meanwhile, under DepED Memorandum No. 291 dated June 13, 2008, the general guidelines for the implementation of the six hours of actual classroom teaching of public elementary and secondary teachers and the specific guidelines to be formulated at the school level for the remaining two hours to complete the eight hours of work, have been promulgated. The six hours of actual classroom teaching shall cover the full teaching load of a teacher as indicated in the class program. Teaching loads including advisorships and/or special assignments for the entire school year combined shall be considered as one teaching load. As cited in the memorandum, the special assignments of teacher as grade level coordinator, school paper adviser, class adviser,

and property custodian for one actual teaching load.

METHODOLOGY

Research Design

This study employed a qualitative research design, specifically phenomenological approach. A qualitative research design was described as an approach for exploring and understanding the meaning of individual's or group's ascribe to social or human problem as cited by (Creswell & Creswell, 2017). Moreover, qualitative research seeks to understand the meaning people have constructed, that is, how people make sense of their world and the experiences they have in the world (Merriam, 2009). Phenomenology is the study of structures of experience, or consciousness. Literally, it is the study of phenomena, appearances of things, as they appear in our experience or the ways we experience things (Smith, 2018).

As mentioned by Hancock, Windridge, and Ockleford (2009), phenomenological study systematically focused on how people or group of people can have different ways of looking at reality. However, the uniqueness of qualitative research is that one may produce findings that were not determined in advance and also the findings may be applicable beyond immediate boundaries of the study.

Moreover, I also compared and contrasted the experiences that I discovered to every participant based on their pedagogical experiences, (Moustakas, 1994). With this, I was able to come up with an idea how important these experiences are to other teachers who have multiple ancillary functions. As a phenomenological researcher, I need to be careful in presenting and interpreting the experiences of the research participants. I interpreted the development of this research through narrative and thematic analysis (Letts et al., 2007).

It was also mentioned by (Creswell & Creswell, 2017; Giorgi, 2009) that in qualitative research, such as phenomenology, it is recommended that for in-depth interview, researchers could interview 5-25 participants who had experienced the same phenomenon, if one would want to achieve the goal of representativeness and generalizability as a criterion from a small number of research participants.

Role of the Researcher

As a researcher, it is my role to gather reliable information from my participants mentioned in the book of (Tracy, 2012). I was able to follow certain interview etiquette to ensure the authenticity of the information disclosed by my participants. In this undertaking, different roles were demonstrated by the researcher. I acted as interviewer,

note taker, encoder, and facilitator. Ultimately, I became the primary data collector. As an interviewer, I conducted focus group discussion and in-depth interview using semi-structured interview guide. The interview among the participants was tape recorded to ensure that the data or information collected reflects the actual responses. During the course of my research, I have been extra careful and sensitive to the feelings of my participants so as not to offend them or make them feel uncomfortable in any way. I exhibited courtesy during interview sessions by demonstrating utmost interest and attention while the participant unfolded his/her experiences as teacher with multiple ancillary functions.

Research Participants

The participants of this study were public secondary school teachers from Cluster III, Davao City Division, Region XI, Philippines. I have chosen 11 teachers for my in-depth interview and seven for the focus group discussion. The participants were chosen using purposive sampling.

Data Collection

In this research, I used different kinds of data sources in obtaining pieces of information from the research participants. Creswell and Creswell (2017) suggested that gathering of data should happen in a natural setting which could be developed through observations, interviews, documents, or audio-visual materials.

Data Analysis

The interview transcripts were transcribed for analysis. Transcription is an integral process in the qualitative analysis of language data. It represented an audio taped record, and the record itself represented an interactive event (Lapadat & Lindsay, 1998). Then, answers were coded according to the main themes and core ideas.

RESULTS AND DISCUSSION

Experiences of Teachers with Multiple Ancillary Functions

The participants of the study simply described their lived experiences regarding multiple ancillary functions. There are four main themes emerged presented in Table 1 which include: Endurance; Perseverance; Risk taking competence; and Determination.

The first major theme that emerged in this study is *endurance*. It is measured every time they encounter frustrations with co-workers who are not using their common sense; they sleep late at night to prepare learning activity sheets for remedial classes; divide time for family and work

but are able to manage it; they worked school hours, even Saturdays and Sundays; felt tired but can still manage to finish the task assigned to them; and lastly, some colleagues would question their decisions and get mad at them. These are not far from the postulates of [Schaufeli et al. \(2002\)](#) that say a person's work involvement means optimism, fulfilling assigned task, and output-oriented begets endurance, dedication, and absorption. Endurance is often associated

with eagerness and perseverance to learn and resilience in working amidst life difficulties. In the same manner, the above-mentioned statement was supported by [Schaufeli et al. \(2002\)](#) suggesting that endurance constitutes the core dimension of a person who is totally engaged with his jobs. Thus, he exhibits persistence amidst life's difficult circumstances.

TABLE 1. Themes and core ideas on experiences of teachers with multiple ancillary functions

Major Themes	Core Ideas
Endurance	It is frustrating; co-workers are not using their common sense. I worked beyond school hours, even Saturdays and Sundays. I felt tired, it's already getting late, I see to it I finished the task assigned to me. Colleagues question my decisions; sometimes they get mad at me. It becomes my life now and I am not tired because I am use to it already. Sometimes, there is negative feedback you will hear from the group I sleep late because I have to prepare learning activity for my remedial class My time with my family is divided already, but I know how to manage it. Yes, it's difficult to manage, you have to place your dedication & commitment
Perseverance	Patience is tested; working hard but not being recognized/compensated Experienced sleepless nights just to beat deadlines; multiple tasks are difficult Sometimes I forgot that it is already late; I forget to put lipstick and comb hair I am always pressured having multiple ancillary functions; it's really not easy You cannot serve two masters at the same time; work is left and right It is additional burden of work; pressure cannot be avoided Had to burn midnight candles just to submit reports on time I am overloaded with six subjects plus my ancillary function I feel pressured; anxious that I might not meet high expectations The feeling that brain is splitting, minding one function over another
Risk taking competence	Submission of necessary documents gets delayed I could not prepare and update lesson plans because of my ancillary functions Had to prioritize ancillary function over my class; leave them with seat work Have to leave students just to attend meetings, seminars and training I am not at ease every time I leave my class to do my ancillary work There are times I face my class unprepared; fail to deliver desired competency Sometimes I am unable to prepare activities because of ancillary functions Official work in classroom gets neglected; comes to class not prepared
Determination	Leave my family for out of town seminars and conferences. I usually bring my work at home, sacrificing my family time most of the time It became an opportunity for advancement; can use experience for promotion Was given chance to be one of the trainers in our Division It enhanced my leadership skills; helped in improving managerial skills It helped me integrate experiences to subjects I am taking at the university. It made me tough, especially in dealing with difficult situations It taught me to be patient, resilient, and more loving It gave me inner joy having contributed to the operation of the school I was happy to be of service to the school community

Perseverance came forth as the second major theme of teachers with multiple ancillary functions. Perseverance of teachers is tested when they have worked hard but are not recognized and compensated in return, worked extra mile and experienced sleepless nights in preparing reports, forgot to wear lipstick and comb their hair, got tired and frustrated, burnt midnight candles to submit reports, felt pressured and anxious that they might not meet high expectations, and had the feeling that the brain is splitting mind-ing one function over another. The data were supported by the study of [Pearson et al. \(1994\)](#) who revealed that teachers who are empowered in their respective stations were already walking the extra mile in order to accomplish the assigned functions but at the end of the day, they were not compensated in return. It was further revealed in the study entitled 'Relationships and resilience: A Role for School Principal' that when teachers encounter difficult experiences, it was only because they are tired and they lack energy due to multiple workload or ancillary functions ([Peters & Pearce, 2012](#)). In like manner, ([Cannon, 1996](#)) cited that in countries, such as China and Japan, hard work and perseverance contribute toward academic achievement. An important factor of what everybody needs to develop in whatever organizations you are in.

Risk taking competence surfaced as the third major theme for the experiences of teachers with multiple ancillary functions. These were manifested when they left students with seat work to attend meetings, seminars, and conferences, prioritizing ancillary functions over class, could not prepare and update lesson plan and came to class not prepared. The cases shared by the participants are articulations of the view of [Zickar et al. \(2004\)](#); they reported the "role conflict" for teachers with multiple ancillary functions that if the primary and secondary jobs are very dissimilar, an employee is more likely to face role conflicts and feel less satisfied, since more efforts are required to shift among the different roles and to adapt roles and behaviors to the different jobs' demands.

It is also congruent to the study conducted by [Ajzen and Fishbein \(1980\)](#); [Sanbonmatsu and Fazio \(1990\)](#), who underlined that multitasking would result into hands-on activities and the attainment of goals and objectives. However, engaging in multiple ancillary functions can be tasking and demanding, where individual performance will suffer and the overall productivity will be decreased. In like manner, the result of teachers' multiple ancillary functions and their increased responsibilities showed greater accountability for school administrators. Research shows that a strong interest in allocating greater decision-making was author-

ing to teachers ([Howard & Johnson, 2004](#)). If school heads and teachers would agree to the never-ending list of responsibilities in the school community, they must be given greater autonomy and decision-making power ([Pearson et al., 1994](#)). However, teachers can become exhausted because they have to work for a longer period of time, with many hats to wear ([Richardson, Watt, & Devos, 2013](#)).

Determination appeared as the fourth and major theme which emerged in the experiences of teachers with multiple ancillary functions, who sacrificed time and left their family for out-of-town seminars and conferences, enhanced their leadership skills, opportunity for advancement, and use for promotion, enrolled in graduate and post-graduate studies, were given the chance to be teacher trainer, and contributed to the operation of the school. The data are parallel to the standpoint of [Sappa et al. \(2015\)](#) stating that at the cognitive level, teachers' multiple ancillary functions support teachers in utilizing varied options to analyze problems and use different interventions to cope with difficult experiences. The participants revealed that having multiple ancillary functions had improved their organizational and leadership skills and even more determined to balance different activities. Moreover, I have read the two articles from [Firestone \(1991\)](#) and [Gempes \(2008\)](#) citing [Deci and Ryan \(1985\)](#) which articulated that Self-Determination Theory exemplifies the nature of motivation: people may not only engage in an activity for varied reasons but they do it for qualitative aspect as well.

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 are presented in Table 2. It 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. In order for them not to forget the task for the day, they prepared checklist of things to do, placed reminder, made plan of activities ahead of time or did things in advance based on urgency and importance. This was supported by ([Abban, 2011](#)) when he stressed that the time you have wasted never comes back. It plays a significant role in one's life. A person who knows how to man-

age his time would not find any difficulty in the performance of his job and are labeled as successful employees of the school. He further regarded time management as the one which is connected with person's tools, skills, and activities in order to work efficiently every day. It is analogous to the word 'systematic' which in itself is a very positive trait to be possessed by an effective individual. In the same manner, articles of (Channar, Shaikh, Pathan, & Mughal, 2014;

Tulo & Gempes, 2016) also cited that proper management of time plays a vital role in motivating the employees and, thus, improving the performance of the organization. In addition to that, an important part of planning is prioritizing. When you are prioritizing task, it means you spend most of the time with the most urgent in the list and are given the topmost priority (Tavakoli, Tavakoli, & Poursmaeil, 2013).

TABLE 2. Themes and core Ideas on how participants cope with the challenges of having multiple ancillary functions

Major Themes	Core Ideas
Proper planning and time management	I usually make a plan of activities ahead of time; arrange my schedule I organize things according to urgency and importance I prepare a checklist of things to do so I will not forget my tasks for the day Prioritize tasks based on the time it needs to be done
Optimism and positivity	I just see to it that I manage my time well; walk the extra mile Always think positive, try not to be affected by criticism. Look at it in a constructive way; avoid negativity I welcome things as opportunities rather than as a multitude of tasks. I simply accept all these things as challenges I just ignore them (negative teachers) and do my job well
Achieving life-work balance	I see to it that I do not overwork myself. I condition my mind to be healthy; take food supplement; eat at the right time I meditate and pray; offer everything to God I always have a good night rest, enough recreation, and exercise. I never bring my work-load home I listen to music; watch movie, do Facebook; hang out with friends I make sure I set aside time for myself to rest and bond with my family
Inspiration and support system	Support and reassurance from Head and colleagues. Love and encouragement of family, colleagues and friends Support from my family is number one for me. I consider the feedback and comments of my students I make sure I still have my time for family and for my education.

The second major theme, which is optimism and positivity, becomes visible because teachers considered their ancillary function as an opportunity and not as a multitude of task; they ignore criticism that may come along their way and take positive thoughts in order to generate positive ideas. It was mentioned by Calisee that if you do not want to have additional stress in life, be optimistic all the time because you will be inspired to do better with your job and yield positive results as well. The case of Calisee are articulations of the view of (Bonanno & Keltner, 1997) who emphasized that positive emotions and the continuing contact with supportive people can help reduce stress in the person's social environment. This is supported by (Fredrickson, Tugade, Waugh, & Larkin, 2003) when he said that an ongoing pos-

itivism will lead to building up a range of holistic personal resources that are lasting coping mechanism and habitual personal resource.

Achieving life- work balance comes out to be the third major theme because they conditioned their mind to be healthy by taking food supplement, eating at the right time, hanging out with friends once in a while, setting aside time for family, and even finding time to meditate, pray, and offer to God everything that they have encountered. These reports are consistent with a study by (Rife & Hall, 2015); they emphasized that a person who knows how to balance their work, family, and life commitments is happier in his jobs and is more likely to stay and work towards a rewarding and prolific job.

This is also in consonance with the statement mentioned by Halpern and Murphy (2013); they said that employees differ in their strategies in balancing work from other domains. Some prefer to set limits between work and non-work-related functions, referred to as “segmenting”.

Inspiration and support system appeared as the fourth major theme which emerged as coping mechanism of teachers with multiple ancillary functions because teachers are counting support and reassurance from their Heads, colleagues, and friends, and love and encouragement from family and friends. It adheres to the contentions of (Baker, 2006) when he reiterated that individuals who established open communication with other people are also well-loved and accepted; thus, they are more satisfied and less troubled in their work. It is considered to establish a positive relationship, encourage resilience in one’s life, thus greater adaptability to cope with life’s difficult experiences. More so, attachment style is a determining factor in the cognition of social support, which is directly related to coping. He added that a strong support system would also result into a positive relationship with other people and would feel satisfaction with the amount of support they receive.

These reports are consistent with the study of Repak (2009), who reported that faculty involvement and support were the important ingredients in academic success of a teacher guided by their immediate superior. It enhances their sense of well-being and belonging in the educational community. It brings both personal and emotional varying degrees of support to combat such difficulties.

In the same way, Castallo (1992) also cited that to prevent outcomes of excessive stress because of multiple ancillary functions, school heads need to be visionary and encourage teachers in managing their multiple ancillary functions, while foster teamwork and sense of ownership within the school community.

Furthermore, another experience was accentuated by the view of (Schwab, 1983) which tells that teachers who are contented with decisions and the support system provided by school heads have a more optimistic approach towards teaching and learning. Hence, this notion was also supported by (Coombe, 2008; Don et al., 2016), stating that schools have greater accountability of providing teachers with enough resources with clear position descriptions by setting goals and objectives in their profession to eliminate conflict and ambiguity, in order to establish open communication.

Shared Insights of Teachers with Multiple Ancillary Functions

The participants of the study take into account the shared insights learned from their experiences. Core ideas are developed from which emerged four major themes presented in Table 3 including: commitment and dedication, being positive, prospects for growth and development, and as a testament of faith and trust in one’s abilities.

Commitment and dedication is the first major theme emerged because they learn to embrace whatever task is assigned to them; stayed focused on the task; worked with commitment and dedication; and knew how to balance time and carry out the task with flying colors. It affirms the assumption of (Meyer & Parfyonova, 2010) saying that employees’ commitment to an organization is a very important indicator for an employee to stay, thus attending regularly and performing his job effectively. Dedication is characterized by a signified enthusiasm, inspiration, pride, and challenge. Moreover, 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, 1982). 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, 1992).

Being positive is the second major theme appeared because teachers with multiple ancillary functions are optimistic and accept criticisms, live life to the fullest by thinking only positive thoughts since it emits positive emotions, and avoid conflict or fight with others. The findings embarked the study conducted by Deckel, Bauer, and Hesselbrock (1995) which cited that significant relationships, such as optimism, good self-esteem, low incidence of depression, and low negative emotions resulted into a higher level of satisfaction.

On the other hand, the articles of (Bonanno & Keltner, 1997) emphasized that positive emotions beget distress by quieting or undoing negative emotions and by greater continued contact and support from significant others. This is supported by Fredrickson et al. (2003) when he said that positivism leads to the building up of holistic personal resources lasting which would lead to habitual coping and a personal resource.

TABLE 3. Themes and core Ideas on shared insights of teachers with multiple ancillary functions to colleagues and the academe in general

Major Themes	Core Ideas
Commitment and dedication	Commit yourself to any job assigned to you. Learn to embrace whatever task is given Focus on the tasks given to you; work with sincerity and dedication. Do your job with dedication and commitment Manage time well so that tasks can be carried out with flying colours. Be grateful for all the opportunities that come along the way A task is never a problem or a burden if your heart is in it. Just do your best and accomplish whatever task is given to you.
Being positive	Be optimistic and accept criticisms positively. Be open-minded and think positive always Learn to think only positive thoughts; emit only positive emotions Be happy; just go on with your job Live life to the fullest because we only pass this way once. Never pick any trash words or fights; it would just drag you down
Achieving life-work balance	I see to it that I do not overwork myself. I condition my mind to be healthy; take food supplement; eat at the right time I meditate and pray; offer everything to God I always have a good night rest, enough recreation and exercise. I never bring my work load at home I listen to music; watch movie, do Facebook; hang out with friends I made sure I set aside time for myself to rest and bond with my family
Prospects for growth and development	Accepting ancillary function developed my ability and skills It's one way of shaping your personal and professional character. Having multiple ancillary functions is a training ground for me It helped me to be more mature, appreciate my profession even more It develops our sense of responsibility and commitment Those ancillary functions help a lot in improving one's skills as a teacher. Experience with ancillary functions can be used for future promotion
As a testament of faith and trust in one's abilities	It means that the school head trusts that you can do the job They should not consider ancillary functions as additional burden If you have ancillary, it means that they have trust and confidence in you A teacher who is having such responsibilities is resilient and trustworthy It is given to one who knows how to manage his/her time and activities

Prospects for growth and development is the third major theme surfaced for teachers with multiple ancillary functions because they considered ancillary function as their training ground, developed their abilities and skills, developed their sense of responsibility and commitment, and used their position as an opportunity for promotion. These data were consistent with what [Guest, Oakley, Clinton, and Budjanovcanin \(2006\)](#) once cited that multiple ancillary functions were originally defined as people who combined two or more ancillary works for promotion and economic reasons. They said that ongoing opportunities for career ad-

vancement offer another way of ensuring positive emotions along with commitment which enable to place in wider perspective the demands of teachers.

In like manner, it was augmented by [Kahn, Schneider, Jenkins-Henkelman, and Moyle \(2006\)](#) that career advancement encompasses coping mechanism that encourages professional encounter that would result into personal growth and development, that leads to reflective attitudes and a new self-understanding. However, he cautions that professional development is a long-term strategy which also requires hard work, commitment, and professional account-

ability as well. Furthermore, the concept of teaching itself is also being transformed. Borek and Parsons (2004) who cited (Meyer & Parfyonova, 2010) saying teachers are required to attend professional advancement courses, engage in collective learning with other teaching and non-teaching personnel, work on school's improvement plans, attend faculty workshops, increase partnerships among parents and stakeholders, and be the motivators of realizing the plans, programs, and activities set for school improvement.

Testament of faith and trust in one's abilities is the fourth major theme on shared insights of teachers with multiple ancillary functions because it is their basis that their School Head trusted them that they can do the job; considered ancillary functions an additional burden. It is an indicator that a teacher is resilient and trustworthy since it is only given to few who know how to manage time and activities. The experiences of the participants are accentuated by the perspective of (Martin, 1992) an additional burden. It is an indicator that a teacher is resilient and trustworthy since it is only given to few who know how to manage time and activities. The experiences of the participants are accentuated by the perspective of Schwab and Iwanicki (1982) suggesting that a person who has trusted himself is satisfied with his jobs. The degree of support provided by people around them would contribute to positive attitude and personal development.

DISCUSSION

While conducting this study, a number of teachers asked me, "why multiple ancillary functions of teachers? Is there really a need to study it?" I knew from a qualitative methodological standpoint that their stories have not been told before which would illuminate the ongoing experiences of teachers with multiple ancillary functions in schools. I personally believed that this undertaking would be a significant source of information not only for teachers with multiple ancillary functions but also for the academe in general. Multiple ancillary functions of teachers adhered to DepED Memorandum No. 291 dated June 13, 2008, which indicated that teaching loads, including advisorships and/or special assignments for the entire school year combined, shall be considered as one teaching load. Thus, it is encouraged that these multiple ancillary functions will be equally distributed among all the teachers in the school in order to strengthen collaboration and support system.

Head Teachers, with the help of the Guidance Counselors, could intensify their technical assistance and counseling procedures to teachers with multiple ancillary functions through mentoring and counselling. They may encourage

journaling and writing of teachers with their experiences. Through this, they can easily identify the problems and issues that need to be addressed by the school. It is also a therapy and motivation for teachers to express their feelings and insights. There may be issues and questions that teachers with multiple ancillary functions cannot give to their family members at home because of their lack of time. To include in the school-based learning action cell sessions are the topics related to the code of ethics for professional teachers, magna carta for public school teachers, stress management training on coping and stress reduction skills, quality management and capacity building, performance and assessment, as well as research and innovation which would contribute to the effectiveness of teachers.

Likewise, school heads may schedule team building activities for their teachers to enhance their profession, gain courage and determination as educators of the 21st century, plan activities that will recognize and boost the morale of these teachers with multiple ancillary function during Mid-Year Performance Review and Evaluation, Year-End School-Based Assessment Programs and many capacity building activities by giving them special tribute, tokens of appreciation or certificate of recognition or commendation for their hard work, dedication, and commitment as public servants.

Conclusion

Gathered from the findings of this study are the untold stories of teachers with multiple ancillary functions which revealed that most of the participants experienced positive gains from their experiences which challenged them to aspire more advancement to become better educators in spite of the rigors of life. The findings of the study showed that teachers with multiple ancillary functions are even motivated despite the different challenges they have encountered. As a teacher, understanding their plight contributed to the body of knowledge in education. Valuing the importance of fortitude in teaching profession would change their disposition to their personal and professional well-being. As a teacher, I realized that teachers with multiple ancillary functions encompass extraordinary attitudes, skills, and values, which makes them different from other teachers. They shed light on all the educators in general on how to value fortitude and strengthen their commitment in all aspects of their professional well-being. Multiple ancillary functions of teachers draw powerful advantages in terms of personal and professional development. It has also a broader implication for all the educators in the country. Though they were assigned with a wider scope of teaching-related responsibilities, they had used it as their guide in im-

proving their skills and strengthening their organizational commitment to public service. They were able to recognize the importance of time management as well as their ultimate functions as a teacher and that is to improve the academic performance of the students. The contribution of this study lies in making the perceptions and insights of teachers with multiple ancillary functions as well as the

constructs derived from the findings available to the general public. Moreover, it brings the advantage of using the qualitative phenomenological research design approach in understanding the live experiences of teachers with multiple ancillary functions, which also opened opportunities and relevant ideas for future researches about multiple ancillary functions in the educational arena.

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