

Multi-tasking and Work Performance of Public Elementary School Teachers

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Abstract. The study aimed to determine the extent of multitasking and the extent of work performance of public elementary school teachers. This study employed a non-experimental quantitative research design utilizing descriptive-correlation method. Validated questionnaire and Universal sampling procedure were utilized considering the minimal number of teachers in the research locale. One hundred ten (110) public elementary school teachers were the respondents of the study. Using mean, pearson-r, and regression analysis, the findings revealed that the multitasking was extensive while the extent of work performance of public elementary school teachers was also extensive. Moreover, the overall results disclosed that indicators for the multitasking were positively correlated to the work performance of public elementary school teachers. Further, results from the regression analysis revealed the following have a strong influence of multitasking on the work performance of public elementary school teachers: time spent, administrative support activities, organizational behavior, and quality of teaching. It is recommended that the Department of Education (DepEd) should implement policies that promote a more balanced workload and ensure that teachers can effectively manage their multiple responsibilities. Providing administrative support staff in schools can help reduce the non-teaching tasks assigned to teachers, allowing them to focus on instructional duties.

KEY WORDS

1. Multitasking 2. work performance 3. organizational behavior

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1. Introduction

Multitasking has become an integral part of the work-life of public elementary school teachers, who are often required to balance multiple responsibilities simultaneously. From delivering lessons and managing classroom dynamics to handling paperwork, meeting administrative demands, and communicating with parents, teachers constantly shift between tasks throughout the day. The ability to multitask effectively can directly influence their work performance, shaping their productivity, classroom management, and overall job satisfaction. However, excessive multitasking can lead to burnout, reduced attention to detail, and diminished instructional quality. This study has been chosen to explore the effects of multitasking on the work performance of public elementary school teachers because of its critical impact on the educational system. With the increasing demands placed on teachers, understanding how multitasking affects their performance is essential in developing strategies to improve teacher

well-being, enhance teaching quality, and ultimately support student success. By examining this issue, the study seeks to offer valuable insights that can inform school policies and professional development programs aimed at fostering a more productive and sustainable teaching environment. Despite ongoing disagreement in the field of organizational behavior on its effectiveness, multitasking has become a common method for managing several tasks. Within the educational setting, teachers are always juggling a wide range of daily tasks. Because one can do more tasks in less time when one multitasks, productivity rises. Additionally, multitasking individuals might inspire their coworkers to work harder and set a positive example in the office. A teacher may multitask because they can receive input from several sources at once while their tasks and responsibilities are rapidly increased. One of the best things about brilliant minds is their capacity for multitasking. Multitasking is a critical aspect of the professional responsibilities of public elementary school teachers, who are often required to manage numerous tasks concurrently, such as planning lessons, grading assignments, addressing learner needs, and fulfilling administrative duties. The impact of multitasking on their work performance is profound, influencing both the efficiency of their daily routines and the quality of education they provide. This study explores the intricate relationship between multitasking and work performance among public school teachers, highlighting both the benefits and challenges associated with this skill. Understanding this dynamic is essential for developing strategies to enhance teacher productivity, reduce stress, and improve overall educational outcomes. This study has been chosen due to the pivotal role that teachers play in shaping the future of society, and the growing recognition that optimizing their work environment can lead to significant improvements in the quality of education. From a global perspective, multitasking has gained fa-

vor worldwide, particularly in the increasingly difficult and complex field of education (Martinez, et. al., 2021). This trend is caused by several variables, such as shifting societal norms and moral and normative components of education, as well as changing employment positions. Teachers facing an increasing amount of work are considered to benefit greatly from the ability to multitask, which is essentially the ability to manage several activities at once. Given that multitasking is ingrained in our brains (Lesort, et. al., 2020), humans may be able to intentionally divide their attention among multiple tasks to maximize performance. In a study conducted by González-Morales and Neves (2023), the study examines the impact of multitasking on elementary school teachers, focusing on how task overload influences work performance and teacher engagement. The researchers found that when teachers are overloaded with tasks, their ability to manage classrooms and deliver effective lessons decreases significantly. However, high work engagement was shown to mediate some of the negative impacts, suggesting that motivated and supported teachers are better able to handle multiple responsibilities. Klassen and Durksen (2019), present a cross-national analysis of how multitasking leads to burnout and reduced job satisfaction among elementary school teachers. The study compares teachers across multiple countries and concludes that while multitasking is a universal challenge, its impact on burnout varies depending on support structures and educational policies. Countries with more robust teacher support systems report lower burnout levels, even with high multitasking demands. Workload includes time spent in either of the following namely, first; related works other than teaching like preparation of lesson plans, dialogues with colleagues, checking of learners' work, learner counseling, and communication with parents or guardians (Viac Fraser, 2020), and engaging extra-curricular activities; second; support management activ-

ities, like replaced temporary absent teacher, coached or mentored other teachers, linked with other people aside from parents, third; administrative activities like complying different reports, setting up classrooms/classroom evaluation, involvement in school policymaking and financial planning, analyses on learners' performance and participation for staff development (Brady, 2020). In the Philippines' perspective, Santos and Reyes (2023), explore the effects of multitasking on the efficiency and effectiveness of public elementary school teachers in the Philippines. The researchers found that teachers are often tasked with multiple non-teaching duties, such as managing extracurricular activities and administrative paperwork. This overload negatively impacts their teaching performance and classroom engagement. The study suggests that streamlining teachers' roles and reducing administrative tasks could lead to better educational outcomes and improved teacher satisfaction. Nevertheless, providing learning opportunities to learners without requiring them to come to school is a challenge for the members of the Department of Education, especially for teachers, who are the front-liners of education. Santos and Dela Cruz (2021), investigate how teachers balance their primary responsibilities with additional tasks such as managing extracurricular activities, communicating with parents, and fulfilling administrative duties. The findings reveal that many teachers experience burnout due to the heavy workload, which negatively impacts both their teaching efficiency and personal well-being. The authors recommend reducing non-teaching responsibilities and providing more administrative support to help teachers focus on classroom instruction. Furthermore, the recurrently overworked state of public elementary school teachers in the Philippines is well-known as the workload which is limited to teaching and other non-teaching tasks. Given this workload, actual teaching is increasingly being sidelined

along with many other responsibilities and roles that teachers play. A recent study by Retubada (2019) mentioned that teachers had encountered problems with multiple ancillary functions. The Department of Education vowed to lessen teachers' workload; however, this remained unclear. On this note, teachers also experience positive gains from their experiences with ancillary functions, which challenge them to aspire to more advancement for themselves (Gempes, 2018). For local, Santos (2019), teachers are often required to handle multiple responsibilities simultaneously, such as preparing lessons, grading papers, managing classroom behavior, and performing administrative duties. The study found that multitasking tends to negatively affect the quality of lesson delivery, student engagement, and overall teacher effectiveness. Teachers reported feeling overwhelmed and less able to concentrate on their core teaching responsibilities. Likewise, Perez (2019), investigates the impact of both administrative and instructional multitasking on the job performance of public elementary teachers in Davao City, Philippines. The findings show that teachers who are overburdened with administrative tasks such as preparing reports, organizing school events, and attending meetings have less time to devote to lesson planning and teaching. As a result, learner engagement and academic performance often suffer. The study advocates for more efficient delegation of tasks within schools to enable public elementary school teachers to focus on their primary role. In the Schools Division of Panabo City, teachers should engage in actual classroom instruction and should not require more than six hours of primary teaching a day. However, when handling multiple ancillaries, teachers tend to render exigencies on the service and spend more time working than the regular hours. Teaching with these ancillary functions is very demanding. However, it is best to explore the usual experiences of the teachers handling multiple ancillary functions.

While there may be no direct literature specifically dedicated to Panabo City, it is highly likely that the challenges of multitasking and its impact on work performance seen in other parts of the Philippines also apply here. To build a solid foundation of understanding, future research could be conducted to gather localized data, offering unique insights into the work performance of public elementary school teachers in Panabo City. By referencing broader studies and regional reports, teachers and policymakers can begin addressing the multitasking burden on teachers in the city.

*1.1. Theoretical/Conceptual Framework—*This study is anchored on the Multiple Resource Theory by Foa (1974) as cited by Pepito, et. al., (2024). This asserts that people have a limited set of resources available for mental processes. These resources can be thought of as a pool of energy that is used for a variety of mental operations, from sensory-level processing to meaning-level processing. The heart of the theory is the insight that humans rarely satisfy their physical and psychological needs in isolation, and that social interactions and relationships provide how individuals can obtain needed resources from others like love, services, goods, money, information, and status. This is supported by the Work Performance Theory by Campbell (1993) as cited by Mansugotan (2021). He suggested

determinants of performance components. Individual differences in performance are a function of three main determinants: declarative knowledge, procedural knowledge and skill, and motivation. Declarative knowledge represents the knowledge of a given task's requirements. Cognitive Load Theory (Sweller, 1988), it proposes that teachers, when they are required to teach, administrative tasks, learner support, and extracurricular activities simultaneously, can suffer from cognitive overload, resulting in lower work quality and higher stress levels. In public elementary schools, where teachers have heavy workloads with few resources, multitasking is a survival mechanism but also a possible obstacle to peak performance. Effective management of time, prioritization, and institutional backing are critical towards ensuring that multitasking does not compromise the quality of education imparted to learners. Presented in Figure 1 is the theoretical and conceptual framework of study where the multitasking with the indicators of independent variable namely: time spent, administrative support activities, organizational behavior, quality of teaching, and the dependent variable is the work performance' which includes self-confidence, school responsibilities, school accomplishment, interpersonal relationship of public elementary school teachers of Panabo Central District, Division of Panabo City.

2. Methodology

This chapter discusses the research methods, which give direction in this investigation. It includes the research design, research respondents of the study, research instrument, and the data gathering procedures.

*2.1. Research Design—*This study used the non-experimental quantitative research design utilizing a correlational method. According to Sabater (2021), the descriptive correlational method is used to determine the relationship between two or more variables and to ascertain their relationship. More to the point, Godines

(2021) emphasizes that this method is used since the study provides a description of individuals and aims to explain the nature of the data. This study is descriptive since it assesses the multitasking and work performance of public elementary school teachers of Panabo Central District, Division of Panabo City. This is correlational

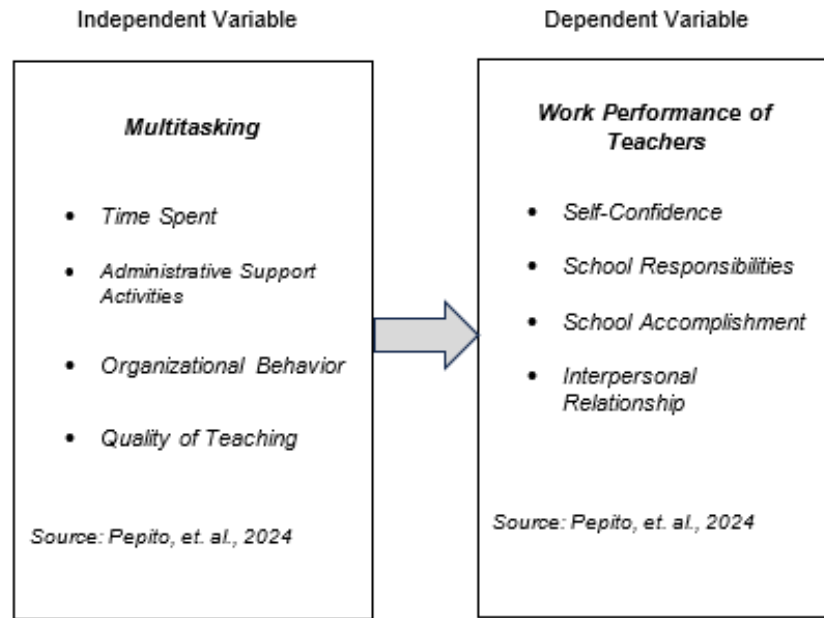


Fig. 1. Conceptual and Theoretical Framework of the Study

since it determines the multitasking and work performance of public elementary school teachers.

2.2. Research Ethics—The research will promptly observe the protocols deemed appropriate and necessary as the standard guidelines in carrying out the research study following the study protocol assessment criteria, particularly in managing the population data. The survey questionnaire with supporting authors were submitted for further evaluation. After approval from the Ethics Committee, the researcher will proceed to the next study phase. Social Value. Multitasking and work performance among public primary school teachers resides in their essential function of developing young students amidst juggling many tasks. Teachers not only provide quality teaching but also deal with administrative work, student requirements, and community expectations, usually all at the same time. The capacity to multitask effectively helps classrooms stay tidy, learners are adequately cared for, and school activities are executed without a hitch. In the context of public education, where resources might be limited and class

sizes large, teachers' ability to multitask has a direct effect on keeping up a high level of education and creating an environment in which all children can learn and achieve. Informed Consent. The researcher asked for the respondents' permission through written informed consent. They were adequately informed about the purpose of the study, and ample explanation was given to them for a better understanding of the reason for their participation so that they could choose whether to participate or not. It was made clear that the respondents' involvement in the study was voluntary. If they refused to participate, the researcher did not force them. Moreover, the researcher was cautious in ensuring the respondents' psychological well-being. Written permission was secured from the respondents. The researcher informed the respondents that the study aimed to conduct research on the role of educational management in enhancing teacher professionalism. Vulnerability of Research Participants. The study's respondents were teachers, so they were not considered vulnerable since all of them were of legal age and were not regarded as highly vulnera-

ble psychologically. The researcher emphasized that the survey was set at the respondents' convenience. Also, the researcher was protected by the confidentiality of the information disclosed. Privacy and Confidentiality. This study observed the Data Privacy Act of 2012. The researcher ensured that the data could not be traced back to the participant, who was the natural source of information, to protect the participants' identities. Moreover, the researcher ensured that no personal data was shared without the respondents' consent. Thus, access was limited to the researcher alone to ensure that no personal data was exposed. To protect the privacy of the respondents, it was assured that the researcher was the only person who could access the survey information. After the necessary data was collected, the researcher permanently deleted all the survey results to ensure that the data could not be traced back to the respondents, who were the natural sources of information. Risk, Benefits, and Safety. In administering the survey questionnaires, the researcher will fully disclose to the respondents the nature of their participants and explain thoroughly and adequately the purpose and benefits of the study and the confidentiality of their responses as stated in the online survey questionnaire. The respondents, without restrictions, will be able to ask questions related to the study. Further, the researcher ensured that the respondents were not subjected to harm in any way whatsoever. Moreover, the study's questionnaire and interview guide did not contain any derogatory or unacceptable statements offensive to the study's respondents. Likewise, the study was designed purely to collect academic information related to the study, and the respondents were not asked for personal information. To minimize inconvenience, the researcher ensured that the respondents were given ample time to answer the survey questionnaire online. The respondents were given the freedom not to answer questions that made them feel any psy-

chological or emotional distress, and they were free to withdraw as respondents from the study if they could not discuss the information that was being asked of them. The researcher valued their participation and placed their welfare as the highest priority during the study. Justice. To avoid impartiality in choosing the respondents, the researcher regarded all respondents equally regardless of whether they participated. The researcher was not prejudiced in selecting the respondents for the study. Anybody who fit the qualifications of being bona fide permanent-regular secondary teachers in the purposely selected schools was included. During the study, the researcher respected the respondents by interrupting their routines as little as possible. To compensate for the time spent during data gathering, the researcher gave a token of appreciation to the respondents. This token consisted of an assortment of souvenirs. The tokens were sent via courier and were carefully sealed in a package. Additionally, each token was sanitized before being sent to their doorstep. Transparency. Any communication concerning the research was done with honesty and transparency. To safeguard the welfare of the participants, the researcher adequately implemented the methods discussed in the study. All the necessary documents that supported the data analysis were included. Notably, the researcher described the extent of the respondents' involvement in the study and shared how objectivity was maintained in analyzing the data and presenting the study results. Qualification of the Researcher. The researcher has a strong educational background, preferably with a degree in education or educational management, and advanced training in research methodologies. The researcher also has a deep understanding of the public education system, including the daily challenges faced by elementary school teachers, such as managing workload and multitasking while maintaining high job performance. Familiarity with educational policies and performance

evaluation systems is important for contextualizing the research findings. Additionally, effective communication skills are necessary to collaborate with teachers, school administrators, and other stakeholders, ensuring that the research is relevant and beneficial to the educational community. Ethical research practices, particularly when handling personal and sensitive data, are critical to maintaining the integrity of the study. Overall, a combination of academic expertise, practical experience, and ethical responsibility is crucial for a successful investigation in this area.

Adequacy of Facilities. The researcher engaged the respondents in a conducive environment with ample learning materials available for the study, all of which were provided within the time set by the researcher. The accuracy of gathering data from the respondents was ensured by encoding their ratings properly during the day when the researcher was energized to avoid any encoding errors. Additionally, the analysis and results gathered were proficient and aligned, serving as the primary basis for adequacy.

Community Involvement. Community involvement during every research phase, from planning to reporting, was considered a good practice. Therefore, the researcher shared the findings generated with the community. Community involvement was given primacy in making decisions about the research agenda, appropriate methods to apply in their context, and how to use the results or findings. The findings of the study were shared with the community through gatherings, fora, and conferences.

2.3. Research Respondents—The respondents of this study were the 110 randomly selected public elementary school teachers from Panabo Central District, Division of Panabo City, for the School Year 2023-2024. Large schools were randomly selected for the study. The classification of the schools was based on DepEd Memorandum No. 32 series of 2020. Using Slovin's Formula at a confidence level of 0.05, the respondents were chosen through ran-

dom sampling. The required number of respondents to represent the study was drawn from a total population of 152. Therefore, the total population of respondents was 110. Random sampling was applied in this study due to the wide geographic scattering of the respondents. In this type of sampling, every member of the population had an equal chance of being selected to participate in the study. The main goal of random sampling was to focus on the characteristics of the population of interest that would best enable answering the research questions. The aim was to emphasize the precise similarity and how it related to the topic being researched.

2.4. Research Instrument—This study was adopted a questionnaire on multitasking that was patterned and adapted by the researcher from Multiple Resource Theory by Foa (1974) as cited by Pepito, et. al., (2024). This asserts that people have a limited set of resources available for mental processes. These resources can be thought of as a pool of energy that is used for a variety of mental operations, from sensory-level processing to meaning-level processing. This was supported by the Work Performance Theory by Campbell (1993) as cited by Mansugotan (2021). He suggested determinants of performance components. Individual differences in performance were a function of three main determinants: declarative knowledge, procedural knowledge and skill, and motivation. The questionnaire was modified mainly according to the researcher's preferences to suit the needs of the study. The adapted questionnaire was validated by experts from the DepEd-Division of Panabo City. The validity of the instrument was ensured through expert opinions and pilot testing. To ensure the reliability of the instrument, a pilot test was conducted by calculating the value of Cronbach's Alpha, with the obtained value of 0.894. The questionnaire was divided into two (2) parts: multitasking and work performance of public elementary school teachers. The study is measures are sufficiently consistent, as indicated by

Cronbach's value of the construct, which satisfies the minimum reliability of 0.894. The items on the instrument were altered to better serve the objectives of this investigation, and their face validity was confirmed by professionals. The adviser reviewed the questionnaire and made

suggestions, revisions, and comments. Part 1 of the questionnaire contained the items implementation of flexible blended learning with the following: time spent, administrative support activities, organizational behavior, and quality of teaching.

Descriptive Ratings and Interpretation of Multitasking

Range	Descriptive Equivalent	Interpretation
4.20-5.00	Very Extensive	Multitasking is always evident.
3.40-4.19	Extensive	Multitasking is oftentimes evident.
2.60-3.39	Moderately Extensive	Multitasking is sometimes evident.
1.80-2.59	Less Extensive	Multitasking is rarely evident.
1.00-1.79	Not Extensive	Multitasking is not evident.

Part 2 pertains to the educational experiences with the dimensions, namely: self-confidence, school responsibilities, school accomplishment, and interpersonal relationships.

The perceptions of the respondents among the public elementary school of Panabo Central District teachers were based on the following Five-point Likert rating scales:

Descriptive Ratings and Interpretation of Teachers' Work Performance

Range	Descriptive Equivalent	Interpretation
4.20-5.00	Very Extensive	The work performance of teachers is always evident.
3.40-4.19	Extensive	The work performance of teachers is oftentimes evident.
2.60-3.39	Moderately Extensive	The work performance of teachers is sometimes evident.
1.80-2.59	Less Extensive	The work performance of teachers is rarely evident.
1.00-1.79	Not Extensive	The work performance of teachers is not evident.

2.5. Data Gathering Procedure—Permission to conduct study. The researcher writes a letter asking for consent from the Dean of Graduate School to conduct this research study. The researcher secured a permit to conduct the study from the Office of the Schools Division Superintendent of the Division of Panbo City through channels to the Office of the Public

Schools District Supervisor (PSDS) of the different schools. Distribution and retrieval of questionnaires. Upon approval of the permit to conduct the study, the sets of questionnaires are sent to the respondents via Google Forms and through the email addresses of the school heads and teachers. The questionnaires were retrieved right after the respondents are through answer-

ing the questions and sent back through the researcher's email address or messenger. Collection and statistical treatment of data. The data was collected based on the protocols set by the Inter-Agency Task Force (IATF) standards. It is a task force organized by the executive of the Philippine government to respond to affairs concerning emerging infectious diseases in the Philippine which was convened in January 2023.

2.6. Data Analysis—The following statistical tools were used in the analysis and interpretation of the responses in this study: Mean. It was used to determine the extent of multitasking and work performance of public elementary school teachers in Panabo Central District, Division of Panabo City. Using the mean as a statistical tool to analyze the multitasking and work performance of public elementary school teachers provides a clear and concise measure of central tendency, allowing for an understanding of the average levels of multitasking and performance within the group. By calculating the mean, the researcher can easily summarize and compare the overall multitasking behaviors and work performance across different subsets of teachers, such as those from different schools or with varying years of experience. The mean offers a straightforward and interpretable metric that facilitates the communication of findings to educational stakeholders, including administrators, policymakers, and teachers themselves. Additionally, by considering all data points, the mean captures the general trend and variability in the dataset, which is crucial for identifying patterns and making informed decisions. However, it is essential to be mindful of the presence of outliers or skewed data, which can affect the mean, and to complement this measure with other statistical analyses as needed to provide a comprehensive understanding of the relationship between multitasking and work performance. Pearson Product Moment Cor-

relation Coefficient (Pearson-r). This statistical tool was used in determining the significant components of multitasking and work performance of public elementary school teachers in Panabo Central District, Division of Panabo City. Using the Pearson Product Moment Correlation Coefficient (Pearson-r) as a statistical tool to analyze the multitasking and work performance of public elementary school teachers is advantageous due to its ability to measure the strength and direction of the linear relationship between these two continuous variables. Pearson-r quantifies how changes in multitasking behaviors are associated with changes in work performance, providing a clear indicator of whether increased multitasking correlates with higher or lower performance levels. By applying Pearson-r, the researcher can objectively assess the impact of multitasking on teachers' effectiveness, thereby informing strategies to enhance work performance. The straightforward and interpretable nature of Pearson-r makes it an effective tool for communicating findings to stakeholders, such as school administrators and policymakers, who can use this information to develop targeted interventions and support systems. Overall, Pearson-r helps in understanding the dynamics between multitasking and performance, contributing to the improvement of educational practices and outcomes. Multiple Linear Regression. This was utilized to determine the significance of multitasking influences the work performance of public elementary school

teachers in Panabo Central District, Division of Panabo City. Using multiple linear regression as a statistical tool to analyze the multitasking and work performance of public elementary school teachers is highly beneficial because it allows for the examination of the relationship between multiple independent variables and a single dependent variable. This method enables researchers to assess how various factors, such as the frequency and complexity of multitasking tasks, teaching experience, class size, and available resources, collectively influence teachers' work performance. By considering multiple predictors simultaneously, Multiple Linear Regression provides a more comprehensive and

nuanced understanding of how different aspects of multitasking impact performance. Additionally, it helps identify the most significant factors contributing to work performance, allowing for targeted interventions to enhance productivity and effectiveness. The regression model also controls for potential confounding variables, ensuring the observed relationships are not misleading. This makes Multiple Linear Regression a powerful tool for educational research, supporting the development of evidence-based strategies to optimize multitasking practices and improve overall work performance in public elementary schools.

3. Results and Discussion

Presented in this chapter are the results gathered. Two sets of research instruments were employed to determine the extent of multitasking and work performance of public elementary school teachers. The results and interpretations are discussed according to the way the problems were stated. It solves the following subheadings: the extent of multitasking as to time spent, administrative support activities, organizational behavior, and quality of teaching; the extent of work performance of public elementary school teachers as to self-confidence, school responsibilities, school accomplishment, and interpersonal relationship; and also, factors of multitasking that affect significantly the work performance of public elementary school teachers of Panabo Central District, Division of Panabo City.

3.1. Extent of Multitasking—Multitasking is the capacity to accomplish several tasks at once or alternate between tasks effectively. In education, it means teachers juggling different tasks like lesson planning, classroom teaching, learner monitoring, and administrative tasks. Multitasking is important in ensuring productivity and fulfilling the varied needs of the teaching profession, particularly in dynamic school settings.

Summary on the Extent of Multitasking. Table 1 shows the summary of the respondents on multitasking. The overall results show that the multitasking was oftentimes evident, as indicated by the overall mean of (3.56). This means that respondents are often required to

handle multiple tasks simultaneously, which may be influenced by the nature of their roles, organizational expectations, or workload demands. Pepito, Pepito, and Suson (2024) examined a study on the effect of multitasking on teachers' performance in public primary schools. In their findings, they showed that over-multitasking negatively influences teaching quality and learner performance and recommended structured training programs to curb these effects. Similarly, Villarama, et. al., (2023) investigated the impact of multitasking on language and mathematics teachers in HyFlex settings. According to the research, teachers usually suffer from fatigue and decreased productivity because of demands for

multitasking, highlighting the importance of monitoring of teaching loads.
well-balanced distribution of workload and

Table 1. Summary on the Extent of Multitasking

No	Indicators	Mean	Descriptive Equivalent
1	Time Spent	3.69	Extensive
2	Administrative Support Activities	3.62	Extensive
3	Organizational Behavior	3.47	Extensive
4	Quality of Teaching	3.45	Extensive
Overall Mean		3.56	Extensive

In particular, indicator 1 “Time Spent” received the highest mean score of (3.69) described as extensive. This means that multitasking is a prominent aspect of their daily routines, requiring sustained effort and focus over extended periods. Higton, et. al., (2017) as cited in Pepito (2024), in their teacher workload survey 2016 and reported February 2017, relate workload to multitasking since the workload of teachers was based on time spent on teaching and non-teaching. Workload involves either of the followings namely, first; unrelated works aside from teaching like planning of lesson and dialogues, checking of the learner’ work, learner counseling, communication with parents or guardians (Viac Fraser, 2020) and other engagements in extra-curricular activities; second; managing support activities for example replaced absentee teacher, a teacher who may have been mentored or trained by another and other links may be other persons aside from a parent; third; administrative ones such as writing different reports. Setting up and evaluation of a classroom. Their involvement in a school policymaking including financial planning for the learners for staff development among others (Brady, 2020). Further, statement number 2 “Quality of Teaching” obtained the lowest mean score of (3.45) described as extensive. This means that quality teaching ends up with qual-

ity education. As noticed, teachers always discussed topics that can strengthen teaching and learning. Quality teachers should exist and does quality learning prevails. Goldhaber (2016) as cited in Pepito (2024), schools are remarkably similar in the way they relate to the achievement of their learners when the socioeconomic background of learners is taken into account and the quality of learning. When these factors are statistically controlled, it appears that differences between schools account for only a small fraction of differences in learner achievement. The quality of schools and teachers does matter, but also importantly these are resources over which policymakers have direct control at least more so than socioeconomic status. And the fact is based on differences between schools means that it ignores important differences in resources teacher quality in particular should exist within schools. It can be summed up from the table above that the time spent was extensive, supporting administrative activities as well as for organizational behavior, and quality of teaching. Of all the indices of multitasking, quality of teaching was found to be lowest. Thus, multitasking becomes a high strategy for working on multiple sets of tasks while its effectiveness can be questioned widely in the concept of organizational behavior. In respect of education system, teachers experience a wide-ranging set

of issues every day which they have to handle. Moreover, they are informed that they spent too long also on administrative work, such as complying with different reports. With these issues on multitasking, Schieman and Young (2015) as cited in Languna Chua (2021) studies revealed that one of the people who engaged in multitasking was the individuals with higher education and income, the professionals in which teachers were one of them. Thus, one of the determinants of multitasking was the job-related demands (Mauno, Kubicek, Feldt, Minkkinen, 2020).

3.2. Extent of Work Performance of Public Elementary School Teachers—Public elementary school teachers' performance at work is central to education quality, which affects lesson delivery, classroom environment, and learning opportunities for learners. Their performance is determined by professional training, motivation, resources, and administrative support. Teacher performance must be enhanced to improve learner achievement and academic excellence. Identification of these driving forces is

important to empower teachers and offer support accordingly.

Summary on the Extent of Work Performance of Public Elementary School Teachers. Table 2 reveals the consolidated extent of performance of public elementary school teachers in Panabo Central District, Division of Panabo City. In general, it has a mean of 3.90 interpreted as high. This indicates that teachers are adequately performing their job, such as teaching, lesson preparation, classroom management, and administrative work. Their performance, therefore, depicts a strong sense of commitment towards their professional roles and the delivery of quality education to their learners. Hermogeno and Dulos (2021) centered on the elementary school teachers' work attitudes in San Carlos City and how they affect performance. From their findings, it was evident that favorable work attitudes had a significant effect on teachers' performance, highlighting the need to create a supportive and encouraging work environment to maximize learning achievements.

Table 2. Summary on the Extent of Work Performance of Public Elementary School Teachers

No	Statements	Mean	Descriptive Equivalent
1	Self-Confidence	4.02	Extensive
2	School Responsibilities	3.83	Extensive
3	School Accomplishment	3.86	Extensive
4	Interpersonal Relationship	3.89	Extensive
Overall Mean		3.90	Extensive

Mostly, indicator 1, "Self-Confidence" received the highest mean score of 4.02 written as oftentimes present. This means that these teachers always show confidence in what they do, the decisions they make, and their actions. Such self-confidence must have contributed to their efficiency in teaching as they can be able to engage the learners, deal with challenges, and use

teaching strategies with composure and proficiency. Their confidence also portrays readiness and capability to perform their duties as teachers. Imin-Akin and Leondra Radford 2018 cited in Solanki and Mansuri (2022), who looked into serves in terms of studying them as part of introductory exercises for testing for the existence of resilience and self-esteem within learning en-

vironments at high school. Findings from this qualitative phenomenological research contain participant recommendations to specific actions of educators, as well as ideas regarding appropriate learning environments, to encourage the resilience and self-esteem contributing to learner academic and social success, leading toward adult personal and profession success. This research implies the importance of taking into account the effects of teacher behaviors on the academic and social emotional success of learners in the classrooms of urban schools. Meanwhile, indicator number 2 “School Responsibilities” scored the lowest mean score at (3.83) which also interpreted as evident. This only indicates that the teachers still retain a strong sense of commitment towards the tasks to be accomplished relative to their jobs like attending meetings, participating in school programs, and compliance to administrative requirements. The slightly low score may suggest areas where extra support, strategies for time management, or the allocation of resources could help in their capacity to better manage the responsibilities. In addition, teachers have “Duties, Roles, Competencies and Responsibilities” to their learners in a hierarchical order (Tutut, 2021). The role of the teacher cannot be replaced by any element, including advanced machines (Amalia, 2021). The responsibility of the teacher as an educator. Teachers are assigned with planning teaching programs, implementing programs that have been prepared, and assessing programs after they have been implemented. The role of teachers in the classroom. As, teachers, guide learners to maturity with perfect personalities; the role of the teacher as a leader. Teachers as leaders direct and control themselves, their learners, and the community where they work so that they can direct, supervise, regulate, control, and participate in the programs implemented. With this background, it is now essential to address the role and responsibilities of teachers. From the table above, it can be derived that

self-confidence, school responsibilities, school accomplishment, and interpersonal relationship were oftentimes present. School responsibilities was the least among the indicators of work performance of public elementary school teachers. Therefore, schools can help teachers better balance their instructional duties with administrative and extracurricular responsibilities. Strengthening school responsibilities as an indicator of work performance will improve overall teacher effectiveness and also help in making the educational environment more efficient and supportive. Professional teachers will undertake tasks that call for the exercise of expertise in both materials and methods (Illahi, 2020). The accountability of professional teachers is reflected in their accountability in undertaking their duties. Professional teachers are able to perform their roles as professionals, parents, members of society, nation, and religion. The roles of a (professional) teacher are: Spiritual and moral responsibility: This is as shown by the appearance of the teacher like that of a religious individual whose behavior is in alignment with religious teachings and beliefs, and does not go against religious and moral regulations (Laeli, 2019). Personal responsibility: demonstrated in the aspect of spiritual morals with the capability of the teacher in understanding, managing, controlling, and respecting himself (Sulfemi, 2019).

3.3. Significant Relationship Between Multitasking and the Work Performance of Public Elementary School Teachers of Panabo Central District, Division of Panabo City—The overall analysis of the data presented in Table 3 reveals a significant relationship between multitasking and the work performance of public elementary school teachers in Panabo Central District, Division of Panabo City. The overall correlation coefficient r -value of 0.678, with a p -value of 0.000 indicates a moderately strong positive correlation, suggesting that as multitasking increases, work performance also im-

proves. The rejection of the null hypothesis across all indicators further solidifies the claim that multitasking significantly affects various dimensions of work performance of public elementary school teachers of Panabo Central District, Division of Panabo City. This highlights the need for institutional support to ensure that multitasking enhances rather than hampers teaching effectiveness. Relatively, the findings of this study have significant implications for

public elementary school teachers in Panabo Central District. Since, multitasking is an integral part of teaching, schools must implement strategies that enable teachers to handle multiple responsibilities efficiently. Providing training on task prioritization, time management, and technology integration can help teachers balance instructional and administrative duties effectively.

Table 3. Significant Relationship Between Multitasking and the Work Performance of Public Elementary School Teachers of Panabo Central District, Division of Panabo City

Multitasking	r	p-value	Decision on Ho
Time Spent	0.413	0.000	Reject
Administrative Support Activities	0.579	0.000	Reject
Organizational Behavior	0.432	0.000	Reject
Quality of Teaching	0.488	0.000	Reject
Overall	0.678	0.000	Reject

Specifically, the highest correlation was observed between Administrative Support Activities and work performance with a correlation coefficient r-value of 0.579, and a p-value of 0.000 suggesting that public elementary school teachers of Panabo Central District, Division of Panabo City who efficiently manage administrative tasks tend to exhibit better overall performance. These teachers received structured administrative support, that is why they can focus on enhancing lesson delivery and learner interaction. School administrators must streamline bureaucratic procedures and provide digital tools to help teachers manage administrative responsibilities effectively, thereby improving their overall performance in the classroom. Next, the Quality of Teaching exhibited a significant positive correlation with multitasking with a correlation coefficient r-value of 0.488, and a p-value of 0.000. This suggests that public elementary school teachers of Panabo Central

District, Division of Panabo City who effectively multitask can maintain high-quality instruction despite balancing multiple responsibilities. However, excessive multitasking can lead to cognitive overload, which may negatively impact lesson delivery. Therefore, schools should provide structured lesson planning tools and collaborative teaching opportunities to reduce teacher workload while maintaining instructional quality. Organizational Behavior also demonstrated a moderately strong correlation with work performance with a correlation coefficient r-value of 0.432, and a p-value of 0.000. This suggests that public elementary school teachers of Panabo Central District, Division of Panabo City exhibit strong organizational skills, such as prioritizing tasks and maintaining structured lesson plans, tend to perform better in their roles. Consequently, professional development programs should focus on equipping teachers with organizational strategies to enhance effi-

ciency and reduce stress associated with multitasking, ultimately contributing to improved work performance. Lastly, Time Spent on multitasking activities was found to have a lower but still significant correlation with work performance with a correlation coefficient r -value of 0.413, and a p -value of 0.000. This finding suggests that while time spent multitasking contributes to teacher effectiveness, the quality of multitasking matters more than the sheer number of tasks performed. However, teachers who spend excessive time on non-instructional multitasking activities, such as paperwork and meetings, may experience burnout, leading to reduced teaching efficacy. To mitigate this, educational institutions should establish policies that limit unnecessary non-teaching tasks and promote time management strategies to ensure that multitasking does not negatively affect instructional quality.

3.4. Regression Analysis on the Significant Influence of Multitasking on the Work Performance of Public Elementary School Teachers

Table 4. Regression Analysis on the Significant Influence of Multitasking on the Work Performance of Public Elementary School Teachers of Panabo Central District, Division of Panabo City

	β	Std. Error	Beta	t	Sig.	Decision on Ho	Interpretation
Constant	.719	.344		2.091	.039	Reject	Significant
Time Spent	.162	.079	.163	2.255	.022	Reject	Significant
Administrative Support Activities	.338	.074	.375	4.560	.000	Reject	Significant
Organizational Behavior	.153	.075	.163	2.234	.024	Reject	Significant
Quality of Teaching	.240	.080	.244	2.995	.003	Reject	Significant

Note. $R = 0.688$, $R^2 = 0.474$, F -Value = 23.656, p -value = .000

Among the multitasking components analyzed, administrative support activities emerged as the strongest indicator of work performance, with a standardized beta coefficient of 0.375 and a t -value of 4.560 with a p -value of 0.000. This

of Panabo Central District, Division of Panabo City—The regression analysis results presented in Table 4 indicate that multitasking significantly influences the work performance of public elementary school teachers in Panabo Central District. The overall regression analysis demonstrates a strong relationship between multitasking variables and work performance, as evidenced by an R -value of 0.688, indicating a substantial correlation. Furthermore, the R -squared value of 0.474 suggests that approximately 47.40 percent of the variance in work performance can be attributed to multitasking-related factors. The F -value of 23.656 with a p -value of 0.000 confirms the analysis' statistical significance, reinforcing the argument that multitasking is a crucial determinant of teachers' efficiency and effectiveness in their professional roles. The dual impact of multitasking on teachers, where balancing instructional and administrative duties often dictates overall performance.

result underscores the essential role of administrative responsibilities in shaping teacher productivity in Panabo Central District, Division of Panabo City. Effective administrative task management is vital for maintaining instruc-

tional quality and overall job satisfaction. These findings highlight the necessity for structured support systems and delegation strategies that enable the public elementary school teachers of Panabo Central District, Division of Panabo City to manage their administrative workload without compromising teaching effectiveness. The quality of teaching also demonstrated a significant positive influence on work performance, with a standardized beta coefficient of 0.244 and a t-value of 2.995 with a p-value of 0.003. This result suggests that public elementary school teachers of Panabo Central District, Division of Panabo City who effectively balance multiple responsibilities while maintaining high teaching standards tend to achieve better work performance. However, excessive multitasking can potentially detract from instructional quality, reinforcing the need for balanced workload distribution. Schools must therefore ensure that teachers receive adequate resources and training to optimize multitasking efficiency while preserving instructional excellence. Time spent on multitasking exhibited a statistically significant impact on work performance, with a standardized beta coefficient of 0.163 and a t-value of 2.255 with a p-value of 0.022. This result indicates that the manner in which teachers allocate time

across various tasks significantly affects their overall productivity. While multitasking enables teachers to address multiple responsibilities simultaneously, improper time management can lead to burnout and decreased efficiency. These findings emphasize the importance of time management training and institutional support mechanisms to help teachers navigate their professional obligations effectively. Organizational behavior was another significant predictor of work performance, with a standardized beta coefficient of 0.163 and a t-value of 2.234 with a p-value of 0.024. This finding suggests that the ability to manage classroom dynamics, collaborate with colleagues, and maintain structured teaching methodologies contributes to enhanced work performance. Public Elementary School Teachers of Panabo Central District, Division of Panabo City demonstrated strong organizational skills that can seamlessly integrate multitasking into their daily routines, resulting in improved efficiency and job satisfaction. Consequently, schools should therefore implement professional development programs that focus on enhancing teachers' organizational and time management skills to foster a more effective educational environment.

4. Conclusions and Recommendations

This section gives the findings of the study based on the data outcome. The conclusions drawn from the findings of the study are also provided in this section. In order to make a significant contribution, the researcher has made recommendations in this chapter.

4.1. Findings—This non-experimental research using correlation design in this study aimed to determine the extent of multitasking and the extent of work performance of public elementary school teachers. Specifically, this study aimed to determine the extent of multitasking in terms of time spent, administrative support activities, organizational behavior, and quality of teaching. Moreover, this identi-

fied the extent of work performance of elementary school teachers in terms of self-confidence, school responsibilities, school accomplishment, and interpersonal relationship. Finally, this study determined the significant relationship between the extent of multitasking and the extent of work performance of public elementary school teachers. Using non-experimental research, the extent of multitasking and work per-

formance of public elementary school teachers was determined. The respondents of the study were the 110-public elementary school teachers in Panabo Central District, Division of Panabo City. A modified teacher-made survey questionnaire was adopted from the study of Multiple Resource Theory (1974) by Foa as cited in Pepito, et. al., (2025) and Work Performance Theory (1993) by Campbell as cited in Mansugotan (2021) was utilized as the main instrument of this study. After thorough analysis, significant findings showed that the extent of multitasking in terms of time spent, administrative support activities, organizational behavior, and quality of teaching was extensive. Similarly, the extent of work performance of public elementary school teachers in terms of self-confidence, school responsibilities, school accomplishment, and interpersonal relationship was also extensive which means that it was oftentimes manifested while in terms of multitasking which is extensive. Hence, the extent of work performance as demonstrated by public elementary school teachers of Panabo Central District, Division of Panabo City was extensive. The overall correlation coefficient r -value of 0.678, with a p -value of 0.000 indicates a moderately strong positive correlation, suggesting that as multitasking increases, work performance also improves. The rejection of the null hypothesis across all indicators further solidifies the claim that multitasking significantly affects various dimensions of work performance of public elementary school teachers of Panabo Central District, Division of Panabo City. Finally, indicators of multitasking such as time spent, administrative support activities, organizational behavior, and quality of teaching have significant influence on work performance of public elementary school teachers of Panabo Central District, Division of Panabo City.

4.2. Conclusions—Based on the findings of this study, the following conclusions were offered: The multitasking of public elementary

school teachers was extensive. The work performance of public elementary school teachers was also extensive. There was a strong positive relationship between multitasking and work performance of public elementary school teachers of Panabo Central District, Division of Panabo City based on the indicators. Based on the results revealed, the following indicators have a strong influence of multitasking on the work performance of public elementary school teachers: Time Spent, Administrative Support Activities, Organizational Behavior, and Quality of Teaching.

4.3. Recommendations—The following interventions were offered based on the conclusions of the study: The Department of Education (DepEd) should implement policies that promote a more balanced workload and ensure that teachers can effectively manage their multiple responsibilities. Providing administrative support staff in schools can help reduce the non-teaching tasks assigned to teachers, allowing them to focus on instructional duties. School heads must take an active role in supporting teachers by implementing strategies that distribute workload more equitably. Assigning tasks based on teachers' strengths and expertise can help optimize efficiency and prevent burnout. For teachers, developing strong organizational skills and prioritization techniques is essential in managing multiple responsibilities effectively. Teachers should embrace technology to automate repetitive tasks, utilize lesson planning tools, and engage in collaborative teaching approaches to distribute workloads efficiently. Learners also play a role in supporting teachers by cultivating independence and responsibility in their learning. Encouraging learners to develop self-discipline, complete assignments on time, and actively participate in classroom activities can help ease teachers' workload. Future Researchers should explore the impact of multitasking on teacher performance, job satisfaction, and student outcomes. Studies should ex-

amine best practices in workload management teachers in balancing their instructional and administrative responsibilities. and identify strategies that effectively support

5. References

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