

Beyond Instruction: Exploring Teachers' Ancillary Functions Through a Phenomenological Lens

Shielalyn D. Borlagdan

Abstract. The goal of this study was to explore the ancillary functions of teachers in Sta. Ana District, Davao City Division. Researcher in this study described the stories and struggles of the teachers teaching beyond instruction. A qualitative research design was used in this analysis particularly phenomenological methodology as the best approach for this form of research in the context of the study. The participants of the study will be public secondary school teachers from the Sta. Ana District in the Davao City Division. Seven teachers will be selected for in-depth interviews. On the experiences of teachers fulfilling ancillary functions, themes are: (1) work overload and (2) limited support and resources. On the coping strategies of teachers, themes were (1) proper planning and time management, and (2) seek support. Lastly, on the learning insights generated by the teachers, themes were: (1) commitment and dedication, and (2) opportunities for growth and improvement. The findings of this study seem to lead to the conclusion to lived experiences of teachers handling ancillary functions which revealed that most of the participants face work overload and limited support due to additional responsibilities, which hampers their ability to focus on educating students. Tasks like attending events and managing administrative duties increase stress, reducing the time for lesson preparation and student development. This can lead to frustration and thoughts of leaving the profession.

KEY WORDS

1. Ancillary functions 2. beyond instruction 3. phenomenology

Date Received: April 05, 2025 — Date Reviewed: May 15, 2025 — Date Published: June 18, 2025

1. Introduction

Teachers, widely regarded as the foundation of the education system, take on responsibilities that go beyond delivering lessons. In addition to teaching, they serve as mentors, counselors, and active members of the community, all of which contribute to the holistic development of students. These roles support not only academic success but also social and emotional well-being. However, teachers often struggle with limited resources, time constraints, and in-

sufficient training in areas like counseling and community engagement. Balancing these added duties with their core teaching responsibilities can lead to stress and burnout, ultimately affecting both their effectiveness and student outcomes.

Retubada (2019) observed in his study done in Davao City that a significant issue encountered by schools in Davao del Sur, Region XI, is the allocation of several ancillary responsi-

bilities to instructors. He highlighted that, in addition to their principal function as classroom counselors, educators are also encumbered with several non-instructional duties. These encompass positions such as subject area leaders, grade level heads, canteen supervisors, sports managers, school- Based Management (SBM) coordinators, club facilitators, cluster subject area coordinators, and coaches for competitions at the cluster, division, regional, and national tiers. This increased workload has adversely affected teacher performance and student results.

Gaining insight into the challenges teachers face in carrying out their ancillary roles is essential for developing support systems and policies that enable educators to succeed in their responsibilities within the school setting. This phenomenological study aims to explore and deeply understand the lived experiences of pub-

lic school teachers assigned with ancillary tasks in the Sta. Ana District, Davao City Division. The researcher believes that uncovering these experiences employed by teachers can provide valuable perspectives for the entire DepEd community, especially for those public school teachers who silently endure similar struggles. Their stories will shed light on the often-overlooked burdens that impact teachers' well-being and performance.

The study pursued answers to the ensuing objectives: a.) to explore the experiences of teachers fulfilling ancillary functions. b.) to identify the coping strategies of teachers in overcoming the challenges they have encountered. c.) to explore the learning insights generated by the teachers in relation to their experiences in fulfilling ancillary functions.

1.1. Purpose of the Study—

*1.2. Research Questions—*The study pursued answers to the ensuing objectives: a.) to explore the experiences of teachers fulfilling ancillary functions. b.) to identify the coping strategies of teachers in overcoming the challenges they have encountered. c.) to explore the learning insights generated by the teachers in relation to their experiences in fulfilling ancillary functions.

*1.3. Significant of the Study—*This study significantly benefited various stakeholders by highlighting the importance of teachers' ancillary roles. For school heads, it offered insights into effective leadership strategies and the enhancement of institutional support systems. Teachers gained recognition and empowerment through the acknowledgment of their

multifaceted contributions, informing targeted professional development. Students benefited from the holistic support provided by teachers in supplementary roles, positively impacting their academic and emotional growth. Additionally, the research laid a foundation for future scholars to deepen the understanding of these roles, guiding the development of new frameworks and research directions in education.

2. Methodology

The following section outlines the procedures used by the researcher to perform this research study. It includes the population and sampling, instrumentation, data source, and data analysis.

2.1. Design and Procedure—

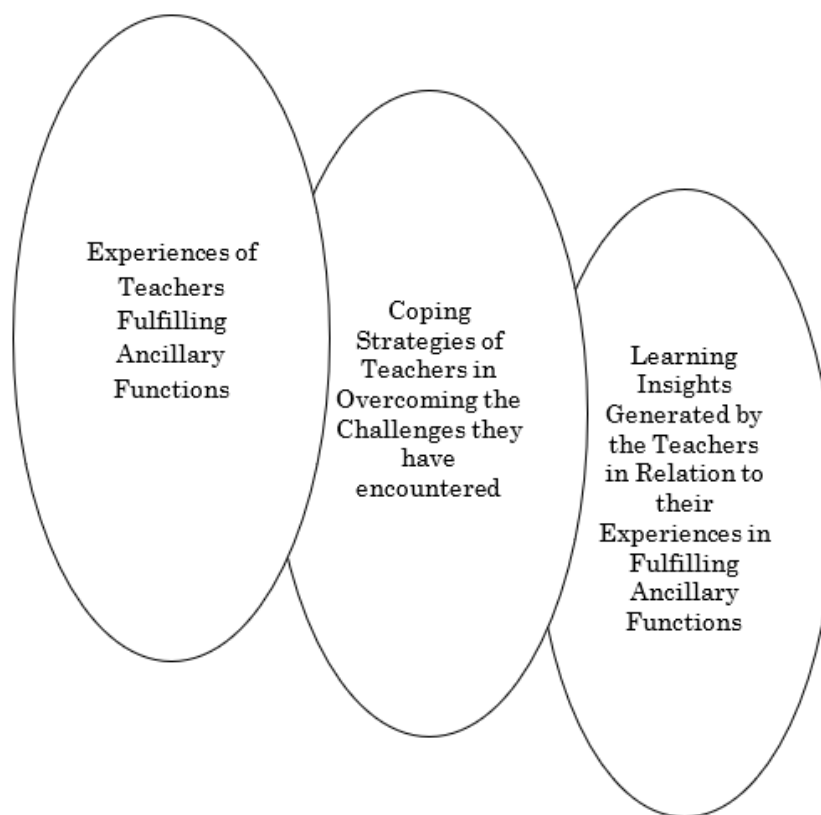


Fig. 1. The Conceptual Framework of the Study

This research employed a qualitative, phenomenological design to explore participants' perspectives on teachers' supplementary roles. It focused on understanding the meaning individuals assign to their experiences, using emergent questions, context-based data collection, and inductive analysis. The phenomenological

approach was chosen to capture the depth of participants' thoughts, emotions, and behaviors, acknowledging the researcher's subjective lens. This method allowed for a comprehensive examination of how participants perceived and experienced teachers' ancillary responsibilities.

2.2. Research Participants—This study involved seven public secondary school teachers from the Sta. Ana District in the Davao City Division, selected based on specific inclusion criteria: they were Junior High School instructors with permanent positions and at least two years of teaching experience. Senior High School teachers and those outside the

Sta. Ana District were excluded. Participants were chosen through convenience sampling, a non-probability method based on availability and willingness to participate. While this approach is fast, simple, and cost-effective, it was acknowledged that it may limit the generalizability of the findings due to potential sampling bias.

2.3. Ethical Considerations—The researcher adhered strictly to RMC's Research Ethics principles, including social value, informed consent, privacy, and transparency, to ensure ethical integrity. The study aimed to explore the lived experiences of public school teachers with ancillary roles, benefiting various stakeholders such as teachers, students, and future researchers. Informed consent was obtained through signed forms, and participants

were assured of their voluntary involvement and right to withdraw at any time. Ethical safeguards protected participant confidentiality and well-being, with data collected in secure, distraction-free environments. The researcher, qualified through graduate coursework and guided by experts, ensured fairness, avoided conflicts of interest, and maintained transparency by clearly outlining procedures and presenting results in academic forums.

2.4. Role of the Researcher—In this qualitative study, interviews served as the primary instrument for collecting data to understand participants' lived experiences, perspectives, and emotions (Creswell Creswell, 2023). While

other methods such as observations and document analysis supported data triangulation, interviews were the most effective for eliciting in-depth insights from instructors, allowing for the categorization, coding, and interpretation of responses to generate meaningful themes.

2.5. Data Collection—To ensure the study's legitimacy and trustworthiness, key procedures were followed throughout its execution. The researcher first secured formal permissions from the Dean of the Graduate School, the School Principal, and class advisers to ac-

cess participants and study sites. Questionnaires were then distributed via Google Forms and email, with responses promptly collected and organized. Semi-structured interviews were conducted using carefully crafted questions aligned with the study's goals, and each session was

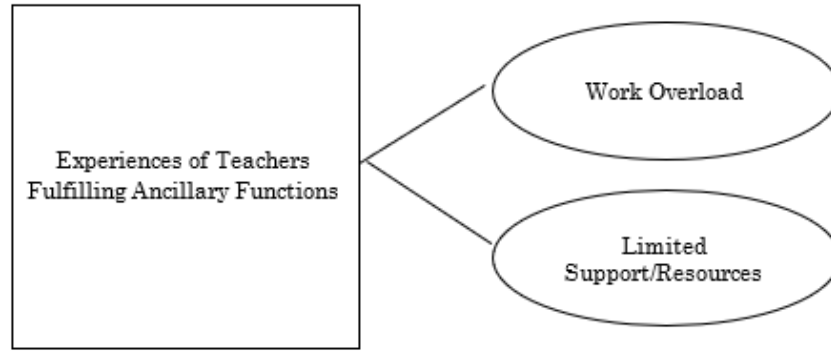


Fig. 2. Experiences of Teachers Fulfilling Ancillary Functions

audio-recorded with participant consent to ensure accuracy. Interviews were transcribed verbatim, and data were analyzed to identify key themes while maintaining participant confidentiality, ensuring the integrity and reliability of the findings.

2.6. Data Analysis—This study aimed to develop a framework for evaluating paradigm shifts among teachers by analyzing the strategies they used to navigate challenges. Thematic content analysis was employed to uncover patterns within the qualitative data, which primarily came from interview transcripts. Triangulation was employed to check and establish validity in their investigations. This method was used to verify statements or information acquired for this article during the in-depth interview.

3. Results and Discussion

This chapter highlighted the results and discussion of the study. Themes were extracted based on participants' responses to each question. Experiences of teachers fulfilling ancillary functions, coping strategies of teachers in overcoming the challenges they have encountered, and learning insights generated by the teachers in relation to their experiences in fulfilling ancillary functions are discussed below

3.1. Experiences of teachers fulfilling ancillary functions—Figure 2 shows the experiences of teachers fulfilling ancillary functions. Based on the participants' responses, the results revealed two common themes. These themes are: (1) work overload and (2) limited support and resources. These findings highlight the additional challenges teachers face beyond their primary instructional responsibilities.

3.1.1. Coping Strategies of Teachers in Overcoming the Challenges they have encountered—Figure 3 highlights the coping strategies of teachers in overcoming the challenges they have encountered. In this context, the results have revealed two themes on the coping strategies used by teachers. The themes were (1) proper planning and time management, and (2) seek support. These strategies reflect the proactive measures teachers take to maintain effectiveness and well-being despite their demanding roles.

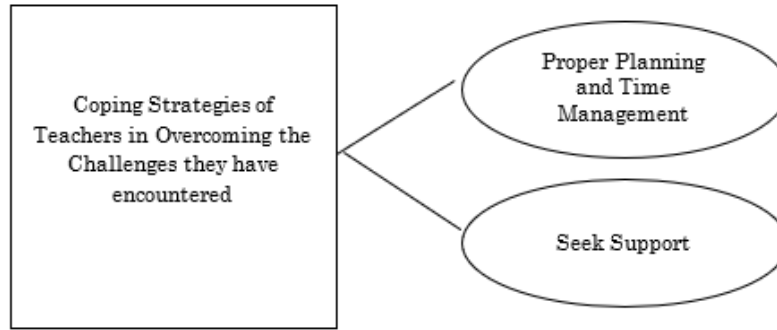


Fig. 3. Coping Strategies of Teachers in Overcoming the Challenges they have encountered

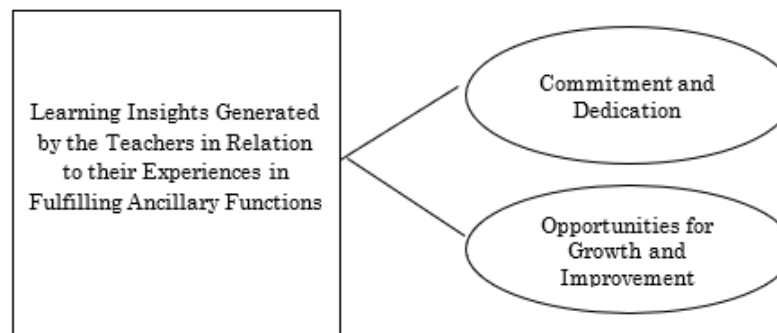


Fig. 4. Learning Insights Generated by the Teachers in Relation to their Experiences in Fulfilling Ancillary Functions

3.1.2. *Learning Insights Generated by the Teachers in Relation to their Experiences in Fulfilling Ancillary Functions* —Figure 4 revealed the learning insights generated by the teachers in relation to their experiences in fulfilling ancillary functions. The responses of the

participants have revealed two common themes namely: (1) commitment and dedication, and (2) opportunities for growth and improvement. These insights underscore the positive outcomes and personal development that can arise from navigating additional responsibilities.

4. Implications and Future Directions

4.1. *Findings*—To specifically elicit the replies of participants' experiences, this study used a qualitative research design. In-depth interviews with the participants—seven chosen teachers from Sta. Ana District, Division of Davao City—were also conducted in order to gather data. On the experiences of teachers fulfilling ancillary functions. Based on the participants' responses, the results revealed two common themes. These themes are: (1) work

overload and (2) limited support and resources. On the coping strategies of teachers in overcoming the challenges they have encountered. In this context, the results have revealed two themes on the coping strategies used by teachers. The themes were (1) proper planning and time management, and (2) seek support. Lastly, on the learning insights generated by the teachers in relation to their experiences in fulfilling ancillary functions. The responses of the par-

participants have revealed two common themes (2) opportunities for growth and improvement. namely: (1) commitment and dedication, and

4.2. Implications—Teachers frequently experience work overload and limited support due to ancillary responsibilities, significantly affecting their ability to focus on educating and guiding students. Additional tasks such as attending events, seminars, and managing administrative duties increase stress and workload, detracting from the time and energy teachers can devote to lesson preparation and student development. This imbalance leads to frustration, neglect of core teaching duties, and, in severe cases, thoughts of leaving the profession.

To cope with these challenges, teachers employ proper planning, time management, and seeking support. Carefully prioritizing urgent and important tasks aids in time management and prevents neglect of other duties. Seeking

advice in unfamiliar situations aids effective problem-solving and strengthens camaraderie within the school community. Considering the perspectives of school administrators and peers further enhances performance and effectiveness.

Teachers' experiences reveal two common themes: commitment and dedication, and opportunities for growth and improvement. Commitment and dedication involve consistently striving to fulfill all responsibilities with effort and persistence. Embracing ancillary tasks with a positive attitude and viewing them as growth opportunities can significantly enhance teaching skills. Participating in seminars, seeking feedback, and continually expanding skills and knowledge help teachers become more seasoned and effective in their profession.

4.3. Future Directions—To better support teachers, the Department of Education should allocate more funding for support staff to handle ancillary tasks and revise policies to reduce administrative burdens. Encouraging collaboration and mentorship programs can also foster supportive work environments. Teachers can improve efficiency through effective time management, delegation, peer collaboration, and

continuous professional development. Students should be empowered to take ownership of their learning through active participation and regular feedback sessions, helping teachers tailor their strategies. Future researchers are encouraged to investigate workload management techniques and conduct longitudinal studies on how ancillary duties impact teacher well-being, job satisfaction, and instructional quality over time.

5. References

- Creswell, J. W., & Creswell, J. D. (2023). *Qualitative inquiry & research design: Choosing among five approaches*. Sage Publications.
- Retubada, R. (2019). *Correlation of frequency of absences of teachers doing ancillary functions and the students' academic performance in all learning areas* [Master's thesis]. Ateneo De Davao University.