STORIES OF TEACHERS HOLDING MULTIPLE ROLES OUTSIDE TEACHING: CONSEQUENCES AND OPPORTUNITIES

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Abstract:
The research study focused on the stories of teachers holding multiple roles outside teaching: consequences and opportunities, their lived experiences, how they cope with their present situation, and the insights they can share with other teachers who will experience the same experiences they have. This study used the qualitative phenomenological method of research to explore in depth the experiences, coping strategies, and personal insights that can be shared by the participants. The research study purposely identified nine (9) teachers of the senior high schools (6 for the focus group discussion and 3 for the in-depth interview) who are presently holding multiple roles while teaching in the three (3) identified national high schools in Davao Region. The results showed that the participants have their own share of good and bad experiences while holding multiple roles, stating that they encountered time management issues and expressed their struggles and stress but felt opportune with the responsibility they have at present. As their coping strategies, they expressed that resilience is accepting the things to be in the new reality, time and priorities are vital, being driven by it, learning, enjoying and loving the work and consulting and sharing thoughts with peers. Explored three strategies and methods specifically self-determination, perseverance, and sharing ideas

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and resources with peers. Also revealed are the insights that can be shared with others: do the best you can until you know better, in the midst of difficulty, lies opportunity and teamwork makes dream work.

Keywords: education, senior high school teachers, multiple roles, phenomenology, Davao Occidental, Philippines

1. Introduction

An increase in administrative work tasks adds to the high workload faced by teachers. Thus, a high workload is not associated with teaching itself but instead with the continuous growth of new demands that are added without removing other work tasks. Teachers have to deal with new technological systems, new requirements for long-term educational planning to align the teaching with the goals, new needs for grading and assessment of students' results, and extensive individual development plans for each student with increasing time pressure. These cause unplanned changes in the schedule and a higher workload (Arvidsson et al., 2019; Jomuad et al., 2021). In the Philippines, teachers' responsibility encompasses inside and outside the classroom. It is not only teachers doing their teaching activities that lead them to consider the teaching loads as heavy ones, but they are also involved in non-teaching activities. Teachers are not only doing their teaching activities in a week, but they are also doing multiple roles outside teaching. These extreme challenges inside the school might affect the teachers' well-being and quality performance in teaching (Banal & Dela Cruz, 2022).

The teacher's multiple role is an important activity of compiling and recording information, such as recording everything that happens in an organization used in making decisions by a leader. The aspects of classroom administration activities include collecting, recording, processing, sending, and storing. The role and function of classroom administration is to serve the implementation of operative work to achieve the goals of a class organization (Wardani et al., 2020). Also, effective implementation of pedagogies requires understanding teachers' administrative roles and responsibilities in the classroom. The student-centered classroom defines the teacher's administrative roles and responsibilities in classes that employ student-centered pedagogies, including inquiry-based instruction. The teachers' role is to encourage and accept student autonomy and create a comfortable atmosphere for student expression, acting as guides for their students (Keiler, 2018).

As such, no study has been made to evaluate the perspective of the teachers holding multiple roles outside of teaching in schools in the local setting. Existing studies are only on Perceptions of Teachers and School Management Teams of the Leadership Roles of Public School Principals by Naidoo (2019) and Principal's Administrative Strategies, Teacher Job Performances in Secondary Schools in Onitsha North L.G.A. by Agu and Okoli (2021), and Teaching, Leadership, and Governance in Further Education by Greatbatch Tate (2018). Considering the teachers' workload, there is a need to evaluate

the teachers' experiences to identify the consequences and opportunities related to holding multiple roles outside teaching to suggest policy changes. This is an essential research study as it will allow the school heads to process the teachers' experiences and contribute to the developing body of knowledge on the teachers holding multiple roles outside teaching.

Furthermore, there was an urgency to conduct this study since it was a given fact that schools in general and teachers holding multiple roles outside teaching have increasing workloads along with the pressure of high-quality student learning that has become increasingly relevant. The task that requires time management challenges teachers to use critical thinking to teach as well as to lead. Hence, it is with this aspect that the researcher would like to explore the stories of senior high school teachers holding multiple roles outside teaching, specifically, its consequences and opportunities.

Various theories are discussed in support of this study. This study is anchored on the Role Theory by Biddle and Thomas (1966), which has extensive background, various applications to organizations, and role issues throughout the literature on teacher leadership. Though the applications were geared toward business, a scale for measuring both role conflict and role ambiguity could be adapted to school systems. Questions on this scale provided a means to analyze role issues in a working environment such as a school system, in a more empirical and operational manner. These role issues seemed to be at the heart of the changes needed to go from vertically hierarchical organizations to distributed leadership organizations.

This study is also supported by the Distributed Cognition Theory by Spillane et al. (2004) which emphasizes a socio-cultural viewpoint of leadership. By applying distributed cognition to the school system, it was proposed that leadership is not only composed of the people and jobs, but the artifacts, the contexts, and the relationships between each of these. Using a specific look at role conflict and role ambiguity, an examination of teachers as leaders, in relationship to their jobs, as well as the artifacts and contexts of the jobs, is possible.

2. Literature review

The characterization of teaching as a semi-profession remains relevant. Teachers are once heroes and villains, saints and scapegoats. Throughout history, reforms have repeatedly characterized teachers as both the problem and solution to the perceived shortcomings of education (Pawlewicz, 2020). The social history reveals the attitudes that are persistently equivocal towards Such tension has led to repeated efforts to raise instructional quality by controlling teacher practices with top-down management and standardization, diminishing teachers' autonomy and disregarding their expertise (Kraft & Lyon, 2022).

Moreover, as to teaching profession motivation, it is defined in terms of attraction, retention, and concentration as something that determines what attracts individuals to teach, how long they remain in their teacher education courses and the teaching

profession, and the extent to which they engage with their courses and the teaching profession. There are two dimensions of teacher motivation, namely, the motivation to teach and the motivation to remain in the profession. Previous studies have confirmed three basic kinds of teacher motivation i.e., extrinsic, intrinsic, and altruistic that compels individuals to choose a profession. Extrinsic motives may include structure and scale of salary, and time available to spend with family in the term of holidays. Those who are motivated due to intrinsic motives may always seek lifelong learning opportunities and look for jobs that fit the competency of the individual. Altruistic people stand for personal satisfaction. People with this motivation are motivated by their love for children and are inspired to bring a change in the lives of learners (Gul et al., 2020; Saleem et al., 2021).

Furthermore, looking at education and training today, it is important to understand the problems that teachers say prevent them from delivering quality teaching. Five challenges are highlighted focusing on school teachers, first, when teaching larger classes, educators tend to spend less time on teaching than on other tasks. Reducing class size by recruiting more staff is an area that educators highlight as a needed investment. Second, teachers have low efficacy in motivating student learning, such as when students do not show interest in school work. Third, teachers have more students with migrant backgrounds and those whose first language is different from the language of schooling. Fourth, teachers teach in classes with more special needs students. Yet at the same time, only a few feel well-prepared to teach in this setting. Lastly, incidents associated with intimidation or bullying among students occur at least weekly in schools across countries (OECD, 2019; Riina et al., 2020).

Also, teachers' expectations determine the understanding of their own role, as the sense of efficiency in the work that teachers experience can also depend on how they see themselves as professionals. Teachers' expectations are influenced by the experience and knowledge they acquire during their education in the teaching profession, as teachers begin to build their professional image of themselves. Therefore, the importance of quality education is emphasized in shaping expectations and ideas of their role. Teachers' expectations are influenced by the context of teaching. It was found out that teachers who teach students with lower abilities see their role differently from teachers who instruct students with higher abilities. Teachers' expectations for their role in the class are also directly related to their professional identity (Makovec, 2018; Rodrigues et al., 2018).

Despite the challenges involved in this noble endeavor, teaching is a very demanding profession that calls for a broad outlook of commitment, enthusiasm, and passion. To make a good difference in the lives of their pupils, teachers must also be driven and devoted to accomplishing their long-term goals. The austerity measures related to the educational economic crisis and the precarious working conditions that influence their position affect the majority of teachers at all levels. As a result, teachers should be given the highest professional status possible in line with their professional responsibilities, credentials, and capacity for improving society (Argon & Kaya, 2018; Woodworth et al., 2009; Symeonidis, 2015).

In addition, effective instructors are defined by their personal and professional traits, according to empirical investigations. Among the personal qualities of an excellent teacher are composure, friendliness, humor, tolerance, adaptability to change, charisma, democracy, eloquence, emphatic, exigency, firmness in decision-making, gentleness, honesty, openness, patience, conscientiousness, and emotional stability. Effective teachers must be knowledgeable in their subject area, actively participate in meaningful discussion, integrate newly acquired knowledge, learn with colleagues, be well prepared for their lessons, assess students and provide feedback, create an effective learning environment, and support student learning (Kim, Jorg, & Klassen, 2019; Lupascu, Panisoara, & Panisoara, 2014; Yunus et al., 2020; Duta, Tomoaica, & Panisoara, 2015; Prendergast, & O'Donoghue, 2014).

According to various authors (Garca-Martnez, Montenegro-Rueda, Molina-Fernández, and Fernández-Batanero, 2021; Muckenthaler, Tillmann, Weiß, and Kiel, 2020; Nguyen and Ng, 2020; and Weddle, Lockton, and Datnow, 2020), teacher collaboration is a prerequisite for effective improvement processes in schools. Further, according to earlier research, leaders are a valuable source of teaching-related guidance and knowledge (Bryant et al., 2020; Ortega et al., 2020; Schuster et al., 2021; Spillane & Kim, 2012).

Furthermore, the role of a teacher in a team is important as teacher collaboration has been the key to capacity building. Many schools and districts have organized teachers into collaborative groups for the purpose of engaging in decision-making. Schools have taken advantage of existing collaborative structures, including release days for teacher planning or professional learning. Groups of teachers tend to meet in grade-level teams in course-like or departmental teams. While school leaders often try to foster a culture of evidence use, a balance is required so that collaboration time is not overly structured, stifling vibrant teams within a school (Datnow, 2020; Lockton, 2019).

In line with this, according to several studies (Egodawatte, McDougall, & Stoilescu, 2011; Bryk, Sebring, Allensworth, Easton, & Luppescu, 2010), collaboration is frequently perceived as promoting a supportive environment and creative educational initiatives. Collaboration can strengthen the teaching staff's will to realize and execute innovations by encouraging them to view them as part of a common, ongoing change process rather than as a separate duty (Drossel et al., 2017; Muijs, 2015; Muckenthaler et al., 2020).

Collaboration strives to lessen teachers' insecurities and worries while developing teachers' skills in acting and functioning in a school that is shaped by diversity and plurality (Panscofar & Petroff, 2016; Muckenthaler et al., 2020). In particular, co-constructive collaboration encourages participants to reflect on their own conduct and gain new knowledge, which may enhance their readiness to change their behavior. Collaboration is also said to provide advantages for teachers' professional growth and stress management (Moolenaar, Sleegers, & Daly, 2012; Vangrieken et al., 2015; Egodawatte et al., 2011; Forte & Flores, 2014; Muckenthaler et al., 2020).

Additionally, it might serve as a safeguard against burnout or job unhappiness. In addition to improving productivity and recovery, it can also provide emotional relief. This also applies to implementing school-related reforms, such as inclusiveness, collaboration with other instructors, and reciprocal support that can improve employees' well-being at work (Forte & Flores, 2014; Reeves, Pun, & Chung, 2017; Takala & Uusitalo-Malmivaara, 2012; Muckenthaler et al., 2020).

Also, since teamwork is a multidimensional construct that is characterized by a set of flexible and adaptable behavior, cognition, and attitudes that interact to achieve mutual goals and adaptation that interact to changing internal and external environments, it is essential for school personnel. Teamwork consistently consists of knowledge, skills, and attitudes (KSA) that are displayed in order to support team members, as well as team goal accomplishments. To make systems more productive, teams must collaborate (Duel, 2010; Baker, Day, & Salas, 2010; Dugang, 2020).

Part of the role of teaching is the measure of student results which can be seen through the publication of school league tables. In order for performance evaluations to be effective, they need to be transparent and relevant, rather than formulaic. It was suggested that metrics can be used to reward high-performing teachers to positively impact teaching quality, as well as to identify those who could play a role within an organization to help it meet its needs. Despite the awareness of the importance of 21st century skills, teachers are generally unable to accurately reflect and evaluate their own knowledge. This is primarily because there is a shortage of instruments available (Beamish, 2018; Goos et al., 2018).

Moreover, the multiple roles of a teacher are a particularly strong correlate of teacher retention according to a body of research on the role of leadership in retaining teachers. Research has consistently shown school building leadership, particularly the principal, plays an important role in teacher retention. How that role is conceptualized, and how leadership is operationalized for research purposes, is an evolving matter. Principal effectiveness is part of the overall working conditions that go into the cost-benefit calculations that teachers make in deciding whether to stay in a school or the profession altogether. Mechanisms link more effective leadership to lower turnover, however studies center on effective leaders' positive impacts on school climate which in turn improves teachers' satisfaction and commitment to the school and makes it less likely that they leave (Becker & Grob, 2021; Grissom & Bartanen, 2019).

In addition, teachers with multiple roles play an important part in leading instructional improvement. They must respond to multiple immediate demands while simultaneously creating conditions that build school-wide capacity and also address the individual professional development needs of other teachers (Drago-Severson & Maslin-Ostrowski, 2018). The responsibilities of teachers with multiple roles as developers of human capital simultaneously consider their experiences with hiring, assignment, evaluation, and professional development. In this complex environment, teachers must develop ways to fairly and rigorously implement the new teacher evaluation systems that most schools have adopted (Elfers & Plecki, 2019).

There are challenges that teacher leaders face. For example, lack of time and resources, difficulty balancing roles, frustrations, and burnout are barriers that many teacher leaders face. Other factors that inhibit teacher leadership include poor relationships with peers or administration, poor communication, school climate, and resistance to change. Teacher leaders should be chosen by skill and ability, not tenure. Administrators must choose teacher leaders based on the skills of each individual and how it aligns with the needs of the school, rather than on tenure alone. Additionally, principals must be careful not to run to the same teachers for leadership opportunities, as it limits leadership opportunities to only a few individuals and can lead to burnout for the teacher leaders (Coquyt & Creasman, 2017; Green, 2021).

Further, large class numbers, hefty administrative loads, and mounting performance pressure are common problems faced by teachers in public sector universities. As a result, individuals might be overworked, which would cause them to feel stressed and exhausted all the time (Rose & Sika, 2019). Teachers who are overworked and under stress may find it difficult to stay motivated and focused. This may have a detrimental effect on their effectiveness and their capacity to give their kids a high-quality education (Hester, Bridges, & Rollins, 2020).

The teachers' inability to effectively prepare for their classes may result in poor lesson planning, inadequate teaching methods, and little direct contact with the pupils. Additionally, a heavy workload can result in teacher burnout, which can have a long-term negative impact on their health and well-being. Teachers who are burned out may stop caring about their jobs, which lowers job satisfaction and increases turnover (Mullen, Backer, Chae & Li, 2020). In a recent study, results showed that instructors' overall effectiveness and efficiency are impacted by their hefty workloads. Furthermore, because education is essential to sustaining the Philippine economy, these challenges need to be addressed urgently to increase the resources the government can offer to promote access and quality of education (Tarraya, 2023).

Additionally, the toll that teacher effort takes on students can be substantial. Teachers who are overworked and under stress provide education less effectively, which lowers student engagement and academic accomplishment. Students may experience diminished motivation and academic performance due to a lack of individualized attention and feedback (Afzal & Rafiq, 2022; Kamran, Afzal & Rafiq, 2022). In public sector institutions, the impact of workload on teacher's effectiveness and students' academic progress cannot be disregarded. Schools must take action to control teacher workload and make sure that staff members have the resources they require to do their jobs well (Balang, 2021).

According to Laybourn et al. (2019), teaching is a vocation that requires a lot of psychological energy. The stress and anxiety levels of teacher populations are frequently high due to a variety of influences (Rubilar and Oros, 2021). The stress level of the teaching profession has recently increased. The health, job satisfaction, and retention of teachers are all negatively impacted by high levels of stress. The impacts of teacher stress are widespread and have a cascading effect, affecting not only the individual teacher but

also pupils, educational institutions, and the local society (Kapa & Gimbert, 2018, Park & Johnson, 2019, Worth & Van den Brande, 2020).

Two of the main types of stress for teachers that have been long recognized, are workload stress and behavior stress. For instance, workload stress among teachers has been linked to reduced well-being and higher inclinations to quit (Klassen, 2010; Collie, 2022; de Carlo et al., 2019; Skaalvik & Skaalvik, 2018). Stress-related to student behavior has been linked to reduced professional commitment and more emotional weariness in instructors. Expectation stress has been cited more recently by scholars as a growing source of stress for instructors (Klassen & Chiu, 2011; Carroll et al., 2020; von der Embse et al., 2015).

In response to the increasing stress, positive psychology, which is the study of personal depths and complexities, can be used to examine well-being (Wang et al., 2021). Additionally, optimism increases a person's capacity to come up with original solutions to problems encountered at work. Academic optimism is further defined as being connected to Positive Psychology (PP), which also represents essential components or reasons for educational optimism (Akhtar and Saleem, 2020; Gürol & Kerimgil, 2010).

Self-efficacy is a key concept in explaining how a person behaves, feels, and reacts when faced with challenging situations, and it is essential in improving student performance to facilitate academic advancement (Downes et al., 2017; Han and Wang, 2021; Van Dinther et al., 2011). A motivational notion known as teacher self-efficacy refers to educators' knowledge and confidence in their ability to carry out instructional assignments. The intellectual societal theory, which emphasizes the importance of social practice and the necessity for learning in the growth of encouraging a person's behavior, is where this idea originates (Moulding et al., 2014; Mahler et al., 2018).

Further, given the numerous challenges and demands that teachers face every day, teacher resilience is an important topic in the field of education (Brouskeli et al., 2018; López-Angulo et al., 2022). Additionally, resilience is the ability of a person to bounce back from setbacks and adapt to changing circumstances. Resilience in the context of teaching refers to a teacher's ability to maintain their effectiveness and well-being despite the multiple demands and restrictions placed on them by their position (Boek, 2002; Kangas-Dick & O'Shaughnessy, 2020; Mansfield et al., 2016). The dynamic and multifaceted concept of resilience can be developed by combining one's own resources with those made available by their surroundings. More specifically, it has been found that teachers' degrees of resilience vary as a direct result of the influences exerted by the psychological, social, and organizational contexts in which they function rather than being natural or consistent (Peixoto et al., 2020; Gu and Day, 2013).

According to earlier studies (Wang et al., 2022) resilience is another important quality that might increase teacher engagement in their jobs. Resilience is characterized as a personal quality that enables instructors to successfully deal with the obstacles and problems of teaching rather than just enduring them, according to Mansfield et al. (2016). It is believed that resilient teachers are more driven, committed to their professional growth, and focused on enhancing their instruction, which contributes to "quality

retention" (Day and Gu, 2010; Zhang, 2021). These teachers excel at instructional leadership, have positive relationships with students, feel satisfied, are committed to their profession, and find personal fulfillment and enjoyment in their work (Polat and Skender, 2018; Chu and Liu, 2022; Liu and Chu, 2022). They also possess the necessary competencies to succeed in challenging situations.

Moreover, Soomro et al.'s (2018) investigation concluded that young teachers experience work-life imbalances that cause them to feel stressed out and impair their ability to do their jobs well. Teachers are able to fulfill their daily activities efficiently and on time when they have a good work-life balance. In another study, giving workers a better work-life balance boosted their job satisfaction and inspired them to complete their responsibilities successfully and efficiently. Also, employee policies including flexible start times and shorter workweeks greatly improved the work-life balance and productivity of university instructors in Pakistan. Worker results are influenced by unjust criticism, enough resources, adequate resources for partners, and support from colleagues (Mendis & Weerakkody, 2018; Kamran et al., 2014; Fatima et al., 2012).

In addition, teachers significantly contribute to students' success in addition to the desire to achieve quality education (Alam & Ahmad, 2017; Musa & Seng, 2017; Lee & Shukri, 2016; Johari, Saad & Kasim, 2022). Teachers are those who participate actively in teaching and learning sessions at educational institutions. As a result, teachers should have a high level of self-efficacy. High self-efficacy teachers are able to provide an effective learning environment and can handle challenging tasks. In addition, teachers who have high levels of self-efficacy are more likely to develop the best possible plans, continually look for innovative ways to meet the requirements of their students, and consistently inspire pupils to do better (Cansoy & Parlar, 2018; Maulod et al., 2016; Şeker, 2021; Allinder, 1994; Guskey, 1988; Tschannen-Moran & Hoy, 2001; Johari, Saad & Kasim, 2022).

Further, self-efficacy has been shown to be a significant factor in explaining individual differences in teaching effectiveness (Geerlings et al. 2018; Kwon et al. 2019). It is defined as "*belief in a teacher's ability to organize and carry out the performance necessary for successful teaching in a given context*" (Dellinger et al. 2008; Saleem et al. 2020). Self-efficacious teachers can exert control over their own motivation, behavior, and social environment by having faith in their capacity to help even the most challenging or unmotivated students (Arslan 2019; Bandura 1993; Cattelino et al. 2019). Studies have revealed that teachers' efficacy serves as a barrier against burnout. Instructors' effectiveness as a source of personality traits reduced burnout rates (Pérez-Chacón et al., 2021; Prasojo et al., 2020; Saloviita & Pakarinen, 2021; Shakeel et al., 2022).

3. Material and Methods

The participants of the study who were purposively selected were the Senior High School teachers of the 3 identified public schools (School A, School B, and School C), all under the division of Jose Abad Santos 1 District, Davao Occidental, Region XI who were

presently holding multiple roles outside of their teaching assignments. There were 6 participants for the focus group discussion (FGD) coming from the two (2) identified schools and for the IDI, three (3) teachers for the 3rd identified school which sample size was sufficient enough, in terms of the number of participants as based in the concept of data saturation (Speziale and Carpenter, 2007). Also, the number of participants was patterned to the suggested number of Creswell (2007) for qualitative research.

There were two considerations in selecting these participants. First, was the readiness of the teachers to open themselves and share their experiences, coping mechanisms, and insights as mentioned in the study, and second was the willingness to cooperate with the researcher until the end of the study. Purposive sampling was used as the participants were purposely identified to answer the research questions of the study. Purposive sampling is a technique widely used in qualitative research for the identification and selection of information-rich cases for the most effective use of limited resources (Patton, 2002). This involved identifying and selecting individuals or groups of individuals who are especially knowledgeable about or experienced with a phenomenon of interest (Creswell & Plano Clark, 2011). In addition to knowledge and experiences the importance of availability and willingness to participate and the ability to communicate experiences and opinions in an articulate, expressive, and reflective manner.

For the inclusion criteria in the selection of participants, these purposively selected participants were the teachers of the senior high school program of the 3 identified schools (Schools A, School B, School C) and have been teaching since SY 2020 or for a minimum period of 3 years. These teachers, whose age ranges from 27-50 years old, are presently holding multiple roles outside teaching by way of special assignment or official designation issued by the school principals or by any authorized official or body sanctioned by the school. In this case, the selection became homogenous. For the exclusion criteria, teachers who are serving for less than three (3) years and are not performing any holding multiple roles outside teaching and who are outside of the identified schools were deemed excluded from the study. Also excluded were the teachers whose teaching assignments were in elementary or in private schools as they were not among those in the selection criteria. As a researcher, I did not force my participants to join the FGD/IDI activities and they had the right if they discontinued their participation in my study. Also, the participants were given the freedom to withdraw from their participation whenever they felt that the researcher had violated the agreement.

The required informed consent from the participants for their participation in the study was requested as evidenced by their affirmation/signature in the Informed Consent form. In the said form, the purpose of the study, and its terms and conditions involving confidentiality and beneficence were highlighted. The participants were informed of the observance of ethical considerations such that all their responses were treated with utmost confidentiality.

Correspondingly, the study was conducted in 3 public schools (School A, B, and C) under the division of Jose Abad Santos 1 District, Davao Occidental, Region XI. Region

XI is located in the southeastern portion of Mindanao, and Mindanao consists of five provinces, namely: Compostela Valley, Davao del Norte, Davao del Sur, Davao Oriental, and Davao Occidental. The region encloses the Davao Gulf and its regional center is Davao City.

As a researcher, Davao Occidental was the locale of the study considering that the researcher is presently teaching in one of the national high schools in JAS,1 District, Davao Occidental, and who is aware of the existing situation of teachers who have experienced both in the teaching and multiple roles or assignments outside teaching. As a researcher, I was confident that the conduct of data gathering through the FGD and IDI would be facilitated as there were available teachers/ participants who were qualified to respond to the study. Another justification was the proximity and accessibility of the area of study to the researcher.

The phenomenologist is concerned with understanding the social and psychological phenomena from the perspectives of informants. To achieve this, audio-taped Focus Group Discussion (FGD) and in-depth interviews were the methods used in extracting data from the informants of the study (Giorgi, 2009; Mack, Woodsong, Macqueen, Guest & Namey, 2005; Willis, 2007). Focus group discussions are facilitated discussions that are held with a small group of people who have special knowledge or interest in a particular topic, while an in-depth interview is conducted in a one-on-one dialogue with the researcher and the participant (USAID, 2011). Dilshad & Latif (2013) claimed that a focus group interview in-depth interview is a significant gathering technique in qualitative research.

As part of the process, I formulated the Interview Guide which was based on the 3 major research questions on the lived experiences, coping mechanisms, and insights of the participants. The Interview Guide, as a research instrument, contained identifying questions and probing questions which allowed the researcher to gather in-depth insights and views of the 6 FGD and 3 IDI participants on the topics asked. The Interview Guide was presented to the panel of validators, 4 panel members from the University, and 1 expert from outside the University. All these five (5) validators were experts on the subject matter under study. The results of the validation reveal a rating of 10 and a verbal description of Very Good.

This study utilized a qualitative phenomenological research design in exploring and describing the lived experiences of the participants who are the senior high school teachers holding multiple roles outside teaching. As mentioned by Flood (2010), phenomenology is a philosophic attitude and research approach that is premised on the basic human truths as accessible only through inner subjectivity. This was also in line with Wojnar and Swanson (2007) who stated that investigators who use phenomenological approaches tend to understand experiences of human healing, caring, and wholeness.

Moreover, Vagle, (2018) stated that phenomenology starts with an experience or condition and through the narration of participants, either a shared single incident or shared condition, investigates the effects and perceptions of that experience. It attempts

to set aside biases and preconceived assumptions about human experiences, feelings, and responses to a particular situation. Phenomenology is vital in qualitative research as it reveals real-life situations. Similarly, Lewis (2015) identified that phenomenology aims to gain a deeper understanding of the meaning of people's everyday experiences. The focus is on the participants' lived experiences and the use of qualitative methods in order to engage more deeply with research participants in setting the research agenda, developing questions, and constructing reports of the inquiries.

In the conduct of FGD and IDI, the identified participants took part in the face-to-face discussions with proper observance of the safety protocols as mandated by the government like the wearing of face masks and the availability of alcohol in the area of the activity. I carried out the FGD and IDI at a time that was most convenient to the participants and made sure that there was no interference with their normal lives. There was an initial coordination with the participants on their most convenient date and time for the conduct of FGD and IDI. This was done once the participants were identified by the School Principals to join in the study. The FGD and IDI were conducted on July 23, 2023, and July 24, 2023, respectively, and activities lasted for about 3 hours, more or less.

In the actual FGD, the discussion started with a brief introduction, explaining the purpose of the session, and ensuring them that the information was confidential and would be used only for this study. I recorded and made some notes on their responses, and reviewed the transcript of the discussions before forwarding it to the data analyst for data analysis on the identification of emerging key themes and core ideas.

The categorization of themes/codes was done where the verbatim responses/statements of the participants for FGD were transcribed after which the major themes were identified together with the core ideas that were extracted from the responses of the participants with the assistance of a data analyst. The analysis of data consisted of 6 steps: familiarizing data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report (Braun & Clarke, 2006; Jugder, 2016). The first step in thematic analysis was familiarizing data. It was vital that the researcher immersed in the data to the extent that one was familiar with the depth and breadth of the content. It was followed by generating initial codes. Codes here were the ones that identify a feature of the data or the most basic segment or element of the raw data or information that can be assessed in a meaningful way regarding the phenomenon. The next step was searching for themes where the researcher refocused on the analysis at the broader level of themes and collating all the relevant coded data within the identified themes. The fourth step included reviewing themes. This involved a refinement process of whether themes formed a coherent pattern or not. The fifth one goes with defining and naming themes. It was necessary to identify the essence of what each theme was all about and determine what aspect of data each theme captured. The last step was producing the report. The researcher then finalized the write up providing a concise, coherent, and logical account of the analysis. The data display was presented in the form of a table as shown in Tables 1 to 3 elucidating the findings as well as the patterns of the responses.

An audit trail was developed with raw data, written fields, and documents. It then included summaries such as condensed notes and information and theoretical notes. This was followed by data reconstruction and synthesis including the structure of themes, definitions, and relationships of findings and conclusions. This research proceeded with process notes including designs and strategies. Finally, instrument development information including pilot forms, schedules, and observation formats were followed (Crabtree, 2006).

The researcher deemed it fit to utilize this research design to examine the qualities or essence of an experience through interviews, stories, or observations with people who were having the experiences of the researcher's interest: how the senior high school teachers manage the consequences and challenges of holding multiple roles outside teaching at the same time. The use of focus group discussion and in-depth interviews as methods in this study in order to obtain in-depth information about the lived experiences of a group of teachers through the group interaction guided by the research questions which was validated by the experts on the tackled topic.

As a researcher, I played several roles to facilitate the study. These roles were considered inherent in a qualitative study. It was interesting to know the different experiences, challenges, coping strategies, and insights of the senior high school teachers holding multiple roles outside of teaching were concerned. I was the main facilitator of the study. With the use of the validated interview guide coming from the 3 approved research questions, I conducted the FGD, using the face–to–face mode on the date and venue most convenient to the participants. For the gathering of data, I made sure that everything was smoothly facilitated using the proper processes involved in data gathering. This included the formal letter request for my study addressed to the school heads or principals of the identified schools duly approved by the Dean, Professional Schools, and the informed consent for free and voluntary involvement of the participants.

I was the documenter of the study where I used my field notes and the audio recording to write down relevant statements and information during the FGD/IDI processes. As part of this process, the narration of the participants was captured from the start of the activity up to the end including some positive and negative reactions which came out during the FGD/IDI processes. I wrote the final output after all the necessary data were ready and submitted the final draft of my paper to my research adviser, for comments and review.

I took charge of the transcription and translation of the study. I transcribed and translated in verbatim the responses/statements of all the participants which I based on my notes and the audio recording. It was easy for me to do the transcriptions and translations because I prepared myself with the notes and the recording. The categorization of the themes was done by an appointed professional data analyst, however, both of us discussed the several core ideas for inclusion in each theme. The different roles undertaken by the researcher proved that indeed I was mindful of the importance of my roles as researcher or owner of the study and how important and

credible it was for the completion of my research. As to some proofs or evidence to support the different processes, these were found as part of the appendices.

As part of the documentation, I prepared a letter-request to be addressed to the heads of 3 schools which letter was approved by the dean of professional schools asking permission to conduct my study. When the letter-request was approved, I proceeded with the FGD/IDI activities. The analysis of data involved summarizing the mass of data collected and presenting the results in a way that communicated the most important features. The data was analyzed using a method that included data reduction, data display, conclusion drawing, and verification (LeCompte, 2000; Zhang & Wildemuth, 2007). In making an interpretation of the report, I took into account what was to be collected the data which was to be included, and what information which will be disposed of. A readable report provides sufficient description to allow readers to understand the basis of interpretation (Van Manen, 2002). The study covered the period August 2022 - July 2023.

The trustworthiness or truth value of qualitative research has four domains which include credibility, conformability, transferability, and dependability as outlined by (Gunawan, 2015).

The first domain under trustworthiness was credibility or in reference to the internal validity of the study. The researcher established that the results of the research are believable and based on facts, Rolfe, (2006); Porter, (2007). To ensure credibility, the interview guide question was submitted for validation by experts. The second domain was dependability. This study relied on the evaluation of the quality of the integrated processes of data collection, data analysis, and theory generation. Dependability is a criterion that is considered equivalent to reliability and is similarly concerned with the stability of the results over time (Kvale and Brinkmann, 2009). Confirmability was the third domain which the main focus of the researcher was to describe the results of the ideas and experiences that were shared by the participants rather than focus on my personal characteristics and preferences. Confirmability refers to how well the results are confirmed by others stressing that it is the application of objectivity (neutrality) and the control of researcher's bias in research (Speziale and Carpenter, 2007). The last domain was on transferability. This study provided the readers with evidence that the research study's findings will be applicable to other contexts, situations, times, and populations. In Bloom & Crabtree (2006) transferability means that the results of qualitative research can be generalized or transferred to other contexts and settings.

In the gathering of data, ethical considerations will be observed. Before the conduct of actual data collection, the researcher will secure Compliance Certificate from UMERC (UMERC Protocol Number 2002-371 with the understanding that all ethical considerations were properly observed. The participation of the respondents was completely voluntary and anonymous to protect their privacy and information was given whenever the participants did not understand, before deciding whether to participate or not in the study. As a researcher, all data gathered were kept confidential, and such information was only utilized for the purpose of the research. No names were required

from the participants so that their identities became anonymous in adherence to the Data Privacy Act of 2012 Informed consent was secured from all the participants involved in the study. It was in a form asking for their voluntary consent in giving their ideas for the study. The respondent signed the ICF to prove his/her willingness to participate. Each target respondent was given an informed consent form stating the title and the purpose of the study prior to the gathering of data.

The study did not involve high risks of situations that the participant has experienced since the respondents are public school teachers and this was conducted in accordance with due process. The researcher adhered to the safety protocols during this pandemic time as per mandate by the Inter-Agency Task Force for the Emerging Infectious Disease (COVID-19) such as physical/social distancing and wearing of face masks.

All the teachers of the senior high school are the primary beneficiaries of the study. They will be able to gain an understanding of the consequences and opportunities of the dynamics of holding multiple roles outside teaching Further, in the conduct of this research, the participants received tangible benefits such as a simple token (coin purse) from the researcher. The study used the Grammarly or Turnitin software and/ or Plagiarism Detector to ensure that there was no plagiarism that happened during the whole duration of the study. The study underwent the standard procedure of research established by the Professional Schools of the University of Mindanao.

As to the fabrication issue, there was no trace/evidence of intentional misrepresentation, or there was no making up of data and/or results, or purposefully putting forward conclusions that were not accurate. No inconsistency with the existing literature among the information was included in the manuscript. On the falsification, there was no trace of purposefully misrepresenting the work to fit a model or theoretical expectation and no evidence of over-claiming or exaggerations. The study did not have a conflict of interest since the researcher has no relationship with the participants of the study, but it was a requirement for the completion of the master's degree in education at the University of Mindanao Professional Schools. As to the FGD participant identification, this study addressed that the information discovered within the group becomes common knowledge among those in attendance and a provision in the consent form contains a reminder to the participants to keep the information discussed confidential. In this study, there was no deceit, and everything that was written and reflected was true and underwent validation and thorough checking from different experts in the field of research.

The researcher secured proper permission from the targeted schools where the participants are teaching/working. The researcher secured proper permission to conduct the study in the form of a letter approved by the Dean, Professional Schools, University of Mindanao, addressed to the School Superintendents, copy furnished to the school heads of the identified schools. The conduct of the study was the face-to-face method. Considering the risks of COVID-19, and in the conduct of the face-to-face data gathering via Zoom, I made sure that everything was smoothly facilitated using the proper

processes involved in data gathering on the scheduled date and time which was convenient to the participants and that they were informed ahead of time for their availability and participation. No person was authorized to publish nor present this paper except the researcher or the adviser without the consent of the researcher. For purposes of publication of this study, the adviser becomes the co-author of the study.

4. Results and Discussion

Table 1: Major themes and core ideas on the experiences of the senior high school teachers holding multiple roles outside of teaching

Major Themes	Core Ideas
Encountering time management issues	Quality time in teaching is lessened. (V1T1) Lesser time for lesson preparation. Hard for you to balance your time. (V2T2) Your time was divided and your focus on teaching was lessened. (V7T7) Hard to balance your time. (V9T9) Now I need to balance, I need to set my priorities, and what to do first. (V5T5)
Feeling opportune with the responsibility	It is a privilege. (V2T2) It is an opportunity to really grow. (V3T3) You will learn new things from it. (V9T9) It adds to your learning as a teacher. (V7T7) As a chance to challenge myself. (V4T4)
Experiencing struggles and stress	Very stressful. (V7T7) It is a struggle on my part as an adviser. (V9T9) somehow you need to prioritize the reports of your assigned work. (V8T8) you will get exhausted because there are so many tasks to do. (V6T6) handling multiple roles really hinders our performances as a teacher and these really needs to be addressed. (V3T3)

4.2 The experiences of the senior high school teachers holding multiple roles outside teaching

4.2.1 Encountering time management issues

Participants have revealed that although they felt privileged for the multiple roles, they had to compromise their time for their lessons in order to accommodate their other roles. The toll that teacher effort takes on students can be substantial. Teachers who are overworked and under stress provide education less effectively, which lowers student engagement and academic accomplishment. Students may experience diminished motivation and academic performance due to a lack of individualized attention and feedback (Afzal & Rafiq, 2022; Kamran, Afzal & Rafiq, 2022). In public sector institutions, the impact of workload on teacher's effectiveness and students' academic progress cannot be disregarded. Schools must take action to control teacher workload and make sure that staff members have the resources they require to do their jobs well (Balang, 2021).

This has been a continuing struggle that teachers with multiple roles face every day. Taking on different roles means having different responsibilities. It becomes difficult

which task they should prioritize as they cannot forsake their other tasks as they are the ones responsible for this.

There are challenges that teacher leaders face. For example, lack of time and resources, difficulty balancing roles, frustrations, and burnout are barriers that many teacher leaders face. Other factors that inhibit teacher leadership include poor relationships with peers or administration, poor communication, school climate, and resistance to change. Teacher leaders should be chosen by skill and ability, not tenure. Administrators must choose teacher leaders based on the skills of each individual and how it aligns with the needs of the school, rather than on tenure alone. Additionally, principals must be careful not to run to the same teachers for leadership opportunities, as it limits leadership opportunities to only a few individuals and can lead to burnout for the teacher leaders (Coquyt & Creasman, 2017; Green, 2021).

Moreover, large class numbers, hefty administrative loads, and mounting performance pressure are common problems faced by teachers in public sector universities. As a result, individuals might be overworked, which would cause them to feel stressed and exhausted all the time (Rose & Sika, 2019). Teachers who are overworked and under stress may find it difficult to stay motivated and focused. This may have a detrimental effect on their effectiveness and their capacity to give their kids a high-quality education (Hester, Bridges, & Rollins, 2020). In a recent study, results showed that instructors' overall effectiveness and efficiency are impacted by their hefty workloads.

Furthermore, because education is essential to sustaining the Philippine economy, these challenges need to be addressed urgently to increase the resources the government can offer to promote access and quality of education (Tarraya, 2023). The teachers' inability to effectively prepare for their classes may result in poor lesson planning, inadequate teaching methods, and little direct contact with the pupils. Additionally, a heavy workload can result in teacher burnout, which can have a long-term negative impact on their health and well-being. Teachers who are burned out may stop caring about their jobs, which lowers job satisfaction and increases turnover (Mullen, Backer, Chae & Li, 2020).

4.2.2 Feeling opportune with the responsibility

It is evident that the teachers had a difficult time in managing their time. However, despite the fact that it is difficult it could also become a good experience for the teachers. This could help broaden their horizons, develop their skills, and improve their innovativeness. Becoming capable of doing multiple roles at a time is truly a challenge, one that could be conquered with the right mindset.

Positive psychology, which is the study of personal depths and complexities, can be used to examine well-being (Wang et al., 2021). Additionally, optimism increases a person's capacity to come up with original solutions to problems encountered at work. Academic optimism is further defined as being connected to Positive Psychology (PP),

which also represents essential components or reasons for educational optimism (Akhtar and Saleem, 2020; Gürol & Kerimgil, 2010).

Self-efficacy is a key concept in explaining how a person behaves, feels, and reacts when faced with challenging situations, and it is essential in improving student performance to facilitate academic advancement (Downes et al., 2017; Han and Wang, 2021; Van Dinther et al., 2011). A motivational notion known as teacher self-efficacy refers to educators' knowledge and confidence in their ability to carry out instructional assignments. The intellectual societal theory, which emphasizes the importance of social practice and the necessity for learning in the growth of encouraging a person's behavior, is where this idea originates (Moulding et al., 2014; Mahler et al., 2018).

4.2.3 Experiencing struggles and stress

The teachers find it hard to manage their time as they cannot give up one of their roles. They had a hard time making priorities. Confused over which role to make the priority, the teachers are stuck between two boulders not knowing how to handle it. They sometimes compromise their classes in order to take on the multiple tasks given to them. This has caused them stress. They are overwhelmed by the work and are exhausted.

Two of the main types of stress for teachers that have been long recognized, are workload stress and behavior stress. For instance, workload stress among teachers has been linked to reduced well-being and higher inclinations to quit (Klassen & Chiu, 2010; Collie, 2022; De Carlo et al., 2019; Skaalvik & Skaalvik, 2018). Stress-related to student behavior has been linked to reduced professional commitment and more emotional weariness in instructors. Expectation stress has been cited more recently by scholars as a growing source of stress for instructors (Klassen & Chiu, 2011; Carroll et al., 2020; von der Embse et al., 2015).

According to Laybourn et al. (2019), teaching is a vocation that requires a lot of psychological energy. The stress and anxiety levels of teacher populations are frequently high due to a variety of influences (Rubilar and Oros, 2021). The stress level of the teaching profession has recently increased. The health, job satisfaction, and retention of teachers are all negatively impacted by high levels of stress. The impacts of teacher stress are widespread and have a cascading effect, affecting not only the individual teacher but also pupils, educational institutions, and the local society (Kapa & Gimbert, 2018, Park & Johnson, 2019, Worth & Van den Brande, 2020).

4.3 Coping strategies of the senior high school teachers holding multiple roles outside teaching

Table 2: Major Themes and Core Ideas on the Coping Strategies of
the Senior High School Teachers Holding Multiple Roles Outside Teaching

Major Themes	Core Ideas
Resilience is accepting things to be in your new reality	Positive thoughts, in-hale exhale. (V2) Recharge, to get ready for the next task. (V3) Well, you should have a positive mindset, learn to take a break, and then laugh. (V5) Know how to take rest not quit. (V6) Be positive always with the challenges from your work and life. (V9)
Time and priorities are vital, be driven by it	Setting of priorities, because when you set your priorities, you know what are the things to focus on. (V4) Me it's time management, acceptance. (V2) I need to know what I need to do first today, and what not to do. (V1) You need to organize your tasks, and then take some time to think manage time and make priorities (V8)
Learn, enjoy, and love your work	Just be happy and don't think that your work is really heavy. (V1) You learn how to love what you are doing, and of course, you really need time to learn. (V8) Talk with colleagues, take a break, and enjoy the ride. (V3) Be happy, then always be grateful. (V2)
Consult and share thoughts with peers	You should know when to tap someone to ask for help. (V3) Ask for help if you think you can't do it anymore. (V3) Just talk with your colleagues, those whom you know who can help you. (V5) Make time to talk to others. (V7) Ask for help. (V9)

4.3.1 Resilience is accepting things to be in your new reality

When you keep a positive outlook in life, anything becomes possible. Teachers do not only teach, they also learn along with their students. They continue to learn and even in the most frustrating and exhausting part of their job, they still strive to learn from it. This is only possible as they have perseverance and resilience. Self-efficacy has been shown to be a significant factor in explaining individual differences in teaching (Geerlings et al. 2018; Kwon et al. 2019). It is defined as "*belief in a teacher's ability to organize and carry out the performance necessary for successful teaching in a given context*" (Dellinger et al. 2008; Saleem et al. 2020). Self-efficacious teachers can exert control over their own motivation, behavior, and social environment by having faith in their capacity to help even the most challenging or unmotivated students (Arslan 2019; Bandura 1993; Cattelino et al. 2019). Studies have revealed that teachers' efficacy serves as a barrier against burnout. Instructors' effectiveness as a source of personality traits reduced burnout rates (Pérez-Chacón et al., 2021; Prasojo et al., 2020; Saloviita & Pakarinen, 2021; Shakeel et al., 2022).

4.3.2 Time and priorities are vital, be driven by it

This is true that for us to come up with strategies to use to deal with our problems, we must experience the problem first. The teachers, coming up with great strategies to deal

with their problems, had struggled for a long time. Knowing themselves best, their weaknesses and strengths, also helps in identifying which tasks they could do on their own and tasks they needed help with. Their resilience is something to be reckoned. It also applies to all of us, who had many responsibilities.

Given the numerous challenges and demands that teachers face every day, teacher resilience is an important topic in the field of education (Brouskeli et al., 2018; López-Angulo et al., 2022). Additionally, resilience is the ability of a person to bounce back from setbacks and adapt to changing circumstances. Resilience in the context of teaching refers to a teacher's ability to maintain their effectiveness and well-being despite the multiple demands and restrictions placed on them by their position (Bobek, 2002; Kangas-Dick & O'Shaughnessy, 2020; Mansfield et al., 2016). The dynamic and multifaceted concept of resilience can be developed by combining one's own resources with those made available by their surroundings. More specifically, it has been found that teachers' degrees of resilience vary as a direct result of the influences exerted by the psychological, social, and organizational contexts in which they function rather than being natural or consistent (Peixoto et al., 2020; Gu and Day, 2013).

According to earlier studies (Wang et al., 2022) resilience is another important quality that might increase teacher engagement in their jobs. Resilience is characterized as a personal quality that enables instructors to successfully deal with the obstacles and problems of teaching rather than just enduring them (Mansfield et al., 2016). It is believed that resilient teachers are more driven, committed to their professional growth, and focused on enhancing their instruction, which contributes to "quality retention" (Day and Gu, 2010; Zhang, 2021). These teachers excel at instructional leadership, have positive relationships with students, feel satisfied, are committed to their profession, and find personal fulfillment and enjoyment in their work (Polat and Skender, 2018; Chu and Liu, 2022; Liu and Chu, 2022). They also possess the necessary competencies to succeed in challenging situations.

4.3.3 Learn, enjoy, and love your work

Taking breaks does not mean that you have neglected your responsibilities. Rest is important for us to be able to perform at our best. I have affirmed that when we love our work, we will find satisfaction from it. When we are satisfied then we begin to enjoy it. And when we enjoy our work, we become more efficient in our tasks.

In accordance with this, Soomro et al.'s (2018) investigation concluded that young teachers experience work-life imbalances that cause them to feel stressed out and impair their ability to do their jobs well. Teachers are able to fulfill their daily activities efficiently and on time when they have a good work-life balance. In another study, giving workers a better work-life balance boosted their job satisfaction and inspired them to complete their responsibilities successfully and efficiently. Also, employee policies including flexible start times and shorter workweeks greatly improved the work-life balance and productivity of university instructors in Pakistan. Worker results are influenced by unjust

criticism, enough resources, adequate resources for partners, and support from colleagues (Mendis & Weerakkody, 2018; Kamran et al., 2014; Fatima et al., 2012).

4.3.4 Consult and share thoughts with peers

It is not an uncommon thing to cooperate and collaborate with other teachers to accomplish a task. One must never take everything all on their own. If you don't know what to do or how to do it, ask your colleagues. Learn from them and from that you will be able to do it on your own.

The role of a teacher in a team is important as teacher collaboration has been the key to capacity building. Many schools and districts have organized teachers into collaborative groups for the purpose of engaging in decision-making. Schools have taken advantage of existing collaborative structures, including release days for teacher planning or professional learning. Groups of teachers tend to meet in grade-level teams in course-like or departmental teams. While school leaders often try to foster a culture of evidence use, a balance is required so that collaboration time is not overly structured, stifling vibrant teams within a school (Datnow, 2020; Lockton, 2019).

Further, according to various authors (Garca-Martnez, Montenegro-Rueda, Molina-Fernández, and Fernández-Batanero, 2021; Muckenthaler, Tillmann, Weiß, and Kiel, 2020; Nguyen and Ng, 2020; and Weddle, Lockton, and Datnow, 2020), teacher collaboration is a prerequisite for effective improvement processes in schools. Earlier research discovered that leaders are a valuable source of teaching-related guidance and knowledge (Bryant et al., 2020; Ortega et al., 2020; Schuster et al., 2021; Spillane & Kim, 2012).

4.4 Insights that can be shared with others who have similar experiences of the senior high school teachers holding multiple roles outside teaching

Table 3: Major Themes and Core Ideas on insights that can be shared with others who have similar experiences of the senior high school teachers holding multiple roles outside teaching

Major Themes	Core Ideas
Do the best you can until you know better	Work within your ability. (V2) I work hard to learn about it. (V8) As always, work with passion and commitment. (V6) Just do your best, your assignments, with passion (V7) Just work with all of your ability V8
In the middle of difficulty, lies opportunity	Just work righteously, because God will reward you when you work truthfully. (V8) administrators or leaders saw some potential in you, and maybe You have that strength in that aspect. (V3) They saw something in you. Accept the challenge, and take it as an opportunity. (V6) Administrators or leaders saw some potential from you, and maybe you have that strength in that aspect. (V6) Do your job properly, knowing that you are still holding it means, you are capable of the job. (V7)
Teamwork makes	My colleagues are very supportive. (V3) A collaborative effort can make a unified result (V1)

the dream work	They helped me with some paper works and advice and of course tips. (V2)
	Know that there are people in the organization who can help you. (V3)
	A lot of support from my colleagues. (V6)
	Don't hesitate to ask for a helping hand if needed. (V9)

4.4.1 Do the best you can until you know better

The multiple roles of a teacher are a particularly strong correlate of teacher retention according to a body of research on the role of leadership in retaining teachers. Research has consistently shown school building leadership, particularly the principal, plays an important role in teacher retention. How that role is conceptualized, and how leadership is operationalized for research purposes, is an evolving matter. Principal effectiveness is part of the overall working conditions that go into the cost-benefit calculations that teachers make in deciding whether to stay in a school or the profession altogether. Mechanisms link more effective leadership to lower turnover, however studies center on effective leaders' positive impacts on school climate which in turn improves teachers' satisfaction and commitment to the school and makes it less likely that they leave (Becker & Grob, 2021; Grissom & Bartanen, 2019).

What the teachers wanted to convey is that we should believe in our own capabilities. Declining a task you are not familiar with, may not be a wise move. This is because skills can be learned out from this. However, taking things on your own is also not good. Reaching out to people who are knowledgeable about the task is better than learning things on your own. Learning from them, helps you become more efficient and helps you save time in doing the task. This could lighten your workload without compromising your other duties.

Teachers significantly contribute to students' success in addition to the desire to achieve quality education (Alam & Ahmad, 2017; Musa & Seng, 2017; Lee & Shukri, 2016; Johari, Saad & Kasim, 2022). Teachers are those who participate actively in teaching and learning sessions at educational institutions. As a result, teachers should have a high level of self-efficacy. High self-efficacy teachers are able to provide an effective learning environment and can handle challenging tasks. In addition, teachers who have high levels of self-efficacy are more likely to develop the best possible plans, continually look for innovative ways to meet the requirements of their students, and consistently inspire pupils to do better (Cansoy & Parlar, 2018; Maulod et al., 2016; Şeker, 2021; Allinder, 1994; Guskey, 1988; Tschannen-Moran & Hoy, 2001; Johari, Saad & Kasim, 2022).

4.4.2 In the middle of difficulty, lies opportunity

Despite the challenges involved in this noble endeavor, teaching is a very demanding profession that calls for a broad outlook of commitment, enthusiasm, and passion. To make a good difference in the lives of their pupils, teachers must also be driven and devoted to accomplishing their long-term goals. The austerity measures related to the educational economic crisis and the precarious working conditions that influence their position affect the majority of teachers at all levels. As a result, teachers should be given the highest professional status possible in line with their professional responsibilities,

credentials, and capacity for improving society (Argon & Kaya, 2018; Woodworth et al., 2009; Symeonidis, 2015).

Effective instructors are defined by their personal and professional traits, according to empirical investigations. Among the personal qualities of an excellent teacher are composure, friendliness, humor, tolerance, adaptability to change, charisma, democracy, eloquence, emphatic, exigency, firmness in decision-making, gentleness, honesty, openness, patience, conscientiousness, and emotional stability. Effective teachers must be knowledgeable in their subject area, actively participate in meaningful discussion, integrate newly acquired knowledge, learn with colleagues, be well prepared for their lessons, assess students and provide feedback, create an effective learning environment, and support student learning (Kim, Jorg, & Klassen, 2019; Lupascu, Panisoara, & Panisoara, 2014; Yunus et al., 2020; Duta, Tomoaica, & Panisoara, 2015; Prendergast, & O'Donoghue, 2014).

4.4.3 Teamwork makes the dream work

It is beneficial for an organization to work as one. Instead of working independently, a collaborative atmosphere brings out the most positive outcome. It is made true by these teachers, that it is important to work together. Helping each other is important to reach the organization's goal. Teamwork is proven to have improved the organization's performance for many years. It has become a vital practice of any organization. Teamwork is very important not only in teaching but also very important to those who have multiple roles to perform. Since teamwork is a multidimensional construct that is characterized by a set of flexible and adaptable behavior, cognition, and attitudes that interact to achieve mutual goals and adaptation that interact to changing internal and external environments, it is essential for school personnel. Teamwork consistently consists of knowledge, skills, and attitudes (KSA) that are displayed in order to support team members, as well as team goal accomplishments. To make systems more productive, teams must collaborate (Duel, 2010; Baker, Day, & Salas, 2010; Dugang, 2020)

5. Recommendations

5.1 Implication for practice

As an educator, I value education. Education is an important tool that shapes an individual to perform expected roles in society. School is one of the places where learning occurs, a central point for learners to study and enhance their academic and social values. That is why every school is doing its best to hire and manage skillful, competent professional teaching staff who can professionally teach students equipped with expertise and knowledge.

In the education system, the performance of teachers is one of the important factors in determining school efficiency and learning outcomes. Society regards a teacher as a person having high value in society, and the teaching/learning process is considered to be very important both for the teacher and student. Teachers have an important role

in the development of the nation, thus teacher performance is the most critical input in the field of education. Teachers are considered perhaps as the most critical component of any system of education. This means that the quality of their teaching depends not only on their qualification, training and experience, and aptitude towards the profession but also on the situation and management structures within which they perform their role. The process of education can be defined as a meaningful relationship between teacher and student. A teacher performs a direct and crucial role in the life of a student and creates confidence in the student, thus it is important to maintain competent teachers to offer valuable education in schools.

Teacher roles and the teaching-learning process are highly disturbed by the additional duties of teachers or teachers doing multiple roles while teaching. Non-teaching duties enhance teacher dissatisfaction and affect teacher performance. It is a fact that the basic duty of a teacher is to stay in class for teaching but unfortunately, teachers are sent out of class to perform these non-teaching duties or multiple roles. Teachers are performing such non-teaching duties/multiple roles that have no link with the teaching-learning process. These non-teaching duties have a negative impact on teacher performance as well as student performance. Teachers are left with no time to prepare their lessons. Usually, teachers complain that these additional duties/multiple roles are more than normal teaching responsibilities. In effect, if teachers decline to perform such duties/roles, then there are expected consequences the teachers may face coming from top management. On the other hand, if teachers remain away from classes, then how do our children acquire new knowledge and skills in the classroom?

In addition, I have observed that public school teachers are identified for additional non-academic work burden/multiple roles. This work burden affects teacher capabilities leading to job dissatisfaction which has a negative impact on job achievement and institutional skills and encourages some teachers to decrease their struggle level. There are many factors for job dissatisfaction; one of them is additional non-teaching duties. Teachers feel dissatisfaction due to additional non-teaching duties/doing multiple roles because these duties keep them away from their classrooms. Non-teaching duties disturb a teacher's academic performance as well as class discipline. Therefore, job dissatisfaction can be an outcome of additional non-teaching duties/multiple roles and these enhance teacher job dissatisfaction and affect teacher performance.

As a researcher, allow me to present these humble recommendations to partially address the dilemma of teachers doing multiple roles while teaching and which recommendations may be noted by the school management or the Department of Education in its policy formulation and program implementation. A separate workforce may be hired on a temporary basis to execute such non-teaching duties when required, instead of deputing teachers. Teachers should not be forced to perform such non-teaching duties at the expense of valuable teaching time because we respect the responsibility to our students who should not be deprived of their right to be taught by a teacher in class and thus class should not go without any teacher in it. While teachers sometimes feel ambivalent about additional duties, there is also an obligation to be a team player,

especially if your principal personally asks you to take on a new responsibility. But, on the other hand, the teacher's first responsibility is to teach, and some of these extra roles take time and focus away from your main work. There is a need to balance time and effort for the teaching responsibility and the multiple roles assigned by the head of the office.

Additionally, some extra assignments, however, attract few enthusiasts. The principal or school head may try to distribute the job equitably and when everyone is taking an equal share, it is important to try to be a team player. There are a few extra duties that both teachers and administrators may consider opportunities for leadership. Being a department chair or team leader can allow teachers to have a larger part in decision-making. Mentoring new teachers is another way to use your classroom expertise and contribute to the profession.

However, if you are uneasy and reluctant to agree to an additional assignment, it is better to talk to your school head or principal candidly and explain why you do not feel you can take on another duty. Of course, you may end up feeling pressured to take the assignment anyway. If that happens, do it with the most grace you can muster for the sake of the students, and if necessary, see what other teaching options are available the following year.

5.2 Implication for future research

As a researcher, I recommend that similar quantitative research be conducted by comparing the perception of those teachers who were involved in non-teaching duties/doing multiple roles or another quantitative research on the perceptions of local education authorities may also be considered about problems they face when teachers are assigned non-teaching duties/doing multiple roles. A related study should be conducted on statistics from civil society to understand their views when they see teachers out of school performing additional non-teaching duties and another research where the students are the respondents by exploring students' perspective when they find a class without a teacher who is busy in additional non-teaching duties. A qualitative research on the best practices of teachers doing multiple roles while teaching and still maintaining a high level of effectiveness and efficiency in both job assignments

6. Conclusion

To conduct a study on the experiences of teachers doing multiple roles while teaching has been a difficult journey on my part. I empathize with the struggles and the stress that are encountered daily by the participants in their teaching career and doing special assignments or multiple roles while teaching. As a teacher, I also have my own struggles while teaching and at the same time given special assignments to be undertaken with too short a time preparation. As a researcher, I have seen how these teachers desire to show full cooperation and participate in several school activities, inside and outside the school campus as their presence may create a big impact on the betterment of the school image and ultimately bring a significant impact for the school to the parents, community and

civil authorities concerned. Amidst all these struggles and stress, the participants are able to survive with the different coping mechanisms as they look to the brighter side of all their actions by learning to love, enjoy, and love the present situation they are in. It has always been their inspiration that they are the second parents of the students and that as such they should continue to maintain a nurturing and supportive environment.

As to the conduct of the study, my greatest realization as a researcher and as an educator is that I have an important role to the students in particular and to the school in general. My love of learning will be a powerful force, driving my continued acquisition of knowledge while teaching and doing other school duties and be able to share this knowledge with all my learners. This is a big challenge on my part to be able to impart lifelong learning to all my students by doing my best to provide the students with all the necessary knowledge they need and be inspired by whatever opportunities are at hand as these opportunities may never come again.

Conflict of Interest Statement

The authors declare no conflicts of interest.

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