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MULTITASKING PRACTICES OF TEACHERS AND THEIR PERFORMANCE EFFICACY

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ABSTRACT

This study was conducted to determine the significant relationship between the extent of multitasking practices of teachers and their performance efficacy in Matanao II District, Davao del Sur. This study made use of simple random sampling procedure considering the enormous number of teachers in the research locale. The respondents in this study were determined using the Slovin's formula. The number of the respondents were 133 out of 220 teachers in Matanao II distributed in the following schools. The teacher respondents answered the checklist based on the indicators in the researcher made questionnaires describing multitasking practices of teachers and their performance efficacy. The statistical tools used were Mean, Pearson r, and Regression. The findings revealed that the extent of multitasking of teachers in terms of lesson planning is Very Large Extent, the extent of multitasking of teachers in terms of classroom instruction is Very Large Extent, the extent of multitasking of teachers in terms of Development of Instructional Materials is Large Extent, the extent of multitasking of teachers in terms of Development of Educational Innovation is Very Large Extent, and the extent of performance efficacy of teachers in terms of accuracy of Work is High, the extent of performance efficacy of teachers in terms of work efficiency is High, the extent of performance efficacy of teachers in terms of timeliness is High, there is a significant relationship between extent of multi-tasking of teachers and the performance efficacy of teachers. Likewise, the domains of multitasking practices of teachers which influence the performance efficacy, it can be seen from the table that the overall tabulated p-value is 0.002 which is lower than 0.05 level of significance which means that all domains of multi-tasking practices of teachers influenced the performance efficacy.

KEYWORDS: *Lesson Planning, Curriculum Instruction, Development of Instructional Materials, Accuracy of Work, Work Efficiency, Timeliness, Multitasking Practices, Performance Efficacy*

INTRODUCTION

The constantly exhausted condition of public school teachers in the Philippines is notable. The workload of public school teachers is not just restricted to teaching yet additionally to other non-teaching assignments. Given this tremendous task at hand, actual teaching is progressively sidelined by the multitude of different responsibilities and roles of teachers. The Department of Education (DepEd) has promised to diminish teachers' tremendous burden, the subtleties of which have stayed hazy. This promise is transformed into policy unloading the workload of teachers.
Public school teachers consistently struggle to achieve the essential components that are crucial to improving the quality of education, according to Jackson, Schwab, and Schuler (2021). Teachers' overlapping responsibilities and extracurricular activities are among the variables that are said to impede the provision of high-quality education. They are referred to as teachers with a variety of ancillary functions. According to Abeyta (2023), it indicates that they have a role relating to the classroom besides teaching.

Some of them are designated as Grade Level Coordinators, Club Moderators, Clinic In-Charge, School Paper Advisers, Research Coordinator and even GPP Coordinator. Teachers who receive numerous ancillary services may have a gradual decline in their motivation, sense of fulfillment, and level of competence, ultimately leading to burnout (Howard, 2020).

It is a well-known fact that teaching is a demanding and fulfilling profession. Trinity Grammar School Publications (2020) states that it requires a wide understanding of the subject matter, curriculum, and standards; passion, a caring attitude, and a love of learning; an understanding of discipline and classroom management techniques; and a desire to positively impact the lives of young people. But if instructors are not focused on their classroom instruction, none of these can be accomplished (Accuosti, 2024).

In the Philippines, based on the researcher's readings, aside from the fact that they are all in the international setting, those studies are quantitative. The researcher has not encountered a similar study in the local setting that investigated the depth and realm of teachers' experiences with multiple ancillary functions. Because of this, the researcher was able to thoroughly examine the experiences of teachers managing several ancillary activities at their stations. Additionally, how it impacts students' academic standing (Atasoy et al., 2020).

Additionally, it seeks to extend the viewpoint to solve the long-standing problem of teachers who have several supplementary roles. As stated in the digital commons, they could discover strategies to maintain their bravery and

resilience in the face of obstacles and challenges in controlling and handling their many ancillary services that impact classroom instruction (Martinez et al., 2021).

In the Division of Davao Del Sur, particular in Savoy Elementary School, the use of technology in education is at a minimal level due to scarcity of technological devices, Moreover, teachers are not motivated to utilize educational technology due to lack of orientation on how technology facilitates learning. The researcher, being technology savvy, would like to impart the pivotal role of technology in education and eventually share with colleagues the results of this endeavor. Hence, this study.

LITERATURE REVIEW

Before delivering a lesson, instructors engage in a planning process. During this process, they determine the lesson topic (if states have implemented content standards, the topic should derive from them). From the topic, derive the lesson objective or desired results—the concepts and ideas that learners are expected to develop and the specific knowledge and skills that learners are expected to acquire and use at the end of the lesson. Objectives are critical to effective instruction because they help instructors plan the instructional strategies and activities they will use, including the materials and resources to support learning. The objective mut be clear and describe the intended learning outcome. Objectives can communicate to learners what is expected of them—but only if they are shared with learners in an accessible manner. Instructional objectives must be specific, outcome-based, and measurable, describing learner behavior (Brady, 2021).

Lesson planning is the cornerstone of effective teaching, guiding educators in orchestrating engaging and purposeful student learning experiences. Lesson plans serve as a compass that guides teachers in delivering organized and meaningful instruction. They ensure that essential skills, learning objectives, and curriculum components are covered. Moreover, well-structured lesson plans make it seamless for relief teachers to take over the classroom if needed, maintaining instructional continuity (Brookfield, 2023).

Lesson planning provides a roadmap for teachers to organize their instruction, ensuring that learning objectives are met, curriculum requirements are covered, and students are engaged. It also facilitates smooth classroom management and allows for practical assessment of student progress, and this serves as a guide for the teachers in teaching the learners (Cameron, 2023).

A thorough lesson plan usually consists of specific learning goals, a list of required materials, an interesting introduction, interactive exercises, methods for assessment, and a significant conclusion. Lesson plans that are well-written facilitate the smooth transition of replacement teachers into your position. In their absence, replacement teachers can keep the learning momentum going with well-defined goals, structured activities, and clear instructions (Crawford et al., 2022).

Planning to identify a course of action that can effectively reach goals and objectives is an essential first step in any process, and education is no exception. In education, the planning tool is the lesson plan, a detailed description of an instructor’s course of instruction for an individual lesson intended to help learners achieve a particular learning objective. Lesson plans communicate to learners what they will learn and how they will be assessed, and they help instructors organize content, materials, time, instructional strategies, and assistance in the classroom. Lesson planning helps English as a second language (ESL), adult basic education (ABE), adult secondary education (ASE), and other instructors create a smooth instructional flow and scaffold instruction for learners (Cunningsworth, 2023).

Teachers frequently refer to teaching as an art, and once we enter the classroom, our job takes on the appearance of a performance. Our delivery can significantly affect both the overall efficacy of the course and the engagement of our students. According to De Meyer et al. (2024), dynamic professors who radiate enthusiasm for their work and concern for their students will catch students' interest far more than those who come across as bored or patronizing.

The topic of your session is the main emphasis of lesson planning. However, you should also think about how you will present the subject before you walk into the classroom. The way teachers educate reflects their relationship with their students and their job in the school. As learners, we have all experienced a range of teaching concepts, and each one has most likely elicited a unique reaction or impacted our overall educational journey. According to research, a teacher's approach can affect the motivation and learning of their students (Bolkan & Griffin, 2020).

Teaching styles can encompass general behavior and demeanor, such as whether instructors are friendly or stern, as well as their preferred instructional strategies, such as whether they are more inclined to lecture or use active learning techniques. Teaching style is more than just personality; it seems to be related to instructors’ teaching philosophy and might also be influenced by their confidence or feelings of self-efficacy in the classroom (Zhang et.al., 2020).

These teaching styles are not prescriptive or exhaustive, and they are not meant to be restrictive either. Just as we would be unlikely to adhere to a single learning theory in our instruction strictly, no instructor embodies just a single style of teaching. But it can be helpful to be aware of these different styles and how they play out in the classroom. For instance, the expert and formal authority approaches are most associated with lectures. On the other hand, the personal model usually includes some demonstrations. Teachers that use facilitator and delegator styles use more

active learning strategies. Although the delegator approach can be used to individual students, it is better suitable for credit courses than one-session workshops and typically entails a lot of group tasks (Dick et al. 2021).

The two most important things to keep in mind when it comes to teaching styles are to do what feels appropriate and to adapt the style to the audience and the subject matter. Students often need some prerequisite knowledge before they can begin a new topic. Even if we are committed to acting as facilitators in our teaching, an expert lecture can be an efficient way to deliver an overview of a new topic or to recap previous information relatively quickly. Expert style can also work well for sharing information. Conversely, a lecture may be overly passive and abstract if the instruction entails acquiring a new skill. The most effective method in that situation is most likely a demonstration followed by practical application (Everard and Morris, 2020). Demonstration learning is a teaching approach where the instructor walks students through a task step-by-step. It works especially well for abilities or procedures that need to be demonstrated physically or visually.

Statement of the Problem

This study aimed to determine the extent of the multitasking of teachers and the extent of performance efficacy of teachers. Specifically, it answers the following sub-problems:

1.What is the extent of multitasking practices of teachers in terms of:
1.1 Lesson Planning,
1.2 Classroom Instruction,
1.3 Development of Instructional Materials, and
1.4 Educational Innovation?
2.What is the extent of performance efficacy of teachers in terms of:
2.1 Accuracy of Work,
2.2 Work Efficiency,
2.3 Timeliness?
3.Is there a significant relationship between the extent of multitasking practices of teachers, and their performance efficacy?
4.Which domains of the multitasking practices significantly influence the performance efficacy of teachers?

METHODOLOGY

Research Design

This study employed quantitative correlational design. It is a research approach used to examine/ explore the relationship between the "Multitasking Practices of Teachers and their Performance Efficacy. According to Creswell and Guettermen (2020), "Correlational research is a type of nonexperimental research in which the researcher measures two or more variables and then statistically determines the degree to which they are related. This means that researchers using this design measure variables as they naturally occur, without manipulating them, and then analyze the data to see if there's a pattern or association between variables.

According to Bhandari (2021), the correlational research design is a correlation between variables are examined without any of the variables being under the researcher's direct control or manipulation. It shows how strong or in what direction two or more variables are related. The direction may be positive or negative. Furthermore, correlational research is a non-experimental study in which the researcher analyzes two variables and evaluates the statistical relationship between them with little to no attempt to control extraneous variables (Price et al., n.d). Thus, researchers have chosen a correlational research design to test the relationship.

Research Respondents

This study was conducted in the elementary schools in Matanao 2 District. The respondents in this study were determined using Slovin's formula. The number of the respondents were as follows: 133 Teachers in Matanao 2 distributed in the following schools, Savoy ES (11), Glot Towak ES (14), Bangkal ES (20), Cabasagan ES (8), M.H Del Pilar ES (9), Dongan Pekong ES (9), Buri ES (14), Asinan ES (8), Asbang ES (7), Saub E/S (5), Tribal Filipino School of Datalfitak ES (4), Langaan ES (4), and Manga ES (20), sporadically distributed in the district schools. There were 133 teacher respondents from 200 computed using Slovin's formula. These were presently plantilla teachers this school year 2024-2025. The teacher respondents answered the checklist based on the indicators in the researcher made questionnaires describing multitasking practices of teachers and their performance efficacy. This study used the simple random sampling procedure considering the enormous number of teachers in the research locale.

Research Instrument

This study utilized the researcher developed questionnaire which items and indicators were focused on the Multitasking Practices of Teachers. The teacher-respondents gave their responses on the items in the checklist. The checklist would undergo pilot testing in a school that was not part of the local research to measure its validity and reliability.

Data Analysis

The following statistical tools would be used in the analysis and interpretation of the responses in this study.

Mean is a measure of central tendency—it represents the average value of a set of numbers. In statistics, it is a measure of central tendency of a probability distribution along median and mode. In this study it was used to describe the extent of multitasking practices of teachers and the extent of their performance efficacy.

Pearson r (also called the Pearson correlation coefficient) measures the strength and direction of the linear relationship between two continuous variables. It is a number between –1 and 1 that measures the strength and direction of the relationship between two variables. In this study it was used to determine the significant relationship between the multitasking practices of teachers and their performance efficacy.

Regression refers to a method used to model and analyze the relationship between a dependent variable and one or more independent variables. In this study, it was used to understand the relationship between the multitasking practices of teachers and their performance efficacy.

RESULTS AND DISCUSSION

Conclusion

Based on the collective findings of this study, the following conclusions were drawn:
The extent of multitasking of teachers in terms of lesson planning was Very Large Extent, the extent of multitasking of teachers in terms of classroom instruction was Very Large Extent, the extent of multitasking of teachers in terms of Development of Instructional Materials was Large Extent, the extent of multitasking of teachers in terms of Development of Educational Innovation was Very Large Extent, and the extent of performance efficacy of teachers in terms of accuracy of Work was High, the extent of performance efficacy of teachers in terms of work efficiency was High, the extent of performance efficacy of teachers in terms of timeliness was High, there was a significant relationship between extent of multi-tasking of teachers and the performance efficacy of teachers.

These findings aligned with Cognitive Load Theory. This theory suggested that multitasking could overwhelm a teacher's working memory, reducing their ability to effectively process and deliver information. When teachers juggled multiple tasks—such as lesson planning, grading, and classroom management—their cognitive resources were divided, potentially leading to decreased efficiency and effectiveness in their primary teaching responsibilities.

Another theory supported by the findings of this study was the Self-Efficacy Theory that was rooted in Bandura's social cognitive theory. This perspective argued that teachers who believe in their ability to handle multiple tasks simultaneously were more likely to perform efficiently. Their confidence in multitasking influenced their motivation, resilience, and ability to manage classroom challenges. Teachers with high self-efficacy tend to develop strategies to cope with multitasking demands, leading to better performance outcomes.

Recommendations

In the light of the findings drawn out by the researcher in this study, the following recommendations were offered:
DepEd officials should prioritize policy reforms that promote workload balance. Reducing unnecessary administrative tasks, streamlining documentation processes, and integrating efficient digital tools could help teachers focus on their core responsibilities—effective classroom instruction and student engagement. Additionally, providing access to support staff for clerical work could alleviate the burden of excessive multitasking, enabling teachers to enhance their pedagogical practices without compromising their well-being.

Furthermore, DepEd officials should invest in professional development programs designed to equip teachers with strategies for efficient multitasking. Offering workshops on time management, stress reduction, and technology integration can empower educators to handle multiple tasks with confidence. Encouraging collaboration through mentorship programs and peer.

School heads should implement strategies that streamline workload management. Allocating tasks more effectively—such as delegating administrative duties to support staff and minimizing redundant paperwork—could help teachers focus on instructional excellence. Encouraging the use of digital tools for scheduling, grading, and communication could significantly reduce time spent on non-teaching tasks, allowing educators to concentrate on student engagement and lesson delivery. Additionally, fostering a structured and organized school environment ensures that teachers can balance multiple responsibilities without compromising educational quality.

Furthermore, school heads should invest in professional development programs tailored to equip teachers with effective multitasking techniques. Providing training sessions on time management, task prioritization, and stress reduction could empower educators to navigate their workload with confidence. Encouraging peer collaboration through mentorship programs allowed teachers to share successful multitasking strategies and support one another in managing classroom demands. By prioritizing these initiatives, school leaders could cultivate a sustainable and efficient teaching environment that enhances productivity while safeguarding teacher well-being.

Teachers should prioritize effective time management and task organization. Implementing strategies such as structured lesson planning, batch grading, and leveraging technology for administrative tasks could help reduce cognitive overload. Using digital tools like scheduling apps and automated grading systems allowed teachers to focus more on student engagement rather than administrative duties. Additionally, setting realistic expectations and maintaining a balanced workload could prevent burnout, ensuring consistent and quality teaching performance.

Another crucial approach was fostering self-efficacy through continuous professional development and collaboration. Teachers should engage in training programs that equipped them with multitasking strategies tailored to educational settings. Seeking peer support and exchanging best practices with colleagues could provide valuable insights into managing multiple responsibilities efficiently. Furthermore, cultivating a growth mindset could help teachers adapt to challenges with confidence, improving overall performance while maintaining well-being. By integrating these recommendations, teachers could optimize their multitasking practices without compromising the quality of education they provide.

Future researchers should explore the nuanced effects of multitasking on teachers' performance efficacy by conducting empirical studies that examine cognitive load, stress management, and productivity outcomes. Investigating how different teaching levels, subjects, and school environments influence multitasking demands can provide a comprehensive understanding of its impact. Additionally, researchers should consider the role of technology in facilitating or hindering multitasking efficiency. Longitudinal studies that track teachers' multitasking behaviors over time can offer valuable insights into best practices and necessary interventions. By expanding research on this topic, scholars can help develop evidence-based strategies to enhance educators' efficiency while ensuring high-quality instruction.

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