

Multi-Tasking Role and Functions of Classroom Advisers in Public Secondary Schools, Division of Laguna

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ABSTRACT

This study aimed to determine the multi-tasking roles and functions of classroom advisers in the selected public secondary schools in the Division of Laguna, and their impact on teaching performance. It specifically sought to assess how these responsibilities affect teachers' effectiveness and well-being.

The research employed a descriptive method, utilizing adapted questionnaires developed by Norma A. Sugden and Mr. Noel P. Tancinco. Classroom advisers participated from the selected secondary schools in Division Office of Laguna. The collected data were analyzed using descriptive statistics, ranking, mean, chi-square, and Friedman's ANOVA to evaluate the performance of classroom advisers in managing their multiple roles.

The findings revealed that demographic factors were not considered by school administrators when assigning multi-tasking responsibilities to teachers. However, the study established that these additional duties significantly impacted teachers' performance and well-being. Teachers faced challenges in time management, patience, and prioritization, which affected both their own efficiency and student outcomes.

The study concluded that multi-tasking responsibilities directly influence classroom advisers' performance, thereby affecting student learning. Addressing these challenges requires a collaborative effort between school authorities and teachers to create strategies for workload management. The research provides insights for educators and policymakers on how to support classroom advisers in handling their multiple roles while maintaining teaching effectiveness.

Keywords: multi-tasking roles and functions, classroom advisers, secondary schools

INTRODUCTION

Teaching has been identified as a highly stressful occupation, according to Agyapong et al. (2022). Issues related to workload have been found to significantly contribute to teachers' stress, dissatisfaction, and even attrition from the profession (Howes & Goodman-Delahunty, 2015; Van Droogenbroeck et al., 2014).

The Department of Education categorizes classroom teachers into two groups: those without ancillary functions and those with ancillary functions. Teachers with ancillary functions, in addition to their classroom responsibilities, take on other school-related tasks. Some are designated as Subject Coordinators, Club Moderators, Clinic In-Charge, School Statisticians, Canteen Managers, and School Paper Advisers, among others. The multiple ancillary roles assigned to teachers often lead to decreased motivation, job satisfaction, and competence, and may even result in burnout (Into & Gempes, 2018).

Given the significant impact of workload on teachers, their pedagogy, and, consequently, on students, much research has explored not only the effects of workload and related issues on teachers but also the ways in which this burden is increasing (Ab. Wahab et al., 2024). According to Toropova et al. (2021), studies have shown that workplace autonomy enhances well-being and job satisfaction, making it understandable why teachers may become dissatisfied when they are excluded from major decision-making processes in their schools.

The assignment of teachers' workload directly affects the quality of instruction and other related activities. When teachers are overloaded with additional tasks, their overall efficiency declines, whereas those given appropriate workloads are more likely to achieve a higher level of teaching performance. The amount of classroom work assigned to an average teacher should be limited, as excessive demands can compromise either the quality of work or the teacher's health. Research indicates that 46% of teachers report experiencing high daily stress, which negatively impacts their health, sleep, quality of life, and teaching performance (Howes & Goodman-Delahunt, 2015).

Nevertheless, to ensure fairness, Tancinco (2016) recommended that teaching loads should be distributed as equally as possible among teachers. However, this may not always be feasible, as senior staff members often conduct research or hold administrative responsibilities, preventing them from taking on as many teaching assignments as those without such duties. The issue of workload significantly affects the efficiency and effectiveness of teaching. As much as possible, teachers should be assigned to subject areas aligned with their field of specialization and given a manageable teaching load to allow sufficient time for lesson preparation and effective instruction.

Additionally, Cho et al. (2023) described workload as a major challenge, emphasizing that as the teacher goes, so does the school. Teachers' work, duties, and responsibilities are overwhelming and incomparable. It is unfortunate that, despite the many sacrifices teachers make, they remain overburdened, further adding to their stress. To help teachers maintain an active interest in their professional responsibilities, schools should consider reducing their teaching loads. This would provide teachers with more opportunities to assist students in developing course content, planning effective teaching methods, and improving instructional techniques. Moreover, it would allow them to collaborate with colleagues, offer emotional and academic support to one another, and ultimately help students achieve meaningful learning outcomes.

In the Philippines, schools under the Department of Education (DepEd) face challenges in addressing critical factors that significantly impact the enhancement of quality education. Factors such as overlapping tasks and teachers' involvement in co-curricular activities have been reported as obstacles to quality education in the country (Into & Gempes, 2018).

BACKGROUND OF THE STUDY

Teachers around the world are preoccupied and overloaded with numerous duties and responsibilities. They are burdened by excessive tasks placed on their shoulders. Aside from their teaching load, they are required to take on additional work (Magtalas, 2024; Pacaol, 2021). The various responsibilities in school are demanding, and equally taxing tasks await them at home. Moreover, societal expectations further add to their workload, making these demands unavoidable.

At the tertiary level, teachers must fulfill the trilogy of functions: instruction, research, and extension (Quitoras & Abuso, 2021). Each faculty member is expected to perform all three roles. However, it has been observed that only a few teachers fully engage in all three functions. Many are involved in only two due to excessive workloads that exceed their capacity. Among these functions, instruction remains the primary focus, as teachers are primarily hired for this purpose (Tancinco, 2016).

Teachers in these schools, who take on multiple roles and functions, have received increasing critical attention in recent years. In contemporary settings, multitasking often leads to various undesirable outcomes, including heightened distractions, hindered learning, and diminished teaching performance, ultimately affecting students' achievements. Once considered a valuable skill in academic and professional environments, multitasking has significantly evolved (Alquizar, 2018).

Similarly, Terry et al. (2016) noted that in Michigan, research has consistently highlighted the detrimental effects of multitasking on teachers, even though it is sometimes still regarded as a professional competency. To be fair, multitasking is necessary for certain professions and remains an unavoidable aspect of both education and daily life Wood & Zivcakova (2015). When properly monitored and regulated, multitasking can be an

efficient use of time, a manageable task when required, and an effective tool for fulfilling teachers' duties and responsibilities (Srna et al., 2018).

Moreover, research has reported that conflicts can arise when multiple tasks require the same peripheral resource or when they demand attention from the central procedural resource. Essentially, the interplay between resource parallelism and potential resource conflicts creates a complex range of multitasking scenarios, highlighting both the strengths and limitations of human multitasking (Salvucci & Taatgen, 2008).

In Bataan, Philippines, teachers resort to extreme multitasking. Many teachers admit that handling two classes simultaneously is challenging and confusing. Worse, students tend to become distracted and participate in activities intended for the other class (Alquizar, 2018; Castillo & Lumapenet, 2024). Teachers struggle with multitasking in the classroom, as students need focus, and combined classes prove to be difficult for both teachers and learners (Recla & Potane, 2023).

The role of classroom advisers becomes even more challenging as they must ensure they fulfill their assigned duties and responsibilities. Therefore, teachers should continuously seek new teaching strategies that accommodate different learning styles, including auditory, visual, verbal, and tactile/kinesthetic learners (Cai, 2024; Leon, 2024). Being mindful of these diverse learning needs should be a top priority for educators.

In order to better understand teacher multitasking in the workplace, it is essential to identify gaps in existing research. One such gap is the study of multitasking in highly remote areas. More research is needed on multitasking in rural school communities to determine the extent to which rural settings impact teachers' ability to multitask effectively. While a significant amount of quantitative research has been conducted on teachers experiencing multitasking in remote locations, considerably less research has focused on multitasking in contemporary rural settings (Montañez, 2024).

Furthermore, very limited research has specifically examined teacher multitasking. According to DepEd Order No. 16, s. 2009, teachers are required to render only six (6) hours of actual classroom teaching, with an additional two (2) hours allotted for work-related tasks. However, many teachers experience heavier workloads beyond these prescribed hours. Tarraya, (2024) emphasized the need for further research to address the burdens faced by the majority of teachers in the workplace.

Objectives of the Study

This study aimed to explore how multi-tasking roles and functions affected teachers' overall performance. It sought to describe the demographic profile of the respondents, including their age, gender, teaching experience, school size, and educational attainment.

Furthermore, the study examined the different tasks assigned to teachers beyond their primary teaching responsibilities and how these influenced their ability to manage instructional duties. It also analyzed the extent to which multi-tasking impacted teachers' effectiveness in the classroom and their overall performance.

In addition, the study investigated whether there was a significant difference between teachers' overall performance and the additional roles they performed. It also identified the common challenges teachers faced in balancing their teaching responsibilities with their ancillary tasks.

LITERATURE REVIEW

Foreign Literature

All businesses, including schools, must aim to achieve high levels of work performance (Indajang et al., 2021). Of course, the teacher plays a significant part in achieving this goal. To achieve this goal, teachers must work hard to provide the best for the school (Sudirman, 2021). Teachers who perform well are expected to improve overall school performance, resulting in greater success for everybody (Koedel et al., 2017). To attain all goals, it is vital to focus on job satisfaction, workload, and how it affects performance. So, by focusing on

these three factors, the highest possible academic quality can be achieved (Swaminathan & Jawahar, 2013; Yuliani et al., 2022; Zeinabadi, 2010).

However, Hendawi (2020), teachers of Social Studies in Government schools in Qatar revealed that the existence of a number of problems caused by work stress was with the largest administrative loads. There were numerous factors that contribute to teachers' excessive workloads, including the amount of paperwork they handle, the time it takes to complete record forms, and teachers' involvement in extracurricular activities (Stacey et al., 2022; Yuliani et al., 2022). In the study of Goe et al. (2020), a teacher from the United Arab Emirates shared, "I love teaching but hate the burden; this makes me worried and stressed which is not healthy." The study found that commitment of teachers decreased when teachers had massive teaching loads, taught several subjects, and were assigned onerous non-teaching responsibilities (Ibrahim & Aljneibi, 2022). In London, Perryman & Calvert (2020) discovered that although teachers were aware of the issues of workload prior to joining teaching, workload was the most often reported reason for leaving the country.

Higher workloads are associated with lower-quality teaching. Head teachers reported that high level of work reduced the quality of instruction delivered by schools. (Jerrim & Sims, 2021; Ujir et al., 2020). When workloads are not managed properly, the number of teachers who leave the profession may increase (Magalong & Torreon, n.d.).

Jerrim & Sims (2021) added that longer working hours are associated to higher levels of workload stress. Teachers in England work considerably longer hours than their overseas colleagues. Working hours remain high: a quarter of teachers work more than 60 hours per week during the school year, 40% work in the evenings, and approximately 10% work on the weekends (Allen et al., 2021). On the other, Umma & Zahana (2021) emphasized that work-life balance is vital not just for teachers, but also for school leaders.

With this, Hendawi (2020) recommended that school authority should delegate teachers based on their abilities and aptitudes, as well as reducing their workload in order to improve their professional efficiency. In addition, teachers should be compensated for their heavy workload in order to motivate them to work more and stay at school longer (Mohamed & Nkomo, 2023).

In Japan, to improve the working environment for school teachers while also avoiding the spread of COVID-19, the Japanese government has agreed to lower the maximum class size in primary schools from 40 to 35 after 2021 (Hojo, 2021).

Local Literature

Teachers are an essential component of the educational system, playing an important part in the effective creation and implementation of educational policy (Priya, n.d.). Moreover, teachers play many different functions. In addition to teaching, they conduct non-teaching duties that are necessary for the school's operations (Arañas, 2023).

In the study of (DONNA CLAIRE C. VILLANUEVA et al., 2022), it revealed that teachers who handle several ancillary duties are even more inspired, despite the many challenges. This was because the majority of participants benefited positively from their experiences, challenging them to strive for more extraordinary growth in order to become better educators despite the challenges of life.

The reasons given by English instructors for taking several ancillary responsibilities were professional growth, personal growth, obedience to supervisor, trust and confidence from the school principal, and professional responsibility (Mohamad & Parcon, 2022).

However, many teachers with multitasking roles and functions are having difficulty managing their schedules. Teaching became the least important of their key tasks. As a result, findings showed that severe workloads had an impact on teachers' overall effectiveness and efficiency as well as on the students' performance were compromised (Mohamad & Parcon, 2022; Tarraya, 2024). Moreover, the findings revealed that instructors "always" struggled to complete their numerous extra obligations (Recla & Potane, 2023). It means that

teachers are experiencing increased occupational stress as a result of concerns about long work hours, and low morale (Montañez, 2024).

Bigo et al. (n.d.) claimed that teachers' sacrifices should be recognized and supported in order to increase their well-being, retention, and educational quality. It is important that school leaders evenly assign ancillary loads based on their personal and professional qualifications (Arañas, 2023; Recla & Potane, 2023). To reduce stress and burnout, it is advised that all school administrators follow proper workload assignments (Jomoad et al., 2021). Department of Education, Misamis Oriental, Philippines, Southern de Oro Philippines College, Cagayan de Oro City, Philippines et al. (2024) suggested that the intervention plan should be done to improve teachers' knowledge and awareness on additional functions and maintaining their level of well-being.

On the other hand, the study of (Magalong & Torreon, n.d.), established that teaching effectiveness doesn't depend on the duties and functions assigned to teachers, thus they still receive satisfactory ratings despite being besieged with designations and responsibilities. When asked how they deal with the challenges of having multiple ancillary functions, teachers stated that they plan ahead of time, collaborate with colleagues, encourage ongoing professional development and remain positive in the workplace to alleviate the challenges and pressures they face (Gardose & Dioso, 2024; Tolibas & Lydia, 2022). A positive perspective enabled them to recognize that completing additional jobs was an opportunity for them to develop and succeed professionally.

Teachers expect assistance from the school principal, colleagues, friends, and families in addition to the demands of their jobs. Nevertheless, they also realized that work commitment and dedication helped them embrace whatever tasks and responsibilities are assigned and delegated to them (Diomampo & Quines, 2023; Nagdaparan & Nagdaparan, n.d.).

MATERIALS AND METHOD

Research Design

The present study is a quantitative research employing a descriptive-correlational design, specifically explanatory (predictive), as the primary method of data analysis. It is quantitative in nature, as the researchers remain detached from the participants and seek an accurate numerical assessment of the population (Siripipatthanakul et al., 2023). The study is predictive because it aims to forecast the level of a dependent variable based on the measured values of independent variables (Seeram, 2019). In addition to examining correlations between variables, it identifies one or more factors—such as multitasking roles and functions experiences of classroom advisers, attitude towards multitasking roles and functions and well-being—that can predict changes in another measured variable.

Participants/Respondents

To investigate the multitasking roles and functions of classroom advisers from different grade levels and sections in both Junior High School and Senior High School, teachers from selected public secondary schools under the Schools Division Office of Laguna were chosen as respondents for this study.

The respondents were chosen using a random sampling procedure. Simple random sampling is a widely employed approach in quantitative research using survey instruments. In this method, all individuals have an equal opportunity to participate in the study, as the selection process is based solely on chance. It ensures that the population is unbiased, representative and that everyone has an equal chance of being selected (Noor et al., 2022).

Instrumentation

To assess the performance of teachers in relation to their multitasking roles and functions, the researcher used two questionnaires.

The first instrument utilized was the Formula for Maximizing Teacher Performance and Well-Being, adapted from Norma A. Sugden's study, *Teacher Workload: A Formula for Maximizing Teacher Performance*. This instrument was designed to enhance teacher performance and well-being by addressing factors that contribute to teacher workload. It consisted of five (5) statements in the first part and five (5) statements in the second part, scored using a four-point Likert scale: 4 (*Strongly Agree*), 3 (*Agree*), 2 (*Disagree*), and 1 (*Strongly Disagree*).

The second instrument was the Attitude towards Multitasking Roles and Functions questionnaire, adapted from Noel P. Tancinco's study, *Status of Teachers' Workload and Performance in State Universities of Eastern Visayas: Implications for Educational Management*. This questionnaire contained twenty (20) attitude statements, scored on a five-point Likert scale: 5 (*Strongly Agree*), 4 (*Agree*), 3 (*Undecided*), 2 (*Disagree*), and 1 (*Strongly Disagree*).

Data Collection Procedure

The researcher adapted and documented the research instrument. Permission was sought from Norma A. Sugden and Noel P. Tancinco to use their instruments in the study. The research aimed to measure the performance of teachers in managing their multitasking roles and functions in the school. The research tools underwent content validation and expert review. Three competent researchers—a Public Schools Division Supervisor, a Head Teacher I, and a Master Teacher I—assessed the content of the research tool. Their suggestions were highly acknowledged and incorporated to improve the questionnaire.

Once validated, the researcher conducted a pilot test in another school to determine the questionnaire's reliability. After obtaining approval from the adviser and research panel, the researcher proceeded with data collection.

Following approval from the Public Schools Division Superintendent to conduct the study, the researcher coordinated with various school authorities to gather relevant information. The study participants were classroom advisers from each grade level in Junior High School and Senior High School. Their selection was based on official records available at the Principal's Office of different secondary schools in Division of Laguna.

The researcher personally administered the questionnaire after coordinating with the Schools District Supervisor, school principals, and teachers. Data collection was primarily conducted during the vacant periods of both the researcher and the teachers to ensure smooth facilitation. However, some teachers requested additional time to complete the questionnaire.

The collected data were encoded, tallied, categorized, and analyzed using descriptive statistics. Statistical processing was conducted using a statistical program, applying frequency, percentage, chi-square, and Friedman's ANOVA to analyze the data. The hypothesis was tested at a 5% level of significance.

The results were then interpreted, summarized, and discussed. Based on the findings, the researcher formulated recommendations for the study.

Ethical Consideration

The study adhered to ethical considerations concerning the social welfare of schools and teachers. A research proposal was submitted to the Ethical Review Board to ensure the ethical acceptability of the research design. The following rights of the participants were upheld:

1. The participation of respondents in the data-gathering process was entirely voluntary. They were free to withdraw at any stage without consequences.
2. Informed consent was integrated into the questionnaire, following the approval of the data collection request by the Schools District Superintendent, Schools Public Supervisors, and school principals. Respondents were fully informed about the procedures, and their consent was obtained before participation. The informed consent form was included in the request letter, and respondents were instructed to read it before answering the questionnaire via Google Forms.

3. The dignity and well-being of the secondary school teachers were safeguarded throughout the study. No known risks were encountered by the respondents during the data-gathering process.
4. Strict confidentiality of information was maintained. The identifying details of public secondary school teachers were not disclosed and remained confidential throughout the study. However, permission was obtained from the teachers to include the names of their schools, teaching experience, and subject expertise in the research.

Data Analysis

This study utilized a quantitative research approach. The descriptive-correlational method was employed to examine the multitasking roles and functions of classroom advisers in public secondary schools and their impact on teachers' attitudes and performance. A personal-related variable, which serves as the study's moderating variable, was also considered. These variables include age, sex, teaching experience, school size, and educational attainment.

According to Kermer (2021), descriptive-correlational research is a design in which the researcher focuses on describing the relationships among variables without attempting to establish a causal connection.

RESULTS AND DISCUSSION

The first question aimed to determine the profile of the respondents based on their age, sex, teaching experience, school size, and educational attainment.

Table 1. Profile of the respondents in terms of age, sex, teaching experience, school size, and educational attainment.

Variable	Frequency	Percentage
Age		
18 and below	0	0%
18 – 24	17	17%
25 – 34	31	31%
35 – 44	38	38%
45 – 54	14	14%
Over 55	0	0%
Total	100	100%
Sex		
Male	32	32%
Female	68	68%
Total	100	100%
Teaching Experience		
Less than 1 year	0	0%
1 – 4.9	29	29%
5 – 9.9	27	27%
10 – 14.9	21	21%
15 – 19.9	12	12%
20 – 24.9	0	0%
25 – 29.9	0	0%
More than 30	11	11%
Total	100	100%
School size		
1 – 99 students		
100 – 199	0	0%
200 – 299	0	0%
300 – 399	0	0%

400 – 499	40	40%
500 – 599	0	0%
More than 600	60	60%
Total	100	100%
Educational Attainment		
Bachelor's Degree	62	62%
Master's Degree	38	38%
Doctorate	0	0%
Total	100	100%

Table 1 presented the demographic profile of the respondents. The majority (38%) were between the ages of 35–44, followed by 31% who were aged 25–34. A smaller percentage (17%) fell within the 18–24 age group, while only 14% of respondents were aged 45–54. Notably, there were no respondents under 18 or over 55 years old.

Regarding gender distribution, female respondents made up 68% of the sample, while male respondents accounted for only 32%.

In terms of teaching experience, 29% of respondents had 1–4.9 years of experience, followed by 27% who had 5–9.9 years. Twenty-one percent had been teaching for 10–14.9 years, while 12% had 15–19.9 years of experience. Only 11% had been teaching for more than 30 years. Notably, there were no respondents with 20–24.9 or 25–29.9 years of experience.

For school size, 60% of respondents worked in schools with more than 600 students, while 40% were in schools with 400–499 students.

Lastly, in terms of educational attainment, 62% of respondents held a Bachelor's degree, while 38% had earned a Master's degree. No respondents had a Doctorate degree.

Table 2. Frequency and rank distribution of multi – tasking role and functions of Classroom Advisers assumed in their respective schools

Other multi – tasking role and functions of Classroom Advisers assumed in their respective schools	Frequency	Rank
Subject Teacher	100	1
School Paper Adviser	30	3
Subject Coordinator	45	2
ICT Teacher	30	3
Canteen Manager	10	10
SSG Adviser	25	8
Sports Coaching	30	3
School Librarian	15	9
Property Custodian	15	9
Guidance Counselor	30	3
Teacher Registrar/School Clerk	30	3
DRRM Coordinator	15	9
Student's Activities Chairman	15	9
GGPT	15	9
Adopt-a-School Coordinator	15	9
Nutrition/WINS Coordinator	15	9

Table 2 presented the frequency and rank of the multitasking roles and functions assumed by Classroom Advisers in their respective schools. All respondents also served as Subject Teachers, while 45 hold additional roles as Subject Coordinators. Thirty respondents were School Paper Advisers, ICT Teachers, Sports

Coaching, Guidance Counselor, and Teacher Registrars/School Clerks. Additionally, 25 respondents served as Supreme Student Government (SSG) Advisers, while 15 respondents were School Librarians and another a Property Custodians.

Respondents also identified other roles and responsibilities beyond being Classroom Advisers, including Disaster Risk Reduction and Management (DRRM) Coordinator, Adopt-a-School Coordinator, Nutritionist/WINS Coordinator, General Parents-Teacher Association (GPTA) Adviser, Student Activities Chairman, and Club Adviser. Notably, five respondents reported serving as both a Canteen Manager and a Classroom Adviser simultaneously.

The nature of teaching was described as increasingly complex and demanding. Teachers were the ultimate multitaskers—not only responsible for student learning but also serving as surrogate parents, disciplinarians, assessment experts, mentors, and administrators (Erlia, 2021; Larasati et al., 2019; Siddiqui & Ahamed, 2020). Multitasking was a necessity in the teaching profession, as teachers are expected to be accessible and responsive to the needs and demands of higher authorities

Table 3.1 Classroom Advisers' performance in their regular duties; and multi-tasking role and functions assumed in their respective schools

Statements	Weighted Mean
Workload: Assigned Classes	
1. Different Subject Areas Taught	2.64
2. Combined Classes	0.72
3. Subject in Area of Expertise	1.60
4. Out-of-Field Subjects	1.30
5. No prior In-Service	0.74
Workload: School – Related Activities	
6. Personal Shortages	0.81
7. Personnel Shortage Coverage	1.98
8. Collaborative Activities (Weekly Hours)	1.62
9. Scheduled Non-teaching Duties (Weekly Hours)	1.94

Table 3.1 showed the performance of classroom advisers in their regular duties and their multitasking roles and functions in their respective schools. The data indicated that teachers handle multiple responsibilities both in their assigned classes and school-related activities.

Among the different workload indicators, teaching different subject areas received the highest weighted mean (2.64). Many classroom advisers are required to handle multiple subjects rather than focusing on a single specialization (Castro et al., 2024; Kumari, 2020; Velasco, 2020). The low mean score for combined classes (0.72) and lack of prior in-service training (0.74) suggested that these situations are less prevalent among the respondents.

Teachers also engaged in various school-related activities beyond their regular teaching assignments. Personnel shortage coverage had a weighted mean of 1.98, indicated that teachers frequently take on additional workloads due to staffing gaps. Collaborative activities (1.62), such as committee and team meetings, also form a regular part of their duties. Meanwhile, scheduled non-teaching duties (1.94) suggested that many teachers are required to perform administrative or extracurricular responsibilities on top of their teaching load.

Classroom advisers frequently extend their workload beyond teaching, often using personal time to fulfill their roles and responsibilities (Bezuidenhout, 2015; Chaudhry & Javed, 2012; Hart-Baldrige, 2020). Their multitasking nature was evident, as they participate in meetings, take on additional school-related duties, and cover for personnel shortages. This highlighted the increasing complexity of teachers' roles and the need for better workload management to maintain their efficiency and well-being.

Table 3.2 Classroom Advisers' performance in their regular duties; and multi – tasking role and functions assumed in their respective schools

Classroom Advisers' performance in their regular duties; and multi – tasking role and functions assumed in their respective schools	Weighted Mean	Interpretation	Rank
Teaching Activities:			
1. My designated preparation time during the school day is sufficient.	2.91	Agree	5
2. Adapting new instructional techniques that the district and/or the Department of Education require teachers to implement significantly adds to my workload.	3.04	Strongly Agree	3
3. Teaching outside of my area of expertise (out-of-field-courses) significantly increases my workload	3.06	Strongly Agree	2
4. I need more job-embedded (within school hours) teacher collaboration time.	2.94	Agree	4
5. Slow learners in my regular classes significantly increases my workload.	3.11	Strongly Agree	1
Non – Teaching Activities:			
6. I have too many duties other than instruction of students.	3.00	Agree	1
7. I have too much administrative paperwork.	2.64	Agree	5
8. I have too many after-school job-related activities (staff meetings, committee meeting, meetings with parents, etc.)	2.74	Agree	3
9. I lack input into school-wide decision making.	2.66	Agree	4
10. My workload sometimes necessities my sick days.	2.94	Agree	2
General Weighted Mean	2.79	Agree	

Table 3.2 presented the respondents' evaluation of their workload in both teaching and non-teaching activities. Statements 2, 3, and 5 under teaching activities—*“Adapting new instructional techniques required by the district and/or the Department of Education significantly adds to my workload,” “Teaching outside my area of expertise (out-of-field courses) significantly increases my workload,”* and *“Slow learners in my regular classes significantly increase my workload”*—were rated “Strongly Agree” with weighted means of 3.04, 3.06, and 3.11, respectively.

The researcher found that adapting new instructional techniques required by the district and/or the Department of Education, teaching outside one's area of expertise, and handling slow learners significantly increase teachers' workload.

Preparation is an essential skill that enables teachers to align curriculum outcomes and learning materials (e.g., textbooks, resource materials) with their subject expertise, while also organizing a classroom to engage students in the learning process. Research has shown that not all students learn in the same way, as highlighted by Howard Gardner's Theory of Multiple Intelligences (Seider, 2011). Some students learn best through reading, others through listening, and some through hands-on activities (Yotta, 2023). Students performed better when teachers employ a variety of instructional strategies. (Alabi, 2024; Mead, n.d.). However, designing lessons that accommodate different learning styles and ability levels requires significant time—time that many teachers often lack (Ginja & Chen, 2020).

Moreover, the 2018 Teaching and Learning International Survey (TALIS) by the OECD reported that increased preparation time for teachers positively impacts both overall work quality and instructional effectiveness (OECD, 2019).

On the other hand, statements 6, 10, and 8 under non-teaching activities—*“I have too many duties other than the instruction of students,” “My workload sometimes necessitates my sick days,”* and *“I have too many after-school job-related activities (staff meetings, committee meetings, meetings with parents, etc.)”*—were rated “Agree” with weighted means of 3.00, 2.94, and 2.74, respectively.

The researcher found that teacher-respondents handle numerous duties and after-school job-related activities in addition to teaching. This workload sometimes affected their health, leading to absences, which, in turn, impact their performance (Benevene et al., 2020; Ferguson et al., 2022; Kanwal et al., 2023; Skinner et al., 2021; Springer et al., 2023).

According to a survey conducted by the National Education Union, more than 8 out of 10 respondents considered leaving the teaching profession due to an unmanageable workload, with 34% stated that they could “never” achieve a good balance between work and personal life. Only 1 in 10 teachers reported being able to maintain a healthy work-life balance “always” or “most of the time” (Carden, 2018). This finding highlighted how workload issues extend beyond professional responsibilities, affecting teachers’ personal lives and overall job performance. While Department Order No. 16, s. 2009 mandated that teachers render six (6) hours of actual classroom teaching and two (2) hours of work-related tasks.

Table 4. Attitudes of Classroom Advisers perceived on their multi-tasking role and functions

Attitude Statements	Weighted Mean	Interpretation	Rank
1. Overloading makes me ineffective in the classroom since I hardly have time to prepare my lessons.	4.00	Agree	5
2. Overloading makes me inefficient since I am overburdened.	3.68	Agree	18
3. Overloading means a lot of paper works.	4.32	Strongly Agree	2
4. Overloading hampers me from meeting deadlines of passing/finishing requirements like grades, etc.	3.91	Agree	11
5. Overloading makes me feel tensed, fatigued, and burned out.	3.98	Agree	6
6. Overloading makes me overlook some essential things related to my job as a teacher.	3.98	Agree	6
7. Overloading diminishes my time to supervise and advise my students.	3.91	Agree	11
8. Overloading robs my time to prepare teaching aids.	3.98	Agree	6
9. Overloading tempts me to let students copy something or give seatwork, while I do other things.	3.83	Agree	15
10. Overloading makes me get angry easily.	3.77	Agree	17
11. Overloading makes my work haphazardly done.	3.96	Agree	9
12. Overloading diminishes my time for professional growth.	3.96	Agree	9
13. Overloading diminishes my time for spiritual growth.	3.81	Agree	16
14. Overloading diminishes my time for cultivating deep relations with colleagues.	4.02	Strongly Agree	4
15. Overloading interferes some of my family duties and affairs.	4.34	Strongly Agree	1
16. Overloading does not allow me to relax.	4.06	Strongly Agree	3
17. My workload is a source of stress for me.	3.85	Agree	14
18. It’s okay to have overload as long as I am properly given incentives.	3.89	Agree	13
19. It’s good that our school gives overload to teachers.	2.38	Undecided	20
20. My job performance rating is positively affected by my overload.	3.55	Agree	19
General Weighted Mean	3.86	Agree	

The data presented in Table 4 highlight the significant impact of overloading on classroom advisers, particularly in terms of their personal lives, professional relationships, and teaching effectiveness (Alvarez-Risco et al., 2020; Santoro, 2021; Tolibas & Lydia, 2022).

The highest-rated statement, *“Overloading interferes with some of my family duties and affairs”*, received a weighted mean of 4.32, indicated that a majority of respondents strongly agree that excessive workload negatively affects their personal responsibilities. This aligned with findings from Magtalas & Eduvala (2024) study which resulted that teachers experienced difficulties in personal relationships often attribute these struggles to tiredness and lack of energy caused by multiple workloads or ancillary functions.

Similarly, the statement *“Overloading does not allow me to relax”* received a weighted mean of 4.06, further emphasized that excessive workload significantly reduces teachers’ time for rest and personal well-being. This lack of relaxation can contribute to increased stress, burnout, and decreased job satisfaction, ultimately affected teachers' overall well-being.

The statement *“Overloading means a lot of paperwork”*, which also garnered a weighted mean of 4.32, suggested that teachers strongly associate excessive workload with the increasing demand for paperwork. This implies that non-teaching responsibilities, such as report submissions, documentation, and compliance with administrative requirements, contributed significantly to their perceived workload (Deger et al., 2024; Hundani & Toquero, 2021; Mallillin, 2021). Such administrative burdens can take time away from instructional planning and student engagement, further intensifying teachers’ stress.

The statement *“Overloading diminishes my time for cultivating deep relationships with colleagues”*, with a weighted mean of 4.02, highlighted another major concern. This finding resulted that excessive workload limits teachers' opportunities to collaborate, interact, and establish meaningful relationships with their colleagues (Jomud et al., 2021). Since peer collaboration plays a crucial role in professional growth, emotional support, and knowledge-sharing, limited interaction may negatively impact teachers' morale and overall job satisfaction.

The statement *“Overloading makes me ineffective in the classroom since I hardly have time to prepare my lessons”*, further underscored the direct impact of excessive workload on instructional quality. When teachers struggle to find adequate time for lesson preparation, activity design, and student engagement strategies, their effectiveness in delivering quality education is compromised.

Interestingly, the phrase *“overloading can argument their effectiveness”* needed reconsideration, as it contradicts the essence of the statement. Instead, this suggested that overloading reduces teachers' ability to perform effectively in the classroom, as it prevents them from adequately preparing lessons that cater to students’ diverse learning needs.

Teachers' workloads had a direct impact on the effectiveness of the teaching and learning process (Chirimi, 2018). This occurred when educators were assigned excessive tasks and responsibilities, making it difficult for them to fulfill all their duties. As a result, the time that could have been dedicated to teaching was significantly reduced. Similarly, the Alberta Teachers’ Association (2012) found that teaching was a highly complex profession that required handling various responsibilities. Due to this, teachers often had to juggle multiple tasks throughout the day, limiting their ability to focus on essential activities such as lesson planning, professional development, and self-reflection—practices that could have enhanced their teaching effectiveness in the long run.

Moreover, an increased workload placed additional pressure on teachers, leaving them with little time to fulfill crucial responsibilities like facilitating class discussions and providing student feedback (Travers & Cooper, 1996; Valli & Buese, 2007). The overwhelming nature of these demands often led to feelings of helplessness and diminished enthusiasm for teaching, contributing to burnout (Hamilton & VanderJagt, 2022; Mahmood, 2022; Mihaela et al., 2022).

The findings indicated that multi-tasking roles and excessive workload negatively impact classroom advisers in multiple ways—from personal and family life to professional relationships and teaching performance. The high agreement levels across all five statements suggested a widespread sentiment that teachers were overburdened with responsibilities beyond their core instructional duties.

Table 5. Significant relationship between the demographic factors and the multi-tasking role and functions of the respondents

Variable 1	Variable 2	p-value	H ₀	Interpretation
Age	Multi-tasking role and functions	0.9557	Accept	Not Significant
Sex		0.9151	Accept	Not Significant
Years in Teaching Experience		0.3051	Accept	Not Significant
School Size		0.6463	Accept	Not Significant
Educational Attainment		0.1895	Accept	Not Significant

Table 5 revealed the relationship between the demographic factors and the multi – tasking role and functions of the respondents. As depicted on the table, the p-value of age is 0.9557, years in teaching experience is 0.3051, sex is 0.9151, school size with 0.6463 p-value and educational attainment with p-value of 0.1895 which is greater than the 5% alpha level of significance, therefore, the researcher accepted the null hypothesis which states that there was no significant relationship between the demographic profile and the multi – tasking role and functions of the respondents.

According to DepEd Memorandum No. 291, s. 2008 provides that: a.) Public school teachers shall render at most six (6) hours of actual classroom teaching a day, except when undertaking academic activities that require presence outside the school premises, i.e., educational trips; b.) School heads shall assign teaching loads to public school teachers to fully utilize the six (6) hour actual classroom teaching, i.e., six teaching loads at one hour per teaching load, with due regard for possible teaching intervals; All advisorship and/or special assignments for the entire school year combined shall be considered as one teaching load; c.) A teacher with less than six (6) hours of actual classroom teaching shall render additional hours of appropriate teaching-related activities and duties enumerated in 2 (d) within the school premises to complete six (6) hours; d.) A teacher with six (6) hours of actual classroom teaching and/or equivalent teaching-related activities and duties shall render the remaining two (2) hours of work within or outside the school premises to comply with the eight-hour workday. DepEd Memo indicates to discourage to perform multitasking in a workplace.

However, as pursuant to Sixbert (2022) due to the fact of insufficiency of teachers in hinterlands and remote areas these practice still continues to evolve. Research demonstrated that as a results of organizational culture and off-putting management practices of school administrators usually resulted to teachers multitasking in the workplace (Taylor 2012). One significant characteristics that can be present in the school system is the improper and unjust distribution of teachers' tasks and duties by the school administrators.

The International Labor organization reported that problem of multitasking of teachers in the workplace has grown out of proportion and created an epidemic in Asian Countries. Arabadzhiyska et al. (2013) found that the prevalence of multitasking of teachers in the workplace was slightly higher in the Philippines than in Europe and might be explained in the inequality of the distribution of task and duties. On the other hand, another study conducted by Benbunan-Fich et al. (2011)) reported that multitasking of teachers in urban areas is lower compared to those teachers assigned in rural communities. There was some evidence that the prevalence of multitasking of teachers in the workplace differs between schools to schools (Alquizar, 2018).

Table 6. Significant Difference of the overall performance and the multi-tasking role and functions of the respondents

Variable 1	Variable 2	f-value	p-value	H ₀	Interpretation
Overall Performance	Multi-tasking role and functions	132.33	1.81E-58	Reject	Significant

Table 6 showed the statistical relationship between the overall performance of classroom advisers and their multi-tasking roles and functions. The computed p-value of 1.81E-58 indicated an extremely significant result, led to the rejection of the null hypothesis (H₀). This confirmed that there was a significant difference between overall performance and the multi-tasking responsibilities assigned to classroom advisers.

CONCLUSION AND RECOMMENDATIONS

Conclusion

The findings highlighted that teachers perceived multi-tasking as a burden rather than an opportunity for professional growth. The overload was characterized by excessive paperwork, extended working hours, and the expectation to balance numerous ancillary functions alongside teaching. This workload diminished their ability to engage in meaningful interactions with students and colleagues, leading to stress and burnout. The statistical results strongly suggested that the increasing demands placed on teachers hindered their effectiveness, reinforcing existing research that linked excessive workload to decreased productivity and job satisfaction.

Furthermore, the responsibilities required of teachers extended beyond the classroom, including school improvement initiatives, stakeholder engagement, and professional development. While these activities were essential, the lack of structured workload management created inefficiencies. The imbalance between instructional and administrative duties contributed to professional exhaustion, which, if left unaddressed, could have impacted teacher retention and overall educational quality.

Classroom advisers experienced significant challenges due to their multi-tasking roles, which negatively impacted their overall performance. The statistical analysis indicated a strong correlation between the heavy workload and diminished teaching efficiency. Teachers reported that overloading interfered with their personal and professional lives, causing fatigue, limiting lesson preparation time, and reducing opportunities for collaboration with colleagues. The study confirmed that excessive administrative responsibilities diverted teachers' focus from their core instructional duties, affecting both their well-being and student learning outcomes.

RECOMMENDATIONS

To enhance the performance and well-being of classroom advisers, the following measures are suggested:

1. Schools should delegate non-teaching tasks to administrative personnel or distribute ancillary roles more equitably among faculty members. Limiting paperwork responsibilities will allow teachers to focus on lesson planning and student engagement.
2. Implement structured schedules that allocate specific periods for administrative tasks without disrupting instructional hours. Providing designated time for paperwork can help reduce stress and improve efficiency.
3. Employing clerical or support personnel to handle documentation and logistical requirements can significantly lighten teachers' workload, enabling them to concentrate on academic instruction.
4. Schools should provide training programs focused on stress management, time management, and effective multitasking strategies to help teachers cope with workload demands.
5. Education policymakers should reassess the current distribution of teacher responsibilities and introduce policies that prioritize instructional tasks while limiting excessive ancillary functions.
6. Strengthening teamwork among teachers by sharing best practices and co-developing lesson plans can ease individual burdens and promote a more supportive work environment.

By implementing these recommendations, schools can ensure that classroom advisers maintain a balanced workload, leading to improved teaching effectiveness, better student outcomes, and enhanced job satisfaction.

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