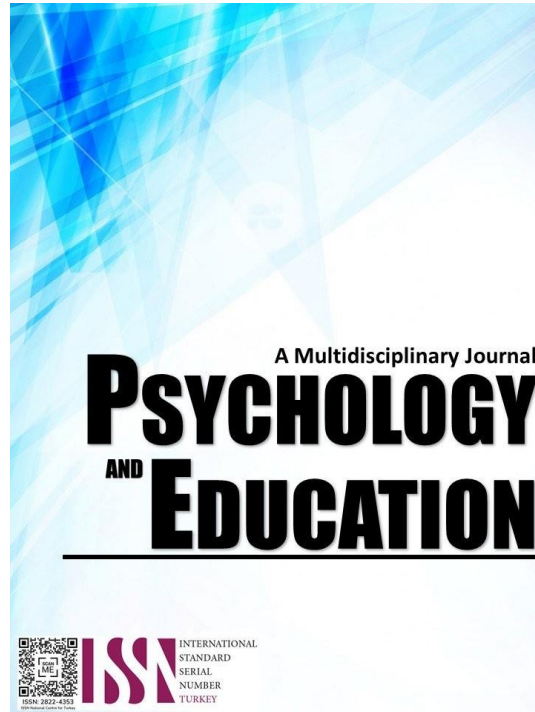


EXTENT OF WORKLOAD CHALLENGES AND MULTITASKING SKILLS AMONG TEACHERS AND THEIR PERFORMANCE



PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

Volume: 42

Issue 3

Pages: 514-517

Document ID: 2025PEMJ4064

DOI: 10.70838/pemj.420308

Manuscript Accepted: 06-07-2025

Extent of Workload Challenges and Multitasking Skills Among Teachers and their Performance

Zusette V. Orena,* Lorelie V. Gamutan

For affiliations and correspondence, see the last page.

Abstract

Teachers frequently experience excessive workloads that hinder their ability to manage time effectively, often resulting in stress, decreased productivity, and burnout. This study aimed to assess the extent of workload challenges, multitasking skills, and the performance of 200 public school teachers from Maramag District 3 during the School Year 2024–2025. The research focused on four key areas of workload: ancillary services, classroom tasks, administrative duties, and research responsibilities. Findings revealed that despite encountering significant workload demands across these areas, teachers demonstrated high levels of multitasking ability, particularly in time management, task prioritization, and adaptability. Notably, 50% of the respondents received an Outstanding rating in their Individual Performance Commitment and Review Form (IPCRF), indicating strong performance levels despite workload pressures. Statistical analyses showed significant relationships between various workload challenges and teacher performance, with p-values of 0.0071 for ancillary services, 0.0075 for classroom tasks, 0.0193 for administrative tasks, and 0.0093 for research. Likewise, significant relationships were found between multitasking skills and performance, specifically for time management ($p = 0.005$), task prioritization ($p = 0.014$), and adaptability ($p = 0.067$), suggesting that these skills are positively associated with teaching effectiveness. These results underscore the need for educational institutions to implement structured support systems to reduce non-instructional burdens. Recommendations include hiring additional administrative personnel, offering professional development focused on time management and task prioritization, and fostering collaborative school environments. Additionally, broadening teacher evaluation criteria to include well-being and job satisfaction may help promote a healthier, more balanced teaching experience. Ultimately, enhancing support for teachers' multitasking capacities can sustain high performance while mitigating the adverse effects of workload-related stress.

Keywords: *workload challenges, multitasking skills, ancillary services, classroom task, administrative task, research, time management, adaptability, prioritizing task*

Introduction

Teachers today face an increasingly complex responsibilities that extend far beyond classroom instruction. From lesson planning, grading, and student assessment to administrative duties, extracurricular supervision, and community engagement, their multifaceted demands can be overwhelming. As Burch (2019) observed, expanding teaching roles have significantly taxed educators' time and energy. Blatchford and Bussett (2019) emphasized that the added responsibilities often lead to stress, reduced job satisfaction, and burnout, especially without institutional support.

The pressure to fulfill these expectations frequently results in teachers working beyond scheduled hours without additional compensation, straining their personal and professional relationships. Branden (2019) noted that such conditions could foster resentment and feelings of being undervalued. The cumulative effects of these burdens can impair teachers' ability to prioritize and manage time effectively, ultimately impacting their productivity and well-being.

Multitasking has become a survival strategy for many educators. Teachers often juggle lesson delivery with administrative documentation, parent communication, and classroom management—all in a single day. According to Rashid (2022), this intense multitasking leads to early burnout, notably when institutional support is lacking.

However, not all effects are adverse. Alquizar (2018) found that some teachers embrace multitasking, finding it an engaging way to manage diverse duties, provided they possess strengths such as resilience, faith, and self-confidence.

Effective time management, adaptability, and task prioritization are essential multitasking skills that enable teachers to navigate these demands (Arbia, 2023; Aslam, 2022; Fayyumi, 2018).

However, fatigue and diminished performance are likely outcomes when these cognitive resources are stretched thin. Hence, there is a critical need to explore the interplay between workload challenges, multitasking skills, and teacher performance to inform support systems that enhance teacher efficacy and well-being.

Research Questions

This study determined the workload challenges, teachers' multitasking skills, and teachers' performance in Maramag 3 District, during the School Year 2024-2025. Specifically, this paper sought to answer the following questions:

1. Is there a significant relationship between the challenges of teachers' workload and their performance?
2. Is there a significant relationship between teachers' multitasking skills and their performance?

Methodology

Research Design

This study employed a descriptive correlational research design, which is suitable when exploring relationships between variables within a population. The primary goal was to investigate the extent of teachers' workload challenges, their multitasking skills, and how these variables relate to their professional performance. By identifying correlations among these factors, the study aims to contribute to teacher well-being, inform educational policy, and enhance the quality of instructional delivery. The design is quantitative in nature, relying on statistical data to analyze patterns, determine relationships, and provide insights into practical solutions for the teaching profession (Creswell, 2018).

Respondents

The study was conducted among 200 public school teachers from Grades 1 to 12 in Maramag District 3, Bukidnon during the School Year 2024–2025. The selected schools—Kuya Elementary School, Magsaysay Elementary School, Dagumbaan Integrated School, Colabugon Elementary School, Pig-awakan Elementary School, San Carlos Elementary School, and Kuya National High School—reflect diverse instructional contexts, including urban and rural settings, resource-rich and resource-constrained environments, and varying student populations.

A complete enumeration sampling technique was used, meaning all teachers in the identified schools were included in the study. This census approach ensured comprehensive coverage and eliminated sampling error, increasing the accuracy, reliability, and generalizability of the findings.

Each school presented unique characteristics: from high student populations and integrated curricula to limited teaching resources and high community involvement. These conditions shaped teachers' workload and multitasking demands, making them ideal contexts for the research. The diversity of the schools allowed the researcher to explore how contextual factors influence workload challenges, multitasking strategies, and teacher performance.

Table 1. *Distribution of Respondents by School*

<i>School</i>	<i>Total Population</i>
Kuya Elementary School	35
Magsaysay Elementary School	10
Dagumbaan Intergrated School	40
Colabugon Elementary School	35
Pig-awakan Elementary School	10
San Carlos Elementary School	25
Kuya National High School	45
Total	200

Research Instrument

The researcher used an adapted questionnaire by Alquizar (2018) and Collie and Martin (2016) as a research tool for the study. It was composed of two sets. Set 1 asked about teachers' workload challenges, such as ancillary services, classroom tasks, administrative functions, and research, and was modified from different sources. Set 2 asked about teachers' multitasking skills in time management, prioritizing tasks, and adaptability. The performance rating was added to the questionnaire as one of the things that teachers had to fill out.

The validity of the questionnaires was confirmed during a pilot testing phase, which comprised administering the instrument's draft version to a sample population typical of the target demographic. The researcher conducted the pilot test on 30 teachers who were not included in the researcher's respondents and to determine whether the questions were reliable, the researcher used the Cronbach alpha. The pilot test was designed to assess the clarity, relevance, and usefulness of each item in capturing the intended components. The data collected during the pilot testing was then analyzed to find any ambiguities, biases, or difficulties with response patterns. Based on this study, required adjustments were made to improve the instrument's clarity and ensure it according to the research objectives

Procedure

The researcher respects the rights and dignity of the participants. Thus, participants' welfare shall be protected and promoted. The letter contained information on the purpose of the study and the nature of their participation. Before the study was conducted, the participants were also given an Informed Consent Form. Furthermore, the researcher secured an endorsement letter from the Dean of the School of Graduate and Professional Studies and the school district. Another permission was obtained from the District Supervisor, school principals, and officer-in-charge. Lastly, the respondents' responses to the questionnaires were tabulated and subjected to statistical treatment of the data, for analysis and interpretation.

Data Analysis

Thematic analysis and Colaizzi's descriptive phenomenological method were employed in the data interpretation process. This rigorous

and robust approach ensured the legitimacy and trustworthiness of the findings.

Following Colaizzi's (1978) methodological steps, the researcher first familiarized themselves with the participants' responses by reviewing them multiple times. Next, significant statements related to the study were identified. These statements were then examined to extract meanings relevant to the research focus. The meanings were clustered into themes, which were organized to reflect the core experiences of participants, ensuring their voices were accurately represented. The themes were then interpreted within the context of the study's findings. Finally, the results were shared with participants for validation, and a comprehensive report was compiled to highlight the essence of teachers' experiences and the impact of the RISE program on their professional practices.

Ethical Considerations

The researcher protects the confidentiality of respondents by ensuring that their personal information and data are kept confidential and are not disclosed to anyone without their consent. The researcher treats respondents with respect and dignity and ensures that their rights and welfare are protected throughout the research process, considers the potential risks and benefits of the research, and takes all necessary measures to minimize any harm to learners and maximize benefits.

Results and Discussion

The study's findings reveal a significant relationship between workload challenges—namely, ancillary services, classroom tasks, administrative duties, and research responsibilities—and teacher performance as measured by the Individual Performance Commitment and Review Form (IPCRF). The computed p-values for these workload domains are as follows: ancillary services ($p = 0.0071$), classroom tasks ($p = 0.0075$), administrative tasks ($p = 0.0193$), and research ($p = 0.0093$). Since all values are below the 0.05 significance level, the results indicate that these workload components have a statistically significant impact on teacher performance.

Table 2. Test for significant relationship between Teachers' Workload Challenges and their Performance

Workload Challenges	r coefficient	p-value	Remarks
Ancillary Services	.128	.0071	Significant
Classroom Tasks	-.027	.0075	Significant
Administrative Tasks	-.120	.0193	Significant
Research	-.006	.0093	Significant

Level of significance: $\alpha = .05$

Similarly, studies examining the impact of research requirements on teaching quality, such as those conducted by Alquizar (2018), show that when teachers are overburdened with research and publication demands, they may have less time and energy to devote to instructional planning, student interaction, and reflection on their teaching practices, all of which are important components of positive performance evaluations.

Table 3 presents the test for significant relationship between teachers' multitasking skills and their performance.

Table 3. Test for significant relationship between Teachers' Multitasking Skills and their Performance

Workload Challenges	r coefficient	p-value	Remarks
Ancillary Services	.128	.0071	Significant
Classroom Tasks	-.027	.0075	Significant
Administrative Tasks	-.120	.0193	Significant
Research	-.006	.0093	Significant

Level of significance: $\alpha = .05$

Table 3 shows a significant relationship between multitasking skills (Time management p -value= .005, prioritizing tasks p -value= .014, and adaptability p -value=0.067) and their performance. This means a favorable association between multitasking skills (particularly time management, task prioritization, and adaptability) and teacher performance. Effective instructors can properly manage their time to prepare classes, grade assignments, and respond to student needs. Prioritizing work allows them to concentrate on the most important areas of their teaching, ensuring that all requirements are completed. Furthermore, adaptability, a crucial multitasking, allows the teachers to change their techniques to accommodate different student learning styles and unforeseen classroom problems, improving overall effectiveness and student outcomes. This ability to efficiently manage various demands leads to enhanced classroom management, curriculum delivery, and, ultimately, teacher performance. Since there is a strong relationship between teachers' multitasking skills and their performance ratings, the null hypothesis is rejected.

Conclusion

The findings revealed that teachers confront diverse workload issues, these challenges directly translate into differences in their performance. This highlights the complexities of teacher effectiveness, implying that it is influenced by contextual and individual factors rather than just the demands placed on teachers regarding workload. As a result, analyzing and enhancing teachers' performance requires a comprehensive approach from educational authorities and schools.

Moreover, there is a significant relationship between teachers' multitasking skills, particularly in time management, task prioritization, and adaptability, and their overall performance. This shows that, despite the ability to manage many obligations, these skills may directly translate to improved performance outcomes in the educational setting. It raises critical issues about the elements that influence teacher effectiveness and emphasizes the need for deeper research into other abilities or traits that may have a greater impact on performance.

To address teachers' significant workload challenges, educational institutions should implement more structured support systems, such as hiring additional administrative staff to handle non-teaching tasks, providing professional development focused on efficient classroom management, and fostering collaborative environments where teachers can share resources and strategies. Furthermore, expanding the measures used to evaluate teacher performance to include well-being and job satisfaction can result in a more balanced approach to educational success, allowing instructors to focus on their main tasks rather than supplementary burdens.

To improve teacher performance, schools may prioritize developing supportive environments that enable professional growth and job satisfaction over addressing workload concerns. Implementing focused professional development programs, offering mentorship opportunities, and guaranteeing proper resources and support systems will allow teachers to succeed in their professions. Additionally, school administrators should illicit input from the instructors regularly to successfully balance workloads and improve overall job efficacy and morale.

To improve teacher effectiveness, professional development programs may include not only multitasking skills, but also pedagogical tactics, emotional intelligence, and teamwork. Schools should have evaluations of the numerous aspects that influence teacher effectiveness and consider providing targeted seminars to develop these additional abilities. Furthermore, providing supportive environments where teachers can exchange best practices and seek assistance may improve performance, regardless of their multitasking ability.

References

- Alquizar, J. (2018). Multitasking of teachers in the contemporary settings: Boon or bane? ERIC.
- Arañas, J. Q. (2023). Tasks beyond instruction: A case study on teachers' ancillary functions. *International Journal of Educational Innovation and Research*, 2(2), 179.
- Arbia, G. (2023). Work-related stress and well-being of teachers: An exploratory study within primary schools in Italy.
- Aslam. (2022). Effects of teachers' demographic factors towards workplace spirituality at school level. *South African Journal of Education*, 42(1).
- Fayyumi, A. (2018). The overwhelming administrative tasks on teachers: What technology can offer?
- Azarcon, C. (2019). Challenges encountered by master teachers in conducting action research.
- Blatchford, P., & Bussett, A. (2019). Deployment and impact of support staff in schools: Results from Strand 2, Wave 2.
- Branden. (2019). Teachers' workload, burnout, and work performance. *International Journal of Educational Policy Research and Review*.
- Burch. (2019). What is a descriptive correlational study design?
- Castaneda. (2023). Research capability of public elementary school teachers: Inputs to basic educational development plan.
- Collie, R. J., & Martin, A. J. (2016). Adaptability: An important capacity for effective teachers. *Teachers and Teaching*, 22(3), 300–318.

Affiliations and Corresponding Information

Zusette V. Orena

Kuya Elementary School
Department of Education – Philippines

Lorelie V. Gamutan

Valencia College (Bukidnon), Inc. – Philippines