

Travails of Elementary Teachers: Handling Multiple Ancillary Functions

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Abstract: This study seeks to provide a better understanding of the travails and struggles have on doing ancillary services aside from the daily six hours of teaching loads. This study employed phenomenological research design using in -depth interview (IDI) of ten participants through purposive sampling. In analyzing the lived experiences of the elementary teachers on handling multiple ancillary functions, the researcher was able to identify four major themes. These are joyful acceptance, sense of fulfillment, and struggles in the implementation. Further, there were also three (3) subthemes that emerged on the challenges experienced by the participants. These are monetary contribution, scolded by the school head and conflict of schedules. The participants shared their coping mechanisms, managing time, setting priorities, getting encouragement from others, motivating oneself, planning and collaborating and prioritizing teacher rather than ancillary. The insights were compromising teaching efficiency, suggesting hiring new personnel, optimistic for promotion, reminding superior of their roles, learning to self-manage, and valuing work-life balance. The findings of this study shed light the various experiences of elementary teachers in handling multiple ancillaries in the different DepEd schools. Therefore, further studies were recommended.

Keywords: Elementary Teachers, Multiple Ancillary Functions, Work -Life Balance.

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I. INTRODUCTION

It is a fact that teachers' job is beyond the four corners of the classroom since learning happens everywhere wherein the learners gain experience. This aspect of service, demands the teachers to render exigencies on the service, requiring the teachers to spend more than the regular working hours, and in worse cases, demand teachers out of their time and resources (Skaalvik & Skaalvik, 2016; Marmol, 2019; Sarabia & Collantes, 2020).

Although teachers modeled good performance at work. Multiple ancillary functions of teachers draw powerful advantages in terms of personal and professional development. It also has a broader implication for all the educators in the country (Into and Gempes, 2018). Hence, handling multiple ancillary functions may affect teachers holistically.

With this in mind, this study wished to describe the phenomenon brought about by the experiences of teachers assigned with multiple ancillaries, the coping mechanisms, and their insights on multiple ancillary and work-life balance as they are teaching in the mountainous areas of Talaingod, Davao del Norte.

This study served as a baseline data on how teachers cope with multiple ancillaries aside from their basic teaching loads and advisory, the insights of teachers on work-life balance and their experiences. In addition to, the data gathered and analyzed provided a greater understanding on to how the administrators may eventually understand and help the situation of teachers with multiple ancillaries, result might give an insight to administrators in the field, to the persons in authority and the local government unit and even to other co- educators who are yet to find out the travails of teachers with multiple ancillary functions.

In conclusion, this study established factors that acknowledge or appreciate the teachers who devoted themselves despite heavy workloads and challenges brought about by their profession. The locale of the study was the Elementary schools of Talaingod District, Province of Davao del Norte.

II. METHOD

To achieve the research objectives, the researcher made use of a qualitative phenomenological method with the use of thematic analysis. In adherence to Creswell (2006), guidelines in which open- ended questions for interviews were applied to get an authentic understanding of

people's experiences. Furthermore, through the interview approach, the researcher encouraged the participants to discuss their own definition or meaning of the phenomena being explored which were the experiences of the elementary teachers fully and openly in handling multiple ancillary functions.

The researcher conducted an in-depth interview to be recorded through audio recording while following the health safety guidelines on this pandemic. The participants signed an informed consent form to provide privacy and express their assent for the interview to be conducted. The participants were familiar with the researcher and fully confident in their ability to respond to the queries of the researcher. Moreover, the researcher utilized purposive sampling since the main interest of this study was to work with small samples to achieve an in-depth understanding of the phenomenon.

In this study, the interview was individual, recorded, and transcribed. A couple of open-ended questions are posed to which interviewees are required to respond orally. In these processes, useful in that may be closely linked to their experiences can emerge. The individual responses were analyzed, compared, and categorized and subsequently triangulate and interpreted to draw conclusions. Ethics were properly followed and assured in the study.

The concepts of generalizability, internal validity, reliability, and objectivity are considered in qualitative terms.

There are many ways to gauge the accuracy of findings, ways such as data triangulation through multiple analysis and "member Checks" Internal validity is defined as how congruent one's are finding with reality, of which validity is the notion of reality.

In conclusion, data gathered were thematized into themes with supporting statements.

III. RESULTS AND DISCUSSIONS

The lived experiences of elementary teachers in handling multiple ancillary functions showed the following themes: Joyful Acceptance, Mixed Emotions, Sense of Fulfillment and Hurdling the Challenges. Further, there were also four (4) subthemes that emerged on the challenges experienced by the participants. These were Monetary contribution, scolded by the school head, conflict of schedules, and struggles during implementations. The coping mechanisms of participants on the challenges they experienced were managing time, setting priorities, getting encouragement from others, motivating oneself, planning and collaborating and prioritizing teaching rather than ancillary. The insights drawn from the participants were compromising teaching efficiency, optimistic for promotion, suggesting to hire new personnel, reminding the superior of their role, learning to self-manage and valuing work life balance.

The findings of this study shed light on the various experiences of the elementary teachers in handling multiple ancillaries in the different DepEd schools. The study looked into the teachers' action and reaction; these experiences acquired through systematic interviews can help other educators interested in the phenomenon under study as well as the scholars pursuing comparable lines of study. Participants' coping techniques can be used as a resource for those who find themselves in the similar situation or position.

The DepEd authorities play a crucial role in aiding the teachers who are coping with their issues and challenges in handling many ancillary functions. Thus, it is crucial to disseminate the ancillary equally to teachers in schools to avoid burn out and exhaustions to teachers. To provide workshop and trainings that will equip teachers in relation to their given ancillary.

In the part of the school heads, the department may find ways to train them in their leadership development. Soft skills training can be a good topic for the school heads to be able to assess their teachers' health conditions. The administrators can also strengthen the teachers through continual professional development programs such as time management, stress management, project management programs.

The policymakers or the government especially those who have power or authority to create educational mandates that will balance ancillary loads per teacher, policy actions and orders to craft guidelines in providing additional support to schools in terms of staffing and intensifying good mental health of the teachers. They may provide school nurses or licensed guidance counselors for emotional support and physical health of the teachers. They may also hire new personnel to do ancillary functions and revisit the system on how projects are implemented. They may create new programs that will ensure the holistic health of the teachers in the field since we know healthy teachers make healthy learners.

Future researchers may embark on the same research with different participants, place, and school. Other avenues not scrutinized in this research may also be explored.

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