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Exploring Teachers' Experiences in Relation To Ancillary Functions: A Qualitative Study

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Abstract

This study explored the experiences and challenges encountered by teachers at Butuan Central Elementary School as they navigate their ancillary functions. Utilizing qualitative research methodology, specifically a phenomenological approach, the research engaged 16 teachers selected through convenience sampling. Data collection methods included in-depth interviews and Focused Group Discussions, which were followed by a thorough thematic analysis. The findings of the study revealed some major themes aligned with the experiences of teachers handling ancillary functions. In terms of the experiences of teachers on the demands and challenges, three themes emerged which encompass Demands of Time, Multitasking Challenges, and Interprofessional Relationships. In terms of the perceived effects of ancillary functions on teachers work-life balance, there were three major themes that emerged. These include Positive Effect, Negative Effect, and Work-family Balance. There were four major themes that emerged in relation to how teachers navigate and cope with the potential imbalances between ancillary and personal life which include Time Management, Delegation, Communication, and Selfcare Practices. The following themes also emerged in line with the strategies that teachers employed to maintain a satisfactory work-life balance while managing ancillary functions: Effective Time Management, Wellness, Communication, and Delegation. The findings underscore the need for tailored strategies to address these multifaceted challenges and enhance the quality of education provided by these dedicated professionals.

Keywords: Ancillary Functions, Coping Strategies, Experiences, Elementary Teachers.

1. Introduction

Teachers are considered an asset to society and hold a respected position in the noble field of teaching. They carry the responsibility of being the backbone of a country's intellectual development, and their contributions are critical to the educational system's growth. Their duties and responsibilities are diverse, and they must possess several qualities to fulfil their societal development roles (Kumar & Reddy, 2013).

Ancillary functions refer to essential support activities that aid in the smooth operation of an organization or system. When it comes to teachers, ancillary functions are defined as their involvement in various school-related roles, apart from their primary responsibility as classroom teachers. These functions may include serving as grade level advisers, subject coordinators or chairmanship, club moderators, sports coaches, supervising co-curricular and extracurricular activities, and providing community involvement services (Salise, et al., 2021).

Dedicated public school teachers often work beyond regular hours to ensure the nation's future is in safe hands. They report to school early in the morning and leave in the late afternoon, diligently fulfilling their obligations. They may even extend their work hours to meet the department's deadlines, as all school reports must be submitted promptly (Gayton & Chancellor, 2021).

In the Philippine context, teachers are expected to perform a range of ancillary functions that extend beyond classroom instruction, including administrative tasks, extracurricular activities, and community involvement. These ancillary services can have a significant impact on teacher workload and stress levels, which in turn can impact teaching performance (Tubongbanua & Canencia, 2017).

As stipulated in the DepEd Memorandum 291, s. 2008, also known as Guidelines for the implementation of CSC resolution No. 080096 on working hours for public school teachers, paragraph 2b and 2c, teachers must have six (6) hours of actual classroom teaching. In other words, a teacher must have six (6) teaching loads at 1 hour per teaching load. All advisership and or special assignments for the entire school year combined shall be considered one (1) teaching load. A teacher with less than six (6) hours of actual classroom teaching shall render additional hours of appropriate teaching-related activities and duties within the school premises to complete six (6) hours (DM 291, s. 2008).

Moreover, aside from regular teaching loads, teachers are also assigned ancillary functions related to curriculum, school management, program/project, and inter-agency. Some teachers may have six hours of teaching per day, with an additional two hours allocated for classroom-related duties. The Magna Carta for Teachers, also known as Republic Act 4670, Section 13, limits the amount of primary teaching that teachers engaged in actual classroom instruction can be required to perform to six hours per day, to protect their personal and professional well-being (Abulencia, 2015; Alegado, 2018; David, Albert, & Vizmanos, 2019). However, despite the provisions stipulated under the Magna Carta for Teachers, teachers are still given additional non-teaching functions that somehow interrupt their regular classroom duties.

On the other hand, despite the evident importance of understanding teachers' experiences while juggling multiple ancillary roles, there remains a notable research gap in Butuan City. No existing studies have thoroughly explored the profound scope of teachers' experiences within this context. Consequently, this study aimed to address this gap by investigating the experiences of teachers at Butuan Central Elementary School concerning their ancillary functions. Through a comprehensive and empirical approach, this research provided valuable insights and contribute to the existing body of knowledge on the topic.

The findings of this study established a foundation for formulating practical recommendations aimed at enhancing the integration of ancillary functions into teachers' work-life balance.

2. Methods

a. Research Design

This study utilized a qualitative research method, employing a phenomenological research design. This research design is valuable for exploring teachers' experiences with their ancillary functions. It allows for a detailed examination within a specific context, uncovering the complexities of these roles and how they interact with teachers' primary instructional responsibilities. Through in-depth analysis and the use of multiple data sources, phenomenological research design provides rich qualitative data that helps researchers gain a comprehensive understanding of teachers' perspectives, attitudes, and behaviors in relation to their ancillary functions.

b. Participants of the Study

The participants of the study were the elementary teachers of Butuan Central Elementary School assigned with ancillary/ non-teaching related functions. The researcher opted to choose elementary teachers of Butuan Central Elementary School as participants because it is a large,

diverse school with a significant number of teachers who are required to perform ancillary functions. This provided a good sample size for the study and increased the generalizability of the results.

Table 1.

Population of teachers with ancillary functions of Butuan Central Elementary School.

Category	Total Population	No. of Teachers
Curriculum	6	4
School Management	10	4
Program/project	5	4
Inter-agency	6	4
Total	27	16

Note: The table above shows the population of teachers with ancillary functions based on the data provided by the Office of the Principal in Butuan Central Elementary School.

c. Sampling Design

The study utilized a convenience sampling method to explore the firsthand experiences of teachers dealing with ancillary functions. In this context, convenience sampling involves selecting readily accessible participants within a specific school or educational setting. The criteria for selection included participants with a minimum of three years of experience in ancillary functions. This approach allowed the researcher to efficiently gather valuable insights from teachers who had direct experience handling the challenges and demands associated with ancillary functions.

d. Research Instrument

The researcher crafted a self-made interview schedule in this study and was then evaluated by the adviser, panel members and verified by experts. This tool was used to personally conduct the interview sessions with the participants. The questionnaire was categorized into three levels: warm-up questions, main questions, and wrap-up questions. Each question is carefully crafted with probing inquiries, designed to gently guide prospects towards disclosing a deeper understanding of their specific situation. By incorporating these probing questions, the researcher uncovers nuanced details and insights about the participants' experiences, particularly in handling ancillary functions alongside their primary teaching responsibilities. The warm-up questions were a set of queries intended to prepare the participants. The main questions focused on exploring the participants' experiences in relation to ancillary functions. Lastly, the wrap-up questions were asked before concluding the interviews. The researcher recorded the participants' responses using a gadget equipped with audio and video capabilities.

e. Data Gathering Plan

The researcher initiated the study by formally requesting permission from the Schools District Supervisor to conduct the research at Butuan Central Elementary School. When the approval was granted, the researcher then established a communication with the school administrator to explain the study's objectives and gain their support. To streamline the data-gathering process, the researcher personally conducted orientation sessions with the participants, ensuring they understand the study's purpose and their role in it. Furthermore, the researcher facilitated the data-gathering process, employing various methods such as in-depth interviews in which the researcher let the participants tell a

story, focus group discussions (FGDs), and document analysis. By using the triangulation method, combining multiple data sources and methods, the study aimed to enhance the depth and credibility of the gathered information.

f. Data Analysis Plan

This study employed a thematic approach to analyze the data collected from teachers with ancillary functions and with the assistance of a radio station, the statements were transcribed. By utilizing this approach, the researcher aimed to identify and analyze patterns, themes, and concepts within the data. Through systematic coding and categorization, recurring themes related to the teachers' experiences were uncovered. This thematic analysis provided a comprehensive understanding of the complexities and nuances involved in fulfilling ancillary roles.

To ensure a thorough and in-depth analysis of the data, a triangulation method was employed. This involved multiple data sources and techniques, including interviews, Focused Group Discussions (FGDs), and written reflections. Interviews allowed for individual exploration of teachers' experiences and perspectives, while the FGDs facilitated the group dynamics and collective insights. Additionally, written reflections provided valuable self-reflection and introspection from the teachers.

3. Results and Discussion

Problem 1. What are the experiences of teachers when handling ancillary functions in addition to their primary teaching responsibilities with regards to the demands and challenges associated with ancillary function and perceived effects of ancillary functions on teachers' work-life balance?

Table 1.1: Thematic analysis on experiences of teachers on the demands and challenges associated with ancillary functions.

Participants	Codes	Category	Themes	Interpretation
P1, P4	More time and effort; time constraints	Time Management	Demand of Time	The demand of time when dealing with ancillary functions underscores the paramount importance of effective time management. Juggling multiple responsibilities, such as multitasking, can compound the demands of one's time. Additionally, interprofessional relationships, can give potential conflicts among participants.
P3	Struggle to find time for personal and family			
P5	Requires combination of time management, communication, and adaptability			
P14	Create time management issues			
P16, P3	Additional workload and burden	Add-on Workloads	Multitasking Challenges	
P6	Quite demanding			
P8	Require multi-tasking			
P15, P11	Burnout; add extra stress			
P13	Tough alongside teaching	Emerging Conflict	Interprofessional Relationships	
P9	Emerging conflicts between colleagues			
P10, P7	Constant challenge to manage			
P12	Pull my focus away			
P2	Puts pressure			

Table 1.1 presents the themes and codes concerning teachers' experiences with the demands and challenges related to their ancillary functions. Time management, add-on workloads, and emerging conflict are the categorized data gathered from interviews conducted with 16 participants. As shown in the Table, three major themes have emerged, which include demand of time, multitasking challenges, and interprofessional relationships.

The theme of the "Demand of Time" is a prevalent and critical aspect of teachers' experiences when it comes to dealing with ancillary functions. Based on the provided responses, we can interpret this theme as the significant time-related challenges and pressures that educators confront in the process. The term "time and effort" suggests that these ancillary functions require not only a substantial amount of time but also considerable energy and dedication. Moreover, teachers often find themselves grappling with time management issues, needing to balance their professional and personal lives while fulfilling these additional responsibilities. The need for a combination of time management, communication, and adaptability underlines the multifaceted approach required to address these time-related challenges effectively. Finally, the assertion that ancillary functions "create time management issues" highlights the intricate nature of the situation, where teachers must reevaluate and reorganize their time to accommodate these additional responsibilities, making it a significant and complex undertaking. This theme

underscores the pressures educators encounter and the need for effective time management and adaptability to cope with these demands.

The ideas presented are consistent with the findings of Arañas (2023) and Into and Gempes (2018). As stated by Arañas (2023), teachers perceive ancillary duties as supplementary responsibilities. While these tasks contribute to both their personal and professional growth, they can also consume instructional time. Into and Gempes (2018) further stated that ancillary functions can exert a significant impact on teachers' workloads and time management, diverting a substantial portion of their efforts toward administrative tasks and thus diminishing their focus on primary teaching responsibilities.

Another theme which is prominently evident in teachers' experiences when dealing with ancillary functions is "Multitasking Challenges". These challenges become apparent through various responses provided. The phrase "additional workload and burden" highlights that ancillary functions add extra tasks and responsibilities to an already demanding workload, creating a sense of burden. The term "quite demanding" underscores that these functions require significant effort and attention. Notably, they necessitate multitasking, which is a central aspect of this theme. Multitasking, however, takes a toll, leading to the mention of "burnout" because of constantly juggling various tasks. Teachers describe these challenges as "tough alongside teaching," emphasizing the difficulty of handling ancillary

functions in parallel with their primary role as educators. This difficulty results from the need to multitask effectively. Furthermore, these multitasking challenges "add extra stress" to teachers' lives, highlighting the emotional strain brought about by the increased workload and the imperative to balance multiple responsibilities. In sum, the theme of "multitasking challenges" underscores the added workload, demands, and stress imposed on teachers, who must navigate these challenges by effectively multitasking, even if it comes at the risk of experiencing burnout. It's a complex and demanding aspect of their professional lives.

In line with Alquizar's research in 2018, multitasking among teachers within their professional roles can have a far-reaching impact on various aspects of their lives, including time management, task prioritization, and the actual act of multitasking itself. Furthermore, as noted by Baran (2013), it's crucial to recognize that attempting to manage multiple tasks simultaneously can potentially harm academic performance of teachers, as it becomes challenging to handle multiple tasks effectively at the same time. Moreover, teachers are burdened with various non-teaching responsibilities. This excessive workload has had an adverse impact on the performance of both teachers and students, resulting in below-standard outcomes (Retubada, 2014).

Moreover, another theme that has been highlighted based on the responses is the "Interprofessional Relationships". The theme is evident in teachers' experiences as they grapple with the demands and challenges associated with ancillary functions. These challenges often result in emerging conflicts among colleagues, presenting a constant and challenging dynamic to manage. These additional responsibilities can divert teachers' attention from their primary roles, potentially creating tensions and increasing the pressure on professional relationships. In essence, these challenges emphasize the importance of effective

communication and collaboration among teaching staff to maintain harmonious interprofessional relationships.

In line with the ideas, conflict is basically common among professional groups, most especially among teachers due to different points of views. As stated by Argon and Goksoy (2016), conflicts arising from differing teacher perspectives primarily result from inadequate communication, personal, political-ideological, and organizational factors, with consequences that can impact the psychological well-being, social dynamics, and overall educational system. Such conflicts may elicit negative emotions like frustration, disconnection, stress, and unease, potentially leading to a diminished professional outlook, decreased motivation, affinity with like-minded peers, and reduced performance. Teachers' responses to conflicts may involve engaging in dialogue or more assertive actions, while others may choose non-responsive approaches, allowing the conflicts to persist without active resolution.

The results reflected above were further made evident through the conduct of focused group discussion and document analysis. In the focused group discussion and document analysis, the participants collectively acknowledged the paramount importance of effective time management when dealing with ancillary functions. The consensus was that juggling multiple responsibilities, particularly through multitasking, amplifies the challenges associated with allocating time wisely.

Furthermore, as the discussion delved into the realm of interprofessional relationships, the participants recognized the potential for conflicts among group members. The general sentiment was that successfully navigating ancillary functions requires not only adept time management but also a keen understanding of interpersonal dynamics. The group emphasized the need for strategies that address both dimensions, acknowledging the intricate balance required to handle the complexities associated with these additional responsibilities.

Table 1.2: Thematic analysis on experiences of teachers on the perceived effects of ancillary functions on their work-life balance.

Participants	Codes	Category	Themes	Interpretation
P4	Productive and gained self-confidence	Emotional Dimension	Positive Effect	While some participants have reported experiencing a positive impact on their emotional well-being, it's important to note that there is a prevailing negative influence, leading to health issues and work-related strain. Furthermore, the pursuit of work-family balance has given rise to personal life challenges among the participants
P1	Gives satisfaction and happiness			
P2	Dissatisfaction			
P3	Increased stress; negative impact to health	Health Issues and Concern	Negative Effect	
P5, P1	Stress and fatigue; burden			
P15	Affect work-life equilibrium			
P13	Noticeable effect on work-life balance			
P12, P6, P14, P7, P9, P11	Work-life balance is strained; disrupted			
P8	Encroach personal time	Personal Life Challenges	Work-family Balance	
P16, P5	Overlapping of deadlines, limited family time			
P10	Personal life is challenging			

Table 2 reveals the themes and categories that encapsulate the experiences of teachers regarding how ancillary functions impact their work-life balance. As illustrated in the Table, three distinct themes have surfaced, encompassing positive effects, negative effects, and work-family balance. The responses from participants have been categorized under key headings, including emotional dimensions, health concerns, work-life balance strain, and personal life challenges.

The theme of "Positive Effect" in teachers' experiences with ancillary functions highlights the positive outcomes

that some educators associate with these additional responsibilities. Engaging in ancillary functions has made them feel more productive, self-confident, and satisfied. These tasks provide opportunities for skill development and personal growth, contributing positively to their overall well-being and work-life balance. In essence, these experiences demonstrate that, in certain instances, ancillary functions can be a source of personal and professional growth, enhancing teachers' overall sense of accomplishment and life satisfaction.

According to research conducted by Into and Gempes in 2018, it was found that a significant number of teachers engaged in ancillary functions reported positive outcomes from their experiences. These experiences not only challenged them but also inspired them to strive for further personal and professional advancement.

On the contrary, the theme "Negative Effect" looms large in the experiences of teachers as they grapple with the perceived impact of ancillary functions on their work-life balance. This theme stresses the adverse consequences and challenges that some teachers associate with these additional responsibilities. Within the categories of health issues and strained work-life balance, several responses reveal this negative effect. "Dissatisfaction" reflects a sense of discontent, indicating that these tasks fail to contribute positively to teachers' overall work-life equilibrium. The mention of "increased stress" and its adverse impact on health underscores the detrimental effect ancillary functions can have on teachers' physical and mental well-being, making health concerns a significant issue. Furthermore, "stress and fatigue" coupled with "limited family time" highlight the emotional and physical toll of these tasks, depriving teachers of quality time with their loved ones. The phrases "burden" and "add-on stress" convey the weight of these responsibilities and the additional stress they bring. The overall interpretation of this theme suggests that ancillary functions often disrupt teachers' work-life balance, manifesting dissatisfaction, stress, and a significant impact on their health and family life. Maintaining a harmonious balance becomes a complex challenge, further intensified by the overlapping demands of these functions.

Aligned with the previously discussed concepts, a study by Katamanova et al., (2020) elucidates on how the school environment and the demands of the teaching profession can have a notable impact on teachers' overall health. Their research found that teachers facing heavier workloads are more likely to experience a range of health-related issues, including heightened irritability, hypertension, emotional fatigue, and reduced resilience to stress. In a similar vein, Luz (2019) further underscored the profound influence of workload on teachers' health, emphasizing that it can give rise to a variety of physical and psychological problems. These studies collectively highlight the significant toll that excessive work responsibilities can take on the well-being of educators, raising concerns about the need for support and strategies to mitigate these detrimental effects in the teaching profession.

Lastly, the theme of "Work-life Balance" emerges clearly from the responses of teachers who grapple with the perceived impact of ancillary functions on their daily lives. These responses collectively illustrate that ancillary functions have a profound and often detrimental influence on teachers' ability to balance their professional responsibilities with their personal lives. The phrases "encroach on personal time," "overlapping deadlines, no

family time," "limited family time," and "personal life is challenging" all point to the disruption these additional tasks cause in teachers' lives outside the classroom. They are forced to contend with competing demands, leading to a shortage of personal time, especially time with their families. These responses underscore that ancillary functions are not merely professional tasks; they have a tangible impact on teachers' personal lives and their ability to maintain a harmonious work-life balance. Ultimately, the theme of "work-life balance" highlights the real-life consequences of these additional responsibilities and the challenges teachers face in achieving equilibrium between their professional and personal roles.

As cited by Arañas (2023), ancillary functions benefit teachers' personal and professional growth but can impede classroom instruction and personal time. While they offer skill development and career opportunities, balancing these additional responsibilities with teaching and family life can be challenging. Keefe (2017) also stated that professional demands often pose a threat to valuable personal and family time. Hasib et al., 2022 also highlighted that career schedules and work orientation are some of the elements that might impose as train to someone's ability to dedicate significant time to their professional and family commitments.

As the FGD and document analysis progressed, it became evident that participants had varied experiences with ancillary functions. Some expressed a positive impact on their emotional well-being, suggesting that certain aspects of these additional responsibilities brought a sense of fulfillment or accomplishment.

On the flip side, there was a consensus that a prevailing negative influence was at play for others. This negative impact manifested in health issues and work-related strain, highlighting the toll that handling ancillary functions can take on one's overall well-being. The group acknowledged the importance of addressing these challenges to ensure a healthier and more sustainable work environment.

Moreover, the pursuit of work-family balance emerged as a central theme in the discussion. Participants shared personal life challenges stemming from their efforts to strike a harmonious equilibrium between professional responsibilities and personal life. This recognition underscored the multifaceted nature of the impact of ancillary functions, prompting the group to consider strategies that not only enhance the positive aspects but also mitigate the negative consequences for a more balanced and sustainable experience.

Problem 2. How do teachers navigate and cope with the potential imbalances between ancillary functions and personal life?

Table 2 illuminates how teachers navigate and cope with potential imbalances between ancillary functions and personal life. The 16 participants'

Table 2: Thematic analysis on how teachers navigate and cope with the potential imbalances between ancillary functions and personal life.

Participants	Codes	Category	Themes	Interpretation
P1	Do paper works beyond working hours	Effective Time Management	Time Management	Time management emerges as a strategic tool for navigating and mitigating potential imbalances between ancillary functions
P2	Acceptance w/ openness and commitment			
P3, P6, P7	Prioritize; time management			
P4	Plan and set schedule			
P15, P11	Assess priorities; workloads			

P14, P7	Time management; clear schedule			and personal life. Furthermore, their acknowledgment of the significance of communication, delegation, and self-care practices stresses a comprehensive approach to maintaining equilibrium in managing both professional responsibilities and personal well-being.
P16	Accomplish work as soon as possible			
P6, P4	Delegate tasks	Delegation	Delegation	
P8	Communication w/ colleagues and superiors	Communication	Communication	
P12, P15	Ensure self-care practices	Personal Wellness Routines	Selfcare Practices	
P9, P13	Conscious effort to protect personal time and space; flexibility and adaptability			
P10	Support from family and friends			
P5	Set clear boundaries and selfcare			

responses are organized into four categories: Effective Time Management, Delegation, Communication, and Personal Wellness Routines. The resultant major themes, as depicted in the table, encompass Time Management, Delegation, Communication, and Self-Care Practices.

The theme of "Time Management" is evident in the responses, demonstrating how individuals, in this case, teachers, effectively handle potential imbalances between ancillary functions and their personal lives. These responses collectively emphasize the critical role of efficient time management and prioritization in addressing the challenges posed by ancillary roles. In a broader context, this theme underscores the importance of clear scheduling, regular workload assessments, and prompt task completion as strategies to balance professional and personal responsibilities, offering valuable insights into effective time management and prioritization practices.

In the study of Bisschoff et al., (2019), they highlighted the significance of time management and synchronization as effective methods for optimizing one's potential and skills. The research underscores the notion that these practices are vital for achieving a full realization of one's capabilities. Consequently, it's imperative to understand that key elements such as time management, priority setting, the reduction of unproductive time, and the pursuit of efficient task completion represent essential components that underpin a successful work-life balance. By incorporating these principles into one's daily life, individuals can secure a solid foundation for balancing their professional and personal commitments, ultimately leading to a more gratifying and productive lifestyle.

In the context of teachers balancing their professional responsibilities with their personal lives, the theme of "communication and delegation" emerges as a central component of their coping strategies. These responses shed light on how educators navigate potential imbalances: Firstly, by emphasizing the necessity of clear communication with colleagues and superiors to manage their ancillary functions effectively. Secondly, by adopting a structured approach that involves prioritizing family, careful planning, scheduling, and delegating tasks to distribute the workload. As cited by Baker (2022) and Badji (2021), effective work-life balance hinges on clear communication and delegation. Open communication lets employees express their needs, leading to adjustments in work arrangements. Delegation spreads tasks, preventing overloading and burnout. Both foster a collaborative, supportive work environment for happier, more productive employees..

Moreover, the theme of "Self-Care practices" has also emerged based on the responses of the participants. These ideas collectively stress the importance of setting clear

limits and prioritizing self-care as strategies to address the challenges posed by professional responsibilities. In a broader context, this theme underscores the value of effective prioritization, support from family and friend, protect personal time and space accompanied with flexibility and adaptability as methods for managing these imbalances efficiently and maintaining a harmonious work-life balance. It emphasizes the significance of self-care practices in reducing stress and promoting overall well-being, providing valuable lessons for anyone seeking to effectively balance their personal and professional obligations.

According to Fox (2012), practicing self-care and setting boundaries is essential for teachers as it prevents burnout, supports work-life balance, enhances well-being, and improves productivity. It also communicates the importance of self-respect, values personal needs, strengthens relationships, and models healthy behaviours for students, making it indispensable in education. Lindqvist et al., (2019) further stated that professional boundaries are a good coping strategy in distressing situations.

During the conducted Focus Group Discussion (FGD) and Document Analysis, the group underscored the significance of time management as a pivotal strategic tool for navigating and addressing potential imbalances between ancillary functions and personal life. Participants recognized the importance of efficiently allocating time to fulfil both professional responsibilities and personal commitments, emphasizing the need for a proactive and strategic approach.

Additionally, the discussion underscored the significance of communication, delegation, and self-care practices in achieving a harmonious equilibrium. Participants emphasized that effective communication is essential in managing expectations and coordinating efforts, while delegation allows for the distribution of responsibilities to prevent overwhelming workloads. Furthermore, the group stressed the importance of incorporating self-care practices into daily routines to safeguard personal well-being amidst the demands of ancillary functions.

This collective acknowledgment reinforced the notion of a comprehensive approach to managing both professional responsibilities and personal well-being. The integration of effective time management, open communication, delegation, and self-care practices emerged as key elements in fostering a balanced and sustainable approach to navigating the complexities associated with ancillary functions.

Problem 3. What strategies do teachers employ to maintain a satisfactory work-life balance while managing ancillary functions?

Table 3: Thematic analysis on what strategies do teachers employ to maintain a satisfactory work-life balance while managing ancillary functions.

Participants	Codes	Category	Themes	Interpretation
P1	8-5 pm schoolwork beyond 5pm personal time	Time Management	Effective Time Management	It is evident that the integration of time management, wellness practices, communication, and delegation serve as a strategic framework employed by participants to uphold a satisfactory work-life balance while managing ancillary functions.
P5, P2, P7, P11, P16, P3	Practice effective time management			
P4, P7	Prioritizing tasks			
P12	Flexibility and adaptability	Self-care	Wellness	
P15	Periodic self-assessment and adjustments			
P9, P1	Regular breaks and self-care routines			
P13, P6	Disconnect work during personal time; Clear boundaries			
P14	Support from family and friends			
P10	Communicate needs to colleagues and superiors	Constant Communication	Communication	
P8	Delegating tasks	Delegation	Delegation	

Table 3 presents the themes and core ideas on the strategies teachers employed to maintain a satisfactory work-life balance while managing ancillary functions. As shown in the Table, there are five emerging themes including effective time management, boundary and establishments, prioritization, and delegation, selfcare and well-being, and communication and adaptability.

The theme of "Effective Time Management" emerges from the responses, shedding light on the strategies individuals, particularly teachers, employ to maintain a satisfactory work-life balance while managing ancillary functions. These responses collectively emphasize the central role that effective time management plays in addressing the inherent challenges of balancing professional and personal commitments. The recurrent reference to "time management" suggests that individuals prioritize structured scheduling and often allocate specific timeframes for work-related tasks, reserving personal life activities for the remaining hours. The practice of time management is consistently highlighted as a deliberate approach to manage the demands of their roles. Furthermore, the strategy of scheduling and planning tasks in advance is recognized as an effective tool to streamline work and maintain balance. The repeated emphasis on time management and the maximization of time for significant activities underlines its pivotal role.

Building on the findings mentioned above, Mohamad and Parcon (2022), further emphasize the critical importance of deploying specific strategies, notably effective time management, prioritization, and organizational skills, within the realm of education. These strategies serve as essential tools for educators, enabling them to strike a harmonious balance between their core instructional duties and the myriad of supplementary responsibilities they shoulder. Effective time management equips teachers with the means to judiciously allocate their limited time resources, ensuring that classroom instruction remains a focal point while also tending to administrative tasks, grading, and other essential yet time-intensive obligations. Prioritization allows educators to discern and concentrate on the most pivotal tasks, thus maximizing their time and expertise. Furthermore, adept organizational skills aid teachers in maintaining order and structure in their work, leading to heightened efficiency and productivity, both inside and outside the classroom.

Additionally, the overarching theme of "Wellness" emerges, highlighting the strategies individuals, particularly teachers, employ to maintain a satisfactory

work-life balance while managing ancillary functions. These strategies collectively underscore the critical importance of prioritizing self-care and overall well-being when juggling multiple responsibilities. The need for regular breaks and self-care routines is emphasized, recognizing the significance of preserving physical and emotional health through consistent periods of rest and personal care. Seeking support from family and friends for emotional balance underscores the role of social connections and emotional support in maintaining overall well-being. The concept of periodic self-assessment and adjustments to one's approach reflects a proactive stance on self-care, involving periodic assessments of strategies and necessary adjustments to ensure a harmonious work-life balance. King-white and Rogers (2018) stated that educators are confronting growing work demands that, consequently, lead to heightened stress factors impacting health, well-being, and ultimately efficiency. To counter this, educators must embrace a dedication to self-care encompassing physical, mental, and emotional aspects, alongside promoting a balanced work-life equilibrium. This approach is essential for warding off the adverse effects of workplace stress. Additionally, Worley and Stonnington, (2017), prioritizing personal self-care through proper nutrition, sufficient sleep, and consistent physical activity enhances overall well-being. Employing cognitive, behavioral, and mindfulness techniques for reducing stress, fostering empowerment, and nurturing happiness also contributes to one's sense of well-being. Concentrating on the most meaningful aspects of work serves as a protective factor against burnout, as does having control over the work environment.

Lastly, the theme of "Communication and Delegation" collectively highlights the critical importance of prioritizing effective communication and adaptability in navigating the intricacies of balancing multiple responsibilities. Proactive communication, involving the expression of needs and concerns to colleagues and superiors, plays a central role in ensuring a harmonious balance. This underscores the significance of transparent and open communication in making ancillary functions more manageable. The recognition that "delegating tasks, when possible, help maintain balance" suggests a willingness to distribute responsibilities when it is feasible.

In the study of Jayakar and Babu (2012), they emphasized the pivotal role of communication in shaping the quality of one's work life within an organization. They underscore that effective formal and informal communication is vital in

the workplace, as it helps maintain employees' mental and physical well-being and sustains their interest in their work. Clear and supportive communication is a fundamental component of a successful work-life balance strategy, as it promotes a positive work environment and helps individuals navigate their professional and personal lives effectively. Additionally, delegation is a fundamental component of a work-life balance strategy, as it empowers employees to harmonize their professional and personal lives, reducing work-life conflicts. Organizations that promote adaptability in their work-life balance strategy not only support their employees' well-being but also foster a more engaged and motivated workforce, aligning with the goal of achieving a healthy work-life equilibrium.

The group discussion and document analysis underscored a unanimous agreement among participants on a strategic framework for maintaining a satisfactory work-life balance while handling ancillary functions. This comprehensive approach integrates time management, wellness practices, communication, and delegation, forming a resilient strategy to navigate the challenges associated with additional responsibilities.

Participants emphasized the necessity of conscientious time management to effectively allocate resources between professional and personal obligations. Wellness practices, such as self-care and stress management, were recognized as crucial for overall well-being amid the demands of ancillary functions. Communication played a pivotal role in ensuring transparency and managing expectations, while delegation was acknowledged as a practical means to prevent overwhelming workloads and promote collaborative teamwork. In essence, the collective endorsement of this integrated framework reflects participants' commitment to a balanced approach that fosters both professional effectiveness and personal well-being in the face of ancillary functions.

4. Summary

The study aimed to investigate the experiences of teachers at Butuan Central Elementary School concerning their ancillary functions. It utilized a qualitative research method employing a phenomenological research design. A total of 16 teachers participated in the study through convenience sampling approach. The data were gathered through in-depth interview, Focused Group Discussion, and document analysis. The data were then transcribed and undergone thematic analysis.

The findings of the study revealed some major themes align with the experiences of teachers handling ancillary functions. In terms of the experiences of teachers on the demands and challenges, three themes emerged which encompass demands of time, multi-tasking challenges, and interprofessional relationships. In terms of the perceived effects of ancillary functions on teachers work-life balance, there were three major themes emerged. These include positive effect, negative effect, and work-family balance.

Moreover, there were four major themes emerged in relation to how teachers navigate and cope with the potential imbalances between the ancillary and personal life which include time management, delegation, communication, and selfcare practices.

Finally, the following themes emerged in line with the strategies that teachers employed to maintain a satisfactory work-life balance while managing ancillary functions,

effective time management, wellness, communication, and delegation.

5. Conclusions

Based on the study's findings, several key conclusions were drawn:

- a. The additional roles associated with ancillary functions introduce diverse demands and complexities, often challenging teachers' ability to achieve a harmonious work-life balance. Striking this balance becomes a significant and ongoing challenge amid these multifaceted responsibilities.
- b. Teachers grapple with both negative and positive effects stemming from these additional responsibilities. While negative impacts include health issues and personal concerns, positive effects encompass enhanced productivity, increased confidence, and a heightened sense of satisfaction. This duality reflects the complex nature of ancillary functions in the teaching profession.
- c. Teachers actively employ various coping mechanisms, including time management, delegation, communication, and self-care practices. These strategies are instrumental in navigating the intricate demands of ancillary functions and are imperative for achieving a sustainable work-life balance.
- d. In their quest for a balanced professional and personal life, teachers implement strategic measures to manage ancillary responsibilities effectively. These deliberate strategies contribute to a sustained work-life equilibrium, fostering both professional effectiveness and overall well-being among educators.

6. Recommendations

Based on the findings and conclusions of the study, the following recommendations are drawn for Butuan Central Elementary School only:

- a. Teachers are encouraged to craft personalized work-life balance plans. These plans should incorporate effective time management, communication strategies, and self-care practices tailored to individual needs. This proactive approach can empower teachers to navigate ancillary functions while safeguarding their overall well-being.
- b. School administrators may implement policies that recognize and support teachers in managing ancillary functions. Additionally, allocating resources, such as support staff or professional development opportunities, can facilitate a conducive environment for teachers to successfully fulfill their additional responsibilities without undue strain.
- c. Policymakers are encouraged to integrate specific training modules on ancillary functions into teacher education programs. This proactive measure ensures that educators enter the profession equipped with the necessary skills to navigate these additional responsibilities, contributing to their overall effectiveness.
- d. Future researchers are encouraged to explore the long-term impact of ancillary functions on teacher well-being. Investigating sustained effects over time will provide a more comprehensive understanding of how

these responsibilities influence the overall professional and personal lives of educators.

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