

Out of the Classroom Context: Narratives of Licensed Teachers Assigned to School Offices

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Abstract:- This study explored the out-of-the-classroom experiences of licensed teachers working in school offices. Eight (8) office workers were also licensed teachers who participated in the study coming from Poblacion Governor Generoso, Davao Oriental. This study made use of a phenomenological approach to extract the ideas of the teacher participants. The in-depth interview was employed to gather some information as regards their respective experiences. Using the thematic analysis, the following themes emerged about the experiences of the participants: the experiences of the licensed teachers working in offices were, working with loads of paper, being flexible with office work, and beating office deadlines. The coping mechanisms of the teachers were, embracing office realities, taking short breaks for relaxation, and seeking assistance from senior workers. The insights of the participants delved into two factors: Providing part-time jobs to licensed teachers and attending office-related training or seminars. For the college president or school heads to be more observant of the performance of their office workers. They should ensure that the office workers are performing their assigned tasks based on the expected results. The licensed teachers working in various school offices may be more responsive to the needs of their clientele.

Keywords:- *Out of the Classroom Context, Licensed Teachers, School Offices.*

I. INTRODUCTION

Having a license to teach does not always mean classroom work as expected. In today's work environment, there are several turns and twists in terms of the teachers' roles. For as long as we teachers are still within the school campus, regardless of our job description, we are still teachers serving the students in various forms and responsibilities.

The duties of a teacher extend much further beyond standing at the front of a classroom and delivering lessons. Behind the scenes, a lot of work goes into planning and preparing for lessons and providing additional support to students. A good teacher may also make a positive impact on students, often becoming a source of inspiration and motivation. Teachers put in a lot of work outside of lessons to ensure that they are providing an engaging learning environment and supporting students. The responsibilities of a teacher will vary slightly depending on the level that

they're teaching, the subject they're teaching, and the educational setting that they're teaching (Blane, 2021).

II. METHOD

This study used qualitative research employing phenomenology. Interviews were conducted with a group of individuals who have first-hand knowledge of an event, situation, or experience. The interview(s) attempts to answer two broad questions (Moustakas, 1994). The data was then read reread and culled for phrases and themes that were then grouped to form clusters of meaning (Creswell, 2013). Through this process, the researcher constructed the universal meaning of the event, situation, or experience and arrived at a more profound understanding of the phenomenon.

In this study, phenomenology attempts to extract the most pure, untainted data, and in some interpretations of the approach, bracketing is used by the researcher to document personal experiences with the subject to help remove him or herself from the process. One method of bracketing is memoing (Maxwell, 2013).

The participants in this study were composed of eight (8) informants. The selected informants were the licensed teachers coming from Poblacion Governor Generoso, Davao Oriental. All the participants were licensed teachers from various colleges or schools. They must have been working as office personnel for at least one (1) year. All the participants came from post-secondary schools, regardless of their age, sex, and marital status.

III. RESULT AND DISCUSSION

Based on the results of the thematic analysis of the responses from the participants of the study, the following findings and their corresponding themes were revealed: the experiences of the licensed teachers working in offices were, working with loads of paper, being flexible with office work and beating office deadlines. The coping mechanisms of the teachers were, embracing office realities, taking short breaks for relaxation, and seeking assistance from senior workers. The insights of the participants delved into two factors: Providing part-time jobs to licensed teachers and attending office-related training or seminars.

The experiences of licensed teachers in Governor Generoso Poblacion, Davao Oriental revealed several facts on how they worked and coped with their jobs as office workers instead of lecturing in the classrooms.

The narratives of licensed teachers were focused on their experiences while working in various offices in the school. One of the themes that emerged upon through the analysis of the responses of the participants was on working with loads of paperwork. It is a reality that working in the office requires a lot of paper reports, submissions and printing. These papers will have to be released by the office and eventually received by the requesting party. A tasking job of workers who were not totally trained to perform such office tasks, however, the participants of this study gave their best to perform the tasks assigned to them.

The second theme that emerged from the analysis of the responses of the participants was being flexible with the office work. One of the scenarios in the school office is somewhat chaotic if observed outside the realms of the office responsibilities. There were many times when a credential was requested and the worker was not familiar with performing tasks. The worker has to do the job, especially if the assigned personnel is not present to perform the job. Flexibility is one of the factors that made the office work and perform well. Everyone in the office must know the routines of each work task and be ready to take over the tasks at a given time.

The third theme that emerged from the experiences of licensed teachers working in the office was on beating the deadlines. Although it is not easy to prepare reports, everyone in the office is given specific tasks. Each of these tasks is dependent upon the reports of other workers in the office. This means that no one is exempted in the preparation of the reports, particularly if the reports need to be printed and or sent to other offices via soft copy or online mode. Deadlines or commitment dates are always a part of the office job, therefore, each worker in the office must be flexible and ready to change posts anytime.

The coping mechanisms of the licensed teachers working in offices came up with three themes. The first theme was on embracing office realities. The participants of this study were not trained to perform office tasks; however, circumstances came that they were hired as office workers leaving them with no choice but to accept the job offer. Another reason was that the kind of job they currently have requires them to be adaptable to any circumstances, especially since the number of office workers is limited, therefore they have to multi-task in some days. The workers need to fill in other jobs when one of them is not capable of performing the office job.

Another coping mechanism of the participants was taking some short breaks or relaxation. Being bombarded with many office responsibilities, the participants openly expressed their ways of keeping them going despite the multi-tasking they have in the office. Taking short breaks such as nibbling some food during times when there were no visitors was a great respite for the office workers. For them, the short breaks that they can avail during office hours gave them much relief, it allowed them to wiggle their body parts and keep moving with their office tasks. It was a kind of health break that rejuvenated them while at the office.

The third coping mechanism of the participants was seeking assistance from senior workers. As mentioned by the participants of this study, they did not pretend that they knew everything in the office. There were many times that they had to seek the wisdom of the senior office workers in terms of rules, procedures, and releases of paperwork. Working in the office is very crucial and this requires efficiency in terms of the contents of the requested credentials, they have to make sure that all their paper works goes well with the policies of the college or school and other government agencies as recipient of the paper.

In terms of the participant's insights, there were two identified factors, these were providing part-time jobs to licensed teachers and attendance to office-related trainings or seminars. The first insight suggested that licensed office personnel may be given some part-time teaching loads, this way, they can still perform their original work responsibilities as teachers. This insight would bring out the best in them while working full-time in the office. Part-time job within the school may also augment their earnings.

The second insight identified from the participants of this study was their attendance at training and seminars relevant to their current jobs. For them, such training would enrich their skills leading to better office performance in the office. The more they were exposed to current office trends, the better they were expected to perform their assigned tasks.

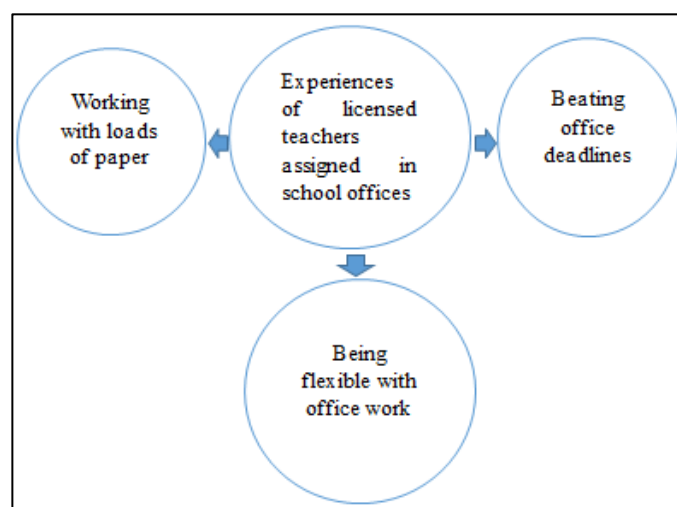


Fig 3. Experiences of Licensed Teachers Assigned in School Offices

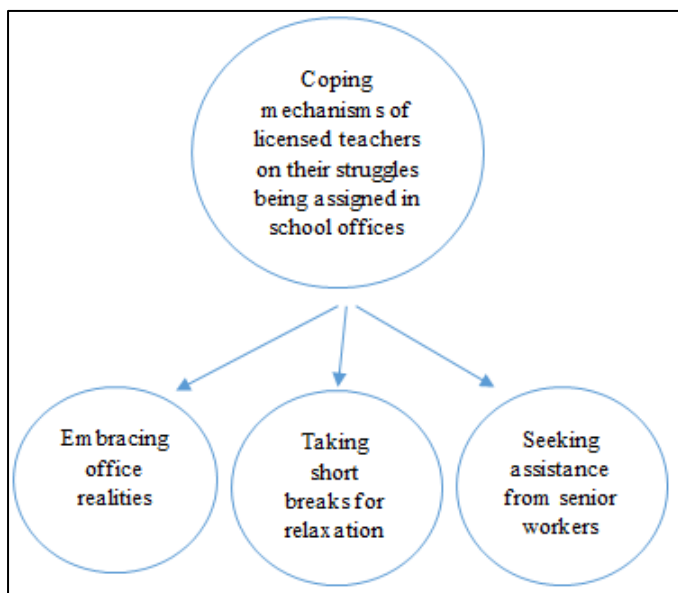


Fig 4. Coping Mechanisms of Licensed Teachers on them Struggles being Assigned in School Offices

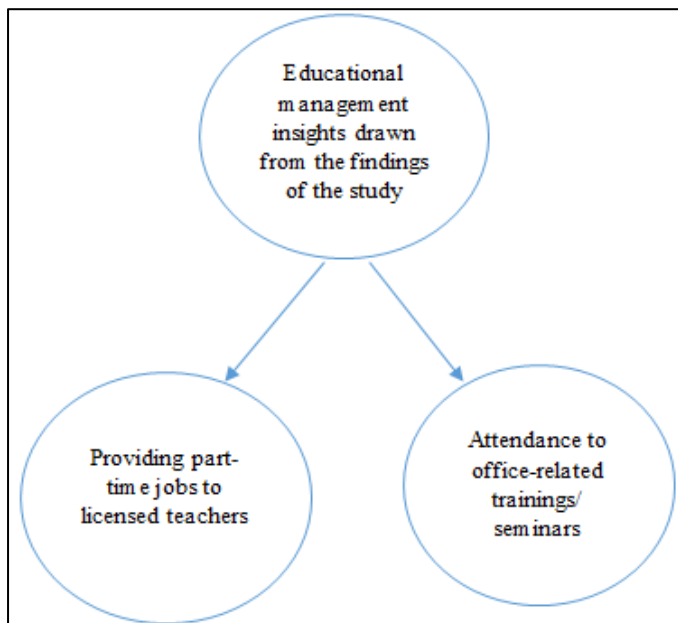


Fig 5. Educational Management Insights Drawn from the Findings of the Study

IV. FUTURE DIRECTIONS

Based on the findings of the study, the findings must be properly relayed and used by the significant people whom this research was intended for.

For the college president or school heads to be more observant of the performance of their office workers. They should ensure that the office workers are performing their assigned tasks based on the expected results. The college head may be more attentive to the needs of the office workers and send them to regular office training within a year.

The licensed teachers working in various school offices may be more responsive to the needs of their clientele. Despite their unparalleled career preparations, they should bear in mind that it was the job they took and they should take responsibility in performing their office tasks with utmost accuracy and commitment.

The other stakeholders may understand that not all the office workers were trained to perform office tasks, however, with the number of years of the workers performing their daily routines, the stakeholders may fully understand the predicaments, problems, and the bulk of work that these workers are preparing on the daily basis.

The college students may understand that these office workers were overwhelmed with office tasks, their understanding is very much appreciated. the credentials they request to be processed require enough time to process and be given back to them.

For future researchers, similar studies may be conducted in other divisions or schools where licensed teachers were hired as office workers rather than doing classroom tasks.

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