



**RESILIENCE AND REFLECTION: ILLUMINATING  
THE JOY AND SORROW OF JUNIOR AND SENIOR  
HIGH SCHOOL TEACHERS WITH MULTIPLE ANCILLARY  
SERVICES DURING THE TIME OF PANDEMIC**

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**Abstract:**

The purpose of this study was to find out the lived experiences, coping mechanisms, insights, hopes, and aspirations of junior and senior high school teachers with multiple ancillary services during the pandemic. The researcher conducted in-depth interviews among eight informants and a focus group discussion among nine participants of the GSCNSSAT, using the qualitative phenomenological method. Analysis of the transcriptions generated 26 essential themes and 98 core ideas, which include long-time dream, wise awareness, influenced by the parents, positive expectations, felt ultimate satisfaction and happiness, flexible with the work, overwhelming responsibilities, adaptability, overcoming difficulties, embracing adjustment, other tasks interfere with the main work, building a connection with colleagues, spending quality time with family, adjusting to new normal, reaching out to the students, identifying and accepting physical challenges, identifying and accepting mental and emotional challenges, having leisure time, keeping the positivity, keep being motivated, having a positive mindset would radiate to colleagues, manage the tasks well, support system like colleagues and superiors is important, family support matters, strive hard for a better future, continue the love for education. The results and discussion of this study implied that teachers are resilient and innovative in the face of adversity, being optimistic and dedicated as they are, but their superiors should take into account that they would do well to have the support and appreciation of their family and colleagues, taking in achievable and realistic demands made of them.

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**Keywords:** educational management, junior and senior high school teachers, lived experiences, multiple ancillary services, phenomenology, Philippines

## 1. Introduction

*“It was one of those days – long and terrible – when everything came together: He was busy catching up on lining trays and boxes outside his classroom for retrieval and distribution; because his alternative work arrangement schedule allowed for him to report to school only on this day physically, and he had already had a very hectic schedule the day before, transporting, sorting and packing modules for the learners in his advisory class. He had also mixed his messages by following up on lessons for his Math and MAPEH (not his major) classes and giving them reminders about school policies, being their year-level Peace Officer. Meanwhile, his laptop is open to a file he has been checking on about proposed action research plans from several co-teachers because he happens to be the school Research Coordinator; and besides his electronic device is a cellphone tuned in to one of the members of his Learning Action Cell team, him being the leader and having to guide those under him during their classroom observation. His brain feels fried, and his nerves frazzled, but he has to plod on because of his sworn fealty to the Department of Education as a public high school teacher. Besides, providing multiple ancillary services during the second school year of the pandemic is the so-called new normal for teachers in the system. However, what are the teachers’ lived experiences, coping mechanisms, and insights on this phenomenon?” (Teacher LV).*

The vignette speaks about how a public-school teacher from the senior high department of GSCNSSAT performed multiple ancillary services to fulfill his duties and responsibilities as designated by the school administration. The problem highlighted in this statement is the overwhelming workload and multitasking demands placed on a public high school teacher, who is expected to fulfill multiple roles and responsibilities simultaneously, including classroom management, advisory duties, research coordination, and leadership responsibilities. The insight is that teachers are experiencing high levels of stress and fatigue due to the added responsibilities brought about by the pandemic, and there is a need to understand their lived experiences, coping mechanisms, and insights to effectively support them in this challenging situation. It has long been the experience of teachers in Philippine public schools to perform multiple ancillary services to fulfill the goals of the Department of Education (Alimboyong, 2019).

On the other hand, public schools aligned their policies, plans, programs, and projects with the department’s commitment to serving their learners best, and the junior and senior high school teachers at the GSCNSSAT are no exception. At least 26 have attempted to balance their roles as subject coordinator and class adviser, curriculum head and school paper adviser, subject teacher and association president, among others. What was noteworthy was the experience that public school teachers performing multiple ancillary services were going through. Their work became burdensome and exhausting.

Then, the pandemic hit. Globally speaking, teachers struggled to adjust to the new norm of performing multiple ancillary services; while having to mind their physical, mental, and emotional health. Physical activity seemed to reduce anxiety and depression brought about by overwhelming workloads from multitasking, but work and home relationships were altered and had various effects on the teacher's overall health. There was a drop in the sense of success as those who struggled to balance professional and personal responsibilities felt educational inequalities and sought supportive working conditions from leaders (Aperribai et al., 2020; Hayes et al., 2020; Kraft et al., 2020).

In the Philippines, where performing multiple ancillary services is the norm for public school teachers, the CoViD-19 crisis heightened the educators' stress levels, eventually leading to job burnout. This situation called for the urgent attention of education authorities to develop measures to address the needs of teachers (Carreon et al., 2020). Moreover, teachers in General Santos City relied on time and resource management to find recreational outlets to cope with their job's physical, mental, and emotional pressures. This mechanism also helped in maintaining a balance between personal and professional concerns.

Furthermore, in the General Santos City National Secondary School of Arts and Trades main campus, the plethora of multiple ancillary services the teachers had to perform during the pandemic varied greatly. A teacher could be a module writer in Automotive Servicing, the Physical Facilities Coordinator, a webinar speaker, and the Learning Action Cell leader all at once. In all cases, the teacher experiences a lack of efficiency, efficacy, and productivity to a certain degree when he or she was called to be at different places simultaneously. He or she experiences the same phenomenon when he or she is doing unrelated work concurrently. Psychosocial support for educators was still needed to alleviate stresses by performing multiple ancillary services.

The junior and senior high school teachers at the GSCNSSAT must perform multiple ancillary services through the various designations given to them to increase the institution's efficiency, efficacy, and productivity. To do their job well, certain factors must be considered to preserve the educators' physical, mental, and emotional health, especially during the pandemic (Muldong et al., 2021).

Upon reading the phenomenological studies on lived experiences of teachers providing multiple ancillary services in this pandemic, I categorized them into two: one set of studies reported the relationship between multitasking and cognitive performance among teachers in the international scene. In contrast, another set of studies cited public school teachers in the Philippines coping with a lack of resources and being overwhelmed by workloads brought about by multitasking to avoid stress and burnout.

When performing multiple ancillary services, working memory, attention control, and fluid intelligence are cognitive predictors of multitasking ability. Attention control and capacity mediate the working memory and multitasking relationship. Multitasking divides attention, affects memory, and decreases performance. Failures may occur when the teacher prefers learning efficiency over multitasking capability. Due to this fact, some teachers cannot perform their tasks efficiently (Rey-Mermet et al., 2019). On the other

hand, Philippine studies only show that public high school teachers in the country cope with the demands of performing multiple ancillary services during the pandemic by staying strong and persevering, industrious, and faithful to themselves and God (Alquizar, 2018; Himi et al., 2019; Koch et al., 2018; Redick et al., 2016; Sagiv et al., 2020). The research gap in previous studies that this study attempted to address is how the junior and high school teachers at GSCNSSAT cope with providing multiple ancillary cognitive skills affecting their multitasking performance, especially during the pandemic. What are the details of their experience regarding their work performance and personal relationships, as well as their physical, mental, and emotional states? What is their lived experience in providing multiple ancillary services in the pandemic as contributors to the department's productivity, and how does the latter affect their efficiency and efficacy?

The study aimed to investigate the experiences of junior and senior high school teachers during the pandemic, particularly with regard to their resilience and reflection. Despite the growing body of research on teacher well-being during the pandemic, there is a gap in understanding the specific factors that contribute to the joy and sorrow experienced by teachers. Furthermore, while studies have explored the effects of ancillary services on teacher well-being, few have examined the role of multiple ancillary services in promoting resilience and reflection among teachers.

Given the unprecedented challenges faced by educators during the pandemic, understanding the factors that contribute to their well-being is urgent. Teacher well-being has been linked to improved student outcomes, and with the ongoing disruptions to education, it is vital to support teacher resilience and reflection. Additionally, the use of multiple ancillary services has the potential to provide a holistic approach to supporting teacher well-being, but further research is needed to determine the most effective combination of services. Ultimately, the findings of this study could inform the development of interventions and policies aimed at promoting teacher well-being during and beyond the pandemic.

I conducted this study to shed light on the lived experiences of junior and senior high school teachers of GSCNSSAT who are performing multiple ancillary services during the pandemic. Multitasking is said to be the new standard way of getting things done during the pandemic, and most organizations deemed this the most efficient and productive means of making the most of their resources and delivering the goods. Public school teachers are not doing their work well because their multiple designations and numerous ancillary services divide their attention and cognitive facilities. This scenario, in turn, defeats the department's primary efficacy purpose.

I, therefore, concluded that a look into the lived experiences of junior and senior high school teachers of GSCNSSAT performing multiple ancillary services during the pandemic through a phenomenological study would greatly help in achieving the department's goals without sacrificing the teachers' physical, mental, and emotional well-being, but instead, boost them.

I formulated research questions in this study to shed light on the lived experiences of the teachers with multiple ancillary services at the GSCNSSAT main campus during this pandemic.

I also included the coping mechanisms, insights, hopes, and aspirations that the teachers can share with their colleagues and the academe.

- 1) What are the experiences of the junior and senior high school teachers providing multiple ancillary services at GSCNSSAT during the pandemic?
- 2) What are the coping mechanisms of the junior and senior high school teachers with multiple ancillary services at GSCNSSAT during the pandemic?
- 3) What are the insights, hopes, and aspirations that teachers can share with their colleagues and the academe?

This study was viewed under Bandura and Walter's social learning theory (1977) and Vygotsky's social development theory/sociocultural theory of cognitive development (1934). Bandura's theory conceptualized reciprocal determinism through causal processes. In psychological operation, the authors include a constant mutual interaction among behavioral, cognitive, and environmental influences.

In the case of public-school teachers providing ancillary services in the Philippines, what causes the former to behave the way they do is an effect of what they think and how they feel, as well as what is happening around them. This scenario is ideal for conducting a phenomenological study. In his theory, Bandura used reciprocal determinism for analyzing psychosocial phenomena at the levels of intrapersonal development, interpersonal transactions, and interactive functioning of organizational and social systems (Bandura, 1978). I used this principle to support my study as it investigates the teachers' lived experiences.

Meanwhile, self-evaluative and self-efficacy mechanisms determine the effects of having a goal on performance motivation. These mechanisms are put into play cognitively and require personal standards and knowledge of performance. Being aware of what they are capable of helps motivate teachers to fulfill their tasks despite the difficulties they are encountering. The more dissatisfied the teachers were with their subpar work, knowing that they could have done more, the greater was their effort (Bandura & Cervone, 1983).

To further elucidate, reciprocal determinism engenders the idea that when two events influence each other simultaneously, it causes reciprocal causation. Bandura here accepts the chances of a person's behavior as being conditioned. Teachers become self-confident and strive to do better or continue the excellent quality of their work when they are rewarded or recognized for their work. This development shows reciprocal determinism occurs when an individual's behavior changes due to cognitive processes and social stimuli. So, when teachers think about their situation and find ways to improve it, mainly if they are supported by or in agreement with peers or superiors, reciprocal determinism occurs (Bandura, 1985).

On the other hand, Vygotsky & Cole the proponent of Social Development Theory (1934). It stresses the central role of social interaction in cognitive development

(Vygotsky, 1978) because he believed that the community plays a vital part in "*making meaning*." Vygotsky stated that learning is integral in developing culturally ordered, especially human psychological function. This statement means that social learning tends to come before growth.

Teachers struggling with multitasking learn from their peers and develop strategies to cope with the demands of providing multiple ancillary services. Vygotsky developed a sociocultural approach to cognitive development. He stated that the researcher should refer to the corresponding social and cultural context to understand the development of the individual. Moreover, higher-order thinking skills originate from social processes (McLeod, 2014).

It was appropriate to view the teacher's coping mechanisms to keep up with the demands of providing multiple ancillary services during the pandemic through the lens of Lazarus and Folkman's (1984) coping theory. This theory describes coping as a regularly shifting cognitive and behavioral effort in response to particular external and internal strains that are stressful to a person. Lazarus saw that how we think about and understand the events of our lives has physiological effects. Mental events have physical outcomes (Lazarus & Folkman, 1984).

The findings of one study showed that coping was strongly related to cognitive appraisal and that the coping mechanism employed varied depending on what was at stake and the options for coping. Coping also differed according to the outcomes of an encounter, meaning the public-school teachers' coping mechanisms toward the demands of providing multiple ancillary services varied depending on the result of their actions (Folkman et al., 1986).

The study on resilience and reflection among junior and senior high school teachers with multiple ancillary services during the pandemic has global significance. The COVID-19 pandemic has brought unprecedented challenges to education systems worldwide, with teachers at the forefront of adapting to new ways of teaching and supporting students. By illuminating the experiences of teachers and identifying the factors that contribute to their well-being, this study can inform the development of policies and interventions aimed at promoting teacher well-being not only during the pandemic but also in future crises. Moreover, the use of multiple ancillary services to support teacher well-being has the potential to improve the quality of education and student outcomes globally, as it can enhance the retention of highly qualified and motivated teachers. Ultimately, this study's findings can contribute to improving the resilience of education systems and the well-being of teachers worldwide.

Moreover, educational institutions and service providers worldwide always rely on multitasking for efficiency, efficacy, and productivity when performing multiple ancillary services for clients. Given this fact, the outcome of this study may prove significant for employers and employees globally, especially those involved in the field of education, as it unfolds to tell of the experiences and coping mechanisms of public-school teachers in the Philippines.

Locally, this research may be helpful to the Department of Education in formulating policies, conducting training, and providing seminars that aim for productivity in that it may focus its mission, goals, and objectives towards understanding multitasking and designing coherent structures that will make the system benefit both the organization and the individual.

This study may lead to further inquiry into concrete manifestations of a public-school teacher's physical, mental, and emotional health while performing multiple ancillary services. Aperribai et al. (2020) shared that physical activity aided in minimizing anxiety and depression among stressed-out teachers during the pandemic. It may also offer answers that increase their personal and professional efficacy.

This study may be valuable to future researchers as it provides an avenue for looking into relationships between multitasking efficiency and cognitive abilities, such as working memory, attention control, fluid intelligence, and executive functions. As Redick et al. (2016), state in their study, workers tend to understand their work less if there is too much of it.

## **2. Literature Review**

### **2.1 Experiences of Teachers Providing Multiple Ancillary Services**

It is quite the practice that the administration divides the workload of public-school teachers between teaching and other non-teaching tasks. This setup causes actual teaching to be put aside by other responsibilities and roles that teachers play. Performing these unrelated tasks affects the working memory and decision-making skills of teachers. This dilemma either leads to stepping up to the challenge or feeling defeated altogether, both consequences leading to different paths for the teacher (David et al., 2019).

Moreover, the teachers at the GSCNSSAT do some jobs haphazardly and often beneath their expectations because ancillary services divide their efforts. Because of this situation, they end up either dissatisfied with the quality of their work or forced to accept unsatisfactory results. In education, the administration requires professional development and quality assurance to foster a good working environment and improve either the learning process or school quality. However, in the case of some teachers, the pursuit of personal fulfillment and professional development becomes sidetracked and fails to improve cognitive abilities. These goals should have shown increased efficiency, efficacy, and productivity among the teachers (Djatkiko, 2016).

On the other hand, towards the end of the school year in March 2020, until the start of the new one in October, the uncertainty that the fearful pandemic brought upon the teacher only furthered the latter's call to provide ancillary services in continuing the recovery phase of education. Teachers were beginning to experience remote teaching burnout, and as the teachers' fear of COVID-19 increased, so did their remote teaching burnout. Education authorities should investigate this finding to help address the needs of teachers who may have developed psychological issues due to remote teaching burnout and fear of COVID-19 (Carreon et al., 2020).

Teachers' experiences during emergency remote teaching also revealed various challenges in engaging students in remote learning while balancing their work and home responsibilities. Teachers saw these challenges as most severe in the poorer schools, suggesting that the pandemic furthered educational inequities. The pandemic and emergency remote teaching resulted in a drop in the teacher's sense of success. On the other hand, supportive working conditions in schools played a vital part in assisting teachers to continue their sense of accomplishment. Teachers who could rely on their leaders for solid communication, specific training, productive teamwork, reasonable expectations, and acknowledgment of their efforts were the least likely to go through drops in their sense of achievement (Kraft et al., 2020).

Because of the work-from-home setup, there was no disconnect between home and work life for the teacher. Their academic responsibilities were intertwined with the responsibilities they had at home. Work-related stress and home-related stress overlapped each other, and the home became a more stressful place. As teachers work from home, they experience stress from the changing learning modalities. There was the transition from face-to-face to online classes, where they needed to use online platforms in lesson delivery, even though some teachers needed help with ICT. During the pandemic, teachers showed the need for psychosocial support as they experienced more pressure in delivering learning to students. Educators needed a support system for their mental health to minimize the effects of the stresses that the pandemic brought (Muldong et al., 2021).

## **2.2 Coping Mechanisms of Public-School Teachers in the Philippines to the Demands of Providing Multiple Ancillary Services**

How did public school teachers in the Philippines respond to the demands of providing multiple ancillary services, especially during the pandemic? Teaching and non-teaching duties and responsibilities shifted from face-to-face, which was already challenging, to online or virtual, which became more daunting for the multitasking educator. The increased distress level teachers experience attributes itself to the workload generated during the lockdown. Factors affected were work, family, and social relationships. Faculty and administration alike had to deal not only with the learners' mental and emotional state but the teachers' as well, and it appeared that physical activity aided in minimizing anxiety and depression among the stressed-out teachers. Teacher training in blended or online educational methods also helped improve the teachers' work development. When teachers do something, they enjoy, their disposition changes, and they develop healthy living habits. Robust support systems were also a significant factor in coping (Aperribai et al., 2020; Bayod et al., 2021).

In truth, public school teachers in the Philippines are already used to providing multiple ancillary services as a norm. This practice is even though they are constantly challenged by the lack of resources they have or provided to them when they are tasked with attending to programs, projects, and activities considered necessary by the school to provide quality education, as is the thrust of the Department of Education. Given the



circumstances surrounding the lesson delivery during the pandemic, challenges compounded in providing instruction to learners. These workloads and paperwork contributed to stress and burnout. Despite these challenges, public school teachers still coped by resorting to proper communication and understanding their circumstances. The study further says that teachers could still gain positivity regarding their passion for work, relationships, and work fulfillment from these experiences despite the stress and burnout these entailed (Robosa et al., 2021).

In one study, three major themes in the multitasking of teachers as experienced emerged: selflessness, personal and career trials, and individual growth and development. The teachers' workplace multitasking affected how they did time management, task prioritization, and multitasked. The study participants coped with the experience through strength, perseverance, industry, faith in oneself, and faith in God. Results of the study show that most of the teachers doing workplace multitasking enjoyed the experience and felt most productive when challenged with various tasks. This phenomenon being the case for them, the school administration should promote activities that motivate the multitasking teachers to continue their experiences and become more productive and successful in providing ancillary services, as well as broaden their insights on how to fulfill the tasks and responsibilities assigned to them (Alquizar, 2018).

### **2.3 Insights, Hopes, and Aspirations They Can Share with Others**

Based on casual conversations I have had with colleagues over the years, from the time spent in the private sector until I moved to join the public school system, teachers continue to learn from their experiences more often than they would like to think or admit. The lessons learned by educators who provided multiple ancillary services during this pandemic brought more challenges than they thought they could handle.

Most of the insights centered around public school teachers who performed in the exigency of service as mandated by the Department of Education and learned to adapt to changes to serve their stakeholders better and improve the quality of work within the organization. Administrators expected teachers to uphold quality standards often at their own expense, whether personal or professional, mental, physical, or emotional, and still come out strong. Learning to rely on themselves brought self-satisfaction and burnout to the teachers. However, teachers are limited beings. They have saturation points and constantly need the support of their superiors to carry on.

One related study showed that job burnout and satisfaction were prevalent among public school teachers in the Philippines, although job burnout did not necessarily affect job satisfaction. Job satisfaction may be intrinsic or extrinsic. It may be gained from what benefits the teachers can get from their jobs or how their environment works. The teachers felt self-satisfied when they could help themselves accomplish their goals, despite adjustments they must make to the new standard way of doing things.

Job burnout, on the other hand, as depicted by the teachers' exhaustion from work tasks, did not affect their job satisfaction. They experienced energy loss and an emotional

drain, but they knew how to disengage. In this regard, their superiors acted to help them be more attentive and turn out better work outputs (Bravo et al., 2021).

The effects of CoViD-19 compounded chronic workplace stress and pushed teachers to distance themselves from their jobs further. They did this to minimize feelings of negativism or cynicism towards their work. This event, though, has resulted in reduced professional efficacy. In this aspect, teachers realized that time pressure and work overload were the strongest predictors of emotional exhaustion. Work content was not affected, but the performance was. The administrators helped the teachers by lending positive support, such as specific training to help them cope with the challenges. Teachers relied on their leaders for flexibility, encouragement, participation, shared leadership, and individual support.

Some teachers shared their advice and insights with their co-workers, especially those who were feeling depressed and were on the brink of giving up. Public school teachers kept fighting their own battles to keep up with the academic demands during the pandemic and were still able to deliver quality education. They continued to hope that the school administration and the Department of Education would formulate policies and programs that took care of the teachers' mental health during the pandemic.

Teachers realized that they must take 100% responsibility for their lives despite their circumstances because attitude amidst adversities matters in maintaining psychological and mental health. They must be optimistic and productive. They can achieve these goals by practicing self-care, being proactive, and staying connected to their support system (Bayod et al., 2021).

Another insight shared by teachers is that, despite things being beyond their control during the pandemic, they were still able to intensify their faith in God. Religiosity played a vital role in their feeling of contentment amidst their increased stress and mental health concerns. Due to their religiosity, they could still uphold the values of resilience, optimism, and well-being to perform their tasks well and maintain healthy relationships.

Putting their faith and trust in God brought about resilience and optimism. Resilience, the capacity to adapt to change, affected the teachers' well-being and contentment in that they went with the flow of work and relationship demands. This practice taught them to learn new things and gave them hope for something better. The sense of satisfaction with work varied according to gender, tenure, locality, and education (Edara et al., 2021).

Then there were external factors beyond the individual's control that affected his or her multitasking performance. Performance requires conscious effort in shifting from one task to another, but if the variety of tasks was beyond the individual's capacity, they had difficulty performing well. Training workshops pertaining to information technology are beneficial. Preparation is also crucial. Multitasking using media leads to faster and more accurate preparation of tasks. Memory tends to fade with age, but it does not diminish intelligence. Therefore, as long as the teachers are willing to learn, even if it

is something new, training will always prove helpful (Oswald et al., 2017; Alzahabi et al., 2017).

Meanwhile, teachers have difficulty remembering what to do if the task is beyond their intellectual capacity. If the tasks were too complex and unrelated, teachers had difficulty learning new skills, and this affected the teacher's self-perception. Individual differences matter because each teacher is unique and does things differently from others. In this aspect, their superiors had to give sufficient instructions. Teachers needed a new kind of motivation, primarily where deadlines were concerned. Sometimes superiors were demanding, and not everyone knew how to prioritize tasks (Pollard & Courage, 2017; Redick et al., 2016; Sagiv et al., 2020).

### **3. Material and Methods**

This study utilized phenomenology to bring to light the lived experiences of junior and senior high school teachers of GSCNSSAT performing multiple ancillary services during the pandemic. Phenomenology crafts stories from verbatim transcripts that are taken from interviews. This practice is integral to the interpretive process. Crafted stories can illuminate the phenomenon under study that other methods cannot. Husserl viewed the description of the phenomenon under study as the beginning of the foundations of scientific knowledge. He further believed that the researcher could discern meanings through consciousness and describe them with the help of phenomenological attitude and reduction (Crowther et al., 2017).

Phenomenology may be a relatively new methodology, but its use has become more popular because of the depth and breadth of data that can be gathered, especially in qualitative studies. At least four well-known types of phenomenological inquiry that delve empirically into understanding the nature of human experience have emerged. Husserlian, Heideggerian, the Dutch or Utrecht School (Van Manen), and French existential approaches concern phenomenology, perception, and embodiment (Suddick et al., 2020).

Moreover, phenomenology is an exceptional source of data where research inquiry is involved. This qualitative research method delves into the lived experiences of beings in their natural environment, exploring the facets of their world and examining their reactions to phenomena. Despite all the benefits of conducting certain studies using this diverse methodology, though, many researchers are daunted by it. They are overwhelmed by the thoroughness of the process it involves (Neubauer et al., 2019).

Furthermore, phenomenology is such a versatile method in approaching this study that I have pursued the topic on hand with the intention of enlightening the readers with the participants' experiences and encouraging others to look further into the occurrence to see if it can be replicated. I am hoping that others will see the value of phenomenology in its thoroughness and use it in their research as well.

To better appreciate phenomenology, the researcher should familiarize himself or herself with the philosophies behind this methodology. In his book on crafting

phenomenological research, Vagle (2018) states that phenomenology is an encounter, a way of life, and a craft. When he crafted post-intentional phenomenology, he had already read Husserl, Heidegger, Merleau-Ponty, Sartre, Gadamer, and Deleuze. He also learned from Van Manen, Dahlberg, Giorgi, and Finlay.

I aligned the study with the hermeneutic emphasis in Gadamer's and Heidegger's philosophies, which deal with understanding the lived experiential meanings of beings and their life worlds, classification, and explanation of themes as they occur. In Gadamer's and Heidegger's philosophies, human lives, experiences, their life world, and their phenomena are understood within their given time frame through the interpretation of intentionality, intersubjectivity, and hermeneutics (Suddick et al., 2020). The role of the researcher in a qualitative study is like a magician or a cook (Silverman, 2016) – there are many things going on behind the scenes, but the audience sees only the finished product. There are many steps, though, that the researcher follows to accomplish what he or she sets out to do and the role of the researcher is multi-faceted.

I formulated the research questions after choosing an exciting occurrence and deciding on phenomenology as the appropriate methodology for conducting the study. After securing the necessary permission, I gathered data through in-depth interviews and focused group discussions. Then, with the help of my two children, we transcribed the spoken conversations and submitted them to a thematic analyst. Afterward, I interpreted the results and reported them via this manuscript.

Upon investigating the occurrence as it unfolds, I reflected on my own experiences. The essential themes that I am analyzing should be robust and nuanced. I used related theories to understand the study better (Neubauer et al., 2019). I also underwent the necessary steps to ensure the study's validity and reliability before publication.

The aim of participant selection was to choose those who have lived experience that is the focus of the study, who were willing to talk about their experience, and who were diverse enough from one another to enhance possibilities of rich and unique stories crafted from said experience, in this case providing multiple ancillary services.

In conducting in-depth interviews, Polkinghorne recommended 5 to 25 individuals, and a sample of 6 to 20 individuals is sufficient for a hermeneutic phenomenological study (Ellis et al., 2016) due to practical issues. On the other hand, the ideal number of suitable participants in a focus group discussion is between six and eight. Given these parameters, as aforementioned, 25 candidates, 14 females and 11 males, aged 24 to 54, have been selected from the General Santos City National Secondary School of Arts and Trades main campus junior and senior high school faculty.

Meanwhile, in-depth interviews were conducted among ten subjects and focus group discussions with eight using purposive sampling. I verified the participants' responses until no new codes or themes occurred to reach data saturation (Saunders et al., 2018).

In phenomenology, I gathered data through empirical means or the collection of experiences, and reflective activities, otherwise known as the analysis of meanings. As such, Van Manen stated that descriptions of personal experiences, conversational

interviews, and close observation are appropriate for this methodology. Thus, the need for in-depth interviews and focus group discussions.

After following preliminaries on securing the necessary permissions and authorizations to conduct the study, I performed sampling by using purposive or purposeful methods. A particular subset of people was selected as participants because their experiences were related to the phenomenon under study.

A list of potential people to be interviewed or included in focus group discussions had been prepared, as well as guide questions that were relevant, open-ended, precise, applicable, and unbiased. I consulted experts to review both lists before proceeding to collect data. Also, the unstructured or semi-structured interview was an excellent basis to start with (Colaizzi, 1978; Wimpenny & Glass, 2000).

In every step of the data collection procedure, from design to reporting, ethical standards such as anonymity, confidentiality, informed consent, voluntary participation, researcher's potential impact, and communicating results were observed. I did the following steps for in-depth interviews and focus group discussions: I initially scheduled a time and date at the participants' convenience. After this, I confidently asked questions and put the participants at ease. Then, I set a maximum duration to avoid exhaustion.

Phenomenology uses data triangulation for the validity and credibility of the research findings to strengthen its quality. Triangulation makes the research result bias-free, valid, and generalizable (Dangal & Joshi, 2020). For this study, I used in-depth interviews, focus group discussions, and reflective diaries to triangulate data for validity and reliability.

However, an unbiased approach to the data would not be consistent with phenomenology's philosophical roots. The researcher using this method reflects on how her subjectivity is part of the analysis process and openly acknowledges her preconceptions (Neubauer et al., 2019).

In qualitative research, data analysis means systematically searching and organizing the interview texts, observation notes, or other non-textual resources that the researcher gathers to increase the understanding of the occurrence (Wong, 2008). In doing this, I followed these steps: first, I got familiar with the data by reading it several times and looking for basic observations or patterns. This procedure included transcribing the data. Next, I revisited the research objectives and identified questions she could answer through the collected data. From this, I developed a framework known as coding or indexing, wherein I have already identified broad ideas, concepts, behaviors, or phrases and assigned codes to them. Then, patterns and connections were identified, producing themes by looking for the most common responses to questions; and finding areas the researcher could further explore.

Furthermore, I used narrative analysis to examine content from different sources, such as discussions and observations. It focused on using the stories and experiences shared by respondents to answer the research questions. Meanwhile, the data was analyzed using thematically (Ho et al., 2017).

According to Fink (2020), using phenomenological reduction in data analysis is made of both epoché and reduction proper. In epoché, we abandon the acceptance of the world that holds us captive, whereas reduction tells the “moment” in which we come to the uplifting awareness that the world’s acceptance is not an absolute.

Meanwhile, trustworthiness, or rigor of the study, is the level of trust in data, reading, and ways used to guarantee the study quality. The study’s credibility or confidence in its truth and, therefore, the findings render it an essential criterion of data analysis. Moreover, trustworthiness in this study establishes transferability, or how the researcher demonstrates that the research findings apply to circumstances, populations, and events by using detailed descriptions (Connelly, 2016).

Furthermore, I established trustworthiness through confirmability or the level of impartiality in the research study’s results, which occurred when I based the findings on the participant’s answers and not any possible bias or personal suggestions of the researcher. I may achieve this state by providing an audit trail, which focuses on every stage of data analysis to have a basis for the decisions made.

I should establish dependability as part of the study’s trustworthiness, which means that a similar study could be done by other researchers, and the researchers would get similar results. Should another researcher wish to repeat the study, they must have sufficient data from the report to do so and gain identical results. The researcher may conduct this process using an inquiry audit or an outside person to review and examine the process.

When I decided to pursue this study on lived experiences of public-high school teachers at the GSCNSSAT during the pandemic, authorities advised that I must take note of all ethical considerations while conducting the study because it will involve sensitive data collection and management (Arifin, 2018). I understood that this worthwhile project could be met with some hesitation from the chosen participants because performing multiple ancillary functions in the exigency of service is already a part of their culture. Performing multiple ancillary services is seen as an opportunity for growth, even though it also causes some setbacks. With due respect to all persons concerned, I ensured that the ethical principles recommended by the RMMC Ethics and Review Committee guided the study.

### **3.1 Voluntary Participation**

I oriented the participants on the purpose and nature of the study and the principles guiding it. I did this step to promote trust and confidence that aid in gathering valid data. I also gave the participants options and full disclosure of the processes involved.

### **3.2 The Process of Informed Consent**

I provided written consent forms for the participants to fill in after these had gone through the ethics committee’s approval. I did everything I could, so that the participants understood what the research was about. That way, they could decide consciously and deliberately if they wanted to be part of it (Goodwin et al., 2020).

### **3.3 Permission from Organization/Location**

I secured permission to conduct this study from the RMMC Graduate School, the Schools Division Superintendent, and the GSCNSSAT's School Head.

### **3.4 Privacy and Confidentiality**

In conformity with the Data Privacy Act of 2012, I devised ways to minimize potential threats to consent, privacy, and confidentiality at all stages of this research, if not altogether avoided. Hand in hand with consent, respect for persons was also upheld when the participants were assured confidentiality from the data collection and analysis to the results. Coding systems were put in place to protect identities. I did not divulge any information or material from the interviews and discussions to keep the participants' identities confidential. I was careful in handling instruments used before, during, and after interviews and was discreet in storing the information pertinent to the study (Goodwin et al., 2020) securely.

### **3.5 Recruitment**

I recruited qualified participants from the GSCNSSAT main campus. The purpose and significance of the study were explained to the qualified participants to acquire their voluntary participation and informed consent.

### **3.6 Risks**

I gave the participants space to ask questions and settle in. They were always ensured of their well-being to minimize psychological and social risks associated with research and maximize benefits for the participants. If they began to feel distressed during the interview, I responded emphatically and sensitively. They could take a break, skip the question, or postpone the meeting to another time. Also, I debriefed them after the interview by reiterating the research objectives, giving additional information that came up, and asking for feedback.

### **3.7 Benefits**

I was determined to conduct this research among my co-teachers at the GSCNSSAT main campus because I witnessed first-hand and experienced the joys and sorrows of performing multiple ancillary services during the pandemic. I intend to share the knowledge gained from this study with my co-teachers. Hopefully, this information will reach the proper authorities, and they will be able to alleviate the teacher's plight. I hope that the school administrators can motivate the teachers to improve their work.

### **3.8 Plagiarism**

I did not tolerate plagiarism in the conduct of this study. I also gave due credit to references and proper citing of sources. I also upheld moral uprightness in my credibility, the study, and everyone involved.

### **3.9 Fabrication**

There was no fabrication in any part of this research, so the results and conclusions are valid and reliable. I carefully interpreted the gathered data to ensure no manufacturing of facts occurred.

### **3.10 Falsification**

I ensured that there was no purposeful misrepresentation. Factual evidence was secured, and rules of conduct were followed in interpreting data. She avoided improper manipulation of data to uphold the truth.

### **3.11 Conflict of Interest (COI)**

No conflict of interest can be found in the conduct of this study because the participants' welfare was foremost at every step of the process. I did this step to ensure the validity of the research, and no financial or professional gains served as ulterior motives. Most importantly, I had no influence over the study participants, and they were part of it out of their own free will.

### **3.12 Deceit**

I made sure to be open and honest with the participants so that no deception would occur. Adopting the values of openness and honesty during the study put the participants at ease, and they were likewise truthful in their answers because the interviewer had established trust. The participant's physical and psychological safety was always prioritized.

### **3.13 Authorship**

The author of this research is a Master of Education, Major in Educational Management student at the RMMC. I edited this manuscript under the careful guidance of my adviser. Suggestions were made and instructions were followed, as to content and technical recommendations, based on the standards of the Graduate School and ethical considerations from guidelines provided by the RMMC Ethics Review Committee.

## **4. Results and Discussion**

**Research Question No. 1:** What are the lived experiences of the junior and senior high school teachers with multiple ancillary services at GSCNSSAT during the pandemic?

The following questions were asked during the in-depth interviews and focus group discussion to generate dialogue and discussion for the first research problem:

What are the experiences of the junior and senior high school teachers providing multiple ancillary services at GSCNSSAT during the pandemic? What made the participants enter the public school system and work as secondary education teachers?

They were also asked: Were they aware of the duties and responsibilities expected of them? What were their expectations in terms of working relationships? What were



their expectations in terms of job fulfillment? What are the designations they hold at GSCNSSAT? What tasks do these designations entail as written in the job description? What other tasks do these designations entail, besides those in the job description? How do these discrepancies affect their work performance?

The following questions were also asked: What made them feel challenged or defeated, if any? What are their experiences while doing multiple ancillary services during the pandemic? What adjustments did they make in transitioning from face-to-face interactions to working from home and having virtual interactions, if any? What physical, mental, and emotional experiences did they go through?

How did their experiences doing multiple ancillary services during the pandemic affect their personal and professional plans and activities? What are their feelings of fulfillment and goals for development? What are their happy and sad moments while doing ancillary services at the GSCNSSAT during the pandemic? What made them feel challenged or defeated?

How is their relationship with their co-workers since they do ancillary services during the pandemic? How is their relationship with their superiors affected? How is their relationship with their family and friends affected? What kind of support do they need to increase job satisfaction or decrease burnout, if any?

Thirteen significant themes emerged from the data collected on the lived experiences of the study participants, as presented in Table 1. These themes are long-time dream, wise awareness, influenced by the parents, positive expectation, feeling ultimate satisfaction and happiness, flexibility with the work, overwhelming responsibilities, adaptability, overcoming difficulties, embracing adjustment, other tasks interfere with the main work, building a connection with a colleague, and spending quality time with family.

**Table 1:** The lived experiences of the junior and senior high school teachers providing multiple ancillary services at GSCNSSAT during the pandemic

Emergent Themes	Clustered Themes
Long Time Dream	Being a teacher is the teachers' long-time dream even in elementary days. Being a teacher in public-school offers a greener pasture. The teacher dreamed to be a secondary school teacher.
Wise Awareness	The teachers are aware that they should teach. The teachers are aware of their duties and responsibilities. The teachers are aware of what to teach and they know their learners.
Influenced by the Parents	One of the mothers encouraged the teacher to become an educator. Being a teacher is the parent's decision. The parents also decide if the teacher will transfer in public school.
Positive Expectation	The teachers expected to help and motivate each other at all time. The teachers expected to have an amazing job. The teachers expected to have a harmonious relationship with colleagues. The teachers expect to grow professionally. The teacher expected to maintain a good relationship with my colleagues or co-workers.

Luna Vivienne L. Diomampo; Lyndon A. Quines  
 RESILIENCE AND REFLECTION: ILLUMINATING THE JOY AND SORROW OF JUNIOR AND SENIOR  
 HIGH SCHOOL TEACHERS WITH MULTIPLE ANCILLARY SERVICES IN THE TIME OF PANDEMIC

Felt Ultimate Satisfaction and Happiness	<p>One of the teachers is satisfied with her current position. and continue to dream high.</p> <p>The teacher felt fulfilled with her current.</p> <p>The teachers are very happy and satisfied in teaching their students.</p> <p>The teachers felt happy with the modular distance learning because they have quality time with the family.</p>
Flexible with the Work	<p>The teachers can multitask with their work.</p> <p>The teachers accepted many ancillary and able to work under pressure.</p> <p>The teachers are able to do extra-work.</p> <p>The teachers are flexible in everything they do.</p>
Overwhelming Responsibilities	<p>The teachers are very responsible with their work and they can help their students to grow emotionally, intellectually and spiritually.</p> <p>The teachers monitor their students and very responsible in collecting files and data, they even monitor the SARDO.</p> <p>The teachers are tasked to share information regarding the happenings of-in school activities and other necessary information to be shared to the community.</p> <p>The teachers were able to follow up my learners' submission of output, do Weekly Home Learning Plan, and implement the programs of their department.</p>
Adaptability	<p>The teachers encourage the students to adapt the change.</p> <p>The teachers motivate their learners to adapt with the people and environment.</p> <p>The teachers are able to adapt her nature of work.</p>
Overcoming Difficulties	<p>The teachers were able to overcome in teaching modular distance learning.</p> <p>The teachers were able to cross the bridge and teach their learners in the new normal.</p> <p>The teachers are able to adjust with difficulties in teaching.</p> <p>The teachers were able to overcome doing the work of a mother and at the same time a teacher.</p> <p>The teachers are able to help their learners overcome with depression during this pandemic time.</p>
Embracing Adjustment	<p>The teachers were able to adjust in using ICT.</p> <p>The teachers strive hard to adjust in checking the learner's output.</p> <p>The teachers did their best to adjust and embrace the new-normal set-up.</p> <p>The teachers were able to adjust with the different responsibilities.</p> <p>The teachers were able to embrace and adjust life's different aspects such as physically, mentally, and emotionally.</p>
Other Tasks Interfere with the Main Work	<p>Some ancillaries prolonged the teachers' work.</p> <p>Some teachers were not able to perform other work due to many extra-works.</p> <p>The teachers cannot focus very well because they have a lot of things to do.</p> <p>Some teachers were not oriented with the other tasks.</p> <p>The teachers teach subjects even if it is not their specialty and it leads them to do extra-effort.</p> <p>The teachers were being assigned to other tasks which hinder them to do their main work.</p> <p>The paper works also interfere with their teaching performance.</p>
Building a Connection with Colleague	<p>Teachers were able to build a strong connection with their colleagues.</p> <p>Teachers help and encourage each other whenever.</p> <p>Teachers and heads are very friendly.</p>

	The teachers can connect with their superiors. Teachers were able to understand each other better. Emotional and mental support were provided.
Spending Quality Time with Family	The teachers were able to build a better relationship with their family. The teachers have a lot of time to bond with their family. The teachers become very close with their family.

**Research Question No. 2:** What are the coping mechanisms of the junior and senior high school teachers with multiple ancillary services at GSCNSSAT during the pandemic?

For further elucidation on the participants' coping mechanisms, the following research questions were asked during the in-depth interviews and focus group discussions: What are the challenges they have encountered as they experienced multiple ancillary services at the GSCNSSAT during the pandemic? What physical challenges did they encounter? What mental challenges did they overcome? What emotional challenges did they experience? How did they cope with these challenges? What physical activities did they engage in to cope with the challenges they encountered? What social activities did they engage in to cope with the challenges they encountered? What mindset and strategies did they adopt to cope with the challenges they encountered?

Six major themes emerged after data analysis: adjusting to the new standard, reaching out to the students, identifying and accepting physical, mental, and emotional challenges, having leisure time, and keeping positivity. These five significant themes that emerged are presented in Table 2.

**Table 2:** Coping mechanisms of the junior and senior high school teachers with multiple ancillary services at GSCNSSAT during the pandemic

Emergent Themes	Clustered Themes
Adjusting to New Normal	The teachers shared their challenges with the schedule during the new normal but they were able to adjust with it. The teachers mentioned about body pains in sorting modules but still they adjust with it. The teachers do things systematically and were able to manage their time. The teachers were able to adjust with the distribution of modules.
Reaching Out to the Students	The teachers did their best to communicate with the students and parents The teachers did home visitation. The teachers guided the students on how to answer the modules.
Identifying and Accepting Physical Challenges	The teachers were able to identify the physical challenges that they have encountered. The teachers shared how they deal with reporting to school physically.
Identifying and Accepting Mental and Emotional Challenges	The teachers shared that they feel exhausted sometimes and the good thing is they were able to share about it. The teachers have mental challenges in checking the module but it did not make them give up. The teachers were able to vent out with their stress to their friends. The teachers were able to let go their emotional stress.
Having Leisure Time	The teachers have time to watch movies. The teachers have time to do Zumba and exercise. The teachers set time for outdoor activities like hiking, biking, and swimming.

	The teachers have time for social media.
Keeping the Positivity	The teachers do their best to think positively. The teachers set their schedules and do task one at a time. The teachers were able to positively listen and share experiences with others.

**Research Question No. 3:** What are their insights, hopes, and aspirations for doing multiple ancillary services during the pandemic that they can share with their colleagues and the academe in general? What personal discoveries did they unearth that can help others with the same experience?

I asked these questions during the in-depth interviews and focus group discussions to discover insights the participants can share with others: What insights, hopes, and aspirations did they gain that they can tell their contemporaries and with the academe in general? What factors helped them cope with their experiences? How can these insights help their colleagues? How can these insights help the academe in general? What support did they get that helped form their insights, hopes, and aspirations? What motivated them to endure or rise above their situation? What kind of support did they get from their co-workers? What kind of support did their superiors give them? What kind of support did their family and friends provide? What are their hopes and aspirations as secondary education teachers doing multiple ancillary services in a Philippine public high school? What do they hope and aspire for in the future as they continue to do multiple ancillary services and work as a public school teacher in the Philippines? How can their hopes and aspirations help other secondary education teachers in general?

Based on the data collected on the participants’ insights, hopes, and aspirations while doing multiple ancillary services during the pandemic that they can share with others and with the academe in general, seven significant themes emerged, as presented in Table 3. These themes are: keep being motivated, having a positive mindset would radiate to a colleague, managing the task well, having a support system like colleagues and superiors is essential, family support matters, striving hard for a better future, and continuing the love for education.

**Table 3:** Insights, hopes, and aspirations of participants while doing multiple ancillary services during the pandemic that they can share with their colleagues and with the academe in general

Emergent Themes	Clustered Themes
Keep Being Motivated	The teachers keep on being motivated despite the struggles they have encountered. The teachers are motivated to become better and enhance their teaching strategies. The teachers keep their motivation and determination
Having a Positive Mindset Would Radiate to a Colleague	The teachers value the act of being positive in everything they do. The teachers are very positive despite the negativity. The teachers encourage each other to be positive. The teachers believe that having a positive mindset would lead them to work amazingly.

Manage the Task Well	The teachers believed that managing the task well is very important, especially in the New Normal. The teachers strive hard to submit their reports on time and know their priorities. The teachers act all the problems to be their stepping stones.
Having a Support System like Colleagues and Superiors is Important	The teachers value the importance of Support System. The teachers are willing to help and support each other. The superior plays an important rule too, they support their teachers and value them. The teachers got mental support, financial support and emotional support from them.
Family Support Matters	The teacher's family loved them a lot. The teacher's family supports them all the time. The teachers also got mental support, financial support and emotional support from their families.
Strive Hard for a Better Future	The teachers are doing their best to excel more. The teacher's family are willing to help the all the time. The teachers experienced a harmonious relationship with their family.
Continue the Love for Education	Future teachers are being encouraged to love education. The future teachers envision themselves to love education. The future teachers are patient enough to accept all of these challenges.

#### **4.1 The Lived Experiences of the Junior and Senior High School Teachers Providing Multiple Ancillary Services at GSCNSSAT during this Time of Pandemic**

Results showed thirteen significant themes emerging from the data collected on the lived experiences of the study participants: long-time dreams, wise awareness, influenced by the parents, positive expectation, feeling ultimate satisfaction and happiness, flexibility with the work, overwhelming responsibilities, adaptability, overcoming difficulties, embracing adjustment, other tasks interfere with the main work, building a connection with colleagues, and spending quality time with family.

I categorized these thirteen themes into three groups which are a progression of one another: first, the reason why they entered the public school system, along with their awareness and expectations of a public school teacher's duties and responsibilities; second, their experience with having multiple ancillary services during this time of pandemic; third, the relationships and support system that they were able to build as a result of these experiences.

The first four themes introduce the reasons why the participants entered the public school system while at the same time having a wise awareness of their duties and responsibilities and positive expectations in terms of their working relationships and job fulfillment.

##### **a. Long-time dream**

Three participants responded that they became a public-school teacher because it was their long-time dream, they loved to teach, and the job offered greener pastures. Dane said that she is aware of the duties and responsibilities of a Philippine public-school

teacher, and she decided to pursue this long-time dream because she loved to teach and the work offered job security. The participants' reasons coincide with a study conducted by Oco (2022), wherein survey respondents said that they were strongly satisfied with the salaries and benefits offered by Philippine public schools and they were honored to serve as teachers in these institutions.

#### **b. Wise awareness**

The participants knew that administrators expected much from them in terms of performing duties and responsibilities in the public school system. They were aware that it was a different scenario compared to a private school setting. The experience of their parents as public school teachers also gave them an idea of the situation that they were getting themselves into. Furthermore, they were faced with new challenges regarding the work they have to do during the pandemic (Jamon et al., 2021).

#### **c. Their parents influenced them**

Two participants decided to enter the public school system because their parents used to teach in public schools. Their parents' advice influenced them because teaching in public schools gave them more security of tenure. Gin was initially hesitant about becoming a public school teacher because she did not feel ready to perform the duties and responsibilities the job entailed. When Hale was convinced by her parents to transfer to a public school, she knew she had to teach and be a responsible and obligated teacher. This scenario is common in the Philippines, where parental influence on career choices affects individuals at an early age (Mangoil et al., 2017).

#### **d. Positive expectations**

Six interviewees responded that they had positive expectations from becoming secondary teachers in the Philippine public school system. They agreed that having good working relationships with their colleagues through motivation and communication is important. They also expect job fulfillment and professional growth. These expectations are achievable, as indicated by employee satisfaction in a study conducted by Oco (2022).

The succeeding seven themes reflect the participants' experiences as junior and senior high school teachers with multiple ancillary services during the pandemic. They felt ultimate satisfaction and happiness while teaching, and they were flexible with their work. In spite of their overwhelming responsibilities, they were still able to adjust to the work environment. Even though other tasks interfered with the main work, they adjusted to the changes and overcame difficulties.

#### **a. Felt ultimate satisfaction and happiness**

The participants experienced ultimate satisfaction and happiness while doing multiple ancillary services as junior or senior high school teachers at the GSCNSSAT during the pandemic. They were fulfilled with their jobs because they could still teach well. They gained new learnings and hoped to be able to move up to the next level even though they

were satisfied with their current rank. Similar results can be found in the study conducted by Oco (2022) on job satisfaction because the teachers were honored to teach and their superiors gave them opportunities for professional training.

#### **b. Flexible with the work**

David et al. (2019) stated in their study that when teachers perform unrelated tasks, it affects their working memory and decision-making skills, which could lead to stepping up to the challenge or feeling defeated altogether. In the case of this study's participants, it was the former. Even though other roles and responsibilities sidetracked their actual teaching performance, they could still overcome difficulties and multitask even under pressure, do the extra work, and learn new things such as ICT.

#### **c. Overwhelming responsibilities**

In a study conducted by Allen et al. (2020), researchers found that the teachers' well-being was uniquely affected during the pandemic. This phenomenon caused the teachers to develop work-related anxiety because of the many tasks they had to manage. Similarly, additional responsibilities physically, mentally, and emotionally challenged them. Performing tasks within the job descriptions of their multiple designations were causing the teachers to feel overwhelmed.

#### **d. Adaptability**

As Marek et al. (2021) stated in their study based on a study to reconnoiter the practices of higher education faculty members who transformed classes to distance learning during the pandemic, most of the respondents had heavier workloads and pressure than face-to-face classes. The study informants said they saw the need for flexibility and efficient planning, emphasizing doing what it takes to serve their students. They expressed that their job now entailed much work and they felt pressured and challenged by this situation. Then they realize they chose this job, so they must stay calm, adapt, and cope. They even tried thinking of ways to help their learners adapt intellectually to people and the environment. Hence, they continue to do the dauntless task of cleaning, structuring, and beautifying.

#### **e. They were overcoming difficulties**

In a similar study on the experiences of Philippine public school teachers during the pandemic conducted by Jamon et al. (2021), the participants had to overcome difficulties at work that were new to them. They had to create and distribute modules, communicate virtually with their learners, and teach their children at home. Anne was unsure if she was doing her work properly, especially since one of her students suffered from depression due to a lack of social interaction. Dane felt defeated in the beginning because she was not able to reach her goals, but she eventually felt better because she was able to communicate with her learners. In the end, they accepted these changes and improved as teachers.

**f. They were embracing adjustment**

As Carl shared, the participants were anxious and exhausted, lacking sleep and rest, and always continuing jobs that were not related. They were unprepared, but they adjusted physically, mentally, and emotionally. The work-from-home aspect and not being face-to-face with the learners was a challenge because they had to perform multiple tasks and responsibilities simultaneously, but then they learned to balance their work between doing things for their learners and their children. As Bayod et al. (2021) stated in their study, Philippine public-school teachers chose to be optimistic in the midst of their situation.

Other tasks interfere with the main work. Stepping up to the challenge had its downside, however. The participants of this study lamented other tasks interfering with their primary work. Hale said one could lose focus, so she had to manage her time. Aside from being a Mathematics teacher, she was also a class adviser who must do room structuring, sort and distribute modules, and follow up on her learners. Then, as the head of the Mathematics Department, she was required to check lesson plans, grades, and summative tests with TOS. Reports, activities, or projects kept her hands full. The same was the case for one of the FGD participants, a writer and evaluator aside from being a subject teacher and class adviser.

In the study conducted by Djatmiko (2016), teachers in pursuing personal fulfillment and professional development to provide more quality education for efficiency, efficacy, and productivity in the workplace become sidetracked by multiple ancillary services. Some ancillaries prolonged the teachers' work or caused them not to be able to perform their work at all due to many extra tasks. The teachers began having difficulties focusing on their work. Extra effort was needed, and this hindered them from doing their preliminary work. Furthermore, paperwork also interfered with their teaching performance.

**g. They were building a connection with a colleague**

Meanwhile, the last two themes on the phenomenon under study indicated the emergence of connections built with colleagues and more quality time spent with family due to their experiences. Teachers built a strong connection with their colleagues as they helped and encouraged one another. They provided one another emotional and mental support because they could understand each other better. In addition, because teachers have become friendly with their superiors, they were able to connect with the latter. As Kraft et al. (2020) shared in their study, the pandemic resulted in a drop in the teachers' sense of success, but supportive working conditions in schools played a vital role in helping them sustain this.

They were spending quality time with family. Teachers could spend quality time with their families as they improved relationships. They became very close to family members because they had much time to bond with one another. Hale said that her family is supportive of her work situation, so she budgeted her time between school and her home. There is no published literature on this finding at this time.



## **4.2 Coping Mechanisms of the Junior and Senior High School Teachers Who Are Doing Multiple Ancillary Services at GSCNSSAT Based on Their Experiences during the Pandemic**

The participants of this study learned to cope with the challenges that came with their lived experience as they developed a wise awareness of their duties and responsibilities as public-school teachers, as well as positive expectations of work relationships and job fulfillment. They also experienced satisfaction, awareness, flexibility, and adaptability from the phenomenon under study in overcoming difficulties and overwhelming responsibilities. Moreover, they had the support of family and colleagues.

Six essential themes emerged from the analysis of data gathered through in-depth interviews and a focus group discussion: adjusting to the new routine, reaching out to the students, identifying and accepting physical challenges, identifying and accepting mental and emotional challenges, having leisure time, and keeping positivity. Once again, I observed that the coping mechanisms of the participants follow a logical pattern.

### **a. They are adjusting to the new normal**

The new standard for the participants was managing their time and efforts between reporting to school and staying at home while balancing their tasks, such as sorting and distributing modules, computing grades, and helping with activities and projects. They are used to multitasking as a result of sudden changes in assignments or designations, but what makes it challenging is coping with the schedule, given the alternative work arrangement that goes with following health and safety protocols during the pandemic. In the study conducted by Jamon et al. (2021), Philippine public school teachers were competent enough to commit themselves to the demands of the job and collaborate with others to perform their tasks.

### **b. They are reaching out to the students**

Because of no face-to-face interaction, the teachers contacted their students virtually or via social media. They even did home visits to ensure the learners understood their lessons. Anne's situation is similar to the experience of Philippine public school teachers in the study conducted by Robosa et al. (2021). They communicate with their students and perform tasks virtually in spite of the lack of resources.

### **c. They were identifying and accepting physical challenges**

Meanwhile, the teachers experienced burnout because of the many tasks they had to perform. This situation occurred because they had to compensate for the lack of physical presence caused by the alternative work arrangement. In the study conducted by Bravo et al. (2021), teachers were exhausted from work but they were still satisfied. They knew how to disengage from stressful situations.

**d. They were identifying and accepting mental and emotional challenges**

The teachers experienced mental challenges due to the multitude of paperwork that they had to do. They also experienced emotional challenges because of the lack of physical interaction. These experiences brought about loneliness and anxiety. It was observed though, that although the participants received mental and emotional support from colleagues, family, and friends, not all participants felt support from some of their superiors. In their study, Aperribai et al. (2020) related mental health to physical activity. They said mental challenges were overcome by engaging in physical activity, such as exercise and interaction.

**e. They have leisure time**

The teachers engaged in leisure time in the form of watching movies, reading books, engaging in exercise, and outdoor activities such as biking, hiking, Zumba, and swimming, as well as making time for social media interaction to cope with the physical, mental, and emotional challenges encountered. Even doing household chores and having simple get-togethers with family and friends were already leisurely for the participants. Through these experiences, they were able to express their feelings of joy and sorrow as they shared problems and sought advice on how to improve themselves. These findings are similar to the results of a study conducted by Hidalgo et al. (2021), wherein teachers coped with stress during the pandemic by engaging in leisurely activities.

**f. They are keeping the positivity**

Keeping a positive mindset carried the teachers through the challenges of doing multiple ancillary services during the pandemic. Keep going, being strong, exchanging ideas, and self-motivation are what the participants shared. Bayod et al. (2021) shared similar results of their study, wherein teachers realized they had to take care of themselves so they can continue to do their work.

To sum up, it is true what Aperribai et al. (2020) and Bayod et al. (2021) shared in their respective studies: teachers doing something they enjoy can have a pleasant disposition and healthy living habits. Having robust support systems can also help teachers cope with the demands of their job. Hence, having leisure time and keeping positivity helped the participants of this study cope with the challenges that came with their lived experiences of this phenomenon.

As Robosa et al. (2021) further elucidate, public school teachers still cope with their situation by resorting to proper communication with others and understanding their circumstances. They still gain positivity regarding their passion for work, relationships, and work fulfillment, even if these tasks cause stress and burnout. They were adjusting to the new standard, including reaching out to the students and identifying and accepting physical, mental, and emotional challenges, as the emerging themes of this study reveal.

### **4.3 Insights, Hopes, and Aspirations of Participants while Doing Multiple Ancillary Services During this Time of Pandemic That They Can Share with Their Colleagues and to the Academe in General**

After going through their lived experiences and developing coping mechanisms in light of the phenomenon under study, the participants have insights, hopes, and aspirations to share with colleagues and the academe. Seven essential themes emerged after data analysis: keep being motivated, having a positive mindset would radiate to colleagues, manage the task well, a support system like colleagues and superiors is essential, family support matters, strive hard for a better future, and continue the love for education.

#### **a. Keep being motivated**

Three of the in-depth interview informants shared that the support given to them by colleagues motivated them. They also became determined to overcome the struggles they encountered, and they got better at enhancing their teaching strategies. In a study conducted by Bayod et al. (2021), teachers realized that they must take one hundred percent responsibility for their life, despite their circumstances. They must effect change in themselves and stay connected to their support system to become positive and productive.

#### **b. Having a positive mindset would radiate to colleagues**

Seven of the informants related that, regardless of how difficult the work is, teachers should value being optimistic in everything they do. This attitude would lead them to work amazingly. Furthermore, teachers should encourage one another to be positive in their outlook because this helps them to manage their tasks well (Bayod et al., 2021). Multiple tasks lead to more knowledge that we can apply even in our lives. Be committed, set goals, and focus, according to one FGD participant. Accept the challenges brought about by doing multiple ancillary services during the pandemic, live it, adapt to it, love it, said Anne.

#### **c. Manage the task well**

Another common insight from three of the IDI informants is to manage the task well, which can be done by minding the time spent on work and developing a system to reach goals. Teamwork and the right attitude help one to work beyond what others expect of them, one of the FGD participants explained. Do the task on hand, and one can learn something as well, Hale expressed.

On the other hand, Carl said that managing tasks is a lesson learned because of the situation overload, which he cannot help because it is too much burden. In the end, it might damage the relationship between co-workers and superiors. In this regard, the studies of Pollard & Courage (2017), Redick et al. (2016), and Sagiv et al. (2020) are relatable when they say that teachers need a new kind of motivation, especially where deadlines are concerned because sometimes superiors can be demanding. Some people have difficulty prioritizing tasks.

#### **d. A support system like colleagues and superiors is essential**

A support system like colleagues and superiors is essential for participants to get things done. They detailed that they get mental, emotional, physical, and even financial support from co-workers, and more support is from superiors. In the study conducted by Oco (2022), respondents said they were satisfied with how their supervisors showed support by monitoring and evaluating their tasks. At the same time, the teachers were also satisfied with their co-workers' availability whenever support and assistance were needed.

#### **e. Family support matters**

More support is coming from family, and the participants treasure it more. Their responses show that the support they get from family is unconditional, physical, mental, emotional, financial, social, moral, and even spiritual. The support they get from family is their lifeline. Hidalgo-Andrade et al. (2021) cite social support as the most frequently used strategy to cope with stress during the pandemic. Participants seek and provide support to the family by maintaining contact with them.

#### **f. Strive hard for a better future**

The participants varied in their hopes for the future as they continued to be secondary education teachers and doing multiple ancillary services in a Philippine public high school. However, the common ground is to strive hard for a better future for themselves and the community (Nalla, 2022). Two IDI informants shared that improved compensation would lead to more motivation. One informant said administrators should review organizational structures for equity in workload assignments. Two others declared that they hope to be able to adapt to challenges and love work more to have a better future. Still, another participant expressed a desire for more opportunities so we could help others. A lone informant courageously relates that those in charge should be truthful in presenting data because planning depends on it so that we can effect real change.

#### **g. Continue their love for education**

Three IDI informants shared that their aspirations included continuing their love for education. They can achieve this by becoming patient, strong, and excellent teachers developing a system with specific plans and loving teaching. These noble responses imply that these teachers love their profession and look forward to providing better service to their stakeholders even beyond the pandemic (Jamon et al., 2021).

### **5. Recommendations**

Results of this study show that thirteen themes emerged from in-depth interviews and a focus group discussion on the lived experiences of junior and senior high school teachers having multiple ancillary services during the pandemic. After a thorough data analysis,

results imply that the participants decided to enter the public school system and work as secondary education teachers because family, tradition, ambition, and job security influenced them. They are aware of the duties and responsibilities expected of them aside from teaching learners. However, they also expect harmonious working relationships with co-workers and an avenue for professional growth. Based on these premises, the author may imply that this is an ongoing social culture in the public school system.

#### **a. Long-time dream**

Being a teacher is the long-time dream of three of the participants, although a number of factors are affecting their decision to enter the public school system. This situation being the case, public school teachers should continue to project the image of hardworking and productive role models to encourage future generations to join the system.

#### **b. Wise awareness**

The participants being aware of their duties and responsibilities implies that they are prepared for whatever job lies ahead, knowing that being a teacher in the public school system always equates with performing tasks in the exigency of service. Given this mindset, the teachers can anticipate what they should do to cope with the problems they may encounter.

#### **c. Their parents influenced them**

The findings of this research indicate that the participants put a premium on their family relationships, especially relationships between parents and children. The teachers follow the sage advice of their parents and make decisions that will ultimately benefit their families. For this reason, they will adapt to the changes that come with having multiple ancillary services during the pandemic to sustain their families.

#### **d. Positive expectation**

Having positive expectations towards working relationships and job fulfillment, meanwhile, implies that the participants of this study have an optimistic outlook towards their job environment, which, in turn, helps them ease tensions, therefore allowing for harmonious working relationships and creating success in the workplace.

The participants had to adjust to their various designations, which entailed some tasks beyond their job descriptions. This occurrence implies two things: it is a commonplace and accepted practice for teachers in the public school system to perform multiple tasks even outside their job descriptions and regardless of given situations. It also implies that, because these expectations are common to both parties, the teachers doing multiple ancillary services during the pandemic are aware that they must learn to adjust and rise to the challenge, so they can feel ultimate satisfaction and happiness, become flexible and adaptable to work and overcome difficulties as well as embrace adjustment despite the overwhelming responsibilities.

### **a. Felt ultimate satisfaction and happiness**

Based on the statistical findings of the study conducted by Bravo et al. (2021), there is no significant relationship between job burnout and job satisfaction. Work environment, supervisor relationship, organizational policy, job characteristics, and co-worker relationship predict the job satisfaction of public school teachers. Participants manifested satisfaction through their experiences, such as doing their best while teaching their students, learning new things through the platforms that are taught, and even spending quality time at home. This fact implies that it is not always the salary grade that compensates for the satisfaction and happiness of the teacher. Superiors should ensure that the workload of their subordinates is just fitting and that they can still do quality work. The teachers should be able to take care of their physical, mental, and emotional health to avoid burnout, even while doing multiple ancillary services during the pandemic.

### **b. Flexible with the work**

The participants adjusted to the multifarious tasks because they knew how to prioritize their work and manage their time. This situation implies that their superiors should monitor the teacher's progress and give jobs to help the teacher grow.

### **c. Overwhelming responsibilities**

The participants of this study are overwhelmed with responsibilities such as imparting knowledge, monitoring learners, filing documents, following up submission of outputs, mentoring, and developing modules. The participants still do their best to cope, despite these responsibilities taking their toll on their physical, mental, and emotional welfare. This situation implies that superiors should strike a balance between the amount of responsibility placed on the shoulders of the teachers and their physical, mental, and emotional capacity to avoid overwhelming them.

### **d. Adaptability**

In the study of Kim et al. (2022), the researcher found the following themes: teachers' concern for the well-being of pupils and they are being decisive when faced with uncertain circumstances. In this aspect, the study participants find that they need to help develop intellectual skills and adaptability to the people and environment of their learners. At the same time, they need to learn how to balance tasks, observe healthy competition, and learn to stand up for their decisions. They will learn or get something from it, such as practicing gratefulness. Meanwhile, skills like empathy and communication, organization and planning, resilience, and adaptability are telling factors in the personality and effectiveness of the teacher. Teachers stated that the necessity of demonstrating these qualities intensified during COVID-19. These discoveries show that teacher education and professional development programs may benefit from recognizing and assisting teachers in developing these qualities.

**e. They are overcoming difficulties**

The participants of this study had different ways of overcoming difficulties, from adjusting to the modular way of teaching at such short notice and mixing up responsibilities due to the work-from-home setup to learning new skills such as writing and editing modules and helping learners adjust to the burdens of isolation. This finding implies that the proper authorities should take a closer look at the challenging situation that the teachers are in, especially during uncertain times. The institution should provide support where necessary so that the teachers will be more successful in overcoming difficulties as they lessen the negative impacts of difficult situations.

**f. They are embracing adjustment**

The teachers make the most of their situation, confirming that teaching is a noble profession. They keep being motivated to keep going, knowing that this could lead to more opportunities for personal growth and professional development. This scenario implies that superiors should strive to maintain the resilience of the teacher and their positive outlook toward hard work and unforeseen changes. For the superiors to apply this suggestion, the teacher's workload should be well-divided among the various responsibilities they should fulfill, primarily if unrelated. There should also be time constraints.

**g. Other tasks interfere with the preparatory work**

The study participants tend to lose focus and are unable to achieve their goals because they have to provide multiple ancillary services alongside their primary teaching job. This situation implies that the extra work the administration gives the teachers should be aligned with their preliminary work so that they can produce quality work and not experience burnout.

**h. They were building a connection with colleagues**

Since they realize they are in the same boat, the participants learn to understand their co-workers and help one another achieve unified goals. This realization implies that they work well together if they connect, meaning they should keep communication lines open and two-way to achieve coordination.

**i. They are spending quality time with family**

The teachers can build connections with their superiors and colleagues and spend quality time with their families. However, they are overwhelmed with responsibilities even during the pandemic implies that they are resilient beyond their work. Their realization that they are all in the same boat, adjusting and rising to the challenge, will teach them to learn to work with one another. They can also take advantage of the opportunity that the alternative work arrangement affords them, spending more quality time with family.

As a result of their lived experiences, six significant themes emerged on the coping mechanisms of the participants with multiple ancillary services during this pandemic with corresponding implications.

**a. They are adjusting to the new standard**

Although the participants had to adjust to many changes that the pandemic brought and compounded with challenges doing multiple ancillary services, the participants continued to plod on. This situation implies they are resilient, knowing what their superiors expect of them even under unfamiliar circumstances. Because of this, they will find ways to do things systematically and manage their time.

**b. They were reaching out to the students**

To cope with communication challenges brought about by “closed” phones and the availability of persons to open their Messenger, the participants reached out to their students by doing home visitations and giving proper guidance in order for them to learn and go back to school. This mechanism implies that despite the risks and extra work the teachers incur during the pandemic, they can still fulfill their primary responsibility of ensuring that they deliver the lesson to their learners. It further implies that despite providing multiple ancillary services, they are still noble of heart like the heroes they are.

**c. They were identifying and accepting physical, mental, and emotional challenges**

Providing multiple ancillary services during the pandemic took its toll on the participants. The participants did not foresee the sudden changes the pandemic would bring and were unprepared to handle the problems that followed. The participants could still transcend their situation and bounce back in ways that worked for them because they were able to identify and accept the physical, mental, and emotional challenges that they went through even if work swamped them.

**d. They had leisure time**

Since the participants learned to take the opportunity of having leisure time to cope with the physical, mental, and emotional challenges that providing multiple ancillary services during the pandemic brought them, this implies that they have indeed adjusted to the new normal.

**e. They were keeping the positivity**

Ultimately, the participants’ positive mindsets motivated them to adopt strategies and helped them cope with the challenges they encountered. This mindset could imply that the participants are resilient and can transcend situations because they are self-motivated.

With regards to insights, hopes, and aspirations that the participants can share with their colleagues and to the academe in general, given their lived experiences of the phenomenon under study, seven essential themes emerged: keep being motivated, having a positive mindset would radiate to colleagues, manage the task well, a support



system like colleagues and superiors is essential, family support matters, strive hard for a better future, and continue the love for education.

**a. Keep being motivated**

The participants expressed a determination to keep motivating themselves despite the struggles they had to go through. They learned new technology and realized they should continue their teaching strategies. This fact implies that the teachers are insightful, reflecting on their situation and how to emerge as better persons.

**b. Having a positive mindset would radiate to colleagues**

Aside from keeping themselves motivated, the participants also observed that having a positive mindset radiates to colleagues. While pushing themselves to struggle and survive, they encourage their co-workers to keep going. This mindset implies that they are thinking of others' welfare and their own, and everyone needs to work as a team to succeed.

**c. Manage the task well**

The participants believed that managing their tasks well is very important, especially in the new normal, so they strive hard to know their priorities and be mindful of their time. They also use the challenges they encounter as stepping stones to success. This practice implies that they are constantly thinking outside the box, not allowing their situation to limit what they can do but instead looking forward to how challenges can take them to the next level of reaching their goals.

**d. A support system like colleagues and superiors is essential**

As Kraft et al. (2020) indicated in their study, teachers who could depend on their leaders for solid communication, targeted training, meaningful collaboration, fair expectations, and recognition of their efforts were the least likely to experience declines in their sense of success. The participants of this study valued the importance of a support system, which is why they are willing to help and support each other mentally, financially, and emotionally. The participants further expressed that their superiors played an essential role by valuing and supporting their subordinates. This belief implies that the participants are more motivated to do better when their superiors appreciate them and provide for their needs.

**e. Family support matters**

In the study conducted by Muldong et al. (2021), being affected by the stresses that the pandemic brought and the changes they need to effect, educators need a support mechanism to improve their mental health. The constant and unwavering support of their respective families kept the participants of this study intense in the face of the challenges they encountered. This fact implies that no matter what happens, the

participants know they can rely on their families for whatever support they need to keep moving forward.

#### **f. Strive hard for a better future**

Another insight from the lived experience of the participants is how they continue striving hard for a better future. Their hopes and aspirations include more growth opportunities, rebuilding the system, adjusting to more challenges, especially in the face of the fast-approaching face-to-face classes, a better organizational structure, more benefits and better compensation for the teacher, improved working conditions so they can achieve higher excellence, less burnout and fairer distribution of work, a more harmonious working relationship. This factor implies that what keeps the participants going is looking forward to a better future.

#### **g. Continue the love for education**

Lastly, the participants collectively hope that their love for teaching continues to burn within them so that they do not just consider it as work. Aside from hoping to continue their love for education, being patient, strong, and focused, the participants also look forward to the Department of Education having better plans for teachers with multiple ancillary services. This theme implies that despite all the hardships they are going through, the participants hope they can teach better.

### **6. Concluding Remarks**

I firmly believe that the results and discussion, as well as the implications of this study, show that it has achieved its purpose, that of shedding light on the lived experiences of junior and senior high school teachers with multiple ancillary services during the pandemic. Their coping mechanisms, and the insights, hopes, and aspirations they developed can also be shared with their colleagues and the academe. I further believe that findings that generated 26 essential themes with 98 core ideas from 17 out of 25 participants that met the given criteria via in-depth interviews and a focus group discussion are sufficient to conclude the significance of this study.

Of their lived experience of the phenomenon under study, I conclude that even if teaching in the public school has been a lifelong dream, in search of greener pastures, or a decision influenced by family and knowing the duties and responsibilities expected of them, because they were adaptable and flexible, embracing adjustment and building or maintaining connections with their support system, they were still able to stay positive as well as feel satisfied and happy, overcoming difficulties despite the overwhelming responsibilities brought about by the pandemic. Albeit implications show that it is common knowledge and widely accepted among public school systems that administrators expect teachers to do much more than what is in their job description, they are still resilient enough to rise above their situation and deliver the goods.

Of their coping mechanisms towards the physical, mental, and emotional challenges that they face, I conclude that they can transcend the difficulties brought about by their situation and still perform the noble task of teaching because of their dedication to their job. It further strengthens the conclusion that junior and senior high school teachers in the public school system are intense. This characteristic is why the teachers have learned to adapt to the new standard way of doing things and remain optimistic.

Of the insights, hopes, and aspirations that the participants can share with their colleagues and with the academe, I conclude that being insightful, determined, thoughtful of others, and innovative is what shaped the participants to continue to strive hard for a better future, as well as continue the love for education. Researchers should note, though, that the support of family and friends sustains the teachers. Support and appreciation from their superiors' help propel the teachers to perform better. These conclusions lead to the significance of this study.

Having been able to fill the research gap that I was seeking, I can finally conclude that this study can contribute to employers in general and the Philippine Department of Education in particular by confirming that teachers as employees can only do so much, even though they are resilient, determined, and motivated. They can only do so much, even if they are willing to go beyond what their superiors expect regarding their duties and responsibilities. However, those in the higher-ups can bridge the gap by making more realistic demands achievable with their support.

### **Acknowledgements**

Every journey begins with a single step, and I could not have made it this far in my endeavor had it not been for the forces that pushed and propelled me from the get-go to the realization of this study: to the Father Almighty for His perfect timing, planting the seed of faith in me and nurturing my faith in Him, that I may share the fruits of His blessings with others; to Dr. Lyndon A. Quines for his unwavering support and encouragement, never failing to provide me with the necessary insight and guidance without which I would not have been able to navigate the course of this study; To Dr. Geraldine D. Rodriguez for the strength she channels to me, so that I may always look to the light at the end of the tunnel and move towards it; to the panel and chair of the defense committee, Dr. Analisa Amada, Dr. Geraldine D. Rodriguez, and Dr. Fredgie Pasco, for their time and wisdom in developing this study; To the validators of my interview guide questions, Dr. Johnny Bantulo, Dr. Sheryl Laine Caminade, and Dr. Noe Garcia, for their patience and assistance; To the graduate school secretariat for their diligence and magnanimity; to the informants and participants for sharing a part of themselves, and who serve as my inspiration to conduct this study earnestly; and to family and friends who believed in me.

### **Conflict of Interest Statement**

The authors declare no conflicts of interest.

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