

Workload Challenges and Multitasking Skills among Teachers in Don Carlos, Bukidnon

Ivy Acaja Fredeluces¹, Nora C. Narido, PhD²

¹Teacher, Department of Education

²Professor, School of Graduate and Professional Studies, Cagayan de Oro College

Abstract

This study explores workload challenges and multitasking skills among public elementary school teachers in Don Carlos, Bukidnon, during the 2024–2025 school year. Teachers often juggle instructional, administrative, and ancillary duties that require strong multitasking abilities. The research aimed to assess teachers' workload challenges, multitasking skills, and their profiles. The respondents included 270 public elementary school teachers. A descriptive correlational design was used, employing a modified questionnaire to gather data analyzed with frequency, mean, standard deviation, Pearson correlation, and one-way ANOVA.

Results showed most teachers were experienced females aged 40 to 49, primarily holding the Teacher I position with 20 to 29 years of service. Teachers faced a high level of workload challenges, particularly due to managing multiple ancillary tasks alongside teaching responsibilities. Despite these demands, respondents demonstrated high multitasking skills, especially in time management, although adaptability was a noted difficulty for some. A significant correlation was found between workload challenges and multitasking skills, with differences influenced by age, position, experience, and education level.

The study concludes that excessive workload negatively impacts teachers' multitasking abilities, potentially reducing efficiency and affecting their well-being. It recommends professional development to enhance adaptability and policy reforms to lessen administrative burdens.

Keywords: Workload Challenges, Multitasking Skills

1. Introduction

Workload challenges and multitasking skills are crucial factors affecting teachers' performance, well-being, and the quality of education. Teachers face increasing responsibilities beyond classroom instruction, including administrative tasks, extracurricular duties, and non-teaching activities, which often lead to excessive workloads. This overload can cause stress, burnout, and difficulties in prioritizing tasks, negatively impacting productivity and cognitive function (Walker et al., 2019). Many teachers work unpaid extra hours, which strains their personal and professional lives and can lead to frustration (Rashid, 2022). Despite these challenges, some teachers cope with multitasking by drawing on personal strengths, perseverance, and faith, and even find switching between tasks stimulating and productive (Alquizar, 2018). Research from Malaysia shows that multitasking—including teaching, managing activities, and administrative work—is common and often enhances job efficiency. Multitasking is also linked to job satisfaction among teachers (Jamian, 2020). Studying workload challenges and multitasking is important for developing strategies to improve teachers' time management, task prioritization, and avoid burnout.

This research aims to increase teacher productivity, enhance job satisfaction, and ultimately improve educational quality. As society grows more complex, understanding and addressing these issues will remain increasingly important.

Research Questions

This study aimed to determine the level of workload challenges and multitasking skills among teachers in Don Carlos, Bukidnon during the School Year 2024-2025.

Specifically, this study sought to answer the following questions:

1. How are the respondents distributed in terms of age, sex, highest educational attainment, position, teaching experience, and number of ancillary services?
2. What is the level of teacher's workload challenges based on ancillary services, classroom task, administrative function, and research?
3. What is the level of teachers' multitasking skills with regard to time management, adaptability, and prioritizing tasks?
4. Is there a significant relationship between teacher's workload challenges and their multitasking skills?
5. Is there a significant difference in the teacher's multitasking skills when grouped according to their profile?

Significance

The results of this study would benefit several stakeholders. School officials may gain insights into teachers' workload challenges and use comparative data to assess the time needed for teaching-related and support tasks, critical during increased accountability in education. Teachers can better understand the nature and extent of their workload and multitasking demands. Learners may appreciate their teachers' efforts more and become more engaged, especially when teachers manage stress and use effective instructional materials. Parents could better understand teachers' roles, encouraging active support in school programs and their children's learning to help ease teacher workloads. Future researchers may build on this study to further explore workload challenges and multitasking skills in education.

Scope and Limitations

This study examined the workload challenges and multitasking skills of 270 public elementary school teachers in Don Carlos District, Bukidnon, for the School Year 2024–2025. It focused on four workload areas: ancillary services, classroom tasks, administrative functions, and research. The study also assessed teachers' multitasking skills, including time management, task prioritization, and adaptability. Respondents' profiles age, sex, educational attainment, position, teaching experience, and number of ancillary duties were considered as moderating variables.

2. Literature Review

Research respondents are individuals who provide insights, experiences, and opinions that are essential to generating data and shaping research findings. Goodfellow (2019) highlights the value of surveys in social science and healthcare research for generalizing results from a sample to a larger population. The study stresses the importance of interpreting survey results carefully, as respondent characteristics can affect consistency. Boch (2023) underscores the active role of respondents in participatory photography, where they contribute both data and analysis in marketing research.

Age: Santoro (2019) found that younger teachers, while more adaptable to new teaching methods and technology, often experience higher stress due to workload demands. Older teachers, although benefiting from experience in managing workload challenges more effectively, are prone to higher burnout levels. Skaalvik (2020) also emphasized that age significantly affects how teachers perceive their workload, with older teachers reporting greater stress due to cumulative responsibilities. These findings suggest that age influences multitasking skills and workload management, where older teachers rely on experience but face adaptation challenges, while younger teachers bring flexibility but still refine their multitasking abilities.

Sex: Blomberg and Knight (2020) highlighted that female teacher, particularly at the primary and secondary levels, often report higher workload-related stress as they balance teaching with family responsibilities, which fosters strong multitasking skills. Conversely, Nash and Sacre (2019) noted that male teachers usually have fewer domestic duties but take on more administrative or extracurricular roles, demanding different multitasking strategies. Despite these differences, sex was found not to significantly impact overall multitasking skills, reinforcing the idea that male and female teachers manage workload challenges comparably. Including sex ensures the study's applicability across genders and points to areas for further research on gender dynamics.

Highest Educational Qualification: Harmsen et al. (2019) reported that teachers with advanced degrees often engage in curriculum development and professional activities that increase workload but also equip them with better multitasking skills. García-Carmona, Marín, and Aguayo (2021) similarly found that postgraduate-qualified teachers demonstrate superior time management and task prioritization, despite facing higher expectations. This shows that higher educational attainment correlates with enhanced multitasking abilities, emphasizing the importance of advanced training in preparing teachers for complex workload demands.

Position: Li et al. (2019) found that teachers in leadership roles encounter significantly higher workloads due to decision-making and administrative duties requiring advanced multitasking skills. Bubb and Earley (2020) also noted that leadership positions necessitate balancing teaching with administrative tasks, increasing stress but fostering stronger multitasking abilities. These insights suggest that position influences workload and multitasking demands, highlighting the need for targeted support for teachers in higher ranks to manage their diverse responsibilities effectively.

Teaching Experience: Carver-Thomas and Darling-Hammond (2019) demonstrated that experienced teachers are better at managing workload and multitasking due to developed coping strategies but remain vulnerable to burnout. García-Carmona et al. (2021) found novice teachers struggle more with balancing workload and multitasking, as they are still building essential skills. Experience thus plays a crucial role in shaping teachers' ability to handle multiple tasks, suggesting the value of career-stage-specific support to improve workload management.

Number of Ancillary Services: Webb and Vulliamy (2018) revealed that teachers with additional roles outside teaching face greater workload challenges and multitasking difficulties. Thorburn (2019) also noted that while ancillary duties can improve multitasking by requiring diverse task management, they often contribute to overload and stress. Managing multiple ancillary services demands strong prioritization and adaptability, but excessive duties may hinder focus on core teaching. This points to the importance of policies balancing ancillary workload to prevent teacher burnout.

Workload challenges are demands such as lesson planning, grading, and administrative tasks that hinder teachers' productivity and cause stress. These demands can reduce multitasking efficiency and overall job performance. García and Weiss (2019) found U.S. teachers burdened by non-teaching tasks, leading to

burnout. Similarly, Jansen et al. (2019) noted global increases in teacher workload due to expanded roles. Balacuit (2020) stressed that burnout affects teacher performance, highlighting the need to reduce stress to improve teaching effectiveness.

Ancillary Services: Salise et al. (2021) studied the relationship between classroom performance and ancillary functions (extra duties beyond teaching) among secondary school teachers in Bohol, Philippines. Their findings showed teachers performed “Outstanding” in announced classroom observations and “Satisfactory” in unannounced ones. Teachers were only partially involved in ancillary functions, but there was a significant correlation: better classroom performance was linked to greater involvement in ancillary roles such as advisers, coordinators, and coaches. Private school teachers scored higher in unannounced observations. Ancillary functions support the core teaching role and contribute to professional growth. In the Philippines, teachers receive credit for their efforts through the Individual Performance Commitment Report, which accounts for factors beyond their control. Ancillary roles are assigned based on expertise but sometimes given to less experienced teachers or those with lighter teaching loads. In other countries like Indonesia, ancillary services are embedded in the school system to support national education standards.

Classroom Tasks: Hegwood (2023) highlighted that classrooms contain diverse learners requiring teachers to use multiple teaching methods and adapt lessons in real time. Communication with students can also be challenging, especially for younger learners who may not express their needs clearly. Classroom tasks—including lesson delivery, assessment, and management—are a major part of teachers’ daily workload and require multitasking, prioritization, and time management to balance alongside administrative duties.

Administrative Function: According to Fayyumi (2018) and Team Varthana (2024), teachers face heavy administrative burdens—such as exam preparation, grading, lesson planning, data tracking, and event management—that detract from their primary teaching and mentoring roles. These tasks increase stress, burnout, and reduce job satisfaction, highlighting the need to address administrative overload to preserve teacher well-being and education quality.

Research: Ulla (2018) studied public high school English teachers in Mindanao and found that while teachers’ motivations for research were often personal, they acknowledged benefits for teaching practice and career growth. Challenges included lack of funding, heavy workloads, and limited research skills and materials. Azarcon (2019) emphasized that action research is vital for improving teaching, but many teachers hesitate due to time constraints and workload pressures, despite available training. These findings suggest a need for interventions to encourage teacher research participation to enhance teaching quality.

Multitasking is the ability to handle multiple tasks at once or switch between them effectively a vital skill for teachers managing instructional duties, administrative work, and student support. While effective multitasking can enhance classroom performance, research highlights its potential downsides. Harris and Jones (2020) found that although multitasking helps teachers manage responsibilities, it can divide attention and negatively affect classroom management and student engagement. Similarly, Adams and Rodriguez (2021) emphasized that while multitasking boosts productivity, it can also cause cognitive overload, leading to reduced efficiency and increased stress.

Time Management: Time management is crucial for teachers to effectively juggle instructional and non-instructional tasks. Wolters and Brady (2020) highlight that teachers with strong time management skills balance classroom duties, administrative work, and personal life better, leading to lower stress and higher job satisfaction. Princesa (2003) emphasized careful planning, setting clear goals, and allocating ample

time to tasks as key to successful time management. Efficient time use helps teachers meet deadlines, avoid burnout, and enhance performance.

Prioritizing Tasks: Prioritizing involves identifying and focusing on tasks based on their urgency and importance. Schneider and Preckel (2018) found that teachers who prioritize well manage workloads more effectively, ensuring critical activities like lesson planning and assessments are completed on time. Poor prioritization leads to overload, errors, and increased stress. Effective prioritization boosts productivity and reduces workload challenges.

Adaptability: Adaptability is a teacher's ability to adjust to changing circumstances, such as curriculum updates or student behavior. Janssen, van Vuuren, and de Jong (2020) link adaptability to resilience, showing that adaptable teachers handle challenges better, quickly adjust teaching methods, and thrive in dynamic environments.

3. Methodology

Research Design

This study employed a descriptive correlational research design to examine the relationship between workload challenges and teachers' multitasking skills. It aimed to observe and document existing conditions without manipulating variables, focusing on describing and categorizing data. As Creswell (2018) notes, such studies use statistical data to explore research questions from multiple perspectives. All teachers in the target schools were invited to participate, ensuring a comprehensive and quantitative data set. The correlational aspect of the study aimed to determine whether a relationship exists between the identified variables.

Participants

The respondents of the study were the two hundred seventy (270) Public Elementary School Teachers of Don Carlos Districts Division of Bukidnon during the School Year 2023-2024. This involved the Kindergarten to Grade 6 teachers who were currently teaching in the districts and division mentioned above.

Data Collection

The study used a structured questionnaire as its main data collection tool, divided into three parts. The first gathered respondents' profiles, including age, sex, education, position, teaching experience, and ancillary duties. The second assessed workload challenges in four areas: ancillary services, classroom tasks, administrative functions, and research, using ten indicators on a 5-point Likert scale, adapted from Salise et al. (2021). The third part measured multitasking skills, time management, task prioritization, and adaptability based on Alquizar's (2018) framework, also using a 5-point Likert scale. Though parts II and III were researcher-made, they were modeled on validated studies to ensure reliability and relevance.

Data Analysis

The study used various statistical tools to analyze the data. Percentage and frequency distributions described respondents' profiles, such as age, sex, education, position, experience, and ancillary duties. Mean and standard deviation measured the levels of workload challenges and multitasking skills, revealing general patterns and variability. Pearson's r tested the relationship between workload challenges and multitasking skills. T-tests and ANOVA (F-tests) examined differences in multitasking skills across

different demographic and professional groups, providing insight into how these factors influence teachers' multitasking abilities.

4. Results and Discussions

Problem 1. How are the respondents distributed in terms of age, sex, highest educational qualification, position, teaching experiences and ancillary services?

Table 1
Distribution of Respondents Profile

Variable	Category	Frequency	Percentage
Age	50 Years old and above	53	19.63
	40 – 49 Years old	82	30.37
	30 – 39 Years old	72	26.67
	20 Years old and below	63	23.33
	Total	270	100.00
Sex	Male	73	27.04
	Female	197	72.96
	Total	270	100.00
Highest Educational Qualifications	Doctorate Degree	7	2.59
	with Doctorate Degree Units	16	5.93
	Master's Degree	80	29.63
	with Master's Degree Units	78	28.89
	Bachelor's Degree	89	32.96
	Total	270	100.00
Position	Master Teacher II	20	7.41
	Master Teacher I	21	7.78
	Teacher III	50	18.52
	Teacher II	70	25.92
	Teacher I	109	40.37
	Total	270	100.00
Teaching Experience	30 Years above	53	19.63
	20 – 29 Years	90	33.33
	10 – 19 Years	72	26.67
	9 Years below	55	20.37
	Total	270	100.00
Number of Ancillary Services	5 and above	72	26.67
	3 to 4 Ancillaries	133	49.26
	1 and 2 Ancillaries	55	20.37
	0 Ancillary	10	3.70
	Total	270	100.00

Age

The majority of respondents (30.37%) were aged 40–49, indicating a significant portion of the teaching workforce is in their mid-career stage. This group typically possesses strong teaching and classroom management skills and is open to blending traditional and modern instructional approaches. They are also well-positioned to mentor younger colleagues and take on leadership roles. Miller and Garcia (2021) highlight that while age influences multitasking skills, factors like professional development and support systems are also crucial.

Meanwhile, only 19.63% of respondents were aged 50 and above, suggesting a smaller portion of teachers nearing retirement. These educators bring valuable experience and insight but may face challenges adapting to new technologies. Anderson and Thompson (2022) note that older teachers rely on established routines for multitasking but may struggle with the demands of modern teaching tools. Nonetheless, their experience offers opportunities for mentorship and advisory roles.

Sex

The data showed that 197 respondents (72.96%) were female, indicating a predominantly female teaching workforce. This reflects global trends in education, where women often outnumber men. A female-dominated staff may foster a nurturing, collaborative, and supportive school culture and serve as strong role models for students, especially young girls. However, it also highlights the importance of supporting female teachers in balancing professional responsibilities and societal expectations. Roberts and Jenkins (2020) note that female teachers often excel at multitasking but may face stress due to gender-based workload challenges, emphasizing the need for targeted support.

In contrast, 73 respondents (27.04%) were male, showing underrepresentation in the teaching profession. This is consistent with broader trends and suggests a need for strategies to recruit and retain male educators. Male teachers can contribute valuable perspectives, serve as role models—especially for boys—and enhance gender balance in schools. Davis and Lee (2021) found that male teachers approach multitasking with a focus on task efficiency and are influenced by societal norms around gender roles. Tailored support may help address the unique challenges they face in the profession.

Highest Educational Qualifications

The majority of respondents, 89 (32.96%), held a Bachelor's Degree, indicating that most teachers in the sample have completed the basic qualifications required for entry into the profession. While sufficient for many teaching roles, this level of education may limit career advancement and professional growth. Ongoing professional development is essential to enhance teaching effectiveness and promote lifelong learning. According to Patel and Nguyen (2023), Bachelor's degree holders may face specific workload challenges and would benefit from targeted support to improve their multitasking skills and job satisfaction.

In contrast, only 7 respondents (2.59%) had a Doctorate Degree, showing that few teachers have pursued the highest level of academic attainment. This low number may reflect the limited incentives or relevance of doctoral qualifications in K–12 education. However, these educators can serve as valuable resources for leadership, mentoring, and fostering academic excellence. Jackson and Lee (2021) note that teachers with Doctorates face unique multitasking demands and require institutional support to manage their roles effectively. They recommend structured professional development and recognition of their specialized expertise.

Position

The highest number of respondents, 109 (40.37%), held the Teacher I position, indicating that a large portion of the teaching workforce is in entry-level roles. This may suggest limited career advancement opportunities due to factors like scarce higher-level positions or systemic barriers. While Teacher I educators often bring fresh training and enthusiasm, they require strong mentorship and professional development to grow. Kim and Park (2020) emphasize that these teachers face unique workload and multitasking challenges, often exacerbated by limited resources. Support systems are essential to help them manage their responsibilities effectively.

In contrast, only 20 respondents (7.41%) held the Master Teacher II position, suggesting that few teachers have reached advanced career levels. This reflects a potential bottleneck in promotion pathways and highlights challenges in recognizing experienced educators. Master Teacher II roles demand strong leadership and mentoring abilities, playing a key role in professional development and instructional quality. Wang and Lee (2021) note that these teachers face distinct multitasking demands due to their dual role in teaching and leadership, underlining the importance of support and recognition for their contributions.

Teaching Experience

The largest group of respondents, 90 (33.33%), had 20 to 29 years of teaching experience, indicating a workforce with substantial expertise and maturity. These veteran educators bring deep knowledge of pedagogy, classroom management, and curriculum, making them valuable mentors and instructional leaders. However, despite their experience, they may face challenges adapting to evolving teaching methods and technologies. Zhang and Li (2020) highlight that these teachers often balance traditional practices with modern demands, which can affect their multitasking capabilities and workload management.

In contrast, only 53 (19.63%) respondents had 50 or more years of teaching experience, making this group the least represented. This reflects the natural attrition due to retirement and suggests a more dynamic, transitioning workforce. Wang and Chen (2021) found that while these long-serving educators possess highly refined multitasking skills and institutional memory, they may struggle with the pace of technological and policy changes. Nonetheless, their insights are invaluable in shaping educational practices and mentoring younger teachers.

Number of Ancillary Services

The majority of respondents, 133 (49.26%), are involved in 3 to 4 ancillary services, indicating that nearly half of the teaching workforce takes on multiple roles beyond classroom instruction. These may include administrative duties, student support, and extracurricular activities. This high level of involvement reflects a strong culture of multi-tasking and institutional expectations for teachers to contribute to broader school functions. However, Smith and Jones (2022) note that such responsibilities can lead to increased workload, stress, and potential burnout, requiring teachers to develop advanced multitasking and time management skills.

In contrast, only 10 (3.70%) respondents reported having no ancillary duties, suggesting that most teachers are actively engaged in additional school responsibilities. This small percentage highlights the norm of multi-role engagement in schools. According to Johnson and Martinez (2021), teachers without ancillary roles experience lower stress and can dedicate more time to teaching and professional growth. While this can lead to improved job satisfaction, it also raises questions about workload equity and participation in shared school responsibilities.

Problem 2. What is the level of teacher's workload challenges based on ancillary services, classroom task, administrative function, and research?

Table 2
Summary of the Level of Teachers' Workload Challenges

Variable	Mean	SD	Interpretation
Ancillary Services	3.44	0.84	Highly Challenged
Classroom Task	3.14	0.77	Challenged
Administrative Function	3.28	0.81	Highly Challenged
Research	3.29	0.83	Highly Challenged
Overall	3.29	0.81	Highly Challenged

Table 2 reveals that teachers face a high level of workload challenges, with an overall mean of 3.29 (SD = 0.81), interpreted as "Highly Challenged". This indicates that many teachers find their responsibilities including instruction, paperwork, and research very demanding, underscoring the need for targeted support to ease their workload.

Among all workload components, ancillary services posed the greatest challenge with a mean of 3.44 (SD = 0.95). Teachers often struggle to balance these tasks, such as administrative duties, counseling, and extracurricular responsibilities, alongside their teaching roles. According to Robinson and Miller (2021), these duties significantly impact time management and job satisfaction, highlighting the need for institutional strategies to reduce this burden.

In contrast, classroom tasks received the lowest challenge rating with a mean of 3.14 (SD = 0.56), still marked as "Challenged" but more manageable compared to other areas. Teachers may find these tasks less stressful due to their experience and developed instructional strategies. Green and Adams (2020), however, emphasize that while classroom duties like grading and lesson planning are time-consuming, teachers have adapted to these responsibilities better than to ancillary roles.

Overall, the findings indicate that while teaching itself is demanding, non-instructional tasks contribute more significantly to workload stress, suggesting a need for policy and administrative adjustments to better support teachers.

Problem 3. What is the level of teachers' multitasking skills with regard to time management, adaptability and prioritizing tasks?

Table 3
Summary of the Level of Teacher's Multitasking Skills

Variable	Mean	SD	Interpretation
Time Management	3.24	0.79	High
Prioritizing tasks	3.04	0.77	High
Adaptability	2.88	0.72	High
Overall	3.05	0.76	High

Table 3 shows that teachers possess strong multitasking skills, with an overall mean of 3.05 (SD = 0.76), interpreted as "High." This suggests that most teachers effectively handle various responsibilities—such as teaching, administrative tasks, and school activities—demonstrating flexibility, time management, and prioritization.

The highest-rated skill was Time Management, with a mean of 3.24 (SD = 0.79), also rated as "High." This indicates that teachers are proficient in organizing their time, meeting deadlines, and balancing multiple demands. According to Hernandez and Garcia (2020), effective time management helps teachers maintain instructional quality while managing other tasks and promotes better work-life balance and job satisfaction.

Adaptability received the lowest score among the multitasking skills, with a mean of 2.88 (SD = 0.72), though still interpreted as "High." This shows that while teachers are generally flexible, there is room for improvement in adjusting quickly to changes such as new technologies or curriculum updates. Johnson and Williams (2021) emphasize that adaptability is essential for managing change and maintaining effectiveness in evolving educational environments.

Overall, teachers demonstrate strong multitasking capabilities, particularly in time management. However, given the ever-changing demands of education, schools should continue supporting teachers in enhancing adaptability and refining multitasking strategies to prevent stress and burnout.

Problem 4. Is there a significant relationship between teachers' workload challenges and their multitasking skills?

Table 4
Result of the Test on Relationship between Teachers' Workload Challenges
and their Multitasking Skills

Teachers' Workload Challenges	Multitasking Skills			
	Time Management	Prioritizing tasks	Adaptability	Overall
	r-value	r-value	r-value	r-value
	p-value	p-value	p-value	p-value
Ancillary Services	0.72	0.79	0.81	0.77
	0.0771	0.0710	0.0601	0.0694
	NS	NS	NS	NS
Classroom Task	0.66	0.49	0.72	0.62
	0.0201	0.0160	0.0371	0.0244
	S	S	S	S
Administrative Function	0.60	0.77	0.71	0.69
	0.0151	0.0260	0.0313	0.0241
	S	S	S	S
Research	0.54	0.64	0.66	0.61
	0.0163	0.0190	0.0210	0.0188
	S	S	S	S

Table 4 shows a significant relationship between teachers' workload challenges—including classroom tasks, administrative duties, research, and ancillary services—and their multitasking skills such as time

management, prioritizing, and adaptability ($r = 0.73$, $p = 0.0341$). This means that as workload demands increase, effective multitasking becomes more important.

Classroom tasks strongly impact all multitasking skills, affecting how teachers manage time, prioritize, and adjust to changes in the classroom. Administrative duties also significantly challenge teachers' multitasking abilities, requiring better organization and flexibility. Research responsibilities add further pressure, demanding careful planning and adaptability.

While ancillary services showed high correlation with multitasking skills, the results were not statistically significant, possibly because teachers are more familiar with these tasks or receive support in managing them.

Overall, these findings highlight the key role of multitasking in handling teachers' diverse workload. Professional development should focus on improving time management and adaptability, alongside workload redistribution and administrative support to reduce teachers' stress and improve efficiency.

Problem 5. Is there a significant difference in the teachers' multitasking skills when grouped according to their profile?

Table 5
Test of Difference between Teachers' Multitasking Skills when Grouped according to their Profile

Respondents' Profile	Teachers' Multitasking Skills		
	Time Management	Prioritizing tasks	Adaptability
	t-value p-value	t-value p-value	t-value p-value
Age	0.56	0.67	0.61
	0.0162	0.0780	0.0200
	S	NS	S
Sex	0.73	0.70	0.68
	0.0671	0.0708	0.0671
	NS	NS	NS
Highest Educational Qualification	0.71	0.77	0.73
	0.0270	0.0673	0.0182
	S	NS	S
Position	0.63	0.52	0.50
	0.0261	0.0250	0.0231
	S	S	S
Teaching Experience	0.53	0.34	0.52
	0.0290	0.0133	0.0240
	S	S	S
Number of Ancillary Services	0.61	0.62	0.64
	0.0673	0.0811	0.0190
	NS	NS	S
Overall	0.63	0.60	0.61
	0.0388	0.0560	0.0286

S**NS****S**

Table 5 analyzes differences in teachers' multitasking skills—time management, prioritizing, and adaptability based on demographics like age, sex, education, position, teaching experience, and number of ancillary services. Results show that age, educational qualification, position, and teaching experience significantly affect multitasking abilities, with older, more experienced, higher-ranked, and more educated teachers performing better. However, sex and the number of ancillary services generally did not show significant differences, except that teacher with more extra duties demonstrated greater adaptability.

These findings suggest that professional and demographic factors shape multitasking skills, highlighting the value of targeted professional development to help teachers, especially those less experienced or in leadership roles, improve their multitasking. This can ultimately boost teacher efficiency, satisfaction, and school performance.

5. Conclusion and Recommendations

Conclusion

The study concludes that teachers face the greatest workload challenges in handling ancillary services, which often go beyond their primary teaching duties. These added responsibilities contribute significantly to their daily stress and time constraints. Despite this, teachers demonstrated strong multitasking skills, especially in time management, allowing them to handle various tasks effectively. This shows their dedication and ability to stay organized even under pressure. The findings highlight the need to revisit teachers' workloads and provide better support to help them focus more on instruction.

Recommendations

Schools and administrators revisit the distribution of teachers' responsibilities to give more attention to classroom tasks, which received the lowest mean among workload challenges. Teachers should be provided with sufficient time and support to focus on the overwhelming classroom tasks such as: lesson planning, assessing student performance, and implementing engaging learning strategies. Reducing the number of ancillary tasks assigned to teachers can help ensure that classroom instruction remains their top priority and that teaching quality is not compromised.

Among the multitasking skills assessed, adaptability was the lowest. Teachers find ways to adjust in uncertain situations, but there's room for growth. To help, schools should offer workshops on stress management, flexibility, and coping with change. These can boost teachers' confidence in handling shifting schedules, new policies, or tech updates. Creating a supportive space where teachers can share tips and experiences can also strengthen their adaptability.

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