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Classroom Performance and Ancillary Functions Among Secondary School Teachers in the Third District Of Bohol

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ABSTRACT

Classroom performance is measured through classroom observation, both announced and unannounced. Ancillary functions are additional responsibilities other than the mandated teaching load mandated by the department manual. The study looked into classroom performance and ancillary functions among secondary school teachers in the 3rd district of Bohol. It also determined if a correlation exists between the two variables. It utilized the descriptive-normative method with a survey tool to gather data from administrators, coordinators, and faculty among selected secondary public and private schools in the 3rd congressional district, Bohol. Overall, there was a 440 sample size from a 505 population with a 1.68 margin of error at a 95 percent confidence interval. It used frequencies, percentages, weighted mean, and nonparametric statistical treatment utilizing Spearman Rho, Fisher's Exact Test, Pearson's Correlation Coefficient, and Paired Sample Test. Freidman Test of Difference. Findings revealed that the

overall performance in announced observation was “Outstanding” while unannounced observations were rated “Satisfactory.” Results revealed that teachers were partially involved in ancillary functions. A significant correlation was found between each of the nine indicators of classroom performance and the level of ancillary functions. Hence, when the given indicators of classroom performance are leveled up, the teachers are more likely to be engaged in ancillary functions. Teacher respondents in private schools obtained higher ratings in unannounced classroom observations.

Keywords: Classroom performance, ancillary functions, descriptive-normative method, Spearman Rho, Fisher’s Exact Test and Pearson’s Correlation Coefficient, Philippines, Asia

INTRODUCTION

The performance of teachers both within the classroom and how they manage ancillary functions determine the holistic development of the pupils under the care of the private and public schools. Such teacher performance can also enhance their professional growth. Classroom observation as a measure of classroom performance includes observable traits fitted to teachers’ job descriptions where the performance measures are based on student outcomes and how they understood the lesson. It ensures that essential aspects of performance that go beyond measured results, such as how the outcomes are achieved, are also considered. It focuses on performance issues most likely to be in employees’ control, such as their classroom behavior, which helps teachers understand the connection between their classroom performance and their pay and promotion.

In the Department of Education (DepEd) in the Philippines, there is an Individual Performance Commitment Report (IPCR). It provides employees’ credit for their efforts when matters outside their control prevent them from achieving their success, as defined by student test scores or other outcome measures. Furthermore, a lesson that counts as a teacher’s formal observation might go wrong for unexpected reasons, even how well-planned it is. The more experiences their administrators see, the more precise the window they get into strengths and weaknesses, and the better position they are to give teachers feedback in the areas when most needed.

Ancillary functions are defined as engagements that provide vital support to the primary activities or operation of an organization and system. The ancillary functions among the teachers are operationally defined as that aside from their being classroom teachers; they have other school-related functions, such as being designated as grade level advisers, subject coordinators/chairs, club moderators, coaches in sports, in-charge in co-curricular and extracurricular activities and community involvement services.

In other countries, like in Indonesia, ancillary services are embedded in the schools to support the implementation of the first four national standards of education regarding the national goal of education. In the Philippine context, these ancillary functions are provided according to the expertise of the teachers. However, it could not be avoided that these functions are also given to teachers upon entry, as experienced teachers have the confidence to decline when these functions are given to them. In other instances, these functions are given to those who have lesser teaching loads, regardless if they have the expertise or not.

Digging into the basics to explain why people behave in a certain manner is a theory of motivation. As Jones (1959) cited by Dweck (2013) has pointed out, the motivation theory attempts to explain "how behavior started, how could it be energized, sustained, directed, stopped, and the subjective reaction is felt by the organism. The theory of motivation that will be used to understand the effects of job design is Expectancy Theory, firmly adhered to by Georgopoulos, Mahoney, and Jones (1957) and Vroom (1964). The theory of motivation being used to understand the effects of job design is the expectancy theory. This theory presupposed that the motivation of employees to perform effectively is determined by two variables.

Firstly, it is contained in the concept of an effort-reward probability. Such is the person's subjective probability that eventually directs an amount of effort to perform effectively will happen when given a reward or positively valued outcome. This effort-reward probability is measured by two subsection subjective probabilities. These are the probability that effort will result in performance and the probability that performance will result in the reward. Vroom (1964) refers to the first of these subjective probabilities as an expectancy and to the second as an instrumentality.

The second variable that is relevant here is the concept of reward value or valence. This refers to the individual's perception of the value of

the reward or outcome that might be obtained by performing effectively. Although most expectancy theories do not specify why certain outcomes have reward value, for the purpose of this study, the researchers argue that the reward value of outcomes stems from their perceived ability to satisfy one or more needs. Specifically, noteworthy here is the list of needs suggested by Maslow that includes security needs, social needs, esteem needs, and self-actualization needs.

The evidence indicates that, for a given reward, reward value and the effort-reward probability combine multiplicatively to determine an individual's motivation. This means that if either is low or nonexistent, then no motivation will be present.

The present conceptualization of the interaction between job characteristics and individual differences is based primarily on the expectancy theory of motivation, as formulated by Lewin (1938) and Tolman (1959). Expanding on the theory of Hackman and Lawler (1971), they proposed that jobs that offered the opportunity for satisfaction of higher-order needs (e.g., needs for personal growth and development or for the feeling of worthwhile accomplishment) should be associated with high levels of performance, satisfaction, and motivation and with low levels of absenteeism.

They stated that to establish conditions for internal work motivation, then, it appears that a job must: (a) allow workers to feel responsible for an identifiable and meaningful portion of work, (b) provide outcomes which are intrinsically meaningful or otherwise experienced as worthwhile, and (c) provide feedback about performance effectiveness. Hence, this proposition validates the importance of assessment in the classroom performance of teachers as the second variable in this particular study.

As presented by Firestone (1991), Job Enlargement can be defined as utilizing "horizontal" skills or multiple ancillary functions that require skills that are at a similar level of complexity and responsibility. In teaching, it may consist of creating an additional workload aside from the regular task given. Research on the offshoot of job enlargement programs shows that motivation is increased when additional tasks are interdependent (Wong & Campion,1991). It was also added that job enlargement is directly related to high satisfaction (Campion & McClelland, 1993).

The recent recognition of these motivational problems has led management away from a specialization focus in the design of jobs toward an employment philosophy based on eliciting intrinsic reward from

work effort. Such incentives as feelings of self-worth, accomplishment, and pleasure from using and developing one's skills are termed "intrinsic rewards" since they stem directly from work performance and are mediated or administered by the worker. A contrasting incentive locus is an external reward, for example, pay, job security, fringe benefits, etc., which are a function of the job situation and are given by others. This change in management thrust followed the analysis of McGregor (1960).

Lastly, this study draws from the Equity Theory, which holds that individuals are dissatisfied if they are unjustly compensated for their efforts and accomplishments. The equity theory of motivation of Adams (1963) calls for a fair balance between employees' inputs (e.g., hard work, level of skills, tolerance, and enthusiasm) and outputs of employees (e.g., salary, benefits, and intangibles such as recognition). Furthermore, a fair balance ensures a strong and productive relationship with the employees, with the overall result being satisfied, thus motivated employees.

The theory is built on the premise that employees would be demotivated, both in relation to their job and their employer, if they feel their inputs are greater than the outputs. Employees can be expected to respond to this in different ways, including de-motivation (generally to the extent the employee perceives the disparity between the inputs and the outputs exist), reduced effort, becoming disgruntled, or, in more extreme cases, perhaps even disruptive.

The DepEd categorizes classroom teachers into two: teachers without ancillary function and teachers with ancillary functions, which means that they have other classroom-related functions aside from being classroom teachers. Some of them are designated as Grade Level Coordinators, Club Moderators, Clinic-In-Charge, School Statistician, and Canteen Manager. Multiple ancillary functions of teachers often lead to losing their motivation, satisfaction, competence, and even feeling burnout (Howard & Johnson, 2004). As usually, a person seeks multiple ancillary functions only for promotion (Parham & Gordon, 2011).

This finding underscores the potential negative impact on an individual's job satisfaction, quality of living, and work performance. Furthermore, scholars have questioned the nature and characteristics of teachers with multiple ancillary functions. Zickar, Gibby, and Jenny (2004) reported that an employee is more likely to encounter professional rivalry because of the exertion of more effort to function multiple roles and exhibit behaviors because of multiple ancillary functions. However, teachers need

to possess attitudes and skills to cope with the challenges as teachers with multiple ancillary functions to serve the school better. Schaufeli, Salanova, González-Romá & Bakker (2002) have stated that a person's work engagement is defined as a positive, fulfilling, and work-related state of mind characterized by endurance, dedication, and absorption.

However, it has been observed that teachers who the school empowered were crossing the lines into managerial roles but were not being compensated for their increased responsibilities (Pearson, Carroll, & Hall, 1994). It was further noticed that when teachers experienced difficulties in their personal relationships, these difficulties were caused by their tiredness and a lack of energy due to multiple workloads or ancillary functions (Peters & Pearce, 2012).

Extracurricular activities are programs and events carrying no academic credits organized by the designated school moderator together with students to showcase their interests and abilities, subject to direction and supervision of the school. The educational process is not only coined inside the classroom but also outside the school. This is truly a learning process since it is not only coined inside the classroom (Retubada, 2014).

The major aim of these activities is to stimulate and develop the habits of engaging in worthwhile personality building and leisure time experiences. They are important because they make use of innate drives and urge students by directing these free activities along educationally worthwhile channels. They also unify the school together with their colleagues and foster the spirit of cooperation (Le Cornu & Ewing, 2008).

Interdependence among tasks on Ancillary Functions seems logically related to various motivational job design features. For example, when the outputs of several tasks are the inputs of other tasks, there may be higher intrinsic job feedback. That is, the quality of performance on some tasks is likely to be indicated when their output is needed to perform other tasks. Interdependent tasks may require more coordination and thus involve activities such as planning, scheduling, and inspecting, which may increase variety and skill usage. Autonomy may increase because coordinating tasks require the worker to decide among different schedules or ways of completing all the tasks. It is a matter of planning stage as well as the scheduling of activities that are imperative for success (Aldag, Barr, & Brief, 1981).

High expectations are set for teachers in coming up with very high job performance. A country's educational agency usually demands the quality

job performance of its teachers, and it has a very high measure pertaining to loyalty, patriotism, dedication, hard work, and commitment from its teachers (Ubom & Joshua, 2004). Further, the roles and contexts of educations' motivational methods and tools cannot be underemphasized because high motivation enhances productivity, which is naturally in the interests of all educational systems (Ololube, 2005).

A well-designed, properly functioning teacher assessment in the classroom performance process on how they perform in the classroom provides a significant communication link between the school system and teachers. It covers concepts of ongoing training to teachers. In congruence, it frames the conditions of their corresponding work. On the other hand, it helps the school system structure, manage, and reward the work of teachers. Salary, promotion, tenure, and retention decisions should be tied to an effective assessment system that includes peer review so that superior teachers can be rewarded, average ones encouraged, and poor ones either improved or terminated. This particular system of assessment would find out if the teachers with plenty and little ancillary functions are affecting their classroom performance (Wise, Darling-Hammond, McLaughlin & Bernstein, 1985).

As Gage (1978) explained, teaching art involves a process that calls for intuition, creativity, improvisation from what is implied by rules, formulas, and algorithms. The teacher must draw not only from professional knowledge and skill but also from a set of personal resources that are uniquely defined and expressed by the personality of the teacher and his/her individual and collective interactions with students.

Recent research studies have come up with findings that concurred with the notion that teacher quality is a critically essential determinant of student development and achievement (Sanders & Rivers, 1996) and later life outcomes (Chetty, Friedman, & Rockoff, 2011). The implementation of the practice of teacher assessments has evolved so fast in recent years. Traditionally, school administrators evaluated the performance of individual teachers using procedures that are fairly superficial, perfunctory, and relatively unstructured. The usual results of such "drive-by" assessments are simply to classify individual teachers as either satisfactory or unsatisfactory.

These assessment measures intend to accurately and reliably differentiate teacher effectiveness and provide a basis to target various personnel actions (e.g., tenure, professional development, financial

rewards, and dismissals). Recent researchers continue to make progress toward improving the validity and reliability of teacher assessment systems. However, a growing consensus underscores the importance of a balanced approach based on articulating clear and objective standards for teaching practice, relying on multiple sources of data, and employing multiple, carefully trained evaluators (Goe & Croft, 2009).

Noteworthy to mention is the final recommendations of the Measures of Effective Teaching (MET) project. It was a three-year study that leveraged a random assignment design to explore the measurement of effective teaching. Findings provided evidence that teacher effectiveness is best identified by simultaneously employing measures based on student achievement gains, rigorous classroom observations, and student surveys (MET, 2013).

This research looks into the correlation between classroom performance and ancillary functions of the teachers, both public and private schools, in the Third Congressional District of Bohol. It intends to address how to enhance teachers' engagements in ancillary functions. It also addresses the dearth of literature in this field as most local studies in the literature connect how ancillary functions affect classroom performance.

For this study, teacher performance is classified as classroom organization, utilization of instructional materials, utilization of instructional strategies, content knowledge, clarity of instruction, presentation, rapport with and responsiveness of the students, creating an inclusive classroom, impact learning.

Classroom organization. Slavin (1987) discusses a theory relating to alterable elements of classroom organization to effects on the achievement of students. The proposed critical elements are quality of instruction, appropriate levels of instruction, incentive, and time. The changes in each of these elements are held to have closely related results to changes in student achievement. It supported a view that multiple elements need to be addressed if innovative instructional methods are to produce substantial gains in student achievement.

Utilization of instructional materials. The important function and role of instructional materials in enhancing the quality of education is indisputable. Instructional materials have various names; one is instructional technology (Brown, Lewis & Harcleroad,1985); another is instructional media (Heinich, Molenda & Russell, 1989); still, others suggest audiovisual materials (Dale, 1969). For an extended period, they

have been widely known as teaching aids, a concept squarely tied to a teacher-centered model.

Utilization of instructional strategies. In the study of Anderson (1985), repeatedly similar relationships were exhibited between teachers' attitudes toward the effectiveness of personal teaching and the instructional strategies they selected.

Content Knowledge. Policymakers across time have focused a great deal of time and attention on teacher preparation. In particular, many policy documents are based on the logical assumption that teachers' content knowledge significantly influences student learning. A thorough grounding in college-level subject matter and professional competence in professional practice are necessary for good teaching. Over time, researchers have recognized the multifaceted and complex issues revolving teachers' knowledge, in general, and its classroom practice implementation, in particular (Mewborn, 2001).

In the last decade, several studies have attempted to capture such complexity by studying a qualitative approach of small numbers of teachers engaged in teaching practice (Fernández, 1997; Thompson & Thompson, 1994, 1996). These studies have shown that the relationship between knowledge and teaching practice is anything but straightforward. While some elementary teachers with weak content knowledge are predisposed to telling students rules and explaining algorithmic procedures, several teachers with strong content knowledge behave similarly.

Clarity of Instruction. The study of teacher clarity is an example of research focused on the role of the teacher in the process of instruction and learning (Civikly,1992). However, a review of the literature in teacher clarity points to the need to expand the concept of clarity to include (a) the clarity of the message or content and (b) the role of the student as a clarifier. For each contributor to instructional clarity—teacher, message, and student—the goal is the same: making sense of instruction. Rosenshine and Furst (1971) reviewed approximately 50 studies of teacher classroom behaviors associated with student learning. They identified teacher clarity as the most promising teacher-effects variable for research and teacher-training efforts. Ironically, explanations of the concept of teacher clarity have been more opaque than transparent. At best, definitions of clarity have been translucent, providing some diffusion of enlightenment about the role of teacher clarity in teaching effectiveness and student learning.

Presentation. Gelula (1997) emphasized that as much as preparation and organization are critical to the success of classroom instruction, the actual presentation also depended upon the ability of the presenter to reach and capture the interest of the audience. Teaching is considered a vibrant activity. It calls more than just catering data and ideas to various audiences. It calls for more direct contact with the audience, effective use of language, the capability to use limited time effectively, and the ability to be entertaining. Presentation of the lesson involves highlighting the essence of the clarity of voice, pace and speed of speaking, techniques to using audiovisual aids, effectively using the audience to the lecture, and ways to be entertaining. Eble (1988) stipulated that quality teacher presentations were set apart by their ability to share content and to project that information through presence, further noting the idea that teaching (or presenting) is not a performing art is a myth.

Rapport with and Responsiveness of the Students. The definition of rapport is an overall feeling between two people encompassing a mutual, trusting, and prosocial bond. Students have reported that rapport is an essential characteristic of an effective teacher (Catt, Miller, & Schallenkamp, 2007). Although students report that rapport is vital, relatively little is known about rapport compared to other relational variables in the classroom (e.g., immediacy). The classroom setting is not an environment restricted to one-on-one interaction, and the dynamics and perceptions of multiple relationships should be considered.

Coupland (2003) argued that building rapport could have positive effects on the classroom environment. Specifically, it can structure and encourage social interaction by reducing anxiety (Coupland, 2003; Jorgenson, 1992). Bean and Eaton (2001) noted that schools implement programs intended to enhance feelings of a connected classroom environment for students to develop feelings of attachment and reduce dropout rates. Where these programs are not in place, an instructor may play an important role in promoting feelings of connectedness in schools and in enhancing the effectiveness of those programs when they are employed.

Creating an Inclusive Classroom. Inclusion is a concept that teachers need to provide an equitable classroom experience of the students and the way they convey the message that everyone has the capacity to learn and succeed (Clark, Dyson, & Millward, 1998; Volonino & Zigmond, 2007). Also, the inclusiveness of learning goals depends upon whether they are attainable and reached by children. Several researchers

point out the importance of building a community within the classroom to make education inclusive (Han, Ostrosky & Diamond, 2006). Soodak (2003) suggests that philosophically and pragmatically, inclusive education is primarily about belonging, membership, and acceptance.

Impact of Learning. Student engagement includes skills engagement, participation engagement, emotional engagement, and performance engagement, the process of fostering respect for diverse points of view, analytic ability, the development of problem-solving skills, and broaden students' views (Handelsman, Briggs, Sullivan & Towler, 2005).

Objectives of the Study

The purpose of this study was to assess the classroom performance of teachers of public and private secondary schools and their ancillary functions of the Third District of the Province of Bohol for School Year 2019-2020. Furthermore, it aimed to delve deeper into the following aspects:

1. The classroom performance of the teachers in the unannounced and announced classroom observation in the following dimensions:
    1.1. Classroom organization;
    1.2. Utilization of classroom materials;
    1.3. Utilization of instructional strategies;
    1.4. Content knowledge;
    1.5. Clarity of instruction;
    1.6. Presentation;
    1.7. Rapport with and responsiveness of students;
    1.8. Creating an inclusive classroom; and,
    1.9. Impact on learning.
2. The extent of ancillary functions of the teachers; and
3. Correlation between the classroom performance of the teachers and their ancillary functions?

METHODOLOGY

The researchers employed a descriptive-normative quantitative research method using a survey questionnaire to gather data from 440 respondents comprising teachers in ten private and ten public schools in the 3rd District in the Province of Bohol. The teachers were observed and rated by the principals and coordinators. Box 1 presents the distribution of respondents:

Box 1. Distribution of Respondents

Public School	Population	Sample Size	Age of Distribution
1. Valencia Technical Vocational High School (Valencia)	99	88	89%
2. Mayor Pablo O. Lim Memorial High School (Valencia)	28	27	96%
3. Garcia Hernandez National High School (Garcia Hernandez)	27	25	93%
4. Dimiao National High School (Dimiao)	30	28	93%
5. Canhayupon National High School (Dimiao)	25	23	92%
6. Lila National High School (Lila)	45	43	96%
7. Hinawanan National High School (Loay)	31	27	87%
8. Jagna National High School (Jagna)	25	23	92%
9. Cambuyo National High School (Garcia Hernandez)	15	11	73%
10. Faraon National High School (Jagna)	18	15	83%
Total Public	**343**	**310**	**90%**

Private School	Population	Sample Size	Age of Distribution
1. NECAH Emmanuel Academy, Inc. (Valencia)	10	8	80%
2. Saint John the Baptist Academy	16	14	88%
3. Bohol Institute of Technology (Jagna)	15	10	67%
4. Collegio dela Medalla Milagrosa (Jagna)	15	13	87%
5. San Miguel Academy (Jagna)	13	12	92%
6. Immaculate Academy (Duero)	20	16	80%
7. Saint Nicholas Academy (Dimiao)	19	16	84%
8. Holy Rosary Academy (Lila)	17	11	65%
9. Holy Trinity Academy (Loay)	17	14	82%
10. Philippine Maritime Institute (Loboc)	20	16	80%
Total Private	**162**	**130**	**80%**
Overall Total	**505**	**440**	**87%**

The random sample of 440 was selected with a margin of error of 1.68% at a 95% confidence interval.

The said questionnaire was based on the Classroom Performance as Criterion-Based Checklist of the University of Minnesota Peer Review of

Teaching Guide (2009). The first part of the tool comprised the queries on getting the profile of the teachers as to their age, sex, civil status, highest educational attainment, and type of school. The data were processed using frequencies and percentages.

The tool comprised the following dimensions: classroom organization, utilization of instructional materials; utilization of instructional strategies; content knowledge; clarity of instruction, presentation, rapport with and responsiveness to students, creating an inclusive classroom, and impact on learning. This self-assessment on teachers' involvement in ancillary functions and assessing their classroom performance is part and parcel of job analyses conducted according to the procedures of functional job analysis. Each task was described in terms of the actions performed (in terms of their involvement in ancillary functions and their classroom performance as was assessed by the administrators).

The second part was the assessment of the principals and subject and level coordinators on various dimensions of the classroom performance among their teachers, namely, classroom organization; utilization of instructional materials; utilization of instructional strategies; content knowledge; clarity of instruction; presentation; rapport with and responsiveness of the students; creating an inclusive classroom; and impact learning. The administrators conducted announced and unannounced classroom observations for the comparability of ratings.

Box 2. Likert Scale, Descriptors, and Interpretation of the Classroom Performance

Likert Scale	Descriptors	Responses	Interpretation
1.00 - 1.74	Not assigned with certain functions other than teaching	Not Evident	Poor
1.75 - 2.49	Assigned as members of working committee, but just in name only, no specific tasks assigned, only when called to do something by the superior	Less Evident	Fair
2.50 - 3.24	Assigned as committee members with specific responsibilities	Moderately Evident	Satisfactory
3.25 - 4.00	Assigned as the lead of the committee and takes the oversight of the whole engagement	Fully Evident	Outstanding

The third part of the questionnaire intended to gather the extent of the involvement of teachers in ancillary functions and their perceptions

of their involvement. Refer to Box 2 on the Likert Scale, descriptors, and interpretation of the data.

Box 3. Likert Scale, Descriptors and Interpretation of the Ancillary Functions

Likert Scale	Descriptors	Interpretation
1.00 - 1.74	Not assigned with certain functions other than teaching	Not Involved
1.75 - 2.49	Assigned as members of working committee, but just in name only, no specific tasks assigned, only when called to do something by the superior	Less Involved
2.50 - 3.24	Assigned as committee members with specific responsibilities	Partially Involved
3.25 - 4.00	Assigned as the lead of the committee and takes the oversight of the whole engagement	Fully Involved

As the first part of the tool was adopted from an international perspective, and the second part was self-constructed based on theories and various studies, the researcher conducted a pilot test of 20 teacher-respondents with similar socio-demographic profiles of respondents. Such was done to ensure that internal consistency and validity are taken before the actual conduct. The results were then subjected to Cronbach's Alpha Test and tested using Statistical Package for Social Sciences (SPSS 25), which obtained a test result of 0.8207.

In preparation to gather the data, the study protocol underwent an ethics review by the University of Bohol - Research Ethics Committee (UB-REC) to see that the "do no harm" will be ensured in the whole conduct of the study. After obtaining ethical clearance from the UB-REC, the researchers secured the approval of the proper university authorities and that of the DepEd and Bohol Association of Catholic Schools to conduct the said study. The tool to assess the classroom observation was distributed by the researcher to the principals and coordinators. And the tool for the ancillary functions was only distributed to the teachers who the principals and coordinators observed.

After the instruments were administered, retrieved, and tallied, those were then treated with the following statistical treatments: percentage, Weighted Mean. The study also utilized non-parametric statistical treatments. Spearman's rho correlation was used to test the relationship between the age, highest educational attainment, years of experience, positions/rank, and classroom performance of teacher-respondents in

announced and unannounced observation settings. Fisher's Exact Test was used in testing the association between sex, civil status, and type of school, and classroom performance in announced and unannounced observation settings.

Spearman's rho correlation was used in testing the degree of relationship between profile and the ancillary functions of the teachers. Fisher's Exact Test was used in testing the association between sex, civil status, and type of school and ancillary involvement of teacher-respondents. Pearson's Correlation Coefficient was used in testing the correlation between classroom performance (announced and unannounced) of the teachers and their ancillary functions when undergoing bootstrapping. Paired Sample Test was used in testing for significant difference in teacher performance in announced and unannounced classroom observations.

RESULTS AND DISCUSSIONS

1. Level of classroom performance of the teachers in the unannounced and announced classroom observation

Results revealed that the overall performance in announced observation was *"Outstanding"* while unannounced observations was rated "*Satisfactory*." Though, a closer look at the nine components of classroom organization revealed that the average rating in announced observation **(3.29)** was only marginally higher than that **(3.08)** in unannounced observation.

This difference can be attributed to the fact that teachers have ample time to prepare and plan for their lessons and activities if they are aware of a scheduled observation beforehand. These findings support similar studies (Borg, 2018; Alshehri, 2018), which have posited that what teachers do during announced observations may not be an accurate representation of an everyday classroom. In fact, teachers have suggested that observers should walk into classes randomly to see what happens in a typical everyday classroom, and classroom observation should not be announced and pre-scheduled because by doing so, observers cannot see what really happens in the classroom. Therefore, unannounced classroom visits might provide observers with a typical view of an actual class.

Observations, especially unannounced ones are stressful situations for teachers. It has also been found that teachers felt extremely nervous before observation because they needed to show their best during the

observation time and that teachers usually did not like to be observed. Moreover, some teachers have even viewed the observation process as a threatening experience, thus contributing to a lower rating (Alshehri, 2018).

In the announced classroom observations, the top three dimensions rated as *Outstanding* were Clarity of Instruction **(3.367),** Presentation **(3.362),** Rapport with, and Responsiveness of Students **(3.344)**. In the Unannounced Classroom Observations, the top three dimensions are Impact Learning **(3.165)**, Presentation **(3.139)**, Clarity of Instruction **(3.138)**. Both the announced and unannounced classroom observations yielded synonymous results on the bottom three, rated as *Satisfactory*. These are Content Knowledge, Classroom Organization and Utilization of Instruction Materials.

Overall, all but two of the dimensions in announced observation were rated as *Outstanding* while all of the dimensions in unannounced observation only obtained a *Satisfactory* rating.

Table 1. Summary Table on Various Dimensions/Indicators Used in Classroom Observations (both announced and unannounced)

	Announced			**Unannounced**		
	Mean	**Rank**	**Qualitative Description**	**Mean**	**Rank**	**Qualitative Description**
Classroom Organization	3.22	8	Satisfactory	3.019	8	Satisfactory
Utilization of Instructional Material	3.271	7	Outstanding	3.035	7	Satisfactory
Utilization of Instructional Strategies	3.282	6	Outstanding	3.066	6	Satisfactory
Content knowledge	3.149	9	Satisfactory	2.988	9	Satisfactory
Clarity of instruction	3.367	1	Outstanding	3.138	3	Satisfactory
Presentation	3.362	2	Outstanding	3.139	2	Satisfactory
Rapport with and responsiveness of students	3.344	3	Outstanding	3.122	4	Satisfactory
Creating an inclusive classroom	3.308	4	Outstanding	3.088	5	Satisfactory
Impact Learning	3.307	5	Outstanding	3.165	1	Satisfactory
Composite Mean	**3.29**		**Outstanding**	**3.084**		**Satisfactory**

2. The extent of the ancillary function of the teachers

The extent of ancillary functions of the teachers was analyzed in two ways, namely, item-analysis, and analysis of the distribution of respondents according to their extent of involvement based on their score.

Overall, results revealed on table 2 that the teachers were only *Partially Involved* **(3.04)** in ancillary functions of the teachers. Full involvement **(3.33)** was only present in the management of parent consultation. The data also suggested that the extent of function in this particular item was almost universal.

Meanwhile, the extent of involvement in the following activities only indicated partial involvement: taking-on classroom advisership; being a part of committees on school and community programs, and OJT; club advisership/moderatorship; taking charge of parent-school linkages and activities; coaching on sporting events; headship/membership in inter-school activities; co-curricular activities; community involvement programs/ activities of the school; and subject coordinatorship.

As to the distribution of respondents according to the extent of their ancillary functions, 42.5% of teachers were partially involved, 39.6% were fully involved, 15.2% were less involved, and 39.6% were fully involved.

Some level of involvement in ancillary activities is a common theme in Philippine schools. In fact, past research into the experiences of teachers in Davao City (Into & Gempes, 2018) and Davao del Sur (Retubada, 2014) revealed that teachers in the said areas were performing multiple ancillary functions.

Table 2. Item analysis of the extent of the ancillary function of teachers (n=414)

	Ancillary function	Mean	Std. Deviation	Qualitative Description	Rank
1.	Manages parent consultation.	3.33	.820	Fully involved	1
2.	Takes on classroom advisorship.	3.21	1.241	Partially involved	2
3.	Takes charge of extra-curricular activities of the school	3.14	.889	Partially involved	3
4.	Takes on club advisorship/ moderatorship	3.13	1.015	Partially involved	4
5.	Takes charge of parent-school linkages and activities.	3.12	.812	Partially involved	5
6.	Takes on coaching on sporting events	3.04	1.044	Partially involved	6

	Ancillary function	Mean	Std. Deviation	Qualitative Description	Rank
7.	Takes on inter-school activities as committee heads/members	3.00	.991	Partially involved	7
8.	Takes on co-curricular activities	2.88	.935	Partially involved	8
9.	Manages community involvement programs/activities of the school	2.79	.926	Partially involved	9
10.	Takes on subject coordinatorship	2.73	1.146	Partially involved	10
Extent of ancillary functions		**3.04**	**.598**	Partially involved	

3. Correlation between the classroom performance of the teachers and their ancillary functions

a. Announced Observation Setting

A significant correlation was found between each of the nine indicators of classroom performance and the level of ancillary involvement. Further analysis of the results reveals that out of the nine indicators of classroom performance, four of the indicators (utilization of classroom materials, content knowledge, clarity of instruction, and presentation) had a very low but positive correlation to the level of ancillary involvement. Meanwhile, the rest of the indicators (utilization of instructional strategies, rapport with and responsiveness of students, creating an inclusive classroom, and impact learning) had a low but positive correlation to the level of ancillary involvement.

Table 3. Correlation between the classroom performance (announced observation setting) of the teachers and their ancillary functions

Classroom performance (announced observation) of teachers in:	Pearson's correlation (n=414)		Bootstrap (n=1,000)				Interpretation
	Coefficient	Sig. (2-tailed)	Bias	Std. Error	95% Confidence Interval Lower	95% Confidence Interval Upper	
Classroom organization	0.248	0.000	0.000	0.042	0.166	0.331	Significant
Utilization of classroom materials	0.138	0.005	0.000	0.049	0.039	0.233	Significant
Utilization of instructional strategies	0.223	0.000	0.001	0.046	0.135	0.308	Significant

Classroom performance (announced observation) of teachers in:	Pearson's correlation (n=414)	Bootstrap (n=1,000)					Interpretation
	Coefficient	Sig. (2-tailed)	Bias	Std. Error	95% Confidence Interval Lower	95% Confidence Interval Upper	
Content knowledge	0.155	0.002	0.001	0.044	0.075	0.241	Significant
Clarity of instruction	0.118	0.017	0.001	0.046	0.029	0.212	Significant
Presentation	0.169	0.001	0.001	0.046	0.076	0.263	Significant
Rapport with and responsiveness of students	0.231	0.000	0.001	0.043	0.148	0.320	Significant
Creating an inclusive classroom	0.250	0.000	0.000	0.043	0.167	0.329	Significant
Impact learning?	0.209	0.000	0.001	0.044	0.121	0.296	Significant

From an overall perspective, these results show that there is a positive but low correlation between the indicators of classroom performance to the level of ancillary involvement. Such can be interpreted that only a few of the respondent teachers experienced an improved classroom performance or received a positive rating because of their ancillary functions.

These results would seem to validate the findings of Howard and Johnson (2004), which found that multiple ancillary functions of teachers often lead towards losing their competence, among others. This is because they no longer have sufficient time to prepare the requisite instructional materials and plan the appropriate classroom activities to enhance students' performance. Thus, they can no longer apply the best strategies for classroom management because their ancillary functions require significant time and effort on their part, which should have been used solely for teaching purposes.

However, such findings run counter to the study of Into and Gempes (2018) on teachers with multiple ancillary functions in Davao City, which revealed that most of the study participants experienced positive gains from their experiences which challenged them to aspire for more advancement for themselves and other studies abroad (Jamal, Baba, & Riviere, 1999; Yahya, Ismail, Salleh & Abdullah, 2015) which found that Canadian teachers with multiple ancillary functions were reported to had high performance in their jobs.

b. Unannounced Observation Setting

An analysis of the results on table 8 reveals that out of the nine indicators of classroom performance, eight of them had a positive but very low correlation to the level of ancillary involvement. Only one (Clarity of instruction) was not significantly correlated with the level of ancillary function. Hence, such can be interpreted that only a handful of very few of the respondent teachers experienced an improved classroom performance or received a positive rating because of their ancillary functions.

Table 4. Correlation between the classroom performance (unannounced observation setting) of the teachers and their ancillary functions

Classroom performance (announced observation) of teachers in:	Pearson's correlation (n=414)		Bootstrap (n=1,000)				Interpretation
	Coefficient	Sig. (2-tailed)	Bias	Std. Error	95% Confidence Interval Lower	95% Confidence Interval Upper	
Classroom organization	0.176	0.000	0.000	0.048	0.080	0.269	Significant
Utilization of classroom materials	0.125	0.011	0.000	0.050	0.031	0.226	Significant
Utilization of instructional strategies	0.163	0.001	-0.002	0.050	0.066	0.258	Significant
Content knowledge	0.147	0.003	-0.002	0.050	0.046	0.238	Significant
Clarity of instruction	0.101	0.040	-0.002	0.052	-0.002	0.206	Not significant
Presentation	0.122	0.013	0.000	0.042	0.042	0.201	Significant
Rapport with and responsiveness of students	0.132	0.007	0.000	0.048	0.038	0.225	Significant
Creating an inclusive classroom	0.167	0.001	-0.002	0.050	0.069	0.262	Significant
Impact learning?	0.190	0.000	-0.001	0.047	0.093	0.279	Significant

These results would seem to validate the findings of Howard and Johnson (2004), which found that teachers' multiple ancillary functions often lead to losing their competence among others. This is because they no longer have sufficient time to prepare the requisite instructional materials and plan the appropriate classroom activities to enhance students' performance. Thus,

they can no longer apply the best strategies for classroom management because their ancillary functions require significant time and effort on their part, which should have been used solely for teaching purposes.

But these results would run counter to Into and Gempes' (2018) study on teachers with multiple ancillary functions in Davao City, which revealed that most of the study participants experienced positive gains from their experiences which challenged them to aspire for more advancement for themselves. Likewise, these results are contrary to the findings of other studies internationally (Jamal, Baba, & Riviere, 1999; Yahya et al., 2015), which found that Canadian teachers with multiple ancillary functions were reported to have high performance in their jobs.

CONCLUSION

Overall, announced observation is marginally higher than the unannounced, and the following dimensions - Clarity of Instruction and Presentation - were among the top three items in both types of observations. Content knowledge was rated lowest in both announced and unannounced classroom observation, particularly in the teacher incorporating current research in the field. Impact learning is higher in the unannounced classroom observation than in the announced. Teachers could have performed better when they have the same levels of preparation in both circumstances. Hence, greater learning outcomes would eventually occur. The inverse correlation between age and number of years in service with ancillary functions implies that as the age and number of years in service increased, their tendency to engage in ancillary functions decreased. Supposedly, in a healthy learning environment, the more experienced the teacher, the higher or better their ancillary involvement should be. They could level up their participation in ancillary functions as overall, they are in partially engaged status. The ancillary involvement of the teacher-respondents in the private schools was significantly higher compared to that of the public schools. Likewise, teacher respondents in private schools obtained a higher rating in unannounced classroom observation.

A significant correlation was found in the nine indicators of the announced and unannounced classroom performance and that of the levels of ancillary involvement. Suffice to say; teachers are more likely to be engaged in ancillary functions when the given indicators of classroom performance are leveled up.

RECOMMENDATIONS

As very few teachers are fully involved (3.33%) in a particular type of ancillary function and less than half (39.6%) overall, a need is seen to:

1. provide an orientation upon hiring on the importance of ancillary functions to their professional growth and well-being;
2. conduct an annual re-orientation among regular teachers, for those at the first year of their service and for those who have stayed longer in their career service, the very essence of involvement of ancillary functions (both intrinsic and extrinsic motivation have to be instilled);
3. to deepen the actualization of human resource training to develop the intrinsic locus of control to the value of leveling up the classroom performance and ancillary functions for personal and professional growth of teachers and administrators;
4. revisit additional incentives for teachers, specifically points for reranking for their involvement in ancillary services (for DepEd and private schools);
5. partner newly-hired teachers with an experienced teacher in ancillary functions so that it would not appear that being assigned to an ancillary function is an additional burden to the new teachers and that the creativity and learning that the engagement brings could be distilled to deepen the experienced teacher. Meanwhile, the newly-hired teachers can open their perspectives and can enrich their classroom teaching with actual experience on the field;
6. benchmark in other countries having similar Gross Domestic Product (GDP) with the Philippines regarding their policies on teachers' involvement in ancillary functions and the process of incentivizing the involvement.
7. enhance spontaneity in teaching as it was shown in the findings that unannounced classroom observation scored higher in impact learning compared to announced classroom observation;
8. provide training on Information and Communication Technology to enhance Instructional Materials, making them respond to the needs of Generation Z schoolchildren so that it will be interactive for the students to manipulate and the teachers to facilitate;
9. conduct further studies on the reasons for the inverse correlation results between the profile (age and rank) and classroom performance and profile with ancillary functions;

10. provide training on refreshing and updating content knowledge on teachers and;
11. encourage teachers to enroll in master's and doctoral degrees for more opportunities to conduct relevant educational research and distill those findings to their classroom teaching-learning experience.

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