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ACCOMPLISHING THE DUAL ROLES OF BEING A TEACHER AND A DISTRICT COORDINATOR: A PHENOMENOLOGICAL STUDY

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ABSTRACT
The purpose of this qualitative-phenomenological study is to divulge the experiences, coping mechanisms and insights of public-school teachers having dual role functions as classroom teacher and a district coordinator. It comprised of ten (10) participants selected using a purposive sample technique, with (10) public school teachers in an in dept interviews. The data analysis employed data coding and thematic analysis. For the District coordinator teachers, there were issues emerged from the problem namely: pressures on limited time, carrying out duties, suffering from health issues, and beneficial encounters. To address the issues, teachers mentioned ways: time management strategies, personal attributes and motivation, involvement in collaborative efforts, and empowered by backup mechanisms. They also cited insights that they could share to others, namely: job fulfillment and satisfaction, sense of professional enhancement, gained perspectives, relevant factors in making decisions, and provision of needed support. The results are deemed significant to District Coordinator teachers, learners, DepEd officials, administrators, and future researchers to give awareness and to develop best practices in accomplishing the dual roles of being a teacher and a district coordinator to attain high quality teaching and leadership development.
KEYWORDS: *district coordinators, dual roles, qualitative-phenomenological approach, Davao del Norte.*
Davao del Norte

INTRODUCTION

In districts that use a dual-role administrator method, teachers who serve as teachers and carry out building-level leadership duties must simultaneously complete the same paperwork, reports, and accountability for the district. Burnout among dual-role teachers is caused by both district-level leadership and building-level reporting leadership. Cook et al. (2021), 90% of dual-role leaders quit their jobs earlier than anticipated due to rules and policies pertaining to their dual-role responsibilities. Although both teachers and administrators are responsible for policy and regulation issues, when one person does both jobs, the dual-role administrator has greater rates of burnout and departure, which leaves school districts with leadership vacancies.

In Indonesia, teachers had a hard time getting used to having two jobs at the same time. They also had to watch out for their physical, mental, and emotional health because schools and districts have two jobs to make it easier to carry out the first four national education standards and reach the overall national education goal (Salise et al., 2021). Furthermore, in Pakistan, teachers also operate as the institution's leader, supervising all academic operations and communicating with the local and district education administration. They deal with socioeconomic problems and indoor and outdoor learning challenges, which have a big influence on their performance and create difficulties and barriers to their multipurpose execution (Parveen et al., 2021). Additionally, numerous Australian campuses, such as Notre Dame and the University of Newcastle poses several challenges in handling dual roles since it limits adaptability, hinders diversity of perspectives, and may lead to inconsistencies across campuses (Anderson & Wilson, 2020).

In the context of Philippine educational system, teachers especially those who work in public schools, have a lot of work to do and things to take care of, which affects their energy levels. Teachers are stunned and disturbed by this type of work stress in many ways, which can occasionally have a detrimental effect on their performance at work (Hendawi, 2020). Moreover, job related stress created large school administrator turnover. For school administrators, burnout is caused by the strains of long work hours, large workloads, and unforeseen challenges. Additional variables contributing to school administrator burnout include the school staffing issue, time commitments, and an increase in disruptive student behaviors (DeMathews et al., 2021).

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Furthermore, based on my observations, some teachers in the district of New Corella, Division of Davao del Norte are facing similar challenges in juggling their dual jobs as district coordinators and classroom teachers since coordinators often have district-level meetings, trainings, and initiatives they must manage on top of their regular teaching workload. This can lead to feeling constantly stretched thin and struggling to find enough time for both sets of responsibilities. In addition, they are also assigned as coach in many divisional, regional, and even national academic and non-academic competitions without considering their area of specialty.

While numerous studies have examined the relationship between teachers' job satisfaction on their performance and capacity to work under pressure such as the study of Horwood et al. (2021) which indicates that Job satisfaction for educators begins to decrease as the demand for the position begins to increase. However, I have not come across any study that uncovered the teachers carrying dual responsibilities, particularly in the Philippines. It dives deep into the experiences of public-school teachers in Davao del Norte who fulfill multiple roles within the Department of Education. Understanding their unique perspectives and coping mechanisms can not only benefit the wider DepEd community but also empower other teachers silently facing similar challenges. Drawing inspiration from Hattie (2020) emphasizes the need for more targeted studies that delve into the intricacies of educators' multitasking experiences, this study aims to uncover the multifaceted experiences of these teachers and identify strategies for them to thrive amidst challenges.

Furthermore, the urgency to conduct the study highlighted by the immediate need for evidence-based practices to support educators in their dual roles, ultimately contributing to the enhancement of educational quality and outcomes. As teachers increasingly take on administrative roles, the research aims to shed light on the challenges and successes faced by those embracing the dual roles of teacher as district coordinator. By uncovering the lived experiences of these professionals, the study provides invaluable insights into effective strategies, resource allocation, and professional development, offering a blueprint for educational institutions and policymakers to enhance the support systems for educators navigating complex roles. This study will contribute to raising the standard of education in the Philippines, it will have a substantial societal impact. This study can contribute to ensuring that there is a strong teaching force in place to offer all Filipino students with a high-quality education by identifying and addressing the challenges faced by teachers having dual role functions. Eventually, the findings will contribute to the improvement of the educational landscape, fostering an environment where educators can thrive in their dual capacities, thereby positively impacting student learning outcomes and the overall quality of education in society.

The results of this study will be presented to the research committee for its approval. Further, I will publish my study and present it to the research forum, with administrators, and educational policymakers. Moreover, I will create presentations to disseminate information to the general public or on social media platforms.

The purpose of this qualitative study is to explore and understand the dual roles as teachers and district coordinators within the division of Davao del Norte. At this stage in the research, the central phenomenon of the dual roles being a teacher and a district coordinator, will be generally defined as the multifaceted engagement of educators who concurrently undertake instructional responsibilities in the classroom and administrative duties at the district level.

Research Questions

1. What are the lived experiences of teachers in accomplishing dual roles as district coordinators and classroom teachers?
2. How do the teachers cope with the challenges they encountered in accomplishing dual roles as district coordinators and classroom teachers?
3. What are the insights of teachers in accomplishing dual roles as district coordinators and classroom teachers that can be shared with others?

Theoretical Lens

This study is gleaned through Role Conflict Theory of Kahn (1964), which asserts that occupying multiple roles with conflicting demands can lead to stress, anxiety, and ultimately hinder performance in both domains. According to conflict theory, society is characterized by inherent conflicts arising from the unequal distribution of power and resources. Hence, the dual roles of being a teacher and a district coordinator can be seen as a manifestation of these power struggles within the education system (Karl Marx ,1848).

In the context of this study, being a teacher and a district coordinator, role conflict may arise due to the distinct demands, responsibilities, and expectations associated with each role. Teachers are primarily focused on classroom instruction, while district coordinators are responsible for coordinating and implementing educational programs at a broader level.

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REVIEW OF RELATED LITERATURE

Experiences Faced by Teachers Having Dual Role Functions

One could posit that school principals have predominantly controlled administrative processes and school leadership since the inception of classical management approaches until the advent of modern theories. On the contrary, conventional leadership methodologies, which defined leadership solely as the duty and position of the school principal, have proven to be invalid in relation to school efficacy and achievement of objectives. Moreover, as time has progressed, the intricacy of school leadership has grown in tandem with these developments (Araşkal & Kilinc, 2020).

Challenges faced by Teachers Having Dual Roles

The Division of Maguindanao 1 of the Ministry of Basic Higher Technical Education (MBHTE), teachers are entrusted with additional non-teaching responsibilities that consume the majority of their time, in addition to their primary duty of advising students in the classroom (Brown et al.,2020).

Moreover, educators' participation in the development of quality assurance systems is infrequent (Lucander & Christersson, 2020). This dearth of involvement poses a challenge for educators in comprehending the standards that students hold regarding their own efficacy. Teacher cultivation encounters several challenges, such as inadequate quality of training for dynamic teachers, a failure to address issues that arise during the teacher cultivation process, and the absence of a quality management constraint mechanism (Yang, 2020).

Coping of Teachers Having Dual Role Functions

Recent studies have highlighted the expansion of teacher responsibilities beyond traditional classroom instruction. In addition, according to Jones and Jones (2021) the responsibilities of an educator have expanded to encompass a range of tasks that involve administration and leadership.

Similarly, Smith (2022) notes that teachers frequently take on additional roles such as curriculum development, mentoring, and policy implementation. These expanded roles often come without additional support or compensation, leading to a complex dynamic that requires careful balancing by the teachers involved.

METHODOLOGY

Research Design

This study employed a qualitative research design and utilized a phenomenological approach. Creswell (2018) states that the phrase "qualitative research" includes several theoretical views such as narrative, phenomenology, grounded theory, action research, case studies, ethnography, historical research, and content analysis. Bhandari (2023) defines qualitative research as a method that involves collecting and analyzing non-numeric data, including text, video, or audio, to understand concepts, opinions, or experiences.

In the context of this study, the qualitative research design is appropriate for exploring the lived experiences of the participants having dual role functions as teachers and district coordinators. Through this, I used interviews, particularly in-depth interviews where this focused on subjective experience that is align with my research questions which delved into "lived experiences," "coping mechanisms," and "insights". Furthermore, the data collection procedures provided responses to the research inquiries in accordance with the qualitative research methodology.

Research Participants

The participants involved ten (10) determined teachers from New Corella District, Davao del Norte, who have been employed for a minimum of three (3) years in their respective roles as classroom instructors and district coordinators. The number of participants in this research were determined in accordance with Creswell's (1998) recommendation that phenomenological studies require a minimum of five (5) and a maximum of twenty-five (25) participants.

The stated number of participants was consistent with Creswell and Poth's (2018) suggestion that a phenomenological study should include a minimum of three and a maximum of fifteen individuals. Therefore, in this study, there were ten participants who were interviewed.

Data Collection Procedure

Qualitative research includes the systematic gathering and analysis of data via many techniques, including interviews, observations, and scrutiny of documents (Creswell, 2018). Further, he elucidated that interview ought to be grounded on the sources of data. The process

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encompassed several key steps, such as identifying a suitable venue or subject, establishing a connection and building rapport, employing purposive sampling techniques, gathering data, documenting relevant information, and storing the data that was acquired securely.

To conduct the study, I secured an endorsement letter from the Dean of the Graduate School of St. Mary's College of Tagum, Inc., and ensured clearance from the SMCTI-REC. Then, another communication letter with the attachment of an endorsement letter and clearance would be sent to the Schools Division Superintendent and Public School District Supervisor, requesting permission to conduct the study. Moreover, participants would also be asked to sign a consent form, indicating that they understand and agree to participate in the study.

Data Analysis

In data analysis, a large volume of words produced by observation and interviews must be summarized and described (Mthembu, 2022). As mentioned by Kiger and Varpio (2020), a clear description of the methods is lacking in many qualitative research papers. Also, providing information about data analysis, or the phrase used to characterize data analysis techniques when it is present, are frequently used imprecisely or have completely incorrect labels.

Furthermore, thematic analysis was a method employed to investigate qualitative data wherein recurring patterns within a given dataset are identified, analyzed, and reported.

Based on the stages mentioned by the authors above, I carried out several data analysis tasks in this study. First, transcription, as participants are allowed to use their native dialects to fully express themselves during the interview, I transcribed the recorded audio verbatim after the interview and then translated it into English.

RESULTS AND DISCUSSION

Presented in this chapter are experiences, coping mechanisms and insights of public school teachers having dual roles After analyzing the responses of public-school teachers in their experiences in accomplishing dual roles as district coordinators and classroom teachers, the following four (4) themes emerged: (a) Pressures on Limited Time, (b) Difficulty in Carrying Out Dual Duties, (c) Health Issues, and (d) Varied Meaningful Encounters.

Table 1
Major Themes and Core Ideas on the Experiences of Teachers in Accomplishing Dual Roles as District Coordinator and Classroom Teacher

Difficulty in Carrying out Dual Duties	• Being preoccupied because of extremely demanding workloads. • Being unable to prepare for class due to the reports to be completed. • Being inefficient and insufficient teaching due to absence. • Being unable to finish class discussion due to other duties. • Having interrupted classes due to impending deadline.
Health Issues	• Being worried about undone tasks constantly that triggers anxiety. • Being stressed out and unable to sleep. • Getting headaches due to pressing tasks. • Becoming sick from being overworked. • Being unable to do the task at hand due to exhaustion.
Major Themes	**Core Ideas**
Pressures on Limited Time	• Being provided with limited instruction due to timing constraints. • Being unable to finish the coverage because of the given span of time. • Feeling stressed and having difficulty managing time • Being puzzled on what to prioritize in a brief amount of time. • Feeling under pressure to hand in reports within the allotted time. • Bringing home unfinished work files.

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Varied Meaningful Encounters	• Being able to tap teachers for their expertise in creating collaborative learning projects. • Obtaining budget approval for essential resources. • Adopting best practices shared by other teachers. • Putting into practice the knowledge gained from seminars. • Enhancing confidence and broadened leadership and management skills. • Having coworkers who are willing to lend a hand. • Learning from the mentorship of other heads. • Being more inspired by the motivation and positive feedback received. • Providing relevant lessons and their impact on student learning. • Providing plans and ideas of other coordinators. Providing alignment of decisions with DepEd guidelines.

Pressures on Limited Time

The participants found that having dual functions gives pressures on limited time in accomplishing their dual roles as district coordinators and at the same time as classroom teachers. Further, it makes having dual role functions more challenging.
This concept is linked to the responses of IDI08 who expressed her experience:

"Most of the time my classes are interrupted, since we have the group chat, we are then easily reminded with the urgent reports or activities to accomplish. Oftentimes I am unable to finish my class discussions."

(Most of the time my classes are interrupted, since we have the group chat we are then easily reminded with the urgent reports or activities to accomplish. Oftentimes I am unable to finish my class discussions).
Likewise, IDI09 stated that:
"There are times that my classes are interrupted, this happens when there are reports to be submitted and most of my time will be spent on contacting each assigned teacher in every school in our district as the district English coordinator."

*(*There are times that my classes are interrupted, this happens when there are reports to be submitted and most of my time will be spent on contacting each assigned teacher in every school in our district as the district English coordinator)

Difficulty in Carrying out Dual Duties

The participants found that having dual role functions effects on carrying out their duties on class instruction. Further, class interruption occurs.

In line with this, IDI10 stressed that:
"It is really hard for me. Pagod sa pag-asikaso ng mga teachers sa district tapos may sarili pa akong klase. Time management lagi ang challenge."

(It is hard for me. I am tired of being in charge of the teachers, and I also have my own class to manage. Time management is always the biggest challenge.)

IDI02 also mentioned that:
"I forgot to attend my class just to accomplish my reports as district coor. Ah, I felt sorry for that. I admitted that, I only imparted little learning since my concentration was on the report."

(I forgot to attend my class just to accomplish my reports as district coor. I felt sorry for that. I admitted that, ah, I only imparted little learning since my concentration was on the report)

Health Issues

Another theme that comes up from the participants' experiences having dual role functions is Health problem. Moreover, it greatly affects teachers to execute both roles.
In line with this, IDI03 shared that:

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"I am always thinking about the functions assigned to me, paper works or reports. It triggers my anxiety thinking of heavy task done at a time."
(I am always thinking about the functions assigned to me, paper works or reports. It triggers my anxiety thinking of heavy task done at a time)
Also, IDI08 mentioned that:
"*Pagod na galing sa district meeting, tapos kailangan ko pang mag-handle ng classroom discussion. Nahihirapan ako mag-focus dahil sa puyat."*
(Exhausted from a district meeting, I then had to handle a classroom discussion. It is difficult to focus because of lack of sleep.)
Moreover, IDI09 exclaimed:

Varied Meaningful Encounters
Another theme is the beneficial encounters. By working together with their supervisors and colleagues, the participants established a system that allows them to fulfill both roles effectively.
With this, IDI02 reported that:
"So murag ako ang nahimong tulay between teachers sa district. I organized collaborative lesson planning sessions sa district with what I learned in my classroom para mas maging effective ang teaching strategies natin."

(I became a bridge between teachers in the district. I organized collaborative lesson planning sessions using what I learned in the classroom to make our teaching strategies more effective.)

In connection, IDI06 added:
"I tapped teachers sa district para gumawa ng collaborative learning project para sa klase ko. Nag-contribute sila ng resources at expertise."
(I tapped the teachers in the district to create a collaborative learning project for my class. They contributed resources and expertise.)

Table 2
Major Themes and Core Ideas on the Coping Mechanisms of Teachers with the Challenges Encountered in Accomplishing Dual Roles

Major Themes	Core Ideas
Time Management Strategies	• Allocating specific time for both duties. • Organizing things according to urgency and give essential duties top priority. • Setting a time frame for the assigned functions. • Utilizing weekends to lessen task. • Planning of activities ahead of time. • Making a list of activities and identify deadlines.
Maintaining Positive Disposition	• Being flexible enough to fulfill duties and responsibilities. • Having self-discipline and dedication to one's work • Staying organized to avoid forgetting. • Being open to suggestions from fellow educators. • Being motivated and taking things casually. • Setting boundaries for sound physical and mental health. • Accomplishing the assigned tasks with joy and pleasure.
Involvement in Collaborative Efforts	• Enabling teachers to share their methods and experiences. • Requesting the principal for assistance with workload issues. • Sharing of resources from other teachers in the district. • Tapping and working together with fellow coordinators.

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	• Answering questions and sharing of best practices in the group chat for district coordinators.
Empowered by Strong Support System	• Being strengthened by the positive comments of the district supervisor. • Being inspired by the school principal's drive. • Being provided of training helpful especially for beginners. • Being supported by fellow teachers to cover up classes. • Being provided of online resources and online communities to support educators. Asking for advice from more experienced coordinators.

Time Management Strategies

Teachers as district coordinators also highlighted the critical role of time management and flexible scheduling when having dual role functions. The participants emphasized the need for effective time management to ensure a balance integration of being a district coordinator without compromising essential classroom instruction and activities.

In line with this, IDI03 claimed that:

"*I usually create a detailed schedule that allocates specific times for both classroom duties and district coordinator responsibilities. It helps me ensure that each of my role gets the necessary attention."*

(I usually create a detailed schedule that allocates specific times for both classroom duties and district coordinator responsibilities. It helps me ensure that each of my role gets the necessary attention)

It is supported by, IDI02 highlighted that:

"May designated time ako sa isang araw para sa lesson planning, pagsusuri ng papers, at pag-attend ng district meetings."

(I have designated times in a day for lesson planning, checking papers, and attending district meetings.)

Maintaining Positive Disposition

Moreover, the teachers highlighted the crucial emphasis on personal attributes and motivation as a coping mechanism when having dual role functions as classroom teacher and as district coordinator. The participants recognized the demanding nature of incorporating dual role function handling teachers and students, and they acknowledged the importance of being disciplined and motivated to effectively manage the challenges they encountered

In line with this, IDI02 shared that:

"Being flexible enough to fulfill my duties and responsibilities that are given or assigned to me both in the district and in my class. The time management and dedication to work, for me, is the key to manage the functions that are given to me, in order to make positive and fruitful output .I am always accepting suggestions from my co-teachers with collective ideas about it"

(Being flexible enough to fulfill my duties and responsibilities that are given or assigned to me both in the district and in my class. The time management and dedication to work, for me, is the key to manage the functions that are given to me, in order to make positive and fruitful output .I am always accepting suggestions from my co-teachers with collective ideas about it)

Involvement in Collaborative Efforts

Another coping mechanism that emerged is involvement in collaborative efforts. district teacher coordinators expressed that support from fellow educators were invaluable in addressing various issues. When faced with implementation issues, teachers share teaching strategies, and experiences, especially in terms of best practices to enhance the quality of being a teacher as well as district coordinator.

In line with this, IDI10 stated that:

"*Every time na may upcoming district reports and activities, ano nakikipag-usap ako sa ibang teachers para mag-share ng experiences at strategies nila*"

(Everytime that there is an upcoming district reports and activities, I talk to other teachers to share their experiences and strategies.)

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Also, IDI04 said that:
"Open communication is the key. I talk to my principal about sa workload at nagrerequest ako ng tulong kapag sobra na."
(Open communication is key. I talk to our principal about the workload and request help when it becomes too much.)

Insights of Teachers in Accomplishing Dual Roles as District Coordinator and Classroom Teacher that Can Be Shared with Others

The participants' responses on their insights in accomplishing their dual roles being a classroom teacher and a district coordinator, is reflected in Table 3. These insights are intended to be shared with others who may experience the same. After thorough analysis, five (5) major themes with their emerging core ideas are manifested in this table, namely: (a) Job Fulfillment and Job Satisfaction, (b) Sense of Professional Enhancement, (c) Gained Perspectives, (d) Relevant Factors in Making Decisions, and (e) Provision of Favorable Work Conditions.

Table 3
Major Themes and Core Ideas on the Insights of Teachers on their Dual Roles as District Coordinators and Classroom Teachers

Major Themes	Core Ideas
Job Fulfillment and Satisfaction	• Being able to help other teachers brings happiness. • Approach the challenges with positive mindset. • Challenges brings satisfaction, fulfillment and learning. • Improving skills to efficiently manage time. • Task prioritization is relevant and important.
Sense of Professional Enhancement	• Gaining experiences in the classroom make a better coordinator. • Taking obstacles and setbacks are opportunities for learning and improvement. • Having challenges are chances to explore alternative approaches and creative solutions. • Being the instrument of development. • Planning and managing both roles effectively. • Partaking obstacles posed by the dual roles enhance problem-solving skills.
Gained perspectives	• Having teamwork and task delegation is important. • Being flexible and adaptive to unexpected situations. • Being more organized and know proper prioritization. • Having dual roles had helped to become more effective teacher and a district coordinator. • Having the willpower and belief in oneself. • Seeing the bigger picture of the education system now.
Relevant Factors in Making Decisions	• Providing greater long-term benefit of the education system. • Providing effects to the performance of other teachers. • Keeping the passion alive remembering reasons in having the position.
Provision of Favorable Work Conditions	• Planning sessions and meetings with other coordinator-teachers. • Being provided of mentorship program for new coordinator-teachers. • Being provided of flexible working arrangements. • Being provided of ready-to-use materials. • Being provided of incentives and recognition and encouragement. • Reducing workloads and set scope of responsibilities.

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Job Fulfillment and Satisfaction

The participants found that having dual role functions needs the recognition and potential career advancement opportunities associated with successful district initiatives can provide a welcome boost, reminding the teacher of the broader impact their coordinator work has on the entire district, which can in turn re-energize their efforts in the classroom.

In line with this, IDI01 uttered that:

"Nakakatutuwa din na nakakatulong ako sa ibang teachers sa district, at the same time, napapaganda ng experience ko sa classroom yung pagiging coordinator ko."

(It is also rewarding to be able to help other teachers in the district, and at the same time, my experience in the classroom makes me a better coordinator.)

IDI02, expressed:

"*Be optimistic, kahit na may mga challenges, Kana ganing murag prepared na kaayo ka tas pag implement nimo dili ka satisfied sa outcome kay wala gihapon nakuha sa inyong district ang target result. So, ana lang gyud na sya no manage your expectations because ang pag master sa pagiging district coor, is very challenging, it does not happen overnight jud."*

(Then be positive, always strive to be optimistic in every situation because, like I said, problems will always be problems unless you take action.)

Sense of Professional Enhancement

Another theme is that teachers found out that juggling dual roles as classroom instructors and district coordinators can leverage their developed leadership skills to create effective coping mechanisms through sense of professional enhancement.

With this, IDI08 expressed that:

"Sa classroom naman, yung mga pinagdaanan ko as district coordinator, nakakatulong sa pag-plano ng lessons ko na mas relevant sa needs ng teachers."

(In the classroom, my experiences as a district coordinator help me plan lessons that are more relevant to the needs of teachers.)

Also, IDI02 said:

"*Approach the challenges with a growth mindset, recognizing that obstacles and setbacks are opportunities for learning and improve and improvement. See them as a chance to explore alternative approaches and find creative solutions"*

(Approach the challenges with a growth mindset, recognizing that obstacles and setbacks are opportunities for learning and improve and improvement. See them as a chance to explore alternative approaches and find creative solutions)

Gained perspectives

The next theme that emerged from the participants' responses is to gain perspectives on having dual role functions as classroom teachers and as district coordinator in accomplishing various task.

With this, IDI09 emphasized that:

"Hindi mo kayang gawin lahat mag-isa. Teamwork is really important at pag-delegate ng tasks sa iba."

(You cannot do everything alone. I learned that teamwork and delegating tasks to others is important.)

Relevant Factors in Making Decisions

To manage the demands of being both a teacher and a district coordinator, educators can utilize relevant factors in making decisions.

In line with this, IDI01 mentioned:

"Kung may conflict yung decisions ko sa dalawang roles, pinipili ko yung option na mas may long-term benefit sa education system natin"

(If there is a conflict in my decisions for the two roles, I choose the option with a greater long-term benefit for our education system.)

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Provision of Favorable Work Conditions

The last theme is the provision of needed support for teachers as they mentioned that it is important to reduce workload when juggling teacher and district coordinator duties, prioritize tasks by creating clear schedules for each role. Also, participants suggested to delegate tasks and seek collaboration with other coordinators to share the workload of district projects.

With this, IDI03 said that:
"Mas madali ang trabaho kung mayroon tayong regular na meetings with other coordinator-teachers para mag-share ng experiences at strategies."

(The work would be easier if we have regular meetings with other coordinator-teachers to share experiences and strategies.)

DISCUSSIONS

This chapter presents the discussions of results based on the findings from this phenomenological inquiry. It includes an analysis of the emergent themes, which are supported by related literature from various authors.

Lived Experiences of Teachers in Accomplishing Dual Roles as District Coordinators and Classroom Teachers

After analyzing the responses of public-school teachers in their experiences in accomplishing dual roles as district coordinators and classroom teachers, the following themes emerged: (a) Pressures on Limited Time, (b) Difficulty in Carrying out Dual Duties, (c) Health Issues, and (d) Varied Meaningful Encounters.

Pressures on Limited Time

The experiences of teachers having dual role functions as district coordinators and as classroom teachers manifested with pressures on limited time affecting teachers across different aspects of their lives. Teachers who take on dual roles as both district coordinators and classroom educators are often caught in a constant balancing act that is hard to sustain.

In connection, Johnson and Johnson (2022) highlights that teachers struggle to allocate sufficient time to instructional planning, student assessment, and administrative tasks. This juggling act can lead to diminished effectiveness in all areas, ultimately impacting student outcomes.

Difficulty in Carrying out Dual Duties

Carrying out the duties of a district coordinator and a classroom teacher simultaneously is a demanding task. Multitasking as both a leader and a teacher can create several challenges, as it requires handling multiple responsibilities simultaneously. This often leads to time constraints. Juggling administrative tasks, leadership responsibilities, lesson planning, and classroom teaching within a limited timeframe can make time management difficult.

In connection, Smith (2021) agrees that carrying out duties with dual role functions can present several encounters for individuals in educational settings. One of the primary encounters is the balancing act between administrative and instructional responsibilities. Research has shown that dual role personnel often struggle to find a balance between their managerial duties and their commitment to teaching and learning.

Health Issues

In the context of teachers' experiences of having dual role functions as classroom teachers and as district coordinators, it is evident that they face a great challenge in suffering from health issues. The pressure of juggling dual roles as both classroom teachers and district coordinators can really take a toll on teachers' physical and mental health.

Varied Meaningful Encounters

Assuming dual roles that bridge both the school and district levels can lead to a variety of meaningful experiences that help educators grow professionally and personally.
In line with this, Teachers agreed that cultivating positive relationships with coworkers, adopting an optimistic mindset, offering financial support, and establishing a routine might all help overcome the difficulties of doing multiple supplementary jobs (Tolibas & Lydia,2022).

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Teachers Coping Mechanism with the Challenges They Encountered in Accomplishing Dual Roles as District Coordinators and Classroom Teachers

As I had examined the participants' responses on their for administrators to express concerns, seek advice, and receive emotional encouragement. It also allows leaders to tap into collective wisdom when tackling complex issues, improving their decision-making and problem-solving abilities.

In relation to the preceding remarks, the act of engaging with other instructors who have prior experience or joining professional groups, as noted by the participants, generates a sense of support and camaraderie. Such encounters provide opportunities for feedback and assistance, allowing teachers to learn from one another's experiences and effectively address implementation challenges (Frielle, 2021).

Empowered by Backup Mechanisms

To effectively handle the dual responsibilities of a district coordinator and a classroom teacher, it is crucial to establish backup mechanisms that provide support and assistance. Creating a support network is vital for school leaders as it enhances their leadership capabilities, fosters a positive school environment, and promotes overall well-being.

Additionally, a support network strengthens collaborative decision-making, promoting a shared sense of responsibility when consulting with key stakeholders and colleagues. This collaborative approach leads to well-informed decisions that align with the school's goals and vision.

Coping mechanism of teachers having dual role functions as classroom teacher and as district coordinator, four (4) major themes were manifested: (a) Time Management Strategies, (b) Personal Attributes and Motivation, (c) Involvement in Collaborative Efforts, and (d) Empowered by Backup Mechanisms.

Time Management Strategies

Effective time management is essential for anyone balancing dual roles as a classroom teacher and district coordinator. Without solid strategies in place, it is easy to feel overwhelmed by the demands of both positions.

However, time management is not just about scheduling tasks it is also about recognizing when to ask for help and finding ways to delegate responsibilities to avoid burnout. Schools and districts could help a lot by offering professional development on time management, so teachers can be more proactive and feel more in control, which ultimately benefits everyone involved.
roles, as it allows for better tracking of tasks and responsibilities.

Personal Attributes and Motivation

The sense of purpose that comes from knowing they are making a positive impact both in the classroom and at the district level keeps many teachers going, even when things get tough. Gaining deeper connections to work can be a huge motivator, it is not just about getting through the day but about creating meaningful change. However, this level of commitment can sometimes lead to teachers pushing themselves too hard, which is why it is important for educators to also recognize their limits and seek support when needed. Ultimately, it is this blend of passion and purpose that helps teachers navigate the complexities of dual roles and stay dedicated to their work.

Involvement in Collaborative Efforts

Collaboration is crucial for school leaders as it enhances their leadership effectiveness, fosters a positive school culture, and promotes overall well-being. Being part of a supportive network provides opportunities for professional growth, allowing administrators to stay informed about the latest strategies, innovative practices, and advancements in education through interactions with peers, mentors, and educational networks.

Provision of Needed Support

The role of teachers who also serve as district coordinators is incredibly important for both student development and leadership. It can be overwhelming to balance both responsibilities, but when these educators focus on building strong relationships and fostering collaboration, they can create a supportive and effective learning environment for students.
In connection, collaboration and partnership seeking assistance from fellow teachers, and school administration fosters a sense of collective responsibility and support. This collaborative effort is aligned with the concept of distributed leadership, where various co-teachers contribute to decision-making to achieve common goals (Academy, 2022).

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Implications for Leadership Practice

With the thrust to provide a public school teacher with specialized training and seminars or webinars in handling dual role functions, the Department of Education, particularly here in the Philippines, created guidelines that will help and guide the school district coordinators to what to do.

Nowadays, with the situation that is being experienced and the changes that are happening, every teacher must know how to adjust and adapt to the situation. Teachers must be ready to act in any given situation. As a district coordinator, there is accountability to oneself as a person and as a professional. They must be accountable to their subordinates and superiors, which help perform their leadership functions and the entire district for quality and efficient performance.

Finally, because every district coordinator teacher wants to have a harmonious relationship with their co-teachers, the value of support from one another must be instilled in all school principals and teachers; collaboration with the people in the community must also be exercised. Sharing knowledge with others is one of the keys to continuous growth.

Concluding Remarks

The professional journey of multitasking teachers in public schools left a significant impression, as this study aimed to investigate the feelings, emotions, and lived experiences of multitasking instructors inside the school educational system. Academic institutions hold a unique position in our society and have a special obligation to foster cognitive and non-cognitive activities that inspire multitasking teachers to continue to refuel their experiences in order to become more productive and successful in their fields of endeavor, as well as to broaden their insights on how to conquer the tasks and responsibilities assigned to them as they progress through their professional careers.

As a teacher working in a public-school environment, conducting this study on the experiences of teachers managing dual roles has been both insightful and personally rewarding. It has highlighted the importance of fostering a growth mindset and building a strong professional network. Maintaining a growth mindset throughout one's career requires ongoing engagement in meaningful discussions and collaborations that encourage the critical reflection of personal values, beliefs, and actions.

In addition, I realized that it would be helpful for me to refine my skills by establishing a solid network of people that undergo similar experiences during their careers. In my opinion, critical thinking, open communication, and risk-taking are hallmarks of effective leadership in times of crisis. Therefore, district coordinators may be more equipped to handle the responsibilities of this leadership role if they adopt a growth attitude and build a solid professional network.

Moreover, I encountered minimal challenges during the interview process due to the utilization of internet communication tools for the execution of this study. I express my sincere gratitude to the 10 teacher participants who politely and promptly agreed to collaborate with me as a researcher. truly appreciated their openness in sharing their experiences during the interviews. Even though most of them didn't know me personally, they welcomed my presence and offered valuable insights into their journeys. I was deeply impressed by their steadfast optimism and resilience despite facing numerous challenges, qualities that I truly admired.

Additionally, I express my appreciation for the teachers who are tasked with dual roles as classroom teachers and district coordinators. These individuals have generously shared their insights on leadership and recounted their personal experiences in leading their different educational institutions. The individual's passion seemed to stem from a genuine desire to address the inequality in educational opportunities within their schools. Despite time constraints, teachers have demonstrated a remarkable ability to manage and lead effectively.

The findings of this research unveil the reality that teachers juggling dual responsibilities are confronted with. Further investigation could reveal whether they encountered comparable dilemmas or employed comparable strategies to cope with those experiences. Gaining insights from previous district coordinator teachers who have left the sector can offer valuable perspectives on the problems, experiences, and motivations that led to their departure. Gaining insight into their viewpoints helps enhance one's comprehension of the difficulties and dynamics of educational leadership.

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