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## Teacher Burnout: The Lived Experiences of Teachers with Ancillary Tasks in a National High School in Leyte

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### ABSTRACT

Teacher burnout is a pervasive issue that affects educational outcomes and teacher retention. This study investigates the complex challenges and coping mechanisms of secondary teachers in a national high school in Leyte who have ancillary task which gives them additional responsibilities beyond their primary teaching duties. Through descriptive phenomenology and thematic analysis, the research identifies critical perceptions such as overwhelming responsibility, and feeling of self-doubt. In spite of these factors, others somehow view this as chance for professional development and emphasize the pressing need for institutional support. The lived experiences of teachers further reveal challenges like personal financial investment, struggles in managing student engagement, time management strain, and administrative reporting pressures. To alleviate burnout, teachers recommend strategies including collaborative support, employing time optimization, proactive problem-solving, prioritizing well-being maintenance, maintaining a positive mindset, and delineating work-life balance. This study underscores the necessity for systemic changes to ensure adequate support and resources for teachers, thereby improving their well-being and professional efficacy.

### INTRODUCTION

Teacher burnout is a critical issue in education, impacting both educators' well-being and student outcomes. Burnout manifests through feelings of exhaustion, cynicism, and reduced efficacy in one's professional role (Maslach *et al.*, 2001). Specifically, secondary school teachers face significant challenges due to the numerous ancillary tasks they must handle alongside their primary teaching duties. These tasks may encompass administrative responsibilities, extracurricular activities, and student support, among others. The weight of these additional tasks can contribute to heightened stress levels and burnout among secondary teachers (Skaalvik, E. & Skaalvik, S., 2017). This premise is supported when Yepes, *et al.* (2013) reiterated that stress susceptibility, sources and symptoms have something to do with how employees in the workplace respond to varied situations. When not dealt with properly stress would lead to non-performance of the employees and low productivity of the organization.

Research indicates that teacher burnout adversely affects various aspects of educators' professional lives, including job satisfaction, commitment to teaching, and effectiveness in the classroom (Skaalvik, E. & Skaalvik, S., 2017). Moreover, burnout can result in negative outcomes for students, such as decreased academic achievement and increased behavioral issues (Hakanen *et al.*, 2006). Therefore, comprehending the factors that contribute to teacher burnout, especially concerning ancillary tasks, is vital for promoting teacher well-being and improving the quality of education in secondary schools.

The role of teachers has expanded beyond traditional instructional duties, leading to the incorporation of ancillary tasks into their responsibilities. These ancillary functions encompass a wide range of additional duties, such as administrative tasks, extracurricular activity supervision, and student support services (Arañas, 2023). As a consequence of staffing shortages and increased demands within educational institutions, teachers often find themselves tasked with multiple ancillary assignments, requiring significant effort and dedication to fulfill effectively (Arañas, 2023).

Furthermore, teachers perceive ancillary functions as integral components of their roles, contributing to both their personal and professional development (Arañas, 2023). However, these additional tasks pose significant challenges, including time constraints, increased workload, and financial investments, which can impact teacher well-being and job satisfaction (Ashok *et al.*, 2022). Therefore, understanding the experiences and coping mechanisms of teachers with ancillary tasks is crucial for developing effective support systems and interventions to enhance teacher resilience and job performance.

Despite the growing body of literature on teacher burnout, there remains a lack of research specifically focusing on the experiences of secondary teachers with ancillary tasks. This study aims to bridge this gap by exploring the lived experiences of secondary teachers in relation to ancillary tasks and their impact on burnout. By gaining a deeper understanding of these experiences, the study aims to inform the development of targeted interventions and support strategies to alleviate burnout

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and enhance teacher well-being in secondary schools. The research study focuses on exploring the experiences of high school teachers who have additional tasks or responsibilities beyond their regular teaching duties. These additional tasks could range from administrative work to extracurricular activities or any other duties that are not typically part of their job description.

The study aims to understand how these ancillary tasks contribute to teacher burnout, which is a common and serious issue in the teaching profession. By examining the lived experiences of teachers, the study may provide insights into how to support and better equip educators to prevent burnout and improve their overall well-being. The results of this research study have the potential to pave the way for the formulation of effective policies aimed at regulating and managing the workload of high school teachers. It is expected that the findings of this research will provide valuable insights into the factors that contribute to the high workload of teachers in this context, as well as the potential ways to mitigate such issues.

The goal of this research is to improve the quality of education, reduce teacher burnout, and foster a more productive and fulfilling work environment for high school educators. Studying the phenomenon of teacher burnout and its correlation with ancillary tasks can significantly benefit the field of education. It has the potential to offer valuable insights and understanding, which can help reduce the number of teachers experiencing burnout and leaving the profession. This, in turn, can help create a more positive and productive learning environment for students.

### Study Objectives

The study explored the lived experiences of the secondary high school teachers with ancillary tasks and aimed to:

1. determine the perception of teachers on ancillary tasks assigned to them;
2. explore the lived experiences of teachers with ancillary tasks in school; and
3. determine how do teachers cope with ancillary tasks assigned to them.

### LITERATURE REVIEW

Teacher burnout is a pervasive issue that has garnered significant attention in the educational literature. Studies have identified that burnout often results from excessive workload, lack of support, and limited autonomy. Effective coping strategies focus on promoting teacher well-being, improving work-life balance, and offering professional development. Madigan *et al.* (2021) addressed in their study the impact of ancillary tasks on teacher burnout, indicating that these additional responsibilities heighten stress and lower job satisfaction.

Ancillary tasks in secondary education include a range of responsibilities, from administrative duties to extracurricular management. Research indicates that these tasks often increase teacher workload and stress.

Teachers report that the time spent on ancillary tasks detracts from their primary teaching responsibilities, leading to reduced job satisfaction and increased burnout risk. Strategies to mitigate these effects include reducing ancillary tasks or providing additional support (Arañas, 2023). Empirical studies examining the relationship between ancillary tasks and teacher burnout highlight the experiences of secondary teachers managing these additional responsibilities. Findings suggest that teachers with a higher load of ancillary tasks experience more stress, reduced autonomy, and lower job satisfaction. In these studies, teachers have expressed a need for improved support systems and reduced non-teaching duties to maintain a balanced workload and improve overall well-being (Kanwal *et al.*, 2023).

In the context of secondary education, teachers often face additional challenges due to ancillary tasks beyond their primary teaching responsibilities. These ancillary tasks can include administrative duties, extracurricular activities, and student support, among others. In study of Latif *et al.* (2023), emphasize the impact of external stresses on teachers' goals and efficacy beliefs, suggesting that the proliferation of ancillary tasks may contribute to feelings of overwhelm and burnout among secondary school teachers.

Additionally, study conducted by Santiago (2023), found out that pandemic has increased the workload of teachers due to the addition of tasks such as lesson planning, webinars, online meetings, and feedback systems. This has resulted in irregular hours, ICT problems, and internet issues since family time is disrupted, producing in turn stress and anxiety. Other challenges that instructors reported in teaching this course included conflicting tasks, lack of technology, assessing students' progress, fear of viruses, and keeping students interested. Santiago (2023), found out how to handle stress by focusing on priority tasks, being flexible, taking time off, and managing their time. In spite of all these challenges, this was the period that enhanced the teachers' resilience, creativity, self-esteem, and spiritual growth. The present study explores on the lived experiences of teachers with ancillary tasks thus substantiating on the challenges and problems they encountered with similar constructs mentioned like stress management, teacher responsibility and accountability, among others.

In the Philippine context, it is evident that Filipino teachers commonly experience high levels of stress due to heavy workloads, administrative tasks, and challenging classroom environments. There are studies that underscore the need for interventions and support mechanisms to address teacher burnout and enhance teacher well-being in the Philippines. Furthermore, a study conducted by Fabella *et al.* (2023) explores the relationship between teacher burnout and aggression among selected public-school teachers in the Philippines. This study found that high levels of burnout are often correlated with increased aggression, suggesting that chronic stress can lead to adverse behavior among educators. Addressing this

relationship is crucial for improving teacher well-being and classroom dynamics (Saxer *et al.*, 2024).

In the study conducted by Gallego (2024), explores the role of the school environment in reducing the teacher's stress levels. In the case of mathematics teachers in Davao City, positive surroundings, coupled with strong faculty relationships, were found to engender reports of less emotional weariness and depersonalization. Thus, the study strongly calls for research in other additional factors that lead to burnout and emphasizes settings within the educational setting that encourage or prevent it. Such quantitative and qualitative data findings call for further research on the variables that have not yet been explored fully and which may also be causative factors of burnout. In the present study, this explores more on the qualitative data derived from the perceptions and lived experiences of teachers with ancillary tasks.

These pieces of literature underscore the significance of understanding the lived experiences of secondary teachers with ancillary tasks and their impact on burnout. By examining these experiences, researchers can identify areas for intervention and support to promote teacher well-being and ultimately enhance the quality of education in secondary schools.

## MATERIALS AND METHODS

### Research Design

The research conducted was qualitative and it explore the lived experiences of secondary teachers with ancillary tasks. The study utilized qualitative research method since it is used to gain insights into social phenomena by examining how individuals experience different aspects of their lives, behave, function, and interact with others, thereby fostering social relationships. According to Teherani *et al.* (2015), this method is particularly useful in understanding the underlying inquiries of social phenomena in natural settings.

This research study focuses on the experience of self, the researchers have chosen a methodology that involves a phenomenological inquiry utilizing descriptive phenomenology. This approach is well-suited for exploring the lived experiences of individuals, in this case, secondary teachers with ancillary tasks, and understanding the essence of their experiences (Minney, 2024). Descriptive phenomenology aims to provide a detailed and comprehensive description of the phenomenon under investigation, allowing researchers to uncover the underlying meanings and structures inherent in the participants' experiences (Tolibas and Lydia, 2022). By employing this research design, the researchers can delve into the subjective experiences of teachers, shedding light on the factors contributing to teacher burnout within the context of ancillary tasks.

Since the researcher sought to understand the phenomenon from the participants' perspectives and the meaning that they attached to their experiences, this design was considered appropriate to assess the lived experiences of secondary teachers in relation to ancillary tasks.

### Research Locale

The study was implemented at a National High School in the Department of Education, Division of Leyte. The national high schools in Leyte Division were clustered according to district learning centers. The researchers choose the informants from the teachers who have ancillary tasks.

### Research Participants

The participants of this study were the 10 public secondary teachers from Leyte Division, Region VIII, Philippines. The study used purposive sampling in choosing the participants; the strategy implemented was criterion sampling which involves selecting the target participants who qualified with the inclusion criteria crafted by the researchers in accordance with the study. The criteria crafted for the study were;

- (1) Must have at least five years in service,
- (2) From schools that have at least 10 teachers,
- (3) Must have ancillary task; and
- (4) Must be willing to participate in the conduct of the study.

### Ethical Considerations

The researchers took several steps to ensure they collected all the required information during the data-gathering process for their study. The selected secondary teachers from Leyte Division were personally asked by the researchers to participate in the study in a respectful and voluntary manner. The teachers were briefed about the data collection procedure, confidentiality measures, and voluntary participation by the researchers before proceeding with the informed oral and written consent. The interview was conducted with great attention to privacy to ensure the utmost confidentiality, following its approval.

### Data Collection Procedure

The researchers asked permission from the school head for the conduct of the study and teachers with ancillary task from their school will be the informants of the study and afterwards the researchers asked the approval of the teachers in the national high school with ancillary tasks by signing the consent form. The researchers conducted an in-depth face-to-face interview with the use of semi-structured interview guide as a memory aid and with the use of audio recorder to ensure that all of the responses from the participants were properly documented. Before conducting interviews with the 10 participants, the researchers verified, revised, and modified the semi-structured interview guide to make sure it was effective and captured the needed significant statements from the participants. After the in-depth interview, the data gathered by the researchers were immediately transcribed with the aid of the audio recorder and the copy of transcribed interviews was given to the participants for verification and correction. This was also in line with the agreement between the participants and researchers

and for transparency purposes also. The transcribed interviews were labeled with numbers as representation of the participants and the conversations were handled with confidentiality.

### Research Instruments

The researchers created a semi-structured interview guide to study the Lived Experiences of Secondary Teachers with Ancillary Tasks in a National High School in Leyte. The purpose of conducting in-depth interviews was to explore the authentic lived experiences of the participants. To ensure that every topic was covered and to gather the necessary information for the study, researchers often used a semi-structured interview guide, which was a memory aid that contained interview items that the interviewer was planning to cover (Nuzhat *et al.*, 2022). The specific format of the interview guide may depend on the interviewer's style, experience, and comfort level. Part 1 of the guide is the introductory section where the researchers introduced themselves, the title, and the purpose of the study. They also discussed the flow of the interview. Part 2 is the interview proper, where the interviewer asked several questions under three objectives and with sub-questions:

- (1) What is the perception of teachers on ancillary tasks assigned to them?,
  - (1.1) How do you feel about having additional tasks?,
  - (1.2) What is your attitude toward ancillary tasks?,
- (2) What are the lived experiences of teachers with ancillary tasks in school?,
  - (2.1) What are the additional tasks given to you by DepEd?,
  - (2.2) What are the challenges you experience in having these tasks?
- (3) How do you cope with the ancillary tasks assigned to them?,
  - (3.1) How do you deal with the problems you encounter?,
  - (3.2) What strategies did you use to deal with the problems; and
  - (3.3) What are the possible strategies a teacher can use to prevent teacher burnout?

### Data Analysis

During the analysis of the data, the research problem was considered, and all the responses that were received were verified. The interview conducted had written transcripts that were meticulously analyzed to gather the necessary information from the participants' viewpoints.

The researchers used Colaizzi's method to examine the real-life experiences of secondary teachers in a national high school in Leyte with ancillary tasks. Colaizzi's phenomenological methodology, according to Inocian and Luzano (2023), can be used to reliably comprehend people's experiences. The data was thoroughly analyzed by the researchers through repeated readings, identification of important information, coding of repetitive data, and ultimately summarizing the material into thematic categories. The Colaizzi's method consists of seven steps:

- (1) Read the entire interview;
- (2) Extract significant statements;
- (3) Formulate meanings;
- (4) Organize the collection of meanings into clusters of themes;
- (5) Integrate the clusters of themes into an exhaustive description;
- (6) Establish the fundamental structure of the phenomenon identified by an unequivocal statement; and
- (7) Contact informants for additional information.

Researchers were able to collect first-hand accounts from secondary teachers in a national high school with ancillary task.

Furthermore, as noted by Braun and Clarke (2006). Colaizzi's method of theme analysis allows for a systematic manner of perceiving as well as processing qualitative data using "coding" The following are the phases of thematic analysis used in the current study; (1) Data familiarization entails transcribing the data, reading and re-reading it, and jotting down initial thoughts. Major concepts were identified and documented for each transcript. (2) "Coding important features of the data in a methodical fashion over the full data set, collecting data pertinent to each code" is how you start with the initial code (Braun and Clarke, 2006).

During the process of translating and transcribing, features were represented by short phrases or keywords to convey a single idea. Memos were also maintained to summarize the content. (3) "Collecting codes into prospective themes, gathering all data relevant to each potential theme" is how we search for themes in the data (Braun and Clarke, 2006). It appears that the data was analyzed methodically. The information was carefully reviewed to minimize the number of codes, and to group them into distinct themes. Subsequently, the codes were evaluated and classified into four primary themes. (4) Reviewing themes: "At the first level, ensuring that the themes operate in connection to the coded extracts, and then the complete data set at the second level, resulting in a thematic map of the analysis" (Braun and Clarke, 2006). To ensure the accuracy of the codes, the researchers went through the entire interview data once again. (5) Producing the report: "The final analysis; selection of vivid, compelling extract examples, the final analysis of selected extracts, relating to the analysis to their search question and literature, producing a scholarly report of the analysis" (Braun and Clarke, 2006). To demonstrate the outcomes of the data, the researchers identified and extracted a number of important statements and features. These were presented in both written forms, as ideas and emotions, and visually, using connections between various codes.

## RESULTS AND DISCUSSION

### Perception of Secondary Teachers in a National High School about the Ancillary Task Assigned to Them

After the in-depth interview, coding and thematic analysis on the perception of secondary teachers about

ancillary task, there are five themes captured as regards the first research question. The themes that emerged are: overwhelming responsibility, self-doubt, time strain, professional development, and need for institutional support.

### Overwhelming Responsibility

Secondary teachers often feel burdened by the additional responsibilities that come with ancillary tasks. These tasks can significantly increase their workload, leading to stress and burnout. For instance, Pacha (2015), highlights that the inclusion of extra responsibilities requires teachers to manage diverse student needs alongside their regular duties, which can be overwhelming. The increased burden not only affects their teaching effectiveness but also their overall well-being. According to them:

“When the school asked me to be the sports club moderator, I felt really stressed because I wasn’t sure if I could handle this heavy responsibility along with my other tasks.” P1 L2-3

“Having additional tasks made me feel overwhelmed, especially that I don’t have or background in teaching.” P5 L127-128

“I feel anxious because of the challenges when taking on additional tasks because it will take extra responsibilities to balance the tasks while maintaining effectiveness in teaching.” P9 L209-210

### Feeling of Self-Doubt

The assignment of ancillary tasks can also lead to feelings of inadequacy and self-doubt among teachers. They may question their abilities to perform tasks outside their primary teaching roles. This phenomenon is explored by Fairbairn (2022), who discusses how self-doubt can undermine confidence and performance of professional teachers. Teachers, already stretched thin, might feel unprepared for additional responsibilities, exacerbating their self-doubt. The participants mentioned:

“I am afraid because I’m not that good in music because my task has something to do with music. This is my first time to handle an organization because I don’t have that much trust of myself if I can do the task given to me or not.” P3 L70-73

“For me, it might in the first place I don’t know how to manage the additional tasked given on me but I do believe that the institution believe that I can do it.” P2 L44-45

“Definitely not happy about it especially if it is not part of your job description and responsibilities.” P4 L97-98

### Fostering Professional Development

Despite the challenges, ancillary tasks can provide opportunities for professional growth. Teachers may develop new skills and gain broader experiences that enhance their careers. This perspective is supported by various educators who view these tasks as a chance to expand their professional capabilities and engage in continuous learning (Pacha, 2015). According to them:

“It is a bit challenging as a teacher having an additional task but also rewarding as it allows for personal and professional growth.” P6 L149-150

“It serves as an opportunity for me to learn more aside from teaching but sometimes I have to sacrifice my time in order to perform it well.” P7 L173-174

“It is a valuable opportunity for my professional growth and support for students, but poorly managed ancillary tasks can lead to burnout and distract from the primary focus.” P9 L212-213

### Highlighting the Need for Institutional Support

While exploring the lived experiences of secondary teachers with ancillary they highlighted that there is a critical need for institutional support to help teachers manage ancillary tasks effectively. This includes adequate resources, training, and fair compensation. Without such support, the additional burden can lead to significant stress and reduced job satisfaction. Effective institutional support systems are essential to mitigate the negative impacts of ancillary responsibilities and support teachers’ overall well-being (Pacha, 2015). In the study participants mentioned:

“Ancillary task is okay provided that you will not be over-burdened by it. Making sure that it will not take a toll on you physically, mentally, and emotionally. But the institution can hire additional persons to perform the task would be much better.” P4 L102-104

“Balancing admin tasks and teaching can be challenging and time-consuming but I always try to see things in a brighter perspective-taking the challenge as an opportunity for professional growth.” P5 L130-131

“If the school head gives me an ancillary task, of course, I have to accept it even though deep inside it’s the opposite. You still must be obedient to your superior.” P8 L192-193

### Lived Experiences and Challenges of Secondary Teachers with Ancillary Task

Secondary teachers shared various encounters associated with their ancillary tasks. Through thematic analysis of their feedback, four predominant themes emerged: personal financial investment, student engagement struggles, time management strain, and administrative reporting pressure.

#### Personal Financial Investment

Secondary teachers often find themselves financially investing in their students’ needs, such as providing snacks or materials, due to inadequate school funding (Tolibas and Lydia, 2022). This personal financial burden can contribute to teacher stress and burnout (Mohamed *et al.*, 2023). According to them:

“One challenge I face with this task is using my own money for snacks for my athletes when there isn’t enough funding available.” P1 L20-21

“I even use my money to buy some snacks for them every practice.” P3 L88-89

### Struggles in Managing Student Engagement

Teachers encounter challenges in engaging students, particularly when balancing extracurricular activities with academics (Mohamad and Parcon, 2022). These struggles can impact teacher morale and job satisfaction (Tolibas and Lydia, 2022). Participants mentioned:

“The most challenging part for me is that how will I’m going to manage the students because I always felt afraid that students might not continue to join the organization.” P3 L80-81

“I also spend time socializing with them and motivating them to balance their training with their academics.” P1 L21-22

### Time Management Strain

Managing ancillary tasks alongside teaching responsibilities leads to time management strain among secondary teachers. This strain affects their ability to effectively allocate time for both professional and personal commitments. In the study of Tolibas and Lydia (2022), teachers with ancillary task consumed time. The participants of the study mentioned:

“Managing my time wisely in order to balance admin tasks & teaching responsibilities. Staying organized especially when faced with deadlines or other demands of the principal.” P5 L135-136

“Some challenges include time constraints, balancing workload with teaching responsibilities, adapting to how initiatives or programs.” P6 L158-159

### Administrative Reporting Pressures

Secondary teachers and even principals experience pressure to fulfill administrative reporting requirements, adding to their workload (Türkoglu and Cansoy, 2020). This pressure contributes to job stress and can negatively impact teacher well-being. The participants shared their experiences as they mentioned:

“You have to make reports and craft activities.” P8 L197

“Collecting and completing the data to other teachers to make reports.” P10 L236

### Coping Strategies Suggested by Secondary Teachers with Ancillary to Prevent Burnout

Secondary Teachers with ancillary tasks suggested different interventions and coping mechanisms to cope and prevent burnout. Their responses are captured into six themes which are effectively used by the secondary teachers who have ancillary tasks, collaborative support, time optimization, pro-active problem solving, well-being maintenance, positive mindset and work-life balance.

### Leveraging on Collaborative Support

Collaborative support, involving seeking assistance from colleagues and administrators, has been shown to mitigate burnout among teachers. This study emphasizes the significance of collaborative support in enhancing emotional well-being and job satisfaction among educators (Bianchi *et al.*, 2020). In relation with the

participants response, they uttered:

“I talked with my coordinator and asked her permission... then we do an investigation and give some solutions.” P3 L85-86

“I seek help from my colleagues, even the principal.” P5 L138-139

“I asked for help from my co-workers whom I think can help me.” P8 L199-200

### Employing Time Optimization

Effective time management and prioritization are essential for preventing burnout (Pyhältö *et al.*, 2021). This research indicates that teachers who efficiently manage their time experience lower levels of burnout, indicating the importance of time optimization strategies in coping with ancillary tasks. According to them:

“I prioritize my tasks based on urgency... I seek help from my colleagues and even the principal.” P5 L138-139

“By constant reminding teachers and students about the reports I needed to pass way before the deadline.” P7 L180-181

“Setting deadline.” P10 L240

### Maximizing Proactive Problem-Solving

Proactive problem-solving strategies, such as reflection and seeking solutions, help teachers address challenges effectively, reducing stress and burnout (Ashok *et al.*, 2022). Teachers who engage in problem-focused coping tend to experience lower levels of burnout, highlighting the efficacy of proactive approaches. This was reflected from the participants response and according to them:

“I face the problem and reflect on what are the appropriate measures to do.” P3 L84

“I do budget planning in advance foreseeing what might be the future expenses.” P1 L34-35

“Take action as soon as possible.” P10 L238

### Prioritizing Well-Being Maintenance

Prioritizing self-care, setting boundaries, and seeking support contribute to teachers’ overall well-being (Ashok *et al.*, 2022). This study underscores the importance of self-care practices in alleviating stress and preventing burnout among educators. In the study the participants uttered:

“I’ve learned not to mind unsolicited criticism... I also make sure that I detach myself from work every weekend.” P4 L118-119

“Self-care where I consider it as a must, setting boundaries, and seeking support from others.” P5 L144-145

“Enjoying life, do not bring home school paper works and spend time towards your family and hobbies.” P6 L166-167

### Maintaining Positive Mindset

Maintaining a positive outlook helps teachers cope with stress and challenges associated with ancillary tasks (Finstad *et al.*, 2021). Adopting a positive mindset enhances resilience and fosters a supportive work environment,

contributing to teacher well-being. According to the participants:

“Have a positive mindset and do the tasks one at a time.” P6 L161

“Having a positive mindset and accepting that some things are out of control.” P10 L243

“Regular communication also is a good strategy to strengthen their bond and camaraderie.” P1 L36

### Delineating Work-Life Balance

Establishing clear boundaries between work and personal life is crucial for maintaining a healthy work-life balance and preventing burnout (Wood *et al.*, 2020). This research emphasizes the importance of delineating work-related responsibilities from personal time to promote teacher well-being. According to them:

“Take a break. If you feel like you are tired, stressed, and burned out... Learn to detach from work every weekend.” P4 L123-124

“Forget the tasks for a while and return to them once my mind is clear.” P8 L202-203

“Establish clear boundaries between work and personal life to avoid overworking.” P9 L225-226

### CONCLUSION

The conclusion drawn from this study from the perception of the secondary teachers with ancillary task underscores that while ancillary tasks present significant challenges—such as overwhelming responsibility, feelings of self-doubt and the need for institutional support—they also offer opportunities for professional development. The key themes that emerged from these experiences include personal financial investment, struggles in managing student engagement, and the strain of time management coupled with administrative pressures. The findings emphasize the necessity for institutional support and the adoption of effective strategies to manage these additional responsibilities. Additionally, to cope with ancillary tasks and prevent burnout, it is vital for secondary teachers to leverage collaborative efforts, employ time optimization, engage in proactive problem-solving, prioritize well-being, maintain a positive mindset, and establish a healthy work-life balance.

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