

# Ancillary Functions, Self-Efficacy, and Resilience among Elementary School Teachers

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## Abstract

The study utilized the descriptive-correlational research design and used a questionnaire as the main instrument to gather the necessary data to answer the specific questions of the study. Stratified sampling was employed to determine the respondents of the study using the universal sampling. Mean and standard deviation were used to determine the extent of ancillary function, extent of self-efficacy, and the extent of resilience of the teachers. The study revealed the following significant findings: The teachers were almost always involved in ancillary functions with extra-curricular ancillary functions having the highest mean rating. They had a high extent of self-efficacy and resilience with interaction having the highest mean rating and problem-solving had the lowest mean rating. Moreover, coping self-efficacy and task self-efficacy were statistically correlated with the extent of resilience of the teachers. The higher is their self-efficacy the higher is their resiliency to adversities in their workplace. The extent of co-curricular and extra-curricular ancillary functions had no significant relationship to teacher's resilience level.

**Keywords:** ancillary functions, self-efficacy, teachers', resilience

## 1. Introduction

Teaching has been regarded as a noble profession. It is one which can be rewarding and fulfilling no matter what the odds are, especially for people who regard it as a calling, more than a commitment. Some of the teachers in public schools do not only play the roles of classroom related functions. They are also tasked to perform various school related responsibilities or ancillary functions. Some of the ancillary functions that are being designated to teachers are subject coordinators, grade level chairpersons, organizations and club moderators, school paper advisers, coaches in academic and non- academic contests, canteen managers and members of various technical and working committee.

As emphasized by Gempes, et al (2018), classroom teachers do not just provide instruction competently to students, teach the subject of study and education programs that are prescribed, approved or authorized; promote goals and standards applicable to the provision of education, encourage and foster learning in students, evaluate students and periodically report results of the evaluation to students and parents, participate to activities such as in-service training, home visitation, chairmanship in clubs and committees, and carryout teaching and non-teaching related functions.

The government, however, through the Department of Education (DepEd) has issued a one-assignment policy to teachers but it was not fully implemented because there were very few teachers compared to the number of clubs and organizations and subject areas. Based on the concepts mentioned the researcher is motivated to explore in this topic to determine if the multiple ancillary functions of teachers are associated with their self-efficacy. Thus, this study was conceived.

The framework of this study was bounded on the context of legal and philosophical underpinnings pursuant to paragraph 4, section 5 of Article XIV of the Philippine Government and Constitution which mandates that "that the state shall recognize the role of the teachers, by the very nature of their function, exert tremendous influence for good or bad of their students. They are the second to none in noble service to the

country in the rearing of good citizens and the future leaders of the nation to the great extent, the quality of education depends on the ability of the teacher and standard of teaching”.

This study was anchored on the premise of Francisco, et al (2019) who exemplified that teachers do not just perform their teaching and instructional function but were also designated to perform other “extra and overlapping tasks and co-curricular activities which are reported as factors that hinder self-efficacy and instructional quality.” The paradigm of the study was anchored on Self-Efficacy Theory of Albert Bandura (1977).

Further, this theory holds that people are likely to engage in activities to the extent that they perceive themselves to be competent and there are sources or factors that influence person’s self-efficacy, namely; work productivity and efficiency, work well-being, and job satisfaction. Additionally, it was espoused that teachers’ motivation to perform extra non-teaching function or multiple ancillary functions for recognition, promotion, and personal achievements affect self-efficacy. Teachers’ self-efficacy despite of other extra non-teaching or ancillary functions is the result of personal gratification or satisfaction which according to research is the perception of fulfillment which is the results of job commitment and performance.

## 2. Methodology

The study utilized the descriptive-correlational design. A correlational study is a type of research design where a researcher seeks to understand what kind of relationships naturally occurring variables have with one another. In simple terms, correlational research seeks to figure out if two or more variables are related and, if so, in what way (Katzukov, 2020).

The following statistical treatments were utilized to analyse the data of the study: Problem 1. Mean values and standard deviation were used to present the extent of ancillary functions of teachers. Problem 2. Mean and standard deviation were used to present the extent of teachers’ self-efficacy. Problem 3. Mean and standard deviation were used to present the extent of resilience of the teachers. Problem 4. Pearson Coefficient of Correlation was utilized to ascertain significant relationship between the level of teachers’ resilience level and self-efficacy and the extent of ancillary functions.

## 3. Results and Discussion

**Problem 1.** What is the extent of involvement of the teachers on the following ancillary functions:

- 1.1 Extracurricular functions; and
- 1.2 Co-curricular functions?

It can be inferred from the table that the teachers are almost always involved in this ancillary function as evident by the overall mean 3.74 with a standard deviation of .97. This implies that teachers’ role is not only limited to facilitate the learning process, but they also have other roles to perform for the holistic development of the learners. Tolentino (2021) stressed that teachers in public schools do not only play the roles of classroom related functions. They are also tasked to perform various school related responsibilities or ancillary functions. Some of the ancillary functions that are being designated to teachers are subject coordinators, grade level chairpersons, organizations/ club moderators, school paper advisers, coaches in academic and non- academic contests, canteen managers and members of various technical and working committee.

**Table 1****Extent of Involvement of the Teachers on Extracurricular Ancillary Functions**

Indicators	Mean	SD	Interpretation
1. Manages parent consultation	4.15	.96	Almost Always Involved
2. Serves as girl/boy scout coordinator	4.07	1.06	Almost Always Involved
3. Takes charge of parent-school linkages and activities	3.78	.82	Almost Always Involved
4. Takes on coaching of sports activities	3.35	1.25	Moderately Involved
5. Manages community involvement programs/activities of the school	3.97	.85	Almost Always Involved
6. Coaches in non-academic contests	3.50	.91	Almost Always Involved
7. Serves as liaison to Government Organizations and Non-government Organizations	3.37	.94	Moderately Involved
<b>Overall Mean</b>	<b>3.74</b>	<b>.97</b>	<b>Almost Always Involved</b>

**Note:** 4.21 – 5.00 Always Involved; 3.41 – 4.20 Almost Always Involved; 2.61 – 3.40 Moderately Involved; 1.81 – 2.60 Less Involved; 1.00 – 1.80 Very Less Involved

The table also shows the highest and lowest mean ratings among the extracurricular ancillary functions of the teachers. The highest mean rating was on indicator Manages parent consultation with mean rating 4.15 with a standard deviation of .96 interpreted as almost always involved. On the other hand, the table also shows the indicator rated low by the teacher. Indicator number 2 obtained the lowest mean rating 3.37 with a standard deviation of .94 interpreted as moderately involved. This implies that the teachers are occasionally involved in this extra function. This could have been since in a school not all teachers were given the responsibility to be a liaison to government and non-government organizations only or two were given the authority being a channel to these organizations hence, this is rated low by the teachers.

**Table 2****Extent of Involvement of the Teachers on Co-curricular Ancillary Functions**

Indicators	Mean	SD	Interpretation
1. Takes on classroom advisorship	3.51	.95	Almost Always Involved
2. Takes on club advisorship/moderatorship	4.07	.79	Almost Always Involved
3. Takes on inter-school academic related activities as committee head/member	4.15	.88	Almost Always Involved
4. Assesses and collaborates with fellow teachers and school heads on school's instructional activities and programs	3.53	1.45	Almost Always Involved
5. Takes on subject coordinatorship	3.23	1.21	Moderately Involved
6. Assigned as grade level coordinator	3.81	1.06	Almost Always Involved
7. Assigned as ICT and LIS coordinator	2.74	1.45	Moderately Involved
<b>Overall Mean</b>	<b>3.58</b>	<b>1.11</b>	<b>Almost Always Involved</b>

**Note:** 4.21 – 5.00 Always Involved; 3.41 – 4.20 Almost Always Involved; 2.61 – 3.40 Moderately Involved; 1.81 – 2.60 Less Involved; 1.00 – 1.80 Very Less Involved

Table 2 displays the extent of involvement of the teachers on co-curricular ancillary functions. It can be inferred from the table that the teachers are almost always involved in co-curricular ancillary functions as evident on the overall mean 3.58 with a standard deviation of 1.11 interpreted as almost always involved. This implies that teachers were directly involved in activities that complement the academic learning of the pupils in school. These activities are an extension of the formal learning experiences in a course or academic program which teachers must also engage for the holistic development of the pupils (Education Reform, 2021).

Furthermore, the table also presents the indicator rated high by the teachers. The indicator Takes on inter-school academic related activities as committee head/member got the highest mean rating 4.15 with a

standard deviation of .88 interpreted as almost always involved. This means that almost all the teachers were engaged in inter-school academic related activities as chaperone, committee chair, and other related functions. This finding finds support to Aban (2019) pointing out that teachers are serving to committee and attending to curricular activities that made them more stressed work overloaded. However, teachers were already used to these multi-ancillary functions as part of being a teacher.

Lastly, the table also shows the indicator rated low by the teachers. The indicator Assigned as ICT and LIS coordinator acquired the lowest mean rating 2.74 with a standard deviation of 1.45 interpreted as moderately involved. Definitely, not all teachers were assigned as ICT and LIS coordinator in every school only one is assigned as coordinator that is why teachers rated this item low among the indicators of co-curricular ancillary functions.

**Problem 2.** What is the extent of self-efficacy among the elementary school teachers in terms of:

2.1 Coping Self-efficacy; and

2.2 Task Self-Efficacy?

**Table 3**

Extent of Coping Self-Efficacy of the Teachers

Indicators	Mean	SD	Interpretation
1. It is easy for me to stick to my aims and accomplish my goals.	4.12	.73	High
2. I am confident that I could deal efficiently with unexpected events.	3.40	.95	Moderate
3. I can usually handle whatever comes my way.	3.57	.94	High
4. I believed I can succeed at almost endeavor to which I set my mind.	3.71	.93	High
5. I am confident that I can perform effectively on many different tasks.	3.73	1.07	High
6. I will be able to successfully overcome many challenges.	3.76	.69	High
7. I will be able to achieve most of the goals that I have set for myself.	3.71	.80	High
8. When facing a difficult task, I am certain that I can accomplish them.	3.50	.99	High
<b>Overall Mean</b>	<b>3.69</b>	<b>.89</b>	<b>High</b>

**Note:** 4.21 – 5.00 Very High; 3.41 – 4.20 High; 2.61 – 3.40 Moderate; 1.81 – 2.60 Low; 1.00 – 1.80 Very Low

Table 3 reveals the extent of coping self-efficacy of the teachers. It can be deduced. They had an effective coping mechanism in overcoming adversities of their work. Some teachers said that there are opportunities when you are given additional assignments like having certificates and points for promotion, learning new knowledge, and professional growth thus, they accepted some of the assigned tasks relative to their teaching assignments (Tolibas & Morante, 2022). Furthermore, even if the teachers are involved in multiple functions this does not affect their commitment and job performance. They even take this as an opportunity to grow professionally in their teaching career.

In addition, the table also indicates the indicator rated high and low by the respondents. This means that the teachers are goal oriented or directed. They had in their mind their target to be accomplished that is why they had a very high coping-self efficacy. According to Riopel (2019) stressed that goal setting can lead to greater success and performance. Setting goals not only motivates the individual but can also improve his mental health and level of personal and professional success.

On the contrary, the table also shows the indicator rated low by the teachers. This means that the teachers were less confident in dealing with uncertainties of their work. However, since they set their goals,

they can deal properly whatever challenges they may encounter in the discharge of their functions since they were goal directed.

**Table 4**  
Extent of Task Self-Efficacy of the Teachers

Indicators	Mean	SD	Interpretation
1. I can always manage to solve difficult problems if I try hard enough.	3.80	.91	High
2. If someone opposes me, I can find the means and ways to get what I want.	3.86	.91	High
3. Thanks to my resourcefulness, I know how to handle unforeseen situations.	3.75	.97	High
4. I can solve most problems if I invest the necessary effort.	3.64	1.06	High
5. I can remain calm when facing difficulties because I can rely on my coping abilities.	3.91	.79	High
6. When I am confronted with a problem, I can usually find several solutions.	3.81	.68	High
7. If I am in trouble, I can usually think of a solution.	3.86	.91	High
<b>Overall Mean</b>	<b>3.80.</b>	<b>.89</b>	<b>High</b>

**Note:** 4.21 – 5.00 Very High; 3.41 – 4.20 High; 2.61 – 3.40 Moderate; 1.81 – 2.60 Low; 1.00 – 1.80 Very Low

The data in table 4 depicts the extent of task self-efficacy of the teachers. It can be noted in the table that all the seven indicators of task self-efficacy obtained mean ratings interpreted as high extent. The overall mean rating 3.80 with a standard deviation of .89 is interpreted as high extent. This entails that the teachers had a high level of belief in themselves that they can perform the task assigned to them even though they had already multiple ancillary functions. Furthermore, the teachers did not consider themselves overloaded and had a good disposition in life that they can perform the task delegated to them by the school head.

Moreover, the table also portrays the indicator rated high by the respondents. This indicates that the teachers have a very good coping mechanisms to bounce back if they experienced difficult situations in the performance of their roles. Coping mechanisms help decrease the side effects of stress and discomfort experienced during difficult times (Bailey, 2022).

This means that the teachers are very resilient and can still successfully function despite significant life difficulties (Scoloveno, 2018). Further, the teachers are determined and highly motivated individuals to reach their goals in life.

**Problem 3.** What is the extent of resilience among the elementary school teachers in terms of:

- 3.1 Determination;
- 3.2 Problem Solving; and
- 3.3 Interaction?

The data in table 5 presents the extent of resilience of the teachers in terms of determination. It can be observed in the table that the teachers had a high extent of determination as revealed by the overall mean of 3.88 with a standard deviation of .74 interpreted as high extent. This means that the teachers are very resilient and can still successfully function despite significant life difficulties (Scoloveno, 2018). Further, the teachers are determined and highly motivated individuals to reach their goals in life.

**Table 5**  
Extent of Resilience of the Teachers in terms of Determination

Indicators	Mean	SD	Interpretation
1. I have ambitions to achieve certain things during my lifetime.	4.32	.57	Very High
2. I often rely on others to help me achieve what I want.	3.27	.99	Moderate
3. I have a get up and go approach to life	3.95	.56	High
4. I know what to do in most situations I face.	3.92	.78	High
5. I have a strong motivation in achieving what I want.	3.95	.81	High
<b>Overall Mean</b>	<b>3.88</b>	<b>.74</b>	<b>High</b>

**Note:** 4.21 – 5.00 Very High; 3.41 – 4.20 High; 2.61 – 3.40 Moderate; 1.81 – 2.60 Low; 1.00 – 1.80 Very Low

The table also shows the indicator rated high by the teachers. The indicator I have ambitions to achieve certain things during my lifetime obtained the highest mean rating 4.32 with a standard deviation of .57 interpreted as very high extent. This means that the teachers are goal directed and they have the desire to do and achieve something in life. This trait is very important for a teacher because despite how complex and complicated the work of a teacher they are guided by their goal to do their best that they can. Setting goals helps trigger new behavior, helps guides your focus and helps one sustain that momentum in life (Riopel, 2019).

This suggests that the teachers had a happy disposition in life that despite the problems and challenges they encountered in the performance of their roles they had a healthy coping mechanism in overcoming these difficulties. Moreover, they had a positive outlook on life and find opportunities to the challenges they had encountered.

**Table 6**  
Extent of Resilience of the Teachers in terms of Problem Solving

Indicators	Mean	SD	Interpretation
1. I normally enjoy solving problems.	3.90	.74	High
2. I love challenge.	3.71	.79	High
3. I really enjoy unravelling causes of problems.	3.52	.81	High
4. I can solve most of my problems.	3.89	.84	High
5. I help others solve their problems and challenges.	4.02	.75	High
<b>Overall Mean</b>	<b>3.81</b>	<b>.79</b>	<b>High</b>

**Note:** 4.21 – 5.00 Very High; 3.41 – 4.20 High; 2.61 – 3.40 Moderate; 1.81 – 2.60 Low; 1.00 – 1.80 Very Low

The table also presents the indicator rated high by the teachers. The indicator I help others solve their problems and challenges got the highest mean rating 4.04 with a standard deviation of .79 interpreted as high extent. This implies that the teachers had the willingness to extend their assistance to their co-workers having some problems and challenges relative to their work. This shows that they are capable of collaborating and guiding their colleagues especially those are in troubled. Moreover, they are willing to mentor their peers to succeed in the profession. On the other hand, the indicator. This means that the teachers find it unpleasant to divulge the causes of problems they might encounter.

**Table 7**

Extent of Resilience of the Teachers in terms of Interaction

Indicators	Mean	SD	Interpretation
1. I normally enjoy the company of other people.	4.00	.87	High
2. I have a personal brand that I think I regularly demonstrate to others.	3.83	.77	High
3. I know myself very well.	4.18	.67	High
4. I always listen and understand what others are talking to me about.	3.93	.79	High
5. I am normally curious about people.	3.67	1.11	High
<b>Overall Mean</b>	<b>3.92</b>	<b>.84</b>	<b>High</b>

Note: 4.21 – 5.00 Very High; 3.41 – 4.20 High; 2.61 – 3.40 Moderate; 1.81 – 2.60 Low; 1.00 – 1.80 Very Low

Table 7 shows the extent of resilience of the teachers in terms of interaction. It can be noted from the table that all the five indicators obtained a high extent of interpretation with an overall mean rating of 3.92 with a standard deviation of .84 interpreted as high extent. This means that the teachers share their concerns and problems with their co-teachers and friends which is a healthy way to relieve themselves with stress to the demands of their work. It can also be observed from the table that the indicator I know myself very well obtained the highest mean rating 4.18 with a standard deviation of .67 interpreted as high extent. This suggests that the teachers possessed metacognitive thought processes where they know their strengths and weaknesses. Metacognition refers to awareness of one's own knowledge what one does and does not know and one's ability to understand, control, and manipulate one's cognitive processes (Teaching Excellence in Adult Literacy, 2019).

**Table 8**

Summary Table of Extent of Resilience of the Teachers

Variables	Mean	Standard Deviation	Interpretation
Determination	3.88	.74	High
Problem Solving	3.81	.79	High
Interaction	3.92	.84	High

Table 8 presents the summary table of extent of resilience of the teachers. It can be deduced from the table that all the three constructs of resilience obtained an interpretation of high extent with interaction having the highest mean rating 3.92 with a standard deviation of .84, this is followed by determination with a mean rating 3.88 with a standard deviation of .74. The lowest rated was problem-solving with a mean rating 3.81 with a standard deviation of .79. This means that the teachers used a multiple mechanism to cope with and deal with setbacks in their work.

**Problem 4.** Is there a significant relationship between the extent of resilience and the extent of ancillary functions and extent of self-efficacy of the elementary school teachers?

The data entail that despite of the difficulty that the teachers have been through due to their multiple task they still have the capacity to overcome and surpassed the hardships of the nature of their work. Furthermore, they have already adjusted to the many-sided role they performed in line with their profession. In the study conducted by Into and Gempes (2018) findings revealed that most of the participants experienced positive gains from their experiences which challenged them to aspire more advancement to become better educators in spite of the rigors of life. Furthermore, the study showed that teachers with multiple ancillary functions are even motivated despite the different challenges they have encountered.



**Table 9**

Correlation Analysis between the Extent of Resilience and Extent of Ancillary Functions and Self-Efficacy of the Teachers

Variables	R-value	P-value	Decision on Ho	Interpretation
Extra-curricular Ancillary Functions	-.117	.205	Accept	Not Significant
Co-curricular Ancillary Functions	-.082	.374	Accept	Not Significant
Coping Self-Efficacy	.185*	.044	Reject	Significant
Task Self-Efficacy	.169*	.047	Reject	Significant

\*Correlation is significant at the 0.05 level (2-tailed)

On the other hand, the extent of coping and task self-efficacy are statistically related to the extent of resilience of the teachers as revealed by the (R-value=.185) and (P-value=.044<.05) and (R-value=.169) and (P-value=.047<.05) respectively. Thus, the null hypothesis is rejected on this ground. Therefore, the extent of self-efficacy of the teachers is significantly associated with the extent of their resilience. Moreso, the study of Radjabaycolle and Simarmata (2021) find support to the findings stating that there is a relationship between Self-Efficacy and Resilience. It means the stronger the Self-Efficacy of teachers, the stronger is their resilience.

In like manner, Cherry (2020) finds that teachers with a high sense of efficacy can develop an interest in academic activities, do not get out of control when they face difficulties and setbacks, welcome challenging activities as to be successful. Whereas teachers with a low sense of teacher efficacy escape challenging activities and make excuses, they feel that challenging tasks are outside of their capabilities, get focused on negative impacts and take it personal failings, eventually, they lose belief in personal capabilities.

#### 4. Conclusions and Recommendations

The following conclusions are drawn:

1. Aside from classroom instruction teachers are also tasked to perform various school related responsibilities or ancillary functions. Some of the ancillary functions that are being designated to teachers are subject coordinators, grade level chairpersons, and other co-curricular and extra-curricular functions
2. Although teachers are tasked to perform other functions they still have a high extent of self-efficacy that make them productive and perform at their best.
3. Teachers have the ability to stay back to normal condition after experiencing setbacks in the performance of their duties and responsibilities. They can easily get back to normal state after experiencing difficult situations.
4. Self-efficacy is significantly associated to resilience level of the teachers. The higher is their self-efficacy the better is their coping mechanisms to adversities and difficulties encountered in the performance of their job.

From the significant findings and conclusions of the study the following are offered:

1. If possible school heads may limit the ancillary functions assigned to individual teacher so as not to impede their major function which is instruction.
2. If possible the Department of Education (DepEd) may hire non-teaching personnel to perform some ancillary functions that may be assigned to teachers.
3. The teachers may continue their coping strategies during situations when they can experience set back to maintain their well-being.
4. The school administrators may review the assigned ancillary works to teachers to find out if they are not work overloaded.
5. A similar study with a wider scope and additional variables may be conducted in the future.



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