



ANCILLARY FUNCTIONS AND TEACHING PERFORMANCE APPRAISAL OF TEACHERS

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Teacher I

Abstract

This study aimed to determine the relationship between ancillary functions of teachers and teaching performance appraisal of teachers. This study utilized the non-experimental quantitative research design using descriptive technique involving teachers in Malita North District of Davao Occidental Division, Philippines. The study was conducted on the Second Semester of School Year 2022-2023. Research instruments on ancillary functions of teachers and teaching performance appraisal of teachers were used as source of data. Using mean and pearson-r as statistical tools to treat the data, the study showed the following results: the level of ancillary functions of heads is very high, the level of teaching performance appraisal of teachers is very high, there is a significance on the relationship between ancillary functions of teachers and teaching performance appraisal of teachers.

Keywords: *Ancillary Functions of Teachers and Teaching Performance Appraisal of Teachers, School Administration and Supervision, Quantitative Research, Philippines*

1. INTRODUCTION

The work of teachers today is full of many non-academic workloads and this is a common reason for teachers leaving the profession. With increasing pressure being put on elementary teachers to manage and teach students, meet expectations on state standardized testing, and effectively implement curriculum, many teachers' working hours exceed the regular contracted hours. The heavy workload leaves teachers feeling exhausted, overwhelmed, and overworked (Smithers and Robinson, 2010).

Meanwhile, teaching performance has always been identified as an important feature in any level of educational system. However, there are many teachers who do not possess the skills to become efficient in doing their tasks. Parents often complain about teachers who are unable to perform well their classroom duties like starting classes on time and releasing of report cards (Ferguson and Brown, 2008).

In Sri Lanka, for many teachers, time is one of the hardest resources to manage especially with an increase in work responsibilities required to be a successful teacher in today's classroom. However, some teachers experience burnout due to excessive and time-consuming non-instructional tasks they do aside from rendering regular classes to students. Coaching students may it be for.

curricular or extra-curricular activities, making nutritional status report, preparing student's report card sideways to computing grades and spearheading institutional activities oftentimes exhaust teachers (Samaraweera, Abd Hamid, Khatibi, Azam & Dharmaratne, 2018).

In the Philippines, teachers shared how they are heavily loaded with auxiliary functions and that they have a hard time meeting deadline for the submission of class reports. Some teachers also declare that the time they are supposed to teach is spent on doing auxiliary functions and they believed that devoting too little time teaching the students can be one of the reasons of low performance in the achievement test (Evangelista, Bonifacio, Gonzales, Villanueva, Principe, Juliano & Tus, 2021).

In the local context, teachers feel stressed, irritated, or exhausted all the time as a sign of teacher burnout. They also be suffering sleep problems, such as excessive sleeping or sleeplessness brought on by worry. Generally, they feel depressed or overwhelmed, or perhaps simply no longer find it enjoyable (Clarion & Palarisan, 2023).

Teachers do not come to school only to teach students. Although instruction is the primary function of every teacher; however, the fact would remain that they are replete with so many non-instructional tasks and this can never be overemphasized. There have been numerous researches which are focused on teaching performance but the researcher rarely come across with a study on professional teaching performance and non-instructional tasks of teachers in the local context, making this study a contribution to new knowledge in the field of education. Thus, the conduct of this study.

This study on ancillary functions and teaching performance appraisal is anchored on Structural Theory (1964). According to this perspective, burnout is a symptom of continuous workplace stress that develops when an individual's coping mechanisms to deal with pressures at work are ineffective. Workplace stress will at first cause a number of coping mechanisms.

The psychological state of burnout has aspects in the physical, emotional, and mental realms. Burnout frequently includes exhaustion, persistent fatigue, a poor sense of oneself, pessimism or despair, dissatisfaction, and a lack of productivity at work. Burnout is frequently a more transient state in which a teacher has used up all of their available personal and professional resources. When an educator thinks she can't carry out the tasks in a way that upholds the high standards of the profession, demoralization sets in.

The amount of stress a teacher feels in a given situation depends on a number of variables, such as the teacher's assessment of the demands and strategies for managing them, expectations for potential future demands and readiness to handle them, and the teacher's level of skill preparedness and experience in handling demands effectively.

When describing the three interconnected pathways that lead to teacher stress, the term "Teacher Stress" considers the individual differences in teachers' (1) coping styles, (2) proficiency in carrying out practices that effectively manage the teaching-learning process, and (3) the systemic context in which teaching takes place, including rules, procedures, and administrative support. There are numerous pressures for teachers outside of the classroom.

The conceptual paradigm is shown in Figure 1. The independent variable of this study is On the other hand, the dependent variable of the study is *ancillary functions* and the indicators of the dependent variable were taken from Leung, Wong, and pow (2002) and these are the following: *daily classroom duties* which refers to the everyday work that teachers need to accomplish; *class club duties* which refers to the function of teachers as moderator of the different clubs and organization in the school; *students counseling* which refers to teacher's giving counseling and guidance to students; and *communication with the student's parents* is the teacher's duty to effectively communicate the student's performance, behavioral concern and matter that parents need to know.

The dependent variable of this study is the *teaching performance appraisal* which indicators are adopted from the Illinois State Board of Education (2002) and these are: *content knowledge* which refers to the teachers' understanding on the central concepts, methods of inquiry, and structures of the discipline(s) and creates learning experiences that make the content meaningful to all students; *instructional delivery* which is the teachers' understanding on the and use of a variety of instructional strategies to encourage student's development of critical thinking,

Problem-solving, and performance skills; *assessment* which is the teacher's understanding on the various formal and informal assessment. This study aims to determine the significance of the relationship between ancillary functions and teaching performance appraisal of teachers.

This study may be useful to DepED officials as the results of this research may provide better understanding on how the teaching performance of teacher is affected by their non-instructional tasks. Thus, it may guide the administrators in designing programs which may help teacher developed an advanced teaching performance and consequently help improve academic achievement of students. The results of this study may help the school administrators determine the level of professional teaching performance of teachers and may guide them in identifying practices that will boosts professional teaching performance which eventually help teachers.

The results will serve as an evaluation for teachers on their pedagogical knowledge and will eventually become a guide for personal and professional development. The results of this study may improve the teachers' professional teaching performance which will eventually benefit the students. Future researchers. This would challenge future researchers to explore on the same topic to either replicate the study using other research methodologies and substantial sampling population to validate the results of the study.

This study is beneficial to the Schools Division Office where the study is conducted as it will give the personnel a concrete view of the levels of the variables which this study is aimed to identify. This will guide the personnel as their reference for future decision-making to improve on the aspects which the study is intended to uncover.

Similarly, this study is viewed as a significant benchmark to the school heads and Teachers as this will help them enhance their current practice in terms of the variables and indicators included in this study. This may guide them in designing Learning Action Cells that will help the school gain inputs and eventually improve their present practice.

This study is beneficial to students as they are the direct beneficiary of the initiatives in schools including the professional advancements of school heads and teachers. The benefits that the students will gain from this study is expected to help them increase their learning proficiency.

This study is also beneficial to future researchers as this will guide them in conducting similar study. This study can also be their benchmark in exploring other variables not covered in this research.

This study is aimed to determine the relationship between the strengthening sensitivity and proactive behavior of students. The study will be implemented in some public schools in Davao Occidental Division within the second semester of the School Year 2022-2023.

This covers only daily classroom duties, class club duties, students' counseling, and communication with the student's parents in terms of the ancillary functions while it includes only content knowledge, instructional delivery, communication, and assessment for the teaching performance appraisal.

2. MATERIALS AND METHODS

This study employed the non-experimental quantitative research design utilizing correlational techniques a substantial proportion of quantitative educational research is non-experimental because many important variables of interest are not manipulable. Because non-experimental research is an important methodology employed by many researchers, it is important to use a classification system of non-experimental methods highly descriptive of what we do and which also allows us to communicate effectively in an interdisciplinary research environment. Correlational research designs evaluate the nature and degree of association between two naturally occurring variables (Johnson, 2012).

The geographic location of this study was shown in Figure 2. The municipality of Malita is a first-class municipality of the newly-founded province, Davao Occidental. It has 25 barangays and eight secondary schools. According to the 2009 LGPMS census, it has a population of 133,020 people in 20,526 households. Malita was known for various parts of its cultural heritage.

The research sample included only those teachers who have permanent position. They must also have a teaching experience for the public school for at least five years. The substitute teachers and those holding Learning Support Aid positions are excluded in the sample of the research. Likewise, this study is conducted only to one district of Davao Occidental Division and at least have more than a hundred teachers as sample.

This study utilized purposive sampling in determining the sample of this study. Only those teachers who manifested their willingness to participate in the research were included in the study. These students must have Informed Consent to show their voluntary participation of the study.

This study utilized adopted questionnaire. The questionnaire on ancillary functions were taken from Illinois State Board of Education (2002). The indicators are the following: content knowledge, instructional delivery, and assessment.

This five-point Likert Scale was used in determining the ancillary functions in this study.

Meanwhile, questionnaire for teaching performance appraisal of teachers was taken from Leung, Wong, and Pow (2002) and the indicators are the following: daily classroom duties, class club duties, students' counseling, and communication with the student's parents.

This five-point Likert Scale was used in determining the teaching performance appraisal of teachers in this study.

The researcher simplified and contextualized the questionnaires without losing the original content. The first draft of the contextualized version of the instruments was submitted to the research adviser for comments and recommendations to improve its presentation. The final copies were submitted to the panel of experts for approval.

Final revision of questionnaire was made by incorporating the corrections, comments and suggestions given by the expert validators. The validators rated the survey questionnaires with a rating of 4.12 with a descriptive equivalent as good.

The following steps were undertaken in the gathering of data for this study. First the researcher asked permission from the Superintendent of Davao Occidental Division to conduct the study in Sarangani District. After the request was granted, the researcher also sent a letter to the district supervisor indicating the intention to conduct the study in the district. The researcher attached the letter of approval from the division superintendent. The same letter of request was also sent to the school heads.

The school allowed the researcher to gather data for the research during activity period in the afternoon. This was a big challenge for the researcher because the travel going to school's district usually takes more than half an hour from the station.

As soon as the researcher got into the school, he went to the office of the school head and showed the letter of approval and endorsement from the superintendent and from the district supervisor. After which, the researcher met the teachers and the school head and gave them a brief orientation on how they will respond to the questions in the questionnaire. As soon as the respondents were able to complete answering the questionnaire, the researcher collected them and tallied the responses. Interpretation followed after the statistician handed the data.

The following statistical tools were used in treating the data in this study.

Mean. This will be used to determine the level of ancillary functions and teaching performance appraisal of teachers. **Pearson-r.** This will be used to determine the significance of the relationship between ancillary functions and teaching performance appraisal of teachers.

3. RESULTS AND DISCUSSION

In this chapter, the researcher presents the data of the findings. Discussions of the topics are arranged in the following: level of ancillary functions of teachers, teaching performance appraisal of teachers, and relationship between ancillary functions of teachers and teaching performance appraisal of teachers.

The standard deviation in the two descriptive tables, Table 1 and Table 2, ranged from 0.43 to 0.44 which are less than 1.0 as the typical standard deviation for a 5-point Likert Scale, this means that the ratings in the accomplished questionnaires were closed to the mean, indicating consistency of responses among the respondents (Wittink and Bayer, 1994).

Level of Ancillary Functions of Teachers in terms of Daily Classroom Duties

Presented in table 1.1 is the level of ancillary functions of teachers in terms of daily classroom duties with a mean score of 4.46 or very high. The result of this mean score is taken from the strands of the indicators which are as follows: completes the forms on student particulars, checks students' attendance regularly, fills in the academic results of students and make remarks accordingly, makes record on students who have failed to bring homework and course books to the class, and prepares the lesson records.

The results of this study revealed a high level of daily classroom duties. For Scherrer (2008) and Cotton (2010) the responsibilities of a teacher transcend the act of merely passing on knowledge and disciplining students. Teachers are very significant in the lives of the students since teacher's mold students to become productive. Teachers also influence students in their future career and help them materialize their goals. Teachers do not just teach, though. They have other duties that are essential to their success in the classroom. Teachers perform daily duties in addition to the classroom instruction they provide.

The analyzed data from project are in congruence with the statement of Naylor and Malcolmson (2008), Newton (2012), and Weller (2010), which stated that many people think that a teacher's day is spent only doing instructional functions. They think that the only job of teachers is to go to school and teach the students. In reality, every teacher fulfills many functions more than one can imagine. Although teaching is the primary role of a teacher, however, a teacher's day is spent on many non-instructional tasks that often times steal some of the time a teacher should spend in teaching.

Level of Ancillary Functions of Teachers in terms of Class Club Duties

Presented in table 1.2 is the level of ancillary functions of teachers in terms of class club duties with a mean score of 4.33 or very high. The result of this mean score is taken from the strands of the indicators which are as follows: coordinates with other teachers and promote class affairs, arranges inter-class competitions, promotes large-scale class club activities, encourages students to join extracurricular activities, and establishes a positive class culture.

In support of these findings, the results of this study manifested a high level of class clubs' duties. Hollingsworth (2008) and Killion (2009) stated that a teacher's job also includes being a coach of a certain sport event, coach for a quiz, and writing contests. These tasks are part of class clubs duties and teachers provide trainings to students in order to acquire skills that are essential in developing their potential aside from learning the concepts and lessons in the classrooms.

Level of Ancillary Functions of Teachers in terms of Student Counseling

Presented in table 1.3 is the level of ancillary functions of teachers in terms of student counseling with a mean score of 4.21 or very high. The result of this mean score is taken from the strands of the indicators which are as follows: refers problematic students to personnel concerned, helps resolve the contradiction among the students, attends inter-form class meetings to discuss class affairs, liaise with the subject teacher of a particular student, and conducts behavioral counseling.

The outcomes of this study revealed a high level of student counseling. From the statement of Lambie, Ieva and Ohrt, (2012), counseling is a complex and dynamic interactional process where counselors necessitate a specific knowledge base in order to provide ethical and effective services to clients with diverse needs. Classroom teachers also serve as guidance counselor to their students. The guidance teachers help students to get through with their concerns and help them become aware of their circumstance especially during the moment they need social, academic, and career counseling.

Level of Ancillary Functions of Teachers in terms of Communication with the Students' Parents

Presented in table 1.4 is the level of ancillary functions of teachers in terms of communication with the students' parents with a mean score of 4.26 or very high. The result of this mean score is taken from the strands of the indicators which are as follows: joins the parent-teacher association, encourages parents to join PTA, conducts home visits, informs parents about child's performance, and encourages parents to visit school often.

The findings of this study revealed a high level of communication with the student's parents. Turney and Kao (2009) and Hoover-Dempsey, Walker, Jones and Reed (2010) stated that parent-teacher conferences allow parents and teachers to create strategies for student success by discussing a student's school performance. These conferences are integral to student success because they allow parents and teachers to work together in the best interest of the child.

Summary of Level of Ancillary Functions of Teachers

Presented in Table 1.5 is the level of ancillary functions of teachers, with the overall mean of 4.32 with a descriptive equivalent of very high indicating that all enumerated indicators were always observed. The overall mean was the results obtained from the mean of the indicators for the specific items from the questionnaire intended for this particular indicator which is appended in this study.

Among the indicators, daily classroom duties obtained the highest mean score of 4.46 or very high, class club duties had a mean score of 4.33 or very high, communication with the student's parents obtained a mean score of 4.26 or very high and Student Counseling with a mean score of 4.21 or very high.

Level of Performance Appraisal of Teachers in terms of Content Knowledge

Presented in table 2.1 is the level of performance appraisal of teachers in terms of content knowledge with a mean score of 4.46 or very high. The result of this mean score is taken from the strands of the indicators which are as follows: has mastery of the lesson taught, designs learning experiences to promote student skills, adjusts teaching strategies to fit to the pacing of students, uses a variety of explanations in explaining a concept in a class, and uses a variety of explanations in explaining a concept in a class.

Level of Performance Appraisal of Teachers in terms of Instructional Delivery

Presented in table 2.2 is the level of performance appraisal of teachers in terms of instructional delivery with a mean score of 4.28 or very high. The result of this mean score is taken from the strands of the indicators which are as follows: uses multiple teaching and learning strategies to engage students in active learning opportunities, adjusts strategies in response to learner feedback, maximizes learner's potential by consistently engaging them in activities that develop critical thinking, develops a variety of clear, accurate presentations and representations of concepts, and uses a wide range of instructional technologies to enhance student learning.

Level of Performance Appraisal of Teachers in terms of Assessment

Presented in table 2.3 is the level of performance appraisal of teachers in terms of assessment with a mean score of 4.25 or very high. The result of this mean score is taken from the strands of the indicators which are as follows: uses assessment results to diagnose student learning needs, appropriately uses a variety of formal and informal assessments to evaluate, involves students in self-assessment activities to help them become aware of their needs, maintains useful and accurate records of student work and performance, and regularly monitors and assess student progress.

Summary of Level of Teaching Performance Appraisal of Teachers

Presented in Table 2.4 is the teaching performance appraisal of teachers, with the overall mean of 4.40 with a descriptive equivalent of very high indicating that all enumerated indicators were always observed. The overall mean was the results obtained from the mean of the indicators for the specific items from the questionnaire intended for this particular indicator which is appended in this study.

Among the indicators, content knowledge obtained a highest mean score of 4.46 or very high, instructional delivery obtained a mean score of 4.28 or very high, and assessment had a mean score of 4.25 or very high.

The result of this study confirms the statement of Arenas (2009), and Deumert, Marginson, Nyland, Ramia and Sawir (2008) which stated that teachers need to upgrade themselves through trainings to acquire new teaching strategies that truly capture the interests of the students. The knowledge teachers will gain from trainings are essential tool to successfully teach today's children whose needs are as vast as the information they get in the web. When teachers are unable to advance himself/herself, he/she might not be able to teach efficiently and students may lag behind.

Meanwhile, the result of this study is also identical to the statement of Cook and Rasmussen (2012), McLaughlin (2009) and Monteagudo (2009) which stated that efficient teachers consistently create learning experiences that guide a number of students to identify their strengths, interests, and needs; takes risks; and challenges themselves to succeed and ensures a good social and emotional atmosphere in the classroom. Promotion of learning and growth among the students should include creating an effective classroom environment.

This study is also in consonance with the statement of Hill, Ball and Schilling (2009), Franke, Kazemi and Battey (2007) and Wilson, Cooney and Stinson (2009) which stated that to achieve a meaningful teaching and learning environment, teachers should shift to a more balanced approach to teaching, which places more emphasis on understanding the content area of the subject. Whenever teachers master the content area of the subject, they can easily give real life examples during the lessons and they can instantly integrate essential life-skills among the students. Additionally, the teacher can design many engaging activities for students to get involved with when teacher has a mastery of the contents of the subject.

Results of this study showed that teachers have a high level of professional teaching performance. According to Ball and Bass (2008), Connell (2009), Ferguson and Brown

(2008), Grimshaw (2009), effective teaching is one of the most important skills every teacher should manifest. In its absence, students are hardly able to master the competencies they should learn at their level. In this digital world, the learning landscape has dramatically changed. With the change brought by the demands of globalization, the learner's needs also go with the change of the educational system. To bridge the gap between the current trends in the educational system and the students' needs, teachers have to constantly update themselves.

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Correlations between Ancillary Functions of Teachers and Teaching Performance Appraisal of Teachers

Presented in Table 3 are the results of the relationship between the independent variable, ancillary functions of teachers and dependent variable, teaching performance appraisal of teachers. Bivariate correlation analysis using Pearson product moment correlation was employed to determine the relationship between the variables mentioned.

Based on the first correlation analysis, ancillary functions of teachers and teaching performance appraisal of teachers revealed a computed r-value of 0.288 with a probability value of $p = 0.000$ which is significant at the 0.05 level.

This implies that the higher the ancillary functions of teachers display, the higher will be their teaching performance appraisal of teachers. Thus, the null hypothesis of no significant relationship between ancillary functions of teachers and teaching performance appraisal of teachers of the respondents was therefore rejected.

The finding of the study is aligned with the pronouncement of Grossman (2010) which stated that ancillary functions of teachers and teaching performance appraisal of teachers are correlated. When teachers perform many non-instructional tasks, their energy is easily consumed. of responsibility as professional employees are compelled to do more with less.

Similarly, the result of this study is in congruence with the statement of Smyth et al. (2008) which states that the increase in tasks with limited time puts many restrictions on teachers' creative abilities in the classroom. With the changing roles of teachers' work, many teachers are finding it hard to manage the increasing job responsibilities on top of their day - to - day responsibilities.

The pronouncement of Cotton (2001) is in consonance with the finding of the study, he stated that the workday for classroom teachers is replete with excessive and time-consuming non-instructional tasks. Those who are unable to manage their time, add to the growing number of high teacher attrition rate. For teachers, time is one of the hardest resources to manage, especially with an increase in work responsibilities required to be a successful teacher in today's classroom. The non-instructional tasks become an overload which hampers the teachers to do perform functions.

Similarly, Ball and McDiarmid (2008) added that teachers are pre-occupied with overwhelming non-instruction tasks that they become vulnerable to worn out. They may be enthusiastic about planning instruction and the day-to-day experiences with students but the non-instructional duties they are responsible for in the classroom can lose valuable instructional time performing these tasks.

4. MAJOR FINDINGS

The level of ancillary functions of teachers had an overall mean of 4.32 with a descriptive equivalent of high, the level of teaching performance appraisal of teachers, with the overall mean of 4.40 with a descriptive equivalent of very high, based on the first correlation analysis, ancillary functions of teachers and teaching performance appraisal of teachers revealed a computed R-value of 0.288 with a probability value of $p = 0.000$ which is significant at the 0.05 level.

5. CONCLUSION

With considerations on the findings of the study, conclusions are drawn in this section. The respondents were found to exhibit a very high level of ancillary functions of teachers. This indicates that the provisions relating to the ancillary functions of teachers embodied in the item is always observed.

There is a high level of teaching performance appraisal of teachers. This indicates that the provisions relating to teaching performance appraisal of teachers embodied in the item is always observed.

There is a significant relationship between the ancillary functions of teachers and the teaching performance appraisal of teachers. This implies that the higher the ancillary functions of teachers display, the higher will be their teaching performance appraisal of teachers. Thus, the null hypothesis of no significant relationship between ancillary functions of teachers and teaching performance appraisal of teachers of the respondents was therefore rejected.

The study revealed a very high level of ancillary functions of teachers. The researcher recommends that Public Schools District Supervisors may provide technical assistance to school heads and teachers on how to improve handle their ancillary tasks so that it will not become a burden to the teacher. The researcher also recommends to the school head that they may consider giving equal ancillary functions to teachers in terms of handling the programs and project implementation.

The results of the study revealed a very high level of teaching performance appraisal of teachers. The researcher recommends that the school heads may conduct surveys to teachers, especially on assessment and determine which topic on this aspect they need technical assistance in order to help improve their present practice.

The researcher also recommends to future researchers to conduct similar study and explore some indicators that are not included in this study in another setting in order to uncover new knowledge relevant to the enhancement of school operational regulation practice of school heads and adaptive instructional competence of teachers.

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