

Ancillary Functions and Teachers' Well-Being

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ABSTRACT: Teachers have diverse roles. They also carry out non-teaching but nonetheless necessary tasks for the school's operations in addition to teaching. This study was undertaken to identify the ancillary functions in which the teachers are involved, determine the level of the teachers' well-being in terms of emotional well-being, find the significant relationship between teachers' profile on ancillary functions and emotional well-being, and create an intervention plan that will enhance teacher's perceptions on ancillary functions and their emotional well-being. The study was conducted at East I District, Division of Cagayan de Oro, with one hundred seventy-seven (177) teachers as actual respondents through a simple random sampling. The study used a descriptive correlational research design and used frequency and percentage distribution, mean and standard deviation. Pearson Product-Moment Correlation Coefficient (r) was also used to find the relationships among the variables. Results showed that the most ancillary function of teachers is being a class adviser. The teachers' emotional well-being was at a Very High Level. A significant relationship between ancillary functions and emotional well-being was also established. Programs, activities and pieces of training be created to improve teachers' knowledge and understanding of ancillary functions as well as of well-being. The researcher recommended that the intervention plan must be implemented to enhance teachers' knowledge and understanding on ancillary services as well as to maintain their level of well-being.

KEYWORDS: Teachers, Ancillary Functions, Well-being

I. INTRODUCTION

Teachers have diverse roles. They also carry out non-teaching but nonetheless necessary tasks for the School's operations in addition to teaching. In order to assess how well a teacher is performing in the classroom, performance indicators are based on the learning outcomes of the students and how well they comprehended the lesson. It guarantees that crucial performance factors, such as how the outcomes are accomplished, which go beyond measured results, are also taken into account. It focuses on performance factors that are most likely under the control of the employee, such as their behavior in the classroom, which aids teachers in understanding the relationship between their classroom performance and their compensation and promotion.

Ancillary duties are described as commitments that offer essential services and assistance for an organization's or system's main functions or activities. Ancillary functions is the phrase used to the roles that teachers perform outside of the classroom, including grade-level advisers, subject coordinators or chairs, club moderators, athletic coaches, co-curricular and extracurricular activities coordinators, and community involvement services (Arañas, 2023).

David (2019) emphasized that in order to give public school teachers enough good time for classroom-related activities, it is imperative that their non-teaching responsibilities be reduced. School officials might then be directed as to what needs to be added to or removed from the responsibilities of teachers—especially elementary teachers, who teach nearly every topic.

Furthermore, Ndioho and Chukwu (2017) discovered that a teacher's workload significantly impacts how students perform in the classroom. Due to inadequate planning, teachers become less efficient in imparting their lessons, which lowers the level of instruction and education that teachers may impart.

Increased workloads impact the teaching performance of elementary school teachers, so it is important to investigate how they actually manage multiple assignments. This will help the education community as a whole develop a new system that will address the effects of increased workloads on teachers' stress levels, time management skills, and effectiveness in the classroom. It disclosed that having many teaching and non-teaching workloads can have a negative impact on the learning process.

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Most teachers are overloaded by many ancillary tasks, which could affect their time management and make them exhausted. The majority of educators suffer from burnout, which is a result of low self-esteem and emotional tiredness. Every teacher has adequate or moderate stress coping skills, which means they can handle any scenario and perceived demands by being able to resist external pressure. Certain educators demonstrate their ability to manage stress by emphasizing problems, while others concentrate on emotions. Reduced teaching and non-teaching responsibilities have been shown to boost teachers' capacity to provide high-quality instruction and support (Mosha, 2017). It might therefore result in a decline in the number of educators dealing with problems like stress (both physical and mental), mistakes made in their work, professional rivalry, subpar instruction, and an unbalanced work-life schedule. From the given premise, the researcher examines the multiple ancillary functions and teachers' well-being.

The concept of this study was anchored on the Theory of Job Enlargement by Tumi et al. (2022). Job Enlargement means increasing the scope of a job through extending the range of its job duties and responsibilities generally within the same level and periphery. This involves combining various activities at the same level in the organization and adding them to the existing job. It is also called the horizontal expansion of job activities. This contradicts the principles of specialization and the division of labor whereby work is divided into small units, each of which is performed repetitively by an individual worker, and the responsibilities are always clear. Some motivational theories suggest that the boredom and alienation caused by labor division can cause efficiency to fall. Thus, job enlargement seeks to motivate workers by reversing the process of specialization. A typical approach might be to replace assembly lines with modular work; instead of an employee repeating the same step on each product, they perform several tasks on a single item. In order for employees to be provided with Job Engagement, they will need to be retrained in new fields to understand how each field works.

The objective of the job is to motivate an employee by increasing his efforts and exposure towards achieving the organizational objectives set for the job. By doing this, an employee can get a wider range of their objectives without his or her job in a repetitious manner. Job enlargement requires the management of the organization to provide their support in providing appropriate training to the employees to make them able to adapt to the enlarged job scope.

Tumi et al. (2022) define job enlargement as the process of allowing individual workers to determine their own pace (within limits), to serve as their own inspectors by giving them responsibility for quality control, to repair their own mistakes, to be responsible for their own machine set-up and repair, and to attain choice of method. A person's experience of happy feelings, happiness, a sense of purpose, healthy relationships, etc., have all been used to characterize well-being. Given the general nature of the term "well-being," more precise definitions for subtypes of well-being that relate to significant facets of a person's life have been offered. Occupational well-being is one such subtype, which denotes a person's positive attitude toward their work and might involve emotional, cognitive, and psychosomatic components of their functioning.

II. METHODOLOGY

The study utilized descriptive correlational designs. A correlational study is a type of research design in which the researcher seeks to identify the types of relationships that naturally occurring variables have with one another. Simply expressed, correlational research aims to identify whether and how two or more variables are related (Katzukov, 2020). More so, it is also a causal design; hence, it finds out which of the independent variable/s singly or in combination influences the well-being of the respondents.

This study was conducted in East I District, Division of Cagayan de Oro City, specifically in Cugman Elementary School, Gusa Elementary School, East City Central School, FS Catanico Elementary School, and Malasag Elementary School. The respondents of the study were the one hundred seventy-seven (177) teachers of East I District. Simple random sampling was used in this study. In this sampling, the researcher computed the sample size from the population to identify the actual participants of the study.

The variables of the study were described using descriptive statistics such as frequency, percentage, mean, and standard deviation. Furthermore, the Pearson Product Moment Correlation Coefficient (r) was used to determine the significant relationship between the dependent and independent variables.

III. RESULTS AND DISCUSSION

Problem 1. What is the profile of the teachers' ancillary functions?

Table 1 presents the teachers' profiles on their ancillary functions. It revealed that there were ten (10) most common ancillaries that they were assigned. These include class adviser, subject area coordinator, ICT coordinator, school paper adviser, reading coordinator, SBAC member, DRRM coordinator, GSP coordinator, class program coordinator, and grade leader. These functions are assigned to the teachers as the school heads find and observe that they are trustworthy to be given tasks that can

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better help the school operations without affecting their main duties and responsibilities, which are teaching and taking care of the learners at school.

According to Salise et al. (2021), ancillary functions are those that are involved in providing essential assistance for an organization's and system's main operations or tasks. Operationally speaking, the teachers' auxiliary roles are described as that in addition to teaching in the classroom, they perform additional duties associated with the school, like serving as grade-level advisers, subject chairmen and coordinators, club moderators, athletic coaches, and in-charge in recreational and co-curricular activities as well as community service offerings.

Table 1. Profile of teachers' ancillary functions

Ancillary Functions	Frequency	Percentage
Class Adviser	158	89.27%
Subject Area Coordinator	66	37.29%
ICT Coordinator	28	15.82%
School Paper Adviser	53	29.94%
Reading Coordinator	29	16.38%
SBAC Member	23	12.99%
DRRM Coordinator	8	4.52%
GSP Coordinator	44	24.86%
Class Program Coordinator	7	3.95%
Grade Leader	25	14.12%
Others	5	2.32%

Moreover, in Memorandum No. 291 series of 2008, the Department of Education (DepEd) released guidelines for carrying out the Civil Service Commission resolution on working hours for public school teachers. The resolution stipulates that a public-school teacher can work up to six hours in the actual classroom and two hours on activities and duties related to teaching, such as creating lesson plans, practicing exercises, reviewing and documenting student performance, conducting research, attending seminars, providing counseling, meeting with parents, and performing coordination tasks activities, social services provided by the community, involvement in the upkeep and enhancement of school buildings, and other associated activities. However, due to the demands of the job, a teacher may be required to work more than eight hours a day or more than six hours in the classroom; in such cases, extra compensation will be determined (Marmol, 2019).

In the same table, it showed that the highest assigned ancillary function with 89.27% were as class advisers. This implies that a teacher's main responsibility is to provide instruction in the classroom that aids in pupils' learning. This means that effective lesson planning, feedback-giving and work grading, classroom material management, curriculum navigation, and staff collaboration are all required of teachers. Teachers are encouraged to concentrate on teaching, work toward enhancing their own professional competence, and gain experience in the classroom. Counselors and other committed teachers can be tasked with carrying out the duties of a class adviser. The school administration implements a number of strategies to lessen teachers' worry and increase their sense of self-efficacy (Lai, 2020).

Under the direction of the guidance counselor and the director of the school, advisers are tasked with implementing the homeroom guidance program at their individual schools. In order to accomplish the primary goal of the homeroom guidance program, the advisers should be well-versed in the most recent developments in knowledge and expertise. Before beginning the homeroom guidance program at each school, the implementer must be well-prepared, oriented, and ready to go in order for the program to be successful (Pasco, 2023).

Meanwhile, the least ancillary, as shown in the table, is the class program coordinator, with a percentage of 3.95%. This implies that few people chosen to be in charge of managing projects and programs inside an organization are the program coordinators. Together with their assistants, they will effectively manage their time as they plan and carry out these projects. This means that to guarantee smooth and effective administration in the school, the class program coordinator oversees and supports a wide range of administrative, human resources, communications, and financial activities and processes (Revel, 2023).

Nevertheless, program coordinators agreed with Taylor's study (2023) that giving them the chance to participate in worthwhile job experiences was a crucial part of their responsibility in promoting their well-being. According to this perspective, online activities that matched students' interests, skill sets, and/or projected future career objectives were considered relevant

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experiences. In light of this, program coordinators described several methods in which they made a conscious effort to provide students with worthwhile work experiences.

Table 2. Teachers' position

Number of Ancillary Functions	Frequency	Percentage
Teacher I	26	14.69
Teacher II	47	26.55
Teacher III	81	45.76
Total	177	100.00

Table 2 exhibits the teachers' profiles in terms of their position. It showed that eighty-one (81) or 45.76%, of the teachers were occupying the Teacher III position, forty-seven (47) of the teachers were handling Teacher II positions while twenty-six (26) or 14.69% of the teachers were still occupying the entry position which the Teacher I. This data implies that the majority of the respondents are at the teaching position wherein they are now open to either avail or apply for administrative positions or master teacher positions. This means that the teachers are preparing themselves for possible promotions.

Teaching positions in the Philippines range from Teacher I to Teacher III positions. However, their salary range is different in each position, with the majority of their duties and responsibilities. Their primary responsibilities are taking care of their pupils as well as teaching them the needed knowledge and skills that will be utilized by the learners as they progress to higher levels of learning and in preparing themselves for their future endeavors.

In the same table, the highest teaching position occupied by the respondents was Teacher III. This implies that the majority of the teachers were already able to equip themselves with the knowledge and skills wherein they could even mentor their fellow novice teachers in the teaching position. Teachers with Teacher III teaching positions can proceed to become administrators or as highly proficient teachers.

According to dela Fuente (2020), the education sector in the Philippines assigns teachers to various positions based on their level of education, years of experience, and specialized training and skills. The Department of Education (DepEd) offers Teacher III and Master Teacher posts, which are the highest-ranking teaching positions. Promotion to these positions is often the result of superior teaching abilities. Regional differences are significant in the quality of teachers at all educational levels. Laws such as Republic Act No. 4670, sometimes referred to as the Magna Carta for Public School instructors, which states that instructors cannot be transferred to another station without their approval, limit the necessity for teacher redeployment in order to adequately address local requirements. Teachers may, however, be transferred under specific circumstances.

Meanwhile, the Teacher I position was the least position occupied by the respondents. This implies that there are only a few of the teachers who are still in novice positions. This can be due to the fact that either some of the teachers were able to comply and qualify for the needed requirements and criteria in reaching Teacher II and III positions, or others are contented to stay at the Teacher I position. Newly hired teachers need assistance from their co-teachers and school administrators as they need to adjust to the environment that the department has as well as the type of pupils that they have.

According to Jomud et al. (2017), the freshly hired teachers perceived difficulties with the workload as serious, which may indicate that the difficulties provided them with significant strain and difficulty. Heads of schools should assign sufficient paperwork for newly hired instructors on an administrative level. More seasoned individuals must be assigned to extracurricular activities. Teachers must be completely developed and conscious of the time constraints and the difficult nature of teaching. Task completion can be aided by management.

Table 3 presents the teachers' number of ancillary functions. It showed that ninety-seven (97) teachers out of 177 have three (3) to four (4) ancillaries, with a percentage of 54.80%. Seventy-three (73) or 41.24% of the teachers were with one (1) to two (2) ancillaries, and the least number of ancillaries is five (5) and above with seven (7) out of 177 total numbers of teachers with a percentage of 3.95%. This implies that their ability to manage several auxiliary tasks was crucial to their success and perseverance. The desire to progress both personally and professionally is what drives many educators to enroll in multiple ancillaries. It means that the teachers are resilient enough to perform several auxiliary tasks. Teacher organizations are becoming concerned about overworked educators. In separate remarks, the Teachers' Dignity Coalition and the Alliance of Concerned Teachers in the Philippines urged the Department of Education to examine teacher workloads in order to protect their physical and emotional well-being. Furthermore, according to ACT, the introduction of regulations requiring a great deal of work and the non-implementation of those ensuring enough rest have made teachers' workloads more and more taxing over time (Into, 2018).

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Table 3. Teachers' number of ancillary functions

Number of Ancillary Functions	Frequency	Percentage
1-2 Ancillary Functions	73	41.24
3-4 Ancillary Functions	97	54.80
5 and above Ancillary Functions	7	3.95
Total	177	100.00

In the same table, ninety-seven (97) teachers or 54.80%, have three (3) to four (4) ancillaries. This means that apart from their main functions, the teachers are also trusted to handle ancillary functions as their immediate supervisor or school administrator saw potential in them to excel in tasks that can help the school provide other services that can provide better services to the learners and stakeholders. This means that teachers have to manage their time wisely so that no areas will be compromised and pupils' performance will not be affected.

According to Mohamad's study (2022), many teachers who also have supplementary responsibilities find it challenging to balance their time between these tasks. As a result, teaching lost importance as their main responsibility. As a result, both the students' performance and the effectiveness of their instruction were impacted. Very few were content with their supplementary functions because they were motivated to advance in their jobs. The investigator goes on to state that even though it was challenging for many teachers to balance their time between performing several ancillary tasks, they succeeded by utilizing various tactics. They also think having these many supporting roles could help them advance personally and professionally.

Meanwhile, these numerous extra duties have left most teachers overburdened, which may impair their ability to manage their time and wear them out. Reducing the amount of work that teachers have to do, both teaching and non-teaching related chores, might encourage teachers to provide better instruction and performance. Therefore, it can result in a decline in the number of educators dealing with problems, including burnout, work-life imbalance, professional competition, physical and emotional stress, and mistakes in their work (Tolibas, 2022).

Meanwhile, the least number of ancillaries were teachers with five (5) and above ancillary functions with seven (7) out of 177 total numbers of teachers with a percentage of 3.95%. This means that the assigning of ancillary functions of teachers is based on the number of subjects handled and the nature of ancillary tasks given to them. Ancillary tasks are categorized into Heavy, Moderate and Easy categories. School heads usually balance the number of teaching loads and the possible ancillary tasks that each teacher can be assigned,

Tarraya (2022) claimed that teachers' workload is determined by national criteria of teacher effectiveness, which will thereafter serve as the foundation for their performance evaluation. Teachers continue to find methods to complete their tasks. They require a lifetime of dedication to function well despite managing several supporting roles. It was the total combination of perseverance, sacrifice, and resolve. This entails having a comprehensive plan in addition to being positive and driven. They also need to be strategic.

Problem 2. What is the level of the teachers' well-being in terms of Emotional Well-being?

Table 4 on the next page presents the teachers' emotional well-being. It has an overall Mean of 4.22 with SD=0.99, described as Strongly Agree which is interpreted as Very High. This implies that a good emotional state that incorporates the individual needs and goals of both instructors and students is known as teacher well-being. The well-being and job satisfaction of teachers have a significant impact on their behavior and are favorably correlated with student achievement and the school and classroom environment. The development of emotional intelligence in educators is vital, as it endows them with the capability to control their emotions, so enhancing their decision-making abilities in everyday teaching scenarios and playing a pivotal role in the educational process. Because it prevents frustration before professional realization, which improves teaching practice, teachers' health, and mental well-being, the positive reinforcement of emotional intelligence lowers the levels of stress and anxiety that so greatly concern society (Molero, 2019).

Table 4. Teachers' emotional well-being

Indicators	Mean	SD	Description	Interpretation
1. With my multiple ancillary, I provide emotional support for students.	4.17	0.65	Agree	High
2. With my multiple ancillary, I condition my mind to be healthy; take food supplement; eat at the right time.	4.28	0.71	Strongly Agree	Very High

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3. With my multiple ancillary, I meditate and pray; offer everything to God.	4.66	0.77	Strongly Agree	Very High	
4. With my multiple ancillary, I always have a good night rest, enough recreation, and exercise.	3.77	0.62	Agree	High	
5. With my multiple ancillary, I maintain positive and energetic attitude while teaching.	4.18	0.66	Agree	High	
6. With my multiple ancillary, I uphold my own professional standards.	4.33	0.72	Strongly Agree	Very High	
7. With my multiple ancillary, I think I will be able to reach my full potential here.	4.20	0.71	Agree	High	
8. With my multiple ancillary, I adjust to new pedagogical practices.	4.22	0.71	Strongly Agree	Very High	
9. With my multiple ancillary, I meet my personal and professional expectations.	4.11	0.63	Agree	High	
10. With my multiple ancillary, I can determine which tasks are most pressing.	4.25	0.72	Strongly Agree	Very High	
Overall	4.22	0.69	Strongly Agree	Very High	
Note: 4.21-5.00	Very High	3.41-4.20	High	2.61-3.40	Moderately High
1.81-2.60	Low	1.00-1.80	Very Low		

In the same table, the highest rated indicator *With my multiple ancillary, I meditate and pray; offer everything to God* with a Mean of 4.66 with SD=0.97, described as Strongly Agree which is interpreted as Very High. This implies that meditation on well-being may also contribute to improved job performance and classroom management. Being more present for your pupils could help one become the most effective teacher. By practicing mindfulness meditation, school teachers can become more resilient and have better mental health under stressful situations. It was observed that this happened to both females with stronger personality traits and females with stronger personality profiles. The fact that the teachers actively practiced meditation every day to safeguard and enhance their mental health may have contributed to this accomplishment (Matiz, 2020).

Meanwhile, the lowest indicator, *With my multiple ancillary, I always have a good night rest, enough recreation, and exercise*, got a Mean score of 3.77 with SD= 0.82, described as Agree and interpreted as High. This implies that it's really beneficial for your mental health and the preventive of teacher burnout to take a minute to relax and take care of yourself. It is also a crucial approach to make sure you have enough empathy, perspective, and patience on hand to support students who will be coming to you in the upcoming school year for much-needed support. The Virtanen (2021) study provided fresh insight into how teachers recuperate on a daily basis during the workday, in the evening, and following a week-long vacation. The findings were converted into useful recommendations for bettering working circumstances for educators, promoting recuperation throughout the workday and in free time, and maximizing and extending the positive impacts of vacations. Interventions aimed primarily at instructors and recovery training are examples of potential practical ramifications.

Problem 3. Is there a significant relationship between teachers' ancillary functions and well-being when grouped according to their profile?

Table 5. Test correlation on teachers' ancillary functions (position) and well-being

Number of Ancillary Functions	Mean	SD	r-value	P-value	Decision	Interpretation
Teacher I	4.29	0.92	0.286	0.076	Accept Ho	Not Significant
Teacher II	4.24	0.89	0.478	0.002	Reject Ho	Significant
Teacher III	4.12	0.87	0.483	0.002	Reject Ho	Significant

Note: Significant if computed p-value is less than 0.05 level of significance

Table 5 exposes the test correlation between teachers' ancillary functions (Position) and well-being. Looking at the mean scores, it can be observed that respondents with Teacher I position have the highest level of well-being with Mean score of 4.29 with SD=0.92, at a Very High Level while respondents with Teacher III positions have the lowest level of well-being with Mean score of 4.12 with SD=0.87 at a High Level. This implies that the teachers with lower positions have a higher level of well-being than those with higher positions. This is because teachers with higher positions are given more ancillary work as they are

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being tested if they are ready for promotion, which also involves more tasks and responsibilities. Moreover, these are the teachers who are now slowly trained to handle ancillaries with minimal involvement in administrative tasks and concepts.

For the Teacher I position, it registered a computed r -value of 0.286 with p -value=0.076. The computed p -value is higher than the critical p -value at a 0.05 level of significance. This implies that the Teacher I position has no significant relationship with teachers' well-being. Thus, the null hypothesis is accepted. This further means that the level of well-being among these teachers is at the same level. Although these teachers are also given ancillary functions, it does not affect their level of well-being. This is due to the fact that they are given tasks that are minimal and easy to perform. According to Ortan et al. (2021), teachers with less ancillary tasks can perform their duties and responsibilities effectively and efficiently. This can further lead to better well-being, satisfaction, and performance.

For the Teacher II position, it registered a computed r -value of 0.478 with p -value=0.002. The computed p -value is lower than the critical p -value at a 0.05 level of significance. This implies that Teacher II positions have a significant relationship towards teachers' well-being. Thus, the null hypothesis is rejected. Moreover, the Teacher III position registered a computed r -value of 0.483 with p -value=0.002. The computed p -value is lower than the critical p -value at a 0.05 level of significance. This implies that Teacher III has a significant relationship with teachers' well-being. Thus, the null hypothesis is rejected. It can be gleaned from the table that teachers in Teacher II and III positions have lower levels of well-being as they only achieved a high level compared to the teachers in Teacher I positions with very high levels of well-being. This can be attributed to the fact that teachers with much higher positions are also given more ancillaries as they are more qualified and have passed the standards set for teachers to be able to occupy such positions.

According to the Philippine National Research Center for Teacher Quality (2017), those with the credentials required to enter the teaching profession are considered Beginning Teachers (Career Stage 1). Educators at this point are encouraged to advance to Career Stage 2 in two to three years. Moreover, Professional independence in the use of skills essential to the teaching and learning process characterizes proficient teachers (Career Stage 2). Within the first two or three years of teaching, teachers should aim to meet the acceptable standards outlined in this stage. Career stages 1 and 2 are where the teachers are at when they are occupying Teacher I and II respectively. These teachers are given extra ancillary functions to get the chance to showcase their full potential.

Table 6 exhibits the test correlation on teachers' number of ancillary functions and well-being. Looking at their mean scores, it can be observed that teachers with 1-2 ancillary works have very high level of well-being with a Mean score of 4.46 with $SD=0.78$ while teachers having five or more ancillary functions have a high level of well-being with a Mean score of 4.06 with $SD=0.63$. This implies that teachers with few ancillaries have a higher or better level of well-being than those with five and above teaching. With few ancillaries, the teachers can concentrate on working with their duties and responsibilities at their best since there are few things to do that may distract them and take up a little of their time preparing for their teaching and learning activities.

Table 6. Test correlation on teachers' number of ancillary functions and well-being

Number of Ancillary Functions	Mean	SD	r-value	P-value	Decision	Interpretation
1-2 Ancillary Functions	4.46	0.78	0.213	0.116	Accept Ho	Not Significant
3-4 Ancillary Functions	4.13	0.67	0.492	0.001	Reject Ho	Significant
5 and above Ancillary Functions	4.06	0.63	0.499	0.001	Reject Ho	Significant

Note: Significant if computed p -value is less than 0.05 level of significance

For 1 and 2 ancillary functions, it registered a computed r -value of 0.213 and p -value of 0.116. The computed p -value is higher than the p -critical value at a 0.05 level of significance. This implies that there is no significant difference between a number of ancillary functions and teachers' well-being when teachers are given 1 and 2 ancillary functions, respectively. Thus, the null hypothesis is accepted. This data means that the teachers' level of well-being among these teachers is at the same level. Although these teachers are also given 1 and 2 ancillary functions, it does not affect their level of well-being. This is due to the fact that they are given tasks that are minimal and easy to perform. Therefore, it does not prevent them from performing their duties and responsibilities.

According to Llego (2020), the number of ancillary tasks varies according to the teaching load given to the teachers. Some teachers have a smaller number of teaching hours to achieve in a day or week, and to make it sufficient, they are given ancillary functions depending on their needed time and whether it is heavy, medium, or easy in nature. Thus, there are cases in which the teacher has fewer teaching hours but is assigned to perform multiple ancillaries.

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For 3-4 ancillary functions, it registered an r-value of 0.492 and computed p-value=0.001. The computed p-value is less than the p-critical value at a 0.05 level of significance. This implies that a significant relationship was observed when teachers were given 3-5 ancillary functions towards their well-being. Thus, the null hypothesis was rejected. Moreover, for five and above ancillary functions, it registered an r-value of 0.499 and SD=0.001, with the computed p-value being lower than the p-critical value of 0.05 level of significance. This implies that a significant relationship was observed when teachers were given five and above ancillary functions toward their well-being. Thus, the null hypothesis was rejected.

Moreover, teachers assigned with 3 to 5 or 5 and above ancillary functions are sometimes challenged in terms of their division of labor and time allotment, which can lead to stress. However, they also know that they are challenged and tested as to their capacity and capability to perform other tasks or functions apart from their teaching and learning activities. Thus, they give their best to prove to the school heads that they can do it. Moreover, it also serves as an opportunity to learn new things about administration and management, which can help them in their future endeavors.

According to Into and Gempes (2018), despite the challenges of being a teacher with several ancillary responsibilities, they shared positive insights about their experiences regarding dedication and commitment, being upbeat, opportunities for growth and development, and as a sign of faith and confidence in one's own abilities. Teachers who perform a variety of auxiliary duties benefit greatly in terms of their professional and personal growth. It affects all of the nation's educators more broadly as well.

IV. CONCLUSIONS

Based on the findings of this study, the following conclusions are formulated:

1. Teachers' profile revealed their most ancillary function was as a class adviser, occupying Teacher III positions and were assigned to 3 to 4 ancillaries.
2. The level of the teachers' well-being was Very High. Despite this, being a teacher is a demanding job that puts them at risk for burnout. Therefore, programs to prevent stress and burnout should include techniques involving higher mental functions, such as transcendental meditation and prayer.
3. A correlation between teachers' ancillary functions and well-being was established. Therefore, it must be given attention and importance.
4. Programs, activities and pieces of training are created to improve teachers' knowledge and understanding of ancillary functions as well as of well-being. Thus, it must be implemented accurately and consistently.

V. RECOMMENDATIONS

Based on the findings and conclusion of the study, it is recommended that the:

1. The class advisers need to be constantly given the school's help and support. They need to have more time from other commitments so they may their respective task.
2. Priorities in education must be set for the welfare of teachers. These would be techniques like prayer and meditation. It overcomes worries and focuses on positive solutions.
3. The well-being of teachers is associated with ancillary services. The school administrators may provide teachers with training on various coping mechanisms so they can handle the demands of their jobs and obligations.
4. Knowledge and attitude are significant predictors of teachers' well-being. Thus, schools should provide pieces of training and seminars that will enhance the teachers' knowledge and attitude to have a better level of well-being.

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