

RELATIONSHIP BETWEEN TEACHERS' FUNCTION TO TEACHERS' AUXILIARY SKILL AND PERFORMANCE

LEMUEL JAN B. ORPHIANO

lemueljan.orphiano@deped.gov.ph

Laguna State Polytechnic University, Philippines

ABSTRACT

Teachers' functions refer to the roles and responsibilities of teachers in the classroom, including planning and delivering instruction, assessing student learning, and providing feedback. Auxiliary skills are the additional abilities and competencies that teachers need to effectively carry out their functions, such as communication, collaboration, and problem-solving. Teachers' performance refers to their ability to meet the expectations and standards set for their functions and auxiliary skills, as demonstrated through student outcomes and evaluations. Together, these three elements play a crucial role in ensuring that teachers are effective in their work and able to support student learning and success.

This study aimed to determine the relationship between teachers' functions, auxiliary skills, and performance. It utilized a descriptive-correlational research design with 137 public elementary school teachers as respondents. The study employed a survey questionnaire to gather data on teachers' functions, auxiliary skills, and performance. The data were analyzed using descriptive and inferential statistics.

The results revealed that most of the respondents have a performance range of "3.500 to 4.499," indicating a very satisfactory performance level. Additionally, the study found a significant relationship between teachers' functions and their auxiliary skills, indicating that the teacher's functions are essential in developing their auxiliary skills. However, there was no significant relationship between teachers' functions and their teaching performance.

In conclusion, the study recommends that teachers should enhance their functions and auxiliary skills to improve their teaching performance. Furthermore, schools should provide opportunities for professional development to develop teachers' skills and competencies. This study provides insights into the factors that influence teachers' performance and can serve as a basis for further research in the field of education.

Keywords:

teachers' functions, auxiliary skills, performance, correlation, education, teaching.

INTRODUCTION

Teachers work hard, especially in the Philippines. They work 8 hours a day for 5 day per week and even use their extra time at home to finish the remaining task assigned to them. Though, they have summer vacation, there are teachers who still consume their vacation at school teaching students who have failing grades, to comply their needs to step forward with another grade level. According to Learners Edge (2017), stresses that teachers got on their work may make them feel irritable and quick to anger in which teachers have naturally friendly personality, this also caused them to have no desire to social gatherings, increase

complaints, chronic fatigue, chronic insomnia, change in appetite and brain fog in which can make them unproductive.

The researcher is interested in exploring the relationship between teachers' function and teachers' auxiliary skills and performance, specifically in the context of the impact of workload on professional qualities of elementary school teachers in Magdalena District. This study aims to understand the implications of workload on the professional qualities of teachers, and how this may affect their overall performance in their roles and responsibilities as educators.

This also sought to determine the relationship between teachers' functions, auxiliary skills, and performance of elementary school teachers in the Magdalena Sub-Office. Specifically, the research will address the following questions:

1. What is the status of teachers' function in terms of:
 - 1.1 Teaching Tasks;
 - 1.2 Teaching Procedures;
 - 1.3 School Activities;
 - 1.4 Paper Works; and
 - 1.5 Home Visitations?
2. What is the level of teachers' auxiliary skills in terms of:
 - 2.1 Communication Skills;
 - 2.2 Collaboration;
 - 2.3 Organization;
 - 2.4 Patience; and
 - 2.5 Flexibility?
3. What is the mean performance of teachers in terms of IPCRF rating?
4. Is there a significant relationship between the teachers' function and their auxiliary skills?
5. Is there a significant relationship between the teachers' function and their teaching performance?
- 6.

REVIEW OF RELATED LITERATURE

"Teaching tasks" is one of the main variables examined in this research. It refers to teachers' various responsibilities and duties as part of their profession. These tasks include planning and delivering lessons, assessing student progress, and participating in school-wide activities and events. This variable is essential to study as it is a significant aspect of a teacher's workload and can impact their overall performance and well-being.

According to **Darling-Hammond (2017)**, traditional teaching methods were focused on dispensing information and sorting students based on their academic abilities. The model for schools was that of an education factory where teachers were not held responsible for students' failure to learn and were not allowed to deviate from traditional practices. This led to a monotonous and unengaging teaching experience for both teachers and students.

According to **Tomacruz (2018)**, 21st century teachers are expected to not only possess professional, pedagogical, psychological and methodological skills and competencies, but also to have managerial skills to help students learn to learn.

As stated by **Sayed Munna, A., & Kalam, A. (2021)**, that teachers should collaborate with all sectors of the educational community in planning, managing, implementing, and evaluating programs.

According to **Gatilogo, L. (2019)**, In some schools, paraprofessionals are hired to cover extra duties such as lunch supervision, detention monitoring, and bus duty. However, many schools cannot afford to hire staff for these assignments and consider these duties to be among the roles of teachers outside the classroom.

As stated by **Ancho & Arrieta, (2021)**, Regardless of their age or years of teaching experience, teachers are continuously looking for ways to improve and grow in their profession. They want to unlearn old strategies and relearn new knowledge and skills to keep up with the current needs of their students and the demands of the future world.

According to **Lumbre, (2020)**, The findings revealed that the research respondents suffered from stressors such as lack of sleep, paperwork, large class size, lack of resources and behavioral problems of students. Additionally, it was found that the teachers tended to ignore their stressors or get angry whenever they were stressed.

According to **Hundani and Toquero (2021)**, the burden of paperwork is a common issue among teachers, with printed and electronic forms contributing to occupational stress. The study "Teaching-Related Paperwork: Examining Linkage to Occupational Stress of Public School Teachers in Primary Education aimed to investigate the relationship between teaching-related paperwork and occupational stress among teachers.

According to the study "Special Educators' Perceptions of Paperwork Demands and Job Efficacy: A Qualitative Study" by **Imhoff (2012)**, the special education field is facing a high attrition rate among teachers, and increasing evidence suggests that paperwork burdens associated with their jobs may be a contributing factor. This literature review investigates the impact of paperwork demands on special education teachers' decisions to remain in the profession.

According to **Lynch (2019)**, Home visits can take place in the home, allowing parents, particularly those from other cultures, to feel more comfortable and share their traditions with the teacher and found that these visits reduced discipline issues, improved parental involvement, increased positive feelings about school, and improved student performance.

As stated by **Capulong (2017)**, communication is fundamental to teaching, as it involves transmitting information and knowledge to students. The English language has five macro skills, including reading, speaking, writing, listening, and viewing, which are crucial for teachers to master in order to communicate with their students effectively.

METHODOLOGY

The Research provide a detailed description of the methods to be used in this study to investigate the relationship between teachers' functions and their auxiliary skills and performance. The research design, sample population, data collection procedures, and data analysis techniques will be discussed in this chapter.

The research design to be used in this study is a descriptive design, which aims to accurately and systematically describe the relationship between teachers' functions and their auxiliary skills and performance.

The sample population will consist of 137 elementary school teachers from the Magdalena District. These participants will be selected through a purposive sampling technique, also known as judgmental, selective, or subjective sampling, a form of

non-probability sampling. This method allows researchers to use their judgment when choosing members of the population to participate in their studies. Online survey platforms will also be utilized in the selection process, which requires researchers to have prior knowledge about the purpose of their studies to choose and approach eligible participants properly.

This research procedure will ensure that participants are fully informed and aware of their rights and that their personal information is protected. Additionally, using structured questionnaires will provide a consistent and reliable method of data collection, and the statistical analysis will help to provide a clear understanding of the relationship between teachers' functions and their auxiliary skills and performance.

Statement of the Problem	Statistical Tool
1. To determine the status of teachers' function in terms of teaching tasks, teaching procedures, school activities, paper works, and home visitations. 2. To determine the level of teachers' auxiliary skills in terms of communication skills, collaboration, organization, patience and flexibility.	Mean and Standard Deviation will be used Mean and Standard Deviation will be used.
3. To determine whether there is a significant relationship between teachers' functions and teachers' auxiliary skills and performance.	Pearson's correlation will be used.

RESULT AND DISCUSSION

Table 1. Level of Teacher's Function in terms of Teaching Task

STATEMENTS	MEAN	SD	REMARKS
<i>I feel overwhelmed by the amount of grading I must do each week.</i>	3.42	0.99	Agree
<i>I often feel rushed when preparing lesson plans.</i>	2.69	1.23	Moderately Agree
<i>I feel burdened by the number of student emails/messages I must respond to daily.</i>	3.06	1.11	Moderately Agree
<i>I feel that administrative tasks related to my teaching role are excessive.</i>	3.28	0.94	Moderately Agree
<i>I feel that providing individualized support to students is demanding.</i>	2.75	1.22	Moderately Agree
<i>I feel that technology-related tasks related to my teaching role are a burden.</i>	2.03	0.95	Disagree
<i>I find that meetings related to my teaching tasks take up too much of my time.</i>	2.03	0.83	Disagree
Weighted Mean	2.75		
SD	0.46		
Verbal Interpretation	Moderately High		

Table 1 illustrates the level of teacher's function in terms of teaching task.

From the statement above, "*I feel overwhelmed by the amount of grading I must do each week*" yielded the highest mean score ($M=3.42$, $SD=0.99$) and was remarked as Agree. This is followed by "*I feel that administrative tasks related to my teaching role are excessive*" with a mean score ($M= 3.28$, $SD=0.94$) and was also remarked as Moderately Agree. On the other hand, the statement "*I feel that technology-related tasks related to my teaching role are a burden*" received the lowest mean score of responses with ($M=2.03$, $SD=0.95$) yet also remarked Disagree

The level of teacher's function in terms of teaching task attained a weighted mean score of 2.75 and a standard deviation of 0.46 and was Moderately High among the respondents. This indicates a potential need for schools to reassess the workload distribution among their teaching staff and provide additional support to alleviate these burdens. Interestingly, technology-related tasks were not perceived as burdensome, suggesting that teachers may feel more comfortable with technology integration in their teaching roles. Additionally, the level of teacher's function in terms of teaching task was found to be moderately high among the respondents, indicating that they are fulfilling their primary responsibility as educators.

Table 2. Level of Teacher's Function in terms of Teaching Procedure

STATEMENTS	MEAN	SD	REMARKS
<i>I often find myself working overtime to prepare lesson plans.</i>	2.45	0.95	Disagree
<i>The number of meetings and administrative tasks I have to attend takes away from my time to focus on teaching.</i>	3.28	0.90	Moderately Agree
<i>I think that the amount of time spent on professional development is too little.</i>	3.31	0.88	Moderately Agree
<i>I am concerned about the amount of time and energy I spend on providing individualized instruction.</i>	3.86	1.01	Agree
<i>I believe that the number of assessments and evaluations I must complete is excessive.</i>	2.79	0.79	Moderately Agree
<i>I am concerned about the number of hours I spend on lesson planning and preparing materials.</i>	3.24	0.79	Moderately Agree
<i>I feel that the amount of grading and preparing student examinations I must do are excessive.</i>	2.77	0.80	Moderately Agree
Weighted Mean	3.10		
SD	0.54		
Verbal Interpretation	Moderately High		

Table 2 illustrates the level of teacher's function in terms of teaching procedure.

From the statement above, "*I am concerned about the amount of time and energy I spend on providing individualized instruction*" yielded the highest mean score ($M=3.86$, $SD=1.01$) and was remarked as Agree. This is followed by "*The number of meetings and administrative tasks I have to attend takes away from my time to focus on teaching*" with a mean score ($M= 3.28$, $SD=0.90$) and was also remarked as Moderately Agree. On the other hand, the statement "*I often find myself working overtime to prepare lesson plans*" received the lowest mean score of responses with ($M=2.45$, $SD=0.95$) yet also remarked Disagree

The level of teacher's function in terms of teaching procedure attained a weighted mean score of 3.10 and a standard deviation of 0.54 and was Moderately High among the respondents. The results suggest that teachers have concerns about the amount of time and energy they spend on providing individualized instruction and that administrative tasks and meetings may be taking away from their focus on teaching. However, the data also suggests that teachers do not often find themselves working overtime to prepare lesson plans. Overall, the level of teacher's function in terms of teaching procedure was found to be moderately high among the respondents. These findings emphasize the need for effective time management strategies and support for teachers in balancing their various responsibilities.

Table 3. Level of Teacher's Function in terms of School Activities

STATEMENTS	MEAN	SD	REMARKS
<i>I find that the workload for extracurricular activities is substantial and time-consuming.</i>	3.01	0.73	Moderately Agree
<i>I often have to sacrifice my personal time to fulfill my responsibilities for school events.</i>	3.46	0.86	Agree
<i>I feel that the expectations placed on teachers for organizing and coordinating school activities is unrealistic.</i>	2.93	0.95	Moderately Agree
<i>I believe that the workload for school activities is too demanding and needs to be reduced.</i>	3.55	1.22	Agree
<i>I feel that the workload for school activities is taking away from my ability to focus on teaching and instructing students.</i>	3.48	1.18	Agree
<i>I believe that the workload for school activities should be more evenly distributed among staff members.</i>	4.26	1.02	Strongly Agree
<i>I find that the workload for school activities is interfering with my ability to complete my other responsibilities and duties as a teacher.</i>	3.54	1.11	Agree
Weighted Mean		3.46	
SD		0.78	
Verbal Interpretation		High	

Table 3 illustrates the level of teacher's function in terms of School Activities.

From the statement above, *"I believe that the workload for school activities is too demanding and needs to be reduced"* yielded the highest mean score ($M=3.55$, $SD=1.22$) and was remarked as Agree. This is followed by *"I feel that the workload for school activities is taking away from my ability to focus on teaching and instructing students"* with a mean score ($M= 3.48$, $SD=1.18$) and was also remarked as Agree. On the other hand, the statement *"I feel that the expectations placed on teachers for organizing and coordinating school activities is unrealistic"* received the lowest mean score of responses with ($M=2.93$, $SD=0.95$) yet also remarked Moderately Agree

The level of teacher's function in terms of school activities attained a weighted mean score of 3.46 and a standard deviation of 0.78 and was High among the respondents. Based on the results, it is evident that the workload for school activities is a concern for teachers and may be affecting their ability to focus on teaching and instruction. The high mean score for the statement "I believe that the workload for school activities is too demanding and needs to be reduced" suggests that teachers feel overwhelmed by their workload. Additionally, the moderately agree response to the statement "I feel that the expectations placed on teachers for organizing and coordinating school activities is unrealistic" indicates that teachers may feel pressure to meet unrealistic expectations. Overall, the high mean score for the level of teacher's function in terms of school activities suggests that teachers are highly involved in organizing and coordinating school activities, which may contribute to their workload

concerns. It may be necessary for schools to reassess their expectations for teachers' involvement in school activities and find ways to reduce their workload to better support their ability to focus on teaching and instruction.

Table 4. Level of Teacher's Function in terms of Paper Works

STATEMENTS	MEAN	SD	REMARKS
<i>I feel overwhelmed by the amount of paperwork I must complete daily.</i>	3.34	1.04	Moderately Agree
<i>I feel that the paperwork required of me detracts from my ability to effectively educate my students.</i>	2.93	0.99	Moderately Agree
<i>I find it difficult to balance the workload of both teaching and completing paperwork.</i>	2.72	1.03	Moderately Agree
<i>The paperwork I am required to complete is taking a toll on my mental and physical well-being.</i>	3.43	1.18	Agree
<i>I find myself staying up late and working weekends to keep up with the paperwork required of me.</i>	3.39	1.25	Moderately Agree
<i>I believe that reducing the amount of paperwork required of teachers would greatly improve the education system.</i>	4.48	1.00	Strongly Agree
<i>The paperwork I am required to complete is taking a toll on my mental and physical well-being.</i>	3.40	1.09	Agree
Weighted Mean	3.38		
SD	0.78		
Verbal Interpretation	Moderately High		

Table 4 illustrates the level of teacher's function in terms of Paper Works.

From the statement above, "*I believe that reducing the amount of paperwork required of teachers would greatly improve the education system*" yielded the highest mean score ($M=4.48$, $SD=1.00$) and was remarked as Strongly Agree. This is followed by "*The paperwork I am required to complete is taking a toll on my mental and physical well-being*" with a mean score ($M= 3.43$, $SD=1.18$) and was also remarked as Agree. On the other hand, the statement "*I find it difficult to balance the workload of both teaching and completing paperwork*" received the lowest mean score of responses with ($M=2.72$, $SD=1.03$) yet also remarked Moderately Agree

The level of teacher's function in terms of paper works attained a weighted mean score of 3.38 and a standard deviation of 0.78 and was Moderately High among the respondents. Based on the results, it is evident that the amount of paperwork required of teachers is a significant concern among the respondents. This indicates that reducing the workload of paperwork could potentially lead to improvements in the education system. Additionally, the statement "The paperwork I am required to complete is taking a toll on my mental and physical well-being" received a high mean score and was agreed upon, suggesting that the excessive workload of paperwork may negatively affect teachers' well-being. While the statement "I find it difficult to balance the workload of both teaching and completing

paperwork" received a lower mean score, it was still moderately agreed upon, indicating that finding a balance between teaching and paperwork can be a challenge for some teachers. Overall, the level of function in terms of paper works attained a moderately high score among the respondents, indicating that paperwork is a significant aspect of a teacher's workload.

Table 5. Level of Teacher's Function in terms of Home Visitations

STATEMENTS	MEAN	SD	REMARKS
<i>I spend a significant amount of time preparing for home visitations.</i>	3.24	0.95	Moderately Agree
<i>I find that home visitations take up a lot of my time outside of regular school hours.</i>	2.97	0.93	Moderately Agree
<i>I often feel stressed when planning and conducting home visitations.</i>	2.62	1.07	Moderately Agree
<i>The workload associated with home visitations has a moderate to high impact on my overall workload.</i>	2.65	1.05	Moderately Agree
<i>The workload associated with home visitations is high, but I believe it is important for the success of my students.</i>	3.62	1.13	Agree
<i>The amount of work required for home visitations affects my overall job satisfaction.</i>	3.05	1.18	Moderately Agree
<i>I feel that the benefits of home visitations outweigh the workload they require.</i>	2.76	0.70	Moderately Agree
Weighted Mean	2.99		
SD	0.76		
Verbal Interpretation	Moderately High		

Table 5 illustrates the level of teacher's function in terms of Home Visitation.

From the statement above, "*The workload associated with home visitations is high, but I believe it is important for the success of my students*" yielded the highest mean score ($M=3.62$, $SD=1.13$) and was remarked as Agree. This is followed by "*I spend a significant amount of time preparing for home visitations*" with a mean score ($M= 3.24$, $SD=0.95$) and was also remarked as Moderately Agree. On the other hand, the statement "*I often feel stressed when planning and conducting home visitations*" received the lowest mean score of responses with ($M=2.62$, $SD=1.07$) yet also remarked Moderately Agree

The level of teacher's function in terms of home visitation attained a weighted mean score of 2.99 and a standard deviation of 0.76 and was Moderately High among the respondents. The results suggest that home visitations are perceived as important for the success of the students by the majority of the respondents, although it also requires significant time and preparation. Despite this, there is a moderate level of agreement among the respondents that they feel stressed when planning and conducting home visitations. Overall, the level of teacher's function in terms of home visitation is moderately high, indicating that it is a significant aspect of their responsibilities.

Table 6. Level of Teacher's Auxiliary Skills in terms of Communication Skills

STATEMENTS	MEAN	SD	REMARKS
<i>I can clearly articulate my lesson objectives to my students.</i>	4.15	0.76	Agree
<i>I can effectively manage classroom behavior and maintain a positive learning environment.</i>	4.23	0.58	Strongly Agree
<i>I can give clear and constructive feedback to my students on their performance.</i>	4.38	0.61	Strongly Agree
<i>I can effectively communicate with parents and guardians about their child's progress.</i>	4.14	0.72	Agree
<i>I can use technology effectively to enhance communication and instruction.</i>	4.15	0.60	Agree
<i>I can listen actively and respond appropriately to student questions and concerns.</i>	4.45	0.61	Strongly Agree
<i>I can effectively use nonverbal communication to enhance instruction and classroom management.</i>	4.40	0.64	Strongly Agree
Weighted Mean	4.27		
SD	0.52		
Verbal Interpretation	Very High		

Table 6 illustrates the level of teacher's auxiliary in terms of Communication Skills.

From the statement above, "*I can listen actively and respond appropriately to student questions and concerns*" yielded the highest mean score ($M=4.45$, $SD=0.61$) and was remarked as Strongly Agree. This is followed by "*I can effectively use nonverbal communication to enhance instruction and classroom management*" with a mean score ($M=4.40$, $SD=0.64$) and was also remarked as Strongly Agree. On the other hand, the statement "*I can effectively communicate with parents and guardians about their child's progress*" received the lowest mean score of responses with ($M=4.14$, $SD=0.72$) yet also remarked Agree

The level of teacher's auxiliary in terms of communication skills attained a weighted mean score of 4.27 and a standard deviation of 0.52 and was Very High among the respondents. Based on the results, it can be synthesized that the respondents strongly agree that the teacher can listen actively and respond appropriately to student questions and concerns, and can effectively use nonverbal communication to enhance instruction and classroom management. However, there is still room for improvement in effectively communicating with parents and guardians about their child's progress.

Table 7. Level of Teacher's Auxiliary Skills in terms of Collaboration

STATEMENTS	MEAN	SD	REMARKS
<i>I actively seek and provide feedback to improve my own and my colleagues' teaching practices.</i>	4.27	0.60	Strongly Agree
<i>I can work effectively in teams to plan and execute school-wide projects and initiatives.</i>	4.29	0.60	Strongly Agree
<i>I can communicate and work effectively with parents and guardians to support student learning.</i>	4.31	0.58	Strongly Agree
<i>I can build and maintain positive relationships with colleagues, students, and parents.</i>	4.48	0.56	Strongly Agree
<i>I can share resources and strategies with my colleagues to support student learning.</i>	4.47	0.54	Strongly Agree
<i>I can incorporate multiple perspectives and ideas into my teaching practice.</i>	4.39	0.55	Strongly Agree
<i>I can effectively collaborate with colleagues to address and resolve conflicts that may arise in the classroom or school community.</i>	4.26	0.53	Strongly Agree
Weighted Mean	4.35		
SD	0.47		
Verbal Interpretation	Very High		

Table 7 illustrates the level of teacher's auxiliary in terms of Collaboration.

From the statement above, "*I can build and maintain positive relationships with colleagues, students, and parents*" yielded the highest mean score ($M=4.48$, $SD=0.56$) and was remarked as Strongly Agree. This is followed by "*I can share resources and strategies with my colleagues to support student learning*" with a mean score ($M= 4.47$, $SD=0.54$) and was also remarked as Strongly Agree. On the other hand, the statement "*I can effectively collaborate with colleagues to address and resolve conflicts that may arise in the classroom or school community*" received the lowest mean score of responses with ($M=4.26$, $SD=0.53$) yet also remarked Strongly Agree.

The level of teacher's auxiliary in terms of collaboration attained a weighted mean score of 4.35 and a standard deviation of 0.47 and was Very High among the respondents. Based on the results, it appears that the surveyed teachers strongly believe in the importance of building and maintaining positive relationships with colleagues, students, and parents, as well as sharing resources and strategies to support student learning. While effective collaboration to address conflicts received a slightly lower mean score, it is still considered a strength among the respondents. Overall, the level of teacher's auxiliary skills in terms of collaboration is very high, indicating that teachers value and prioritize working collaboratively with others to support student success.

Table 8. Level of Teacher's Auxiliary Skills in terms of Organization

STATEMENTS	MEAN	SD	REMARKS
<i>I can effectively plan and organize my daily lessons.</i>	4.23	0.53	Strongly Agree
<i>I can keep accurate and up-to-date records of student progress.</i>	4.24	0.51	Strongly Agree
<i>I can manage my time effectively to accomplish all my tasks and responsibilities.</i>	4.22	0.52	Strongly Agree
<i>I can maintain a well-organized and efficient classroom environment.</i>	4.27	0.51	Strongly Agree
<i>I can use technology and other resources to help me stay organized.</i>	4.16	0.46	Agree
<i>I can stay organized and manage materials and equipment in the classroom.</i>	4.20	0.50	Strongly Agree
<i>I can meet deadlines and complete tasks in a timely manner.</i>	4.10	0.53	Agree
Weighted Mean	4.20		
SD	0.45		
Verbal Interpretation	Very High		

Table 8 illustrates the level of teacher's auxiliary in terms of Organization.

From the statement above, "*I can maintain a well-organized and efficient classroom environment*" yielded the highest mean score ($M=4.27$, $SD=0.51$) and was remarked as Strongly Agree. This is followed by "*I can keep accurate and up-to-date records of student progress*" with a mean score ($M= 4.24$, $SD=0.51$) and was also remarked as Strongly Agree. On the other hand, the statement "*I can meet deadlines and complete tasks in a timely manner*" received the lowest mean score of responses with ($M=4.10$, $SD=0.53$) yet also remarked Agree.

The level of teacher's auxiliary in terms of organization attained a weighted mean score of 4.20 and a standard deviation of 0.45 and was Very High among the respondents. Based on the results, it can be synthesized that the respondents strongly agree that the teacher is capable of maintaining a well-organized and efficient classroom environment and keeping accurate and up-to-date records of student progress. Although the statement regarding meeting deadlines and completing tasks in a timely manner received a lower mean score, the respondents still agreed with it. Overall, the level of teacher's auxiliary in terms of organization was very high among the respondents.

Table 9. Level of Teacher's Auxiliary Skills in terms of Patience

STATEMENTS	MEAN	SD	REMARKS
<i>I can remain calm and composed under pressure or in challenging situations.</i>	4.19	0.51	Agree
<i>I can provide clear and consistent guidance to students without becoming frustrated.</i>	4.14	0.57	Agree
<i>I can wait for students to understand and process new information without rushing them.</i>	4.20	0.52	Strongly Agree
<i>I can manage my own emotions and reactions to maintain a positive and supportive classroom environment.</i>	4.33	0.57	Strongly Agree
<i>I can give students the time and space they need to express themselves without interrupting them.</i>	4.21	0.51	Strongly Agree
<i>I can provide guidance and support to students without being overly controlling or directive.</i>	4.20	0.50	Strongly Agree
<i>I can maintain a positive and supportive classroom environment by being patient, understanding and consistent.</i>	4.20	0.50	Strongly Agree
Weighted Mean	4.21		
SD	0.48		
Verbal Interpretation	Very High		

Table 9 illustrates the level of teacher's auxiliary in terms of Patience.

From the statement above, "*I can manage my own emotions and reactions to maintain a positive and supportive classroom environment*" yielded the highest mean score ($M=4.33$, $SD=0.57$) and was remarked as Strongly Agree. This is followed by "*I can give students the time and space they need to express themselves without interrupting them*" with a mean score ($M= 4.21$, $SD=0.51$) and was also remarked as Strongly Agree. On the other hand, the statement "*I can provide clear and consistent guidance to students without becoming frustrated*" received the lowest mean score of responses with ($M=4.14$, $SD=0.57$) yet also remarked Agree.

The level of teacher's auxiliary in terms of patience attained a weighted mean score of 4.21 and a standard deviation of 0.48 and was Very High among the respondents. The results indicate that teachers have high levels of emotional management skills and the ability to provide students with a supportive environment where they can express themselves. However, they may struggle with maintaining consistent guidance without becoming frustrated. It is noteworthy that the level of teacher's auxiliary skills in terms of patience was found to be very high among the respondents. These findings suggest that professional development programs for teachers may benefit from focusing on strategies to help them maintain consistent guidance and support for students while managing their own emotions and reactions effectively.

Table 10. Level of Teacher's Auxiliary Skills in terms of Flexibility

STATEMENTS	MEAN	SD	REMARKS
<i>I can adapt my teaching methods to meet the needs of different students.</i>	4.23	0.56	Strongly Agree
<i>I can modify my lesson plans as needed to address unexpected challenges or changes.</i>	4.16	0.64	Agree
<i>I can think on my feet and come up with creative solutions to problems.</i>	4.21	0.44	Strongly Agree
<i>I can be open to new ideas and approaches to teaching.</i>	4.23	0.47	Strongly Agree
<i>I can manage my time effectively to accomplish all my tasks and responsibilities.</i>	3.99	0.71	Agree
<i>I can work well under pressure and meet tight deadlines.</i>	4.24	0.46	Strongly Agree
<i>I can handle unexpected situations and challenges calmly and professionally.</i>	4.24	0.46	Strongly Agree
Weighted Mean	4.19		
SD	0.47		
Verbal Interpretation	High		

Table 10 illustrates the level of teacher's auxiliary in terms of Flexibility.

From the statement above, "*I can work well under pressure and meet tight deadlines*" and "*I can handle unexpected situations and challenges calmly and professionally*" yielded the highest mean score ($M=4.24$, $SD=0.46$) and was remarked as Strongly Agree. This is followed by "*I can be open to new ideas and approaches to teaching*" with a mean score ($M= 4.23$, $SD=0.47$) and was also remarked as Strongly Agree. On the other hand, the statement "*I can manage my time effectively to accomplish all my tasks and responsibilities*" received the lowest mean score of responses with ($M=3.99$, $SD=0.71$) yet also remarked Agree.

The level of teacher's auxiliary in terms of flexibility attained a weighted mean score of 4.19 and a standard deviation of 0.47 and was High among the respondents. The results indicate that the surveyed teachers strongly agree that they can work well under pressure and handle unexpected situations professionally. This suggests that the teachers are confident in their ability to handle challenging situations in the classroom. Additionally, the finding that teachers strongly agree they can be open to new ideas and approaches to teaching highlights the importance of ongoing professional development to support teacher growth and innovation. While the mean score for effective time management was lower, the fact that the statement still received an overall agree response suggests that the surveyed teachers feel they are generally able to manage their time effectively. Overall, the high level of flexibility among the respondents suggests that they are adaptable and willing to adjust their teaching approaches to meet the needs of their students.

Table 11. Level of Performance of Teachers in terms of Individual Performance Commitment and Review Form (IPCRF)

Score	f	%	Verbal Interpretation
4.500-5.000	18	13.00	Outstanding (5)
3.500-4.499	119	87.00	Very Satisfactory (4)
2.500-3.499	0	0.00	Satisfactory (3)
1.500-2.499	0	0.00	Unsatisfactory (2)
Below 1.499	0	0.00	Poor (1)
Total	137	100	
Mean	4.18		Satisfactory
SD	0.14		

Table 11 illustrates the level of individual performance commitment and review form of the respondents.

Out of 137 respondents, almost of the respondents' performance range "3.500 to 4.499" as received the highest frequency of one hundred nineteen (119) or 87% of the total sample population. Score shows the mean ($M=4.18$, $SD=0.14$) as remarked as *Very Satisfactory* improved based on the score. Based on the results, it can be inferred that a significant majority of the respondents performed well, with a high frequency of scores falling within the range of "3.500 to 4.499." This indicates that the respondents' overall performance was very satisfactory, with a mean score of 4.18 and a standard deviation of 0.14. This improvement in performance may suggest that the respondents have been successful in meeting their goals and objectives, and may also reflect the effectiveness of any training or support programs they may have received. However, further analysis may be needed to determine the specific factors that contributed to this improvement.

Table 12. Significant relationship between the Teacher's Functions and their Auxiliary Skills

<i>Teacher's Function</i>	<i>Teacher's Auxiliary</i>	r value	Degree of Correlation	Analysis
<i>Teaching Task</i>	<i>Communication</i>	0.431	Moderate relationship	Significant
<i>Teaching Procedure</i>	<i>Collaboration</i>			
<i>School Activities</i>	<i>Organization</i>			
<i>Paper Works</i>	<i>Patience</i>			
<i>Home Visitation</i>	<i>Flexibility</i>			
Scale	Strength			
0.80 – 1.00	Very Strong			
0.60 – 0.79	Strong			
0.40 – 0.59	Moderate			
0.20 – 0.39	Weak			
0.00 – 0.19	Very Weak			

Table 12 presents the significant relationship between teacher's function and their auxiliary.

The *Teacher's Function* of the respondents was observed to have a significant relationship to the *Teacher's Auxiliary*. This is based on the computed r values obtained were less than the significance alpha 0.05, hence there is a significance.

From the findings above, we can infer that 0.05 level of significance, the null hypothesis "There is no significant relationship between the Teacher's Functions and their Auxiliary Skills" is rejected. Thus, the alternative should be accepted which incites that there is significant relationship between them. This suggests that a teacher's function, such as teaching or administrative duties, may have an impact on their auxiliary skills, such as flexibility or time management. Further research may be needed to explore this relationship in more depth and determine how it can be used to improve teacher performance and effectiveness.

Table 13. Significant relationship between the Teacher's Functions and their Teaching Performance

<i>Teacher's Function</i>	<i>Teacher's Performance</i>	r value	Degree of Correlation	Analysis
<i>Teaching Task</i>				
<i>Teaching Procedure</i>				
<i>School Activities</i>	<i>IPCRF</i>	0.129	Very Weak relationship	Not Significant
<i>Paper Works</i>				
<i>Home Visitation</i>				

Scale	Strength
0.80 – 1.00	Very Strong
0.60 – 0.79	Strong
0.40 – 0.59	Moderate
0.20 – 0.39	Weak
0.00 – 0.19	Very Weak

Table 13 presents the significant relationship between teacher's function and their performance.

The *Teacher's Function* of the respondents was observed to have no significant relationship to the *Teacher's Performance*. This is based on the computed r values obtained were greater than the significance alpha 0.05, hence there is no significance.

From the findings above, we can infer that 0.05 level of significance, the null hypothesis "There is no significant relationship between the Teacher's Functions and their Teaching Performance" is accepted. Thus, there is no significant relationship between them. This implies that a teacher's role or function does not necessarily dictate their level of teaching performance. Other factors may play a more critical role in determining a teacher's effectiveness in the classroom. Future research can explore these factors to gain a better understanding of what contributes to a teacher's performance.

CONCLUSION

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

Firstly, there is a significant relationship between teachers' functions and their auxiliary skills. The findings suggest that teachers who perform their functions effectively are more likely to possess better auxiliary skills. This implies that teachers who understand their roles and responsibilities are more equipped to handle their auxiliary duties, such as managing student behavior and creating a conducive learning environment.

Secondly, there is no significant relationship between teachers' functions and their teaching performance. This suggests that a teacher's ability to perform their functions effectively does not necessarily translate into better teaching performance. This implies that factors other than teachers' functions, such as instructional strategies, classroom management techniques, and teaching experience, may play a more significant role in determining teaching performance.

Overall, the study underscores the importance of teachers' functions and their auxiliary skills in ensuring effective teaching and learning. It is recommended that teacher training programs and professional development initiatives emphasize the development of both teachers' functions and auxiliary skills to enhance their overall effectiveness in the classroom. Further research is also needed to explore the factors that contribute to teaching performance beyond teachers' functions.

RECOMMENDATIONS

Based on the findings and conclusions of this study, the following recommendations are made:

1. **Professional Development:** The results of this study indicate that there is a significant relationship between teachers' functions and their auxiliary skills and performance. Therefore, it is recommended that schools provide professional development opportunities for teachers to improve their auxiliary skills and teaching performance. These professional development opportunities may include workshops, training sessions, and coaching programs.
2. **Emphasize Teaching Functions:** Schools should emphasize the importance of teaching functions to ensure that teachers fulfill their roles and responsibilities effectively. This can be achieved through regular performance appraisals, monitoring of teaching practices, and provision of feedback to teachers. Teachers should be encouraged to continuously improve their teaching skills to promote effective learning outcomes for their students.
3. **Improve Work Environment:** This study suggests that teachers' work environment may affect their teaching performance. Thus, it is recommended that schools improve the physical environment and resources available to teachers. This can be done by providing adequate classroom space, modern teaching equipment, and resources such as books and materials. Additionally, schools should promote a positive work culture that fosters collaboration, support, and recognition of teachers' efforts.
4. **Future Research:** This study provides insights into the relationship between teachers' functions and their auxiliary skills and performance. However, further research is needed to explore other factors that may influence teaching performance, such as teacher motivation, job satisfaction, and workload. Future studies should also investigate the effectiveness of different professional development strategies on improving teachers' auxiliary skills and performance.

ACKNOWLEDGEMENTS

The researcher would like to extend her gratitude to the following people who have motivated and inspired her to pursue this study:

To **God Almighty**, the author of knowledge and wisdom, and for his endless love. **DR. MA.VICTORIA A. CABIGAN**, his thesis adviser, for the untiring support, guidance, and sharing of her ideas for the development and accomplishment of this study;

His wife, **JERMAINE V. ORPHIANO**, and his two son, **HEZEKIAH V. ORPHIANO** and **ZACHARY UEL V. ORPHIANO**, her parents **LORNA B. ORPHIANO** and **RODOLFO F. ORPHIANO**, her parent-in-law **THELMA U. VIRINA**, her siblings **LORDY JOY O. DIONISIO**, **RONA JELYN O. RAMIREZ**, and **DAVID JONARD B. ORPHIANO** for their love, inspiration, and encouragement to pursue her master's degree;

REFERENCES

- Ancho, I.V. and Arrieta, G.S. (2021) *Filipino Teacher Professional Development in the New Normal*, *ResearchGate*. Available at: <https://www.researchgate.net/> (Accessed: January 29, 2023).
- Capulong, J.Z.I. (2017) *Importance of good communication skills for teachers*, *SDO Balanga City*. Available at: <https://deped.cityofbalanga.gov.ph/publications/latest-news-1/feature-articles-archives/importanceofgoodcommunicationskillsforteachers> (Accessed: January 29, 2023).
- Gatilogo, L. (2019) *Teachers' motivation, home visitation and performance of academically at-risk students*, *ResearchGate*. International Journal of English and Education. Available at: https://www.researchgate.net/publication/333450567_Teachers%27_Motivation_Home_Visitation_and_Performance_of_Academically_At-risk_Students (Accessed: January 29, 2023).
- Hammond, L. D. (2017, May 25). *Teacher education around the world: What can we learn from international practice?* Taylor & Francis. Retrieved January 29, 2023, from <https://www.tandfonline.com/doi/abs/10.1080/02619768.2017.1315399?journalCode=cete20>
- Hundani, M. and Toquero, C.M. (2021) *Teaching-related paperwork: Examining linkage to occupational stress of Public School Teachers in Primary Education*, *ResearchGate*. ASEAN Journal of Basic and Higher Education. Available at: https://www.researchgate.net/publication/354177928_Teaching-Related_Paperwork_Examining_Linkage_to_Occupational_Stress_of_Public_School_Teachers_in_Primary_Education (Accessed: January 29, 2023).
- Imhoff, D. (n.d.). *Special Educators' Perceptions of Paperwork Demands and Job Efficacy: A Qualitative Study*. <https://doi.org/10.33015/dominican.edu/2012.edu.04>
- Learners Edge (2017). "Warning Signs of Teacher Burnouts". Retrieved from: <https://www.learnersedge.com/blog/warning-signs-of-teacher-burnout>
- Lynch, M. (2019) *Why home visits are critical to student success*, *The Advocate*. Available at: <https://www.theedadvocate.org/why-home-visits-are-critical-to-student-success/> (Accessed: January 29, 2023).
- Lumbre, J.A.O. (2020) *Coping mechanisms of Novice Junior High School Mathematics Teachers*, *European Journal of Education Studies*. Open Access Publishing Group. Available at: <https://oapub.org/edu/index.php/ejes/article/view/2843> (Accessed: January 29, 2023).
- Sayed Munna, A., & Kalam, A. (2021). Teaching and learning process to enhance teaching effectiveness: a literature review. *International Journal of Humanities and Innovation (IJHI)*, 4(1), 1–4. <https://files.eric.ed.gov/fulltext/ED610428.pdf>
- Tomacruz, Sofia (2018). "Teachers callout excessive workload". Retrieved from: www.rappler.com/nation/212802-teachers-call-out-excessive-workload-deped-says-legal-necessary

