Research Article

Discourse analysis on the teachers' professional interest and integrity among teachers with multiple administrative functions

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ABSTRACT

Teachers, beyond their conventional duties of lesson planning and assessment, play a pivotal role in shaping individuals holistically, fostering lasting development. Educators are instrumental in this role, extending beyond the classroom to facilitate learning in diverse settings, demanding a commitment that often exceeds regular working hours. The increasing administrative expectations raise concerns about their impact on teachers' well-being and effectiveness. This study involved eight diverse teacher which explored the complexities of balancing administrative roles and teaching. Qualitative analysis of their communication, especially through in-depth interviews, uncovers how teachers navigate these demands while upholding professional interests and ethical conduct. This qualitative, exploratory study aimed to reveal teachers' perspectives, values, and ethical considerations in managing both administrative and teaching responsibilities. The findings revealed that schools need to offer significant support for teachers balancing both administrative and teaching duties. Administrative tasks can positively impact teacher self-efficacy, but achieving a balance between efficiency and autonomy is crucial. Despite benefits like improved teaching and learning processes, teachers experience burnout and stress, highlighting the need for institutional support, workload management, and resources to facilitate effective teaching.

Keywords: professional interest, teacher-integrity, administrative functions, professional development

1. Introduction

The growing apprehension surrounding the administrative duties assigned to teachers raises concern about the impact of these responsibilities on their professional contentment, efficacy, and investigates the

specific ways in which these tasks may shape educators' assessments, whether positively or negatively. This research explores to deepen comprehension of the fundamental elements that might compromise the integrity of teachers.

Administrative functions involve responsibilities that extend beyond the classroom, aiming to enhance overall school performance. These duties involve activities such as home visits, organizing feeding programs, providing skill remediation, facilitating enhancement activities, coaching in contests, serving as coordinators, counselling students, and mentoring fellow teachers[1]. Teachers also handle paperwork related to seminars, training sessions, and assume roles in student guidance, budget management, disaster response, and health initiatives. Participation in government programs like mass immunizations, community mapping, conditional cash transfer, and electoral processes is also expected. Despite these responsibilities, teachers encounter challenges in delivering ancillary services due to time constraints, incomplete competencies, and financial difficulties[2-5].

In addition, the consistently burdened condition of public-school educators in the Philippines is widely acknowledged, characterized by a workload that extends beyond teaching to encompass various non-teaching tasks. This extensive workload often results in the marginalization of actual teaching, as teachers find themselves increasingly stretched across numerous responsibilities and roles. In fact, Detalla[6] revealed that teachers in Davao del Sur, Region XI, had encountered problems with multiple ancillary functions. The Department of Education vowed to lessen teachers' workload; however, this remained unclear. On this note, teachers also experience positive gains from their experiences with ancillary functions, which challenge them to aspire more advancement for themselves[6-8].

The study aims to provide a comprehensive understanding of the connection between teachers' administrative duties and their overall professional welfare, effectiveness, and integrity. Its objective is to tackle these concerns by examining the correlation between teachers' administrative obligations and their professional interest, integrity, and effectiveness. It seeks to identify the elements that lead to teachers feeling inundated with administrative responsibilities, potentially impacting their professional status.

2. Literature review

2.1. Gratifying results of successful administrative roles

Recent research has shed light on potential positive intrinsic effects associated with teachers taking on administrative roles, challenging the prevailing narrative of the detrimental impact of administrative tasks on teachers. Studies indicate that teachers assuming administrative responsibilities often report increased satisfaction and substantial professional growth opportunities[9]. Engaging in administrative tasks can foster skill development, collaboration with colleagues, and a deeper understanding of the school system[10]. Some teachers perceive administrative duties as chances to contribute to the school community and showcase professionalism[11]. However, the relationship between administrative tasks and teacher job satisfaction is intricate, influenced by factors such as the task type, level of support, and teachers' perceptions of their role[12].

2.2. Teaching-learning process and students' learning experiences

In the context of traditional Confucian values, Chinese schools consistently prioritize the appointment of distinguished, renowned, or senior teachers to administrative positions. These teachers have more teaching experience and better teaching performance, and holding administrative duties enhances their exemplary responsibility in teaching[13], which may improve their students' achievements. Moreover, for students in compulsory education, teachers in administrative positions have more authority and positive influence than

other teachers[14]. Administrative tasks can provide teachers with opportunities to develop new pedagogical skills and teaching strategies. For instance, teachers involved in curriculum development can gain a deeper understanding of the learning objectives and standards for their subject area, which can inform their teaching and improve student outcomes[15].

2.3. Challenges teachers face in terms of their professional interests in the attainment of administrative responsibilities

The escalating demands of administrative tasks can strain teachers, diminishing their time and energy for instructional activities[16,17]. This heightened workload contributes to overwhelming stress and burnout, potentially compromising teachers' primary role as educators[18]. Inadequate support and resources further compound the challenge, with teachers often lacking essential training, guidance, and technological assistance for administrative tasks, resulting in frustration and inefficiency[19]. Insufficient staffing and improper delegation of administrative responsibilities by schools exacerbate the burden on teachers[20]. In addition, a lack of alignment between administrative roles and teachers' professional interests hampers effectiveness, as teachers are predominantly motivated by their passion for teaching. Administrative duties, focusing on non-teaching aspects like budgeting and scheduling, create a disconnection, leading to disengagement and dissatisfaction, diverting attention from teaching[12].

2.4. Challenges teachers face as administrative tasks impact their teaching and professional development efforts

The forms of support can consist of paid working time and substitutions (often discouraged for budget and organizational reasons), funding costs sustained by teachers, salary incentives, being a condition for salary progression and promotion, national policies and campaigns[21]. The availability of collaboration, time, long-term commitment, and resources are important for the successful implementation of professional development[22]. Age, staff shortages, unsupportive managers, staff attitude, availability of programs, work pressure, family commitments, unsafe environments, and participation on own time are also identified as barriers[23].

2.5. Uplifting influences of administrative roles on teacher professionalism and integrity

Administrative roles often require teachers to make ethical decisions and uphold the school's policies and procedures. This exposure to ethical dilemmas can strengthen teachers' commitment to integrity and ethical conduct[15]. Involvement in these roles can deepen teachers' commitment to their profession and the overall well-being of their students. This commitment can manifest in actions such as advocating for student needs, promoting inclusive practices, and upholding high standards of professionalism[10].

2.6. Adverse consequences of administrative responsibilities to teachers' integrity

Administrative burdens can strain teachers' morale and reduce their overall commitment to the teaching profession. This decreased commitment can manifest in actions such as neglecting lesson planning, disregarding student needs, or exhibiting unprofessional conduct towards colleagues or students[10]. These challenges can contribute to a decline in teachers' emotional and mental well-being, making them more susceptible to unethical behaviors and compromising their professional integrity[18]. This lack of reflection can hinder their ability to identify and address ethical dilemmas, increasing the risk of compromising their professional integrity[9].

2.7. Hurdles confronted by trained educators in navigating administrative responsibilities

Teachers often lack the necessary training, guidance, and technological support to efficiently manage their administrative duties. This lack of support can lead to frustration, inefficiency, and wasted time[19]

Lastly, schools may not provide adequate staffing or delegate administrative responsibilities appropriately, placing an undue burden on teachers[20].

3. Research objectives

This study is designed to explore the dual dimensions of teachers' experiences in handling multiple administrative functions. Through these objectives, this study aims to provide valuable insights into the intricate dynamics of teachers' roles beyond the classroom:

1. Determine how multiple administrative functions undertaken by teachers affect their professional interest.

2. Determine how multiple administrative functions undertaken by teachers affect their integrity.

4. Methodology

4.1. Research design

This research employed a qualitative, exploratory design and utilized semi-structured, one-on-one interviews[24] to gather in-depth data from participants. This approach will allow for an open exploration of the research topic, enabling the emergence of new insights and perspectives[25]. By engaging in detailed conversations with participants, the researcher will gain a rich understanding of their experiences, motivations, and perspectives[26]. This rich data will then be analyzed thematically to identify key patterns and themes[27]. This qualitative, exploratory design, with its focus on in-depth one-on-one interviews, is well-suited to this research as it aims to gain a deeper understanding of a relatively unknown phenomenon[28].

4.2. Population and sampling technique

This study intentionally selected twelve (16) participants with varied backgrounds, encompassing distinct age ranges, teaching expertise levels, years of service, current roles in education, and those managing four (4) or more administrative functions within Quadrant 2, located in the eastern part of Zamboanga City, Sulu and Basilan. The criteria for selection are centered around participants' willingness to engage and share insights during interviews. Specifically, the focus is on exploring their experiences, highlighting both challenges and positive influences encountered while juggling the responsibilities of being a classroom teacher and simultaneously shouldering multiple administrative duties.

Due to the large and diverse population, this research will utilize a non-probability sampling technique, employing a combination of convenience and purposive sampling to recruit participants. This dual approach aims to balance efficiency and representativeness: convenience sampling facilitates sufficient data collection, while purposive sampling ensures diversity in experiences relevant to the research question. This technique, commonly used in qualitative research, enhances the generation of rich and insightful data representative of the target population[29,30].

The demographics of the participants is presented in **Table 1**.

Table 1. Basic information of respondents.

Participant	Name	Age	Gender	Educational Attainment	Teaching Experience	Teaching Position	Level	Current Teaching Roles	No. of Admin functions
1	Susan	35-44	Female	Master's Degree	15 years above	Master Teacher III	Elementary	Classroom Teacher, Curriculum Developer, Mentor	4-6

Participant	Name	Age	Gender	Educational Attainment	Teaching Experience	Teaching Position	Level	Current Teaching Roles	No. of Admin functions
2	Kathleen	25-34	Female	MAED EDAD (Complete Academic Requirements)	4-6 years	Teacher III	Elementary	Classroom Teacher	4-6
3	Cherlie	45-54	Female	MAED EDAD (Complete Academic Requirements)	13-15 years	Teacher III	Elementary	Classroom Teacher Officer-in-Charge	4-6
4	Albert	25-34	Male	Master's Degree	4-6 years	Teacher I	Elementary	Classroom Teacher	4-6
5	Mary	25-34	Female	MAED EDAD (Complete Academic Requirements)	4-6 years	Teacher II	Secondary	Classroom Teacher	4-6
6	Agnes	45-54	Female	Master's Degree	13-15 years	Master Teacher I	Secondary	Classroom Teacher	4-6
7	Reysean	25-34	Male	MAED EDAD (Complete Academic Requirements)	4-6 years	Teacher II	Secondary	Classroom Teacher	4-6
8	Mariel	25-34	Female	Bachelor's Degree	1-3 years	Teacher I	Secondary	Classroom Teacher	4-6
9	Soy	35-44		MAED EDAD (Complete Academic Requirements)	4-6 years	Teacher II	Secondary	Classroom Teacher	4-6
10	Ella	25-34		Master's Degree	13-15 years	Master Teacher I	Secondary	Classroom Teacher	4-6
11	Noli	45-54		MAED EDAD (Complete Academic Requirements)	4-6 years	Teacher II	Secondary	Classroom Teacher	4-6
12	Kashmier	25-34		Bachelor's Degree	1-3 years	Teacher I	Secondary	Classroom Teacher	4-6
13	Donna	35-44		MAED EDAD (Complete Academic Requirements)	4-6 years	Teacher II	Secondary	Classroom Teacher	4-6
14	Sigmund	25-34		Bachelor's Degree	1-3 years	Teacher I	Secondary	Classroom Teacher	4-6
15	Al	45-54		MAED EDAD (Complete Academic Requirements)	4-6 years	Teacher II	Secondary	Classroom Teacher	4-6
16	Donald	25-34		Bachelor's Degree	1-3 years	Teacher I	Secondary	Classroom Teacher	4-6

Table 1. (*Continued*)

The sample size was determined through data saturation, ensuring that sufficient information was gathered to address the research questions adequately. Efforts were made to include participants from diverse backgrounds to capture a range of experiences and perspectives. In this study, teachers came from both elementary and secondary schools with multiple administrative functions.

4.3. Research instrument

This qualitative research utilized a comprehensive interview guide informed by Flick[26] to gather in-depth data from teachers with multiple administrative functions. The interview questions delved into their professional experiences, encompassing their initial motivations for taking on administrative roles, perceived impacts on their professional development and teaching practice, and potential challenges faced in balancing both responsibilities. The interview guide also focused on exploring how these teachers maintain their professional interest and integrity amidst the demands of their dual roles. By encouraging open-ended responses and probing further into their narratives, the research aimed to gain a holistic understanding of the experiences and perspectives of these teachers, contributing to the advancement of knowledge in the field of educational leadership and teacher development. **Table 2** presents the final guide questions asked during the interview process.

Table 2. Interview guide questions.

Objectives	Interview Questions
1. Determine how multiple administrative functions undertaken by teachers affect their professional interest.	i) What aspects of these administrative functions do you find most rewarding or fulfilling in terms of your professional interests? ii) Can you share any instances where your involvement in administrative tasks positively impacted your teaching or your students' learning experiences? iii) What aspects of these administrative functions do you find challenging or burdensome in terms of your professional interests? iv) Have you ever felt that your administrative duties took away valuable time and energy that you could have otherwise dedicated to your teaching or professional growth? If so, can you elaborate on those experiences?
2. Determine how multiple administrative functions undertaken by teachers affect their integrity.	i) What are the positive impacts in which these administrative functions enhanced your integrity as a teacher? ii) Can you provide examples of situations where administrative functions have positively influenced your integrity as a teacher, leading to better teaching practices or student outcomes? iii) What are the negative impacts in which these administrative functions lessened your integrity as a teacher? iv. Can you identify specific administrative functions for which you have received adequate training, that you believe pose a greater challenge on your integrity as a teacher, and if so, why? v. Can you identify specific administrative functions for which you lack sufficient training, that you believe pose a greater challenge on your integrity as a teacher, and if so, why?

5. Findings

Objective 1. Determine how multiple administrative functions undertaken by teachers affect their professional interest.

The results indicate that effectively carrying out administrative responsibilities brings teachers a sense of satisfaction and personal fulfillment in their professional pursuits. Proficiency in organizational skills, the acquisition of expertise, substantial experiences, additional qualifications, and the achievement of personal goals contribute to this self-contentment. Teacher satisfaction is also linked to the overall success of the organization, encompassing student achievements, recognition, and the realization of organizational objectives. While assuming administrative duties, positive effects on teaching and students' learning experiences, such as an increase in proficient readers and enhanced student participation, become evident. However, challenges and pressures associated with administrative tasks have emerged, impacting teachers' professional interests. Efficiently managing both administrative and teaching responsibilities within limited time has led to stress and burnout experiences. The need for teachers to secure additional resources, particularly in terms of finances, poses a significant challenge. Moreover, fulfilling administrative responsibilities alongside primary educational roles and personal growth introduces challenges, diminishing the quality of the teaching and learning experience due to overwhelming workloads.

A. Teachers' Successful Execution of Administrative Roles

The eight participants in the study have diverse perspectives on the sources of their satisfaction with administrative duties. One finds satisfaction in personal accomplishment and skill development, another in the potential for career advancement, and a third in student achievement and knowledge sharing.

"It's on the organizational skills, teachers most especially with numerous administrative tasks often take pride in their ability to keep things organized and running smoothly. Another aspect is "achieving goals" and meeting deadlines, whether they are personal or organizational, can provide a sense of accomplishment and fulfillment for me." **[Participant 4, 7]**

"The most rewarding thing about these administrative functions is that aside from gaining experience, I can also use the acquired certificates for promotion. Those experience also will serve as a lesson for me if ever   I will be given a chance to manage a school, and that is my goal." **[Participant 6]**

B. Improvements to Teaching-Learning Process and Students' Learning Experiences Resulting from Educators' Engagement in Administrative Responsibilities

The study revealed the diverse and positive impact of teachers' administrative roles on both teaching and student experiences. For Respondent 1, their leadership and mentoring skills developed through administration have enhanced their classroom teaching effectiveness. Respondent 3, as a W.A.S.H in School focal person, has leveraged their position to educate students on proper handwashing, improving their understanding of hygiene and health.

"Being involved in doing administrative tasks, helped me gain training on leadership which ... This contributed my whole aspect of mentoring others and be a best version of myself because of these experiences, I subconsciously trained myself on how to become effective on sharing my knowledge and skills when I'm in front of the pupils." **[Participant 1, 2]**

"Yes, it was last school year when we had our intensive implementation of our reading program. The number of learners who became readers increased by 50%, so that matters a lot since these learners were those who were affected by the learning losses brought by the pandemic." **[Participant 3, 4]**

C. Challenges Teachers Face in Terms of their Professional Interests in the Attainment of Administrative Responsibilities

All participants faced challenges balancing administrative work with their primary teaching responsibilities. Three struggled with time management, leading to dissatisfaction with their professional interests. Half of the participants experienced burnout and stress due to the demands of their tasks. One respondent, as a focal person, highlighted the need for additional resources such as financial support to overcome these challenges.

"The time that I am going to allot, ... affects my focus in teaching. Instead of pouring all my energy and concentration in teaching my pupils, it is diverted on doing all the reports that needs to be accomplished and meet the deadlines. ...my teaching responsibility will not be prioritized anymore. It is not satisfying because my pupils will be left unattended." **[Participant 2, 16]**

"Some of the administrative functions are a real challenge and burdensome in terms of having the need to spend extra time and money in order to be an effective coordinator. Furthermore, it burnt me out because of the amount of energy that had to be poured out and the little amount of energy that had left of me is what is left that I can give to my students and that had left my dissatisfied with my responsibility as a teacher." **[Participant 7, 9]**

D. Challenges Teachers Face as Administrative Tasks Impact Their Teaching and Professional Development Efforts

All participants (100%), provide a comprehensive illustration of the difficulties teachers encounter in effectively managing their administrative responsibilities alongside their primary educational roles and personal development. Eight (8) out of eight (8) respondents reported that their time, preparation, and the quality of their teaching had suffered due to the overlapping demands of administrative tasks, and this had taken a toll on their mental well-being. Additionally, one participant pointed out the challenges posed by seminars and training sessions that were scheduled during regular class hours.

"At times, my time and focus on my teaching is not fully given off 100% because my attention is divided; stress, anxiety and overthinking can deteriorate my performance; overlapping of tasks had totally drained my energy which had result in the task submission of reports." **[Participant 5, 9]**

"Yes, because I am not already fulfilling my duty as a teacher since teaching is the purpose, I know that that a teacher has to accomplish everyday but because of these administrative duties it really affects me a lot in terms of the preparation and execution of my job. Thus, it also affects the quality of education that I could give to my learners." **[Participant 8]**

Objective 2. Determine how multiple administrative functions undertaken by teachers affect their integrity.

This study reveals that administrative duties can both enhance and challenge teachers' integrity. While fostering personal development and ethical leadership, these tasks can also lead to conflicts between administrative demands and teacher responsibilities, causing guilt and pressure to manipulate data. The study also highlights the impact of insufficient training and unclear communication on integrity, particularly in areas like budget management. Overall, the findings suggest that administrative work can offer valuable development opportunities, but careful consideration and support are needed to ensure it doesn't negatively impact teacher integrity.

A. The Uplifting Influences of Administrative Roles on Teacher Professionalism and Integrity

All participants (100%) reported how administrative roles elevated their integrity through trust, respect, personal growth, and leadership. One participant emphasized building trust by mentoring and adhering to best practices, gaining leadership respect. Another participant noted that providing accurate data, even when highlighting shortcomings, enhanced their credibility. Engagement in administrative tasks empowered another participant to expand their knowledge, improve time management, and become a role model. Finally, one participant described how personal growth, including self-esteem, self-awareness, and leadership skills, positively impacted their credibility and dependability for colleagues and students.

"When there is precise and correct data according to the true achievements or even when we fall short of the standards that is reflected on our reports... at times when the higher-ups will visit the school and monitor, and if the results of their assessment matches our reports, it adds to my integrity as a focal person and as a teacher." **[Participant 1, 3]**

"All the administrative functions that I am doing, empower and challenge me to become more knowledgeable and I also wanted to broaden my horizon or try something that is beyond my comfort zone. Knowing all the responsibilities and functions of each designation made me to become more decisive, improved how I manage my time and become the role model to my colleagues and pupils and as a result it enhanced my integrity and morale as a teacher." **[Participant 2, 11]**

B. The Empowering Effects of Administrative Duties on Teacher Integrity, Enriching Teaching Practices and Student Outcomes

Collectively, the responses highlight the positive impact of administrative roles on a teacher's integrity, leading to improved teaching practices and student outcomes through leadership, integrity, and partnership. The initial participant, serving as a Science Mentor and involved in the SKILLS project, enhanced their role as a mentor and strengthened their position in science education. The second participant underscored the significance of honesty in reports, emphasizing the role of teachers as moral models for students and the importance of instilling good character.

"The branding of being good as a Science Mentor and my involvement of SDO initiated project which is the "SKILLS Project (type of science instruction that aims to develop the learners' basic Science Process Skills)" and SKILLS project implementer as well. Since I am the Focal Person of our school in Science, I am also my colleagues' mentor who will serve to guide and manage the implementation of this project in our school." **[Participant 1, 7]**

"Since I always tell my pupils to be honest inside the classroom during quizzes and formative assessments, I must also apply honesty to myself especially when doing reports since I want my pupils to look at me as a role model. Pupils are known to be observant, the teachers are their second parents that is why teachers must show the pupils good moral character." **[Participant 2, 10]**

C. The Adverse Consequences of Administrative Responsibilities to Teachers' Integrity

These responses below collectively illustrate the ethical dilemmas and challenges faced by teachers when administrative demands conflict with their integrity as educators. Similar thought of response given by six out of the eight respondents mentioned that their integrity suffered when they couldn't give their best in teaching due to several reasons like restlessness and having to prioritize administrative tasks over classroom instruction, leaving them feeling guilty. Related experiences also shared by half of the total respondents as to how their integrity was tarnished when teachers felt compelled to adjust data to meet standards, even if it meant fabricating information and expressed the conflict between teaching students the sense of honesty, leading to a sense of compromised integrity and a feeling of being coerced.

"... when we are doing the MPS, some teachers or the one who is consolidating (which is me) asked the teachers to adjust the MPS to meet the OPCRF's objective. So, we teachers sometimes do it if we see that the MPS is too low. In this situation that we do not have the choice but to fabricate the data in order to meet the standards, I felt that my integrity as a teacher had been tarnished." **[Participant 4, 6]**

"The time that I have to indulge with my pupils will be lessened. Naturally, the quality of teaching that I have to give to my students will be affected negatively in terms of preparation, enthusiasm, mastery and time allotted to facilitate them in doing task will not be possible anymore. I felt guilty about it because I was not able to do my function as a teacher and somehow would affect how my students see me as a teacher." **[Participant 5, 8]**

D. The Hurdles Confronted by Trained Educators in Navigating Administrative Responsibilities

The participants' responses collectively highlight how administrative tasks, despite training, can pose challenges to a teacher's integrity in areas such as communication, student assessment results, counseling, and solicitation. One respondent underscored the importance of bilateral communication, noting instances where trained colleagues misunderstood messages, leading to miscommunications and potential harm to professional reputation. Participant 2, as the Math Coordinator, faced dilemmas in adjusting assessment outcomes to align with standards, straining integrity due to the urgency to deliver prompt results. Another

participant, trained in mental health and counseling, grappled with time constraints and doubts about counseling session efficacy, raising questions about integrity. Participant 4 expressed concerns about seeking donations, feeling it eroded credibility and raising uncertainties about the appropriate use of donated funds.

"The importance of two-way communication which is of very importance essence because if there is communication gap, this will create serious problem like disseminating advisory and memos. Misunderstanding and misinterpretation of delegating the tasks where in fact that is my job in behalf of the principal. At times there are colleagues that will misinterpret your tasks even though you're trained on it, they will give you the branding of "sabirin"- means when others misinterpret you as over smarting them when your task is just to orient and guide them according to what had been reiterated in my attended seminars and trainings." **[Participant 1, 12]**

"We are already advised from our orientations, that asking for solicitation to stakeholders are discouraged but in my own perspective, it still lessened my integrity as a teacher because we are still called "professional beggars" because when we disseminate letters to stakeholders, we are just advised to remove the term "solicitation" and replace it to "donation" and just attach a project proposal. But in reality, it is still the same. Some peoples' perspective to the teachers as they brand them as "professional beggars" is like being beggars on the street when Brigada Eskwela is coming and I also overheard some wonder, the money generated from the donations do really go to the projects based on the school proposals or the teachers' pockets." **[Participant 4, 13]**

E. The Difficulties Encountered by Teachers when Confronted with Administrative Tasks Without Adequate Training

These responses collectively highlight the difficulties teachers face when required to perform administrative tasks for which they lack proper training, which can affect their moral and professional integrity. Participant 1, who has received training and awareness of their administrative responsibilities, did not identify any particular   function that lacked training. However, Participant 2 expressed emotional distress when dealing with budget planning, particularly in circumstances where they felt compelled to manipulate receipts or item prices to make ends meet, which they considered unethical and a challenge to their moral integrity. Participant 3 found it challenging to act as the Officer-in-Charge (OIC) of their school, as they believed they lacked the necessary authority for certain decisions and responsibilities, affecting their sense of integrity. Lastly, Participant 4 felt ill-prepared for their role as a MAPEH coordinator, especially when required to teach dance and singing, as they believed they lacked the talent and skills necessary, posing a challenge to their integrity as a   coordinator.

"In doing the budget planning, we usually put there sometimes charge to MOOE or donated by someone but since the MOOE is not enough to be able to achieve a certain goal, teachers try to look for ways and means to liquidate it by having a blank OR receipt signed by the owner of the shop or change the price of such item. I always feel emotionally disturbed doing this as it impacts my moral as I know it's unethical." **[Participant 2, 16]**

"Before, when we still don't have our Master Teacher, I was designated to be the OIC of our school and I know that it's not part of my responsibilities because I am not a Master Teacher. Now, we already have our MT but I'm still the OIC. It's a challenge for me, because at times when I give permission to teachers when they leave the school in the absence of the principal, I am liable to that and I feel like I still do not have the authority to do it because I'm not in the position." **[Participant 3, 10]**

6. Discussion

Objective 1. Determine how multiple administrative functions undertaken by teachers affect their professional interest.

Teachers who are proficient in their administrative duties experience satisfaction and fulfillment in their careers. They develop organizational skills, expertise, and qualifications, and they achieve their personal goals. They also take pride in the success of the organization, including student achievements, recognition, and the realization of organizational objectives.

Taking on administrative duties can also have a positive impact on teaching and student learning. For example, teachers may become more proficient readers and increase student participation. However, there are also challenges and pressures associated with administrative tasks. Teachers may struggle to manage both administrative and teaching duties within limited time, and they may experience stress and burnout. They may also need to find additional resources, particularly financial resources.

Overall, teachers who take on administrative duties face both benefits and challenges. It is important for schools to provide support to teachers in this area so that they can be successful in both their administrative and teaching roles.

Gratifying Results of Successful Execution of Teachers' Administrative Roles

Organizational skills and the attainment of goals significantly contribute to teacher satisfaction. Educators who take pride in maintaining order and accomplishing objectives tend to experience job fulfilment while mitigating stress and burnout risks. A recent study[31] highlights that teachers with advanced organizational skills exhibit higher self-efficacy levels. This connection is attributed to how organizational abilities empower teachers to feel in control of their work and manage time and resources more efficiently. Simultaneously, specific, challenging, and achievable goals positively impact performance and motivation. Teachers who establish clear objectives for themselves and their students are more likely to succeed. However, an excessive focus on organizational efficiency and goal attainment, especially when linked with perfectionism, can lead to stress and burnout[32]. Leaders emphasizing a collaborative school culture and teacher relationships, as indicated by studies[33,34], are more effective in their roles. The Philippine Informal Reading Inventory (Phil-IRI) and Reading Program are proven methods to enhance students' reading proficiency, emphasizing their effectiveness in assessing, intervening, and monitoring progress. Despite the importance of organizational skills and goal achievement, an excessive focus on these aspects may hinder teacher creativity and autonomy, suggesting a need for balance in teaching practices.

Improvements to Teaching-Learning Process and Students' Learning Experiences Resulting from Educators' Engagement in Administrative Responsibilities

As educators assume administrative roles, they acquire valuable skills in organization, communication, and collaboration, enhancing their instructional effectiveness. Active involvement in curriculum development and resource allocation allows teachers to customize teaching materials based on their students' specific needs and interests. Furthermore, participation in administrative decisions enables a comprehensive approach to education, influencing school policies and extracurricular activities to support a well-rounded learning experience beyond the classroom. Similarly, studies on administrative functions, particularly mentoring, indicate that mentoring relationships positively impact the leadership development of mentees[35]. Leadership training and mentoring contribute to the success of school leaders[16], and teachers sharing knowledge with peers and engaging in professional development enhance their teaching practices[36]. Regarding administrative roles in intensive school reading programs, while effective for struggling

elementary readers, their impact diminishes for middle and high school students[37]. Conversely, research on coordinating extracurricular activities indicates positive educational experiences for participating students, fostering strong social ties with peers and teachers[38]. However, the benefits may vary by activity type, with potential limitations for academically successful students and variations between sports and arts activities[39]. Despite the reluctance of teachers to assume administrative responsibilities due to increased workload and time commitments, those who do so can experience numerous benefits for both themselves and their students.

Challenges Teachers Face in Terms of their Professional Interests in the Attainment of Administrative Responsibilities

Undertaking administrative responsibilities in education poses considerable challenges, potentially impeding educators' excellence in their roles and contributing to burnout and stress. The consequences of divided attention, stress, anxiety, persistent rumination, and overlapping responsibilities collectively diminish teachers' ability to focus on instructional duties and perform with the desired effectiveness. Addressing administrative burdens and fostering an environment conducive to optimal teaching performance is crucial. Educational institutions must provide necessary support to help teachers manage workloads, meet critical deadlines, and allocate ample time for teaching and preparation. Numerous research studies highlight related variables such as multitasking, stress levels, productivity, work demands, and time management. For instance, multitasking has been linked to increased stress levels and cortisol release, impacting cognitive load[40]. Conversely, effective classroom management strategies enable teachers to cope with administrative demands[41], while stress management training enhances their ability to manage stress and meet job demands[42]. The effects of administrative tasks on teachers likely vary based on individual characteristics, school culture, and the nature and volume of administrative responsibilities assigned.

Challenges Teachers Face as Administrative Tasks Impact their Teaching and Professional Development Efforts

Educators frequently grapple with the formidable challenges posed by administrative tasks, which exert a significant impact on their personal and professional realms. It is imperative for educational institutions to intensify their efforts in providing robust support mechanisms for teachers, aiding them in managing their workloads and ensuring they have the essential time and resources to excel in their roles as effective educators. Juggling multiple tasks simultaneously amplifies stress and burnout, impacting student learning outcomes[43]. However, teachers reporting higher stress and workload levels may not necessarily experience lower job satisfaction or diminished student achievement outcomes, with factors like self-efficacy and support from colleagues and administrators playing a crucial role in mitigating negative effects[44]. Automation of administrative tasks through technology is highlighted as a time-saving strategy enabling teachers to focus on teaching[45], while support from colleagues and administrators enhances teachers' ability to cope with job demands, including administrative tasks and training[46].

Objective 2. Determine how multiple administrative functions undertaken by teachers affect their integrity.

The research findings shed light on the intricate relationship between teachers' involvement in administrative responsibilities and their integrity as educators. This study underscores how taking on administrative roles can positively impact a teacher's integrity, cultivating trust, respect, personal growth, and leadership qualities. It emphasizes the significance of mentoring, adhering to best practices, providing accurate data, and fostering personal development when undertaking administrative tasks. On the flip side, the study also reveals the ethical challenges teachers face when balancing their administrative duties with their commitment to students, including feelings of guilt and the pressure to manipulate data to meet

standards. These findings highlight the complex dynamics that teachers encounter when navigating the intersection of their professional roles and administrative responsibilities, even with training and experience.

Uplifting Influences of Administrative Roles on Teacher Professionalism and Integrity

The data suggests that undertaking administrative responsibilities results in personal growth encompassing self-esteem, self-discovery, and the development of leadership skills, underscoring the positive outcomes associated with such roles. Colleagues and students place value on teachers' credibility, indicating a significant interconnection between professional conduct and integrity. Parallel research reveals that teachers proficient in accurately tracking and reporting student data are perceived as credible and trustworthy by administrators and colleagues[47]. Those utilizing data to inform their teaching experience greater job satisfaction and a heightened sense of making a positive impact on students' lives[45]. Teachers facing pressure to meet high-stakes standardized testing goals report increased stress, feeling micromanaged, and perceiving a lack of value for their professional judgment[48]. Administrative functions can both empower and challenge teachers, fostering knowledge enhancement, decisiveness, improved time management, and serving as role models for colleagues and students, ultimately contributing to enhanced integrity and morale necessary for their success. Creating a supportive environment where teachers feel empowered and encouraged to take on new roles is crucial for leveraging the growth potential offered by administrative responsibilities.

Empowering Effects of Administrative Duties on Teacher Integrity, Enriching Teaching Practices and Student Outcomes

Assuming administrative roles can positively influence teacher integrity, teaching methodologies, and student outcomes. Teachers, when entrusted with leadership responsibilities and opportunities to showcase integrity while collaborating with others, can significantly contribute to the betterment of their schools and communities. Mentoring can be a vital aspect of effective teacher professional development, emphasizing mentors' role in guiding and supporting new teachers to develop essential skills and knowledge[49]. However, it is noted that poorly designed and implemented mentoring programs often lack evidence of a positive impact on student achievement[50]. The inadequacy of one-size-fits-all professional development programs is highlighted, with the importance of tailored development aligned with individual needs stressed[51]. Bandura[52] observations emphasize that people learn by observing teachers' behavior, indicating that teachers modeling good moral character significantly influence students to exhibit similar qualities. Conversely, Ariely[53] suggests that humans, being influenced by emotions and biases, may make unethical decisions despite knowing the right course of action. The significance of collaborative professionalism could influence student, with teachers sharing knowledge and expertise likely to be more effective in their teaching[54]. However, challenges arise in fostering a culture of collaboration, as teachers may feel pressured to conform rather than innovate, potentially hindering the benefits of collaborative efforts[51,55].

Adverse Consequences of Administrative Responsibilities to Teachers' Integrity

Teachers often grapple with a dilemma, torn between their professional values and the demands of their work, resulting in moral distress—psychological discomfort arising when they can't align their actions with values[55]. It is crucial for teachers to exercise professional judgment freely, making decisions in the best interest of their students without succumbing to external pressures[50]. Establishing a culture of trust and respect in schools is vital, enabling teachers to voice concerns and advocate for their students[51].

Hurdles Confronted by Trained Educators in Navigating Administrative Responsibilities

Administrative tasks pose integrity challenges for teachers, stemming from external pressures and the complexities of balancing ethical standards with administrative demands, even with training. The study emphasizes the critical issue of effectively disseminating information and delegating tasks in schools, citing potential misunderstandings and frustration when teachers lack clarity about their roles and responsibilities[56]. Effective task delegation necessitates meticulous planning, clear communication, and providing adequate training and support to ensure successful outcomes[57]. Conversely, creating a psychologically safe environment, where individuals feel secure taking risks and being vulnerable, is crucial for fostering effective communication and collaboration[58].

The Difficulties Encountered by Teachers when Confronted with Administrative Tasks Without Adequate Training

Assigning teachers administrative tasks without adequate training can compromise their moral and professional integrity, leading to potential ethical dilemmas and feelings of unpreparedness for their roles. These difficulties may adversely impact teachers' integrity and their ability to adhere to professional standards. Providing teachers with proper training and support is crucial when assigning them administrative responsibilities. In line with the study's discoveries, teachers designated as Officers-in-Charge (OICs) of their schools encounter multiple challenges. These challenges encompass a lack of formal authority and training required for effective leadership, potentially leading to a lack of respect from colleagues, especially if they lack Master Teacher status[59]. OICs may experience overwhelm, stress, isolation, and a sense of being unsupported, particularly without a robust network of colleagues to rely on[20]. This research underscores the demanding nature of being designated as an OIC, especially for non-Master Teachers, highlighting unique obstacles such as increased workload, a deficit of formal authority, and insufficient support from colleagues and administrators.

7. Conclusion

While taking on administrative roles can boost teacher satisfaction, skills, and effectiveness, it also introduces stress, time constraints, and resource limitations. Schools need to offer significant support for teachers balancing both administrative and teaching duties. Administrative tasks can positively impact teacher self-efficacy, but achieving a balance between efficiency and autonomy is crucial. Despite benefits like improved teaching and learning processes, teachers experience burnout and stress, highlighting the need for institutional support, workload management, and resources to facilitate effective teaching. The complex relationship between administrative tasks and teacher effectiveness requires further investigation and underscores the critical role of schools in creating an optimal learning environment for both teachers and students. Taking on administrative roles can enhance teacher integrity through personal growth and leadership development, but ethical challenges arise when balancing these duties with student commitment. Pressure to manipulate data to meet standards can compromise teachers' values. Schools need to offer support, training, and a conducive environment to navigate these ethical challenges, ensuring teacher integrity and effective teaching practices.

Conflict of interests

The authors declare no conflict of interest.

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