
Influence of Professionalism and Extra-Role Behavior on Teaching Performance of Elementary Teachers

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Abstract — The researcher aimed to determine the influence of professionalism and the extra-role behaviors on the teaching performance of public elementary school teachers in the Division of Angeles City towards a proposed professional development plan. The researcher focused on using quantitative method of research. The researcher primarily selected the descriptive-correlational design. There were 113 public elementary school teachers who were requested to participate in the study. These teachers were randomly selected. Questionnaires and documentary analysis were used to gather data. Weighted mean, frequency and percentage, and Pearson r were applied for interpretation. Results tell that elementary teachers were very high in commitment (M=4.53) responsibility (M= 4.55), and self-discipline very high (M=4.62) and high in expertise (M=4.33) and rationality (M=4.07) in their level of professionalism. Teachers had high level of altruism (M=4.43), conscientiousness (M=4.36) and sportsmanship (M=4.39) and very high on courtesy (M=4.65) in extra-role behaviors. 100.00% of the teacher-respondents have rating of outstanding on their teaching performance. This performance range from 4.50-5.00. The influence of level of professionalism on teaching performance marked an r value of 0.6738 and p value 0.0004 indicating that the influence is statistically significant. The influence of extra-role behavior on teaching performance has an r value 0.6771 and p value of 0.0003, which indicates that it is significant. A professional development plan is proposed based on the findings of the study.

Keywords: teaching performance, professionalism, extra-role behavior, correlation

I. INTRODUCTION

It's common knowledge that teachers' work these days extends outside the classroom. In addition to teaching, they have other responsibilities, such as monitoring, submitting reports, and checking outputs, among others.

Because of this, teachers are required to carry out functions that go beyond the scope of their teaching responsibilities. Due to the fact that educational systems are currently undergoing a period of reform and are being asked to operate in an environment that is both competitive and complex, (Anwar, Khan & Jabbar, 2022), success of schools fundamentally depends on teachers who are committed to school goals and values (Ligaya, 2024). Since teachers' extra-role behavior consists of behaviors that are neither described nor prescribed by the school, a common set of performance standards for rating these behaviors does not exist (Klimov, 2014).

On the other hand, the fact that teachers are held in the highest regard among all other professionals is not the only thing that makes teaching a worthwhile job. It should come as no surprise that teachers, in their capacity as professionals, are expected to exhibit the highest possible level of professionalism. This includes the capacity and readiness to carry out their duties, regardless of whether they are voluntary or mandatory, for the sake of the educational experience of their students. This is done in order to achieve the objective of the school and to provide education of a high standard. To put it another way, teachers ought to be brimming with intelligence, sincerity, and integrity, in addition to being willing to go above and beyond what is required of them.

In relation to the professionalization of teachers, government pronouncements were issued in 1994 Republic Act No. 7836 known as the Philippine Teachers Professionalization Act mandated the transfer of the qualifying tests from the Civil Service Commission to the Professional Commission (PRC) for those who are entering the teaching profession.

Corollary to the transfer of the board examination for teachers to the Professional Regulation Commission, the Board for Professional teachers adopted and promulgated the Code of Ethics for Professional Teachers whose preamble is as follows, "Teachers are duly licensed professionals who possess dignity and reputation with high moral values as well as technical and

professional competence. In the practice of their noble profession, they strictly adhere to, observe, and practice ethical and moral principles, standards and values.” The act provides among others, the following: (a) every teacher shall actively help insure that teaching is the noblest profession and shall manifest genuine enthusiasm and pride in teaching, and (b) every teacher shall uphold the highest possible standards quality education, shall make the best preparation for the career of teaching, and shall be at his best at all times in practice of the profession.

Another aspect to be considered which has an equal importance in the professionalism of teachers is their willingness to go above and beyond their call of duty, which is known as their extra-role behavior. The extra-role behavior, also known as the organizational citizenship behavior (OCB), occurs outside the confines of normal job description or the Performance Description Form (PDF) of the teachers. It refers to all helping behaviors extended to colleagues, supervisors, and students, such as lending a colleague a hand with work overload or preparing special assignments for higher and lower level students, and extended to the school at large, such as suggestions of improvements.

Worku and Lemi (2024) disclosed that organizational citizenship behaviors influence performance evaluation. Teachers who exhibit behavior such as altruism, conscientiousness, courtesy and sportsmanship receive higher performance ratings than those who do not exhibit high organizational citizenship behaviors or extra role behaviors.

The type and level of extra –role behavior of teachers greatly determine the corporate culture or the shared values of the school. Hazzi (2018) pointed out that organization has a culture, the collection of values a group of people share. Specifically, they provide the universally acknowledged corporate culture or shared values that the firm ought to have. These values include fairness, equity, the development of self-esteem, and goal-oriented communication.

The term profession is defined as calling requiring specialized knowledge and often long and intensive preparation. On the most basic level, the definition of “professional teacher” refers to the status of a person who is paid to teach. It can also, on a higher level, refer to teachers who represent the best in the profession and set the highest standard for best practice (Mezza, 2022). The general principles underlining the definition indicated that teachers; a) subordinate their own interests to the interests of others, b) adhere to high ethical and moral standards, c) respond to

societal needs and their behaviors reflect a social contract with the communities served, d) evince core humanistic values, including honesty and integrity, caring and compassion, altruism and empathy, respect for others and trustworthiness, e) exercise accountability for themselves and for their colleagues, demonstrate a continuing commitment to excellence, g) exhibit a commitment scholarship and to advancing their field, h) deal with high level of complexity and uncertainty and i) reflect upon their action and decisions

It is abundantly obvious that teachers are expected to develop the characteristics of a professional and model professionalism every day (Tedla & Redda, 2022). This is the case across all of the different departments that make up the field of teacher education. According to this line of reasoning, a teacher should always behave himself in a professional manner. The definition of professionalism emphasized both being a professional and exhibiting a professional product.

Depending on the educational setting, it is feasible to argue that definitions of teacher professionalism center on the professional qualifications of teachers. Some examples of these criteria include "being good at his or her job," "fulfilling the highest standards," and "achieving excellence." For instance, Tatto (2021) asserts that professionalism is understood by modern teachers in terms of the degree to which they are able to overcome challenges and the amount to which they are able to make use of their abilities and experiences that are associated with their profession.

Commitment is an essential component of seriousness. In reference to the performance that was desired, it conveys feelings that are upbeat and welcome. This indicates that the level of commitment will increase in proportion to the degree of positivity experienced. Furthermore, this sensation originates from the person who is experiencing it. Because the activity is something that he or she is interested in doing, he or she responds positively. Having the ability to directly service one or more of his or her personal wants is beneficial to him or her. Commitment is accompanied by an effort that is energized, flexible, and innovative in order to accomplish the objectives of the business.

An additional component is expertise. Surma et al. (2022) state that in order to be considered an expert, a performer must first establish that they are capable of performing at a superior level. Barringer claimed that in order to cultivate a sense of professionalism among

teachers, it is necessary to unequivocally identify a certain standard of excellence. A certification process that recognizes teachers for the expertise that they say matters, a developmental perspective on the range of students their teacher and the knowledge they impart to these particular kids, and a certification procedure that recognizes teachers for the expertise that they express matters is significant.

In addition, logic is an essential component of competent communication. Research conducted by Duncan (2003) highlighted the fact that rationality is a crucial component of professionalism. The act of making a decision allows an individual to demonstrate their rationality. Rather of relying on guesswork, calculations need to be performed based on the data and information available. The responsibility is another factor that can be taken into consideration.

According to Talat et al. (2020), responsibility is defined as a collection of tasks or functions that can be properly demanded by an employer, professional body, court of law, or any other recognized authority. The obligation to carry out one's responsibilities to the best of one's ability is what we all refer to as responsibility. Authorities and powers are strongly connected to the concept of responsibility. One is obligated to carry out a certain action.

In addition, Lauermaun (2013) proposed that effective teachers should be responsible for the selection, evaluation, and termination of their own teachers. Additionally, he stated that the quality control that is led by teachers is essential to the establishment of a cooperative and supportive atmosphere that is directed by the highest standards of the teaching profession.

The extra-role actions are yet another aspect of the study that was investigated. These are evaluated within the context of organizational citizenship behavior, and they are taken into consideration from the perspective of the benefits that organizations receive. Furthermore, it has been cited with terminology that are very close to it in a number of other publications (Zhu, 2013).

Prosocial activity in the workplace can be broken down into three categories, one of which being extra-role behavior. These three categories are as follows: 1) it is arbitrarily regulated by employees and depends on their desires; 2) it is not taken into account by the formal reward system in the organization; 3) it makes benefit to the organization (Klimov, 2014). Considering the findings of Cetin, et.al. (2012), knowing personal characteristics that influence extra-role

behaviors to be exhibited or elements depending on the environment and relationship or cultural factors may contribute to revealing individual and group performance needed in business environment and to reduction of organizational dysfunction. Being selfless is a quality that should be present in a teacher. According to Olitalia, Wijaya, Almakiyah, and Saraswati (2013), it is a mindset that focuses on making sure that other people are happy without worrying about one's own well-being. Because of their philanthropic nature, they emphasized that employees should offer social assistance to coworkers who are experiencing stress as a result of their jobs.

According to Pan and Choi (2024), the basis upon which strong relationships are built is considered to be being courteous. A citizen who is responsible and free, as well as one who values and respects the rights and obligations of his fellow citizens, will emerge as a result of discipline in both his work and his actions. You will be elevated as an individual as a result of it, and it is a wonderful thing to be known as someone who exhibits respect and civility to other people (Yoon et al., 2022).

Respect ought to be shown to individuals by the individuals with whom they collaborate. When it comes to managing people, respect is the most essential ingredient one can have. Taking this into consideration, teachers are also among the most respected individuals in the communities they serve. In addition to this, it is required of them that they be able to demonstrate respect for the people in their immediate environment, including the teachers at the schools where they can be found instructing.

The cited literature and information tell that extra-role behavior is also known as organizational citizenship behavior. The data note that extra-role behavior of teachers is one of the least explored topics. On the other hand, the professionalism of teachers is also one of the most explored topics in education. There are a volume of studies and citations that focus on this topic. Still, the researcher found it necessary to conduct another investigation regarding the influence of professionalism of teachers and extra-role behavior on the teaching performance of public elementary school teachers in the Division of Angeles City during the School Year 2024-2025.

Conceptual Framework

In this study, the conceptual model of the study comprised of two elements, the independent variables (IV) and the dependent variables (DV).

Figure 1 shows the paradigm of study that guided the research in undertaking the current study.

Frame 1 of the conceptual model showed the independent variable which consists of the teachers' level of professionalism and extra-role behavior.

Frame 2, on the other hand, represented the dependent variable of the study which is the teaching performance.

The framework showed the relationship between two variables through the line drawn connecting the frames.

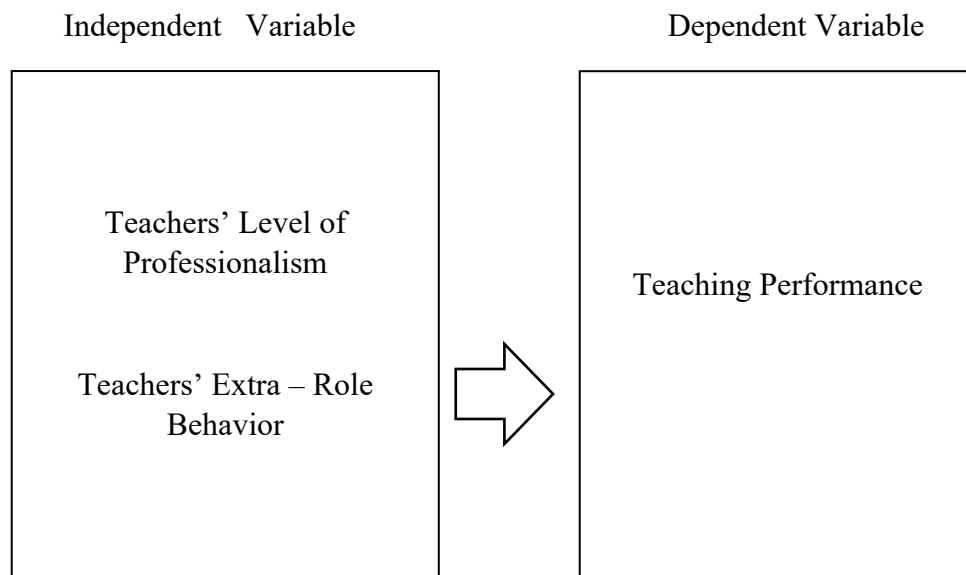


FIGURE 1
PARADIGM OF THE STUDY

Statement of the Problem

The researcher aimed to determine the influence of professionalism and the extra-role behaviors on the teaching performance of public elementary school teachers in Division of Angeles City towards a proposed professional development plan.

Specifically, the study sought answers to the following questions:

1. How may the level of professionalism of the public elementary school teachers as perceived by the respondents be described based on the following dimensions:
 - 1.1 commitment,
 - 1.2 expertise,
 - 1.3 rationality,
 - 1.4 responsibility, and
 - 1.5 self-discipline?
2. How may the extra role behavior of public elementary school teachers as perceived by the respondents be described along the following aspects:
 - 2.1 altruism,
 - 2.2 courtesy,
 - 2.3 conscientiousness, and
 - 2.4 sportsmanship?
3. How may the teaching performance of the public elementary school teachers be described in their IPCRF rating?
4. Does the level of professionalism of public elementary school teachers exert significant influence on their teaching performance?

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5. Does the extra-role behavior of public elementary school teachers exert significant influence on their teaching performance?
 6. How may a professional development plan may be proposed based on the findings?

Hypotheses

The study tested the following hypotheses:

1. The level of professionalism of public elementary school teachers does not exert significant influence on their teaching performance.
2. The extra-role behavior of public elementary school teachers does not exert significant influence on their teaching performance.

Significance of the Study

This research will have a significant contribution to the following:

School Heads. The data that this study reveals could provide school principals a more concrete and clear understanding of professionalism and extra-role behaviors or the organizational citizenship behaviors which are imperative in teaching. As such, this will greatly help the school principals in developing an enriched working knowledge as they deal with their teachers. The different dimensions and organized concepts of extra-role behaviors will guide them in evolving school-based development programs focusing on professionalism and extra –role behaviors.

Teachers. The teachers can use the results of this study as their basis in improving their professionalism and their extra-role behaviors. As a result, the good image of their professional life is built. Hence, professionalism becomes a

way of life of the teachers as they perform their various school-related activities inside and outside the school

Future teachers. Future teachers will benefit from this study for they will become aware of the extra-role behaviors and professionalism. The recommendation section may provide topics related to the variable resented.

Scope and Delimitation

The study was confined to the public elementary schools in the Division of Angeles City during the School Year 2024-2025.

The assessment of teachers' level of professionalism was based on the following dimensions: (a) commitment, (b) expertise, (c) rationality, (d) responsibility, and (e) self-discipline. On the other hand, teacher extra-role behavior was measured in terms of (a) altruism, (b) courtesy, (c) conscientiousness, and (d) sportsmanship.

The teaching performance was based on the IPCRF rating of the teachers.

Definition of Terms

The following terms were defined to have a concrete knowledge on the study:

Altruism. It is helping behavior which involves voluntarily helping others with an organizationally relevant task or problem.

Conscientiousness. For the purpose of this study, it is a behavior that is going well beyond minimally required levels of attendance and related matters of internal maintenance such as attending at work above norms.

Expertise. For the purpose of this study, it refers to the teaching competence of the teachers which is observed in their ability to use appropriate and varied

teaching strategies and mastery of content of the subjects they are handling which are necessary in their efficiency and effectiveness as teachers.

Extra-role behaviors. These are behaviors of teachers that depict willingness to go above and beyond their call of duty to attain the organization's objective. The terms are also known as organizational citizenship behaviors.

Professionalism. It refers to the professional ability and readiness of the teachers to perform the task for the benefit of the school and others whether voluntary or required to fulfill a social need. In this study, professionalism is based on the commitment, expertise, rationality, responsibility, and self-discipline of the teachers.

Rationality. It refers to the ability of the teachers to judge, give reasons and weigh instances and situations in their workplace so that the best results in their job can be obtained.

Responsibility. It refers to the awareness and willingness to perform the duties and functions specified in the Performance description Form (PDF) or job description of the teachers.

Sportsmanship. It is a behavior which reflects the employee's willingness to tolerate the inevitable inconvenience and impositions of work without complaining.

II. METHODOLOGY

This chapter presents the research design, respondents, instrumentation and validation, data collection and statistical treatment.

Research Design

The researcher focused on using quantitative method of research. It is a method that puts premium on collecting data that are quantifiable or can be measured by numbers and figures. The use of quantitative method is mostly suited when the researcher aims to have a concrete measurement of the phenomenon under investigation. According to Apuke (2017), quantitative method deals with providing an exact measure of the variables that are presented. It solicits data from large number of respondents and the data will be interpreted using numbers and figures through mathematical computation or statistics.

The researcher primarily selected the descriptive-correlational design among the types of quantitative method. Hall (2018) underscored that correlational research aims to examine the relationship between variables. This means that there must be more than variable to be examined in correlational study. This type of research is mostly used for making predictions.

Using this, it means that the researcher needed to examine the variables first before the relationship was measured. This suits the goal of the study which was to determine the influence of professionalism on the extra-role behaviors of the public elementary school teachers in Division of Angeles City towards a proposed professional development plan.

Respondents of the Study

The locale of the study is the Division of Angeles City. There are 10 clusters who were requested to participate.

Since the study focuses on public elementary school teachers only, the researcher considered G power to have a sample size of the elementary teachers. With this, there was a richer data to be collected and interpreted. There are nine clusters of public elementary schools in the said division.

TABLE 1
RESPONDENTS OF THE STUDY

Clusters	Frequency	Percentage
Cluster 1	16	13.01
Cluster 2	17	13.82
Cluster 3	12	9.76
Cluster 4	13	10.57
Cluster 5	11	8.94
Cluster 6	16	13.01
Cluster 7	8	6.50
Cluster 8	9	7.32
Cluster 9	11	8.94
Cluster 10	10	8.13
Total	123	100.00

After determining the sample size, the researcher considered the selection using random sampling. This ensured that the data to be gathered are on random and make the study more scientific. Table 1 shows that there were 113 public elementary school teachers who were requested to participate in the study.

Research Instruments

The major instrument used in gathering the data were the questionnaires.

The researcher adopted and used the questionnaire of Buenseco from Don Honorio Ventura Technological State University to gather data regarding Teachers' Level of Professionalism and Extra-Role Behaviors.

Part I deals on the assessment of the teachers on the levels of their professionalism along the following dimensions: (a) commitment, (b) expertise, (c) rationality, (d) responsibility, and (e) self-discipline.

Part II reveals the levels of extra-role behaviors of teachers along the following aspects: (a) altruism, (b) courtesy, (c), conscientiousness, and (d) sportsmanship.

The performance of teachers was based on their IPCRF rating.

Data Collection

The researcher received guidance from the research adviser throughout the entire research process. The initial step was to secure the necessary permits. This was accomplished via a personal letter addressed to the Schools Division Superintendent.

The researcher designed an action plan to guide data collection. This rendered the data collecting methodical due to comprehensive planning. Data collection commenced once all permits were obtained.

To answer the survey, the researcher used google form, emails, chats and other online modalities to collect the necessary data.

Ethical Considerations

The study also examined adherence to ethical principles. The first ethical consideration in research was to formally inform all participants and relevant authorities through a written communication.

Prior to data collection, the researcher elucidated the study's goal and its significance for the teachers' profession. Each teacher is permitted to respond just once, and participation is strictly voluntary. Teachers incurred neither penalties nor rewards for their participation.

Furthermore, the researcher safeguarded the respondents' identities by rendering their names optional and assigning codes to each participant in the study. Ultimately, the researcher refrained from disclosing any information that could identify the respondents and utilized the data exclusively for research purposes.

Statistical Treatment of Data

The following statistical treatment was applied:

1. Weighted mean, to determine the professionalism and extra role behavior of teachers.

The responses were interpreted using this scale for level of professionalism:

Scale Value	Descriptive Ratings	Range of the Weighted Means
5	Very High	4.51-5.00
4	High	3.51 – 4.50
3	Moderate	2.51 – 3.50
2	Low	1.51 – 2.50
1	Very Low	1.00 – 1.50

The responses were interpreted using this scale for extra-role behaviors

Scale Value	Descriptive Ratings	Range of the Weighted Means
5	Strongly Agree	4.51-5.00
4	Agree	3.51 – 4.50
3	Neutral	2.51 – 3.50
2	Disagree	1.51 – 2.50
1	Strongly Disagree	1.00 – 1.50

2. Frequency and Percentage, to summarize the performance of teachers in IPCR

3. Pearson r, to measure the influence of independent variables on the dependent variable

III. RESULTS AND DISCUSSION

This part discusses the presentation of results of data analysis in tabular form together with its discussion part.

1. Level of Professionalism of Elementary Teachers

The survey questionnaire used in this study collected data on level of professionalism in terms of commitment, expertise, rationality, responsibility, and self-discipline.

Table 2 reflects that teachers have very high ($M=4.53$, $SD=0.46$) commitment in their professionalism. Another information presented is that teachers rated third indicator “Open to suggestion that help to grow professionally” with a mean of 4.65 ($SD=0.43$) and a verbal rating of very high, which is considered the highest among them all, while the lowest mean of 4.39 ($SD=0.42$) but still rated as high. This means that teachers are very committed with their work in the public schools.

The dedication of the teachers is so great that it can be said they have a strong emotional bond with the teaching profession. According to Alonzo, et al. (2025), the teachers who are engaged in their work are the jewels of the school. They consistently exceed the minimum requirements and also apply their maximum effort in the performance of their duties. The committed teachers are also referred to as the dedicated teachers who always give their utmost.

TABLE 2
ASSESSMENT ON COMMITMENT OF TEACHERS

Indicators	Weighted Mean	SD	Description
1. Proud to be part of the school	4.61	0.37	Very High
2. Deeply involved in work as a teacher	4.39	0.42	High
3. Open to suggestion that help to grow professionally.	4.65	0.43	Very High
4. Use different strategies in teaching to make teaching-learning process more effective.	4.57	0.38	Very High
5. Willing to put in a great deal of effort beyond that is normally expected.	4.60	0.39	Very High
6. Highly satisfied with work as a teacher.	4.61	0.34	Very High
7. Feel disturbed when there are criticisms about the school .	4.59	0.31	Very High
Grand Mean	4.53	0.36	Very High

Legend

Very High	4.51 – 5.00
High	3.51 – 4.50
Moderate	2.51 – 3.50
Low	1.51 – 2.50
Very Low	1.00 – 1.50

The expertise of teachers in their professionalism is rated as high ($M=4.33$, $SD=0.32$). The same table highlights that second indicator “Have full grasp of mastery of subject taught” listed a mean of 4.69 ($SD=0.31$) or very high. On the contrary, lowest mean of 4.09 ($SD=0.34$) is given to seventh indicator “Share expertise with colleagues for their improvement”. The findings from the examination suggest that the educators are proficient in their area particularly those who have been in the profession for a long time. The learning action cell provides the teachers with the opportunity to share their experiences and thus learn from each other.

Laghari et al. (2024) maintained that teaching proficiency is not something that can be acquired quickly. It is a process that takes time and constant eagerness to gain more knowledge since the topics that need to be taught become more difficult as the time goes by. Teachers will have to find various ways to keep themselves updated in order to remain proficient in the area they teach.

TABLE 3
ASSESSMENT ON EXPERTISE OF TEACHERS

Indicators	Weighted Mean	SD	Description
1. Keep abreast with innovations in teaching.	4.38	0.32	High
2. Have full grasp of mastery of subject taught	4.69	0.31	Very High
3. Open to suggestions that help to grow professionally	4.44	0.31	High
4. Use different strategies in teaching to make the teaching –learning process more effective.	4.56	0.31	Very High
5. Seek the assistance of supervisors and colleagues on things that are less familiar.	4.39	0.35	High
6. Open to changes and innovations that help to grow professionally.	4.35	0.33	High
7. Share expertise with colleagues for their improvement.	4.09	0.34	High
Grand Mean	4.33	0.32	High

Legend	
Very High	4.51 – 5.00
High	3.51 – 4.50
Moderate	2.51 – 3.50
Low	1.51 – 2.50
Very Low	1.00 – 1.50

Rationality of teachers is rated as high ($M=4.07$, $SD=0.37$) in their level of professionalism. The fourth indicator “Make certain that legal and moral principles are guides in decision- making” accumulated the highest mean of 4.28 ($SD=0.38$), while first indicator “Make sure to voice out opinion and ideas/views during the period of consultation in the decision –making process” is rated with the lowest mean of 3.92 ($SD=0.37$) but still interpreted as high.

A more in-depth reading reveals that teachers are aware of the appropriate actions to take and are willing to advocate for what is right as a component of their professionalism. As professionals, in comparison to those in other professions, instructors are expected to make fewer errors than other professionals. According to Viray and Olalia (2016). management and organizations consistently place a high level of importance on the rationality of their employees. When employees always take rationality into consideration, they always make an effort to make judgments that are both beneficial to themselves and beneficial to others.

TABLE 4
ASSESSMENT ON RATIONALITY OF TEACHERS

Indicators	Weighted Mean	SD	Description
1. Make sure to voice out opinion and ideas/views during the period of consultation in the decision –making process.	3.92	0.37	High
2. Stand on own decisions.	4.17	0.36	High
3. Consult others in making decisions .	3.98	0.34	High
4. Make certain that legal and moral principles are guides in decision- making.	4.28	0.38	High
5. Decide on what is right rather than who is right.	4.24	0.39	High
Grand Mean	4.07	0.37	High

Legend

Very High	4.51 – 5.00
High	3.51 – 4.50
Moderate	2.51 – 3.50
Low	1.51 – 2.50
Very Low	1.00 – 1.50

Table 5 presents that responsibility recorded a mean of 4.55 (SD=0.34) and a verbal description of very high. The highest mean of 4.76 (SD=0.35) or very high is found on first indicator “Perform tasks assigned religiously”, while it is the sixth indicator “Take part in community involvement activities” that is given the lowest mean of 4.47 (SD=0.35) or high.

According to the data, elementary teachers take their jobs seriously and perform them to the best of their abilities. They are able to work with a minimal amount of supervision while still producing outcomes of a sufficiently high level. Kapur (2024) stated that the fundamental obligation of teachers is to the students they are responsible for teaching. When they are in school, their primary responsibility is to provide their students with high-quality instruction while also ensuring that they are safe while they are on school grounds.

TABLE 5
ASSESSMENT ON RESPONSIBILITY OF TEACHERS

Indicators	Weighted Mean	SD	Description
1. Perform tasks assigned religiously.	4.76	0.35	Very High
2. Perform task even without being told.	4.71	0.37	Very High
3. Keep systematic and orderly records of students' performance .	4.58	0.37	Very High
4. Perform willingly school-related task even beyond official time in the exigency of the service.	4.59	0.34	Very High
5. Participate in co-extra-curricular activities in school.	4.58	0.32	Very High
6. Take part in community involvement activities .	4.47	0.35	High
Grand Mean	4.55	0.34	Very High

Legend

Very High	4.51 – 5.00
High	3.51 – 4.50
Moderate	2.51 – 3.50
Low	1.51 – 2.50
Very Low	1.00 – 1.50

The self-discipline of teachers is rated very high ($M=4.62$, $SD=0.34$). It is also glaring from the table that first indicator “Do not entertain rumor mongering during teaching hours” got the highest mean of 4.74 ($SD=0.39$), while the sixth indicator “Submit written works (cards, grading sheets, periodical examination, etc.) on time” has the lowest mean of 4.57 ($SD=0.39$). Still, all of the items are rated as very high.

The presentation demonstrates that educators are aware of what should be prioritized and what should be avoided in their professional lives. They make certain that they will be able to work in a favorable atmosphere by reducing the likelihood of having misunderstandings through the establishment of positive relationships in their place of employment. According to Shittu et al. (2025), the most important factor in achieving self-control is having self-discipline. One of the most effective ways to instill self-discipline is to be aware of what to do and what not to do. As a result of their time being consumed by their work, teachers who prioritize their work have a lower likelihood of making errors that could potentially cause harm to other individuals..

TABLE 6
ASSESSMENT ON SELF-DISCIPLINE OF TEACHERS

Indicators	Weighted Mean	SD	Description
1. Go to work regularly and meet classes on time.	4.74	0.39	Very High
2. Do not entertain rumor mongering during teaching hours.	4.71	0.32	Very High
3. Maintain a healthy interpersonal relationships with co-teachers.	4.69	0.31	Very High
4. Maintain cordial relationships with supervisors and principal.	4.59	0.37	Very High
5. Adhere to the ethical standards of teaching profession.	4.70	0.32	Very High
6. Submit written works (cards, grading sheets, periodical examination, etc.) on time.	4.57	0.39	Very High
Grand Mean	4.62	0.34	Very High

Legend	
Very High	4.51 – 5.00
High	3.51 – 4.50
Moderate	2.51 – 3.50
Low	1.51 – 2.50
Very Low	1.00 – 1.50

2. Extra-Role Behavior of Elementary Teachers

The extra-role behavior of teachers is divided into altruism, courtesy, conscientiousness, and sportsmanship.

Table 7 provides information on altruism of teachers. It has a rating of 4.43 (SD=0.34) telling that elementary teachers agree of having high level of altruism. Furthermore, “I use my own supplies/materials/equipment for school’s use” recorded the highest mean of 4.57 (SD=0.33) with verbal rating of strongly agree, while “I defend a co- teacher who is being “put down” or spoken ill to others” has a mean of 4.40 (SD=0.33) or agree.

It is clear from the facts that teachers exhibit a high level of selflessness in their behavior outside their assigned roles. They have a tendency to have stronger relationships with the other teachers since they are willing to offer assistance and support to other educators. Altruism is a helping behavior that involves actively assisting other people with a task or problem that is relevant to the organization, according to Blessing and Asha (2024), who described the concept. In order to demonstrate altruism, employees should offer social assistance to their coworkers who are under stress as a result of their jobs. In addition to providing material support when someone is unwell or a personal load when one is short on funds, social support also includes providing emotional support, such as sympathy and empathy when someone is having a difficult time or is experiencing a stressful situation.

TABLE 7
ASSESSMENT ON ALTRUISM

Indicators	Weighted Mean	SD	Description
1. I help co-teachers learn new skills or share job knowledge.	4.46	0.31	Agree
2. I help new teachers get oriented to the job.	4.42	0.39	Agree
3. I use my own supplies/materials/equipment for school’s use.	4.57	0.33	Strongly Agree

4. I offer suggestion to improve how work is done	4.44	0.33	Agree
5. I offer suggestion for improving the work environment.	4.41	0.37	Agree
6. I say good things about the principal and other supervisors in front of others.	4.41	0.37	Agree
7. I help co-teachers suffering from job stress.	4.44	0.35	Agree
8. I defend a co- teacher who is being “put down”or spoken ill to others.	4.40	0.33	Agree
Grand Mean	4.43	0.34	Agree

Legend

Strongly Agree	4.51 – 5.00
Agree	3.51 – 4.50
Neutral	2.51 – 3.50
Disagree	1.51 – 2.50
Strongly Disagree	1.00 – 1.50

Another dimension of extra-role behavior is the courtesy that is rated as very high ($M=4.65$, $SD=0.39$). It is the first indicator “I consider the impact of my own actions on co- teachers” that listed the highest mean of 4.69 ($SD=0.32$), while sixth indicator “I show respect to colleagues, superiors and students” has the lowest mean of 4.63 ($SD=0.43$).

When it comes to presentation, it is essential for teachers to demonstrate respect to the people around them, including their superiors and their fellow educators. As a matter of fact, it is beneficial for a firm to have personnel that mutually appreciate one another. From the perspective of Lifecare (2011), courtesy serves as the basis upon which positive relationships are established. A citizen who is responsible and free, as well as one who values and respects the rights and obligations of his fellow citizens, will emerge as a result of discipline in both his work and his actions. You will be elevated as an individual as a result of it, and it is a wonderful thing to be known as someone who exhibits respect and civility to other people (Lutovac et al., 2024). Respect

ought to be shown to individuals by the individuals with whom they collaborate. The management of people requires the most significant spice, and that spice is respect.

TABLE 8
ASSESSMENT ON COURTESY

Indicators	Weighted Mean	SD	Description
1. I consider the impact of my own actions on co- teachers.	4.69	0.32	Strongly Agree
2. I do not abuse the rights of others .	4.64	0.36	Strongly Agree
3. I try to avoid creating problems for colleagues.	4.65	0.41	Strongly Agree
4. I am mindful of my own behavior affects other people's job.	4.64	0.44	Strongly Agree
5. I try to avoid hurting the feelings of co-teachers .	4.64	0.48	Strongly Agree
6. I show respect to colleagues, superiors and students.	4.63	0.43	Strongly Agree
Grand Mean	4.65	0.39	Strongly Agree

Legend	
Strongly Agree	4.51 – 5.00
Agree	3.51 – 4.50
Neutral	2.51 – 3.50
Disagree	1.51 – 2.50
Strongly Disagree	1.00 – 1.50

Conscientiousness as parameter of extra-role behavior is rated as high ($M=4.36$, $SD=0.33$). Even all of the items are rated agree, it is noticeable that “I obey school rules and regulations conscientiously” is rated the highest based on its mean of 4.44 ($SD=0.32$), while the lowest mean 4.32 ($SD=0.36$) of is on “I do not do extra break time”.

The findings demonstrated that educators place a high level of importance on their profession, and it is challenging for them to meet their pay requirements without really working. Because they are aware that they are being compensated for their work, teachers figure out ways to ensure that they are able to provide the necessary service to their schools and the children that attend them. They even stay past their scheduled working hours in order to complete their work. Conscientiousness is defined as the voluntary action that extends beyond the requirements of the job description. It is also linked to loyalty, which is the essential intention for participating in the job. Conscientiousness is also associated with the habit of completing the tasks that have been set to them within the allotted time frame (Villarte & Tantiado, 2024) while demonstrating complete loyalty to the companies that they work for.

TABLE 9
ASSESSMENT ON CONSCIENTIOUSNESS

Indicators	Weighted Mean	SD	Description
1. I obey school rules and regulations conscientiously.	4.44	0.32	Agree
2. I believe in working which commensurate to one's pay .	4.39	0.36	Agree
3. I attend my own work religiously.	4.37	0.34	Agree
4. I do not do extra break time.	4.32	0.36	Agree

5. I work overtime without expecting additional pay to complete a project or task	4.34	0.35	Agree
6. I bring work at home to prepare for next day.	4.43	0.34	Agree
7. I work during weekends to complete a project or task.	4.37	0.36	Agree
Grand Mean	4.36	0.33	Agree

Legend

Strongly Agree	4.51 – 5.00
Agree	3.51 – 4.50
Neutral	2.51 – 3.50
Disagree	1.51 – 2.50
Strongly Disagree	1.00 – 1.50

Lastly, sportsmanship got a mean of 4.39 (SD=0.35) or agree. First indicator “I do not waste time complaining about trivialities” received the highest mean of 4.44 (SD=0.36). It is the fifth indicator “I focus on the positive side rather than focus on what is wrong” that listed the lowest mean of 4.37 (SD=0.35). Still, all of the items are rated as agree by the respondents.

It has been observed that elementary teachers are able to tolerate a certain degree of inconvenience that may be produced by the environment or by their colleagues, whether it is purposeful or unintentional. According to Dare (2016), sportsmanship is a behavior that demonstrates an employee's willingness to bear the unavoidable inconveniences and impositions that come with their job for an extended period of time without complaining.

TABLE 10
ASSESSMENT ON SPORTSMANSHIP

Indicators	Weighted Mean	SD	Description
1. I do not waste time complaining about trivialities.	4.44	0.36	Agree
2. I consider problems as opportunities for improvement.	4.40	0.33	Agree
3. I accept the shortcoming of colleagues.	4.39	0.33	Agree
4. I tolerate occasional inconvenience when they arise .	4.39	0.35	Agree
5. I focus on the positive side rather than focus on what is wrong.	4.37	0.35	Agree
Grand Mean	4.39	0.35	Agree

Legend

Strongly Agree	4.51 – 5.00
Agree	3.51 – 4.50
Neutral	2.51 – 3.50
Disagree	1.51 – 2.50
Strongly Disagree	1.00 – 1.50

3. Teaching Performance of Elementary Teachers

The teaching performance is collected on the COT rating of the teachers.

Table 11 presents that 100.00% of the teacher-respondents have rating of outstanding on their teaching performance. Considering the results, it can be inferred that teachers are able to go beyond the expectations of the DepEd based on PPST. However, the range of outstanding is from

4.50.5.00. This means that there are still indicators where teachers need further improvement to be at their best potential.

Teaching performance in actual classroom setting is the one that is measured in the study. Teachers are able to showcase the necessary competence that is suited in the standards of DepEd. Saro et al. (2025) mentioned that teaching performance reflects how well the teachers can perform their job that is why it is very important that the tool to be used is of an objective type and can give justice to the actual demonstration of the competence of teachers.

TABLE 11
SUMMARY OF PERFORMANCE RATING

Performance Rating	Frequency	Percentage
Outstanding	123	100.00
Very Satisfactory	0	0.00
Satisfactory	0	0.00
Total	123	100.00

4. Influence of Level of Professionalism on Teaching Performance

Another part of the study is to examine the influence of professionalism and teaching performance.

It can be seen from the results of the study that influence of the level of professionalism on teaching performance marked an r value of 0.6738 and p value 0.0004 indicating that the influence is statistically significant. This indicates that the higher the level of professionalism is, the higher the performance will be.

Professionalism and teaching performance have a close relationship: higher teacher professionalism comprising of competence, commitment, ethics, and continuous development, result in better teaching practices, increased student involvement, and better learning outcomes, thus being the main pillar for quality education and successful adjustment to the modern educational demands (Avalos, 2022).

TABLE 12
PEARSON CORRELATION BETWEEN LEVEL OF PROFESSIONALISM AND TEACHING PERFORMANCE

Variables	r-value	p-value	Decision
Level of Professionalism and Teaching performance	0.6738	0.0004	Reject Null

5. Influence of Extra-Role Behavior on Teaching Performance

The researcher also examined the influence of extra-role behavior on teaching performance.

Table 13 presents that the influence of extra-role behavior on teaching performance has an r value 0.6771 and p value of 0.0003, which indicates that it is significant. When extra-role behavior decreases, the teaching performance will suffer.

Teachers' extra-role behaviors (ERBs) are positively related to teaching performance by enhancing motivation, self-efficacy, and student satisfaction (Klimov, 2014). However, heavy stress may lead to the reduction of ERBs and ultimately to the exhaustion of teachers and consequently their lower performance. These voluntary acts not only improve the environment of the school but also teacher commitment, thus resulting in students' learning and overall school success.

TABLE 13
PEARSON CORRELATION BETWEEN EXTRA-ROLE BEHAVIOR AND TEACHING PERFORMANCE

Variables	r value	p Value	Decision
Extra-Role Behavior and teaching performance	0.6771	0.0003	Reject Null

6. Proposed Professional Development Plan

The final phase of the study is to come up with a professional development plan based on the findings of the study.

Level of Professionalism

Objectives	Strategies / Activities	Persons Involved	Time Frame	Success Indicators
1. Strengthen teachers' adherence to professional ethics	- Seminar-workshop on the Code of Ethics for Professional Teachers - Case analysis of ethical dilemmas in teaching	School Head, Master Teachers	Q1	- Increased awareness of ethical standards - Reduced ethical-related incidents
2. Improve pedagogical competence	- INSET sessions on updated teaching strategies - Peer coaching and demonstration teaching	School Head, Instructional Leaders	Q1–Q2	- Improved classroom observation ratings - Enhanced learner engagement
3. Promote continuous professional development	- Encourage participation in webinars, action research, and graduate studies - Recognition of teachers with completed CPD units	School Head, Teachers	Whole Year	Increased CPD participation rate

4. Enhance professional accountability	- Regular performance reflection sessions - Use of Individual Performance Commitment and Review (IPCRF) feedback	School Head, Teachers	Q2–Q4	Improved IPCRF ratings
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Extra-Role Behaviors

Objectives	Strategies / Activities	Persons Involved	Time Frame	Success Indicators
1. Encourage voluntary involvement in school initiatives	- Formation of teacher-led committees - Rotational leadership roles in school programs	School Head, Teachers	Whole Year	Increased teacher participation in committees
2. Foster collaboration and collegiality	- Learning Action Cell (LAC) sharing of best practices - Mentoring of new and struggling teachers	Master Teachers, Teachers	Monthly	Improved teamwork and peer support
3. Promote positive school culture	- Recognition program for teachers who demonstrate extra effort - Public acknowledgment during assemblies	School Head	Quarterly	Higher teacher morale and motivation
4. Strengthen community and stakeholder engagement	- Teacher participation in outreach and community programs - School–community partnership activities	Teachers, Stakeholders	Q2–Q4	Increased stakeholder satisfaction

IV. CONCLUSIONS AND RECOMMENDATIONS

This part of the study deals with summary of findings, the conclusions drawn and the recommendations formed.

Summary of Findings

The following were the summary of findings:

1. Elementary teachers were very high in commitment ($M=4.53$) responsibility ($M= 4.55$), and self-discipline very high ($M=4.62$) and high in expertise ($M=4.33$) and rationality ($M=4.07$) in their level of professionalism.
2. Teachers had high level of altruism ($M=4.43$), conscientiousness ($M=4.36$) and sportsmanship ($M=4.39$) and very high on courtesy ($M=4.65$) in extra-role behaviors.
3. 100.00% of the teacher-respondents have rating of outstanding on their teaching performance. This performance ranges from 4.50-5.00.
4. The influence of level of professionalism on teaching performance marked an r value of 0.6738 and p value 0.0004 indicating that the influence is statistically significant.
5. The influence of extra-role behavior on teaching performance has an r value 0.6771 and p value of 0.0003, which indicates that it is significant.
6. A professional development plan is proposed based on the findings of the study.

Conclusions

The following were the conclusions based on the summary of findings:

1. Teachers had high regard in their professionalism which lead to them being committed, responsible, expert and rational.
2. Teachers see the importance of making sure that they are able to perform other expected tasks from them that will lead to better organizational relationship.
3. Majority of teachers go beyond the minimum expectations on the Philippine Professional Standards for Teachers.
4. Level of professionalism significantly influences teaching performance of elementary teachers. This denotes that an improvement in professionalism will lead to improvement in teaching performance.
5. Extra-role behavior significantly influences teaching performance of elementary teachers. This denotes that an improvement in extra-role behavior will lead to betterment of teaching performance.
6. The proposed professional development plan aims to help improve the professionalism and extra-role behavior of teachers.

Recommendations

The following are the recommendations crafted based on the conclusions:

1. The high level of professionalism of teachers may be sustained through reminding teachers regarding the importance of their job in the community.
2. The extra-role behavior of teachers may be improved further by highlighting the importance of altruism, sportsmanship, courtesy and conscientiousness in their work through learning action cell.

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3. School heads may conduct colloquium among teachers that will highlight sharing of best practices so they may learn from one another to further improve the teaching performance.
 4. School may consider providing recognition to teachers who have commendable professional actions and professional development.
 5. The value of extra-role behaviors may be highlighted during collegial discussions so teachers will better appreciate its value in work.
 6. The proposed professional development plan may be included in the school development plan for teachers as part of their professional development.
 7. Future researchers may conduct study on other factors or variables that affect teaching performance to enrich the findings of the study.

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