Teachers' Ancillary Functions and Their Self-Efficacy

Catherine O. Pastoril[1], Richard M. Oco[2]

[1]Southern de Oro Philippines College, Cagayan de Oro City, Philippines
[2]DepEd Division of Misamis Oriental, Cagayan de Oro City, Philippines

ABSTRACT: Classroom teachers have multiple responsibilities aside from their main duties and responsibilities towards their learners. This study was undertaken to determine the ancillary functions and self-efficacy among public school teachers, their significant relationship and identify which ancillary functions affect teachers' self-efficacy for the School Year 2024 – 2025. The study was conducted at Manolo Fortich District, Division of Bukidnon to one hundred twenty-four (124) teachers as actual respondents. The study employed a correlational and causal design and utilized a modified questionnaire. Mean and Standard Deviation, Pearson Product-Moment Correlation and Multiple Linear Regression Analysis were used to find the relationships among the variables. Results revealed that the overall level of ancillary functions of teachers was high while their efficacy was at Very Confident level. Significant moderate positive correlation was observed between teachers' ancillary functions and self-efficacy. Co-curricular functions greatly affect teachers' self-efficacy. It was concluded that ancillary functions have something to do with their efficacy. Thus, sustaining teachers' best practices on performing tasks build their confidence with their outputs and performance.

KEYWORDS: ancillary functions, co-curricular, extra-curricular, teachers' efficacy

I. INTRODUCTION

In the vibrant landscape of education, teachers are often seen as the primary architects of knowledge and inspiration. However, their roles extend far beyond the walls of the classroom. The concept of ancillary functions encompasses a broad spectrum of responsibilities that support and enhance the learning experience. These include everything from mentoring students and coordinating with parents to participating in professional development and community engagement.

This study aimed to explore the multifaceted nature of these ancillary functions and understand how they contribute to a teacher's self-efficacy. Self-efficacy, or the belief in one's ability to succeed in specific situations, plays a crucial role in the way educators approach their tasks and challenges. A teacher who believes in their capability is more likely to take initiative, inspire their students, and foster a positive school environment.

Through examining the relationship between ancillary functions and self-efficacy, gained valuable insights into what makes educators not only effective in their teaching roles but also resilient and empowered in the face of challenges. Indeed, acknowledging and supporting the ancillary roles of teachers can lead to improved educational outcomes for both educators and students alike. The significance of ancillary functions highlights its impact on teachers' self-efficacy, and the implications for educational management. By understanding this dynamic, a hope to contribute to a more supportive and effective educational ecosystem.

Teachers play a vital role in fostering a thriving educational environment. They not only support the overarching goals and standards of education but also create a nurturing atmosphere that promotes and facilitates student learning. By regularly assessing students' progress, they provide valuable insights into each child's development, communicating these results with both students and parents. This open line of communication helps build trust and ensures that everyone is on the same page regarding a student's journey.

In addition to these essential tasks, teachers actively participate in a variety of school activities that extend beyond the classroom. Whether it is organizing events, joining committees, or collaborating with colleagues, their involvement is key to nurturing a vibrant school community. Through these varied roles, teachers not only enhance their own effectiveness but also contribute to a more engaging and supportive learning environment for students. Outside of their teaching responsibilities,

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educators take on a variety of important roles that contribute to the overall school experience. These positions include serving as grade-level advisers, coordinating extracurricular and co-curricular activities, moderating student clubs, coaching athletic teams, and engaging in community service initiatives (Arañas, 2023).

However, the demands of these non-teaching tasks can be overwhelming. David et al. (2019) pointed out, it is crucial to find ways to reduce the burden of these additional responsibilities for public school teachers. By doing so, we can help them dedicate more time and energy to what truly matters: fostering an engaging and effective learning environment for their students. Subsequently, school administrators can receive guidance on the specific additions or eliminations required in the duties of teachers, namely those in primary education who bear the responsibility for almost all academic subjects. Decreasing the time teachers allocate to teaching and non-teaching responsibilities could lead to an improvement in the caliber of work and service delivered by teachers. Consequently, this might lead to a decrease in the quantity of teachers addressing issues such as teachers often face a variety of challenges that can take a toll on their well-being. Stress, both physically and mentally, is a common struggle as they juggle lesson planning, grading, and managing classroom dynamics. This pressure can sometimes lead to mistakes in their work, which can be disheartening. Additionally, professional rivalry can creep in, creating an atmosphere of competition rather than collaboration. It is important to acknowledge these issues and support educators in finding balance and connection with one another, inadequate teaching, and an imbalanced work-life routine.

Self-efficacy is defined as a person's belief about being able to do or reach an aim successfully during a certain task. This leads to differences among teachers regarding how they feel, think and act. Those with a high level of self-efficacy choose high-level tasks, setting higher aims for themselves. They also explore their environment and search for new possibilities. According to Bandura, there are two types of people and learners: efficacious and inefficacious. The former are those who take every chance and opportunity, whereas the latter do not always take an opportunity or go over limitations (Tarraya, 2023).

With the above concepts and observations, this study had been staged to determine teacher's efficacy in the midst of several extra-curricular activities yoked to them as to whether their teaching performance will not be affected. It could have improved or decreased their teaching performance. Teachers may experience positive or negative effects from ancillary functions. The majority of the participants in the study by Uy and Uy (2023) reported pleasant experiences that encouraged them to strive for more advancement to become better instructors despite the challenges of daily living. The study also demonstrated that teachers who perform a variety of supplementary roles remain motivated in spite of the various difficulties they have faced.

However, Tolentino (2021) found that "role conflict" arises for teachers who have several supplementary functions when their major and secondary professions are significantly different from one another. Since it takes more work to switch between roles and to modify behaviors to fit changing work needs, an employee is more likely to experience role conflict and feel less fulfilled. Public school teachers in the Philippines assert that their stress levels are influenced by extraneous tasks other than teaching.

Promotion is typically associated with doing supplementary responsibilities. A person merely looks for several auxiliary roles in order to advance in their career. However, one way the school principal empowers and fosters leadership in their teachers is by giving them diverse ancillary responsibilities (Flores et al, 2019).

With the above-mentioned scenarios on teachers' ancillaries, their self-efficacy must be of high condition to be able to perform various tasks aside from the usual or basic duties and responsibilities of the teachers. They must be quick to cope up with the demands and even the stress level so that they can function well. Facing and wrestling with these challenges can be related to how they become more efficient and productive. The main goal of the researcher in conducting this study was to understand how well teachers are performing their additional responsibilities beyond just teaching. This included looking at tasks such as administrative duties, mentoring students, and collaborating with colleagues. By exploring these areas, the researcher aimed to gain insight into how these ancillary functions impact the overall effectiveness and environment of the classroom, how it affects their performance. The results of this study would help school administrators and stakeholders to come up with programs, activities and interventions that would help the teachers in balancing their ancillary functions, performance at work and even to their personal life.

This study was based on Albert Bandura's (1977) Self-Efficacy Theory, which focused on the important factor in building self-efficacy. When individuals face unfamiliar challenges and successfully navigate them, they gain what is known as mastery experiences. These experiences help boost their confidence and belief in their abilities. Celestine (2019) highlighted that these successful encounters play a crucial role in shaping how one views our own competence and resilience. Essentially, when teachers tackle difficult situations and emerge victorious, teachers reinforce the capacity to handle future challenges with confidence advantageous for self-efficacy due to two factors. First are mastery experiences which is based on direct, personal experience rather than secondhand information.

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Given the solid evidence of previous accomplishments, it is possible to infer their potential for future success. Furthermore, mastery experiences enhance individuals' self-assurance in their capacity to excel in specific circumstances by enabling them to witness the evident connections between exertion and triumphant achievement. Second is vicarious experiences which serve as a secondary source of self-confidence. When observing others' success or failure in a certain activity, individuals may use their judgment to estimate the likelihood of their own success or failure in a similar activity. This estimation is based on the perceived similarities or differences between themselves and the person they are observing.

Moreover, this theory posits that individuals are more inclined to participate in activities based on their perception of their own competence, and there are various sources or elements that might influence a person's self-efficacy. These factors include work productivity and efficiency, work well-being, and job satisfaction. Furthermore, it was asserted that teachers' inclination to undertake additional non-teaching tasks or many supplementary responsibilities in order to gain recognition, advance in their careers, and attain personal goals have an impact on their self-efficacy (Tarraya, 2023).

Self-efficacy is an idea that our beliefs about our abilities can significantly influence our actions and outcomes. Simply put it, self-efficacy is about having confidence in ourselves and our skills. This belief can shape how teachers approach challenges and tasks in their lives. According to Albert Bandura's social cognitive theory, sense of self-efficacy affects everything from the goals set to the effort put into achieving them, and even how teachers respond to setbacks. When teachers believe they can succeed, there are more likely to take on challenges, persist through difficulties, and ultimately, achieve goals. Significance of social experience, reciprocal determinism, and observational learning in shaping one's personality. This system exerts a substantial influence on individuals' perspectives and reactions to different situations. Studies conducted by Bandura and other researchers have shown evidence of the impact of self-efficacy on various psychological conditions, actions, and drive. Self-efficacy impacts an individual's selection of objectives to pursue, approach for achieving those objectives, and process for evaluating their own performance (Jomuad et al., 2021).

Teachers' self-efficacy, regardless of their additional non-teaching or supplementary responsibilities, is the outcome of personal gratification or happiness. Research suggests that this satisfaction stems from a sense of fulfillment, which is a result of their commitment and performance in their job.

This is specifically limited to the legal and philosophical foundations outlined in paragraph 4, section 5 of Article XIV of the Philippine Government and Constitution. This provision states that the state acknowledges how deeply teachers influence their students' lives, both for better and for worse, simply because of the vital role they play. They do more than just teach. They help shape the character and values of the next generation. They are guiding them to become responsible citizens and future leaders. The quality of education a student receives often hinges on the dedication and passion of their teachers, as these educators have the unique ability to inspire, motivate, and ignite a love for learning. It is a profound responsibility, and when teachers invest in their students, they help build a brighter future for everyone and is greatly influenced by the teacher's ability and the standard of teaching.

Francisco et al. (2019) demonstrated that teachers are not only responsible for their teaching and instructional duties, but they are also assigned additional chores and co-curricular activities. These additional responsibilities have been identified as variables that impede self-efficacy and instructional quality.

The Department of Education (DepEd) recently issued DepEd Order No. 3, s. 2024, which includes an important directive in paragraph 7. This directive states that teachers should not be assigned any voluntary or mandatory tasks or activities outside of their core teaching responsibilities. This policy acknowledges the heavy workload that educators already face and aims to alleviate some of the pressures on teachers so they can focus more on what truly matters, which is providing quality education to their students. By recognizing the need for balance and support in teachers' roles, this order ultimately seeks to enhance the teaching environment and promote the well-being of educators from June 1-30, 2024. Such order provided is a critical time for teachers to take a much-needed break, allowing them to relax, recharge, and prepare for the upcoming school year. In light of this, the Department of Education (DepEd) has also released DepEd Order No. 5, s. 2024. This new order outlines important policy guidelines on rationalizing teachers' workloads in public schools and addressing compensation for teaching overload.

These guidelines are rooted in Republic Act No. 4670, also known as the Magna Carta for Public School Teachers, as well as the Civil Service Commission Resolution No. 080096. The aim of this order was to create a supportive environment where both teaching and learning can flourish. By prioritizing the well-being of teachers, the DepEd is taking important steps to ensure that educators are not only effective in their roles but also valued and respected for the vital work they do. You can find more details on this initiative at www.deped.gov.ph.

Teachers shall render eight hours of service per day, of which six hours shall be devoted to actual classroom teaching. The remaining two hours shall be allotted for work incidental to the normal teaching duties which may be spent within or

outside the school premises. These duties and activities include lesson planning, practicing exercises, monitoring and recording academic performance. Engaging in activities like conducting research, attending seminars, providing counseling, and meeting with parents is all part of a teacher's commitment to fostering a positive learning environment. These efforts reflect a dedication to continuous growth—both personally and professionally—as teachers seek to enhance their skills and knowledge.

Conducting research helps educators stay informed about the latest teaching methods and educational trends, ensuring they can provide their students with the best possible learning experience. Attending seminars allows them to connect with fellow professionals, share ideas, and gain valuable insights that can be applied in the classroom.

Providing counseling is another important aspect of a teacher's role, as it allows them to support students not just academically but also emotionally. Meeting with parents fosters a strong home-school partnership, ensuring that everyone is on the same page when it comes to a child's education and well-being. Through these activities, teachers are not only shaping individual lives but also contributing to a nurturing school community where everyone can thrive. Carrying out coordination activities and providing community social services, taking part in school facility maintenance and improvement, and other related activities.

Other teaching-related work, such as but not limited to being a school coordinator, shall be duly compensated in accordance with Section 14 of RA 4670. In exigency of service, actual classroom teaching in excess of the required six hours shall be compensated through payment of teaching overload, provided that it does not exceed two hours per day (www.law-phil.net).

Ancillary functions play a crucial role in supporting the primary operations of any organization, and this is especially true in the context of education. For teachers, their responsibilities extend far beyond the classroom. In addition to delivering lessons and fostering learning, many teachers take on various auxiliary roles that are integral to the school community. For instance, teachers often serve as grade level advisers, guiding and supporting students through their academic journeys. They may also take on the role of subject chairpersons or coordinators, working collaboratively with colleagues to enhance the curriculum and ensure a cohesive educational experience.

Beyond academics, many teachers become club moderators or athletic coaches, nurturing students' passions and talents outside of traditional classroom settings. They dedicate their time to organizing recreational and co-curricular activities, providing students with opportunities to discover new interests and develop important life skills. Additionally, teachers often lead community service initiatives, encouraging students to give back and make a positive impact in their neighborhoods. It is important to recognize the many ways teachers contribute to their schools and communities. Their commitment to these auxiliary roles demonstrates their dedication to the holistic development of their students and the enrichment of the entire school environment.

They are also expected to carry out numerous supplementary or school-related tasks. Teachers are assigned auxiliary responsibilities such as topic coordinators, grade level chairs, moderators of organizations and clubs, counselors for school papers, coaches for academic and extracurricular competitions, canteen managers, and members of numerous technical and working committees.

II. METHODOLOGY

The study employed the descriptive-correlational and causal design. According to Panda (2025), descriptive correlational design was used in studies that provide static pictures of situations and establish the relationship between different variables. A descriptive design assesses the level of teachers' self-efficacy and the extent of their ancillary work and activities, a specific approach was implemented. Surveys and assessments were designed to gather information about how confident teachers feel in their roles as educators, as well as the various additional responsibilities they take on—whether it be mentoring, participating in committees, or engaging in community outreach, efficacy and their ancillary tasks.

Moreover, correlation is defined by Cherry (2023), as a statistical test that determines the propensity or trend for the researchers aimed to understand how two or more variables, such as teachers' ancillary activities and their self-efficacy, fluctuate together. Essentially, the goal of correlational research is to uncover the relationship between these variables—it seeks to answer questions about how changes in one aspect might be related to changes in another.

However, this study went a step further by also using a causal design. This means the researchers wanted to identify which independent variables—whether it's the level of involvement in extracurricular activities, the support from supervisors, or other factors—have an impact on teachers' self-efficacy, either on their own or in combination with others. By exploring these relationships, the study aims to paint a clearer picture of how different elements influence teachers' confidence in their abilities and influenced the cognitive engagement of the pupils. Causal research design is also referred to as explanatory research or causal-comparative research, is a method that investigates the nature and extent of cause-and-effect relationship. The research aimed to explore the relationship between two or more variables (Sales et al., 2021). This means that the study was focused on

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understanding how these different factors interact with each other. By looking at the connections between variables, the researchers hoped to gain insights that could inform practices and strategies in their field.

The following statistical treatments were utilized to analyze the data in the study, the researcher employed several statistical methods. For the first problem, Mean values and Standard Deviations were used to assess the extent of teachers' ancillary functions. Similarly, Mean values and Standard Deviations also helped to measure teachers' self-efficacy in the second problem. To explore the relationship between teachers' self-efficacy and the extent of their ancillary functions, the Pearson Product Moment Correlation Coefficient was applied in the third problem. Lastly, Multiple Linear Regression Analysis was utilized to gain deeper insights into how various factors might influence the teachers' roles and effectiveness, which of the independent variables have the most impact towards the teachers' self-efficacy.

III. RESULTS AND DISCUSSION

Problem 1. What is the level of ancillary functions of teachers as to:

      1.1   co-curricular functions; and

      1.2   extracurricular functions?

Table 1 presents the overall Mean of the level of teachers' ancillary functions. The data showed that it has the overall Mean = 3.97 with SD=0.53, described as Most of the Time with interpretation of High Level. The data implies that public school teachers perform well on their tasks in co-curricular and extra-curricular functions. Despite these voluminous tasks they had while performing teaching and learning activities still they managed to comply their primary and secondary responsibilities at school. This is in line with the study of (Tarraya, 2023) That time management, motivation, empowerment, and appreciation are some of the keys in helping the teachers cope with all the tasks designated to them. Having a positive mindset and perspective towards work can help in the accomplishment of their sworn duty as moulders of the future generation. While teachers can still perform well with many ancillary functions, research suggests that effective management of these tasks is important for teaching performance. Teachers may need resources, support, and training to navigate these responsibilities while still fulfilling their core instructional duties.

Table 1: Overall Teachers' Ancillary Functions

Variable	Mean	SD	Description	Interpretation
Co-Curricular Functions	4.08	0.53	Most of the time	High
Extra-Curricular Functions	3.85	0.53	Most of the time	High
Overall Mean	**3.97**	**0.53**	**Most of the time**	**High**

Note: Very High:4.21 – 5.00   High:3.41 – 4.20   Moderate2.61 - 3.40
           Low:1.81 – 2.60   Very Low:1.00 – 1.80

Amba (2021) reported that teachers with the supportive school principals who can stimulate their intellectual capacity and leadership skills and potentials have more improved teaching performance than those whose school principals absolutely circumvent responsibilities and do not mediate in the work activities of the subordinates.

According to Munro (2021), it is suggested that when school organizations employ skilled and satisfied teachers who align with effective teaching ideologies, these educators might be less inclined to exert excessive effort. Instead, they would be operating within a system designed in various foundational ways, geared towards achieving success. In other words, the test of providing effective teaching in every school is less about problems with individual teachers and more about the issue with the systems in which teachers are surrounded. Hence, teaching efficiency is linked to curricular innovation and excellent education

Still in Table 3, the data showed that *Co-Curricular Functions* got the highest Mean of 4.08 with SD = 0.53, described as Most of the Time interpreted as High Level. This implies that teachers have more concern on performing their Co-curricular activities. Teachers find that co-curricular activities would help enhance their teaching activities as well as the students' learning performance. Having students involved in co-curricular activities would enhance their skills and abilities. It will also practice or utilize their hidden talents and skills (Cuemath, 2021).

Co-curricular activities refer to all the activities performed by students to enhance their life skills. Wherein curricular activities comprise academic and scholastic activities. Co-curricular activities can be performed individually or in groups, inside or outside the classroom, depending on the activity's nature. With co-curricular activities that the learners engage or may participate teachers are assigned to mentor, coach, and facilitate their engagement in these activities. Teachers assigned with some additional responsibility is one way of training them for future promotional prospects.

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Furthermore, on the same table on the level of teachers' ancillary functions, the variable on *Extra-Curricular Functions* got the lower Mean of 3.85 with SD = 0.53, described as Most of the time and interpreted as High. This implies that now and then Manolo Fortich teachers are doing the tasks beyond their regular teaching activities. Despite the teachers lack of skills, time constraints, and limited resources in terms of financial and material aspects, they exerted extra efforts to improve school performance and provide vital support to the school services. This includes activities in dealing with parents and community involvement, coaching their students on non-academic activities which includes sports and scouting. Sometimes, they served in community programs and activities or represent their school to other government and non-government agencies. School heads in Manolo Fortich have trust and confidence to their teachers in assigning the extra -curricular works apart from their regular teaching activities. This process requires teachers to be systematic.

 This supports the study of Olivo (2021) that the usage of time in a productive way is known as time management. In today's busy schedule, time management is the basic tool to properly sequence in coping with the professional and personal chores. Being busy the whole day does not mean the teachers are effective. With good time management skills, working smarter, not harder, by completing task with minimal effort and time. Time management skills are a must for teachers as the amount of work they do with the responsibility of hundreds of tasks to cover.

Tarraya, (2023) added that teachers need to manage efficiently and effectively all the tasks assigned to them whether it is related to classroom functions or school- related responsibilities. Their expertise and services for the welfare of everyone can make a great impact in the community. Time management, motivation, empowerment, and appreciation are some of the keys in helping the teachers cope with all the tasks designated to them. Having a positive mindset and perspective towards work can help in the accomplishment of their sworn duty as moulders of the future generation.

Problem 2. What is the extent of the teachers' self-efficacy as to:
   2.1   coping mechanism: and
   2.2   task oriented leadership?

Table 2 presents the overall level of teachers' self-efficacy. The data revealed an overall Mean of 4.22, with SD= 0.53. This indicates that respondents are largely in strong agreement with the statements presented. In simpler terms, most people feel very positively about the topic in question, suggesting a high level of enthusiasm or approval. The relatively low standard deviation also means that there is a good level of consistency in how everyone feels, indicating that many share this strong sentiment, with interpretation of Very Confident. It implies that teachers are self-efficient in performing the additional tasks assigned to them. They perform the tasks with ease and confidence. Less effort, time and resources were utilized in complying their ancillary tasks. They still can perform their instructional activities teaching and guiding the learners at the same time doing the ancillary tasks. They are innovative such that they displayed confidence in performing additional tasks and could think of possible solutions whenever they meet difficult situations.

Table 2: Overall Teachers' Self-efficacy

Variable	Mean	SD	Description	Interpretation
Coping Mechanism	4.25	0.52	Strongly Agree	Very Confident
Task Oriented Leadership	4.19	0.53	Agree	Confident
Overall Mean	**4.22**	**0.53**	**Strongly Agree**	**Very Confident**

Note: Very Confident:4.21 – 5.00   Confident:3.41 – 4.20   Moderately Confident:2.61 - 3.40
   Less Confident:1.81 – 2.60   Not Confident:1.00 – 1.80

Alferez (2021) exemplified that teachers' well-being and leadership is measured through consistent and effective monitoring of its instructional and hands-on activities where life-long skills must be evident and clearly demonstrated by students. It is supported by the study of Jomuad et al. (2021), that teachers can benefit from being given administrative responsibilities in terms of developing accountability and a sense of ownership for their work. Instructing students and completing other responsibilities that call for their skills can both benefit from it, stress the need of granting educators autonomy over their own assignments.

Meanwhile, the extent of teachers' level of efficacy in terms of *Coping Mechanism* got the highest Mean of 4.25 with SD = 0.52, described as Strongly Agree with interpretation of Very Confident Level. This implies that teachers employ cognitive and healthy coping mechanism in complying their ancillary tasks. They are eager to comply the tasks assigned to them efficiently. To avoid stress and time wastage Teachers thought of possible techniques and solutions to certain activities they meet with difficulties. They consider possible positive actions and redefine situations. They think about pleasant experiences rather than

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the difficulty they are facing. They are focused on attaining schools' goal and do the tasks in a way that it will be done in the required time. Teachers enjoy and feel accomplished and complete as they go on with their ancillary tasks.

On the other hand, the teachers' level of efficacy in terms of *Task Oriented Leadership* got the lower Mean of 4.19 with SD = 0.53, described as Agree with interpretation of Confident Level. This implies that teachers did their best and focus on achieving goals. They stablish clear processes and schedules based on objectives, set priorities and deadlines to ensure that they remain focused and deliver their part of the project within the designated time. They tried to comply and finished the ancillary tasks on the time set to be done. Being able to finished the assigned tasks is important as it builds confidence, efficiency and efficacy on the teachers' part. Moreover, it also builds trust and confidence from the school heads believing that the assigned teacher can deliver and work on the things assigned to them (Herrity, 2023).

Problem 3. Is there a significant relationship between the teachers' ancillary functions and self-efficacy?

Table 3: Test of Correlation Between Teachers' Ancillary Functions and Self-Efficacy

Variable	r-value	p-value	Level of Correlation	Decision	Interpretation
Co-Curricular Functions	0.525	0.001	Moderate Positive Correlation	Reject Ho	Significant
Extra-Curricular Functions	0.394	0.003	Low Positive Correlation	Reject Ho	Significant

Note: 0.91 - 1.00 Very High Positive Correlation   0.71 – 0.90 High Positive Correlation
         0.51 – 0.70 Moderate Positive Correlation   0.31 – 0.50 Low Positive Correlation
         0.00 – 0.30 Negligible Positive Correlation   *Significant when computed p-value <0.05*

Table 3 shows the results of the correlation test between teachers' ancillary functions and their self-efficacy. The data revealed a correlation coefficient (r-value) of 0.525, accompanied by a p-value of 0.001. Since the p-value is much lower than the standard significance level of 0.05, this indicates a significant relationship. In simpler terms, there is a moderate positive correlation between teachers' ancillary functions and their self-efficacy. This means that as teachers engage more in ancillary functions, their confidence in their abilities to perform well also tends to increase and self-efficacy was stablished when coping mechanism is taken into consideration. Coping mechanism is important in performing the ancillary tasks. It helps the teachers handle stress and difficult emotions. This process helps in managing difficult situations and will lead towards seeking appropriate solutions, being creative and innovative for teachers in complying the ancillary tasks. Healthy and positive coping mechanism are desired to gain beneficial and productive results in achieving goals. Thus, coping mechanism must have to be considered and given importance (Alferez, 2021).

For Extra-Curricular Functions, the analysis showed a correlation coefficient (r-value) of 0.394, with a p-value of 0.003. Since this p-value is lower than the critical value of 0.05, it indicates a statistically significant relationship. In simpler terms, there is a low positive correlation between teachers' ancillary functions and their engagement in extracurricular activities. This means that as teachers become more involved in ancillary functions, there is a tendency for their involvement in extracurricular activities to also increase, though the strength of this relationship is relatively weak and self-efficacy were stablished when extra-curricular is taken into consideration.

Extra-Curricular Functions focuses on achieving goals, set clear processes and issue deadlines to ensure all team members remain focused and deliver their part of the project within the designated time. Teachers use this process to develop a structured workplace with clearly defined priorities and schedules in complying their ancillary tasks while performing their regular teaching activities (Jomuad et al., 2023). Thus, extra-curricular must be given importance.

Problem 4. Which of the independent variable singly or in combination affect the teachers' self-efficacy?

Table 4: Regression Analysis on Teachers' Ancillary Functions and Self-Efficacy

Variables	UC		SC	t-value	Sig. (P-value)	Decision
	B	**SE**	**B**	**t-value**	**Sig. (P-value)**	**Decision**
Constant	3.618	0.664	0.853	5.728	0.001	
Co-Curricular Functions	0.578	0.624	0.436	4.685	0.001	Reject Ho
Extra-Curricular Functions	0.206	0.213	0.144	0.837	0.431	Accept Ho
	R	**R²**	**Adjusted R²**	**f-value**	**Sig. (P-value)**	**Decision**
Model	0.487	0.273	0.189	5.783	0.003	Reject Ho

Note: UC = Unstandardized Coefficients   SC = Standardized Coefficients
          Dependent Variable = Self-Efficacy   *Significant when computed p-value <0.05.*

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Table 4 presents multiple regression analysis with independent variables that singly or in combination impact the teachers' self-efficacy. It is proved that one of the two independent variables have positively associated with the teachers' self-efficacy where $\beta = 0$ as null and the alternative of $\beta \neq 0$. Moreover, Co-curricular Functions ($\beta = 0.436$, t-value = 4.685, p-value = 0.001). This suggests that doing Co-Curricular Functions as a public-school teachers can be in combination impact to the teachers' self-efficacy. An increase of teachers' efforts in the area of their Co-curricular functions would mean a 62.4% increase of the teachers' self-efficacy. Meanwhile, 37.6% attributed to the variable/s not included in this study. Thus, public school teachers should continue with their co-curricular activities as it will support in attaining an improved performance of their learners. Amba (2021) claimed that co-curricular activities of the teachers are also important as it provides them the opportunity to develop their leadership and administrative skills. It also allows them to understand the nature and work of their school heads.

In the same table, looking at the analysis of the independent variable level while holding the dependent variable constant at a time. As can be seen from the statistical results: Extra-curricular Functions ($\beta = 0.144$, t-value = 0.837, p-value = 0.431), showed no significant impact with the Teachers' self-efficacy. This further implies that extra -curricular activities can still be assigned to teachers with support from school heads, parents, and other stakeholders is crucial for teachers as they navigate their ancillary tasks. These additional responsibilities can be quite challenging, and without the right backing and resources from the school community, teachers may struggle to manage them effectively. It is important for everyone involved in the educational process to come together and provide the support teachers need, ensuring they can fulfill these roles successfully while also focusing on their primary responsibility of teaching.

By fostering a collaborative environment, we can help alleviate some of the pressures on teachers and enhance the overall educational experience for everyone and from the stakeholders. Although the results were not significant, the value of extra-curricular functions on the teacher's development cannot be underestimated. It is still important to their growth and development as well as exposure to leadership skills which are also of equal importance as with their other functions.

IV. CONCLUSIONS

Based on the findings from this study, we can draw several important conclusions:
1) Teachers ancillary tasks to perform more on the academic aspects.
2) Teachers finish their tasks with precision as indicated in their high self-efficacy.
3) Ancillary tasks is important to the public-school teachers in developing their leadership and managerial skills and well as on time management.
4) Co-curricular functions is helpful on the teachers' self-efficacy.

V. RECOMMENDATIONS

Based on the findings and conclusions of the study, we recommend the following:
1) Public school teachers can enhance instructional services and maintain improved student performance by focusing on best practices.
2) Support from co-teachers, school heads, and stakeholders is essential to help teachers manage their emotions and remain calm in difficult situations.
3) The positive link between co-curricular activities and public-school teachers' self-efficacy can enhance job satisfaction and performance. Therefore, collaboration between school heads and teachers is vital for improved communication and execution.
4) Emphasizing co-curricular functions in training and school operations can enhance teachers' efficacy. Additionally, recognizing extracurricular activities can lead to improved performance and outcomes for schools, teachers, and pupils.

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