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MORE THAN JUST EDUCATORS: A PHENOMENOLOGICAL STUDY ON TEACHERS HANDLING ANCILLARY TASKS

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ABSTRACT

This study explored the experiences, challenges, coping mechanisms, and insights of teachers at Sta. Josefa Central Elementary School: Under the SPED Program for School Year 2024-2025. Results suggested that the management of ancillary tasks is a two-fold battle. Key experiences for teachers were handling extra duties as homeroom teacher, helping out the school nurse, attending seminars and workshops, gathering data, carrying out school protocols and backing up fellow-teachers. Still others faced difficulties managing their roles at work and home, at times forgetting about their parenting duties and battling scheduling issues. In regard to ancillary responsibilities, these benefits included receipt of promotional certificates, refined organizational, professional, and managerial skills, increased levels of industry and patience, and enhanced understanding of the processes involved in undertaking tasks. A number of teachers also mentioned some ecological benefits, like the conservation of some natural resources and the creation of some recyclable waste materials. On the other hand, some of the disadvantages included the less teaching and contact time, greater administrative burden with no increase in teaching support, lack of workload balance, difficulties with time management, and the necessity of drawing on personal resources. Challenges faced were technical issues, conflicting duties, waiting for required data, poor disposal of waste, and school needs maintenance. Coping mechanisms that were efficient involved self-motivation, staying positive, prioritization, seeking assistance from peers, reminding pupils of regulations, and getting enough rest. Teachers' realizations regarding ancillary task management indicated the need to put effort, lead a balanced life, and accept the positive as well as negative sides of these responsibilities. A few persons think that teachers are not supposed to be given such assignments, yet some recognize their great influence. In order to assist colleagues in the same position, recommendations were looking for assistance, proper time management, being optimistic, and accepting assigned work with commitment.

KEYWORDS: *Educational Administration Ancillary Tasks, Teachers' Experiences, Challenges, Coping Mechanisms, Insight, Phenomenological Study*

1. INTRODUCTION

Teachers are often tasked with multifaceted roles beyond just teaching. In addition to their classroom responsibilities, they are involved in a range of ancillary duties that contribute to the overall operation of schools. As noted by Arañas (2023), teachers serve as second parents, caregivers, counselors, entertainers, motivators, and even investigators, which are critical functions that extend beyond direct teaching. In the Philippines, the Magna Carta for Public School Teachers mandates that full-time public school teachers dedicate a maximum of six hours daily to classroom instruction, with an additional two hours allocated for lesson preparation and other ancillary tasks.

The common knowledge regarding teaching practices at an international level is that it is a complicated profession. The Alberta Teachers' Association (2012) showed how many duties teachers perform that interfere with more important tasks, such as professional development or reflective practice. However, Yahya et al. conducted a study titled (2015) have recommended that teachers in Canada serving multiple ancillary roles demonstrate lower-stress, high job performance, and low intention to leave the profession. Arañas (2023) studies that in the Philippines, teachers are seen considering ancillary roles as chances for personal, and career advancement but then sometimes the extra burden affects time available for teaching practice nor domestic life.

In Sta. In Josefa Central Elementary School with the SPED Program, teachers in the said school also encountered problems. In the form of even more privately funded non-profit schools, these teachers take on an ever-growing workload, not only as classroom advisors but in various non-teaching capacities. Though these duties are an important part of the work that makes a school run, it has contributed to struggles like time for planning instruction and getting to spend time with my family. The researcher is a teacher at the school and herself struggles with these challenges as her own heavy work load, she says, prevents her concentrating on planning for lessons and follow-ups with students.

It seeks to uncover the lived experiences of teachers at Sta. Coordinating Principal III of Josefa Central Elementary School with the SPED Program)We are also showing what they do 'behind-the scene', their struggles and how they cope with it. The study seeks to offer understandings of teachers experience

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in balancing their teaching as the core with additional duties through a phenomenological approach and suggests ways on how workload can be better managed among teachers.

Objectives of the Study

This study aimed to investigate the experiences, difficulties, coping strategies and realizations of teachers performing collateral duties in Sta. Due to enrollment growth projections of the Linn-Mar Community School District, the space is needed for instruction at county schools, namely Josefa Central Elementary School with SPED Program for school year 2024-2025. Specifically, the study aims to:

1. Examine the experiences of teachers in handling ancillary tasks alongside their primary teaching duties.
2. Identify the challenges encountered by teachers when managing both instructional and non-instructional responsibilities.
3. Investigate the coping mechanisms employed by teachers to effectively balance their core teaching duties with additional ancillary tasks.
4. Gain insights into the impact of ancillary tasks on teachers' personal and professional well-being, and their overall effectiveness in the classroom.

2. METHODOLOGY

A qualitative phenomenological approach has been used in this study as it helps to explore the lived experiences of teachers and shed light on their perception and difficulties in doing ancillary work. More localized meaning and sources of coping are examined in greater depth by using a phenomenological hermeneutic approach that seeks to understand the different roles teachers play on campus.

2. 1 Participants

The participants of this study are nine teachers from Sta. Josefa Central Elementary School with the SPED Program. These teachers were purposively selected based on the following criteria:

- They have five or more years of teaching experience.
- They are responsible for handling ancillary tasks in addition to their primary teaching duties.

The participants' selection was guided by the criterion that they should have had direct experience with balancing both instructional and non-instructional responsibilities. To ensure confidentiality, pseudonyms were used for all participants.

2.2 Data Collection

The data was obtained by using In-depth Interviews (IDI) which allowed the participants to share their experiences in more detail. The interviews were conducted at a time and location convenient for the participants, ensuring comfort and encouraging openness. The interviews were semi-structured, following an interview guide that covered key areas such as teachers' experiences, challenges, coping mechanisms, and the impact of ancillary tasks on their professional lives.

The interview guide was pre-tested with two teachers from another school to ensure clarity and relevance. Interviews were recorded using audio devices, transcribed verbatim and translated from the local dialect (Bisaya) into English for analysis. The above data were kept in a safe place and only the researcher had access.

2.3 Data Analysis

Thematic analysis was used to analyze the data collected through in-depth interviews. Themes and patterns regarding the experiences, difficulties, and coping strategies in dealing with unrelated duties were revealed from teachers' responses by the researcher. During analysis, responses were grouped into final categories that included sentiment teachers expressed and shared experiences/views.

2.4 Ethical Considerations

Ethics standards were met throughout the research. All participants were voluntary and submitted a written informed consent form after receiving detailed information on the purpose, processing, their rights as well purpose of the study. All participants provided consent and were made aware that their participation was voluntary, from which they could withdraw at any time without repercussion. Participants were referred to by pseudonyms to protect confidentiality and all data analysis was kept within the researcher, with the data safely stored.

3. GEOGRAPHICAL AREA

This study was conducted in Sta. Josefa Central Elementary School with SPED Program, located in Sta. Josefa, Agusan del Sur, Philippines. Sta. Josefa is a third-class municipality in the province of Agusan del Sur. The school is situated within the heart of the municipality and serves a diverse student population, including those in the Special Education (SPED) Program. The geographical area of the study is significant because it provides insights into the experiences of teachers in a rural setting, where the management of ancillary tasks may present unique challenges compared to urban schools.

4.RESULTS

Several salient themes emerged from the study on how teachers manage ancillarialism in Sta. SPETS Program of Josefa Elementary School These results were extracted from the Interviews data using thematic analysis The primary endpoints are reported in Table 1.

Key Themes	Findings
1. Experiences of Teachers in Handling Ancillary Tasks	Teachers elaborated on their multifaceted roles—from classroom teaching to administration to co-curriculars, and student discipline. While it was much more responsibility, teachers were also able to support students on a larger, more holistic level.
2. Challenges Encountered in Managing Ancillary Tasks	Teachers reported stress over much higher workloads completing tasks such as data collections, preparing reports and taking part in extra-curricular activities. Lack of time to lesson plan, connect with students or support from colleagues, made for a lot of stress and burnout.

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3. Coping Mechanisms Employed by Teachers	Educators additionally reported using time management techniques, some of these included: deciding on their most important tasks, scheduling appointments to complete work, and offloading duties wherever possible. Working with others and even pushing their administrative team to help where they could were necessary to mitigate their burden. Individual resilience, keeping your head up and concentrating on professional development were equally as important in juggling the additional responsibilities.
4. Impact on Personal and Professional Well-being	Ancillary tasks created professional development opportunities but, they came at the cost of work-life balance. Teachers said they were missing out on family time and feeling exhausted. Yet those who juggled prospered, showing better organizational skills, improved resilience and higher job satisfaction.

5. DISCUSSION

The findings of this study illustrate the intricate arrangements around these teachers' employment at Sta. Josefa Central Elementary School with SPED Program, the balancing of ancillary tasks alongside primary teaching duties provides both opportunities and challenges.

Teachers' Multifaceted Roles. This confirms the realization of Arañas (2023) that teachers are essentially multi-tasking and various roles within the educational system. On top of teaching, teachers at the school have a number of other responsibilities such as administrative work, coaching and non-teaching roles. While these extra responsibilities contribute to the performance of schools as a whole, they can result in educators feeling stretched too thinly and cause learning disruptions in students due to increased time regulations on instruction. This result is also in the line with literature where studies by Yahya et al. Another exception is tobbot and chanowska Forna (2015) but the authors say that although multiple roles of teachers on campus can potentially increase teacher satisfaction and performance, the load stress may disrupt their effectiveness in achieving classroom-related tasks.

Challenges in Managing Ancillary Tasks. Teachers described their dual role to be burdensome, especially with the proliferation of ancillary work. Such tasks may include data collection, report preparation, and co-curricular activities to name a few which are essentially time consuming and effort taking contrary to the perspective of folks who believe that academia is no more than a stroll in the park. As noted by Klassen et al. The pressure created by their additional responsibilities can make teachers feel stressed, tired and neglected in the core areas of teaching (Bell et al., 2020). The study also emphasizes the lack of support from co-workers and leaders as a contributing factor. The results underline that further joint support systems and more balanced task distribution are required to relieve teachers.

Coping Mechanisms. Despite the challenges, the teachers employed several coping mechanisms to manage their workload. According to the study, time management, collaboration and optimism were successful strategies employed by teachers to manage their work. This is consistent with strategies described in Fecske (2020), underlining the need for scheduling and choosing high-priority tasks as a way to increase effectiveness. One other finding that teachers commented on significantly was the support they receive from colleagues and school leadership to be able to manage the multitude of responsibilities. The findings show that how important features like collaboration and structure of the institution help to maintain this well-being and performance of teachers.

Impact on Personal and Professional Well-being. The results also revealed a a dual impact on the personal and professional life of teachers. While teachers saw ancillary benefits to the workload, such as healthier and better leadership abilities, it did affect their work life balance. Most teachers said they put in long hours at work, giving up family time and feeling exhausted. This is consistent with Hendawi's (2020) revelation on how intensification of workload can undermine teacher health and wellness until the preconditions of burnout become possible. The research highlights the importance of schools striking a balance between providing professional development and taking care of teachers as.

Educational Implications. These findings have multiple implications for both educational practice and policy. To begin, the findings make a strong case for lessening the load of all those tasks that are not the teachers primary one to allow them to do their job; teach. Wherever it is a possibility, school leaders may also want to think about distributing these non-teaching posts so that the burden on practicing teachers can be alleviated. Workforce development, can help teachers better manage the perils of duplicated effort by enabling them to offer time-management and workplace stress reduction interventions in lieu of program duplication. In all, the study advocates for the provision of more resources and strategies that can support teachers to manage their teaching roles alongside non-teaching routines.

6.CONCLUSION

The study explored the experiences, challenges, and coping mechanisms of teachers handling ancillary tasks at Sta. Josefa Central Elementary School with the SPED Program. The findings highlight that teachers are indeed multifaceted professionals, juggling both instructional and non-instructional duties that are essential for the smooth operation of the school. While these ancillary tasks provide opportunities for professional growth and personal development, they also present significant challenges, particularly in terms of time management, workload, and stress.

Findings of the study indicated that teachers engaged in several coping strategies such as time management, working with others and adopting a positive attitude to balance the expectations of their dual responsibilities. But still, coping

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mechanisms aside, the hostility of colleagues and administrators is an obstinate thorn in one's side. It can also upset the work-life balance of teachers and results in lack energy, fatigue, and burnout among many of them.

Based on the results, it is clear that institutional support can enable teachers to effectively discharge their duties as ancillaries. The workload of an already burdened profession could be reduced by moving some non-teaching tasks, conducting stress managing professional development programs and inculcating a sense of collaborative environment to lessen the brunt brought on teachers. Equally important are policies that support the well-being of teachers and their ongoing professional development.

In conclusion, the service of teachers for others is "paid" (and is undoubtedly worth it), but all the same, their problems must be solved in order to preserve not only their well-being but also their effectiveness as teachers. The schools can help the teachers perform their job better by giving them support and thereby improving educational outcomes for students.

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APPENDICES



CURRICULUM VITAE

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EDUCATION BACKGROUND

Degree	School	Date Graduated
Masters	Assumption College of Nabunturan Master of Arts in Education Major Education Administration	2025
Bachelor	Bukidnon State University	2018
High School	Sta. Josefa National High School	2014
Elementary	Sta. Josefa Central Elementary School	2010

OCCUPATIONAL/EMPLOYMENT BACKGROUND

Position/Ancillary	Inclusive Years	Institution/School
Teacher I	2023 -Present	Sta. Josefa Central Elementary School with SPED Program
Elementary School Teacher	2022-2023	Malipayon Elementary School

ELIGIBILITY AND CERTIFICATIONS

LET Passer — September, 2018

I hereby signify to the correctness of the above-cited information.

MERIANNE ANGEL FRONDA