

Narratives of Public Schools Educators Who are Part-Timers in Private Schools

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ABSTRACT

Public-school educators in the Philippines, under the Department of Education (DepEd), increasingly pursue part-time teaching in private schools to supplement income, enhance professional skills, gain diverse pedagogical exposure, and mentor pre-service teachers. This interpretive phenomenological study focuses on 15 purposively selected DepEd educators from Valencia City, Bukidnon, who balance full-time public-school responsibilities with part-time roles at Valencia Colleges (Bukidnon), Inc., while managing heavy ancillary workloads and contextual challenges such as weather disruptions. The study addresses a local knowledge gap concerning their lived experiences of time conflicts, exhaustion, policy adaptation, and resource constraints, despite existing Philippine and international literature on teacher workload and moonlighting. Using semi-structured interviews and thematic analysis, the study explores educators' motivations, struggles, coping strategies, and advice. Findings indicate multifaceted drivers, persistent time-management pressures, and the use of proactive planning and flexible modalities to sustain dual roles. The results underscore the need for policy measures such as workload caps, flexible scheduling guidelines, and targeted training to support teacher retention, promote work-life balance, and enhance educational equity.

Keywords: teacher moonlighting, work-life balance, dual roles, DepEd educators, Bukidnon

INTRODUCTION

In the Philippines, numerous public-school educators employed by the Department of Education (DepEd) engage in part-time teaching roles at private schools, driven primarily by motivations such as supplemental income, professional growth, exposure to diverse teaching environments, and the opportunity to mentor pre-service teachers. These educators, often balancing full-time public-school duties with after-hours or weekend private school commitments, report utilizing free afternoons productively while sharing practical classroom expertise with college-level education students.

However, this dual employment practice reveals significant gaps, including time management challenges from overlapping schedules, physical and mental exhaustion, adaptation to differing institutional policies and learner motivations, and resource limitations like weather-related travel issues or inadequate preparation time. These struggles can compromise teaching quality, family time, and personal well-being, exacerbating broader DepEd issues such as teacher shortages, high student-teacher ratios exceeding 1:40, and heavy workloads from ancillary duties.

Local Philippine studies from 2019-2026 highlight these concerns; for instance, research on Filipino teachers' ancillary duties underscores unequal workload distribution and the need for better task delegation to prevent burnout (Rivera et al., 2025). Similarly, examinations of public-school teachers' pressures note chronic overwork impacting education quality (David, 2018). Internationally, studies confirm moonlighting's toll, with U.S. analyses showing negative effects on teachers' health, personal lives, and retention despite motivations like income, as moonlighters struggle to disengage financially (Protheroe, 2006). A Sri Lankan quantitative study

echoes this, finding moonlighting motivated by income and experience but hindering professional development without affecting core teaching tasks (Sivarajah & Krishanthini, 2021).

Objectives of the Study

This study aims to explore the experiences and perspectives of public-school educators who balance their primary roles with part-time teaching positions in private schools. Specifically, this study seeks to address the following questions:

1. What are the primary motivations as a public-school educator in accepting part-time teaching positions in private schools?
2. What are the struggles as a public-school educator encounter in accepting part-time teaching positions in private schools?
3. How did you address these struggles as public-school educators accepting part-time teaching position in private schools?
4. What are the advices as a public-school educator accepting part-time teaching position in private schools?

METHODOLOGY

Research Design

This study employed an interpretive phenomenological approach to explore the experiences of the public-school educators who are part-timers in private schools. This methodology facilitated an in-depth understanding of how these educators interpreted their experiences and perspectives. By focusing on their personal narratives, this approach allowed for a comprehensive examination of the challenges they faced and the strategies they employed to overcome those challenges.

Locale of the Study

This study explores the multifaceted experiences of public-school educators who take on part-time roles in private institutions like Valencia Colleges (Bukidnon), Inc. of Valencia City, Bukidnon. It captures a variety of perspectives of public-school educators with differing levels of experience and offering a richer understanding of the educators' dual roles.

Participants of the Study

The participants consisted of 15 public-school educators (KP1–KP15) employed by DepEd and simultaneously holding part-time teaching roles at Valencia Colleges (Bukidnon), Inc. in Valencia City, Bukidnon. Purposive sampling was used to recruit information-rich cases who had at least one year of concurrent service in both institutions, ensuring that participants could provide detailed reflections on dual-role experiences. In line with guidance for interpretive phenomenological research, a relatively small, focused sample was selected to allow in-depth exploration of each case. Data collection continued until thematic saturation was reached, that is, no substantively new themes emerged in the final interviews and previously identified categories were consistently confirmed across participants.

Research Instrument

The primary research instrument was a questionnaire designed to gather in-depth qualitative data. The questionnaire included open-ended questions that elicited detailed responses regarding the experiences and perspectives of public-school educators who balance their primary roles with part-time teaching positions in private schools.

Data Gathering

Data were gathered through semi-structured interviews with the selected participants. Prior to the interview, permission and consent were obtained from the participants. The interviews were conducted at a convenient time

and place for the participants, and their responses were recorded and later transcribed to ensure accuracy and completeness of the data.

Data Analysis

The interview recordings were transcribed verbatim and reviewed multiple times to ensure accuracy and familiarity with the data. The analysis followed a reflexive thematic analysis process consistent with interpretive phenomenology. First, the researchers engaged in open coding, generating initial codes line by line to capture salient meanings in participants' narratives. Related codes were then clustered into candidate themes such as "financial and professional drivers," "time-management and workload pressures," and "adaptive coping strategies." These themes were iteratively refined through constant comparison across transcripts, checking for internal coherence and distinctiveness. To enhance the trustworthiness of the analysis, a second researcher independently coded a subset of transcripts, and discrepancies were discussed until a shared interpretation was reached. Member checking was conducted by sharing summarized themes with several participants to verify whether the interpretations resonated with their experiences.

RESULTS AND DISCUSSION

Primary Motivations

Common Theme: Multifaceted drivers of financial supplementation, professional development, and mentorship commitment.

This theme captures the dominant pattern across participants' responses, where financial needs intersect with desires for skill enhancement and sharing expertise with future teachers. Analysis reveals a balanced triad: economic necessity (e.g., family support), career enrichment (e.g., diverse environments), and altruistic mentoring, reflecting adaptive responses to DepEd's resource constraints.

"Strong commitment to educating and mentoring future teachers... impart my teaching strategies, classroom experiences, and practical knowledge to education students." (Key Participant 1)

"Additional income... plenty of free time... sharpen my skills and competencies." (Key Participant 2, 13)

"Professional growth, financial support, and broader service... enhance my teaching skills, gain exposure to diverse academic environments." (Key Participant 3)

"Provide the needs of my family as a breadwinner." (Key Participant 12)

"Share my knowledge/expertise to preservice teachers... help future educators to become equipped." (Key Participant 11, 17)

These multifaceted motivations can be interpreted through basic labor economics perspectives on moonlighting, which propose that workers accept additional employment to compensate for insufficient primary income and to invest in human capital for future opportunities. The participants' emphasis on income supplementation and skill enhancement aligns with this view, as they leverage part-time roles to offset financial pressures and build professional credentials. At the same time, their strong commitment to mentoring pre-service teachers suggests a values-driven dimension that extends beyond purely economic motives, resonating with studies that highlight intrinsic and altruistic reasons for teacher moonlighting.

A phenomenological inquiry into private school teachers amid COVID-19 identified passion, calling, and promotion opportunities as key motivators, kin to part-time drives (Tipan & Aguilar, 2021). Research on DepEd teachers migrating abroad highlights financial and professional growth parallels for supplemental work (Conference Paper, 2025). Ancillary duties analyses show Filipino teachers seek external roles for income and development amid overload (Rivera et al., 2025).

In Sri Lankan teachers moonlight primarily for income (80.5%) and experience, mirroring the theme (Sivarajah & Krishanthini, 2021). Vietnamese K-12 educators link moonlighting to salary dissatisfaction and demographics, emphasizing financial/professional motives (Nguyen, 2025). U.S. studies confirm income and growth as universal drivers for teacher side gigs (Protheroe, 2006)

Struggles Encountered

Common Theme: Predominant time management and balancing demands across dual roles.

Participants consistently cite scheduling conflicts and workload overload as core issues, with secondary concerns like student motivation and adaptation, indicating systemic pressures from DepEd priorities.

"Time constraint... unintentional conflict of schedules... Time Management and Balancing responsibilities." (Key Participant 3, 4, 11, and 14)

"Time management... physical and mental exhaustion." (Key Participant 5, 15)

"Learners who are not motivated... challenging performance tasks." (Key Participant 2, 13)

"Weather conditions... availability of resources." (Key Participant 6)

"Adjusting to different policies, curricula, expectations and schedule conflicts." (Key Participant 12)

From the lens of the Job Demands–Resources (JD–R) model, the dual roles substantially increase job demands while available resources remain limited (Bakker & Demerouti, 2007; Schaufeli & Bakker, 2004). This imbalance helps explain the physical and mental exhaustion reported by participants and echoes prior findings that excessive workload and role conflict elevate burnout risk among teachers (Roslan & Ho, 2017; Dicke et al., 2018; Schaufeli & Bakker, 2004). Furthermore, the competing expectations of DepEd and the private institution illustrate classic work–life balance challenges, as educators struggle to reconcile professional responsibilities with family and personal time, a pattern also noted in JD–R–based studies of public-school teachers' work–life balance (e.g., De Guzman, 2023; Santos, 2025).

Workload policies in the Philippine public education system impose significant burdens on teachers, often leading to chronic struggles with work-life balance. Gumba (2023) highlights how these policies such as extended teaching hours and administrative mandates, leave educators exhausted, with little time for personal recovery or family. This pressure intensifies as ancillary duties, like preparing school events, grading extracurricular activities, and handling paperwork, further erode available time for core teaching tasks. Rivera et al. (2025) emphasize that these non-instructional responsibilities fragment teachers' schedules, diminishing their ability to focus on lesson planning and student engagement, which ultimately compromises educational quality.

In Cebu, senior high school (SHS) teachers face similar multi-tasking overload, reporting stress levels comparable to holding a second job. A 2025 study describes this as "dual employment syndrome," where educators juggle teaching loads with roles like club advising and community outreach, resulting in burnout and reduced job satisfaction (Montero, 2025).

These issues extend globally. In the U.S., Protheroe (2006) documented how teacher moonlighting taking extra paid work to supplement income, correlates with physical health strains, such as fatigue and higher illness rates, mirroring the unpaid overload in the Philippines. Sri Lankan teachers experience professional development barriers from excessive duties, as Sivarajah and Krishanthini (2021) found that time constraints prevent skill-building workshops, stalling career growth. Similarly, in Vietnam, Nguyen (2025) links extra workloads to widespread dissatisfaction, noting that without policy interventions, teachers report persistent frustration and high turnover intentions.

Addressing Struggles

Common Theme: Proactive strategies emphasizing planning, communication, and flexibility.

Educators employ advance preparation and tech-aided continuity to mitigate issues, prioritizing DepEd while sustaining private commitments, showcasing resilience.

"Proper time management, flexibility... creating a foxes schedule... clear schedule." (Key Participant 1, 9, 14)

"Blended learning... send worksheets... asynchronous learning... activities... ahead of time." (Key Participant 2, 6, 10)

"Carefully planning my schedule... communicating openly." (Key Participant 3, 11)

"Provide the intended activities in advance... prioritize important responsibilities." (Key Participant 7, 15)

"Innovations... crafted workbook, real-time quizzes." (Key Participant 5)

The coping strategies identified such as time blocking, boundary-setting, and selective prioritization of tasks align with work–life balance frameworks that emphasize the importance of temporal, physical, and psychological boundaries between roles. By consciously limiting ancillary duties, scheduling recovery periods, and prioritizing core teaching responsibilities, participants attempt to re-balance the elevated job demands with self-generated resources, thereby mitigating burnout risk.

Philippine studies confirm effective strategies for teachers to manage heavy workloads and achieve better work-life balance. In Bukidnon, public secondary school teachers rely on institutional support such as fair workload distribution and leadership backing to maintain equilibrium amid demands like time pressures and family duties. Ancillary duties, including administrative tasks and school events, are coped with through organizational techniques like checklists and time blocking, as outlined by Rivera et al. (2025). End-of-school-year (EOSY) pressures are mitigated by proactive planning, with teachers emphasizing advance scheduling to handle grading, reporting, and closures without spillover into personal time.

Internationally, similar adaptive approaches prevail. Sri Lankan educators prioritize high-impact tasks using methods like the 80/20 rule and delegation to handle overload, preserving time for professional growth. In Vietnam, teachers adapt curricula flexibly amid administrative changes, adjusting lessons proactively despite resource lags to sustain effectiveness. U.S. contexts highlight scheduling flexibility via blended or online models as key to retention, reducing administrative burdens and boosting satisfaction rates above 88%.

Advice Given

Common Theme: Prioritize time management, DepEd duties, and sustainable balance.

Advice converges on realistic planning to avoid burnout, centering learners and health.

"Manage our priorities... manage time and set clear priorities... manage your time well." (Key Participant 2, 10, 14)

"Prioritize responsibilities... perform well in our main school DepEd... prioritize your responsibilities." (Key Participant 4, 11, 15)

"Prioritize learners... value students learning." (Key Participant 1, 3)

"Do not sacrifice teaching quality, your health... not overcommit... burn out." (Key Participant 6, 9)

"Clear schedule... manage your time effectively." (Key Participant 5, 7)

Research underscores targeted interventions to improve teachers' work-life balance amid heavy workloads. Tipan and Aguilar (2024) advocate prioritizing workload rationalization such as capping teaching hours and streamlining tasks as essential for sustainable balance among public secondary educators in Bukidnon, where institutional policies directly influence performance and well-being. For ancillary duties like administrative paperwork and extracurriculars, Rivera et al. (2025) recommend setting firm boundaries, including designated "no-work" zones and delegation protocols, to prevent spillover into personal time and reduce burnout risks. Stress management plans emphasize professional training programs, incorporating mindfulness, resilience workshops, and time-planning skills to equip teachers for end-year pressures.

Globally, recommendations align on holistic balance. Sivarajah and Krishanthini (2021) address income-driven extra work by promoting equitable pay and task prioritization to avoid health declines. Nguyen (2025) stresses long-term sustainability through adaptive policies that foster teacher endurance without dissatisfaction spikes. In the U.S., Protheroe (2006) links retention success to priority-setting frameworks, like focusing on core instruction over non-essentials, yielding higher morale.

CONCLUSION

This study illuminates the dual realities of DepEd public-school educators in Bukidnon driven by income, growth, and mentorship, yet strained by time conflicts and exhaustion, which they navigate through planning and prioritization.

The findings affirm that while multifaceted motivations sustain engagement amid DepEd shortages, unmanaged dual roles risk quality and well-being, as echoed in Philippine workload studies showing moderate balance via support but vulnerability to overload. Proactive strategies and advice like boundary-setting prove resilient, mirroring global successes in flexibility for retention.

Ultimately, policy reforms, workload caps, training, and guidelines can transform these experiences into assets for education, fostering sustainable careers and addressing 86,000-vacancy gaps without burnout. By prioritizing balance, DepEd empowers teachers as mentors and professionals, elevating Philippine schooling.

RECOMMENDATION

Based on the findings and conclusions drawn from this study, the following recommendations are given:

DepEd policymakers and school administrators should develop and enforce national workload rationalization policies that limit ancillary duties to 20% of teachers' total hours, incorporating digital delegation tools and equitable task distribution to alleviate burnout, as evidenced by participants' time management struggles and Rivera et al. (2025) on fragmented schedules. DepEd policymakers and school administrators should also establish formal guidelines for moonlighting, permitting up to 10 hours per week of part-time private school work with mandatory schedule buffers, such as no overlapping DepEd meetings, and institutional support like subsidized resilience training, drawing from Bukidnon models in Tipan and Aguilar (2024). Furthermore, DepEd policymakers and school administrators should roll out mandatory professional development programs on stress management, mindfulness, and time-blocking, targeted at end-of-year peaks, to enhance retention amid the 86,000-teacher shortage.

Private institutions like Valencia Colleges (Bukidnon), Inc. should adopt flexible scheduling policies, including asynchronous learning platforms and weather-resilient online resources, to accommodate public educators' primary commitments and reduce adaptation struggles noted by participants. Private institutions like Valencia Colleges (Bukidnon), Inc. should also create structured mentorship initiatives that compensate public-school expertise with stipends or certification credits, aligning with the altruistic motivations for sharing practical knowledge with pre-service teachers.

Public-school educators in dual roles should implement a "priority matrix" for workload allocation, 70% to DepEd core teaching, 20% to private mentoring, and 10% for personal recovery using digital calendars for conflict alerts and peer-shared lesson banks to combat exhaustion. Public-school educators in dual roles should

enforce personal boundaries, such as no-work evenings and health check-ins, while prioritizing learner outcomes to sustain teaching quality, as advised by participants.

Future researchers should undertake longitudinal mixed-methods studies with larger samples to quantify health impacts, teaching efficacy, and demographic variations pre- and post-policy interventions. Future researchers should also investigate comparative analyses between urban/rural contexts and international moonlighting models to refine Philippine-specific strategies.

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