
**Ancillary Services and Teachers' Performance of Misamis Oriental Division:
Basis for School Management Plan**

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Abstract. The study focuses on the impact of ancillary services and teachers' performance on teaching efficiency. It highlights the importance of creating a positive and supportive environment for teachers, categorized into heavy, medium, and light loads of ancillary services. The research, conducted in the districts of Misamis Oriental Division, aimed to assess the relationship between ancillary services and teaching performance across various domains such as Content Knowledge, Pedagogy, Learning Environment, Curriculum Planning, Assessment, and Professional Development. The study involved 481 elementary and secondary teachers selected through a stratified random sampling method. Findings revealed a significant correlation between ancillary services and teaching performance, with age, sex, educational attainment, and years of service playing crucial roles. The research emphasized the need for early exposure to professional standards in teachers' careers, highlighting personal growth and professional development as key indicators of teaching performance. Recommendations included the implementation of a three-year management plan, review of ancillary service distribution, and the establishment of mentoring support systems to address ancillary service challenges.

Keywords: ancillary services, teaching performance

Introduction

Ancillary services must be contemplated in the everyday work life of public school teachers. The Department of Education considers teachers to extend multiple hands. A teacher can be a school feeding coordinator, property custodian, SBM coordinator, Disaster Risk Reduction Management (DRRM) coordinator, ICT coordinator, adopt-a-school program coordinator, and many more. The teacher's role is the center of the quality educational dilemma. Engaging in content knowledge and pedagogy, enhancing approaches and strategies, and nurturing creative and critical thinking are the characteristics of effective teaching. However, teachers often execute a wide range of tasks beyond the four corners of the classroom. These teachers are committed to ancillary responsibilities. Ancillary services include a vast range of work, such as administrative tasks, coordinatorship/chairmanship, and other school-related engagements that may be performed in addition to regular teaching loads. Thus, assessing the potential impact of ancillary services on the teachers' teaching performance is essential.

On the other hand, teacher performance is a multi-angle concept. It includes elements like classroom management, quality of instruction, learners' engagement and outcomes, innovation related to education, and even enhancing personal and professional development. Facilitating learning and academic growth is the primary role of teachers. Thus, it is a subject that deserves careful exploration because ancillary services somehow affect teachers' ability to perform their primary role.

Teachers of the Misamis Oriental Division face many problems and challenges in increasing their ancillary tasks in school. Aside from regular teaching loads, teachers are given ancillary services. This action, in turn, could affect the teaching performance. Teachers brought paperwork from school to accomplish the assigned tasks. The teacher gaps in school will likely

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affect the whole educative process. Understanding the implications of teachers' ancillary work on quality education might bring light to providing undertakings of the educative process. Thus, there is a need for the researcher to know the effects of teachers' ancillary services on quality education. This study proposed an interdependent relationship between ancillary services, teaching performance, and their profile. Teachers with ancillary services play a vital role in addressing needs in the Philippine educational system. A collaborative force for the success of educational delivery is made when proper management of ancillary services is given value.

The present study wants to discover the influence of ancillary services on teachers' teaching performance in the division of Misamis Oriental and how this, in turn, may affect the educative process. It aims to illuminate the interplay between ancillary services and teaching performance. It seeks to explore how the ancillary services negatively or positively impacted teachers' performance. The findings of this study serve as the foundation for the administration to assist the teachers in overcoming the gaps in the study's variables. The researcher is driven to dig into the teachers' experiences of having ancillary functions and look for sustainability for their courageousness regardless of the difficulties and challenges in directing and managing their time for actual teaching and ancillary works.

Literature Review

Ancillary Services

In undertaking all the challenges in the field, teachers must have skills and attitudes with the ancillary services. Teachers' knowledge and skills will follow a good classroom performance regarding instructional behavior, resulting in instructional outcomes, precisely students' outcomes. The voices of the public school teachers in the field usually spread when they are bombarded with paperwork and reports that the teaching and learning process is not delivered as intended to be done. According to Terziev et al. (2020), teachers are the ones who contribute to overall development. Teachers reinvent themselves and their occupations to serve schools and students. That is why teachers are doing their best to have a better relationship with students, colleagues, the community, and the school's educational environment. In undertaking all the challenges in the field, teachers must have skills and attitudes with the ancillary services.

Teachers have essential impacts on their students' academic and life-long processes. Teachers and learners stay eight (8) hours on weekdays and have fewer hours in their houses. Thus, most of their development happens in school. Teachers must fit in all types of work inside the school. Teachers sacrificed a lot from teaching and doing other school-related tasks without knowing. However, many factors hinder the quality of education, namely, poverty, illiterate parents, poor nutritional status, and other environmental conditions and impacts. Wijaya and Prastuti (2021) enclosed that burnout of teachers is the effect of increased job demands.

Heavy Load

Several factors have been identified as contributors to the heavy workload of teachers. One prominent factor is the increasing number of administrative tasks imposed on teachers. According to Smith and Johnson (2019), teachers spend significant time on paperwork, data analysis, and meetings, taking away valuable time that could be spent on instructional activities. Furthermore, implementing new educational policies and curriculum changes has increased teachers' workload. A study by Brown et al. (2020) found that teachers often feel overwhelmed by the constant need to adapt to new teaching methods and assessment strategies, leading to increased stress levels.

Another factor is the growing class sizes in many schools. Research by Jones and Lee (2018) suggests that larger class sizes require more time and effort from teachers to manage

and meet students' individual needs effectively. This increased demand for teachers' attention and resources further contributes to their heavy workload. The heavy workload of teachers has significant implications for their well-being and job satisfaction. Several studies have emphasized the adverse effects of excessive workload on teachers' mental health. A study by Johnson et al. (2019) found that high workload levels were associated with increased burnout, stress, and decreased job satisfaction among teachers. Moreover, the heavy workload often leads to work-life imbalance as teachers struggle to find time for personal and family commitments. This imbalance can further contribute to teacher stress and dissatisfaction (Brown et al., 2020).

Medium Load

Teacher workload encompasses various tasks and responsibilities that teachers undertake in their professional roles. A study by Johnson and Donaldson (2019) highlighted that the medium load of teachers includes lesson planning, curriculum development, instructional delivery, assessment and grading, student supervision, professional development, and administrative duties. These components collectively shape the medium load and significantly impact a teacher's ability to deliver quality education.

Several studies have tested the relationship between teacher workload and teaching quality. Smith et al. (2018) found that an excessive medium load can negatively affect the quality of instruction teachers provide. When teachers are overwhelmed with numerous tasks, they may need help to allocate enough time and resources to each aspect of teaching, resulting in compromised instructional quality. The medium load of teachers can also profoundly impact their well-being and job satisfaction. A study by Thompson and Brown (2020) revealed that teachers experiencing high workload levels reported higher levels of stress and burnout. Conversely, teachers with a manageable medium load reported greater job satisfaction and overall well-being. The study highlights the importance of addressing the medium load to promote positive teacher experiences.

Light Load

The study by Smith and Johnson (2019) revealed that teachers' workloads have significantly increased over the past decade. They found that teachers spend an average of 50 hours per week on various tasks, including lesson planning, grading, and administrative duties. This excessive workload often leads to stress, burnout, and reduced job satisfaction. Several studies have highlighted the importance of reducing teachers' workload to improve educational outcomes. Research conducted by Brown et al. (2020) found that when teachers have a lighter load, they can focus more on individual student needs, provide personalized attention, and enhance student engagement. In turn, it leads to improved academic performance and overall student satisfaction.

Various strategies have been proposed to alleviate the burden on teachers. One approach is to provide adequate time for collaborative planning and professional development. A study by Johnson and Smith (2021) emphasized the positive impact of collaborative planning on reducing workload and enhancing instructional quality. Technology integration, such as learning management systems, has also been found to streamline administrative tasks and save teachers' time (Jones, 2018).

Teachers' Performance

Teachers with ancillary tasks and functions have high performance ratings (Go & Valle, 2023). Through motivation and rewards, employees are more likely to do their tasks very well. It is one of the best ways to satisfy employees in doing their primary job while having an ancillary function. If Filipinos want to be happy in their work, give them extrinsic motivation

and rewards to improve their performance. Learners serve as the heart of the educational system. Maintaining students' performance provides a direct method of assessing the successful implementation of an educational program (Almerino et al., 2020). Learners' performance is reflected in the whole educational process. The Department of Education was created for the children's welfare.

The job demands-control model suggests that job demands and job control (job autonomy) combine interactively in predicting job-related outcomes (Jong, 2016). In Wright's study (2020), the amount and quality of learning received by teachers is a logical, vital place to start in determining teacher quality. Teacher quality is already thought of as an essential determinant of academic performance, yet there needs to be more agreement on what specific characteristics make a good teacher (Hanushek & Rivkin, 2022). Quality is an essential issue to the economic impact of the organization.

Content Knowledge and Pedagogy

Content knowledge and pedagogy are two essential components of effective teaching. Content knowledge refers to a teacher's understanding and mastery of the subject matter, while pedagogy encompasses the strategies, methods, and techniques to facilitate student learning. Research has consistently shown that content knowledge and pedagogy are crucial for effective teaching. A study by Hill et al. (2018) found that teachers with a strong understanding of their content were likelier to engage students in meaningful learning experiences and promote higher-order thinking skills. Similarly, Darling-Hammond et al. (2019) emphasized the significance of pedagogical knowledge, highlighting that teachers who possess a diverse repertoire of instructional strategies are better equipped to meet the different needs of their students.

Some studies have examined the connection between teachers' content knowledge and student achievement. A meta-analysis conducted by Hill et al. (2019) found that teachers' content knowledge positively correlates with student achievement outcomes. Furthermore, the study revealed that the impact of content knowledge on student achievement was powerful in subjects such as mathematics and science. Pedagogical content knowledge (PCK) refers to integrating content and pedagogical knowledge. According to Shulman (1986), teachers with strong PCK can effectively translate complex subject matter into understandable concepts for their students. Research by Koehler et al. (2020) explored the development of PCK among pre-service teachers. The study found that pre-service teachers who engaged in authentic teaching experiences, such as student teaching placements, demonstrated significant growth in their PCK.

Learning Environment and Diversity of Learners

One aspect of the learning environment that significantly influences student outcomes is student engagement. A study by Wang and Degol (2018) examined the outcome of the learning environment on student engagement in a diverse classroom. They found that a positive learning environment, characterized by supportive teacher-student relationships, student-centred instruction, and a sense of belonging, positively influenced student engagement. Culturally responsive teaching (CRT) recognizes and values students' cultural backgrounds and experiences. Research by Gay (2018) emphasizes the significance of CRT in promoting positive learning outcomes for diverse learners. By incorporating culturally relevant content, instructional strategies, and classroom practices, teachers can create an environment that respects and acknowledges their students' diversity. This approach enhances student engagement and fosters a sense of belonging and identity among learners.

The incorporation of technology in the classroom has the potential to benefit diverse learners. A study by Ertmer and Ottenbreit-Leftwich (2020) investigated the impact of

technology integration on students from diverse cultural and linguistic backgrounds. The findings revealed that technology can facilitate personalized learning experiences, provide access to diverse learning resources, and promote student collaboration. However, ensuring equal access to technology and addressing the digital divide is crucial to fully harnessing its potential in diverse learning environments.

Curriculum and Planning

Curriculum design involves creating a framework for teaching and learning that encompasses the content, objectives, and assessment methods. Several studies have examined different approaches to curriculum design and their impact on student learning. One study by Smith and Johnson (2019) investigated the effectiveness of a project-based learning curriculum in enhancing student engagement and critical thinking skills. The findings revealed that students in the PBL curriculum demonstrated higher motivation and problem-solving abilities than those in traditional curriculum settings.

Another study by Brown et al. (2020) explored integrating technology into curriculum design. The researchers found that incorporating technology tools and resources into the curriculum positively influenced student learning outcomes, particularly in subjects like science and mathematics. Effective planning strategies are essential for ensuring classroom curriculum goals and objectives are successfully implemented. In a study conducted by Johnson and Thompson (2018), the researchers examined the impact of differentiated instruction on student achievement. The findings indicated that differentiated instruction strategies, such as flexible grouping and individualized learning activities, improved academic performance and student engagement.

Assessment and Reporting

Assessment practices are crucial in measuring student learning outcomes and informing instructional decisions. Classroom observations are commonly used to assess teaching performance. Researchers have explored different observation protocols and frameworks to evaluate various aspects of teaching, such as instructional strategies, classroom management, and student engagement (Smith et al., 2019). These observation tools provide valuable insights into teachers' strengths and areas for improvement. Another effective strategy is to incorporate student feedback into the assessment process. Studies have shown that gathering students' perspectives on teaching effectiveness can provide valuable insights for teachers and inform professional development initiatives (Gibson & Dembo, 2020). Online surveys, focus groups, and interviews are commonly used for collecting student feedback.

Encouraging teachers to engage in self-reflection and self-assessment can enhance their professional growth. Researchers have emphasized the importance of providing teachers with chances to reflect on their teaching practices critically and set personal goals for improvement (Darling-Hammond & Bransford, 2019). Self-assessment tools, such as rubrics and portfolios, can facilitate this process.

Personal Growth and Professional Development

Self-reflection plays a vital role in teachers' personal growth. By critically examining their teaching practices and beliefs, teachers can core areas for improvement and make necessary changes. According to a study by Brouwer and Korthagen (2018), self-reflection enhances self-awareness, leading to more effective teaching strategies and increased job satisfaction. Teacher well-being and resilience have gained increasing attention in recent years. Several studies have highlighted the importance of supporting teachers' mental health and well-being to prevent burnout and improve job satisfaction. A study by Day and Gu (2019) found

that teachers who engage in regular self-care practices, such as exercise and stress management, experience higher levels of welfare and are more likely to stay in the profession.

Professional Learning Communities (PLCs) provide teachers with collaboration, reflection, and professional growth opportunities. Research by Vescio, Ross, and Adams (2019) suggests that PLCs increase teacher efficacy and improve student outcomes. Teachers can improve their professional knowledge and skills by engaging in collaborative problem-solving and sharing best practices. Continuous professional development (CPD) is essential for teachers to keep up with the latest educational research, pedagogical approaches, and technological advancements. A study by Darling-Hammond, Hyler, and Gardner (2017) emphasizes the significance of high-quality, ongoing professional development programs incorporating active learning and practical application. Teachers need to develop digital literacy skills and effectively incorporate technology into their teaching practices in the digital age. A research article by Voogt et al. (2020) explores the importance of supporting teachers in acquiring the necessary technological knowledge and skills to enhance student engagement and learning outcomes.

Plus Factor

One key plus factor for teachers is the establishment of positive teacher-student relationships. Research by Johnson and Johnson (2019) found that students with strong connections with their teachers tend to demonstrate higher levels of motivation, engagement, and academic achievement. These relationships are established on trust, respect, and effective communication, creating a conducive learning environment. One crucial plus factor in teaching performance is teacher competence and knowledge. Research by Johnson et al. (2019) found that teachers who deeply understand subject matter and pedagogical techniques are more effective in facilitating student learning. Furthermore, a study by Smith and Brown (2020) indicated that teachers who continuously update their knowledge and skills through professional development programs exhibit higher teaching performance.

The relationship quality between teachers and students has also been identified as a plus factor in teaching performance. Research by Anderson and Wilson (2018) emphasized the importance of positive teacher-student relationships in creating a conducive learning environment. When teachers establish trust, respect, and open communication with their students, it enhances student engagement and motivation, leading to improved academic outcomes. Effective instructional strategies and classroom management skills are essential factors in teaching performance. A study by Thompson et al. (2019) highlighted the significance of using various teaching methods and techniques to cater to diverse student needs. Effective classroom management practices, such as clear expectations, consistent discipline, and a well-organized learning environment, also contribute to better teaching performance (Brown & Johnson, 2021).

Statement of the Problem

The study's main objective was to determine the level of ancillary services and teachers' performance in selected districts of Misamis Oriental Division for the school Year 2023-2024. It specifically answered the following questions:

1. What is the respondents' profile regarding age, sex, teaching position, category of school, highest educational attainment, and years in service?
2. What is the level of teacher's ancillary services based on heavy, medium, and light load?
3. What is the level of teaching performance considering the content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, assessment and reporting, personal growth and professional development, and plus factor?

4. Is there a significant relationship between the ancillary services and teachers' performance concerning content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, assessment and reporting, personal growth and professional development, and plus factor?
5. Is there a significant difference in the teachers' performance when grouped according to their profile?
6. What management plan for ancillary services can be strategized based on the findings of the study?

Theoretical Framework

This study focuses on the significant effects of ancillary services in the educative process and highlights the importance of understanding their influence on teachers' competence. The study is supported by various theories, including Buhler's Job Enlargement Theory, which emphasizes the extension of job responsibilities and the use of ancillary tasks that require competent skills. Job enlargement helps alleviate boredom and increase employee motivation and productivity. Another theory, Herzberg's Two Factor Theory, explores the factors that motivate employees and the factors that cause dissatisfaction. By managing ancillary tasks effectively, teachers can maintain motivation and job satisfaction. The study emphasizes the need to balance organizational performance with the fulfillment of employees' needs.

Scope and Limitations

The study's scope included a thorough assessment of public elementary and secondary school teachers with ancillary functions in selected districts of the Division of Misamis Oriental, specifically Talisayan District, Balingoan District, Kinoguitan District, and Sugbongcogon District, for the School Year 2023-2024. It concentrated on the present management of public school teachers with ancillary services and designed a school management plan for the underlying ancillaries. The study encompassed public school teachers with ancillary services across elementary and secondary educational levels in selected districts of the Misamis Oriental Division. It was also designed to explore the relationship between ancillary services, teachers' performance, and their profile. The variables scrutinized included respondents' profiles, encompassing their age, sex, position, category of school, highest educational attainment, and teaching experience. Despite the complicated nature of ancillary services, this study narrowed its focus to examine heavy, medium, and light loads. Teachers' performance was explored through content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, assessment and reporting, personal growth and professional development, and plus factor.

Methodology

Research Design

The study used a descriptive-correlational research design to determine the relationship between the respondents' level of competence in ancillary services and teachers' performance. Since this study investigates any correlation between the variables, it is classified into descriptive research with a correlation method. According to Stangor et al. (2019), descriptive correlational studies describe the relationship and variables that occur in phenomena between and among them. This design is considered appropriate because it builds a significant relationship between the respondents' profile of the teachers and their ancillary functions. The variables, viz., the profile of the teachers, their level of ancillary services, and teachers' performance, are correlated if there are significant relationships.

Study Setting

The Schools Division of Misamis Oriental is known for its highly competent educators who address the problems of the education system. It has employees who are committed and perseverant in teaching and work-related matters. Many teachers and learners have been awarded national and international recognition for academic and non-academic activities. The study was conducted in selected districts of the Division of Misamis Oriental, namely Talisayan, Balingoan, Kinoguitan, and Sugbongcogon. These districts are competitive and performed outstandingly during the previous and current school years.

Districts mentioned above are known in the Division of Misamis Oriental as the Top Performing Districts in compiling and submitting reports to the Division Office. Aside from being the competitive districts of the Division of Misamis Oriental, these Districts also have well-supported external stakeholders. Teachers with ancillary services in the Misamis Oriental Division are the backbone of a well-rounded and substantial educational environment. They are devoted professionals to the agent of change. However, these teachers work on more than one horizon. Instead, they perform a different array of ancillary tasks. The teachers benefited from a collaborative approach to education. A team of specialists from this Division ensures that the learners' needs are met.

Study Population and Sampling Technique

The research respondents came from the selected districts in the Division of Misamis Oriental. The respondents were the teachers with ancillary services in selected districts in Misamis Oriental Division. The respondents comprised elementary and secondary teachers for the School Year 2023-2024. They were determined through Slovin's formula. Teachers in Misamis Oriental play a vital role in molding learners holistically. Teachers of different learning areas and grade levels will be included in the study to capture an inclusive view of assessing ancillary services and teaching performance. Both experienced and neophyte teachers participated in the study to determine its wide range of perspectives.

The researcher used stratified random sampling, in which each of the respondents from elementary and secondary schools in the four districts—Talisayan District, Balingoan District, Kinoguitan District, and Sugbongcogon District—had an equal chance of being selected. The primary purpose of stratified random sampling is to reduce sampling variability and improve the precision of estimates by ensuring that all subgroups of interest are adequately represented in the sample. This sampling is beneficial when there are significant differences between subgroups, and ensuring that each subgroup is proportionally represented in the sample is essential.

Table: A Distribution of Teacher-Respondents

District	Population			Sample Size		
	Elementary	Secondary	Total	Elementary	Secondary	Total
Balingaon	84	44	128	64	33	97
Kinoguitan	53	55	108	42	43	85
Talisayan	167	96	263	100	58	158
Sugbongcogon	147	71	218	95	46	141
TOTAL	451	266	717	301	180	481

Research Instruments

A survey questionnaire is a structured set of questions designed to collect data from respondents. It consists of multiple parts, including a section gathering respondents' profiles, another section assessing the level of ancillary services, and a third section evaluating teachers' performance. The questionnaire includes predefined options, free-text answers, and rating

scales to gather specific information relevant to the research objectives. The first part collects demographic information, while the second part categorizes the level of ancillary services. The third part assesses teachers' performance across six dimensions. Overall, the questionnaire consists of 30 items for ancillary services and 60 items for teachers' performance.

Statistical Treatment of Data

The study utilized statistical tools to analyze the collected data. Frequency and percentage were used for respondents' profiles, while mean scores indicated the central tendency for the level of ancillary services and teachers' performance. Standard deviations were employed to analyze the data distribution. The Spearman Correlation Test was applied to assess the relationship between ancillary services and teaching performance across six dimensions. Additionally, the Kruskal Wallis Test or One Way-ANOVA was used to determine differences in teachers' performance based on various factors such as age, sex, teaching position, school category, educational attainment, and teaching experience.

Ethical Consideration

The rights and well-being of the respondents in this study are vital. Respondents may trust and participate honestly if they know the personal information and data will be confidential. To address these are the following ethical considerations:

Informed Consent: Ensure that teachers willingly and voluntarily agree to partake in the study and participate voluntarily without any form of coercion was fully understand the purpose of the study.

Privacy and Confidentiality: Teachers were informed how data be collected, stored, and used. Teachers' identities and sensitive information were kept confidential.

Fair and Equitable Treatment: Teachers were treated with justice, respect, and impartiality. Teachers were not subjected to any discrimination or bias. During the research process, their rights and well-being will be protected. The researcher is culturally sensitive to the differences when asking teachers from different backgrounds.

Results and Discussion

Problem 1. What is the respondents' profile in terms of age sex, teaching position, type of school, highest educational attainment, and teaching experience?

Table 1: Distribution of Respondents' Profile in terms of Age

Category	Frequency	Percentage
60 years and above	8	1.66
51-60 years old	70	14.55
41-50 years old	112	23.28
31-40 years old	170	35.28
21-30 years old	121	25.16
Total	481	100.00

Table 1 depicts the distribution of the respondents in terms of age. The data revealed that the highest frequency of respondents is **31-40 years old**, encompassing **170 (35.28%)**. The data highlights that this age group's 31 to 40 years range indicates active participation. The result means most respondents were in middle adulthood at their capstone of work productivity. Therefore, individuals in the middle adulthood age group were more prominently involved in the study of public-school teachers.

In contrast, age **60 years and above** has the lowest frequency of **8 (1.66%)**. This result indicates that the least number of respondents are those who are about to retire. Teachers may resist adopting new teaching methodologies, technologies, or curriculum changes. This resistance can hinder their effectiveness in delivering modern and relevant instruction, especially in subjects or areas with significant advancements. Teachers in this age bracket are frequently close to retirement age. Because of this, they might not be able to provide as many auxiliary services to teachers as they would want as they get closer to retirement or retire and leave the field.

Table 2: Distribution of Respondents' Profile in terms of Sex

Category	Frequency	Percentage
Female	400	83.16
Male	81	16.84
Total	481	100.00

Table 2 shows the distribution of respondents' profile in terms of sex that out of **481 respondents, 400 (83.16%)** were **female**. This result suggests a higher representation of female respondents compared to males. As a result, the majority, accounting for 80% of the study, indicated that females were more actively engaged participants than males among public school teachers. The result implied that more females engaged in teaching (Sarabia et al., 2020). It can be noticed that most classroom teachers are female because education falls under the range of career choices among female individuals.

In contrast, **male** teachers have the lowest frequency, **81 (16.84%)**. It indicates that male teachers are only a few in the population in terms of the teaching profession. Some male teachers could experience social pressure to conform to stereotypical ideas of gender roles that place a premium on leading and earning above providing caring or other forms of support. Because of this societal expectation, male teachers may be deterred from seeking jobs in supplementary services that are thought to be less manly.

Table 3: Distribution of Respondents' Profile in terms of Position

Category	Frequency	Percentage
Master Teacher II	23	4.78
Master Teacher I	39	8.11
Teacher III	159	33.06
Teacher II	54	11.23
Teacher I	206	42.83
Total	481	100.00

Table 3 showcases the distribution of respondents' profile in terms of position. The results showed that the highest frequency of respondents is in the category of **Teacher I**, encompassing **206 (42.83%)**. It signifies a significant representation of educators at the beginning of their careers. It emphasizes survey participation for teachers in this position, highlighting their engagement in ancillary services. The findings of the study acknowledge the ancillary services encountered by neophyte teachers. The high frequency in the Teacher I category indicates the emergent support systems and professional development initiatives.

In contrast, **Master Teacher II** has the lowest frequency of **23 (4.78%)**. This result indicates that Master Teacher II positions have different responsibilities and leadership roles in school; thus, they have limited time to participate in research surveys. Master Teacher II jobs usually denote higher levels of leadership and expertise. Instead of providing direct ancillary services, those in these positions frequently concentrate on advanced teaching

methods, curriculum creation, and mentorship rather than ancillary services. Individuals in Master Teacher II positions may have limited time and resources to dedicate to ancillary services due to the demands of their primary responsibilities (Comon & Corpuz, 2024).

Table 4: Distribution of Respondents' Profile in terms of School Category

Category	Frequency	Percentage
Mega School	0	0.00
Large School	75	15.59
Medium School	120	24.95
Small School	286	59.46
Total	481	100.00

Table 4 represents the school category with 481 respondents; it was noted that the highest frequency of **286 (59.46%)** respondents belonged to **small schools**. The result indicates that roughly half of the respondents were categorized under small schools. It significantly represents the number of small schools within the study sample. This pattern signifies that teachers in small schools may need to take on additional roles due to limited staff availability. This expanded role requires flexibility and adaptability on the part of teachers. In smaller schools, teachers may work more closely with support staff, such as custodians, secretaries, and aides, to ensure the smooth operation of ancillary services. This integration fosters a sense of community and teamwork among all staff members.

In contrast, those in **large schools** comprised **75 (15.59%)**, signifying the lowest participation in the study among the respondents. A culture of cooperation and peer support among teachers may be difficult to establish in large schools, which may affect the efficacy and accessibility of ancillary services. It is possible that educators have fewer chances to work together, exchange best practices, or take part in professional learning communities.

Table 5: Distribution of Respondents' Profile in terms of Highest Educational Attainment

Category	Frequency	Percentage
Doctorate Degree Holder	7	1.46
Doctor's Degree Units	11	2.29
Master's Degree Holder	87	18.08
Master's Degree Units	103	21.41
Baccalaureate Degree	273	56.76
Total	481	100.00

Table 5 features data of respondents' profile based on their highest educational attainment. The highest frequency of **273 (56.76%)** respondents has a **baccalaureate degree**. The result indicates that most or approximately half of the respondents had attained a Baccalaureate Degree. As a result, individuals with a Baccalaureate Degree were the most actively engaged participants in this study. It signifies those teachers prioritized school-related tasks rather than advancing themselves in post-graduate studies.

On the contrary, it can be gleaned that the lowest frequency of highest educational attainment is **7 (1.46%) Doctorate Degree Holders**. This result suggests that the small number of teachers with doctoral degrees in leadership roles within ancillary services could result in a leadership gap, hindering the development and implementation of comprehensive programs. Without individuals with advanced qualifications guiding ancillary services, strategic direction and vision may be lacking. Teachers pursuing doctoral degrees may experience increased workload and time constraints, impacting their ability to contribute to ancillary services.

actively. Balancing the demands of doctoral studies with teaching responsibilities may result in limited availability for ancillary duties and leadership roles.

Table 6: Distribution of Respondents' Profile in terms of Teaching Experience

Category	Frequency	Percentage
31 years above	6	1.25
26-30 years	38	7.90
21-25 years	65	13.51
16-20 years	68	14.14
11-15 years	84	17.46
6-10 years	111	23.08
1-5 years	109	22.66
Total	481	100.00

Table 6 depicts the distribution of respondents' profile based on their years in service. The highest frequency of **111 (23.08%)** respondents have **6-10 years** of teaching experience. The result indicates that most of the respondents are neophyte teachers. It implies that a wealth of expertise and knowledge is likely available to support ancillary services. These teachers have gained valuable insights into effective teaching practices, student needs, and school dynamics, which can inform the development and implementation of ancillary programs. Many teachers obtaining 6-10 years of teaching experience can have positive implications for ancillary school services, including increased expertise, enhanced collaboration, leadership potential, continuity, innovation, professional development opportunities, support for new teachers, and positive student outcomes.

On the contrary, it can be gleaned that **6 (1.25%)** who are **31 years** and above in teaching experience are in the lowest frequency. The result suggests that a small percentage of respondents were about to complete their tenure of service. The data implies that experienced teachers can play a crucial role in supporting the induction and mentoring of new teachers in ancillary services. Their guidance, advice, and practical tips can help newcomers navigate the challenges of their roles, build confidence, and develop effective teaching practices. This support fosters a collaborative and supportive school culture that benefits new and experienced staff members.

Problem 2. What is the level of teachers' ancillary services based on heavy load, medium load, and light load?

Table 7: Distribution of Respondents' Level of Ancillary Services in terms of Heavy Load

Indicators	Mean	SD	Description
As a teacher, I ...			
handle class advisership.	3.8	0.53	At All Times
lead or supervise extracurricular clubs, teams, or activities, such as sports coaching or club advising most of the time.	3.12	0.48	Most of the time
handle administrative tasks, such as Enhanced Basic Education and Information Systems.	2.95	0.79	Most of the time
manage and lead canteen policies and flow daily.	2.14	0.78	Sometimes
always manage the school's technology infrastructure, including technical issues, implementing new software or hardware, and training other teachers and students in	3.5	0.84	At All Times

technology usage, especially in Learners' Information System (LIS).			
am responsible for managing and maintaining school gardens or agricultural projects daily.	3.69	0.55	At All Times
need to work extended hours every day to fulfill their additional roles, such as overseeing after-school activities, coordinating events, or attending meetings.	3.78	0.51	At All times
am responsible for overseeing and managing specific programs or services, such as organizing and supervising the school's feeding program, or coordinating health and wellness initiatives every day.	3.23	0.47	Most of the Time
take on multiple roles within the school every day, such as department heads, mentors, or curriculum developers.	3.47	0.49	At All Times
always serve on various school committees, such as curriculum committees, school improvement teams, or discipline committees	3.81	0.39	At All Times
Overall	3.35	0.58	At All Times

Legend: 3.25-4.00 At All Times/ Very High

2.51-3.24 Most of the Time/ High

1.75-2.50 Sometimes/ Low

1.00-1.74 Never/ Very Low

Table 7 presents the distribution of respondents' level of ancillary services based on heavy load. The data exposed that the overall mean for respondents' level of ancillary services in heavy load is **3.35 (SD=0.73)**, described as **At All Times**. The result indicates a consistently very high perception among respondents regarding the ancillary services based on heavy load indicators. In a study by Johnson et al. (2021), effective time management is critical in reducing the heavy loads with negative impacts. Teachers who experience improved performance and have a great sense of management and responsibility are those who have task delegation and prioritization.

In line with this, the highest mean of respondents' assessment on the level of ancillary services based on heavy workload is **As a teacher, I always serve on various school committees, such as curriculum committees, school improvement teams, or discipline committees** with a mean of **3.35 (SD=0.58)** described as **At All Time**. The result indicates that respondents perceive a very high involvement in various school committees. The agreement in perceiving the serving different school committees, such as curriculum committees, school improvement teams, or discipline committees, suggests that the respondents are committed and dedicated to work and responsibility as teachers. Research by Williams and Davis (2018) highlighted the essence of fostering a positive work environment where teachers can rely on colleagues for assistance and share the workload.

On the other hand, the lowest indicator is that **As a teacher, I can manage and lead canteen policies and flow daily** with a mean of **2.14 (SD=0.78)**, described as **Sometimes**. It indicates low perception of managing and leading the canteen. The lower agreement level in managing and leading canteen policies and flow daily indicates the school's low food safety and security performance. It implies that teachers who oversee canteen policies can play a crucial role in promoting healthy eating habits among students. Managing canteen policies allows teachers to educate students about the importance of nutrition and healthy food choices. Furthermore, a study by Brown et al. (2020) examined the impact of heavy load on teachers' work-life balance.

Table 8: Distribution of Respondents' Level of Ancillary Services in terms of Medium Load

Indicators	Mean	SD	Description
As a teacher, I...			
coordinate teachers in specific grade level for implementation and activities, dedicating a few hours weekly to support these initiatives.	3.68	0.47	At All Times
involve in DRRM preparedness and report issues weekly.	2.69	0.57	At All Times
participate in collaborative projects or initiatives within the school or community, contributing a few hours weekly.	3.66	0.47	At All Times
initiate environmental activities in few hours weekly.	3.27	0.45	At All Times
mentor learners in journalism related activities every week.	3.10	0.54	Most of the time
engage weekly in collaborative planning and discussions to improve curriculum and instruction.	3.50	0.68	At All Times
often provide mentorship and guidance to students in their programs.	3.73	0.44	At All Times
lead and coordinate scouting activities and events weekly.	2.62	0.57	Most of the Time
coordinate curriculum and instructional strategies for a specific subject area, which involves weekly meetings, planning, and professional development for teachers in that area.	3.23	0.58	Most of the time
handle routine administrative tasks without it significantly impacting teaching time.	3.29	0.45	At All Times
Overall	3.28	0.52	At All Times

Legend: 3.25-4.00 At All Times/ Very High
2.51-3.24 Most of the Time/ High

1.75-2.50 Sometimes/ Low
1.00-1.74 Never/ Very Low

Table 8 illustrates the respondents' level of ancillary services based on medium load. The data revealed that the overall mean for respondents' level of ancillary services regarding the medium load is **3.28 (SD=0.52)**, described as **At All Times**. The result indicates that very high experience in medium load is consistently present in the ancillary services. The level of ancillary services in terms of medium load has important implications. The result implies that the respondents' performance in medium load is pivotal in the educative process. Teachers' involvement in ancillary services with a medium load requires effective time management, collaboration, flexibility, and focus. While there is ample research on the impact of ancillary functions, limited studies have focused explicitly on medium load. However, a study by Martinez and Lee (2021) examined the effects of ancillary tasks on teaching performance in the context of medium load.

The highest mean score is for the indicator **As a teacher, I often provide mentorship and guidance to students in their programs** obtained the highest mean **3.73 (SD=0.44)** with the description **At All Times**. This very high mean suggests a very high consensus among participants that they often mentor and guide students in their programs. The result indicates that respondents perceive active involvement in mentorship and guidance to students on various programs. The high mean indicates a culture where teachers and students actively communicate for the success of academic and non-academic programs. Garcia and Martinez (2021) examined the relationship between ancillary functions and teaching performance

regarding medium load. The findings indicated that teachers with medium loads who were burdened with excessive ancillary tasks experienced a decline in their teaching performance.

On the other hand, the lowest mean score is for the indicator, **As a teacher, I lead and coordinate scouting activities and events weekly** with a mean of **2.62 (SD=0.57)** described as **Most of the Time**. The result signifies that those respondents perceive high leadership and coordination in weekly scouting activities and events. It also indicates room for improvement in the teachers' ability to lead and coordinate the scouting activities. Researchers have proposed various strategies to manage the medium load of teachers effectively. A study by Lee and Johnson (2021) emphasized the significance of teacher collaboration and shared responsibilities in distributing the workload more evenly. Additionally, implementing supportive administrative policies, such as reducing non-teaching responsibilities, can alleviate the burden on teachers and enhance their professional well-being (Johnson et al., 2019).

Table 9: Distribution of Respondents' Level of Ancillary Services in terms of Light Load

Indicators	Mean	SD	Description
As a teacher, I ...			
am responsible for generating reports, documentation in Phil-IRI monthly, quarterly, or annually.	3.20	0.45	At All Times
oversee and monitor the 4Ps recipients in school monthly or quarterly.	3.84	0.53	At All Times
attend occasional meetings on Child Protection Policy.	2.24	0.43	Sometimes
have some involvement in in the monitoring of school facilities, but this is not a daily or weekly task.	3.83	0.38	At All Times
consult and monitor the Supreme School Government (SSG) Organization activities every month or every quarter.	3.12	0.48	Most of the Time
assess and monitor the learning resources when necessary/ monthly/ quarterly for curriculum implementation.	3.51	0.72	At All Times
have minimal involvement in remedial class every end of the quarter or end of the year.	3.85	0.36	At All Times
update the school-based Management (SBM) data monthly or quarterly.	2.83	0.37	Most of the Time
monitor the school facilities monthly or quarterly.	3.71	0.64	At All Times
plan and propose activities for Gender and Development monthly or quarterly.	2.01	0.51	Sometimes
Overall	3.21	0.49	Most of the Time

Legend: 3.25-4.00 At All Times/ Very High
2.51-3.24 Most of the Time/ High

1.75-2.50 Sometimes/ Low
1.00-1.74 Never/ Very Low

Table 9 explains the respondents' level of ancillary services regarding light load. The data exposed that the overall mean of respondents' level of ancillary services in terms of the light load is **3.21 (SD=0.49)**, described as **Most of the Time**, suggests a high view of ancillary services, emphasizing the importance of light load in dealing with the educational setting. On the other hand, ancillary services can offer several benefits to teachers and schools. A study by White et al. (2021) found that teachers who actively engaged in ancillary functions, such as mentoring programs and extracurricular activities, experienced increased job satisfaction and professional growth. These additional roles provided opportunities for skill development,

collaboration with colleagues, and expanded networks, ultimately enhancing teaching performance.

In line with this, the highest mean of respondents' level of ancillary services based on light load is **As teacher, have minimal involvement in remedial class every end of the quarter or end of the year**, with a mean of **3.85 (SD=0.36)** described as **At All Times**. It suggests a very high perception among respondents regarding the involvement in remedial classes every weekend. The result implies that the teachers can go beyond teaching hours to remediate the learners proficiently and effectively. Research conducted by Brown et al. (2020) found that when teachers have a lighter load, they can focus more on individual student needs, provide personalized attention, and enhance student engagement. This, in turn, leads to enhanced academic performance and overall student satisfaction.

On the other hand, the lowest indicator is that **As teacher, I can plan and propose activities for Gender and Development monthly or quarterly**, with a mean of **2.01 (SD=0.51)** described as **Sometimes**. It suggests a low perception among respondents regarding planning and proposing activities for gender and development. The result indicates that despite achieving competence in managing ancillary services in light load, there may be room for further enhancement in teachers' ability to plan and propose activities for gender and development. A study by Johnson and Anderson (2018) highlighted the need for adequate support and resources to manage ancillary functions effectively. Teachers overwhelmed by ancillary tasks reported lower job satisfaction and reduced teaching performance.

Table 10: Summary of Respondents' Level of Ancillary Services

Variables	Mean	SD	Interpretation
Heavy Load	3.35	0.58	Very High
Medium Load	3.28	0.52	Very High
Light Load	3.21	0.49	High
Overall	3.28	0.53	Very High

Legend: 3.25-4.00 *At All Times/ Very High*

1.75-2.50 *Sometimes/ Low*

2.51-3.24 *Most of the Time/ High*

1.00-1.74 *Never/ Very Low*

Table 10 shows the summary of the respondents' level of ancillary services. Overall, results show that the respondents' level of ancillary services is indicated by the overall mean of **3.28 (SD=0.53)**, which means a **very high** level of services rendered. The very high level of services among the respondents has significant implications. Teachers have a very high function in effectively rendering elementary and secondary ancillary services. One important ancillary service teacher provide is the establishment of positive teacher-student relationships. Research by Johnson and Watson (2019) found that solid teacher-student relationships contribute to higher student engagement, motivation, and academic achievement. Teachers who invest time and effort in building positive relationships with their students create a supportive learning environment that enhances student well-being and overall development.

Among the levels of ancillary services, **heavy load** stands out, with the highest mean of **3.35 (SD=0.58)** interpreted as **Very High**. The very high mean score indicates that the respondents view the heavy load in school as consistently maintained at a very high level. It suggests an existing culture of experiencing a heavy load among teachers. The heavy workload can also affect the quality of instruction. A study by Lee and Lee (2018) found that teachers with a heavy workload may need help to provide individualized attention to students, resulting in reduced learning outcomes. The excessive workload can also limit teachers' ability to engage in professional development activities, further hindering their growth as educators.

Conversely, **Light Load** got the lowest mean of **3.21 (SD=0.49)** with a **High** interpretation. It suggests a comparatively high perception of experiencing a light load in

school. The result suggests that respondents perceive less engagement in terms of light load compared to other levels in ancillary services. While still within the high range, the lower mean implies there may be opportunities for improving experiences in light load practices. Light teacher workload can have significant implications for teacher well-being. While a lighter workload may initially seem desirable, it can lead to feelings of underutilization, boredom, and a lack of professional fulfillment (Johnson, 2021).

Problem 3. What is the level of teachers' performance in terms of content knowledge and pedagogy, learning environment and diversity of learners, curriculum and panning, assessment and reporting, personal growth and professional development, and plus factor?

Table 11: Distribution of Respondents' Level of Teachers' Performance in terms of Content Knowledge and Pedagogy

Indicators	Mean	SD	Description
As a teacher, I ...			
demonstrate a high level of expertise and mastery in the subject I am teaching.	3.76	0.43	Outstanding
able to explain complex concepts in a clear and understandable manner	3.78	0.42	Outstanding
show how different topics within the subject matter are interconnected and how they relate to real-world situations.	3.54	0.49	Outstanding
design assessments that align with the content and accurately measure students' understanding.	3.31	0.46	Outstanding
am skilled in designing well-structured lesson plans that align with educational objectives and promote active learning.	3.38	0.49	Outstanding
have the ability to adapt teaching methods and materials to cater to students' diverse learning styles, abilities, and needs.	3.70	0.45	Outstanding
have effective classroom management strategies to create a positive and conducive learning environment.	3.75	0.43	Outstanding
have strong communication skills to convey information clearly and encourage student participation.	3.75	0.43	Outstanding
skillfully integrate technology and digital resources to enhance instruction and engage students.	3.78	0.41	Outstanding
incorporate active learning strategies, such as group activities, discussions, and hands-on experiences, to engage students in the learning process.	3.7	0.46	Outstanding
Overall	3.64	0.48	Outstanding

Legend: 3.25-4.00 Outstanding/ Highly Competent 1.75-2.50 Satisfactory/Moderately Competent

2.51-3.24 Very Satisfactory/Competent 1.00-1.75 Needs Improvement/Incompetent

Table 11 revealed the respondents' level of teaching performance in terms of content knowledge and pedagogy. The data revealed that the overall mean for respondents' level of teaching performance based on Content Knowledge and Pedagogy is **3.64 (SD=0.48)**, described as **Outstanding**. The highly competent assessment based on content knowledge and pedagogy has important implications. The respondents have a depth and breadth understanding of the specific learning area with different methods and strategies tailored to the needs of the learners. This high level of performance can help learners obtain the highest possible learning

outcome. Research has consistently shown that content knowledge and pedagogy are crucial for effective teaching. A study by Hill et al. (2018) found that teachers with a strong understanding of their content were likelier to engage students in meaningful learning experiences and promote higher-order thinking skills.

In line with this, the highest indicator of respondents' assessment of the level of teaching performance based on content knowledge and pedagogy is **As a teacher, I can skillfully integrate technology and digital resources to enhance instruction and engage students**, with a mean of **3.78 (SD=0.41)** described as **Outstanding**. The result means that the teacher perceives a highly competent level of integrating technology in delivering the lesson to the learners. The high level of agreement in perceiving the skill of integrating technology and digital resources in enhancing lessons has significant implications. A study by Brown et al. (2020) demonstrated that teachers with higher content knowledge were more adept at adapting their instructional strategies to meet the diverse needs of their students.

On the other hand, the lowest indicator is **As a teacher, I design assessments that align with the content and accurately measure students' understanding**, with a mean of **3.31 (SD=0.46)** described as **Outstanding**, which is interpreted as highly Competent. The level of perception on designing assessments that align with the content and accurately measure students' understanding suggests that the respondents may have a more realistic view of the impact of ancillary services on their teaching performance. A meta-analysis conducted by Hill et al. (2019) found that teachers' content knowledge positively correlates with student achievement outcomes. Furthermore, the study revealed that the impact of content knowledge on student achievement was powerful in subjects.

Table 12: Distribution of Respondents' Level of Teachers' Performance in terms of Learning Environment and Diversity of Learners

Indicators	Mean	SD	Description
As a teacher, I ...			
provide a positive classroom climate that promotes trust, respect, and a sense of belonging among students.	3.69	0.46	Outstanding
have a well-organized and comfortable physical classroom environment that supports various learning activities and minimizes distractions.	3.70	0.46	Outstanding
clearly communicated expectations for behavior, participation, and academic standards.	3.70	0.46	Outstanding
have effective routines and procedures for transitions, materials management, and other classroom activities.	3.67	0.47	Outstanding
have effective time management skills to maximize instructional time and keep lessons on schedule.	3.32	0.47	Outstanding
acknowledge of the diverse backgrounds, cultures, abilities, and experiences of students in the classroom.	3.65	0.48	Outstanding
ensure the physical and emotional safety and well-being of students through appropriate supervision and support.	3.7	0.46	Outstanding
create an environment where all students feel valued and included, regardless of their background, abilities, or needs.	3.71	0.45	Outstanding
provide feedback that is constructive and encouraging to motivate students and build their self-confidence.	3.74	0.44	Outstanding

am adaptive to respond to unexpected situations or changes in the learning environment.	3.68	0.47	Outstanding
Overall	3.65	0.46	Outstanding

Legend: 3.25-4.00 *Outstanding/ Highly Competent* 1.75-2.50 *Satisfactory/Moderately Competent*

2.51-3.24 *Very Satisfactory/Competent* 1.00-1.75 *Needs Improvement/Incompetent*

Table 12 revealed the respondents' level of teaching performance in terms of learning environment and diversity of learners. The data exposed that the overall mean of respondents' level of teaching performance based on the learning environment and diversity of diverse learners is **3.65 (SD=0.46)**, described as **Outstanding**. Teachers are highly competent in terms of dealing with the learning environment and diversity of learners. This result of performance has essential implications for this study. It indicates that the respondents can deal with the diverse culture of learners and can secure and maintain a well-conducive environment that can be highly regarded for learning.

In line with this, the highest indicator of respondents' assessment of their level of teaching performance based on the learning environment and diversity of learners is **As a teacher, I can provide feedback that is constructive and encouraging to motivate students and build their self-confidence**, with a mean of **3.74 (SD=0.44)** described as **Outstanding**. It suggests a highly competent approach to providing feedback and encouraging students to build self-confidence. The result of giving feedback that is conducive and encouraging to motivate students and develop their self-confidence suggests that the respondents respect and implement feedback and monitoring to ignite learners' motivation in school. Research suggests a supportive and inclusive learning environment positively influences student engagement, motivation, and academic achievement (Cefai et al., 2018). Teachers who effectively manage their classrooms and create an atmosphere of respect and trust are more likely to enhance student learning outcomes (Martin et al., 2019).

On the other hand, the lowest indicator is **As a teacher, I have effective time management skills to maximize instructional time and keep lessons on schedule**, with a mean of **3.32 (SD=0.47)** described as **Outstanding**, interpreted as highly competent. Although it has an outstanding description, it has the lowest mean. Therefore, there is room for improvement. The difficulty of time management skills to maximize instructional time and keep lessons on schedule suggests that the respondents should begin each lesson with clear objectives and goals. Studies have shown that targeted professional development programs focusing on classroom management strategies, cultural competence, and instructional techniques can significantly improve teachers' ability to create an inclusive learning environment (Goddard et al., 2020).

Table 13: Distribution of Respondents' Level of Teachers' Performance in terms of Curriculum and Planning

Indicators	Mean	SD	Description
As a teacher, I ...			
ensure that each lesson has clear and specific learning objectives that align with broader curriculum goals.	3.68	0.47	Outstanding
ensure that curriculum is relevant to students' lives and experiences, connecting learning to real-world applications.	3.73	0.44	Outstanding
develop curriculum that aligns with relevant educational standards, including national, state, or district curriculum guidelines.	3.74	0.44	Outstanding

have a clear, specific, and measurable learning objectives that guide instructional planning.	3.74	0.44	Outstanding
include teaching materials and examples that reflect the cultural diversity of the students and the broader community.	3.73	0.44	Outstanding
plan incorporate considerations for adapting to unforeseen challenges or opportunities during instruction.	3.78	0.41	Outstanding
have clear lesson objectives that align with the curriculum and standards.	3.74	0.44	Outstanding
outline a logical progression of content and skills over the instructional period	3.73	0.44	Outstanding
effectively integrate textbooks, technology, supplementary materials, and other resources into the curriculum.	3.71	0.45	Outstanding
effectively use technology, when appropriate, to enhance instruction and engage students.	3.69	0.46	Outstanding
Overall	3.73	0.44	Outstanding

Legend: 3.25-4.00 Outstanding/ Highly Competent 1.75-2.50 Satisfactory/Moderately Competent

2.51-3.24 Very Satisfactory/Competent 1.00-1.75 Needs Improvement/Incompetent

Table 13 shows the respondents' level of teaching performance based on curriculum and planning. The data revealed that the overall mean is **3.73 (SD=0.44)**, described as **Outstanding**, which suggests a highly competent curriculum and planning among respondents. The highly competent assessment of teaching performance based on curriculum and planning has important implications. A study by Brown et al. (2020) explored the curriculum, planning, and curriculum design. The researchers found that crafting and planning lessons and resources into the curriculum in enough time positively influenced student learning outcomes, particularly in science and mathematics.

In line with this, the highest indicator of respondents' assessment of their level of teaching performance based on Curriculum and Planning is **As a teacher, I can plan to incorporate considerations for adapting to unforeseen challenges or opportunities during instruction**, a means of **3.78 (SD=0.41)** described as **Outstanding**. The result means that the teacher perceives a highly competent level of engaging teaching and adapting to challenges and opportunities. The high agreement level in teaching performance improves the adaptation of challenges and opportunities and has significant implications. Smith and Johnson (2021) explored the role of school support in teachers' performance in curriculum and planning.

On the other hand, the lowest indicator is **As a teacher, I can ensure that each lesson has clear and specific learning objectives that align with broader curriculum goals**, with a mean of **3.68 (SD=0.47)**, described as **Outstanding**. While this still indicates a highly competent level of curriculum and planning, it implies that teachers may experience challenges in dealing a distinct boundary between curriculum and planning. The lower mean of agreement level of that teaching performance implies that teachers teach lessons beyond the specific learning objectives. This study by Johnson and Smith (2019) examined the relationship between curriculum alignment and teaching performance.

Table 14: Distribution of Respondents' Level of Teachers' Performance in terms of Assessment and Reporting

Indicators	Mean	SD	Description
As a teacher, I ...			
assure that assessments are aligned with the stated learning objectives and goals of the curriculum or lesson.	3.69	0.46	Outstanding
use a variety of assessment methods, including formative and summative assessments, to measure student learning and progress.	3.77	0.42	Outstanding
provide assessment criteria and rubrics that are clearly defined and communicated to students in advance, allowing them to understand how their work will be evaluated.	3.79	0.40	Outstanding
feedback on assessments is provided to students in a timely manner, allowing them to understand their strengths and areas for improvement.	3.76	0.42	Outstanding
adhere to the school or district's assessment policy, guidelines, and practices.	3.77	0.42	Outstanding
provide clear and comprehensive reports to students and parents/guardians on students' progress, including grades and comments.	3.77	0.42	Outstanding
actively participate in parent-teacher conferences or meetings to discuss student progress and address concerns.	3.76	0.43	Outstanding
Have expectations regarding reporting and communication with parents/guardians are communicated clearly at the beginning of the academic year.	3.80	0.39	Outstanding
provide individualized feedback and recommendations for improvement in reports to help students understand their performance.	3.81	0.39	Outstanding
respond promptly and professionally to inquiries and requests for information from students, parents/guardians, or school administrators.	3.72	0.44	Outstanding
Overall	3.76	0.38	Outstanding

Legend: 3.25-4.00 Outstanding/ Highly Competent 1.75-2.50 Satisfactory/Moderately Competent

2.51-3.24 Very Satisfactory/Competent 1.00-1.75 Needs Improvement/Incompetent

Table 14 revealed the respondents' assessment of their level of teaching performance based on assessment and reporting. The data revealed that the overall mean for respondents' assessment of their level of teaching performance based on assessment and reporting is **3.76 (SD=0.38)**, described as **Outstanding**. The highly competent assessment of teaching performance based on Assessment and Reporting has essential implications. The respondents highly regard assessing and reporting in their teaching and learning process. This high level of teaching performance can drive teachers to monitor the flow and process of their inputs to the learners. Researchers have explored different observation protocols and frameworks to evaluate various aspects of teaching, such as instructional strategies, classroom management, and student engagement (Smith et al., 2019).

In line with this, the highest indicator of respondents' respondents' assessment of their level of teaching performance based on assessment and reporting is **As a teacher, I can provide individualized feedback and recommendations for improvement in reports to help students understand their performance**, with a mean of **3.81 (SD=0.39)** described as

Outstanding. The result means that the teacher perceives a highly competent level of performance in providing feedback to improve each learner's performance. The highly competent level of providing individualized feedback and recommendations to improve students' performance has significant implications. It suggests that the respondents recognize the value of feedback on their teaching practices. Providing feedback allows learners to reflect on their performance during class. A study by Lee and Chen (2018) examined the effectiveness of different reporting formats, such as narrative reports and numerical ratings. The research suggested that combining qualitative and quantitative information in reports can provide a more comprehensive evaluation of teaching performance.

On the other hand, the lowest indicator is **As a teacher, I can assure that assessments are aligned with the stated learning objectives and goals of the curriculum or lesson**, with a mean of **3.69 (SD=0.46)** and described as **Outstanding**, interpreted as a highly competent level of assessment and reporting. The agreement level of assessment and reporting allows teachers to divert lessons into other activities. While aligning the learning objectives to assessments, it may not be the sole factor that affects the learning outcome of the learners. Despite the advancements in assessment and reporting practices, several challenges persist. One common challenge is the subjectivity of assessments. A study by Garcia et al. (2021) discussed the need for clear assessment criteria and standardized rubrics to minimize subjectivity and ensure fairness in evaluating teaching performance. Incorporating student feedback in the assessment process is another effective strategy.

Table 15: Distribution of Respondents' Level of Teachers' Performance in terms of Personal Growth and Professional Development

Indicators	Mean	SD	Description
As a teacher, I...			
set clear and specific professional growth goals aligned with their teaching role, school or district priorities, and personal aspirations.	3.79	0.41	Outstanding
demonstrate a willingness to engage in self-reflection and self-assessment of their teaching practices, strengths, and areas for improvement.	3.89	0.31	Outstanding
demonstrate adaptability and openness to change, incorporating new strategies and techniques into teaching practices as appropriate.	3.88	0.32	Outstanding
collaborate with colleagues and peers within and outside the school community to exchange ideas, share best practices, and learn from others.	3.89	0.30	Outstanding
actively participate in professional development workshops, training sessions.	3.87	0.34	Outstanding
pursue continuing education opportunities, such as graduate coursework or certifications, to enhance their knowledge and skills.	3.91	0.29	Outstanding
pursue professional development related to the effective use of technology in teaching and learning.	3.92	0.27	Outstanding
be a member in professional organizations related to education, and participation in their activities and events.	3.84	0.37	Outstanding
assume leadership roles within the school or district, such as serving on committees, leading workshops, or mentoring peers.	4	0	Outstanding

demonstrate professionalism in interactions with students, parents/guardians, colleagues, and school staff.	3.99	0.05	Outstanding
Overall Mean	3.90	0.27	Outstanding

Legend: 3.25-4.00 *Outstanding/ Highly Competent* 1.75-2.50 *Satisfactory/Moderately Competent*

2.51-3.24 *Very Satisfactory/Competent* 1.00-1.75 *Needs Improvement/Incompetent*

Table 15 revealed the respondents' assessment of their level of teaching performance based on personal growth and professional development. The data revealed that the overall mean for respondents' assessment of their level of teaching performance based on personal growth and professional development is **3.90 (SD=0.27)**, described as **Outstanding**. The highly competent assessment of teaching performance based on Personal Growth and Professional Development has essential implications for the study. According to a study by Anderson et al. (2018), participation in high-quality professional development programs positively correlates with teaching performance.

In line with this, the highest indicator of respondents' assessment of their level of teaching performance based on personal growth and professional development is **As a teacher, I can assume leadership roles within the school or district, such as serving on committees, leading workshops, or mentoring peers**, with a mean of **4 (SD=0)** described as **Outstanding**. It reflects a highly competent level of leadership roles. The result indicates that all the study respondents perceive the highest personal growth and development level in assuming leadership roles within the school or community. Moreover, a study by Lee and Johnson (2021) emphasized the significance of collaborative professional development in enhancing teaching performance.

On the other hand, the lowest indicator is **As a teacher, I can set clear and specific professional growth goals aligned with their teaching role, school or district priorities, and personal aspirations**, with a mean of **3.79 (SD=0.41)** described as **Outstanding**. However, this item still belongs to highly competent in the interpretation. Furthermore, a study by Thompson and Johnson (2023) underscored the importance of aligning personal growth goals with professional development activities. When teachers identify their areas of improvement through self-reflection and seek targeted professional development opportunities, they are more likely to experience significant growth in their teaching performance.

Table 16: Distribution of Respondents' Level of Teachers' Performance in terms of Plus Factor

Indicators	Mean	SD	Description
As a teacher, I ...			
demonstrate innovative and creative teaching practices that have a positive impact on student learning outcomes.	3.86	0.35	Outstanding
make significant contributions to the development or enhancement of the school's curriculum, leading to improved instructional materials or approaches.	3.86	0.35	Outstanding
initiate or actively participate in extra-curricular activities that enrich the school community, such as organizing clubs, events, or community service projects.	3.87	0.33	Outstanding
engage in educational research and publishes articles, papers, or resources that contribute to the broader field of education.	2.75	0.43	Outstanding

go above and beyond to provide additional academic support or mentorship to students, resulting in improved student outcomes.	3.95	0.21	Outstanding
receive awards, honors, or special recognition for exceptional contributions to education and the school community.	3.83	0.37	Outstanding
attain additional advanced degrees, certifications, or professional achievements that enhance their expertise and effectiveness as an educator.	3.81	0.39	Outstanding
achieve exceptional student outcomes, such as high standardized test scores, academic achievements, or other measurable successes.	3.85	0.35	Outstanding
lead initiatives related to environmental sustainability, promoting eco-friendly practices within the school.	3.84	0.37	Outstanding
coach students that gain awards in competitions.	3.78	0.41	Outstanding
Overall Mean	3.74	0.36	Outstanding

Legend: 3.25-4.00 Outstanding/ Highly Competent 1.75-2.50 Satisfactory/Moderately Competent

2.51-3.24 Very Satisfactory/Competent 1.00-1.75 Needs Improvement/Incompetent

Table 16 revealed the respondents' assessment of their teaching performance level based on the plus factor. The data revealed that the overall mean is **3.74 (SD=0.36)**, which is described as **Outstanding**. The highly competent assessment of teaching performance based on the plus factor has significant implications in the study. The study conducted by Martinez and Lee (2021) revealed the essence of professional development opportunities for teachers in managing ancillary functions.

In line with this, the highest indicator of respondents' assessment of their level of teaching performance based on the plus factor is **As a teacher, I can go above and beyond to provide additional academic support or mentorship to students, resulting in improved student outcomes**, with a mean of **3.95 (SD=0.21)** described as **Outstanding**. The result means that teachers obtain a highly competent level between achieving the best teaching performance and providing additional academic support to improve student outcomes. Effective teachers demonstrate pedagogical flexibility by adapting their strategies to meet the different needs of their students. They employ various teaching methods, utilize technology appropriately, and provide individualized support to ensure all students can achieve their potential (Brewer et al., 2020).

On the other hand, the lowest indicator is **As a teacher, I can engage in educational research and publish articles, papers, or resources that contribute to the broader field of education**, the mean of **2.75 (SD=0.43)** described as **Outstanding**. Being highly competent with a lower mean indicates that despite achieving competence for the plus factor, some aspects may need to be developed or enhanced in the teachers' ability to make and publish research, articles, papers, and other resources that would contribute to education. A study by Lee and Kim (2021) found a negative correlation between workload and teachers' research engagement. Collaborating with other researchers and forming professional networks are vital for conducting research.

Table 17: Summary of Respondents' Level of Teachers' Performance

Key Result Areas	Mean	SD	Interpretation
Content Knowledge and Pedagogy	3.64	0.48	Highly Competent
Learning Environment and Diversity of Learners	3.65	0.46	Highly Competent
Curriculum and Planning	3.73	0.44	Highly Competent
Assessment and Reporting	3.76	0.38	Highly Competent
Personal Growth and Professional Development	3.90	0.27	Highly Competent
Plus Factor	3.74	0.36	Highly Competent
TOTAL	3.74	0.40	Highly Competent

Legend: 3.25-4.00 Outstanding/ Highly Competent 1.75-2.50 Satisfactory/Moderately Competent

2.51-3.24 Very Satisfactory/Competent 1.00-1.75 Needs Improvement/Incompetent

Table 17 showcases the summary of respondents' level of teaching performance. Overall, results show that the respondents' level of teaching performance was highly competent, as indicated by the overall mean of **3.74 (SD=0.40)**, described as **Outstanding**. The highly competent teachers' performance among the respondents has significant implications. It indicates that teachers create a positive and conducive learning environment where learners feel safe, respected, and motivated to learn. Many studies have explored the relationship between teaching performance and student outcomes. A study by Anderson et al. (2019) found that high-quality teaching significantly improves student achievement and engagement.

The indicator **Personal Growth and Professional Development** obtained the highest overall mean rating of **3.90 (SD=0.27)**, described as **Outstanding**. The highly competent level of agreement in the "Personal Growth and Professional Development" indicator has important implications. It indicates that the respondents actively pursue further education and attend relevant workshops, conferences, and seminars to enhance their knowledge and skills. Teachers who engage in culturally responsive practices create inclusive learning environments and promote educational equity. A study by Hollins and Guzman (2019) highlights the significance of professional development programs that help teachers develop cultural competence and adapt their instructional approaches to meet the needs of various student populations.

On the other hand, the indicator **Content Knowledge and Pedagogy** got the lowest overall mean rating of **3.64 (SD=0.48)**, described as **Outstanding**. The notion of difficulty in content knowledge and pedagogy has important implications. It indicates that the respondents have a highly competent ability to communicate complex concepts clearly and understandably to learners effectively. It also indicates that the respondents demonstrate a thorough understanding of the subject matter, including its foundational principles, advanced concepts, and connections to related topics.

Problem 4. Is there a significant relationship between ancillary services and teaching performance concerning content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, assessment and reporting, personal growth and professional development, and plus factor?

Table 18 presents the test results of the significant relationship between the teachers' teaching performance and ancillary services in terms of heavy, medium, and light load. Since the p-value is less than 0.05 level of significance, the null hypothesis is rejected. The data further disclosed a significant relationship between the teaching performance of the respondents and ancillary services across heavy, medium, and light loads. Notably, the correlation coefficients (rho) for Content Knowledge and Pedagogy, Learning Environment and Diversity of Learners, Curriculum and Planning, Assessment and Reporting, Personal and

Professional Development, and Plus Factor consistently show a significant relationship with ancillary services, as revealed by p-values below the critical thresholds of 0.05*.

Table 18: Result of the Test on Relationship between the Level of Teachers' Ancillary Services and Performance

Teaching Performance	Ancillary Services						Overall r- value p-value	Interpre- tation
	Heavy Load		Medium Load		Light Load			
	rho	p-value	Rho	p-value	rho	p-value		
Content Knowledge and Pedagogy	0.046	0.0001** S	0.392	0.0001** S	0.1555	0.0006** S	0.198 0.0003 S	S
Learning Environment and Diversity of Learners	0.007	0.0042** S	0.4196	0.0001** S	0.166	0.0003** S	0.197 0.0015 S	S
Curriculum and Planning	0.025	0.0001** S	0.3365	0.0001** S	0.1355	0.0029** S	0.149 0.0010 S	S
Assessment and Reporting	0.033	0.0021** S	0.2792	0.0001** S	0.184	0.0001** S	0.143 0.00076 S	S
Personal and Professional Development	0.022	0.0050** S	0.2223	0.0001** S	0.146	0.0013** S	0.115 0.0021 S	S
Plus Factor	0.0142	0.0003** S	0.1611	0.0004** S	0.0631	0.0049	0.079 0.00276 S	S

Legend: Significant if $p\text{-value} < 0.05$ *alpha level S-Significant NS-Not Significant

The data further disclosed that a significant relationship, denoted by rho and p-values, shows valuable insights into the significance and strength of these relationships. The rejection of the null hypothesis in each case signifies a meaningful connection between the respondents' teaching performance and their ancillary services. It means a positive relationship. The interpretation of the significant relationship suggests that as perceptions of teaching performance enhance or become more positive, there is a corresponding increase in teachers' ancillary services as it emphasizes the interconnection between positive teaching performance and higher levels of ancillary services. A study by Smith et al. (2019) found that teachers in schools with well-developed ancillary service programs reported higher job satisfaction and increased instructional effectiveness.

Problem 5. Is there a significant difference in the teachers' performance when grouped according to their profile?

Table 19 illustrates the significant differences in respondents' teaching performance across content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, assessment and reporting, personal growth and professional development, and plus factors when grouped according to their profile. When considering the respondents' age, the analysis reveals a statistically significant difference in all six indicators of teaching performance: content knowledge and pedagogy (p-value= 0.0001); learning environment and diversity of learners (p-value=0.0008); curriculum and planning (p-value=0.0001); assessment and reporting (p-value=0.0021); personal growth and professional development (p-value=0.0001); and plus factor (p-value=0.0083). The rejection of the null

hypothesis ($p < 0.05^*$) implies that teaching performance varies significantly based on age within the educational perspective.

Table 19: Comparison of the Teachers' Performance and their Profile

Respondents' Profile	Teaching Performance						Overall
	Content Knowledge and Pedagogy	Learning Environment and Diversity of Learners	Curriculum and Planning	Assessment and Reporting	Personal and Professional Development	Plus Factor	
	p-value	p-value	p-value	p-value	p-value	p-value	p-value
Age	0.0001** S	0.0008** S	0.0001** S	0.0021* S	0.0001** S	0.0083** S	0.0031 S
Sex	0.0620	0.783	0.0741	0.640	0.0842	0.164	0.3012 NS
Position	0.0064* S	0.007* S	0.0002* S	0.0025* S	0.0096** S	0.003* S	0.0047 S
School Category	0.064	0.8	0.0810	0.986	0.1000	0.120	0.446 NS
Highest Educational Attainment	0.067	0.636	0.0800	0.25	0.0710	0.099	0.356 NS
Years in Service	0.322	0.153	0.111	0.63	0.544	0.235	0.332 NS

Legend: Significant if $p\text{-value} < 0.05^$ S-Significant NS-Not Significant*

However, teaching performance does appear to exert a significant difference in the position of teachers, as evidenced by content knowledge and pedagogy ($p\text{-value} = 0.0064$); learning environment and diversity of learners ($p\text{-value} = 0.007$); curriculum and planning ($p\text{-value} = 0.0002$); assessment and reporting ($p\text{-value} = 0.0025$); personal growth and professional development ($p\text{-value} = 0.0096$); and plus factor ($p\text{-value} = 0.003$). The result suggests that a teacher's position correlates with variations in content knowledge and pedagogy, learning environment and diversity of learners, curriculum and planning, assessment and reporting, personal growth and professional development, and a plus factor.

Similarly, teaching performance and highest educational attainment do not appear to have a significant difference, as evidenced by content knowledge and pedagogy ($p\text{-value} = 0.067$), learning environment and diversity of learners ($p\text{-value} = 0.636$); curriculum and planning ($p\text{-value} = 0.0800$); assessment and reporting ($p\text{-value} = 0.25$); personal growth and professional development ($p\text{-value} = 0.0710$); and plus factor ($p\text{-value} = 0.099$). The result implies that teachers with different levels of educational attainment can demonstrate similar levels of teaching performance. The implication of finding no significant difference between the highest educational attainment and teaching performance underscores the importance of recognizing and nurturing various talents and skills among educators to promote student success and educational equity.

Problem 6. What management plan can be proposed based on the findings of the study?

Table 20: Matrix of the School Management Plan for Teachers with Ancillary Services

Year 1 (2024): Foundational Framework							
Areas of Concern	Specific Objectives	Strategies/Activities	Time Frame	Person/s Involved	Source of Fund	Estimated Budget	Expected Output
Light Load (Gender and Development)	Offer professional development opportunities for teacher to enhance their skills and capacity to support other teachers effectively.	Diversity and inclusion workshop	Throughout the academic year.	School head, teachers, external facilitators	MOOE budget	10,000.00	Increased awareness and understanding of diversity, fostering an inclusive and gender-sensitive school environment.
Medium Load	monitor and evaluate the medium load of teachers in ancillary services, tracking key metrics such as service utilization, staff workload, and teacher satisfaction	Regularly assess staff workload to ensure that responsibilities are distributed equitably and manageable within the constraints of a medium load.	Throughout the academic year.	School head and teachers	none	none	There is an equality of the distribution of ancillary services among teachers
Heavy Load	Provide support and professional development opportunities for teachers to help them manage the heavy workload effectively and maintain job satisfaction.	Offer workshops and training sessions focused on strategies for effective workload management, organization, prioritization, and work-life balance. Provide guidance on utilizing time-saving tools and resources effectively.	Throughout the academic year.	School head and teachers	MOOE budget	10,000.00	Teachers express higher levels of job satisfaction and engagement due to the support received in managing heavy workloads and the availability of professional development opportunities that align with their needs and interests.
Year 2 (2025): Strengthening Teachers' Performance							
Content Knowledge and Pedagogy	To design assessments that align with the content and accurately measure students' understanding.	Assessment Design Workshop	Quarterly	School Head, Master Teachers, and teachers	MOOE	5,000.00	Improved student learning outcome.
Learning Environment	To have effective time management	Implement the concept of time blocking, where	Throughout the	Teachers	none	none	Increase productivity and

and Diversity of Learners	skills to maximize instructional time and keep lessons on schedule.	teachers allocate specific blocks of time for different activities or tasks.	school year				efficiency in teachers' work.
Curriculum and Planning	To ensure that each lesson has clear and specific learning objectives that align with broader curriculum goals	LAC for developing Clear Learning Objectives	Beginning of the school year	Master teachers and teachers	none	none	Learning objectives clearly communicate what students are expected to learn and accomplish in each lesson, providing a clear focus for instruction and guiding students' learning experiences.
Assessment and Reporting	To assure that assessments are aligned with the stated learning objectives and goals of the curriculum or lesson	LAC for developing clear and aligned assessment	Beginning of the school year	Master Teachers and teachers	none	none	There is a clear alignment between the content and format of the assessment items and the stated learning objectives and goals.
Personal Growth and Professional Development	To set clear and specific professional growth goals aligned with their teaching role, school or district priorities, and personal aspirations	Professional Growth Goal Setting Workshop	During Mid-year break	School heads and teachers	MOOE budget	10,000.00	Teachers have a clear understanding of their professional growth priorities and objectives, providing a focused direction for their professional development efforts.
Plus Factor	To engage in educational research and publish articles, papers, or resources that contribute to the broader field of education.	Educational Research and Publication Workshop	Within the school year	School heads and teachers	MOOE budget	10,000.00	Teachers produce high-quality research articles that contribute new insights, findings, and perspectives to the field of education.
Year 3 (2026): Integration and Tailoring							
Ancillary services and Teachers' Performance	To create a more supportive and uplifting environment that positively influences	Establish a peer recognition program where teachers nominate and celebrate their colleagues for their accomplishments,	quarterly	School heads and teachers	5,000.00	Income Generated Projects	Strengthens relationships among teachers and promotes collaboration and teamwork.

	teachers' performance	contributions, and acts of support.					
		Pair experienced teachers with newer or less experienced colleagues to provide mentorship and coaching support.	Whole year round	School heads and teachers	none	none	Mentees feel supported, valued, and invested in their professional growth and development, leading to increased job satisfaction and retention.
		Implement wellness initiatives to support teachers' physical, emotional, and mental well-being.	quarterly	School heads and teachers	5,000.00	Income Generated Projects	Teachers develop resilience and coping skills to effectively manage the demands and challenges of their profession.
		Facilitate collaborative goal-setting sessions where teachers work together to establish individual or team goals aligned with school priorities and student needs.	quarterly	School heads and teachers	5,000.00	Income Generated Projects	Teachers develop a shared vision for success and take ownership of their goals and action plans.

Conclusions

Based on the results and discussions that have been presented, the following conclusions were made:

The study examined the relationship between teachers' ancillary services, categorized as heavy, medium, and light loads, and their teaching performance. The results showed that heavy load was the most emphasized ancillary service level, especially among educators aged 31-40 with a bachelor's degree. This highlights the importance of specialized training and expertise offered by advanced degrees. Additionally, the focus on personal growth and professional development as the highest indicator of teaching performance suggests that teachers, regardless of age or position, actively invest in enhancing their teaching responsibilities. This dedication underscores the commitment of teachers in the field. Understanding these dynamics can guide policymakers and educational institutions in developing tailored management plans for ancillary services to enhance teaching performance and improve the overall educative process.

Recommendations

In accordance with the findings and conclusion of the study, the following recommendations are hereby presented:

1. The DepEd Misamis Oriental officials may establish pathways and incentives for teachers to pursue post graduate studies so that they can be promoted. Additionally, give motivation through reward and recognition for those teachers who will finish post graduate studies.

2. The School Administrators may carefully consider the wants and needs of teachers and staff throughout the school. To learn more about the unique problems and chances in doing light load ancillary services in the educational community, ask for feedback through polls, focus groups, or one-on-one meetings.

3. The Public Schools District Supervisor may assist teachers in enhancing their understanding of the subject matter by granting them access to specialists in the field, educational materials, and continuous learning experiences. Promote cooperation among educators both within and across academic disciplines to exchange knowledge and implement effective strategies.

4. The instructional leaders and school heads may create constant mentoring and support for ancillary services of teachers. This activity addresses the challenges of teachers in their teaching performance. It is recommended also to consider the policy implications of ancillary services on teaching performance.

5. The School Administrators may craft a policy on the equal distribution of ancillary services and conduct program for teachers' stress reduction activity and give recognition and incentives. This would create a positive and motivated environment for teachers to do ancillary services while teaching performance is not affected.

6. The schools in Misamis Oriental Division may adopt the proposed three-year management plan as it would encourage and guide teachers in managing ancillary services.

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