

Non-instructional Tasks and Teaching Competence Appraisal of the Teachers

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Abstract:

This study investigated the impact of non-instructional tasks on teaching competence appraisal among teachers at Valencia City Central School during the 2024-2025 school year. It aimed to describe the level of teachers' non-instructional tasks, encompassing daily classroom duties, class club duties, student counseling, and communication with parents. Furthermore, it sought to determine the level of teachers' competence appraisal across content knowledge, instructional delivery, and assessment, and to identify any significant relationships between these two sets of variables using Pearson's correlation.

The findings revealed very high levels for all aspects of teachers' non-instructional tasks and equally high levels for all dimensions of their teaching competence appraisal. Notably, the study found significant positive relationships between daily classroom duties, class club duties, student counseling, and communication with parents with the overall teaching competence appraisal.

Based on these results, the study recommends that school administrators implement support mechanisms to help teachers manage their substantial non-instructional workload. This includes streamlining administrative processes to lessen paperwork and non-teaching responsibilities. Additionally, the study suggests that schools promote a healthy work-life balance by establishing policies that allow for flexible scheduling, workload adjustments, and wellness programs to mitigate burnout and maintain teachers' high levels of competence.

Chapter 1

The Problem

Introduction

The effective delivery of instruction is a cornerstone of quality education. However, teachers frequently deal with a wide range of non-instructional duties that go beyond direct instruction and can seriously affect their capacity to concentrate on essential teaching activities. These tasks, ranging from administrative duties to extracurricular responsibilities, can divert teachers' attention, leading to decreased instructional time and potentially compromised teaching performance. In fact, Darling-Hammond et al., (2009) argue excessive administrative and bureaucratic tasks can hinder teachers' effectiveness and job satisfaction.

Various strategies have been implemented to address the issue of non-instructional tasks and their impact on teaching. Schools have attempted to reduce teachers' workload by delegating non-instructional tasks to support staff or administrators. Additionally, teachers have been provided with training to improve their time management skills, enabling them to prioritize tasks and allocate adequate time for instruction. While these approaches have shown some promise, they are not without limitations. Workload reduction can be challenging to implement due to resource constraints, and time management training may not be sufficient

to address the root causes of the problem. Furthermore, instruction in professional growth could not be customized to meet the unique requirements of educators in various settings.

This study's goal is to examine the perspectives of Valencia City Central School's elementary teachers regarding non-instructional tasks and their implications on teaching competence appraisal. By understanding teachers' perspectives, the study aims to identify the most significant challenges posed by non-instructional tasks and to inform the development of targeted interventions. The importance of this study is in its capacity to support a more comprehensive understanding of the factors affecting teaching effectiveness. By determining the particular difficulties teachers encounter in Valencia City Central School, the study can inform the development of tailored solutions to improve instructional quality and support teacher well-being.

Theoretical Framework

The foundation of the study is the notion that actions and resources which is also at the heart of Structural Theory by Anthony Giddens (1984). Structural Theory is a sociological framework that emphasizes the interconnectedness of social structures and individual actions. It suggests that social systems are shaped by both the agency of individuals and the structures that constrain or enable their actions. In the context of education, these structures can include policies, regulations, institutional norms, and social expectations.

A useful foundation for comprehending the effects of structural theory is provided by non-instructional tasks on teacher competence appraisal. This theory posits that social systems are shaped by both agency (individual actions) and structure (rules and resources). In the context of education, non-instructional tasks can be seen as structural elements that influence teachers' work environments and, consequently, their performance. By examining how these tasks interact with teachers' individual agency, we can gain insights into their effects on teaching competence.

Figure 1 lists the factors employed in this investigation. The independent factors in the study, sometimes referred to as explanatory variables, are essential. Students' counseling, communication with their parents, daily classroom responsibilities, class club responsibilities, and the left-hand column of the schematic diagram are all included by these independent variables.

On the other hand, the dependent variable, sometimes referred to as the result variable, is included in the right column. Degree of the teacher's competency evaluation such as content knowledge, instructional delivery, and assessment. Overall, as figure 1 illustrates, the study's primary focus is on how these two elements interact:

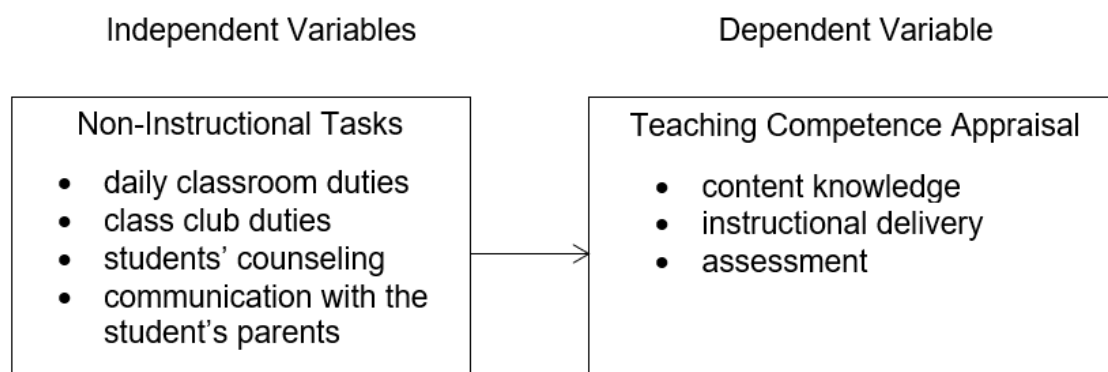


Figure 1. The research's schematic diagram displaying the independent variables as well as dependent variables.

Statement of the Problem

The study generally aimed assess the impact of Non-Instructional Tasks on the Teaching Competence Appraisal among the Teachers.

Specifically, the study sought to answer the following questions:

1. What is the level teacher's non-instructional tasks in terms of:
 - a. daily classroom duties
 - b. class club duties
 - c. students' counseling
 - d. communication with the student's parents?
2. What is the level of teacher's competence appraisal in terms of:
 - a. content knowledge
 - b. instructional delivery
 - c. assessment? and
3. Is there a significant relationship on the level of teacher's non-instructional tasks and teaching competence appraisal among the teachers?

Hypothesis of the Study

H₀₁: There is no significant relationship between the level of teacher's non-instructional tasks and teaching competence appraisal among the teachers.

Significance of the Study

Numerous parties involved in the school environment will find great value in this study on how non-instructional duties affect teachers' assessments of their teaching competency at Valencia City Central School.

DepED administrators may find this study helpful since it may shed light on how teachers' non-instructional responsibilities impact their ability to educate. Therefore, it might serve as a reference for administrators when creating programs that could assist teachers in developing more sophisticated teaching techniques and, in turn, enhance students' learning gains. Results of this investigation could be a valuable tool to school administrators in evaluating the effectiveness of their teacher professional instruction and in creating strategies that will eventually help teachers by increasing the efficacy of professional teaching.

Findings of the study helped used to assess teachers' pedagogical expertise and will ultimately act as a roadmap for their professional and personal growth. The study's findings might enhance teachers' professional instruction, which would ultimately help students. upcoming scholars. Future academics would be challenged to investigate the same subject and either replicate the study using different research approaches or use a sizable sample population to validate the findings of the study.

This study will be of great help to the division office where it's being carried out, since it will provide the personnel with a tangible understanding of the levels of the characteristics that the study is looking for. The research group will use this as a guide when they make decisions in the future to improve the attributes that the study seeks to uncover.

In a similar vein, school administrators and teachers regard this study as a crucial benchmark that will help them improve their current practices with regard to the factors and indicators that are part of it. This could

serve as a guide for them as they create Learning Action Cells, which will assist the school gather feedback and ultimately enhance their current procedures.

Since pupils directly benefit from school efforts, like school administrators' and teachers' professional development, this study is advantageous to them. It is anticipated that the students will improve their learning proficiency as a result of the advantages this study will provide.

Last but not least, this work contributes to the expanding body of research on the effects of non-instructional duties on teachers in the community. By examining the opportunities and difficulties teachers have in a normal school environment, the study can offer valuable insights on the particular situation of Valencia City Central School. Future studies on practical methods for improving receiving teacher readiness in various Philippine situations can benefit from the findings.

Scope and Limitations of the Study

Investigating the degree of non-instructional tasks and evaluating the teaching proficiency of Valencia City Central School (VCCS) elementary school teachers was the main goal of this study.

Teachers with permanent positions were the only ones included in the research sample. Additionally, they must have at least five years of experience teaching in a public school. Those employed as Learning Support Aids and substitute teachers are not included in the research sample. Similarly, this study had a sample of at least 100 teachers and was limited to one district within Valencia City Division.

Purposive sampling was employed in this study to choose its sample. The study only included teachers who indicated that they would be willing to participate. Surveys on non-instructional tasks and the evaluation of teaching competency were used in the study.

In terms of ancillary functions, the survey only addresses daily classroom responsibilities, class club responsibilities, student counseling, and parent-student communication; in contrast, the teaching performance appraisal consists solely of communication, evaluation, instructional delivery, and content understanding.

Definition of Terms

For the study's purposes, the following concepts were given operational definitions:

Assessment. Assessment pertains to the teacher's comprehension of the various evaluation methods and techniques is referred to as assessment.

Class Club Duties. This pertains to teacher's roles as moderators of the numerous groups and associations within the institution.

Communication with the student's parents. Refers to the It is the duty of the educator to accurately communicate to parents the progress of the pupil, any problems with conduct, and other pertinent facts.

Content knowledge. Pertains to the teachers' comprehension of the main ideas, research techniques, and discipline-specific structures. They use this information to design lessons that give the material significance to every student.

Daily Classroom Duties. The term daily classroom duties describe the tasks that teachers must complete on a daily basis.

Instructional Delivery. The term instructional delivery describes how educators comprehend and apply a range of teaching techniques to help students develop their performance, analytical ability, and ability to solve problems.

Non-instructional tasks. Non-instructional tasks refer to activity's teachers undertake that do not directly involve classroom teaching, such as regular classroom responsibilities, club advisors, treatment, and parent-teacher communication.

Student's counseling. The term student counseling describes the direction and counseling that teacher provide to their students.

Teaching Competence Appraisal. Pertains to a assessing teacher's professional capabilities. It involves multiple facets, including content knowledge, instructional delivery, and assessment.

Chapter 2

Review of Related Literature and Studies

This chapter's survey of pertinent literature on the subject helped to develop the study's scientific and methodological foundation on the impact of Non-Instructional Tasks on the Teaching Competence Appraisal among Elementary School Teachers of Valencia City Central School.

Non-instructional Task of Teachers

Several local studies have delved into the nature and challenges of non-instructional tasks faced by Filipino teachers. For instance, a study conducted by Cruz and Reyes (2018) in a public school in Manila showed that administrative duties including creating lesson plans, grading papers, and attending meetings took up a large amount of teacher's time. These non-instructional responsibilities often hindered their capacity to concentrate on instructing and engaging with students. Moreover, the study identified a lack of support and resources as a major challenge, leading to increased workload and job dissatisfaction among teachers. Similarly, a study by Santos and Gomez (2020) in a rural school in Mindanao highlighted the burden of non-instructional tasks on teachers' well-being. The researchers found that teachers in rural areas were often expected to take on additional responsibilities, such as community outreach and school maintenance, which further strained their time and energy. Furthermore, the study emphasized the negative impact of these tasks on teachers' job satisfaction and overall morale.

Moreover, a study by Mendoza and Sanchez (2015) in a private school in Cebu City explored the factors influencing teachers' perceptions of non-instructional tasks. The study found that teachers' attitudes towards these tasks varied significantly, based on their individual convictions, life experiences, and the particulars of the assignments. Additionally, the study identified a lack of clear guidelines and expectations as a major challenge, leading to confusion and frustration among teachers. Also, Villanueva and Reyes (2018) examined the impact of non-instructional tasks on teachers' work-life balance in a public school in Davao City. The study revealed that teachers in public schools were often expected to work long hours, both during and after school hours, to fulfill their non-instructional responsibilities. As a result, there was a rise in anxiety, exhaustion, and trouble juggling work and personal obligations.

On the other hand, international research has also explored the challenges faced by teachers in relation to non-instructional tasks. A study by Johnson and Smith (2015) in the United States depicted that educators in public schools were overwhelmed by administrative duties, such as data entry and standardized testing preparation. These tasks often diverted teachers' attention from their core responsibilities of teaching and student engagement. Additionally, the study identified a lack of support and resources as a major obstacle, leading to increased stress and burnout among teachers.

Another study by Lee and Kim (2018) in South Korea examined the impact of non-instructional tasks on teacher job satisfaction. The researchers found that teachers in South Korea were burdened by a heavy

workload, including administrative tasks, extracurricular activities, and parental involvement. These tasks often interfered with teachers' professional development and personal lives, leading to decreased job satisfaction and increased burnout.

Classroom Duties of Teachers

In the document reference of Illinois Professional Teaching Standards (2002), teachers spend a lot of time on administrative tasks like receipts and applications, which are seen as less important than teaching itself. Additionally, training on writing reports and reference letters is considered valuable for teachers. Also, there is a need for teachers to improve their language abilities, potentially for bilingual or trilingual education. On the other hand, simple tasks like collecting money and permission slips are seen as time-consuming and could be handled by non-teaching staff. With this, the government is expected to develop programs to reduce teachers' non-teaching workload, particularly classroom duties.

Furthermore, teachers worldwide juggle a variety of responsibilities within the classroom. Studies have consistently highlighted the time-consuming nature of these duties, including lesson planning, grading, administrative tasks, and classroom management (Smith & Jones, 2020). The impact of these duties on teacher workload and job satisfaction has been a subject of ongoing research (Lee et al., 2018).

Research has also explored the challenges teachers face in maintaining classroom discipline and creating a positive learning environment (Brown, 2019). Strategies such as positive reinforcement, clear expectations, and effective classroom management approaches have been proved to be successful in addressing these challenges (Johnson & Johnson, 2017).

Class Club Duties

Students can participate in extracurricular activities and hone their social skills through class clubs. Teachers frequently take the lead in setting up and running these clubs. Studies have examined the benefits of class clubs for students, including increased motivation, improved academic performance, and enhanced social development (Carter & Thomas, 2016). However, teachers may face challenges in balancing their class club responsibilities with other duties and guaranteeing that each pupil has an equal chance to engage (Miller, 2018). Strategies such as inclusive club activities and effective time management can help address these challenges (Davis & Smith, 2020).

Student Counseling

Teachers often serve as informal counselors, providing support and guidance to students who are experiencing difficulties. Research has looked into how instructors might support students' mental health and wellbeing (Baker & Williams, 2017). In order to connect struggling students with the right resources, including school counselors or outside experts, teachers can be extremely helpful (Green & Taylor, 2019). Research has also highlighted the importance of teacher-student relationships in promoting student wellbeing (Ryan & Deci, 2000). In fact according to Connell and Wellborn (1991), teachers who create a supportive and caring classroom environment can help students develop a positive sense of self and resilience.

Communication with Parents

Effective communication with parents is essential for fostering a positive partnership and supporting student success. Studies have examined the challenges and benefits of parent-teacher communication

(Fernandez & Weiss, 2017). To note, effective communication can help parents and teachers work together to address student needs and promote academic achievement (Epstein, 2012).

However, teachers may face challenges in communicating effectively with parents due to language barriers, cultural differences, or time constraints (Gomez & Ramirez, 2018). Strategies such as regular communication, clear and concise messages, and active listening can help improve parent-teacher communication (Johnson & Johnson, 2016).

As a whole, both local and international research consistently highlights the significant challenges faced by teachers in relation to non-instructional tasks. These tasks can divert teachers' attention from their core responsibilities, increase workload, and negatively impact job satisfaction and well-being.

Addressing these challenges is crucial for improving teacher effectiveness and creating a more supportive and sustainable teaching environment.

Challenges in Non-instructional Task of Teachers

Several local studies have explored into the nature and challenges of teacher competence appraisal in the Philippines. For instance, a study conducted by Cruz and Bautista (2023) explored the perceptions of teachers regarding the effectiveness of the current appraisal system. Their findings revealed that many teachers felt that the system was overly bureaucratic and time-consuming, hindering their professional growth. Additionally, the study highlighted the need for more comprehensive appraisal tools that assess a wider range of competencies beyond academic knowledge and skills. In another study, Reyes and Santos (2022) investigated the challenges faced by school administrators in implementing teacher competence appraisal. They identified issues such as lack of resources, inadequate training, and resistance from teachers as significant barriers to effective appraisal.

Also, the study of Magno and dela Cruz (2020), the study investigated the factors affecting teacher motivation and performance in the context of teacher appraisal. They found that clear expectations, fair evaluation, and recognition of achievements were key factors in motivating teachers. Moreover, Alcantara and Reyes (2019) explored the use of technology in teacher appraisal. They highlighted the potential benefits of using technology to streamline the appraisal process and provide more objective feedback.

Internationally, research on teacher competence appraisal has also yielded valuable insights. A study by Johnson and Smith (2021) examined the use of performance-based assessment in teacher evaluation. They found that while performance-based assessments can provide a more authentic assessment of teacher competence, they can also be time-consuming and difficult to implement consistently. Moreover, the study emphasized the importance of giving educators regular feedback and unambiguous expectations to aid in their professional growth. In another study, Lee and Kim (2020) investigated the role of peer review in teacher evaluation. Their findings suggested that peer review can be a valuable tool for promoting professional learning and collaboration among teachers. However, they also cautioned that peer review can be influenced by factors such as personal biases and power dynamics.

Additionally, Darling-Hammond and Youngs (2017) investigated the connection between student accomplishment and teacher quality. They discovered that finding and keeping excellent teachers can be greatly aided by efficient teacher evaluation systems. In addition, Fullan and Hargreaves (2014) talked about the value of professional learning communities in fostering the growth and development of teachers. They highlighted how teacher evaluations promote a collaborative and ongoing learning culture.

Content Knowledge

The study of Ball and Hill (2009) on *Measuring Teacher Knowledge: A Review of Alternative Approaches* explores various methods of assessing teacher content knowledge, including subject-specific tests, performance assessments, and classroom observations. It emphasizes how crucial it is to evaluate both disciplinary and pedagogical content knowledge. Furthermore, Hanushek and Rivkin's (2010) meta-analysis study looks at the connection between student accomplishment and teacher quality in various nations. It concludes that student outcomes can be significantly predicted by the content expertise of teachers.

Instructional Delivery

The review study of Guskey (2000) on teacher professional development and its effects on student achievement emphasizes the importance of providing teachers with opportunities to develop effective instructional strategies.

Also, Hattie (2009) highlights the importance of clear learning goals, effective feedback, and engaging instructional activities.

Assessment

Black and Wiliam's (1998) study "Assessment for Learning: Putting the Assessment in Its Place" examines how assessment might support student learning. It makes the case that evaluation ought to be utilized mainly as a formative instrument to give students feedback and guide education. According to Hattie and Timperley's (2007) research, formative evaluation can significantly improve student outcomes.

Overall, even though the profession has made great strides, more study is still required to create appraisal methods that are more efficient and fair. Future research should concentrate on examining novel methods of evaluating teachers, tackling the difficulties that educators and school officials encounter, and examining the long-term effects of appraisal on student outcomes and teacher professional development. Numerous studies have identified non-instructional tasks, such as administrative duties, extracurricular activities, and parental involvement, as a substantial component of teachers' workload. These tasks can divert attention from core instructional responsibilities and contribute to teacher burnout.

Research suggests that a heavy workload, particularly when dominated by non-instructional tasks, can negatively impact teacher job satisfaction and morale. High levels of job dissatisfaction may lead to decreased teaching effectiveness and increased turnover rates.

While studies have not directly explored the impact of non-instructional tasks on teaching competence appraisals, it can be inferred that excessive workload and low job satisfaction can indirectly affect teacher performance. Teachers who are overwhelmed by non-instructional duties may have less time and energy to focus on improving their instructional practices.

The impact of non-instructional tasks on teacher competence appraisal may vary depending on factors such as school size, resource availability, and administrative support. Schools with adequate resources and supportive leadership may be better equipped to manage non-instructional tasks and mitigate their negative effects.

While existing research has not specifically addressed the direct relationship between non-instructional tasks and teaching competence appraisals, it provides a strong foundation for investigating this topic. By examining the impact of non-instructional tasks on teacher workload, job satisfaction, and potential

indirect effects on teaching performance, this study can contribute to a better understanding of the factors influencing teacher effectiveness and well-being.

Chapter 3

Research Methodology

The target population, sample strategy, research design, research location, and data collection tools are all covered in this chapter. The study approach includes discusses reliability and validity. Finally, the technique covered the steps involved in gathering and analyzing data.

Research Design

The study employed descriptive-correlational research. The design intends to assess the impact of Non-Instructional Tasks on the Teaching Competence Appraisal among Elementary School Teachers of Valencia City Central School. Class club activities, daily classroom responsibilities, student counseling, and parent-student communication; the level of teacher's competence appraisal in terms of content knowledge, instructional delivery, and assessment. were studied in order to evaluate the impact of non-instructional tasks on the teaching performance appraisal in the Division of Valencia City.

Research Locale

The study was conducted at Valencia City Central School, DepEd Division of Valencia City. The study will describe a localized and context-specific evaluation of the receiving teachers' level of preparedness in handling Special Needs Education in the primary level.

The study was carried out in Valencia City Central School, which is situated in Valencia City, Bukidnon, at Lapu-Lapu St. Poblacion. The school is one of the most populated schools in Valencia City, Bukidnon with approximately 9000 learners. The school offers various curricula namely; Basic Education Curriculum, Special Science Program (SSP), Special Programs in Arts (SPA), Special Programs in Journalism (SPJ), and Special Education (SPED).



Figure 2. Location Map of the Valencia City, Bukidnon and Valencia City Central School showing the research locale.

Respondents of the Study

Teachers with permanent positions were the only ones included in the research sample. Additionally, they must have at least five years of experience teaching in a public school. Those employed as Learning Support Aids and substitute teachers were not included in the research sample. Additionally, only respondents from District IA of Valencia City, Division of Valencia, were chosen for this study. Before data collection began, informed consent was obtained.

Table 1 presents the distribution of respondents in the study:

Table 1.

Distribution of Respondents in the Study.

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Population
10	20	20	20	20	20	20	130

A total of one hundred thirty (130) teacher-respondents in District IA, Valencia City, Division of Valencia were served as the sample of the study. Of these, ten (10) respondents were from kindergarten and twenty (20) respondents from grades 1 to 6.

Before the study began, there was no weight placed on any of the teacher's respondents to participate. Teacher responders were given a brief and straightforward description of the study's objectives, methods, any risks and rewards, and their freedom to discontinue participation at any moment. Documentation of informed consent was made. Finally, the teacher's and respondents' identities were kept totally discrete and independent to any information gathered.

Sampling Procedure

Rather than selecting a smaller sample, the study used entire enumeration, often known as census, which included every member of the target group. This approach ensured a completely accurate picture of the entire group by gathering data from each and every participant. There is no possibility of overlooking crucial information or receiving skewed results because everyone is involved. Because it employs data from everyone, the results are applicable to the entire group without requiring any guesswork, making this approach extremely dependable.

Reverse weights were assigned to the negative statements. As a result, a high score indicates agreement and a positive assessment of the procedures, whereas a low number indicates disagreement and disapproval.

The Research Instruments

The instrument used in the study was a matrix-formed, closed-ended survey questionnaire that helps determine the teacher's level of non-instructional tasks, and it was used to collect pertinent data on the other variables that were investigated in the study.

The questionnaire was adapted with modification from the study of Leung, Wong, and Pow (2002). The questionnaire involved four (4) non-instructional tasks of teachers namely: classroom duties, class club duties, student counseling, and communication with the student's parents. Also, the questionnaire consists

seven (7) classroom duties questions, five (5) class club duties questions, five (5) student counseling questions, and five (5) communication with student's parents' questions and ranges from 5 to 1. The score procedure is as follows:

Scale	Range	Indicator	Description
5	4.20-5.00	Strongly Agree	Very High Level (VHL)
4	3.40-4.19	Agree	High Level (HL)
3	2.60-3.39	Neutral	Moderate Level (ML)
2	1.80-2.59	Disagree	Low Level (LL)
1	1.00-1.79	Strongly Disagree	Very Low Level (VLL)

The second section of the questionnaire assessed the teaching competence appraisal of teachers. The questionnaire was adapted with modification from the study of Leung, Wong, and Pow (2002). The questionnaire involves three (3) teaching Competence Appraisal of Teachers namely: content knowledge, instructional delivery, and assessment. Also, the questionnaire consists five (5) content knowledge questions, five (5) instructional delivery questions, and five (5) assessment questions and ranges from 5 to 1. The score procedure is as follows:

Scale	Range	Indicator	Description
5	4.20-5.00	Strongly Agree	Very High Level (VHL)
4	3.40-4.19	Agree	High Level (HL)
3	2.60-3.39	Neutral	Moderate Level (ML)
2	1.80-2.59	Disagree	Low Level (LL)
1	1.00-1.79	Strongly Disagree	Very Low Level (VLL)

Administration of the Research Instruments

The Schools Division Superintendent of DepEd Valencia City Division received a formal letter from the Valencia City Central School's school principal asking for permission to conduct a research study among the among the elementary teachers.

To ensure the teacher respondents' voluntary participation in the study, their informed agreement was obtained prior to the questionnaire being distributed. After giving their agreement, teacher responders were given a brief and clear explanation of the research's objectives, procedures, potential risks and benefits, and participants' choice of withdrawing taking part at any time.

Throughout the study, the researcher used survey questionnaires to gather data from the teacher respondents about how non-instructional tasks affected the elementary school teachers' evaluations of their teaching competencies from kindergarten to sixth grade at Valencia City Central School. After being extracted, the collected data was analyzed quantitatively.

Statistical Treatment of Data

The researcher employed the following statistical methods to examine and evaluate the study data:

The extent of instructors' non-teaching tasks, such as daily classroom duties, class club commitments, student counseling, and parent communication, was evaluated using descriptive statistics such the mean, frequency, and standard deviation.

Additionally, the level of teacher competency evaluation in terms of assessment, instructional delivery, and material understanding was determined using the same statistical procedure.

Lastly, the relationship on the level of teacher's non instructional task and teaching competence appraisal among teachers were treated with Pearson-product moment of correlation to establish any relationship between them.

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents, examines, and interprets the information gathered from the respondents. The arrangement of the individual problems in the problem statement dictates the presentation's flow. It covers the non-teaching duties of the level instructor, including class club activities, everyday classroom work, student counseling, and parent-student correspondence. An assessment of the teacher's competence in material understanding, instructional delivery, and assessment is part of the package. The test for a significant correlation between the assessment of teaching proficiency and the degree of non-instructional work completed by primary school teachers at Valencia City Central School is also included. Tables 2, 3, 4 and 5 are the levels teacher's non-instructional tasks in terms of daily classroom duties, class club duties, students' counseling and communication with the student's parents. Tables 6, 7 and 8 are the levels of teacher's competence appraisal in terms of content knowledge, instructional delivery and assessment are also included. Table 9 is the test of significant relationship on the level of teacher's non-instructional tasks and teaching competence appraisal among elementary school teachers of Valencia City.

Table 2
Level teacher's non-instructional tasks in terms of daily classroom duties.

Indicator		Mean	SD	Interpretation
Completes the forms on student particulars.		4.81	0.396	Very High Level
Checks students' attendance regularly.		4.81	0.396	Very High Level
Follow-up with after absentees or truants.		4.78	0.449	Very High Level
Prepares the lesson records.		4.75	0.450	Very High Level
Fills in the academic results of students and make remarks accordingly.		4.70	0.552	Very High Level
Makes record on students who have failed to bring homework and course books to the class.		4.55	0.611	Very High Level
Deal with all application matters of students (e.g., travel subsidy).		4.41	0.655	Very High Level
Overall		4.69	0.353	Very High Level
Scale	Range	Indicator		
5	4.20-5.00	Strongly Agree		
4	3.40-4.19	Agree		
3	2.60-3.39	Neutral		
2	1.80-2.59	Disagree		
1	1.00-1.79	Strongly Disagree		
		Description		
		Very High Level (VHL)		
		High Level (HL)		
		Moderate Level (ML)		
		Low Level (LL)		
		Very Low Level (VLL)		

Table shows the results indicate that teachers perform their non-instructional tasks related to daily classroom duties at a very high level (Mean = 4.69, SD = 0.353). Among the indicators, the highest mean scores were observed for "Completes the forms on student particulars" (Mean = 4.81, SD = 0.396) and "Checks students' attendance regularly" (Mean = 4.81, SD = 0.396), suggesting that teachers place strong emphasis on maintaining student records and monitoring attendance. This highlights their commitment to administrative responsibilities that support student welfare and institutional requirements.

On the other hand, the indicator with the lowest mean is "Deal with all application matters of students (e.g., travel subsidy)" (Mean = 4.41, SD = 0.655). While still at a very high level, this result may indicate that teachers are less engaged in handling application-related concerns, possibly due to the involvement of other administrative staff or guidance personnel in these processes.

Other indicators, such as "Follow-up with after absentees or truants" (Mean = 4.78, SD = 0.449), "Prepares the lesson records" (Mean = 4.75, SD = 0.450), "Fills in the academic results of students and make remarks accordingly" (Mean = 4.70, SD = 0.552), and "Makes record on students who have failed to bring homework and course books to the class" (Mean = 4.55, SD = 0.611), also received very high ratings. These findings suggest that teachers actively manage student performance, enforce classroom discipline, and ensure that students comply with academic requirements.

The implications of these results highlight the substantial workload that teachers undertake beyond instructional duties. Their strong engagement in record-keeping, attendance monitoring, and student performance tracking indicates a structured and organized approach to classroom management. However, the additional administrative tasks may contribute to workload strain, potentially affecting the time available for lesson preparation and professional development. Addressing this concern by providing clerical support or streamlining documentation processes may enhance teachers' efficiency and overall well-being.

Results of the finding supports the notion of the study of Kyriacou (2015) where data depicted high levels of non-instructional task can contribute to workload strain and potentially affect teacher well-being. In fact, the study of De Guzman (2016) provides context for the Philippine educational system, highlighting the increased administrative workload faced by teachers due to the K-12 program, which aligns with the findings.

Additionally, among all the indicators, school forms and data entry of attendance supported the study of Ramos and Santos (2021) where the findings indicated that teachers spent significant time on data entry and troubleshooting, impacting their instructional time. While the study of Garcia and Rodriguez (2021) indicated that lack of administrative support for application processes can lead to decreased perceived effectiveness in classroom duties.

Table 3
Level teacher's non-instructional tasks in terms of class club duties.

Indicator		Mean	SD	Interpretation
Coordinates with other teachers and promote class affairs.		4.58	0.582	Very High Level
Establishes a positive class culture		4.51	0.574	Very High Level
Encourages students to join extracurricular activities.		4.45	0.660	Very High Level
Arranges inter-class competitions.		4.25	0.697	Very High Level
Promotes large-scale class club activities		4.23	0.721	Very High Level
Overall		4.40	0.490	Very High Level
Scale	Range	Indicator		Description
5	4.20-5.00	Strongly Agree		Very High Level (VHL)
4	3.40-4.19	Agree		High Level (HL)
3	2.60-3.39	Neutral		Moderate Level (ML)
2	1.80-2.59	Disagree		Low Level (LL)
1	1.00-1.79	Strongly Disagree		Very Low Level (VLL)

The findings in table 3 reveal that teachers perform their class club duties at a very high level (Overall Mean = 4.40, SD = 0.490). Among the indicators, the highest mean was observed for "Coordinates with other teachers and promote class affairs" (Mean = 4.58, SD = 0.582), indicating that teachers actively collaborate with their colleagues to enhance class-related activities. This suggests a strong sense of teamwork and commitment to student development beyond the classroom.

Conversely, the indicator with the lowest mean is "Promotes large-scale class club activities" (Mean = 4.23, SD = 0.721). While still at a very high level, this result may imply that organizing large-scale events poses more challenges, possibly due to logistical constraints, time limitations, or the need for additional support from the school administration.

Other indicators, such as "Establishes a positive class culture" (Mean = 4.51, SD = 0.574), "Encourages students to join extracurricular activities" (Mean = 4.45, SD = 0.660), and "Arranges inter-class competitions" (Mean = 4.25, SD = 0.697), also received very high ratings. These findings indicate that teachers are actively involved in fostering a supportive learning environment, motivating students to participate in activities beyond academics, and promoting healthy competition among students.

The implications of these results highlight the essential role teachers play in shaping students' holistic development through extracurricular engagement. Their strong involvement in coordinating activities and encouraging participation suggests that they recognize the value of non-academic experiences in enhancing students' skills and social interactions.

The findings are in consonance with the study of Smith and Johnson (2019) where extracurricular activities positively impacted student development, but also increased teacher workload and responsibilities. Teachers reported feeling stretched thin and lacking adequate support for managing these activities. Also, the qualitative study explored by Lee and Kim (2021) on teachers' perspectives on class clubs, data emphasized the importance of these activities for student development but also highlighted challenges related to time constraints, resource limitations, and lack of administrative support.

Table 4
Level teacher's non-instructional tasks in terms of students' counseling.

Indicator				Mean	SD	Interpretation
Refers	problematic	students	to	4.58	0.525	Very High Level
personnel concerned.						
Helps resolve the contradiction among the students.				4.55	0.544	Very High Level
Conducts behavioral counseling.				4.53	0.545	Very High Level
Attends inter-form class meetings to discuss class affairs.				4.38	0.589	Very High Level
Liaise with the subject teacher of a particular student.				4.38	0.626	Very High Level
Overall				4.48	0.454	Very High Level
Scale	Range	Indicator	Description			
5	4.20-5.00	Strongly Agree	Very High Level (VHL)			
4	3.40-4.19	Agree	High Level (HL)			
3	2.60-3.39	Neutral	Moderate Level (ML)			
2	1.80-2.59	Disagree	Low Level (LL)			
1	1.00-1.79	Strongly Disagree	Very Low Level (VLL)			

Table 4 indicates that teachers perform their students' counseling tasks at a very high level (Overall Mean = 4.48, SD = 0.454). Among the indicators, the highest mean was observed for "Refers problematic students to personnel concerned" (Mean = 4.58, SD = 0.525), suggesting that teachers actively seek appropriate interventions for students facing difficulties by collaborating with relevant personnel. This highlights their awareness of the importance of specialized support in addressing student concerns.

On the other hand, the indicators with the lowest mean scores are "Attends inter-form class meetings to discuss class affairs" (Mean = 4.38, SD = 0.589) and "Liaise with the subject teacher of a particular student" (Mean = 4.38, SD = 0.626). While still at a very high level, these results may suggest that teachers encounter challenges in consistently attending meetings or collaborating with subject teachers, possibly due to scheduling conflicts or workload constraints.

Other indicators, such as "Helps resolve the contradiction among the students" (Mean = 4.55, SD = 0.544) and "Conducts behavioral counseling" (Mean = 4.53, SD = 0.545), also received very high ratings. These findings reflect teachers' active role in managing student conflicts and providing guidance to support positive behavioral development.

The implications of these results highlight the significant responsibility teachers bear in ensuring students' well-being beyond academics. Their strong involvement in counseling-related tasks indicates a commitment to fostering a supportive school environment. However, the slightly lower ratings for inter-class meetings and liaison with subject teachers suggest potential areas for improvement in communication and collaboration. Schools may consider implementing structured counseling programs or providing additional training and support to help teachers manage these responsibilities more effectively.

On the research findings that indicated that teachers perform student counseling tasks at a "very high level" with some challenges in inter-form meetings and teacher collaboration, the study by Darling-Hammond (2010) emphasizes the importance of teachers as caring figures, while OECD (2019) highlights the need for strong communication and teamwork, particularly in counseling and inter-form meetings.

Philippine studies by Bernardo et al. (2017) and Department of Education (DepEd) directives, like DepEd Order No. 42, s. 2017, highlight similar points, showcasing ongoing efforts and areas for improvement within the Philippine education system. In the findings, which show high engagement in counseling tasks but challenges in collaboration, reflect the ongoing efforts and potential areas for improvement within the Philippine educational system.

Table 5
Level teacher's non-instructional tasks in terms of communication with the student's parents.

Indicator		Mean	SD	Interpretation
Joins the parent-teacher association.		5.06	4.532	Very High Level
Encourages parents to join PTA.		4.68	0.500	Very High Level
Informs parents about child's performance through phone and messenger.		4.57	0.556	Very High Level
Encourages parents to visit school often.		4.56	0.543	Very High Level
Conducts home visits.		4.39	0.629	Very High Level
Overall		4.65	1.025	Very High Level
Scale	Range	Indicator	Description	
5	4.20-5.00	Strongly Agree	Very High Level (VHL)	
4	3.40-4.19	Agree	High Level (HL)	
3	2.60-3.39	Neutral	Moderate Level (ML)	
2	1.80-2.59	Disagree	Low Level (LL)	
1	1.00-1.79	Strongly Disagree	Very Low Level (VLL)	

Table 5 presents the results that teachers perform their communication with students' parents at a very high level (Overall Mean = 4.65, SD = 1.025). Among the indicators, the highest mean was observed for "Joins the parent-teacher association" (Mean = 5.06, SD = 4.532), suggesting that teachers are highly engaged in formal parent-teacher collaborations. However, the unusually high standard deviation implies considerable variability in responses, possibly due to differences in individual participation levels or school policies.

On the other hand, the indicator with the lowest mean is "Conducts home visits" (Mean = 4.39, SD = 0.629). While still at a very high level, this suggests that home visits may be less frequent or more challenging to conduct due to logistical constraints, time limitations, or school policies regarding home outreach.

Other indicators, such as "Encourages parents to join PTA" (Mean = 4.68, SD = 0.500), "Informs parents about child's performance through phone and messenger" (Mean = 4.57, SD = 0.556), and "Encourages parents to visit school often" (Mean = 4.56, SD = 0.543), also received very high ratings. These findings highlight teachers' active efforts in maintaining open communication with parents, recognizing the importance of parental involvement in students' academic progress and school engagement.

The implications of these results emphasize the crucial role teachers play in fostering strong school-home partnerships. Their high level of engagement in PTA activities and various communication methods suggests a commitment to strengthening parental involvement. However, the slightly lower rating for home visits indicates potential challenges in direct outreach, suggesting the need for alternative strategies such as scheduled parent-teacher conferences or virtual meetings to ensure continuous communication and support for students.

The significance of parent-teacher communication in fostering student success post a challenge to teachers, as this initiative is part of non-instructional task for teachers. However, studies consistently highlight the positive impact of parental involvement on student academic achievement, behavior, and overall well-being. For instance, Epstein's (2001) framework of six types of parental involvement emphasizes the importance of communication as a cornerstone for building effective school-family partnerships. Study of Desforges & Abouchaar (2003) further supports this, demonstrating that parental engagement, particularly through regular communication and collaborative activities, significantly contributes to improved student outcomes.

Furthermore, local initiatives, such as the Brigada Eskwela program, encourage parental participation in school activities, fostering a sense of shared responsibility for student learning. However, challenges such as limited resources and varying levels of parental education may impact the effectiveness of communication strategies. Therefore, teachers' efforts to engage parents through accessible means, such as phone calls and text messaging, as reflected in the findings, are crucial in bridging communication gaps and fostering a collaborative learning environment.

Table 6
level of teacher's competence appraisal in terms of content knowledge

Indicator		Mean	SD	Interpretation
Has mastery of the lesson taught.		4.77	0.423	Very High Level
Designs learning experiences to promote student skills.		4.68	0.486	Very High Level
Uses a variety of explanations in explaining a concept in a class.		4.67	0.472	Very High Level
Adjusts teaching strategies to fit to the pacing of students.		4.64	0.481	Very High Level
Uses a variety of explanations in explaining a concept in a class.		4.56	0.498	Very High Level
Overall		4.66	0.387	Very High Level
Scale	Range	Indicator	Description	
5	4.20-5.00	Strongly Agree	Very High Level (VHL)	
4	3.40-4.19	Agree	High Level (HL)	
3	2.60-3.39	Neutral	Moderate Level (ML)	
2	1.80-2.59	Disagree	Low Level (LL)	
1	1.00-1.79	Strongly Disagree	Very Low Level (VLL)	

The findings in table 6 indicate that teachers demonstrate a very high level of competence in content knowledge (Overall Mean = 4.66, SD = 0.387). Among the indicators, the highest mean was observed for "Has mastery of the lesson taught" (Mean = 4.77, SD = 0.423), suggesting that teachers possess strong subject matter expertise, which is essential for effective instruction and student learning.

Conversely, the indicator with the lowest mean is "Uses a variety of explanations in explaining a concept in a class" (Mean = 4.56, SD = 0.498). While still at a very high level, this result may imply that there is room for improvement in diversifying instructional methods to cater to different learning styles.

Other indicators, such as "Designs learning experiences to promote student skills" (Mean = 4.68, SD = 0.486), "Uses a variety of explanations in explaining a concept in a class" (Mean = 4.67, SD = 0.472), and "Adjusts teaching strategies to fit the pacing of students" (Mean = 4.64, SD = 0.481), also received very high ratings. These results highlight teachers' ability to create engaging learning experiences, employ varied instructional approaches, and adapt teaching strategies to meet students' learning needs.

The implications of these findings underscore the high level of competency among teachers in delivering content knowledge. Their strong mastery of lessons and ability to design skill-promoting learning experiences contribute to effective student learning. However, the slightly lower rating for the use of varied explanations suggests a need for continuous professional development in instructional strategies. Encouraging teachers to explore innovative teaching techniques and differentiated instruction could further enhance their effectiveness in catering to diverse learners.

Research studies continues to emphasize the critical role of teacher content knowledge in effective instruction. Studies highlight that deep subject matter understanding enables teachers to design engaging learning experiences and adapt their teaching to meet diverse student needs (Hill et al., 2015). In fact, a

meta-analysis by Schneider and colleagues (2018) demonstrated a strong positive correlation between teachers' content knowledge and student achievement gains across various subject areas.

Additionally, in the Philippines, the implementation of the K-12 curriculum has necessitated teachers to deepen their subject matter expertise and adapt their teaching to the new standards (Orbeta et al., 2019). Moreover, as stated by Briones and Tapia, (2020) recent studies by the Philippine Institute for Development Studies (PIDS) have highlighted the need for continuous teacher training and support to ensure effective implementation of the K-12 curriculum. As depicted in the findings, particularly the high overall rating for teacher competence in content knowledge, reflect the positive impact of these initiatives. However, the need for improvement in "uses a variety of explanations" suggests a continued need for professional development focused on diversifying instructional strategies and catering to diverse learners within the Philippine context.

Table 7
level of teacher's competence appraisal in terms of instructional delivery

Indicator		Mean	SD	Interpretation
Uses multiple teaching and learning strategies to engage students in active learning opportunities.		4.64	0.543	Very High Level
Adjusts strategies in response to learner feedback.		4.62	0.517	Very High Level
Maximizes learner's potential by consistently engaging them in activities that develop critical thinking.		4.58	0.582	Very High Level
Develops a variety of clear, accurate presentations and representations of concepts.		4.57	0.542	Very High Level
Uses a wide range of instructional technologies to enhance student learning.		4.57	0.570	Very High Level
Overall		4.60	0.468	Very High Level
Scale	Range	Indicator	Description	
5	4.20-5.00	Strongly Agree	Very High Level (VHL)	
4	3.40-4.19	Agree	High Level (HL)	
3	2.60-3.39	Neutral	Moderate Level (ML)	
2	1.80-2.59	Disagree	Low Level (LL)	
1	1.00-1.79	Strongly Disagree	Very Low Level (VLL)	

The results in table 7 indicate that teachers exhibit a very high level of competence in instructional delivery (Overall Mean = 4.60, SD = 0.468). Among the indicators, the highest mean was recorded for "Uses multiple teaching and learning strategies to engage students in active learning opportunities" (Mean = 4.64, SD = 0.543), highlighting teachers' ability to employ diverse methods that foster student engagement and participation in learning.

Conversely, the indicator with the lowest mean is "Uses a wide range of instructional technologies to enhance student learning" (Mean = 4.57, SD = 0.570). While still at a very high level, this suggests that there may be slight limitations in the integration of technology into instruction, possibly due to resource availability or varying levels of digital literacy among teachers.

Other indicators, such as "Adjusts strategies in response to learner feedback" (Mean = 4.62, SD = 0.517), "Maximizes learner's potential by consistently engaging them in activities that develop critical thinking" (Mean = 4.58, SD = 0.582), and "Develops a variety of clear, accurate presentations and representations of concepts" (Mean = 4.57, SD = 0.542), also received very high ratings. These findings suggest that teachers are responsive to student needs, actively promote higher-order thinking, and effectively present concepts in various ways to enhance understanding.

The implications of these results reinforce the strong instructional competence of teachers, particularly in employing varied teaching strategies and responding to learner feedback. However, the slightly lower rating for the use of instructional technologies suggests a need for further professional development or resource support to enhance technology integration in teaching. Expanding access to digital tools and training programs may further strengthen teachers' instructional effectiveness, ultimately improving student learning outcomes.

The high ratings for "Uses multiple teaching and learning strategies" and "Adjusts strategies in response to learner feedback" in the findings align with the study of Freeman et al (2014) which highlight the effectiveness of active learning approaches, such as collaborative projects, inquiry-based learning, and problem-solving activities, in promoting deeper understanding and critical thinking skills. Also, Theobald et al. (2020) demonstrated that active learning significantly improves student performance compared to traditional lecture-based methods. However, the slightly lower rating for "Uses a wide range of instructional technologies" suggests a potential gap in technology integration, highlighting the need for further professional development and resource support. This is in consonance with the findings of Ertmer and Ottenbreit-Leftwich (2010) where effective technology integration requires careful planning and pedagogical expertise.

Table 8
level of teacher's competence appraisal in terms of assessment.

Indicator		Mean	SD	Interpretation
Uses assessment results to diagnose student learning needs.		4.66	0.475	Very High Level
Regularly monitors and assess student progress.		4.65	0.494	Very High Level
Maintains useful and accurate records of student work and performance.		4.61	0.564	Very High Level
Involves students in self-assessment activities to help them become aware of their needs.		4.60	0.537	Very High Level
Appropriately uses a variety of formal and informal assessments to evaluate.		4.58	0.569	Very High Level
Overall		4.62	0.466	Very High Level
Scale	Range	Indicator	Description	
5	4.20-5.00	Strongly Agree	Very High Level (VHL)	
4	3.40-4.19	Agree	High Level (HL)	
3	2.60-3.39	Neutral	Moderate Level (ML)	
2	1.80-2.59	Disagree	Low Level (LL)	
1	1.00-1.79	Strongly Disagree	Very Low Level (VLL)	

Table 8 presents that teacher demonstrate a very high level of competence in assessment (Overall Mean = 4.62, SD = 0.466). Among the indicators, the highest mean was recorded for "Uses assessment results to diagnose student learning needs" (Mean = 4.66, SD = 0.475), suggesting that teachers effectively utilize assessment data to identify areas for student improvement and adjust instruction accordingly.

On the other hand, the indicator with the lowest mean is "Appropriately uses a variety of formal and informal assessments to evaluate" (Mean = 4.58, SD = 0.569). While still at a very high level, this result may indicate a need for further diversification of assessment methods to ensure a more comprehensive evaluation of student learning.

Other indicators, such as "Regularly monitors and assesses student progress" (Mean = 4.65, SD = 0.494), "Maintains useful and accurate records of student work and performance" (Mean = 4.61, SD = 0.564), and "Involves students in self-assessment activities to help them become aware of their needs" (Mean = 4.60, SD = 0.537), also received very high ratings. These findings highlight teachers' strong commitment to tracking student progress, maintaining accurate records, and promoting student self-reflection in learning. The implications of these results suggest that teachers are proficient in utilizing assessment practices to support student learning. Their ability to diagnose learning needs and regularly monitor progress ensures that students receive timely interventions. However, the slightly lower rating for the use of diverse assessment methods suggests a potential area for enhancement. Encouraging teachers to integrate a wider range of formal and informal assessment strategies, such as performance-based assessments and peer evaluations, may further strengthen their ability to measure student learning effectively.

The high ratings for "Uses assessment results to diagnose student learning needs" and "Regularly monitors and assesses student progress" as revealed in the findings emphasizes the importance of using assessment data to diagnose student needs and tailor instruction accordingly (Heritage, 2017). In fact, the study of Black and Wiliam (2018) revealed that formative assessment highlights its effectiveness in providing timely feedback to students and guiding instructional adjustments. Furthermore, studies on assessment literacy emphasize the need for teachers to be proficient in selecting, administering, and interpreting various assessment tools (DeLuca et al., 2015). While traditional assessments remain important, there's a growing emphasis on incorporating diverse assessment methods, such as performance-based assessments and portfolios, to measure a wider range of student competencies (Darling-Hammond & Adamson, 2014). However, the slightly lower rating for "Appropriately uses a variety of formal and informal assessments" suggests a need for further exploration and implementation of diverse assessment strategies.

Table 9
Test of significant relationship on the level of teacher's non-instructional tasks and teaching competence appraisal among elementary school teachers of Valencia City Central School.

Variable	r	p-value	Interpretation
Daily Classroom Duties	.570	.000	Significant
Class Club Duties	.372	.000	Significant
Students' Counseling	.583	.000	Significant
Communication with the Student's Parents	.346	.000	Significant
Overall	.598	.000	Significant

Table 9 shows the results indicate a significant relationship between teachers' non-instructional tasks and their teaching competence appraisal. Among the variables, the strongest correlation was observed in "Overall" ($r = .598$, $p\text{-value} = .000$), suggesting a substantial relationship between the overall level of non-instructional responsibilities and teaching competence.

Among the specific non-instructional tasks, "Students' Counseling" ($r = .583$, $p\text{-value} = .000$) exhibited the highest correlation, indicating that teachers who actively engage in counseling tasks tend to have higher teaching competence. Similarly, "Daily Classroom Duties" ($r = .570$, $p\text{-value} = .000$) showed a strong positive relationship, emphasizing that teachers who consistently fulfill their daily classroom responsibilities also demonstrate higher teaching proficiency.

On the other hand, the lowest correlation was found in "Communication with the Student's Parents" ($r = .346$, $p\text{-value} = .000$). While still significant, this suggests that while parental communication contributes to teaching competence, its impact may not be as strong as other non-instructional duties. "Class Club Duties" ($r = .372$, $p\text{-value} = .000$) also showed a moderate but significant correlation, implying that involvement in extracurricular activities positively influences teaching competence, though to a lesser extent than daily classroom responsibilities and counseling. Therefore, the null hypothesis is rejected.

These findings imply that non-instructional tasks play a crucial role in enhancing teachers' competence. Teachers who actively engage in student counseling, classroom management, and extracurricular activities develop stronger professional skills, which likely translate into more effective instructional delivery. However, the relatively lower correlation of parental communication suggests that while it remains important, other factors may have a more direct impact on teaching competence. Schools may consider providing support mechanisms to help teachers balance instructional and non-instructional responsibilities, ensuring that these tasks contribute positively to their professional growth and effectiveness in the classroom.

The significant correlations depicted in the findings, particularly for "Students' Counseling" and "Daily Classroom Duties," align with the study of Darling-Hammond et al., (2020) which emphasize that teachers' non-instructional responsibilities, such as student counseling, classroom management, and extracurricular activities, contribute significantly to their overall competence, indicating a strong link between non-instructional responsibilities and teaching competence. Furthermore, research on teacher leadership suggests that involvement in extracurricular activities and school-wide initiatives can enhance teachers' leadership skills and pedagogical expertise (York-Barr & Duke, 2004).

However, the relatively lower correlation for "Communication with the Student's Parents" suggests a need for further investigation into the specific ways in which parental communication contributes to teacher development. As stated by the findings of Ingersoll et al., (2014) there is potential challenges associated with balancing instructional and non-instructional responsibilities, particularly in resource-constrained settings.

Summary, Conclusions and Recommendations

This chapter incorporates the summary of the study, the conclusions derived from the findings and the recommendations proposed.

Summary

The study sought to find out the level teacher's non-instructional tasks in terms of daily classroom duties, class club duties, students' counseling and communication with the student's parents and the level of

teacher's competence appraisal in terms of content knowledge, instructional delivery and assessment. It also ascertained the significant relationship on the level of teacher's non-instructional tasks and teaching competence appraisal among elementary school teachers. The study employed descriptive-correlational research design. It was conducted at Valencia 'City Central School and assessed the impact of Non-Instructional Tasks on the Teaching Competence Appraisal among Elementary School Teachers of Valencia City Central School, DepEd Division of Valencia City.

130 teachers with permanent positions participated in the study. Additionally, they must have at least five years of experience teaching in a public school. Those employed as Learning Support Aids and substitute teachers are not included in the research sample. It utilized an adapted questionnaire with modifications from the study of Leung, Wong, and Pow (2002).

The effect of non-instructional tasks on the teaching competency appraisal of teachers was determined using descriptive statistics such as the mean, frequency, and standard deviation. To determine the link between the variables, the Pearson-product moment of correlation was employed.

Findings

The results turned out that the levels teacher's non-instructional tasks in terms of daily classroom duties was very high, class club duties were very high, students' counseling was very high, in terms of communication with the student's parents was very high also.

The levels of teacher's competence appraisal in terms of content knowledge were very high, in terms of instructional delivery was very high and in terms of assessment was very high. The variables Daily Classroom Duties, Class Club Duties, Students' Counseling and Communication with the Student's Parents had significant positive relationship with teaching competence appraisal. The null hypothesis was rejected.

Conclusions

The following conclusions were derived from the results of the study:

The levels of teacher's non-instructional tasks in terms of daily classroom duties, class club duties, students' counseling, and communication with the student's parents was very high were all very high.

The levels of teacher's competence appraisal in terms of content knowledge instructional delivery and assessment were very high also.

The variables Daily Classroom Duties, Class Club Duties, Students' Counseling and Communication with the Student's Parents were associated with teaching competence appraisal.

Recommendations

Based on the conclusions of the study, the following recommendations are proposed:

Provide support mechanisms for non-instructional tasks. Since teachers exhibit a very high level of engagement in non-instructional tasks, school administrators may implement measures to help teachers manage their workload effectively. This may include streamlining administrative processes to reduce excessive paperwork and other non-teaching responsibilities.

Promote work-life balance among teachers. Since teachers take on multiple roles beyond instruction, it is essential to establish policies that ensure a healthy work-life balance. Schools may consider implementing policies that allow for flexible scheduling, workload adjustments, and wellness programs to prevent burnout and sustain very high levels of competence.

Further research on the impact of non-instructional tasks. Future studies may investigate the long-term effects of non-instructional tasks on teacher performance, job satisfaction, and student learning outcomes. Additionally, research could explore strategies to optimize teachers' responsibilities to maximize both instructional effectiveness and overall well-being.