

MULTI-TASKING SKILLS, COPING STRATEGIES AND THE TEACHERS' PERFORMANCE AND PRODUCTIVITY IN PUBLIC ELEMENTARY SCHOOLS

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Abstract

The goal of the study is to determine the multi-tasking skills, coping strategies and the teachers' performance and productivity in public elementary schools. It was conducted using descriptive survey method through questionnaires, administered to one hundred five (105) public elementary school teachers in Fule Almeda District, Division of San Pablo City during the school year 2022-2023. Data were collected and analyzed.

The study revealed that the teachers' extent of multi-tasking skills in terms of organization, prioritization, scheduling, and delegation are "substantially practiced". Most of the teachers' extent of coping strategies in terms of problem-focused and emotional-focused are "substantially practiced". Their performance level in terms of content, knowledge and pedagogy; learning environment, diversity of learners, curriculum and planning & assessment and reporting, community linkages and professional engagement & personal growth and professional development and plus factor is "outstanding". The result also shows that the teachers' productivity level terms of quality, quantity and timeliness is "very satisfactory". In addition, the results of a test of correlation between multi-tasking skills and the teaching performance and productivity shows a significant relationship between the variables. Furthermore, the results of a test of correlation between coping strategies and the teaching performance and productivity shows a significant relationship. It is suggested that teachers may further improve their multi-tasking skills and coping strategies in terms of problem-focused and emotion-focused to enhance their teaching performance and productivity.

Keywords: multi-tasking skills, coping strategies, teachers' performance, teachers' productivity

1. Introduction

Teachers are the most essential in school factors influencing learners' progress, holistic learning, and academic performance. They must satisfy department's expectations in performing their duties, especially in improving the quality of education.

In the context of Philippine educational system, the Department of Education categorizes classroom teachers into two: teachers without ancillary functions and teachers with ancillary functions, which means that aside from being classroom teachers, they have other classroom-related tasks (Mohamad & Parcon, 2022). Teachers must spend more than eight hours a day to perform their duties as educators. Their duties do not only end with teaching but also require related responsibilities, which may be regular curricular activities like planning, preparation of materials, and assessment tool, checking, and recording, seasonal responsibilities such as coordinator ship reports, training, parent contact and meetings, and school-related work like school-related events and other programs (Ancho & Bongco, 2019). It is commonly observed that teachers try to handle multiple works simultaneously under the serious time pressure. It has also become customary for people to bring their job home or on vacation (Baran, 2013).

Meanwhile, teaching performance is generally defined as the capacity to accomplish or enact the job specification, obligations, and responsibilities. Internal and external forces, such as environment, social

interaction, and personal motivation, can contribute to the quality of teaching performance. With the changes in the educational system, it is observed that teachers are expected to perform well by multi-tasking of heavy paper works, behavior management of the students, attending frequent seminars, reporting, and training, resulting in psychological concerns like as stress, job discontent, and disengagement, as well as worst-case scenarios of suicide, depression, and anxiety (Sarabia & Collantes, 2020).

Faculty enormous workloads are undeniably difficult in working environments, not to mention the habit of overloading, which is similarly stressful among public school teachers (Geronimo & Olegario, 2020). Moreover, teachers experience stress because of time pressure, conflicting work demands, involvement in different committee works, and insufficient space for various activities (Manalo, 2019). A teacher who receives an additional workload is more prone to burn out. There are times when a teacher's extra workload brings him or her honor and prestige. However, studies show that increased workload leads to burnout and stress (Jomuad, et al., 2021).

In the Philippines, stress level of teachers is relatively high. This is due to many work-related factors, such as too many paper works, additional non-teaching-related activities, crowded classes, and personal factors which include relationships, inadequate salary, and high cost of living (Mingoa, 2017).

In schools, where it is impossible to avoid challenges, teachers should apply coping strategies to reduce harmful effects of prolonged exposure to stress. The teaching career is undeniably fraught with difficulties. Thus, it is vital to examine recognizable coping strategies as to how teachers handle, overcome, or deal with the challenges. Coping refers to the action taken by an individual concerning the internal and external demands of situations perceived as threats. Teachers need to cope with challenges that emerge to them and the things that occur within them (Baraquia, 2022).

Many challenges met by individual in life can produce stress these days. Stress has become a common problem that almost everyone has to deal with, especially those involved in intellectual activities such as teaching. (Yusuf, et al., 2015).

Even though there will always be pressure, how you deal with it will determine whether you will succeed or not in your workplace.

Background of the Study

In Fule Almeda District, Division of San Pablo City, teachers practice multi-tasking to accomplish with the different reports given by the top management. Multi-tasking is an important tool for teachers to finish numerous tasks in short period. Due to multi-tasking of teachers, they can meet deadlines and expectations of the institution. Teachers from the said district experience stress while complying with the demand of their work.

Teachers from Fule Almeda District regularly attend workshops, training and seminars such as In-service Training of Teachers (INSET) and School Learning Action Cell (SLAC) to improve their performance and productivity. INSET is conducted every end of the semester which intends to retrain current DepEd teachers to meet the content and performance standards of the K to 12 curriculum. SLAC is being handled once a month which aims to develop and support successful teachers by nurturing their knowledge, attitudes, and competencies in terms of curriculum, instruction, and assessment in their workstations.

Every end of school year, schools conduct a performance evaluation of the teachers. There are criteria which are set on how teachers will be evaluated, these are the 18 indicators from the Philippine Professional Standards for Teachers (PPST) chosen as RPMS (Result-based Performance Management System) objectives for the school year 2021-2022.

In this connection, the researchers would like to conduct a study to determine if teachers' multi-tasking skills and their coping strategies are related to their teaching performance and productivity.

1.1 Theoretical Framework

The study was founded on Dario D. Salvucci and Niels A. Taatgen's threaded cognition theory, an integrated theory of concurrent multitasking - accomplishing many activities at the same time. According to this theory, task threads acquire processing resources in a "greedy" manner and release them "politely." A greedy thread demands processing resources as quickly as feasible when needed, despite the fact that the thread may have to wait its turn due to the exclusive-use rule. When a courteous thread's handling is no longer required, it releases resources for other threads. The task threads are prioritized so that the thread that has been treated the least recently obtains priority (Strayer et al., 2021).

It was also based on the bottleneck hypothesis, which states that dual-task interference occurs when two processes use the same processor. In this idea, only one of the two jobs may occupy this CPU. When the first job is being processed, the second task must wait for it to be completed before the processor is freed. According to this idea, dual-task interference only affects the reaction times of the second task and has no influence on the response of the first task since the decision stage processes the first task first and delays the processing of the second task (Pashler, 1994).

According to the Multiple Resource Theory, people have a limited set of mental resources. These resources may be viewed as a reservoir of energy that is used for a variety of mental activities, ranging from sensory-level processing to meaning-level processing. This pool of shared resources is divided across tasks, modalities, and processes. This hypothesis describes how challenging single-tasks might cause processing problems and how dual-task performance is more likely to be impeded by completing comparable activities rather than distinct tasks. According to the Multiple Resource Theory, data must be processed sequentially when multiple activities need the same cognitive resource, such as visual perception. When a job demands several resources, such as visual and aural perception, they can be processed concurrently (Wickens, 2002).

Multitasking is the process of handling many duties concurrently by entrusting a single person while monitoring various errands and keeping up with execution. Multitasking abilities allow one to manage time efficiently, transition between tasks, and focus on numerous job activities. Concentrating on many assignments at once without losing attention necessitates executive control and the ability to shift emphasis from one activity to another in fast succession with no negative consequences. The top four multitasking abilities for various vocations are organization, priority, scheduling, and delegating. (Resume Assistance, 2023)

The Transactional Model of Stress and Coping, developed by Richard Lazarus and Susan Folkman in 1987, is one of the most widely used models for understanding stress pathways. It proposes that a stress reaction has a substantial influence on individual evaluation processes. When presented with stresses, the individual assesses the importance of the stressors (primary appraisal) as well as their resources to cope with stress (secondary assessment). The individual's coping mechanisms are influenced by both primary and secondary assessments. Coping has an impact on both the immediate stress reaction and the long-term health, psychological well-being, and social functioning (Obbarius et al., 2021).

According to Lazarus and Folkman (1984), how we perceive or respond to an incident can frequently have a greater influence on our stress level than the event itself. They created a framework to assist people in managing stressful circumstances through objective assessment and coping practices. It was known as the Transactional Model of Stress and Coping. Lazarus and Folkman (1984) distinguished two forms of coping: problem-focused coping (controlling or modifying the cause of stress) and emotion-focused coping (regulating stressful feelings) (Surachman & Almeida, 2018). Problem-focused coping techniques include those that demand engagement in the environment, such as asking help from others to address a problem or the self, which is cognitive restructuring (Dubow & Rubinlicht, 2011).

The DepEd Memorandum No. 4, Series of 2022, titled Implementation of the Results-Based Performance Management System-Philippine Professional Standards for Teachers (RPMS-PPST) for School Year 2021-2022, provides guidance on how to manage and appraise teachers' performance using the remaining 18 indicators in their RPMS. The Department of Education intends to complete the full cycle of integrating the 37 PPST

indicators into teachers' performance in SY 2021-2022. The tool for Proficient and Highly Proficient teachers is attached to the memorandum, and it includes the following 5 Key Results Areas: (1) Content Knowledge and Pedagogy, (2) Learning Environment, (3) Diversity of Learners, Curriculum and Planning, & Assessment and Reporting, (4) Community Linkages and Professional Engagement & Personal Growth and Professional Development, and (5) Plus factor (Llego, 2022).

Teacher work productivity is a critical and strategic component in achieving great education. As a result, significant and ongoing efforts are required to enhance it. job productivity is often assessed by the amount, quality, and timeliness with which instructors complete their job in designing learning, implementing learning, performing assessments, and participating in professional development activities (Anisah et al., 2020).

1.2 Findings

The tables present the findings of this study with their corresponding interpretations. The data are analyzed and interpreted so that conclusions and recommendations can be drawn from the result of the study

Table 1
Extent of Multi-Tasking Skills of Public Elementary School Teachers

Skills	Mean	SD	Verbal Interpretation
organization	4.31	0.61	Substantially Practiced
prioritization	4.58	0.42	Highly Practiced
scheduling	4.42	0.46	Substantially Practiced
delegation	4.47	0.50	Substantially Practiced
Overall	4.45	0.40	Substantially Practiced

Legend: 1.00 – 1.49 – Not Practiced, 1.50 – 2.49- Low Practiced, 2.50 – 3.49- Moderately Practiced, 3.50 – 4.49- Substantially Practiced, 4.50 – 5.00- Highly Practiced

Table 1 presents the data on the extent of multi-tasking skills based on the four indicators: organization, prioritization, scheduling, and delegation. The verbal interpretation of the mean scores suggests that the teacher's multi-tasking skill in prioritization was verbally interpreted as highly practiced, with the highest mean score of 4.58. The lowest mean score was from an organization with a mean score of 4.31 and was verbally interpreted as substantially practiced. Overall, the statistics suggest that the teachers' extent of multi-tasking skills was substantially practiced in terms of organization, prioritization, scheduling, and delegation, with an overall mean of 4.45.

Based on the study's findings, teachers always practice prioritization skills in multi-tasking of work. Teachers deal with numerous tasks every day. They are overwhelmed with paperwork, school reports, programs, and lesson plans. Because this work cannot be avoided, teachers tend to select the most pressing and significant activities to comply with the time-demanding work. This skill is vital in multi-tasking of work and may consistently practice in the workplace.

The result also shows that teachers often practice their skills in delegation. Since teachers are handling different programs and projects, delegation is essential. Delegation of work in school results in a balance of workloads. It allows a fair sharing of responsibilities and tasks. Each teacher is delegated to get a fair share of work to be completed by the entire team. Delegation helps them accomplish assigned tasks with ease.

Teachers often practice scheduling skills. They often establish the time they want to make available for their work since there are many things to accomplish daily. They give themselves time to communicate with their school heads, co-teachers, and other stakeholders so teaching-learning situations will not be affected. They also focus on high-priority, urgent and essential tasks that cannot be delegated or avoided and give extra time to cope with contingencies.

Teachers often practice organization skills which help them manage their files and resources. Despite the teachers' multi-tasking of work, they usually maintain organization in their workplace.

Teachers may improve their multi-tasking skills in delegation, scheduling, and organizing to be more productive and increase their performance.

Table 2
Extent of Coping Strategies of Public Elementary School Teachers

Strategies	Mean	SD	Verbal Interpretation
problem-focused	4.31	0.50	Substantially Practiced
emotional focused	4.41	0.55	Substantially Practiced
Overall	4.36	0.53	Substantially Practiced

Legend: 1.00 – 1.49 – Not Practiced, 1.50 – 2.49- Low Practiced, 2.50 – 3.49- Moderately Practiced, 3.50 – 4.49- Substantially Practiced, 4.50 – 5.00- Highly Practiced

Table 2 shows the extent of coping strategies the teachers in Public Elementary Schools. The result suggests that the teachers substantially practiced problem-focused and emotional-focused strategie with an overall mean of 4. 36. The result showed that most of the teachers use emotional- focused than problem-focused coping strategies.

Teachers face many unexpected and overwhelming situations that demand immediate attention. In such cases, teachers consider work-related tasks as the source of their stress. It is a usual setting in public elementary schools. The urgent reports of teachers may cause teachers’ mental and physical health problems.

Based on the result, most of them often use emotional coping strategies. Teachers seek ways to unwind and enjoy themselves. Most of them talk to their co-teachers and families to release their tensions from work. Their families and friends serve as their stress relievers. Whenever they are stressed, teachers focus on completing tasks like completing school forms, making instructional materials, and checking their pupils’ work. Others engaged in hobbies like cleaning their classrooms, organizing the learners’ materials, and fixing the classroom decorations. These are some of the things that they can do inside their classrooms. Some teachers practice mindfulness by listing things that make them happy. Some teachers find time to exercise, such as joining the school’s health and wellness activities. These are the emotional coping strategies teachers use to lessen anxiety in the workplace. However, others use problem-coping strategies to alleviate the stress by focusing on things that are needed to be done and finding practical solutions to the problems that pressure them.

Concerning the teachers’ well-being, they may need to recognize the importance of finding the most suitable coping strategies for themselves in different situations. Adding problem-focused and emotional coping strategies to their coping selection may reduce their stress and improve their sleep possibly.

Table 3
Level of Performance of Public Elementary Teachers

Indicators	Mean	SD	Verbal Interpretation
content knowledge and pedagogy	4.56	0.47	Outstanding
learning environment	4.70	0.40	Outstanding
diversity of learners, curriculum and planning & assessment and reporting	4.65	0.50	Outstanding
community linkages and professional engagement & personal growth and professional development	4.58	0.45	Outstanding
plus factor	4.20	0.71	Very satisfactory
Overall	4.54	0.51	Outstanding

Legend: 1.00 – 1.49 – Poor, 1.50 – 2.49- Unsatisfactory, 2.50 – 3.49- Satisfactory, 3.50 – 4.49- Very Satisfactory, 4.50 – 5.00- Outstanding

Table 3 shows the summary of the teachers' performance level described in terms of a teacher evaluation tool based on the Philippine Professional Standards for Teachers (PPST) 5 Key Results Area (KRAs) to assess teachers' level of performance with the following indicators: content, knowledge, and pedagogy; learning environment, diversity of learners, curriculum and planning & assessment and reporting, community linkages and professional engagement & personal growth and professional development and plus factor.

As can be gleaned from the result, the indicator: learning environment recorded the highest mean of 4.70 among the five key results areas, interpreted as outstanding. This means that teachers are good classroom managers. This may be explained by the fact that teachers know how to engage learners with different classroom activities to explore and find meaning in their learning. This matter connotes that teachers deeply understand creating a conducive and attractive physical learning environment that promotes equality, fairness, and respect.

On the other hand, the lowest mean score was from indicator 5, with a mean score of 4.20, indicating that the teachers are very satisfactory regarding plus factor. These are value-adding accomplishments not covered in the regular duties and responsibilities. For teachers, the plus factor shall be limited to work contributing to the teaching-learning process.

Overall, the teachers' performance level is outstanding, with an overall mean of 4.54 and SD= 0.51, which implies that they are performing well in adherence to the department's goal of attaining quality education.

This is due to the different seminars, workshops, and training being attended by teachers. Teachers are given technical assistance by the master teachers, school heads, and supervisors during classroom observations to improve their teaching performance and suggest strategies for developing a pedagogical approach. Teachers' seminars, workshops, and training help them boost their potential as classroom managers, enhance their instruction delivery skills, and adapt guidelines in the assessment of learners. They are also allowed to grow personally and professionally through graduate studies and may contribute to the development of the schools. They are also encouraged to make action plans or conduct research to help implement programs for school improvement. They are urged to involve their parents in school projects such as Brigada Eskwela, Brigada Pagbasa, School-based Feeding Program and Clean Up-Drive activities to tap stakeholders' participation for the schools' progress. Since the community has a big impact on the learners' development, schools involve them in school activities. Every school has General Parent-Teacher Association (GPTA) officers to help the school address issue in the school and help implement projects for the development of school facilities and its performance. Through the said activities, teachers' performance in Fule Almeda District is perceived as outstanding. Teachers' performance has an impact on school and learners' academic performance. They can produce quality students, making it easy to pursue quality schools.

Therefore, it is essential to consider all the factors contributing to enhancing teachers' performance. School heads and Supervisors may consider the needs of the teachers in planning their SLACs and INSETs to attain the department's goals and objectives.

Table 4

Level of Productivity of Public Elementary School Teachers

Indicators	Mean	SD	Verbal Interpretation
quality	4.49	0.47	Very satisfactory
quantity	4.38	0.53	Very satisfactory
timeliness	4.36	0.55	Very satisfactory
Overall	4.41	0.52	Very satisfactory

Legend: 1.00 – 1.49 – Poor, 1.50 – 2.49- Unsatisfactory, 2.50 – 3.49- Satisfactory, 3.50 – 4.49- Very Satisfactory, 4.50 – 5.00- Outstanding

Table 4 presents the summary of the teachers' productivity level in terms of quality, quantity, and timeliness. The result suggests that the productivity level of teachers in terms of quality has the highest average mean of 4.49, suggesting that they are very satisfactory in maintaining the quality of work while delivering quality education. The lowest average mean was 4.36, which means that teachers' productivity was very satisfactory in terms of timeliness. Overall, the teachers' productivity level was verbally interpreted as very satisfactory, with an overall mean of 4.41 and SD= 0.52. The perceived teachers' level of productivity indicates that teachers managed to be productive in their workplace.

Teachers perform different tasks in school. After the teaching hours, they still need to comply with their reports. Some teachers extend their hours in school to finish their paperwork while others bring them home. They employ different strategies to produce outputs. However, they do not only comply, but they also check the quality of their production. They also work with deadlines, so they finish their work on or before the time. To accomplish different tasks, they collaborate with their co-teachers by sharing ideas. Others motivate their colleagues to ease pressure and make their work easier.

Quantity, quality, and timeliness are significant elements to enhance teachers' work productivity. Productive teachers are highly needed in every school to help attain the school's goals and objectives.

Since the teachers' productivity is very satisfactory, school leaders may enhance their training and development programs through SLACs to improve teachers' productivity.

Table 5
Significant Relationship between the Multi-tasking Skills and the Teachers' Performance in Public Elementary Schools

Multi-Tasking Skills	Teachers' Performance				
	Content Knowledge and Pedagogy	Learning Environment	Diversity of Learners, Curriculum and Planning & Assessment and Reporting	Community Linkages, and Professional Engagement & Personal Growth and Professional Development	Plus Factor
Organization	.457**	.469**	.479**	.444**	.377**
Prioritization	.557**	.603**	.591**	.583**	.437**
Scheduling	.583**	.551**	.560**	.583**	.464**
Delegation	.678**	.651**	.643**	.606**	.425**

** . Correlation is significant at the 0.01 level (2-tailed).

Table 5 provides information on the results of a test of the correlation between multitasking skills and teaching performance. Based on the data, there is a statistically significant relationship between the variables. Moreover, the computed r-value suggests a moderate to strong association of variables. In this case, the computed r-value suggests that there is a moderate to strong association between multitasking skills and teaching performance. This means that there is a significant relationship between multitasking skills and teaching performance.

Teachers often practice multitasking skills at work. Due to school reports, they need to develop these skills while attending to the needs of their learners. Teachers' multitasking skills in terms of organization, prioritization, scheduling, and delegating help them to accomplish their work while boosting their execution in teaching. Despite busyness in the field, school heads make sure that teachers are given appropriate technical assistance, training, and workshops in school through their SLACS and INSETs, which results in their outstanding performance in terms of content, knowledge, and pedagogy, learning environment, diversity of learners, curriculum and planning & assessment and reporting community linkages, and professional engagement & personal growth and professional development and a very satisfactory score in a plus factor.

The result implies that teachers' teaching performance is outstanding when they often practice multitasking skills. Their multitasking work does not hamper their teaching abilities and teaching situation since they practice multitasking skills well. The correlation between multitasking skills and the teacher's performance is an essential area of educational research. This topic is particularly relevant today, as teachers are increasingly required to handle multiple tasks simultaneously while maintaining high performance. Therefore, it is vital for school heads to carefully consider the impact of multitasking on teachers' performance through teachers' evaluation to develop strategies and technical assistance that will help teachers in managing their workload effectively.

Table 6
Significant Relationship between the Multi-tasking Skills and The Teachers' Productivity in Public Elementary Schools

Multi-Tasking Skills	Teachers' Productivity		
	Quality	Quantity	Timeliness
Organization	.502**	.549**	.536**
Prioritization	.702**	.651**	.639**
Scheduling	.677**	.716**	.583**
Delegation	.716**	.700**	.666**

** . Correlation is significant at the 0.01 level (2-tailed).

Table 6 shows the results of a test of the correlation between multitasking skills and the teachers' productivity. In this case, the computed r-value indicates a strong association between multitasking skills and teachers' productivity. This means that there is a significant relationship between the variables.

Teachers do not only focus on teaching, but they also need to deal with different work-related tasks. As teachers practice multitasking, their brain becomes more efficient in handling simultaneous tasks. In some ways, it also develops one's resiliency because working in a demanding environment improves one's ability to handle challenging situations. Based on the study, excellent multitasking skills allow teachers to be more productive in the workplace.

Quality, quantity, and timeliness of teachers' work productivity are highly satisfactory if teachers often practice multitasking skills in organizing, prioritizing, scheduling, and delegation. School heads may review teachers' workload and develop job training and development programs that could enhance the teacher's level of multitasking and improve their productivity.

Table 7
Significant Relationship between Coping Strategies and The Teachers' Performance in Public Elementary Schools

Coping Strategies	Teachers' Performance				
	Content Knowledge and Pedagogy	Learning Environment	Diversity of Learners, Curriculum and Planning & Assessment and Reporting	Community Linkages, and Professional Engagement & Personal Growth and Professional Development	Plus Factor
Problem-Focused Strategy	.633**	.506**	.480**	.543**	.508**
Emotion-Focused Strategy	.677**	.578**	.554**	.636**	.547**

** . Correlation is significant at the 0.01 level (2-tailed).

Table 7 reveals the significant relationship between the teachers' coping strategies and their teaching performance. The computed r-value suggests a moderate to strong association between the variables. This entails that the teachers' practice of coping strategies dramatically affects their performance as teachers.

Teachers perform well due to the different training, seminars, and workshops from the school to the regional level. The activities enable them to improve their capacity and skills to deliver quality education. While performing their teacher duties, they must also attend to other work-related tasks. Those additional works of teachers cause them to experience stress. However, because teachers employ substantially practiced coping strategies, their teaching performance is perceived to be outstanding.

Teachers' practice of problem-focused coping strategies has a moderate to strong impact on their teaching performance; this is because they prioritize things that cause their stress. Teachers' performance in Fule Almeda District is perceived as outstanding when they often employ problem-focused coping strategies.

Meanwhile, teachers' practice of emotional-focused coping strategies has a strong impact on their teaching performance. This is because whenever they are stressed, they find ways that make them happy to lessen the stress from work. Teachers' performance in Fule Almeda District is perceived as outstanding when they often employ emotional-focused coping strategies.

The association between coping strategies and teacher performance is a crucial area of education research. This topic is particularly substantial nowadays, as teachers face a high-stress level brought by different work-related tasks such as coordinator ship, reports, and paper works. Hence, school principals may prioritize teacher training on coping and dealing with the stress associated with their profession.

Table 8

Significant Relationship between Coping Strategies and The Teachers' Productivity in Public Elementary Schools

Coping Strategies	Teachers' Productivity		
	Quality	Quantity	Timeliness
Problem-focused Strategy	.619**	.564**	.517**
Emotional-focused strategy	.541**	.609**	.515**

** . Correlation is significant at the 0.01 level (2-tailed).

Table 8 presents the results of a test of the correlation between coping strategies and teachers' productivity. Based on the data, it can be concluded that there is a statistically significant relationship between the variables. Moreover, the computed r-value suggests a strong association between coping strategies and teachers' productivity.

Teachers often find ways to alleviate themselves from stressful situations by adapting coping strategies. Schools conduct several activities and programs to help teachers ease the tensions at work. The schools conduct wellness programs in schools like Zumba during their spare time to maintain their physical health. Gender and Awareness Development (GAD) programs help teachers improve their emotional health. Teachers also maintain their social life through constant communication with their co-teachers, who serves as their second family.

The result shows that when teachers often practice problem-coping strategies, their productivity level is very satisfactory. This is because, during stressful situations brought by additional workloads of teachers, they consistently prioritize things that are needed to be done, causing their pressures at work. Teachers always give practical solutions to their problems to eliminate things that trigger their stress. In that case, they tend to be more productive. Since they often practice problem-focused coping strategies, they have a very satisfactory level of productivity.

The study also indicates that a substantially practiced emotional coping strategy produces very satisfactory productivity. Whenever teachers are stressed, they care for themselves by doing things that make them relaxed and happy. It shows that despite stressful situations, teachers show resilience at work. They still manage to have a positive atmosphere. The teachers always employ this strategy to lessen the pressure from their demanding job. The correlation between coping strategies and teachers' productivity is an essential area of education research. This topic is particularly significant today, as teachers are experiencing a high level of stress brought by different kinds of coordinator ship, reports, and paper works while sustaining high productivity.

Therefore, school leaders may determine the impact of coping strategies on teachers' productivity through evaluation and constant communication with teachers. They may also enhance their programs and activities like mental health awareness programs, GAD, and SLACs to improve teachers' coping strategies.

Summary of Findings:

1. The teachers' extent of multi-tasking skills in terms of organization, prioritization, scheduling, and delegation is "substantially practiced."
2. The teachers' extent of coping strategies in terms of problem-focused and emotional-focused is "substantially practiced".
3. The teachers' performance level in terms of content, knowledge, and pedagogy; learning environment, diversity of learners, curriculum and planning & assessment and reporting, community linkages and professional engagement & personal growth and professional development and plus factor is "outstanding".
4. The teachers' productivity level in terms of quality, quantity, and timeliness is "very satisfactory".
5. Based on the results of a test of the correlation between multi-tasking skills, teaching performance, and productivity, there is a significant relationship between the variables.
6. The results of a test of correlation between coping strategies, teaching performance, and productivity shows a significant relationship between the variables.

Conclusions

Based on the abovementioned findings, the following conclusion is formulated:

1. The respondents' multi-tasking skills are significantly related to their teaching performance and

productivity.

The hypothesis stating that there is no significant relationship between the respondents' multi-tasking skills and their level of teaching performance and productivity is not supported by the findings of the study.

2. The respondents' coping strategies are significantly related the teachers' performance and productivity.

The hypothesis stating that there is no significant relationship between the respondents' coping strategies and their level of teaching performance and productivity is not sustained in the study

Recommendations

Based on the findings listed, the following recommendations are suggested:

1. Teachers substantially practiced multi-tasking skills. Teachers may constantly practice and enhance their multi-tasking skills to perform their duties and other related tasks to achieve their schools' goals and objectives.
2. In the study, the teachers substantially practiced coping strategies. Schools may include topics on how to assist teachers in improving their coping strategies in their SLAC plans. They may incorporate in their mental health awareness orientation the topics on how coping strategies can help to reduce stress and increase the well-being of teachers.
3. The teachers' overall performance is outstanding based on the findings. Teachers may consistently attend training and seminars on pedagogical approaches to improve their teaching performance. They may be encouraged to attend a master's degree to enhance their professional and personal growth and development.
4. The study revealed a moderate to strong relationship between multi-tasking skills and coping strategies and the teachers' performance and productivity. Teachers may improve their multi-tasking skills and coping strategies to enhance their teaching performance and productivity.
5. The result of the study may be utilized as reference materials by future researchers to identify the relationship and impact of multi-tasking skills and coping strategies on teachers' performance and productivity.

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