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LIVED EXPERIENCES OF PHYSICAL EDUCATION TEACHERS IN HAVING MULTIPLE DESIGNATION IN SCHOOL

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ABSTRACT

This phenomenological study aims to investigate the experiences of Physical Education teachers having Multiple Designation in School in public secondary schools, Davao de Oro Division. Furthermore, this research also aimed to explore and completely comprehend the various encounters faced by the participants as well as the perspectives on managing multiple roles within their educational contexts. Fourteen (14) teachers who took part in the study, there were 7 (seven) participants for the in-depth interviews (IDI) and another 7 (seven) participants who participated through focus group discussion (FGD). Moreover, purposive sampling was used to choose the participants, and data was collected via in-depth interviews and focus group discussions. The findings identified five (5) major themes from the participants' experiences: difficulties in time management; acquisition of new learning; development of positive attitude towards tasks; pressure and stress in multiple designation; and failure to attend the class. Additionally, there were five (5) major themes developed relative to the participants strategies and coping mechanisms such as: employing proper time management; establishing collaboration among colleagues; disseminating responsibilities properly; organizing tasks by priority; and developing optimism on workloads. Finally, the participants expressed their insights that revealed the four (4) major themes: propagate designations among pe teachers; embracing the challenge while enjoying multiple designation; personal and professional development through multiple designation; and escalating time management skills. Regardless of the difficulties experienced by the teachers having multiple designation, the PE teachers collaborated on overcoming obstacles and discover alternative methods by meeting the demand for acceptance and reinforcing social cohesion and creation of safe and friendly environment for PE teachers in having multiple designations in school.

KEYWORDS*: Physical Education, Lived Experiences, Multiple Designation, Division of Davao de Oro*

INTRODUCTION

In today's school context, being a physical education teacher sometimes felt like the most rewarding yet challenging role, which required a significant amount of effort and work. Multiple designations could also refer to the multiple roles of a PE teacher in school. Work-related stresses encountered by PE teachers have been reported to alter their motivation and behavior, hence, PE teachers' perceived demands at work may affect not only their own mental health, but also the atmosphere they create (Franco et. al, 2023).

Further, a study conducted by N. Cabugatan & S. Belleza (2024) asserts that there was a very high degree of role expectation conflict in stressors related to the workplace of PE teachers. It suggests that role expectation conflict and other work-related pressures are constantly present that physical education teachers might not prioritize assignments or make judgments, which would reduce their efficacy and productivity.

Additionally, adversities in the workload have a negative effect on teachers' ability to teach in terms of the courses they are assigned and the activities they are responsible for at school and has a negative effect on teachers' ability to teach and wellbeing (Banal CL & Ortega-Dela Cruz RA, 2022).

In Indonesia, the effectiveness of physical education teachers is significantly impacted by additional responsibilities such as bookkeeping or serving as treasurer, among others. As a result, the added task is quite difficult for a teacher. (Kurniawan, et. al., 2021). In Slovakia, according to physical education teachers, the quantity of superfluous paperwork and administrative tasks that teachers must complete during breaks is what irritates them the most. (Balga & Antala, 2022).

Furthermore, in Pakistan, Physical Education teachers carry out a variety of administrative tasks. They were employed as Chief Proctors, in control of various committees, and charged with stockkeeping. Physical education teachers continue to have a larger workload than other staff members, which impacts how well they execute their jobs, but they can do this because of their positive professional attitudes. (Muhammad & Khan, 2020).

In the Philippines, particularly in Samar, Tilan (2022) found out that the four institutions in Samar Island have basic physical

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education instructors who are qualified both personally and professionally to teach at their various universities.

This suggests that they possessed the confidence and bravery necessary to carry out their duties within the framework of higher morale and improved teaching performance. As a result, it surely helped students do better on academic tests as well as in PE classes.

An investigation conducted in the city of San Fernando,Pampanga revealed that workloads may increase a person's propensity for suicidal thoughts due to stress and depression as a result of being unable to cope with a number of issues. PE teachers have different stressors at work, which were frequently connected to the mountains of different unreasonable workloads, unhealthy work environments, and uncaring superiors, as well as being unaccustomed with public school demands, experiencing cultural shock, and having an uneven schedule that exceeds their physical and financial capacity (Dominado, 2021).

Also, based on my firsthand experience as a physical Education teacher in the Division of Davao de Oro, some of the PE teachers experienced handling multiple designation in school such as: Class adviser, coach, and handling coordinatorship from the different level of expertise in which they found it quite exhausting and frustrating to juggle in just one seating.

During my literature review, I found that there were similar studies that dealt with the lived experiences of PE teachers having multiple designation in school. Recent studies include, "Work-related Stressors and Efficacy as Predictors of Work Performance among Physical Education (PE) Teachers in Davao De Oro" (Normalia S. Cabugatan and Saramie S. Belleza, 2024) and "Burnout Among Physical Education Teachers" (Kaur, 2023). Based on these studies, the researcher has not yet identified studies that highlight the experiences of Physical Education teachers with multiple designations in school in the local setting.

This study bears great significance, especially for PE teachers in the local region, as it would give additional insight into problems relating to multiple designation teachers and might help improve the quality of their teaching performance. This research would also benefit the educational organizations, mentors, and PE teachers to overcome the challenges and find strategies to connect teachers' interactions and served as a basis for the improvement of PE teachers in school. To distribute the findings of the study, I would send a copy to the Office of Davao de Oro Division. Additionally, I aim to present my research findings at national and international conferences to reach a broader audience.

Purpose of the Study

This phenomenological study aimed to explore and completely comprehend the various encounters faced by PE teachers in having multiple designation in public secondary schools, Division of Davao de Oro. At this point in the study, having multiple designation was commonly defined as PE teachers having multiple roles, tasks, and obligations such as being a classroom teacher, subject coordinator, teacher – specialist, coaching and other designations in school in which they felt were unnecessary to carry out.

Research Questions

1. What are the experiences of Physical Education teachers in having multiple designations in school?
2. How do Physical Education teachers cope with the challenges relative to having multiple designations in school?
3. What insights can the participants draw from their experiences of having multiple designations in school?

REVIEW OF RELATED LITERATURE

Multiple Designation of Teachers

Some people feel that the role of a teacher is to instruct and inform students on a given subject. Teachers, on the other hand, play a varied function in the classroom and across the school (OWIS, 2021). Ensuring that all children of school age have access to education is one of the most important duties of education policy. A balance number between the teachers needed and the number of students both in elementary and secondary schools must be struck. In both public and scientific debate, an inequality between supply and demand—specifically, a lacking number of teachers—creates mayhem (Blanco et.al., 2023).

Nowadays, teachers are expected to take a more active role in accomplishing learning objectives. These tasks include providing instructional materials and exercises, creating project-based learning environment and activities, and encouraging critical and creative thinking. Teachers are so overwhelmed by their tasks and responsibilities that they regularly become perplexed in defining their positions (Siddiqui, 2020).

Experiences of PE teachers with Multiple Designation

Physical education teachers, who serve in a variety of diverse and specialized positions as teachers, authorities, organizers, and administrators, are prone to job stress (Yadav, 2019). Additionally, Adawiah & Romadona (2021) stated the lack of teacher self-efficacy manifests in several characteristics: a lack of confidence in their ability to handle tasks of varying difficulty levels, uncertainty in performing duties across different activities, and diminished belief in their own capabilities. When implemented effectively, it can enhance comprehension, improve retention of knowledge, and facilitate deeper exploration of subjects. Furthermore, it allows individuals to include valuable activities outside of work, such as leisure, social relationships, and personal improvement. (K. Majini Jes Bella, 2023).

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Coping Mechanism of PE teachers with Multiple Designation

A study conducted by Toñacao & Olivia (2023) stated that despite the challenges and stress, the participants manage to endure by utilizing different coping strategies. They focus on the positive side of their experiences, learning to accept, enjoy, and find fulfillment in their current situation**.**

Montañez (2024) highlighted that teachers with multiple responsibilities face significant challenges, including difficulties with time management, health risks, and impacts on their personal lives. Nevertheless, they utilize effective coping strategies, such as managing their time efficiently, tackling academic challenges, and multitasking.

Pagulong et al., (2022) stated that the impact of stress on physical and mental health requires a clear understanding of the coping mechanisms used by physical education (PE) teachers.

Insights from PE teachers with Multiple Designation

A study revealed by Montañez (2024) that the insights gained by PE teachers with multiple roles drawn from their expertise, contributed to their personal and professional development, provide valuable support, and enhance their overall productivity.

High intrinsic motivation and low burnout levels can positively impact teachers' job satisfaction. Factors like social support, rewards, and a sense of accomplishment at work can enhance job satisfaction by boosting motivation and reducing burnout. Additionally, an unmanageable workload, role conflict, and inadequate organizational support can contribute to stress and reduce job satisfaction. In contrast, improved job performance and robust organizational support can boost job satisfaction (Gazali et al., 2024).

As stated in the research conducted by Opstoel et al., (2025) pointed out that acquiring personal and social skills is an important educational goal and part of citizenship education. In physical education (PE), transferring and sharing responsibility for managing activities is a method to achieve this goal.

Similarly, in their study of Ferry M. et al., (2023) stated that participants such as Eva, who shared similar experiences, had built different networks to address their professional isolation.

METHODS

Research Design

This study employed a qualitative phenomenological approach in exploring the lived experiences PE teachers in having multiple designation in school. Tomaszewski et.al., (2020) pointed out that qualitative research design is described as a people's real lived experiences over the opinions of researchers and participants, and susceptible to subjectivity and prejudice of the latter.

PRESEARCH PARTICIPANTS

In this study, 14 multi-designated physical education teachers from public secondary schools in Davao de Oro had participated, including seven (7) physical education teachers for an IDI and another seven (7) participants for FGD.

David Renwick (2019) states that there is a strong case for focusing on a select group of participants. In interview-based research that is authored by Mira Crouch & Heather McKenzie (2006) points out that 20 participants or less produces better data for a qualitative study. small group allowed the researcher to develop trusting relationships with the participants, resulting in more honest conversations and better data.

RESULTS

Table 1

Major Themes and Core Ideas on the Lived Experiences Physical Education Teachers in Having Multiple Designation in school

Major Themes	Core Ideas
Difficulties in Time Management	• difficulty in allocating time for various activities and class advisory • having trouble in working on various tasks which led to stressful encounter • encountered challenges in maintaining time management due to work prioritizations, which slowed down the completion of the various tasks • finding it challenging due to the difficulty in maintaining focus on the various tasks at hand
Acquisition of New Learning	• earning a positive mindset in overcoming challenges • attaining self – confidence in handling various roles • had no knowledge in a certain designation but eventually learned from it • gaining new skills from the people who brought the same experienced in having multiple designation
Development of Positive Attitude towards Tasks	• cultivating a mindset that offers growth opportunities with optimism and confidence to succeed • striving to learn new things in order to achieve significantly better results • developing patience and perseverance through managing multiple roles

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	• possessing a positive attitude towards multiple tasks helps develop emotional resilience and strengthens both mental and physical well-being
Pressure and Stress in Multiple designation	• facing difficulty in completing various tasks due to their overlapping nature • experienced challenges working late due to numerous tasks • feeling discouraged due to an overwhelming number of tasks • encountered working on unrelated tasks, which led to increased pressure and exhaustion
Failure to Attend the Class	• had difficulty in attending class because of the tasks that were being prioritized in their assigned designation • conflicting schedules due to urgency of the tasks that needed to be done • had encountered some students who were happy that their teachers were not around • feeling unproductive in attending class due to the pressure of meeting deadlines for additional tasks

Difficulties in Time Management

This was narrated by FGD-05, who said:

"*Walay problema it's just that kanang magdungan dungan ang mga tasks nga kanang ma test ang time management, ang pag plastar sa activities, ug ang pinaka maigo jud is ang imong advisory."*

(I do not have any problem of having multiple designations [at school]. However, it is challenging to manage the time especially if multiple tasks are given along with facilitating various activities. Most of the time, time allocated for class advisory is compromised.)

Acquisition of New Learning

IDI – 04 shared that:

"Maka learn kog mga bag-o kay sauna naa man tay dili mahibal-an nga mga trabahoon pero as time goes by nga gihatag ni sa imoha nga designation murag nahimo napud isyang way nga para ma expose ka sa uban nga mga trabahoon. Then maka learn ka, and learning is fun kay bisan kapoy siya worth it man pud kay naa kay natun-an."

(I learn new things by accepting designations since there are tasks that are new to you. Accepting designations is also a way to be acquainted with new tasks where you learn new things albeit feeling tired thereafter.)

Development of Positive Attitude towards Tasks

As FGD-06 stated that:

"Dawatong lang jud ang mga challenge sa atoang workplace, kay aside makatabang na sa atoa to grow, makatabang pud na sa tanang aspect sa atong kinabuhi. Ug ma explore pud nato unsa kadako ang scope of being a teacher. And at the end of the day if ma accomplish nimo ang task, maka ingon ka, kaya raman diay nako.

(By accepting the challenges, it could help us grow and led us to self – satisfaction in every aspect of our lives. Made us also realized that we could do it.)

Pressure and Stress in Multiple Designation

This was supported by the statement of FGD – 06, who said.:

"Ang akong experience ani nga designation kay perting lisoda labi nag magdungan dungan ang mga report nga gipangayo gikan sa district paingon sa division, ma stress jud ko kay maglibog ko asay unahon nga designation. Mao nga ma stress jud ko."

(I experienced much difficulty from this designation especially when reports are needed to be submitted simultaneously to the district level up to the division level. It causes me so much stress on choosing what to prioritize first among these stacks of designations.

Failure to Attend the Class

This was supported by the statement of FGD – 01, who said:

"Oo dako kaayo siya ug epekto kay sa kadaghan ba naman nako ug designations naa jud mga time nga mabiyaan nako ang klase kay naay mga kailangan I comply nga mga reports ug kailangan isubmit sa division or district."

(Having multiple designations has greatly affected my teaching job. At times, you have to leave the class because a report must be submitted immediately to the division or district office.)

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Table 2
Major Themes and Core Ideas on the Coping Strategies of Physical Education Teachers in having Multiple Designation in School

Major Themes	Core Ideas
Employing Time Management Techniques	• creating a to-do list and scheduling tasks to ensure timely completion of multiple designations according to their expected deadline • organizing the desired schedule for a particular day to avoid intersecting multiple designations through systematizing according to its urgency • using efficient time management techniques through categorizing designations to provide a satisfying and fruitful result • had experienced sacrificing family time due to a lack of time management techniques • organizing tasks based on their urgency to submit by constructing a to – do list • planning ahead of time helps minimize the overlapping tasks
Apportioning Tasks and Responsibilities to Colleagues	• allocating designations to ensure that tasks are equally distributed and that no one member of the team becomes overtaxed • assigning tasks to teachers to lighten the load of designations and ensure everyone has something to accomplish • seeking assistance from others is essential for collaboration among PE teachers • designating tasks, as some teachers are waiting for you to reach out to them
Developing Optimism on Workloads	• having a positive mindset to keep going despite having various tasks • putting God at the core of everything we do • feeling the courage of embracing the difficulty on various tasks

Employing Time Management Techniques
The IDI 07 shared that:
"One of my strategies is to list all my tasks to do. Then, pagmahuman next task napud. Tapos dili jud maghulat nga magtapun-og ang mga trabaho para maka move on na sa sunod nga task."
(One of the strategies that I employ is to list down all the tasks that I needed to do. After accomplishing one, I engage into doing the next tasks which keeps me from having stacks of overwhelming tasks.)

Apportioning Tasks and Responsibilities to Colleagues
This was supported by the statement of IDI – 05:
"Dili maulaw mo reach out sa mga kaubanan nga mangayo ug tabang. Kay usahay man gud naay mga task ikaw mahan-ukan kay labi na PE ka, ikaw ang madali dali ug tawag."
(You should never hesitate to tap the assistance of your colleagues. There are really times that tasks are daunting, and these are assigned to you right away because they believe you can do it since you are a PE Teacher.)

Developing Optimism on Workload
This was supported by the statement of FGD-04, who said:
"Actually, gina enjoy lang jud nako. Actually, malingaw raman pud ko bisan unsaon nako. Tinood trabahoso jud siya pero wala jud nako na feel nga daghan kog designations kay tungod gina enjoy raman gud nako. Siguro makita sa uban nga gikapoy nako, pero gina enjoy lang jud nako."
(I get to enjoy my designations. Despite the daunting tasks, I still find joy in accomplishing each assigned task. Others may see me tired at times, but still I am enjoying my designation.)

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Table 3
Major Themes and Core Ideas of the Insights Drawn from the lived experiences Physical Education Teachers in having Multiple Designation in school

Major Themes	Core Ideas
Appropriating Designation Properly	• designating task to newly hired teachers to be trained • dividing properly the tasks to the teachers • acknowledging the norms of being an educator on handling various tasks • Exploring the benefits of handling designations effectively as a continuous learning process
Embracing a Positive Disposition	• accepting the various tasks to grow holistically • assuming multiple designation for personal and professional growth • being flexible to do the tasks to achieve desired output • promoting self – discipline and positive mindset to achieve • exploring other designations for personal growth and benefit
Valuing Professional Growth	• taking the challenge to grow • discovering the ability to push beyond limits • building strong relationships through exciting opportunities • recognizing the importance of perseverance to keep moving forward

Appropriating Designation Properly
FGD - 01 shared that:
"Ihatag jud sa katong pwede matagaan kay para ma train pud sila especially the newly hired teacher's para mag grow pud sila."
(Designate some tasks to those who can do it because it is in a way training them for the future. Give some of those tasks to the newly hired teachers as this will help their professional growth.)

Embracing a Positive Disposition
FGD – 06 stated that:
Dawat lang mo para daghan ta. Dawatong lang jud ang mga challenge sa atoang workplace, kay aside makatabang na sa atoa to grow, makatabang pud na sa tanang aspect sa atong kinabuhi. Ug ma explore pud nato unsa kadako ang scope of being a teacher. And at the end of the day if ma accomplish nimo ang task, maka ingon ka, kaya raman diay nako.
(Acceptance is crucial for our growth. Embrace the challenges in our workplace, for they not only help us to grow but also contribute to every aspect of our lives. This will also allow us to explore the full scope of being a teacher. At the end of the day, upon accomplishing a task, you can confidently say, 'I am indeed capable of achieving this.)

Valuing Personal Growth
This was stated by FGD – 03 which said that:
"It's a great challenge to grab this kind of opportunity. It makes you grow personally and of course sa atong pagpanerbisyo as teacher. Obey lang jud sa atong Makaya and God will do the rest."
(Seizing this type of opportunity presents a significant challenge. It facilitates
personal growth and, of course, enhances our service as teachers. Do your utmost, and God will handle the rest.)

IMPLICATIONS FOR TEACHING PRACTICE

This implies that teachers indeed play various roles in the educational institution and must be fully aware of their several responsibilities as teachers handling multiple designation in school. Thus, PE teachers should be constantly monitored by their respective heads for them to know the aspects they possibly need to work on more, especially with the demands of various tasks they faced in .Also, multi – designated teachers should always be willingly embrace challenges positively and be more open to the trends, and in general be more humane to overcome any possible, unexpected, and drastic changes that may occur in the future.

RECOMMENDATIONS FOR FURTHER RESEARCH

Based on the findings presented in the study regarding the experiences of PE teachers in handling multiple designation in school. Several recommendations for further research can be proposed to deepen our understanding and improve pedagogical practices in this innovative educational setting. To achieve more robust results, it is recommended that additional research involve a larger sample size and encompass more prominent educational settings. Expanding the scope of research in this manner could yield more comprehensive insights into the challenges and strategies related to handling multiple designations in educational environments.

CONCLUDING REMARKS

This study underscores the significance of exploring the experiences of physical education teachers in handling multiple designations. By delving into the experiences and perceptions of PE teachers, teachers can gain valuable insights into practical pedagogical approaches that enhance their time management techniques and foster positive disposition on various tasks.

In conclusion, simply hiring administrative officers at the school is insufficient, despite the existence of a memorandum supporting this initiative. It doesn't significantly assist PE teachers, as having multiple designations within the school becomes a challenge.

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