

MULTIPLE WORK ACTIVITIES AND ANCILLIARY SERVICES TOWARDS TEACHERS' PERFORMANCE

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ABSTRACT

The study explored the multiple work activities of Grade 1 classroom teachers handling ancillary services towards teachers' performance of the two divisions of Region XII, using the evaluation instrument that was self-made, patterned, validated, and tested through Cronbach's Alpha. Two hundred eight respondents were taken through the quantitative method and 10 participants in the qualitative method, complete enumeration sampling technique, utilizing a self-made, pattern, modified, and validated questionnaire in gathering data for the problems investigated. A descriptive survey method with instruments was utilized. Statistical tools employed mean, weighted mean, Pearson r/Spearman Rho, and multiple linear regression to determine the hypotheses of the study.

The indicators for the level of multiple work activities of teachers were performed in planning and preparing a lesson plan, preparation of instructional materials, supervising class activities, remedial instruction, home visitation, guidance, and counseling ancillary services by the teachers; they were highly rendered in brigada eskwela, sports and other event competition, learning area coordinators, and other various coordinators. On the level of teachers' performance using the Individual Performance Commitment and Review Form (IPCRF) they were rated very satisfactory.

Moreover, the significant relationship between the teachers' multiple work activities remedial instruction shows highly significant responses among all the variables stated in the study; and on the significant influence the teachers' multiple work activities, among the variables displayed in the study remedial instruction and home visitation have a high degree of significant.

In conclusion, the significant relationship between teachers' ancillary services, data shows that sports and other events competition, and learning area coordinators have a high degree of responses, this means that the variables indicated show a strong response considered as the best predictors of the study.

Keyword : - Multiple work activities, Ancillary Services, Teachers' Performance.

1. INTRODUCTION

Technology has made life easier for teachers, but managing all the life, especially as a teacher, has been more difficult. Numerous tasks must be fulfilled. Completing one work at a time may appear hectic and outrageous. Still, most teachers have numerous tasks to complete, leaving them stressed and irritated, making multiple work activities a common reality and challenging to manage and handle.

Teachers' multiple work activities have gained more concern in recent years. Research on multiple work activities in the contemporary setting commonly asserts a multitude of undesirable outcomes that heightened destruction, hindered learning, and hampered teachers' performance and students' achievements (Terry, 2016).

Relatively, (Zivcakova, 2015) stated that the detrimental effects of multiple work activities of teachers, the activity sometimes persists as a touted professional competency. To be fair, multiple work activities are necessary for certain professions and are an indisputable phenomenon in education and life. Multiple work activities can be an efficient use of time; a relatively manageable endeavor when necessary; or when well monitored or well-regulated and an effective tool in performing teachers' duties and responsibilities (Brasel & Gipps, 2011). This space of

possibilities raises an enormous challenge in understanding, on the other hand, the human system's astonishing capacity for multiple work activities, sometimes severe limitations on multiple activities performance.

In Bataan, Philippines (Manila Times, 2017) reported teachers resort to extremely multiple work activities teachers admitted that holding two classes at the same time is difficult and confusing. The worst, pupils would stray and participate in the activities of the other class. Teachers find difficulties in multiple work activities in teaching since pupils need to be focused but having combined classes is very difficult for both teachers and pupils (Ambrocio, 2017). Public school teachers claim that aside from teaching, additional ancillary functions contribute to the level of stress that they experience.

To better understand the multiple work activities of teachers in the workplace, it is necessary to identify the research **gap** in the existing research. One identified gap is the research on multiple work activities of classroom teachers handling ancillary services. However, very limited research has been done specifically on multiple work activities of teachers to point out its influence on teachers' performance (Zivcakova, 2015).

The researcher's experiences as a Grade 1 teacher and having ancillary services urged her to study the multiple work activities and ancillary services because this might have a tremendous effect on their performance. Being a Grade 1 teacher, the researcher would like to confirm and affirm if the multiple work activities and ancillary services would affect the performance of the teachers.

2. METHODOLOGY

This study used a mixed-methods (quantitative-qualitative) research design (Routledge, 2013). This research design was descriptive-correlational. The descriptive design was used to obtain information concerning the status of the study, and to determine the extent of multiple work activities and ancillary services and its components, describing the variables influence and relationships that occurred naturally between and among them. The study covered two (2) schools division offices in Region XII namely: North Cotabato Division and Kidapawan City Division particularly the schools in the Municipality of Makilala and Kidapawan City, respectively.

The respondents of the study were the Grade 1 teachers handling ancillary services and performing multiple work activities. The respondents were from different schools of the Municipality of Makilala and Kidapawan City which includes Makilala Central, Makilala East, Makilala North, and Makilala West Districts. Further, Kidapawan City Division has five districts which also includes Districts 1, 2,3, 4, and 5 who were part of this study.

This study used a complete enumeration technique which means that all Grade 1 teachers in the municipalities of Makilala and Kidapawan were part of the study (Garambas, 2011).

The Key Informant's face-to-face interviews were conducted with the other Grade 1 teachers handling ancillary services and performing multiple work activities in the school and considered as participants of the study (Nikopoulou, 2022).

The researcher used a modified questionnaire on the multiple work activities and ancillary services. The questionnaire was composed of three parts. Results of the validity and reliability test results using Cronbach's Alpha was obtained the rating of **0.941** with 50 samples, which means that the research instrument is highly reliable.

The Part I, deals with the multiple work activities which include the following indicators: planning and preparing a lesson plan, preparation of instructional materials, supervising class activities, remedial instruction, home visitation, and guidance and counseling. Each indicator includes 5 items using the following 5-point Likert's scale with the corresponding descriptive equivalent. This study make used of *descriptive statistics* and inferential statistics in analyzing the data.

3. RESULTS AND DISCUSSION

Relationship between the Teachers' Multiple Work Activities and the Teachers' Performance

The research problem focused on finding out the significant relationship between the teachers' multiple work activities in planning and preparing lesson plans, Preparation of Instructional Materials, supervising class activities, remedial instruction, home visitation, guidance and counseling, and the teachers' performance.

Planning and Preparing Lesson Plan

on the Teachers' Performance

The correlation matrix on the relationship between teachers' multiple work activities and the teachers' performance. The variables stated show that planning and preparing lesson plans had no significant relationship with teachers' performance ($r = -0.003^{ns}$ with a p-value of 0.976).

The result means that planning and preparing lesson plans has no significant responses to the teachers' performance, therefore, the probability values are greater than the 5% level of significance, which means that the stated hypothesis of the study is accepted.

Preparation of Instructional Materials on the Teachers' Performance

The correlation matrix on the relationship between the preparation of instructional materials and the teachers' performance. The variables stated and show that the preparation of instructional materials had no significant relationship with teachers' performance ($r = -0.117^{ns}$ with a p-value of 0.201).

The result means that the preparation of instructional materials has no significant effect on the teachers' performance, therefore, the probability values are greater than the 5% level of significance, which means that the stated hypothesis of the study is accepted.

Supervising Class Activities on the Teachers' Performance

The relationship between teachers' multiple work activities on supervising class activities and the teachers' performance. Results show that supervising class activities has no significant responses on the teachers' performance ($r = 0.162^{ns}$ with a p-value of 0.077).

The result indicates that supervising class activities has no significant relationship with the teachers' performance. The presented probability values which are greater than the set 5% level of significance, mean that the stated hypothesis is accepted.

Remedial Instruction on the Teachers' Performance

They presented a significant relationship between teachers' multiple work activities on remedial instruction and the teachers' performance. Results show that remedial instruction found out that has a **highly significant** effect on the teachers' performance ($r = 0.343^{**}$ with a p-value of 0.000).

The result indicates that remedial instruction of teachers has a highly significant relationship with the teachers' performance. The presented probability values are lesser than the set 1% level of significance therefore the stated hypothesis of the study is rejected. It is further said that the higher the remedial instruction facilitated and performed by the teachers to the learners, the higher the level of students learning and teachers' performance in progress.

It conforms with the statements of (Nuesca, 2021) stresses that remedial instruction in education is intended to remedy an existing learning issue that hinders the progress and development of learners' needed competencies and learning objectives. It tries to improve and remediate the basic skills deemed necessary amongst students.

Home Visitation on the Teachers' Performance

The data presented the relationship between teachers' multiple work activities on home visitation and the teachers' performance. Results show that home visitation has no significant effect on the teachers' performance ($r = 0.045^{ns}$ with a p-value of 0.625). therefore, the hypothesis of the study is accepted.

The result means that home visitation has no significant relationship with the teachers' performance. The presented probability values which are greater than the set 5% level of significance mean that the stated hypothesis is accepted.

Guidance Counseling on the Teachers' Performance

Presented data on the relationship between teachers' multiple work activities on guidance counseling and the teachers' performance. Results show that guidance counseling has no significant effect on the teachers' performance ($r=0.103^{ns}$ with a p-value of 0.265), therefore, the hypothesis of the study is accepted.

The result means that guidance counseling has no significant relationship with the teachers' performance. The presented probability values are greater than the set 5% level of significance therefore the stated hypothesis of the study is accepted.

Further said that multiple work activities of teachers on remedial instruction, making on checking of pupils' quizzes/output while assisting a pupil in doing their writing exercises, and administering remedial reading while preparing a new lesson plan for the next class period.

Being noted one of the Key Informants verbalized statements that some of the problems encountered by the classroom teachers handling multiple work activities in terms of planning and preparing lesson plans, preparation of instructional materials, supervising class activities, remedial instruction, home visitation, guidance, and counseling.

In most cases, only **remedial instruction** has a great response to all the variables stated in the study, which is talking with struggling learners while taking note of their specific weaknesses to be enhanced, and, monitoring the performance of fast learners as they assist the slow ones while conducting remedial reading to struggling readers.

Table 1. Correlation Matrix Shows the Relationship between teachers' multiple work activities and the teachers' performance

Teachers' Multiple Workloads		Teachers' Performance
Planning and Preparing Lesson Plan	Spearman ρ	0.003 ^{ns}
	Probability	0.976
	N	120
Preparation of Instructional Materials	Spearman ρ	0.117 ^{ns}
	Probability	0.201
	N	120
Supervising Class Activities	Spearman ρ	0.162 ^{ns}
	Probability	0.077
	N	120
Remedial Instruction	Spearman ρ	0.343**
	Probability	0.000
	N	120
Home Visitation	Spearman ρ	0.045 ^{ns}
	Probability	0.625
	N	120
Guidance and Counseling	Spearman ρ	0.103 ^{ns}
	Probability	0.265
	N	120

* = significant

** = highly significant

ns = not significant

4. CONCLUSIONS

Based on the findings of the study, the following conclusions were drawn:

The multiple work activities of teachers performed their duties and responsibilities as well shows that they are doing well enough in taking care of the learners while doing other tasks given to them by their immediate supervisors.

Also, in the ancillary services teachers highly rendered in Brigada eskwela, sports and other event competitions, learning area coordinators, and other various coordinatorships they are performing in response to gained very satisfactory teacher's performance.

Likewise, significant relationship between the teachers' multiple work activities having a positive effect on remedial instruction, or it shows a high degree of relationship among all the variables stated in the study.

Therefore, when the significant relationship between teachers' ancillary services and teacher performance, shows that sports and other events competitions, and learning area coordinators have a high degree of responses respectively.

6. REFERENCES

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