

## Unfolding Stories of English Teachers with Multiple Ancillary Functions in Maguindanao-1 Division: A Phenomenological Study

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### Abstract

This qualitative research aimed to determine the unfolding stories of an English teachers with multiple ancillary functions in the selected schools in Maguindanao-1 Division. Ten (10) English teachers were the participants who were selected through purposive sampling technique the in-depth interview employing semi-structure research questionnaire was used. The phenomenological research design was utilized to describe the journey and experiences of the English teachers who were having multiple ancillary functions in the workplace they were known to be a jack-of-all-trades who played vital role in the classroom. The Colizzi's strategy steps in data analysis in Phenomenological methods was also used to provide a rigorous analysis, with each step staying close to the data. the significant statements, formulated meanings, coding, cluster themes, developing exhaustive description, producing the fundamental structure and seeking verification of the fundamental structure to extract thematic analysis were employed in the study. The results revealed that, Aside from being an English teachers and classroom adviser, the English teachers had special assignment and additional workloads English teachers in Public school with multiple ancillary functions were ICT, GAS, HUMMS, LIS, GAD, NDEP, BSP/GSP, CAT, DRRMO, SSG, PESS Coordinator, School paper Publication, Junior and Senior High School Coordinator, School program, Canteen manager, Statistician, Research coordinator, Sports coach, Subject moderator, Principal secretary. The English teachers have management like time management, prioritization of things to be done, self-discipline with motivation, assistance of cow teachers, worked with faith, integrity, sacrifices, determination and perseverance, extrinsic motivation, assistance of supervisor and colleagues, working with dedication and commitment, flexibility dedication, accepting suggestions from colleagues, determination and fulfillment motivation. The effects of ancillary functions to the teaching performance of the English teachers were inefficient instruction, absenteeism, health problem and class interruption. Consequently, the reasons of the English teachers of accepting multiple ancillary functions were professional growth, personal growth, obedience to supervisor, school head's trust and confidence lastly professional responsibility. Above all, the study concluded that many of the English teachers with ancillary functions are having difficulties balancing their time. The teaching became least priority as their major task. Therefore, the efficacy of the teachers' teaching performance and students' performance were affected. Very few were satisfied with their ancillary functions due to motivation for job promotion. Despite of the difficulty of balancing time of many of the English teachers to do multiple ancillary functions, they had managed to do those functions using various strategies. They also believed that these multiple ancillary functions may contribute to their personal and professional growth.

**Keywords:** Teachers, Unfolding Stories, Multiple Ancillary Functions, Phenomenological, Professional Growth

### Introduction

English classroom teachers represent essential functions in all aspects. They are known for being jack-of-all-trades. They play vital role in the society and culture. English as language of global competitiveness, requires students to prepare for global competitiveness, for it is the language of information and communication (Bernardo, 2007).

This modern Era is rapidly changing through technology. This evolution has led to change the influence the day-to-day mobility of humanity that could lead to upgrade and make simultaneous task. The influence of technology has become ubiquitous in almost every aspect of the current society including the educational system. To simplify, the word teacher always associates with hard working and skillful known to be multiple jobbers. This is undoubtedly people in

society set highest expectations have risen within our teachers. English teacher has to be able to deal a lot of skills and abilities (Rahimi, 2007).

In the context of Philippine educational system. the Department of Education classifies classroom teachers into two categories. First, teacher with multiple ancillary function and teacher without multiple ancillary functions who are classroom advisers and non-classroom adviser. This assigning job is without any basis of their expertise handling the task, as long as, he/she can execute the assign task given. Furthermore, this means that aside from being a classroom teacher. he or she has other classroom related functions. Some of them are designated as Grade level coordinators, Club Moderator, Guidance

Counselor, Clinic in-charge, School Statistician, and Canteen manager among others. Considering their expertise handling multiple tasks. Multiple ancillary

functions of teachers often lead towards losing their motivation, satisfaction, and competencies, and even feel burn-out (Howard & Johnson, 2004) quoted in the study of (Parham and Godon, 2011). Further, they mentioned that a person is engaged for multiple ancillary functions because of the promotion. One of the most impressive aspects of the human cognitive system is the ability to manage and execute multiple tasks. However, Multiple ancillary function of teachers has garnered increase critical attention in recent years. Research on multitasking in the contemporary setting. As stated by Alquizar (2018) asserts that a large number of unfavorable poor output outcomes exacerbated destruction, inhibited learning, and impacted the effectiveness of teachers and learners. As a result of their disappointment Terry (2016) mentions that schools are grappling with how to meet crucial aspects that are important in improving educational quality (Jackson, Schwab & Schuler, 1986). This highlights the potential for negative effects on job satisfaction, quality of life, and work performance. Furthermore, scholars have questioned the nature and characteristics of teachers with multiple ancillary functions. (Zickar et al., 2004).

In the Bangsamoro Autonomous Region in Muslim Mindanao, (BARMM) the study of (Retubada, 2014) as cited by Gloria et al., (2018), University of Mindanao states that Multiple ancillary functions of teachers is one of the problems encountered by the schools in Davao Del Sur in Region XI particular. Likewise, in the Ministry of Basic Higher Technical Education (MBHTE) particularly, in the Division of Maguindanao-1: The teachers while performing their main function as classroom adviser are also given extra non-teaching functions that can consume most of their times. This is called "multiple ancillary functions" as their additional workloads since there is need to assign these teachers as subject area coordinators, club moderators, cluster subject area. They are also coaches in different contests in the division, regional and even at national level without considering the expertise in the field. As a matter of fact, very limited research has been conducted specifically on multitasking teachers as mentioned by Gloria and Ann (2018). The fact that teachers must have rendered only six (6) hours of actual classroom teaching and two (2) hours work related task as indicated in the DO 16, s. 2009. Nonetheless, some teachers have been experiencing more and heavy tasks in their workplaces. It suggests that further research is necessary to address the gaps.

The researcher is uniquely positioned to address gaps as the result and effect of the performance of the

English teachers as well as the students learning process in the academe in general so that recommendations to address challenges shall be generated. This prompted the researcher to conduct the study.

### Research Questions

This study determined the unfolded stories of the English Secondary School teachers with multiple ancillary functions in selected School, in Maguindanao-1 Division during the school year 2021-2022. This study sought to answer the following questions:

1. What are the multiple ancillary functions of the English Teachers?
2. How do English Teachers manage to perform the multiple ancillary functions?
3. What are the effects of multiple ancillary functions of the English teachers to their teaching performance?
4. Why do English teachers accept multiple ancillary functions?

## Methodology

### Research Design

This study was employed qualitative design specifically it used phenomenology to obtain and describe experiences of the participants shared of their understanding for the existing phenomena. (Creswell, 2009). Qualitative research commonly produces a meaningful and detailed information about much smaller number of people and cases (Patton, 1990). In addition, qualitative research talks about the study of things in their natural setting (Denzin & Lincoln, 2011) as cited in Fukofuka (2014) and Dangalao, (2020) the lived experiences of others, when collecting and interpreting autobiographical narrations or an interview data (Creswell, 2014).

The Phenomenological approach was chosen because it is an appropriate design for this study wherein it needed to envision and explore the actual experiences of the participants who experienced multiple ancillary functions as English teachers in Division of Maguindanao-1. Phenomenologist always aware that they interpret on the basis of their own subjective

experiences and linguistic representation never really catches what was experienced, however, it can ponder systematically how much can be understood of the other experiences on the basis of our own.

In phenomenological research, to minimize presumptions, the use of bracketing was applied for preventing potential harmful effects of presumption that affects the process. The narrative analysis or Constructivist Approach was useful in a such away of thinking about alternative to language process and change in different level of social phenomena and to be the co-construction of phenomena. Consequently, improving the precision of the research study. The researcher should be vigilant at in all forms, aware of their own views and beliefs on the pre-existing on the study, must learn to set aside their own prior knowledge and experiences to fully capture the experiences being told by the participants with an open mind (Starks and Trinidad, 2007; Taylor, 2012; Taylor and Francis, 2012; Tufford and Newman, 2010; Alquizar, 2018)

### Locale of the Study

The study was conducted at Bangsamoro Autonomous Region in Muslim Mindanao, Ministry of Basic Higher Technical Education (MBHTE-BARMM) in five (5) selected public Secondary schools in Maguindanao-1 Division. These were the possible Secondary Public schools, Talitay NHS, Talayan NHS, Guindulungan NHS, Mamasapano NHS, Maguindanao NHS. for the school year, 2021-2022. Talitay National High school had five (5) English teacher. It was small school among the five chosen selected schools. It was located in Municipality of Talitay, Poblacion Maguindanao. it was seven (7) kilometers from national Highway. Talayan National High school has seven (7) English teachers. It has two annex school. It is located in Poblacion Talayan Maguindanao. It is along national highway. Guindulungan National High School has seven (7) English teachers. It is located in Guindulungan Municipality of Maguindanao. It is three (3) kilometers away from national highway. The next school is Mamasapano National High School which has (3) English teachers. The school was located in the Municipality of Mamasapano Maguindanao. It is five( 5) kilometers away from the national highway. Lastly, the Maguindanao National High school is known to be the mother of all schools in Maguindanao1, Division. The school has fifteen (15) English teachers. The school is located at Sharif Aguak, Maguindanao, Labu-Labu. It is two (2) kilometers away from National High way

### Research Participants

Prior to the conduct of this study, the researcher has already identified some of the key informants. There were seven informants in five (5) selected secondary schools in Maguindanao-1 Division. Some identified informants were friends of the researcher and classmate in the graduate school in the selected secondary schools in Maguindanao-1 Division other key informants were former teacher of the researcher who are teaching in the same secondary school. They were chosen through purposive sampling technique. They were all (10) ten participants based on a pre-selected criteria relevant to the research study introduced by Richards and Morse (2006) (Saunders, 2012; Speziale and Carpenter, 2007) -in this connection, they were all English teachers who had been a multiple ancillary functions in the workplace. They were referred here in this study as “targets” of multiple ancillary functions of English teachers since they all experienced as being a multitasker teachers in the workplace. The participants were divided into two process of getting information needed to the study.

### Data Gathering Procedures

The researcher has undergone the following processes; interviewing informants to lead the researcher from target participants, in-depth interview, note-taking, voice recording and documentation. Before conducting the actual in-depth interviews with the study participants, researcher made sure that the letter was sent to the school division superintendent, principals and the consent of teachers. The ethical considerations was properly observed. Researcher applied the key principles of ethical issues (Bloom and Crabtree, 2006; Bricki and Green, 2007; Kaiser, 2009; Mack et al, 2005) that should be considered in any research study which were consent and confidentiality. To ensure that all information was documented thoroughly, making sure that no important detail was missed out, note-taking was applied (Mack et al, 2005; Penner and McClement, 2008). The selected participants were hide their real identity but pseudonym were used for participants during in-depth interview.

### Analysis of data

The researcher utilized the Colaizzi's 1978 strategy in data analysis in phenomenological methods that provided a rigorous analysis with each step staying close to the data. Transcripts were read repeatedly, significant statement, formulated meaning, cluster themes, developing exhaustive description, producing

the fundamental structure and seeking verification of the fundamental structure to extract thematic analysis. As cited by. (Morrow, Roise, Rodriguez, Alison and King, Nigel 2015; Parcon, 2020) The responses of the English teachers were recorded, noted, and transcribed. The significant statements from the responses of the participants were singled out as basis of getting the cod.

### Research Instruments

This study was used semi-structure questions validated by the panels and adviser of the researcher. that was used in the in-depth interview. It represented the unfolding stories of the participants of the study their insights and perspectives as well as the concepts which transpired from the information gleaned through in-depth interviews. During the interview and discussion, audio taped recording, note-taking and memo writing during the analyzing of data, The following research questions made possible the production of data from the informants and the participants.

### Result

This section presents the unfolding stories, journeys, and experiences of English teachers with ancillary functions. It covers the insights and perspectives as well as the concepts which are transcribed from information gathered through in-depth interviews. Moreover, the other discussion is taken from the trends and development outlined in the review of related literature and other related studies. The research questions formulated at the onset of the research made the possible production of the data from the participants.

### The Multiple Ancillary Functions of the English Teachers

Table 1. *The Ancillary Functions of the English teachers in a Workplace*

Participants (P)	Anc ancillary Functions
1	Information Communication Technology Program (ICT), Senior High School Coordinator, National Drug Education Program. (NDEP)and School Program
2	English coordinator, registrar, school principal secretary and Girls Scout of The Philippines (GSP) Coordinator.
3	School Paper Publication adviser, GSP Coordinator and, Sports Coach.
4	School Program, Principal secretary, Supreme Students Government (SSG), ESP & Filipino Coordinator.
5	GSP, Physical Education and School Sport (PESS) and Gender and Development Coordinator (GAD)
6	General Academic Strand Coordinator, Boys Scout of the Philippines (BSP) and School Program Coordinator.
7	Registrar, Sports coach coordinator, SSG, and GAD.
8	School Paper Publication, Research Statistician, Canteen manager, LIS, ICT, and Disaster Risk Reduction and Management Officer (DRRMO).
9	Humanities and Social Sciences Coordinator, Citizenship Advancement Training. (CAT) Trainer, Sports Club, BSP, NDEP and lastly, (DRRMO)
10	Brigada Eskwela, BSP, Junior High School Coordinator, and DRRMO.

### Management of the English Teachers Multiple Ancillary Functions

Table 2 presents how the English teachers manage the multiple ancillary functions assigned to them. (Please see Table 2. *Ways of English Teachers to Manage the multiple ancillary functions* [Appendix 1.])

### The Effects of Multiple Ancillary Functions on the Teaching Performance of the English Teachers

Table 3 presents the experiences of English teachers in their workplaces in performing their multiple ancillary functions. Their responses reveal the effects of multiple ancillary functions on the teaching-learning process. (Please see Table.3. *The Effects of multiple ancillary functions to the English teachers' Teaching Performance* [Appendix 2.])

### Reasons of the English Teachers for Accepting Multiple Ancillary Functions

Table 4 reflects the reasons for the English teachers accepting multiple ancillary functions. Data in Table 4 cover the significant responses of the participants, the formulated meaning, code, and theme cluster. (Please see Table.4. *Reasons for the English teachers' acceptance of the multiple Ancillary Functions* [Appendix 3.])

### Discussion

The following were the results of the study:

1. Aside from being English teachers and classroom advisers, the English teachers have special assignments and additional workloads like being a coordinator, ICT, Humanities and social sciences, General Academic Strand coordinator, school program, school paper publication, LIS, NDEP, GAD, BSP/GSP, SSG, DRRMO, PESS, CAT, Brigada Eskuwela, canteen manager, sports coach, subject moderator, subject moderator, research adviser, statistician, and principal secretariat.
2. The English teachers managed their multiple ancillary functions through time-management, prioritization, self-discipline with motivation, the assistance of co-teachers, work with faith and integrity, sacrifice, determination and perseverance, intrinsic motivation, determination and fulfillment,



flexibility dedication, accepting suggestions from colleagues.

3. The effects of multiple ancillary functions to the teaching performance of the English teachers were inefficient instruction, absenteeism, health problem and class interruption.

4. Reasons of the English teachers of accepting multiple ancillary functions were professional growth, personal growth, obedience to supervisor, school head's trust and confidence lastly professional responsibility.

## Conclusion

Based on the findings of the study, it is concluded that many of the English teachers with ancillary functions are having difficulties balancing their time in doing multiple ancillary functions. Thus, the teaching became least priority as their major task. Therefore, the efficacy of their teaching performance and the students' performance were affected. Very few were satisfied with their ancillary functions due to motivation for job promotion. The researcher further concluded that despite difficulty of balancing the time of many of the English teachers to do multiple ancillary functions, they had managed to do those functions by using various strategies. They also believe that these multiple ancillary functions may contribute to their personal and professional growth.

Based on the findings and conclusion of the study, the following are recommended:

1. The Bangsamoro Autonomous Region in Muslim Mindanao Ministry of Basic Higher and Technical Education (MBHTE) may do intervention plan and strategies to lessen the multiple ancillary functions of the English teachers in the different schools in the region.

2. The Bangsamoro Autonomous Region in Muslim Mindanao Ministry of Basic Higher and Technical Education (MBHTE) may also address the problems of the lack of the teachers in the region especially in the remote areas.

3. The Ministry of Basic Higher Technical Education (MBHTE) may follow the Magna Carta for Public school teachers (R.A 4670) Under section hours of works remuneration and DO 16, s, 2009.

4. The Maguindanao-1 Division may provide enough

teachers as well as facilities to cater the needs of the learners

5. The English teachers with multiple ancillary functions may do their tasks with motivation to contribute for the development of the school.

6. The school administrators may continue motivating the English teachers with multiple ancillary functions to maintain their courage and confidence to do their multiple tasks.

7. The school principal may consider limiting the ancillary functions of English teachers to avoid neglecting their primary tasks which is teaching.

8. The school principal may distribute the multiple ancillary functions among the teachers not only to the English teachers.

9. The school principal may request or hire a staff in the school.

10. For other researchers, it would be useful to carry out qualitative studies of this type in other schools of BARMM particularly in the remote areas in the said region, for the findings of this research would compare and contrast with those of the present study.

11. Other researchers could also conduct longitudinal studies analyzing the challenges of multiple ancillary functions as they are living their professional career. One way to accomplish this task would be to select a few case studies on multitasking of English teachers and to document these teachers' success and achievement.

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Appendix 1. *Ways of English Teachers to Manage the multiple ancillary functions* [Table 2]

<i>Participants</i>	<i>Significant Statement</i>	<i>Formulated Meaning</i>	<i>code</i>	<i>Theme Cluster</i>
1	Time management is a the best solution in order to rise up from that problem managing assigned functions. I usually do make a list, plan of activities a head of time, arrange my schedule with the help of my wife. I can manage my function with the assistance of my wife. She did help me to organize things according to urgency. Prioritize what is needed to be done.	The English teacher managed his time properly to do multiple ancillary functions	001	Time management
2	I always have trouble in managing my time, but I do what is needed, at the moment or what should be most important, essential to accomplish. Being an adviser took all of my times, because of plenty of paper works to do, and classroom beautification m and improvement.	The participant has difficulty in time management due to many things to do, but he did it through prioritization	002	Prioritization of things to be done
3	Time management and self-discipline are my partners in accomplishing my functions or tasks. I make sure also to be organized in all that I do because when things do not go with my plan I tend to have panic attacks and rattle easily. Also, the moment I was tasked to do things I would slowly doing it in my leisure time or really doing it when I have plenty of time. I don't do things when deadline is near. Moreover, I am enjoying every task given to me because I believe when we're happy with what we're doing, we are motivated and that makes our task light as a feather	Participant 3 employed time management, and self-discipline in doing his ancillary functions. He is organized in doing things; he did his functions before deadlines with motivation.	001 003	Time Management Self-discipline with motivation
4	To balance the task. Especially in my case as mother, who gave birth few months ago. And, so far, I can manage. In the school that the tasks given to me with the help of my co-teacher. It is manageable...Time management is the key	In doing her multiple ancillary functions, she managed her time, and she is being helped by co-teachers.	001 004	Time-Management assistance of co-teachers
5	Through eagerness and faith, integrity I would be able to do this. Multi- tasking person is not an easy task. It is more on sacrifice, determination,	Participant 5 worked with faith, integrity, sacrifices,	005	Worked with faith, integrity, sacrifices,

	perseverance for the uplift and the betterment of the school	determination, and perseverance to do ancillary functions to help improve the school		determination, and perseverance
6	Positive words of my school head, my colleagues. With good motivation, and positive feedback I received. as teacher, that to be the instrument for the development of the school, nothing is impossible I keep to do list a sort of planning and work routine, that I follow in order to manage my functions	Multiple ancillary functions are done due to the positive feedback from school head and colleagues	006	Extrinsic motivation
7	It is hard to manage this kind of functions, especially. I am new to this kind of work, but with the help of my colleagues and my superior always there to remind me to my responsibility and with proper time management that I have made. I am able to do all of the tasks/functions	Multiple ancillary functions are completed due to the help of supervisors and colleagues	004	Assistance of supervisor and colleagues
8	Dedication and commitment as a public school teacher. I will never surrender. Another thing that I did, every Saturday, weekends, to lessen my task, like paper works checking. Outdoor activity, I have to go to school, classroom beautification	Multiple ancillary functions are accomplished due to dedication and commitment through working other tasks even weekends.	007	Working with dedication and commitment
9	Being flexible enough to fulfill my duties and responsibilities that are given or assigned by the principal of our school for me. Time management and dedication to the work is the key to manage the functions that are given to me, in order to make positive and fruitful output for my functions I am always accepting suggestions from my co-teachers with collective ideas about it	Multiple ancillary functions are get done due to flexibility, time management, dedication, and acceptance of suggestions from colleagues	001 008	Time management Flexibility dedication, accepting suggestions from colleague
10	Determination and fulfillment to do our assigned task I can do it with integrity. Through the encouragement, motivation, positive comment of my head, can be carried out with flying colors	Multiple ancillary functions are completed with integrity due to determination, fulfillment, and motivation of the immediate supervisor	009 006	Determination and fulfillment motivation



Appendix 2. *The Effects of multiple ancillary functions to the English teachers' Teaching Performance* [Table 3]

<i>Participants</i>	<i>Significant Statement</i>	<i>Formulated meaning</i>	<i>code</i>	<i>Cluster theme</i>
1	Lack of preparation to practice in teaching my lesson due to lack of time. Teaching is more becoming challenging.	The multiple ancillary functions resulted to lack of lesson preparation that makes teaching more challenging	201	Inefficient instruction
2	When I forgot to attend my class just to finish my school report. And I felt sorry for that. I admitted that, I only imparted little learning. My concentration was on the school report.	Due to multiple ancillary functions classes were not attended and students' learning are affected	202 201	absenteeism Inefficient teaching instruction
3	Lack of time preparation in lesson plan. Because I already exhausted and I was not able to sleep just to finish the paper works. I noticed to their face that, my students were not interesting to listen to my discussion. And it ended the day that they were not learned .	Multiple ancillary functions resulted to lack of time for lesson plan preparation, tiredness, sleepless night, and ineffective instruction	201 201	Inefficient teaching instruction Inefficient teaching instruction
4	I cannot attend my class often times, because my principal wants me to join in his seminar training as a secretary. So I left my class.	Due to ancillary functions classes were not attended	202	absenteeism
5	It affects my teaching greatly, especially in terms of time, we cannot move forward to other Lesson to tackle Due to my absences.	Multiple ancillary functions affect attendance to classes, teaching performance, and inputs for students' learning	202	absenteeism
	I can get sick due to	Multiple ancillary		

6	stress and anxiety; it takes time for me to recover because aside from my immune system is weak I also have an asthma.	functions caused stress and anxiety	203	Health problem
7	There are times that my classes are interrupted, this happens when there are students who are requesting for their form 137/ SF 10 and school certification for which as the school registrar	Multiple ancillary functions interrupted classes	204	Class interruption
8	Doing various multiple functions Like school head reports, paper works and handling my class. My students had very low or failed in exam because they learned little things from me. Since I did not focus to them..	Multiple ancillary functions affected teaching performance that resulted to students' poor performance	201	Inefficient teaching instruction
9	I feel exhausted and tired because of many paperwork given by my school head. I was being abused to do all his report. And being an adviser, I have to decide not to teach my class.	Multiple ancillary functions resulted physical fatigue and mental stress  It also causes absenteeism.	203 202	Health problem  absenteeism
10	I am always thinking about the functions assigned to me plus, paper works. Headaches strikes me. Thinking of heavy task done at a time	Multiple ancillary functions caused stress	203	Health problem

Appendix 3. *Reasons of the English teachers' acceptance of the multiple Ancillary Functions* [Table 4.]

Participants	Significant statement	Formulated meaning	codes	Cluster theme
1	Can use to land for highest position or promotion	The participant believes that multiple ancillary functions is job promotion	300	Professional growth
2	Experiencing new things and developing new insights. Accepting a position or task which is you are inexperienced that could lead to struggle and challenging, however if you are surrounded by motivated environment like positive people that encourage you to do work hard with heart.	Accepting multiple ancillary functions led to new experiences, struggles, and new challenges.	301	Personal growth
			300	Professional growth
3	I cannot object to any order by our supervisor. There is no way to decline since. It is part of our job, and I welcome things sometime, it would be an opportunity for us to grow professionally and learn.	Multiple ancillary functions were accepted for not defying order from the supervisor.	302	Obedience to the supervisor
		It was accepted for professional growth	300	Professional growth
	Learning is eternal and can be acquired not only in the four corners of the classroom but in so many	Accepting multiple ancillary functions lead to Personal and professional growth	301	Personal growth

4	ways and this learning and experience would help me grow personally and professionally. Also, experience molds my skills socially, emotionally and spiritually.		300	Professional growth
5	He trusted me on my capabilities and on me as whole, in order to better serve the school, as teacher, whom my principal trusted me. And hope it will help me in the future to grow and using it for promotion	Multiple ancillary functions were accepted due to the trust and confidence of the school head, personal growth and job promotion.	303 301 300	School head's trust and confidence  Personal growth  Professional growth
6	It is needed of me, and I feel so motivated for being helpful, whenever helping those in need, there is limited man power or lack of teacher in our school.	Multiple ancillary functions were accepted to help address scarcity of human power	304	Professional responsibility
7	I have to accept It to be able to be more equipped to the world of teaching. This is a training ground for me as newly hired teacher.	Multiple ancillary functions equipped the participant with personal and professional growth or development.	301 300	Personal growth  Professional growth



8	Being a young educator, I want to discover my capabilities to do other function and trained my management and leadership skills	Multiple ancillary functions lead to the discovery of new insight of learning skills, Management, and leadership skills	301	Personal growth
9	I accepted the assign functions because. Our school is lack of teachers. No choice	Multiple ancillary functions were accepted to address scarcity of human power	304	Professional responsibility
10	Based on my experienced, having multiple functions can help me. When you landed a promotion. It can use in your resume.	Accepting multiple ancillary function is helpful in job promotion	300	Professional growth