

Ancillary Services in Relation to Teaching Efficiency Among Public School Teachers in Candijay District, Bohol

AMELITA B. CAMPOAMOR*¹

¹Graduate School, University of Bohol,
Tagbilaran City, Philippines

ORCID <https://orcid.org/0000-0001-5639-043X>

Corresponding Author: campoamoramelita39@gmail.com

ABSTRACT

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Ancillary services are additional tasks performed by teachers to support the instructional framework and school operations. Teaching efficiency refers to the ability of the teacher to achieve desired learning outcomes while making the best use of available resources and time. The study aimed to assess the teachers' extent of ancillary services in relation to teaching efficiency among public elementary school teachers of Candijay District, Bohol, using descriptive and correlational quantitative designs to gather data from a complete enumeration of 162 public elementary school teachers in

the said district. The chi-square test, Pearson product-moment correlation, and ANOVA were used in formulating the hypothesis. The study found that the extent of perceived ancillary services among elementary teachers in Candijay District was moderately evident, and their teaching efficiency was highly efficient. Age, sex, civil status, position, and years of experience did not significantly affect the extent of ancillary services, except for the highest educational attainment. Similarly, the teacher's profile did not significantly



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affect teaching efficiency. However, there was a significant correlation between the extent of ancillary services and teaching efficiency. The study also identified significant variations among the six dimensions of teachers' extent of ancillary services and the seven dimensions of teaching efficiency. These results could be useful for creating policies and programs to enhance the quality of education in Candijay District, Bohol.

INTRODUCTION

Ancillary services encompass non-teaching related tasks performed by public school teachers to support the overall educational framework and school operations and have become an integral part of teachers' roles. Currently, teachers in public schools are not only focused on instruction but also perform non-teaching related functions or roles such as grade level chairman, subject area coordinator, librarian, paper adviser, health and wellness coordinator, guidance counselor, coach in co-curricular, extracurricular including community activities, among others. However, juggling these additional responsibilities with instruction has led to a significant increase in teachers' workload, resulting in heightened physical, emotional, and mental stress. This situation has a negative impact on teachers.

The study conducted by Seller (2013) revealed that workload affects high-level performance and low demands for tasks. When the demands of a task are not challenging enough, people may feel satisfied or uninterested, leading to decreased focus and lower performance levels. According to Zickar et al. (2004), teachers with multiple ancillary functions experience role conflict if their primary and secondary jobs are very different. Since it takes more effort to switch roles and adapt to job demands, workers are less satisfied and more likely to experience role conflict. Administrators must assist and manage workloads while fostering collective responsibility and ownership to prevent teachers from becoming overworked. When competing demands between ancillary activities and the delivery of instruction exist, the teachers wrestle with how to become effective and efficient as educators, which is their primary role. Regardless of the teaching-learning outcome, a teacher is considered efficient if he or she accomplishes assignments on time, uses well-planned lesson plans and instructional resources, and ensures that everything is organized. This expectation eventually results in guilt and pressure when teachers cannot meet the standards and other demands.

In a study by Goldhaber (2015) in the United States, looking at the teacher's effectiveness and efficiency in their job means eyeing their licensure, experience, and degree level. As such, teachers must pass the licensure examination to compete with other licensed teachers. Though qualifications differ from one state to another, most require a degree from an approved

training program and passing on or more licensure examinations. When teachers start to practice the profession, their compensation is based on their degrees and years of experience.

On the other hand, studies revealed that the power factor in determining the teachers' efficiency is the willingness to utilize innovative instructional strategies. These suggest that teachers who are flexible enough in their teaching approaches are usually highly efficient. Flexibility in teaching methods is crucial for differentiated teaching to meet specific learner demands.

The challenge faced by the teachers is how to assume their overwhelming roles, such as that of teachers-as-learners in Learning Action Cell sessions and teachers of learners, amidst pressures associated with high workloads, expectations of teaching across all curricula, and competing and ever-changing policymakers' desires and demands, parents/caregivers, principals, and students. This challenge is elevated in Professional Development programs by developers and deliverers who appear to position students as learners while conveying to teachers that their learning is not dominant to the procedure and that they merely change agents. In this complex environment, policymakers and external Professional Development providers must improve and implement effective programs that consider the unique needs of individual schools and two learner groups: teachers and primary school children, according to Petrie and Mcgee (2012).

While doing ancillary services provides benefits like promotion, empowerment, or development of leadership skills, it somehow interferes with the primary role of the teachers to educate the learners. The issue lies in the increased workloads among the teachers and diminishing efficiency of the teachers. According to Salise, Sales and Belgira's (2021) study on classroom performance and ancillary functions among secondary school teachers in Bohol's third district, there is a positive, albeit low, correlation between classroom performance and the level of ancillary involvement. Their findings are consistent with those of Howard and Johnson (2004), who discovered that multiple ancillary functions of teachers frequently lead to loss of competence, among other things. However, several other studies have contrary findings (Into & Gempes, 2018; Jamal et.al.,1999; and Yahya et al., 2015),

Whether it is connected to classroom duties or school-related responsibilities, teachers need to manage all the work allotted to them efficiently and effectively. The same situation is observed among public school teachers in the Candijay district, where the researcher is presently teaching. This study seeks to determine the relationship between the performance of ancillary service and teaching efficiency among the teachers of the said district. The findings will provide insight into teachers' perceptions of ancillary services and the effectiveness of their teaching methods. Based on the outcomes, measures can be developed to address the challenges teachers face

in balancing their roles and responsibilities effectively. The study's originality lies in its focus on the relationship between ancillary services and teaching efficiency, an understudied topic in the Philippine context, with implications for epistemology and knowledge creation in the field of education.

Theories

Social Cognitive Theory by Albert Bandura. The social cognitive theory of Albert Bandura offers a framework for accommodating how people are shaped actively and shaped by their environment. This theory specifies the process of observational learning, demonstrating the effect of self-efficacy on the production of performance (Bandura, 1986).

Teaching Self-Efficacy (TSE) Theory by Albert Bandura emphasizes the importance of a teacher's belief in their ability to teach effectively and positively impact student learning outcomes. It suggests that improving a teacher's self-efficacy can lead to better teaching performance and, ultimately, better educational outcomes for students.

Self-efficacy Theory by Albert Bandura. The belief in one's ability to impact events that affect their life and direct how they are experienced is known as self-efficacy. It refers to an individual's belief in their capabilities to manage and execute the actions required to achieve specific goals. The theory of self-efficacy highlights the significant role it plays as a mediator of behavior and behavioral change. Banduras' works have supported the idea that our beliefs in our abilities have a powerful impact on our behavior, motivation, and, ultimately, our success or failure. Self-efficacy beliefs are strong predictors of behavior because they relate to specific task abilities and are self-referential in nature.

Don Elger's Theory of Performance focuses on original thinking in clarifying performance and development. The theory defines performance as producing valued outcomes and involving individuals or groups with strong determination. Performance development is a journey shaped by the mission's location, with six components: context, knowledge, skills, identity, personal factors, and fixed factors. Three axioms are involved in achieving compelling performance: the performer's mindset, immersion in an enriching environment, and engagement in reflective practice.

Job Enlargement Theory. It is the use of "horizontal" skills, which are additional functions that require skills at the same level of complexity and responsibility. In teaching, this involves an extra workload on top of regular tasks. Studies show that job enlargement can increase motivation and job satisfaction by interlinking additional responsibilities. It also leads to more diversified and effective teaching.

Legal Bases. In accordance with the 1987 Philippine Constitution, Article XIV, Section 1 mandates the State to establish, maintain, and enhance a comprehensive, suitable, and integrated system addressing the needs of both the people and society. This legislation was enacted due to the recognition of the pivotal role education plays in a nation's development.

Republic Act No. 4670, known as the Teachers' Magna Carta, Section 1 articulates policy statements affirming the act's commitment to improving the social and economic status, living conditions, and employment prospects of public-school teachers. The aim is to attract and retain highly qualified individuals in the teaching profession by providing comparable opportunities to other fields. The act acknowledges that the advancement of education relies on the qualifications and capabilities of the teaching staff, emphasizing that investing in knowledge is vital for a nation's economic growth.

Republic Act No. 7836, the 1994 Professionalization Act of the Philippine Teachers, seeks to fortify the management and regulation of teaching in the country. The law promotes quality learning through a licensing examination and professionalization of the teaching profession, recognizing the crucial role of teachers in fostering a literate community; the legislation prohibits individuals from practicing or offering to practice teaching without a valid registration credential and a licensed professional permit from the Commission, except as permitted by law.

Under Department of Education Memorandum No. 291 s. 2008, Section 3b stipulates that the head of school administration is responsible for assigning teaching loads to teachers, ensuring that they fill up six hours of classroom teaching. This scheme includes six one-hour instruction loads with appropriate breaks, and any additional assignments for the entire school year will be considered as one teaching load.

Related Literature. In the Philippines, DepEd is facing issues in enhancing education quality due to teachers' overlapping tasks and co-curricular activities. Several ancillary functions of teachers often lead to losing their motivation, satisfaction, and competence, and even feeling burn-out, Into & Gempes (2018). Not only in ancillary services but also in performance. There are two types of performance measures: primary task, and secondary task measures. The most operative are secondary tasks performance measures which involve an operator performing primary and secondary functions at the same time. Secondary task measures of workload fundamentally matched to measuring the intangible framework of workload, in that, they evaluate whether an operator has available resources to perform additional tasks. If an individual is under a little level of workload, they have the extra funds to attend to the secondary task; in comparison, individuals under a great task level do not have the resources to respond effectively to the secondary

function. Performance measures can be challenging to understand in the team situation because they do not represent the differences in resource feedback of team members, Sellers (2013).

Thus, school principals must be prudent enough to look for ways in which they can empower and promote leadership qualities within their teachers to take part in the educational task. Teachers now tend to reconsider every aspect of their jobs, their relationship with the students, co-teachers, and community, tools, and techniques they employ, their rights and responsibilities, the form and content of the curriculum, what standards to set and how to measure, their preparation as teachers, their continuing professional progress and the very structure of the school where they work. In assumption, teachers are restructuring themselves and their occupation to serve the students and the school better, (Into & Gempes, 2018).

Moreover, the challenge facing teachers is how to convert their dual role, that of teachers-as-learners in PD as well as teachers of children, amidst pressures associated with high workloads, expectations of teaching across all curricula, and competing and ever-changing policy makers' desires and demands, parents/caregivers, principals, and students. This challenge is heightened in PD programs by developers and deliverers that appear to position the students as the learners and transfer to the teachers that their learning is not dominant to the procedure and that they are merely conduits for change. It is in this complex context that policymakers and external providers of PD need to improve and implement effective programs that consider the specific needs of individual schools and two learner groups: teachers and primary children, Petrie & Mcgee (2012).

To add, Goldhaber (2015), determines that, "if school organizations employed, skilled, and satisfied teachers conferring to the ideologies... recognized to with effective teaching, then teachers would not want to work so tough. They would be functioning in a system intended in different fundamental ways—calculated, that is, for success." In other words, the test of providing effective teaching in every school is less about problems with individual teachers and more about the issue with the systems in which teachers are surrounded.

Hence, teaching efficiency is linked to curricular innovation and excellent education. Stage & Cook (2014) found that low-performing teachers are less willing to leave their "comfort and safe zone" to change curricula. Teachers with stronger self-efficacy prepare for learning objectives and use content more efficiently. capable of reviewing and improving teacher-made tests using test statistics and item analysis.

In the same manner, Classroom assessment is a crucial element of effective teaching and quality education. It involves a range of activities from

creating tests and interpreting results using data to inform decision-making. Teachers must be mindful of the strengths and weaknesses of different evaluation methods and ensure that test items are aligned with course objectives and instruction to ensure content validity. In performance assessment, clear and defined tasks, detailed scoring protocols, multiple samples, and recorded results improve efficacy and security. Teachers should review and improve tests based on statistical analysis Zhang-Burry-Stock (2013).

According to Klette et.al, (2017), Instructional clarity captures the degree of decisive instruction, the purity of learning goals, and how content-based teaching occurs. Clear approaches are most effective in content areas, while more silent approaches and inquiry-based strategies fail to impact student learning. Several experts believe that detailed training in a strategy, including how and when to employ it, is crucial to reading and writing instruction. Effective teachers establish lofty goals and raise expectations. Modeling—demonstrating proper strategies and methods—is another educational clarity notion.

Related Studies. Relevant studies were reviewed to identify the connection between ancillary services and teaching efficiency. The study by Into and Gempes (2018) presented that teachers with multiple ancillary functions are even interested notwithstanding the different tasks they have encountered. Conversely, in the study conducted by Sappa et al. (2015), multiple ancillary roles were observed by the teachers as an aspect subsidiary to their well-being. As mentioned in the Sellers study (2013), workload affects not only high-level performance but also low demands for tasks.

In the study conducted by Parham and Gordon (2011) as cited by Into & Gempes, (2018), a person pursues numerous ancillary functions only because of promotion. It highlights the potential undesirable impact on an individual's job satisfaction, quality of living, and work performance. Furthermore, scholars have examined the nature and characteristics of teachers with multiple ancillary functions. As reposed a worker is more likely to meet professional competition because one must utilize more effort to manage various roles. As discussed in the study of Into & Gempes, (2018), it discoursed that teachers do have that power over students' achievement. As mentioned, "the most important factor that affected students' achievement was the teaching."

As stated in Stage & Cook's study (2014), the self-reliance of teachers in their ability to teach and change the academic performance and behavior of their students is perilous to the success or failure of teachers in the classroom. Teacher self-efficacy (TSE) expects teachers' belief in their effectiveness in the class, their professional behavior, and their value for students' outcomes Teacher efficacy foresees teachers' influence on student achievement, teachers' flexibility to change in the curriculum and adoption of innovation; teachers'

determinations in preparing lesson plans and teachers capability in classroom management.

Some studies show significant differences in teachers' efficacy in the teaching of low achievers, Stage, and Cook (2014). Teachers who were prosperous in helping low-achieving students blended high levels of self-efficacy with realistic expectations for student achievement. In a study in the Netherlands on teacher burnout, teacher self-efficacy, and teacher reaction to innovative pedagogy, researchers found that teachers with high self-efficacy had a more positive response and more eagerly implemented advanced pedagogical changes than teachers with low self-efficacy.

The research entitled Understanding teachers' efficacy within a Caribbean context, found that teachers in higher-status positions had lower efficacy than those who held lower positions in the schools' hierarchy. It is not surprising, as, in the Jamaican context, vice-principals, and principals focus on administrative duties and school policies. Additionally, there were substantial differences in teacher efficacy based on gender, school type, and teacher position in the organizational structure. Although the context of the study differs, the results give support to the findings of Chong et al. (2010) as cited by Stage and Cook (2014) that teacher efficacy varied with school type. Chong et al. found that high-efficacy teachers were associated with high-performing students while low-efficacy teachers are linked with low-performing schools.

OBJECTIVES OF THE STUDY

This study aims to evaluate the extent of ancillary services and teaching efficiency among public elementary school teachers in Candijay district during the school year 2018-2019. Specifically, it quests to answer the following inquiries:

1. What is the teachers' profile as to: age, sex, civil status, highest educational attainment, position, and years of experience?
2. What is the extent of perceived ancillary services of the teachers in the following: services other than teaching, support and management activities, administrative activities, working hours, working environment, and professional development and support?
3. What is the teachers' extent of teaching efficiency among public elementary school teachers in the context of the following dimensions: content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, assessment and reporting, management, instruction/curriculum, and motivation?
4. Is there a significant degree of relationship between the teachers'

- profile and the following: the extent of ancillary services, and teaching efficiency?
5. Is there a significant degree of correlation between the extent of ancillary services and teaching efficiency?
 6. Is there a significant degree of variance in the different dimensions of the ancillary services and teaching efficiency?

RESEARCH METHODOLOGY

Design. This study utilized a descriptive survey method and correlational quantitative research designs. It employed a detailed survey generating the teachers' responses to the extent of ancillary services and teaching efficiency. The correlational quantitative research design was also applied to determine the relationship between the variables.

Environment. This study was conducted in the district of Candijay, Bohol. It is 150 meters from the national road connecting Ubay to Tagbilaran City, Bohol. All public elementary school teachers were the respondents of the study. Learning is evident by the various awards received in the different contests participated by the school and so with the talented and competent teaching force in ensuring quality education.

Respondents. The researcher used complete enumeration and chose all 162 public elementary school teachers as the respondents excluding the researcher. It focused on the extent of ancillary services for the school year 2018-2019 and perceived teaching efficiency among the public elementary school teachers in Candijay.

Instrument. The researcher developed a modified research instrument called the Teacher Workload Survey 2016 to determine the extent of ancillary services among elementary school teachers. The questionnaire was based on the Philippine Professional Standard for Teachers (PPST) and was tested on twenty teachers in the Candijay district. The survey was found to be highly reliable (Cronbach's Alpha result of 0.9338) and consisted of three parts: demographic information (Part 1), the extent of ancillary services (Part 2), and teaching efficiency (Part 3). Part 2 asked about time spent on various school-related activities other than teaching.

Data Gathering Procedure. The researcher obtained the necessary permissions from relevant authorities to conduct a study on public elementary teachers in the Candijay district. The researcher prepared the research design, tools conducted an orientation, and used complete enumeration sampling to distribute a survey including a demographic section and questions on a four-point Likert scale. Respondent identity was kept confidential using numerical codes, and ethics committee certification and assent forms were obtained. The data collected were consolidated and analyzed using tables for interpretation.

Ethical Consideration. To ensure ethical considerations were met, the researcher first sought permission from the Vice President for Academics of the University of Bohol, the Dean of Graduate School and Professional Studies Bohol Division Superintendent, the supervisor, and the principals of the elementary schools in the district before proceeding with the study. An ethics committee also approved the study, and the researcher obtained the necessary certification for the study's continuation.

Statistical Treatment of Data. Various statistical methods, such as the chi-square test, Pearson product-moment correlation, and ANOVA, were utilized to analyze the data in the study. These methods were used to identify relationships, significant degrees of variance, and significant degrees of relationship between different variables. Additionally, the percentage formula and weighted mean were used to calculate relevant values in the analysis.

RESULTS AND DISCUSSION

Profile of Respondents. Most of the respondents were female, married, and aged 30-39. Most had MA units, were in Teacher III, and had 1 to 5 years of teaching experience.

Table 1. Teachers' Extent of Perceived Ancillary Services

Dimension	Composite Mean	DV	Interpretation	Rank
A. Other than Teaching Activities	2.88	S	ME	2
B. Support and Management Activities	2.45	R	SE	6
C. Administrative Activities	2.66	S	ME	4
D. Working Hours	3.17	S	ME	1
E. Working Environment	2.51	S	ME	5
F. Professional Development and Support	2.67	S	ME	3
Overall Composite Mean	2.72	S	ME	

The result specified that the teachers' extent of ancillary services was moderate given that the overall composite mean is 2.72 with an interpretation of moderately evident. This coincided with the study of Into and Gempes (2018) that there are countless benefits related to the opportunity to multiple ancillary services. This can challenge how good an individual manages life circumstances. Additionally, teacher empowerment indicated actual changes to teachers' professional authority and conduct.

Table2. Extent of Teaching Efficiency

Dimension	Composite Mean	DV	Interpretation	Rank
A. Content Knowledge and Pedagogy	3.77	A	HE	4.5
B. Learning Environment and Diversity of Learners	3.70	A	HE	6
C. Curriculum and Planning	3.57	A	HE	7
D. Assessment and Reporting	3.77	A	HE	4.5
E. Management	3.79	A	HE	3
F. Instruction/Curriculum	3.84	A	HE	2
G. Motivation	3.85	A	HE	1
Overall Composite Mean	3.76	A	HE	

The result indicated that the teachers were highly efficient in teaching since the overall composite mean on the extent of teaching efficiency in the dimensions of content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, assessment and reporting, management, instruction/curriculum, and motivation is 3.76 and is interpreted as highly efficient (HE). In association with the study of Stage and Cook (2015), the self-reliance of teachers in their ability to teach and change the academic performance and behavior of their learners is vitally important to the success or failure of teachers in the classroom.

Table 3: Relationship between Teachers' Profile and Extent of Ancillary Services

Relationship between		df	Computed value	Critical value	Remarks
Age	Extent of Ancillary Services	160	$r = 0.1509$	0.1946	Insignificant
Sex	Extent of Ancillary Services	3	$\chi^2 = 0.8775$	7.815	Insignificant
Civil Status	Extent of Ancillary Services	6	$\chi^2 = 5.4269$	12.592	Insignificant
Highest Educational Attainment	Extent of Ancillary Services	9	$\chi^2 = 33.0640$	16.919	Significant
Position	Extent of Ancillary Services	9	$\chi^2 = 5.1799$	16.919	Insignificant

Years of Experience	Extent of Ancillary Services	160	$r = 0.0533$	0.1946	Insignificant
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As to the Relationship between Teachers' Highest Educational Attainment and the Extent of Ancillary Services. The result revealed that there is a significant relationship between the teachers' educational attainment and the extent of ancillary services since the computed value of 33.0640 is greater than the computed critical value of 16.919 with 9 df at 0.05 level of significance, thus rejecting the null hypothesis. This suggested that educational attainment does relate to teachers' extent of ancillary services. It is contradicted in the research carried out by Into and Gempes (2018) that role conflict only appears for teachers with multiple ancillary functions when the primary and the secondary jobs given are very different.

Relationship between Respondents' Profile and Teaching Efficiency. The study examined the relationship between teachers' age, sex, civil status, highest educational attainment, teaching position, years of experience, and teaching efficiency. Results showed that none of these factors had a significant relationship with teaching efficiency, and thus the null hypothesis was accepted. This contradicts some previous studies which found significant correlations between some of these factors and teaching efficiency.

Table 4. Correlation between Extent of Ancillary Services and Teaching Efficiency

Variables	Extent of Ancillary Services	Teaching Efficiency	Correlation Coefficient	df	Critical Value 0.05
Mean N=162	2.72	3.76	$r=0.35218$	160	0.1946

Result: Significant

Decision: Reject the null hypothesis

The result displayed that there is a significant correlation between the extent of ancillary services and teaching efficiency. This could mean that the teachers' extent of ancillary services affects the teaching efficiency of the public elementary teachers of Candijay district since the obtained value of 0.35218 is greater than the critical value of ± 0.1946 with 160 df at 0.05 level of significance, thus the null hypothesis is rejected. The positive result implied that the higher the extent of ancillary services, the better the teaching efficiency will be. In the same manner, as the extent of ancillary services of the teachers will decrease, the teaching efficiency of the teachers will also decrease. This agreed with the study of Into and Gempes (2018), it was reiterated that for many teachers, multiple roles are reflected essentially for

school restructuring and optimum teacher development. Moreover, to better serve the school, teachers need to have the attitude and skills to manage the trials as teachers with ancillary functions, a person’s work assurance is denied as a positive, fulfilling, and work-related state of mind that is branded by durability, devotion, and engagement. In contrast, several ancillary functions of teachers often lead to losing their motivation, satisfaction, and competence, and even feeling burn-out.

Table 5. Analysis of Variance on the Six Dimensions of Extent of Ancillary Services

SUMMARY						
<i>Groups</i>	<i>Count</i>	<i>Sum</i>	<i>Average</i>	<i>Variance</i>		
A. Other Than Teaching Activities	162	467.36	2.88	0.2045		
B. Support and Management Activities	162	397.50	2.45	0.5060		
C. Administrative Activities	162	430.20	2.66	1.0918		
D. Working Hours	162	513.91	3.17	0.4299		
E. Working Environment	162	406.75	2.51	0.5981		
F. Professional Development and Support	162	432.67	2.67	0.4513		
ANOVA						
<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between Groups	57.1650	5	11.4330	20.9038	7.089E-20	2.2234
Within Groups	528.3376	966	0.5469			
Total	585.5026	971				
Result : Significant Ho: Rejected						

The study found a significant variance among the six dimensions of teachers’ extent of ancillary services, as the computed F value of 20.9038 was higher than the critical value of 2.2234 at a 0.05 level of significance. This indicates that teachers participated in different dimensions of ancillary services to varying extents. This has a connection with the study of Into and Gempes (2018), it was mentioned that teachers who the school empowered were crossing the lines into managerial roles and compensated for their increased responsibilities.

It was further revealed that when teachers experienced difficulties in their relationships, these difficulties were caused by their tiredness and a lack of energy due to multiple workloads and ancillary functions. Additionally, several ancillary functions of teachers often lead to losing motivation, satisfaction, and competence and even feeling burn-out. The study used the F-test and Scheffe’s test to compare means in different dimensions. The study revealed that Teachers’ time allocation varies significantly, affecting their personal and professional lives. Curriculum requirements and administrative tasks can reduce lesson preparation time, while organizing school activities impacts family time.

Table 6. Analysis of Variance on the Seven Dimensions of Teaching Efficiency

SUMMARY					
Groups	Count	Sum	Average	Variance	
A. Content Knowledge and Pedagogy	162	611.00	3.77	0.1483	
B. Learning Environment and Diversity of Learners	162	600.00	3.70	0.1988	
C. Curriculum and Planning	162	578.00	3.57	0.3028	
D. Assessment and Reporting	162	611.00	3.77	0.1483	
E. Management	162	614.25	3.79	0.1283	
F. Instruction and Curriculum	162	621.50	3.84	0.0624	
G. Motivation	162	623.00	3.85	0.0771	

ANOVA						
Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	8.81	6	1.46835	9.6423	2.29E-10	2.1066
Within Groups	171.6	1127	0.15228			
Total	180.4	1133				

Result : Significant
Ho: Rejected

The findings revealed that there is a significant variance among the seven dimensions of teaching efficiency. So, it can be inferred that the teachers are efficient based on the seven dimensions of teaching efficiency since the results showed the computed F value of 9.6423 exceeds the critical value of 2.1066 at a 0.05 level of significance. As a result, the hypothesis is rejected. The study found significant differences between teachers' content knowledge, curriculum planning, assessment and reporting, classroom management, instructional strategies, and motivation. Teachers apply their subject matter knowledge using varied teaching strategies and ICT to address learning goals. They plan assessment and reporting that provides equal opportunities for learners to improve their academic performance. They are well organized in classroom management to ensure learners' performance. They efficiently integrate curriculum planning and classroom instruction. Lastly, they encourage students to reach their full potential and maximize the teaching and learning process. This has a connection to the study of Stage and Cook (2014), quality education is tied up with teaching efficiency which associates with the innovative consumption of the curriculum, teachers with inferior teaching efficiency are less likely to accommodate curriculum modification and reform because they are less willing to transfer beyond their comfort and safe zones. Teachers with higher self-efficacy spend additional time in preparation for the learning objectives, and content has higher teaching efficiency than teachers with lower self-efficacy.

Since the F – test indicated a significant result; Scheffe's test of multiple comparisons between means of different dimensions was applied to determine where the difference rests significantly. The computed differences were checked against the critical value of F' of 12.64 at a 0.05 level of significance.

CONCLUSIONS

1. It was determined that teachers consistently chose, created, arranged, and employed suitable teaching and learning materials, such as information and communication technologies (ICT), to meet educational objectives effectively.
2. The study reflected that teachers employed diverse and suitable learning opportunities that catered to the gender, requirements, abilities, interests, and backgrounds of the students, tailoring the learning experiences to suit each learner's individual needs.
3. The study found a significant correlation between the extent of ancillary services and teaching efficiency among public elementary teachers in the Candijay district, indicating that higher engagement in ancillary services can lead to increased teaching efficiency, and vice versa.
4. The study found significant variation among the six dimensions of teachers' extent of ancillary services, with most engagement in working hours, non-teaching activities, and professional development and support, but less participation in administrative activities, working environments, and support and management activities.
5. The study found significant variation among the seven dimensions of teaching efficiency and concluded that teachers were highly efficient in motivation, instruction and curriculum, management, content knowledge and pedagogy, and assessment and reporting, but identified areas for improvement in teaching efficiency in varied environments, diverse students, and curriculum planning.

RECOMMENDATIONS

The researchers have developed subsequent suggestions based on the results and inferences.

1. Disseminate and present the findings to school administrators and teachers.
2. Ensure equal professional growth for teachers by enforcing equal division of labor.
3. Review task assignments and ensure all teachers are part of various school committees
4. Conduct ICT and teaching-learning resource seminars to keep teachers on track through LAC sessions.
5. Share effective practices and establish records with other teachers to improve

- teaching and learning.
6. Provide technical support to aid teachers in utilizing ancillary services effectively,
boosting personal and professional development and improving teaching efficacy.

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