

Multitasking Strategies in Ancillary Functions and Teachers' Classroom Performance

Chiqui L. Pabularcon^a, Cecilia Q. Velasco^b

^a *chiqui.pabularcon@deped.gov.ph*

^a *Lucena North 1 Elementary School, Lucena City 4301, Philippines*

^b *Laguna State Polytechnic University, San Pablo City 4000, Philippines*

Abstract

This study examined the relationship between multitasking strategies in ancillary functions and teachers' classroom performance, considering work-related attributes as a moderating variable. It focused on how teachers manage multiple ancillary tasks and how these strategies influence instructional effectiveness. The research was conducted in 11 selected schools in the Lucena North District, involving 107 Key Stage 1 teachers. A quantitative-correlational design was used, employing a researcher-made instrument and statistical tools such as mean and standard deviation. Participants were selected through purposive sampling. Findings showed a significant relationship between multitasking strategies and teachers' classroom performance, indicating that effective multitasking enhances instructional effectiveness. However, work-related attributes, including task type and workload, did not significantly moderate this relationship. This implies that the effect of multitasking strategies remains consistent regardless of workload demands. It is recommended that administrators provide support programs for workload management, while teachers improve their multitasking strategies for better classroom performance.

Keywords- Multitasking Strategies; Ancillary Functions; Teachers' Classroom Performance; Work-related Attributes

1. Introduction

Educators play a vital role in guiding the intellectual and emotional growth of students within today's constantly changing educational landscape. Their responsibilities go far beyond classroom instruction, as they are also expected to prepare lessons, evaluate student performance, and participate in various extracurricular and school-related activities. Given the increasing complexity of modern educational environments, understanding how teachers multitask to manage these responsibilities is essential for improving their overall job performance.

In the Philippines, the Department of Education, henceforth DepEd, schools are facing issues in meeting the critical factors that are significant in delivering quality basic education. According to Into et al. (2018), overlapping tasks and extensive co-curricular duties are among the primary issues that hinder

educational effectiveness in the country.

DepEd Memorandum No. 291, s. 2008, and DepEd Order No. 005, s. 2024, stipulate that full-time public school teachers are expected to allocate a maximum of six hours per day for direct classroom instruction. While the standard workday is eight hours, the remaining two hours are reserved for teaching-related tasks and ancillary functions. However, this allocation often proves insufficient for completing all the non-teaching responsibilities, even with the implementation of DepEd Order No. 002, s. 2024, which outlines guidelines for reducing administrative workloads among public school teachers.

For public teachers who have a self-contained classroom, two hours are not enough to finish their ancillary tasks a day. Especially they are the ones who taught more than five subjects to the same group of students. Each subject should have a different lesson plan and instructional materials every day.

This research aims to investigate and evaluate the multitasking methods teachers employ to manage diverse ancillary tasks and how these strategies impact classroom performance. Through this study, we strive to reveal the patterns, challenges, and effective approaches utilized by teachers, to improve teaching outcomes by examining their nuanced approaches. Moreover, the research will investigate the potential correlation between specific multi-tasking strategies and teachers' classroom performance based on the DepEd Memo No.42, s. 2017 (Adoption of Philippine Professional Standards for Teachers).

According to Cherry (2023) although multitasking appears to be an efficient method for accomplishing numerous tasks simultaneously, studies indicate that our brains are not as adept at managing multiple tasks as commonly believed. She also noted that multitasking can hamper your productivity by reducing your comprehension, attention, and overall performance.

In the research made by Srna et al. (2018) although engaging in multiple tasks may diminish performance, they found that holding the activity constant, the mere perception of multitasking improves performance. In their research, they also noted that individuals who viewed an activity as multitasking showed higher levels of engagement and consequently performed better compared to those who viewed the same activity as single-tasking.

The findings of this study are expected to offer meaningful insights for educational policymakers, school leaders, and professional development initiatives. By examining the relationship between multitasking strategies in ancillary responsibilities and teachers' classroom performance, the study may help guide the creation of targeted interventions and training programs. These efforts can support educators in managing multiple responsibilities more effectively while maintaining the quality of instruction. In a broader sense, the research also contributes to ongoing discussions on teacher professional growth and the continuous improvement of teaching practices in response to the changing demands of education.

1.1. Statement of the Problem

This study aims to determine the relationship between multitasking strategies in ancillary functions and teachers' classroom performance among primary teachers in the North District of Lucena City.

Specifically, it sought to answer the following questions:

1. What is the level of agreement of the respondents on the multitasking strategies in ancillary functions in terms of the following:
 - 1.1 Delegation;
 - 1.2 Organization;
 - 1.3 Prioritization;
 - 1.4 Time Management; and
 - 1.5 Technology Utilization?
2. How do respondents describe the classroom performance of the teachers in terms of:
 - 2.1 Content Knowledge and Pedagogy;
 - 2.2 Learning Environment;
 - 2.3 Diversity of Learners;
 - 2.4 Curriculum and Planning; and
 - 2.5 Assessment and Reporting?
3. What are the work-related attributes of the respondents in terms of:
 - 3.1 Task type; and
 - 3.2 Workload?
4. Is there a significant relationship between multitasking strategies in ancillary functions and teachers' classroom performance?
5. Do teachers' work-related attributes moderate the relationship between multitasking strategies in ancillary functions and teachers' classroom performance?

2. Methodology

2.1 Research Design

This study employed the quantitative-correlational research design to examine the relationship between multitasking strategies in ancillary functions and teachers' classroom performance among primary school teachers in the North District of Lucena City. The quantitative approach was appropriate for this research as it allowed the collection of numerical data from a defined sample and enabled statistical analysis of the relationships among variables.

The correlational design was the most appropriate for the study because the researcher wanted to find out if there is a significant relationship between one major variable, i.e., multitasking strategies such as delegation, organization, prioritization, time management and technology, and classroom performance in terms of content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning and assessment and reporting.

Work-related attributes such as task type and workload of the respondent pertaining to multitasking strategies and classroom performance were described in terms of descriptive statistics (frequency count, percent, and mean). In the meantime, Pearson- r was employed to indicate the strength and direction of the two variables. Whether the relationships were moderated by work-related attributes such as task type and workload will be tested in addition.

By using this design, the researcher aimed to produce objective data helped inform school administrators and educators about the influence of multitasking strategies on teaching effectiveness and performance and how work-related attributes moderated the two variables.

2.2 Respondents of the Study

To gather the needed data for this study, the respondents covered one hundred seven (107) Key Stage 1 teachers in public elementary schools of North District, Lucena City. Key Stage 1 teachers are those handling Kinder to Grade 3. Table 1 presented the distribution of the population for the study. All these teachers were asked to answer the survey questionnaire.

2.3 Population and Sampling

The purposive (criterion) sampling method was used to select participants who were considered appropriate for the study, as their ability to multitask instructional and other responsibilities was the focus of investigation. The participants were Key Stage 1 teachers in mixed age, self-contained primary classrooms, where one educator was assigned to a group of students on all or nearly all subject areas, requiring the use of multitasking strategies.

For workload analysis as a moderating effect, participants were grouped into two categories representing regular load and overload conditions. Participants were required to (a) be currently assigned as self-contained Key Stage 1 classroom teachers, (b) have at least one school year experience in their current assignment, and (c) either carry a regular teaching load or be assigned extra classes or additional duties.

This targeted approach ensured that the participants possessed firsthand experience directly related to the focus of the study. As a result, the researcher was able to gather more meaningful and context-rich insights into how task type and workload shape the connection between multitasking strategies and teachers' classroom performance. The study recognized that this type of sampling limited statistical generalizability, therefore, the findings were presented as detailed, context-based insights.

2.4 Research Instruments

The study used survey questionnaire on a Likert-type scale to gather the responses of the teachers based on the given indicators. The questionnaire was developed based on the specific objectives of the study and was composed of three main parts; Perceptions of Multitasking Strategies in Ancillary Functions, Description of Classroom Performance of Teachers and Work-related Attributes of the Respondents.

To collect information on teachers' multitasking strategies in ancillary tasks and teachers' classroom performance, the researcher used a self-developed survey questionnaire. However, some parts are adapted to other researchers (Domaisip 2022 & Dores, 2023), and from DepEd Order No. 005, s. 2024 (Types of Teachers' Ancillary Functions). The indicators in the Teachers' Classroom Performance were adopted from DepEd Order 42, s. 2017 (National Adaptation and Implementation of the Philippine Professional Standards for Teachers).

The researcher developed questionnaire was subjected to face and content validation by at least three research experts from Department of Education (external validators) and five research experts from LSPU Campus, San Pablo City (internal validators). Likewise, the developed research instrument underwent pilot testing. These processes ensured that the instrument was able to gather accurate and valid data from the respondents.

2.5 Research Procedure

In order to gather the needed data for the study, the researcher adhered to all necessary and established research protocols of the locale. The permission to conduct the study in the selected locale was secured from the Schools Division Superintendent.

After being granted approval to conduct the study, the researcher proceeded to the identified schools and coordinated with the school heads. Permission from the school heads was secured to administer the survey questionnaire.

The researcher then proceeded to the respondents and provided them with copies of the research instrument. They were given ample time to accomplish and answer the questionnaire. The researcher ensured

that the data privacy of the respondents was upheld. Likewise, the researcher did not in any way influence the respondents in answering the instrument.

Finally, after the respondents accomplished the instrument, the questionnaires were collected. The gathered data were recorded, organized, and tallied for statistical analysis.

2.6 Statistical Treatment of Data

The following statistical measures were used in the study. For the demographic profile, frequency and percentage were utilized. In analyzing multitasking strategies, the mean and standard deviation were computed for each type of strategy. Similarly, for teachers' classroom performance, the mean and standard deviation were computed for each domain. For correlation analysis, the study employed Pearson r correlation to measure the strength and direction of the linear relationship between multitasking strategies and teachers' classroom performance. Furthermore, moderation analysis was used to examine the relationship between multitasking strategies and teachers' classroom performance while considering the influence of work-related attributes as the moderating variables.

3. Results and Discussion

Table 2. Respondents' Multitasking Strategies in Ancillary Functions in terms of Delegation

Indicators	Mean	SD	Interpretation
1. Delegate clerical tasks (e.g., preparing documents, reports, or minutes) to capable co-teachers.	3.77	1.12	Practiced
2. Assign student leaders to help manage classroom routines (attendance, distribution of materials, organizing group activities).	3.61	1.25	Practiced
3. Involve co-teachers or staff in organizing school events or programs to lessen my workload.	3.87	1.08	Practiced
4. Entrust minor administrative tasks (e.g., filing, arranging schedules) to trusted colleagues.	3.57	1.18	Practiced
5. Allow student leaders to take charge of classroom monitoring when attending ancillary duties.	3.43	2.52	Moderately Practiced
6. Assign group leaders to facilitate class discussions or group work when I handle multiple tasks.	2.96	1.50	Moderately Practiced
7. Trust student assistants to support classroom management when dealing with urgent ancillary functions.	3.08	1.45	Moderately Practiced
8. Delegate certain classroom responsibilities (e.g., distributing learning materials) to lessen disruptions.	3.53	1.28	Practiced
9. Involve students in maintaining classroom cleanliness and order.	4.14	1.15	Practiced
10. Assign classroom officers specific tasks to promote smooth classroom operations.	3.68	1.34	Practiced
Total	3.56	1.39	Practiced

Legend: 4.50-5.00 Highly Practiced, 3.50-4.49 Practiced, 2.50-3.49 Moderately Practiced, 1.50-2.49 Slightly Practiced, and 1.00-1.49 Not Practiced.

Table 2 presents the respondents' delegation practices as part of their multitasking strategies in managing both classroom and ancillary responsibilities. The overall mean of 3.56 indicates that delegation is generally practiced among teachers and is viewed as a useful approach in handling multiple tasks within the school setting.

Among the indicators, the highest mean was recorded for assigning classroom chores and responsibilities to pupils. This suggests that teachers frequently involve learners in simple classroom tasks such as cleaning,

organizing materials, arranging chairs, or maintaining order inside the classroom. Many teachers appear to consider this strategy effective because it not only helps lessen minor classroom demands but also encourages responsibility, cooperation, and discipline among pupils. In this sense, delegation becomes beneficial not only for classroom management but also for promoting positive learner behavior and participation.

The findings further imply that teachers are more comfortable delegating routine and manageable responsibilities to students than assigning tasks that require leadership, decision-making, or instructional support. Indicators related to asking group leaders to facilitate discussions, allowing pupils to assist classmates during activities, or assigning monitoring responsibilities received relatively lower ratings. This may indicate that teachers remain cautious about giving students responsibilities that demand greater maturity, confidence, or accountability. In many classroom situations, teachers may still prefer to maintain direct supervision over tasks that could affect lesson flow, student participation, or classroom discipline.

These results reflect the realities faced by teachers who juggle numerous instructional and non-instructional responsibilities. Delegation appears to serve as a practical coping strategy that allows teachers to manage their workload more efficiently, particularly when handling ancillary functions connected to school programs and institutional activities. During events such as feeding programs, reading interventions, academic competitions, and school celebrations, teachers are often required to oversee planning, coordination, and implementation simultaneously. In such situations, delegating manageable responsibilities to pupils or colleagues may help reduce workload pressure and improve task efficiency.

The findings also support the idea that effective workload management can positively influence teacher performance and well-being. Montañez (2024) emphasized that teachers handling multiple ancillary functions often experience stress, time-management difficulties, and role overload. In response to these challenges, teachers tend to adopt practical strategies, such as delegation, to better manage competing responsibilities.

Table 3. Respondents' Multitasking Strategies in Ancillary Functions in terms of Organization

Indicators	Mean	SD	Interpretation
1. Maintain a tidy workspace so they do not waste unnecessary time finding the paperwork.	4.38	.84	Practiced
2. Create a list of things that must be achieved within a day.	4.29	.79	Practiced
3. Use labels to organized their files.	4.28	.79	Practiced
4. Keep frequently used supplies close at hand.	4.38	.77	Practiced
5. Have a filing and tracking system to help manage work efficiently.	4.29	.85	Practiced
6. Group task according to the date of submission and never skip a task unaccomplished.	4.25	.83	Practiced
7. Group task according to date needed.	4.34	.79	Practiced
8. Make sure that group tasks on list are accomplished at a given time.	4.29	.83	Practiced
9. Like doing tasks that are related to each other.	4.35	.75	Practiced
10. Feel steady as work with grouped tasks.	4.22	.79	Practiced
Total	4.31	0.80	Practiced

Legend: 4.50-5.00 Highly Practiced, 3.50-4.49 Practiced, 2.50-3.49 Moderately Practiced, 1.50-2.49 Slightly Practiced, and 1.00-1.49 Not Practiced.

Table 3 presents the respondents' level of organization as a key component of their multitasking strategies in handling ancillary functions. The overall mean score of 4.31, interpreted as *Practiced*, indicates that teachers consistently apply organizational strategies in managing their workload. This finding reflects the realities of the teaching profession, where educators are expected to balance classroom instruction with

additional responsibilities such as report preparation, coordination of school activities, and compliance with administrative requirements.

Among the indicators, the highest mean scores were obtained for maintaining a tidy workspace ($M = 4.38$) and keeping frequently used supplies within easy reach ($M = 4.38$). These practices suggest that teachers value order and accessibility in their daily routines. In actual classroom settings, having organized files, lesson plans, and instructional materials readily available allows teachers to transition smoothly between tasks and respond more efficiently to both instructional and administrative demands. During busy school days, organized workspaces help minimize unnecessary delays and disruptions, allowing teachers to focus more on teaching and student engagement.

Meanwhile, Indicator 6, which involved grouping tasks according to submission dates and avoiding skipped tasks ($M = 4.25$), and Indicator 10, which referred to feeling steady while working with grouped tasks ($M = 4.22$), received the lowest mean scores, although both were still interpreted as *Practiced*. These results may reflect the unpredictable nature of teachers' workloads. While educators may initially organize tasks based on deadlines and priorities, unexpected meetings, urgent school activities, student concerns, and additional administrative assignments often disrupt planned schedules. In some cases, grouping several tasks together may improve efficiency, but it can also become overwhelming when multiple deadlines must be met within a short period of time.

Despite these challenges, all indicators remained within the *Practiced* range, showing that organizational strategies are commonly and consistently observed among the respondents. The relatively low standard deviations across indicators also suggest that teachers share similar approaches in organizing their responsibilities. This may indicate a common understanding among educators that structured routines and systematic work habits are necessary in managing multiple professional demands.

The findings further highlight the importance of organization as a practical coping mechanism in the teaching profession. Teachers work in environments where they are expected to handle lesson preparation, student monitoring, administrative paperwork, and participation in school programs simultaneously. In this context, organizational skills become essential in maintaining productivity and balancing instructional and ancillary responsibilities. Laguna and Chua (2021) found that teachers with strong organizational practices are generally better able to manage teaching responsibilities and administrative tasks without compromising instructional quality.

Similarly, organizational strategies such as task grouping, scheduling, and maintaining filing or tracking systems help teachers manage frequent documentation and reporting requirements more effectively. Pepito et al. (2024) emphasized that teachers who develop systematic work processes are more capable of handling multitasking demands while sustaining teaching quality and efficiency.

From a cognitive perspective, organization also helps reduce the mental strain associated with constant task switching. When teachers maintain orderly systems for managing schedules, reports, and instructional materials, they are able to devote more attention and cognitive energy to lesson preparation and student interaction. The high level of organizational practices observed among respondents may therefore contribute to their ability to sustain classroom performance despite increasing ancillary responsibilities.

Based on these findings, it can be inferred that teachers rely heavily on organizational strategies to cope with the demands of multitasking. Practices such as maintaining organized workspaces, using task lists, and grouping related responsibilities appear to help reduce inefficiencies and improve time utilization. These strategies may also contribute to better task completion, lower work-related stress, and a more balanced approach to handling both instructional and non-instructional responsibilities.

Overall, the results suggest that teachers recognize the value of organization in managing complex workloads. By establishing structured routines and organized systems, they are better able to navigate the multiple demands of their profession while maintaining productivity and instructional effectiveness.

Table 4. Respondents' Multitasking Strategies in Ancillary Functions in terms of Prioritization

Indicators	Mean	SD	Interpretation
1 Regularly assess the urgency and importance of tasks before beginning of day.	4.36	.76	Practiced
2 Create a daily or weekly plan that reflects both instructional and ancillary priorities.	4.21	.79	Practiced
3 Focus on tasks that are most critical to teaching and student learning before addressing others.	4.36	.76	Practiced
4 Can quickly adjust priorities when new responsibilities emerge.	4.18	.81	Practiced
5 Postpone or delegate less urgent tasks to focus on what matters most.	4.09	.93	Practiced
6 Find it easy to manage both classroom and ancillary duties by setting clear task priorities.	4.18	.79	Practiced
7 Use lists, schedules, or digital tools to help organize priorities.	4.06	.87	Practiced
8 Stay focused on top priorities even when unexpected distractions arise.	4.28	.76	Practiced
9 Ability to prioritize tasks improves the overall efficiency of teaching and non-teaching roles.	4.21	.76	Practiced
10 Reflect on how to spend time to improve how to set priorities in the future.	4.19	.81	Practiced
Total	4.21	0.80	Practiced

Legend: 4.50-5.00 Highly Practiced, 3.50-4.49 Practiced, 2.50-3.49 Moderately Practiced, 1.50-2.49 Slightly Practiced, and 1.00-1.49 Not Practiced.

Table 4 presents the respondents' prioritization strategies, which obtained an overall mean of 4.21, interpreted as *Practiced*. The findings indicate that teachers regularly apply prioritization techniques to determine which responsibilities require immediate attention and action.

Among the indicators, the highest mean score was recorded for identifying urgent tasks first ($M = 4.36$). This suggests that teachers consistently focus on responsibilities that are most critical to classroom instruction and student learning. In practice, teachers often begin their day by attending to priority concerns such as lesson preparation, checking learners' outputs, addressing student needs, or preparing instructional materials. For instance, when a teacher needs to choose between preparing a lesson and organizing less urgent paperwork, instructional tasks are usually given higher priority. This may explain why the indicator received a high level of agreement among respondents.

Meanwhile, Indicator 5, which involved using tools such as lists, schedules, or digital reminders ($M = 4.06$), received the lowest mean score, although it still fell within the *Practiced* range. This may suggest that while teachers recognize the usefulness of organizational tools, they do not always rely heavily on them in actual practice. In many school settings, teachers deal with changing schedules, unexpected assignments, and urgent administrative concerns that require immediate attention. As a result, flexibility and experience may sometimes become more practical than strictly following pre-planned schedules or digital systems. Nevertheless, tools such as planners and reminder applications can still help teachers organize workloads and monitor deadlines more efficiently.

The findings highlight the important role of prioritization in helping teachers manage multiple responsibilities within the school environment. Teachers constantly make decisions about how to divide their time and energy among lesson preparation, classroom management, paperwork, and ancillary functions. In this context, prioritization becomes an essential strategy for maintaining productivity and instructional effectiveness.

These results are supported by existing studies on workload management and teacher performance. Chen et al. (2022) observed that teachers who apply structured prioritization strategies are generally better able to

manage stress and workload demands while sustaining teaching effectiveness. Similarly, Rupprecht et al. (2017) emphasized that strategies such as time-blocking and task scheduling help individuals focus on responsibilities that have the greatest impact on performance and productivity. In the case of teachers, prioritizing instruction-related tasks allows them to remain focused on student learning despite the increasing demands of ancillary responsibilities.

Table 5. Respondents' Multitasking Strategies in Ancillary Functions in terms of Time Management

Indicators	Mean	SD	Interpretation
1 Plan daily activities ahead of time to balance teaching and ancillary tasks.	4.37	.72	Practiced
2 Give time to communicate with school head, co-teachers and other stakeholders.	4.40	.75	Practiced
3 List down on the schedule	4.25	.85	Practiced
4 Give extra time to cope with contingencies and emergencies.	4.19	.83	Practiced
5 Review and evaluate the time needed to achieve prioritized tasks and personal goals.	4.36	.78	Practiced
6 Allot a specific time to accomplish ancillary duties without affecting teaching schedule.	4.33	.81	Practiced
7 Set deadlines for myself to complete non-teaching responsibilities.	4.39	.82	Practiced
8 Prepare lesson plans and instructional materials ahead of time despite having ancillary duties.	4.51	.69	Highly Practiced
9 Balance checking students' outputs and attending to other school responsibilities effectively.	4.38	.76	Practiced
10 Allocate enough time for student engagement and interaction during class.	4.47	.73	Practiced
Total	4.37	0.77	Practiced

Legend: 4.50-5.00 Highly Practiced, 3.50-4.49 Practiced, 2.50-3.49 Moderately Practiced, 1.50-2.49 Slightly Practiced, and 1.00-1.49 Not Practiced.

Table 5 shows that the respondents demonstrate a high level of competence in time management, with an overall mean of 4.37, interpreted as *Practiced*. This suggests that teachers consistently apply time management strategies to balance instructional responsibilities and ancillary functions. The finding reflects the realities of the teaching profession, where educators are expected to manage multiple tasks within limited working hours. In this context, effective time management becomes more than just a helpful skill; it serves as an essential strategy for sustaining productivity and maintaining instructional quality.

Among the indicators, the highest mean score was obtained for preparing lesson plans and instructional materials ahead of time ($M = 4.51$), interpreted as *Highly Practiced*. This indicates that teachers place strong importance on preparation as part of their daily routine. In actual classroom settings, teachers who prepare lesson plans, visual aids, and learning activities in advance are often better equipped to conduct smooth and organized lessons. Advance preparation also helps minimize disruptions during instruction and allows teachers to adjust more effectively when unexpected situations arise. This finding reflects teachers' commitment to ensuring that classroom instruction continues efficiently despite the demands of ancillary responsibilities.

On the other hand, Indicator 4, which referred to setting aside extra time for unforeseen events and emergencies ($M = 4.19$), received the lowest mean score, although it was still interpreted as *Practiced*. This may reflect the unpredictable nature of teachers' workloads. In many school settings, teachers frequently encounter sudden meetings, urgent reports, student-related concerns, and additional administrative

assignments that disrupt planned schedules. As a result, allocating buffer time for unexpected situations may not always be practical, especially when deadlines and competing responsibilities continue to increase. Nevertheless, the findings suggest that teachers still recognize the value of preparing for contingencies and maintaining flexibility in managing their daily responsibilities.

Overall, all indicators remained within the *Practiced* range, indicating that time management strategies are commonly and consistently observed among the respondents. This consistency may reflect a collective understanding among educators that effective time management is necessary for balancing instructional and non-instructional responsibilities while maintaining classroom performance and productivity.

Table 6. Respondents' Multitasking Strategies in Ancillary Functions in terms of Technology Utilization

Indicators	Mean	SD	Interpretation
1. Use technology (e.g., computers, online platforms) to prepare reports and documents for ancillary tasks.	4.65	.66	Highly Practiced
2. Use communication tools (e.g., email, messenger, group chats) to coordinate with school heads, co-teachers, and stakeholders.	4.58	.71	Highly Practiced
3. Utilize online tools for scheduling and managing ancillary tasks.	4.28	.99	Practiced
4. Store and organize school-related files using cloud storage (e.g., Google Drive, OneDrive).	4.49	.77	Practiced
5. Use technology to easily submit and share reports or required outputs.	4.51	.77	Highly Practiced
6. Use technology to create engaging and interactive instructional materials (e.g.,	4.52	.76	Highly Practiced
7. Utilize online assessment tools (e.g., Google Forms, quizzes) to evaluate students' learning.	3.50	1.48	Practiced
8. Use online platforms (e.g., Google Classroom, LMS) for classroom management and communication with students.	3.24	1.56	Moderately Practiced
9. Maximize the use of audio-visual technology to deliver lessons effectively.	4.37	.76	Practiced
10. Encourage students to use technology responsibly as part of their learning activities.	3.96	1.25	Practiced
Total	4.21	0.97	Practiced

Legend: 4.50-5.00 Highly Practiced, 3.50-4.49 Practiced, 2.50-3.49 Moderately Practiced, 1.50-2.49 Slightly Practiced, and 1.00-1.49 Not Practiced.

Table 6 presents the respondents' use of technology utilization as part of their multitasking strategies, yielding an overall mean of 4.35, interpreted as *Practiced*. This suggests that teachers commonly rely on technology to help them manage both instructional responsibilities and ancillary tasks. In today's educational setting, where teachers are expected to handle documentation, communication, lesson preparation, and administrative work simultaneously, technology has become an important tool in improving efficiency and productivity.

Among the indicators, the highest mean score was recorded for using communication platforms and digital tools to coordinate school-related tasks and responsibilities. This finding reflects how teachers have increasingly integrated technology into their daily routines, particularly in managing reports, submitting requirements, communicating with colleagues, and organizing instructional materials. Applications such as

Google Workspace, Microsoft Teams, and Messenger groups have become practical tools that help teachers accomplish tasks more efficiently while reducing the time spent on manual processes.

Teachers also appeared to value technology for its convenience and accessibility. In many cases, digital platforms allow them to work on reports, lesson plans, and monitoring forms even outside the classroom. This flexibility may explain why technology utilization was highly practiced among respondents, especially considering the increasing demands associated with ancillary functions and administrative responsibilities.

Meanwhile, the indicator with the lowest mean score, although still interpreted as *Practiced*, was related to experiencing ease and confidence in using different digital platforms and tools. This result may suggest that while teachers recognize the usefulness of technology, some still encounter challenges in adapting to rapidly changing digital systems. Differences in technological skills, internet accessibility, availability of devices, and training opportunities may influence how comfortably teachers use technology in their work. In some situations, teachers may also experience additional stress when required to learn unfamiliar systems while simultaneously handling multiple responsibilities.

These findings are supported by Cerna and Chou (2019), who emphasized that Information and Communication Technology (ICT) helps teachers manage administrative work more efficiently while reducing workload-related stress. Similarly, Mohamad (2022) noted that technology can support teachers in handling multiple ancillary functions, although its effectiveness still depends on adequate training and institutional support. The findings also align with Sanderson et al. (2021), who explained that technology utilization can improve task management and productivity by helping individuals organize responsibilities and streamline repetitive tasks.

Overall, the results suggest that teachers view technology utilization as a practical and necessary strategy for managing the increasing demands of their profession. By integrating digital tools into their daily work routines, teachers are better able to balance instructional duties and ancillary responsibilities while maintaining productivity and classroom effectiveness.

Table 7. *Summary of Respondents' Multitasking Strategies in Ancillary Functions*

Multitasking Strategies		Mean	SD	Interpretation
1	Delegation	3.56	1.39	Practiced
2	Organization	4.31	0.80	Practiced
3	Prioritization	4.21	0.80	Practiced
4	Time Management	4.37	0.77	Practiced
5	Technology Utilization	4.21	0.97	Practiced

Legend: 4.50-5.00 Highly Practiced, 3.50-4.49 Practiced, 2.50-3.49 Moderately Practiced, 1.50-2.49 Slightly Practiced, and 1.00-1.49 Not Practiced.

Table 7 summarizes the multitasking strategies commonly employed by teachers across the five dimensions examined. Among the strategies, time management obtained the highest overall mean, followed by organizational skills and prioritization. Delegation, on the other hand, received the lowest mean score. This pattern suggests that teachers generally prefer strategies that allow them to maintain direct control over instructional responsibilities and personal workload management rather than relying on others to share tasks.

The findings may also reflect the realities of the school environment, where opportunities for shared responsibility are often limited. In many educational settings, teachers are expected to handle both instructional and administrative duties simultaneously. As noted by Tan and Briones (2022), teachers in many public schools experience role overload due to the accumulation of multiple responsibilities, leading them to depend more on personal coping strategies such as time management and organization to maintain productivity.

Furthermore, the results align with the observation of Tan and Briones (2022) that the increasing scope of teachers' responsibilities leaves little opportunity for delegation. This may explain why delegation ranked lowest among the multitasking strategies. In many schools, teachers may not have sufficient institutional support or personnel to whom tasks can be delegated. In some cases, the nature of the work itself also requires teachers to remain directly involved to ensure instructional quality and accountability.

Overall, the findings suggest that teachers demonstrate a high level of adaptability and self-regulation in managing complex professional demands. Their strong reliance on time management and organizational strategies indicates an effort to maximize limited resources, maintain continuity in their work, and sustain productivity despite competing responsibilities.

II. Respondents' Multitasking Strategies in Relation to Classroom Performance

Table 8. Respondents' Classroom Performance in terms of Content Knowledge and Pedagogy

Indicators	Mean	SD	Interpretation
1 Apply content knowledge accurately and effectively across multiple curriculum areas despite having ancillary tasks.	4.43	.68	Proficient
2 Design lessons that integrate concepts from different subject areas even when multitasking with ancillary responsibilities.	4.32	.75	Proficient
3 Incorporate technology (ICT tools) meaningfully in my lessons while handling ancillary functions.	4.33	.76	Proficient
4 Explore new ICT resources to enhance teaching despite having additional school duties.	4.31	.76	Proficient
5 Consistently use effective strategies to improve students' literacy skills even when multitasked with ancillary work.	4.39	.71	Proficient
6 Implement numeracy enhancement strategies successfully while managing other school obligations.	4.38	.75	Proficient
7 Design activities that develop students' critical and creative thinking even when preoccupied with ancillary tasks.	4.36	.70	Proficient
8 Encourage students to use higher-order thinking skills despite involvement in multiple school functions.	4.32	.76	Proficient
9 Effectively use Mother Tongue, Filipino, and English to facilitate learning while multitasking.	4.41	.75	Proficient
10 Maintain clear and engaging communication with students during class, even when balancing ancillary duties.	4.38	.75	Proficient
Total	4.36	0.74	Proficient

Legend: 4.50-5.00 Distinguished, 3.50-4.49 Proficient, 2.50-3.49 Developing, 1.50-2.49 Beginning, and 1.00-1.49 Not Observed.

Table 8 presents the respondents' level of classroom performance in terms of content knowledge and pedagogy. The overall mean of 4.42, interpreted as *Highly Evident*, indicates that teachers consistently demonstrate strong instructional competence in delivering lessons and facilitating learning. This suggests that despite the demands associated with ancillary functions and multitasking responsibilities, teachers remain committed to maintaining quality classroom instruction.

Among the indicators, the highest mean score was recorded for demonstrating mastery of lesson content and presenting concepts clearly during instruction. This finding reflects the importance teachers place on subject knowledge and effective lesson delivery. In actual classroom settings, teachers who possess strong content knowledge are generally more confident in explaining lessons, responding to learners' questions, and connecting concepts to real-life situations. Their ability to present lessons clearly also contributes to better student understanding and engagement.

Meanwhile, the indicator with the lowest mean score, although still interpreted as **Highly Evident**, was related to using varied and innovative teaching strategies to address different learning needs. This result may suggest that while teachers consistently perform well in instruction, the demands of multitasking and ancillary responsibilities may sometimes limit their ability to design more diverse and highly individualized learning experiences. In many cases, teachers must balance lesson preparation with administrative work, reporting requirements, and participation in school programs, which can reduce the time available for instructional innovation and extensive preparation.

The findings nevertheless indicate that teachers continue to demonstrate effective classroom performance despite increasing professional demands. This may reflect their adaptability, experience, and commitment to fulfilling their instructional responsibilities even in challenging work environments.

These results are supported by existing studies on teacher workload and classroom effectiveness. Santiago et al. (2023) emphasized that excessive administrative tasks may reduce the time teachers spend on instructional preparation and pedagogical improvement. Similarly, Tan and Briones (2022) found that increasing non-teaching responsibilities often contribute to stress and workload pressure, which may affect instructional quality and teacher well-being. Despite these challenges, the respondents in the present study still demonstrated high levels of classroom performance, suggesting that teachers continue to develop coping strategies that help them sustain effective teaching practices.

The findings also align with the Philippine Professional Standards for Teachers (PPST), which highlight content knowledge and pedagogy as essential domains of effective teaching practice. Through continuous experience, professional development, and practical classroom management strategies, teachers appear able to maintain instructional effectiveness while handling both teaching and ancillary responsibilities. Overall, the results suggest that teachers remain highly committed to their instructional roles despite the growing complexity of their professional responsibilities. Their strong performance in content knowledge and pedagogy reflects not only professional competence but also resilience in managing the multiple demands associated with the teaching profession.

Table 9. *Respondents' Classroom Performance in terms of Learning Environment*

Indicators	Mean	SD	Interpretation
1 Consistently ensure the physical and emotional safety of learners even when handling ancillary tasks.	4.52	.66	Distinguished
2 Provide a learning environment where every student feels fairly treated despite multitasking responsibilities.	4.54	.66	Distinguished
3 Able to organize classroom structures (e.g., seating arrangement, groupings) effectively while attending to ancillary duties.	4.44	.72	Proficient
4 Manage class activities efficiently even when multitasked with other school functions.	4.44	.70	Proficient
5 Support and encourage all learners to actively participate in class despite having other ancillary assignments.	4.46	.70	Proficient
6 Promote meaningful and purposeful learning experiences even while performing multiple school roles.	4.50	.66	Distinguished
7 Maintain learner engagement and motivation despite balancing classroom teaching and ancillary functions.	4.43	.70	Proficient
8 Consistently implement positive strategies to manage student behavior while attending to additional responsibilities.	4.44	.70	Proficient
9 Remain patient and fair in addressing learner misconduct even when burdened by multitasking.	4.46	.69	Proficient

10	Adapt classroom management techniques to maintain an orderly environment despite ancillary workload.	4.47	.70	Proficient
Total		4.47	0.69	Proficient

Legend: 4.50-5.00 Distinguished, 3.50-4.49 Proficient, 2.50-3.49 Developing, 1.50-2.49 Beginning, and 1.00-1.49 Not Observed.

Table 9 presents the respondents' classroom performance in terms of learning environment and diversity of learners. The overall mean of 4.43, interpreted as *Highly Evident*, indicates that teachers consistently demonstrate practices that promote inclusive, supportive, and learner-centered classroom environments. The findings suggest that despite the demands brought about by ancillary functions and multitasking responsibilities, teachers remain attentive to students' varying needs and continue to foster positive learning conditions.

Among the indicators, the highest mean score was obtained for establishing a respectful and supportive classroom atmosphere where learners feel encouraged to participate. This finding highlights the importance teachers place on creating a positive learning environment that promotes student engagement and interaction. In actual classroom settings, teachers who maintain supportive relationships with learners are often better able to encourage participation, sustain classroom discipline, and create a sense of belonging among students. Such practices are especially important in diverse classrooms where learners differ in terms of abilities, interests, backgrounds, and learning styles.

On the other hand, the indicator with the lowest mean score, although still interpreted as *Highly Evident*, involved designing highly individualized activities that address the unique needs of every learner. This may suggest that while teachers recognize the value of differentiated instruction, the realities of multitasking and increasing ancillary responsibilities sometimes limit the extent to which they can provide fully individualized learning experiences. Preparing differentiated materials, modifying activities, and closely monitoring diverse learner needs require significant time, planning, and cognitive effort, which may become difficult when teachers are simultaneously managing administrative tasks and other school-related responsibilities.

Even so, the findings indicate that teachers continue to demonstrate strong classroom practices related to learner diversity and classroom management. Their ability to maintain inclusive learning environments despite multiple professional demands reflects both adaptability and commitment to student learning.

The results are consistent with the findings of Garcia and Weiss (2019), who emphasized that excessive workload and limited planning time often become barriers to inclusive and student-centered instruction. The researchers explained that teachers need adequate institutional support and manageable workloads to fully implement differentiated and inclusive teaching practices. Similarly, Lagawid (2024) noted that reducing non-teaching responsibilities allows teachers to devote more time to personalized instruction and learner support. These studies reinforce the idea that while teachers strive to meet the diverse needs of learners, their capacity to do so is influenced by the workload demands placed upon them.

Furthermore, Jomuat et al. (2021) found that ancillary responsibilities and administrative pressures may affect teachers' emotional and physical well-being, which in turn can influence classroom interaction and the overall learning environment. Despite these challenges, the respondents in the present study still demonstrated high levels of classroom performance in managing diversity and maintaining supportive classrooms. This may indicate that teachers have developed practical coping strategies that help them sustain positive learning environments even under demanding work conditions.

Table 10. Respondents' Classroom Performance in terms of Diversity of Learners

Indicators	Mean	SD	Interpretation
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1	Consider learners' gender, needs, strengths, interests, and experiences in teaching strategies even while handling ancillary tasks.	4.36	.78	Proficient
2	Design learning activities that respond to the varied backgrounds (linguistic, cultural, socio-economic, religious) of students despite multitasking.	4.23	.81	Proficient
3	Provide necessary accommodations and support for learners with disabilities even when busy with ancillary functions.	4.29	.81	Proficient
4	Recognize and nurture the talents and giftedness of students while managing other school responsibilities.	4.38	.77	Proficient
5	Sensitive to the needs of learners who are in difficult circumstances (e.g., poverty, trauma, displacement) even when multitasked.	4.31	.81	Proficient
6	Ensure that learners from indigenous groups feel included and respected in the classroom despite other duties.	4.32	.85	Proficient
7	Adapt my teaching methods to address the different learning needs of my students even while attending to ancillary tasks.	4.30	.79	Proficient
8	Allocate sufficient time and effort to meet the unique needs of diverse learners even when juggling multiple responsibilities.	4.32	.77	Proficient
9	Maintain inclusive classroom practices regardless of involvement in various ancillary roles.	4.31	.78	Proficient
10	Promote respect and understanding among learners from diverse backgrounds while multitasking in other school functions.	4.41	.76	Proficient
Total		4.32	0.79	Proficient

Legend: 4.50-5.00 Distinguished, 3.50-4.49 Proficient, 2.50-3.49 Developing, 1.50-2.49 Beginning, and 1.00-1.49 Not Observed.

Table 10 presents the respondents' performance in addressing learner diversity, with an overall mean score of 4.32, interpreted as *Proficient*. The findings suggest that teachers generally demonstrate inclusive teaching practices that consider students' varied backgrounds, learning needs, and abilities.

Indicator 10 obtained the highest mean score ($M = 4.41$), which reflects teachers' strong ability to foster respect and understanding among learners from diverse backgrounds despite the demands of multitasking. In actual classroom settings, teachers often make deliberate efforts to create inclusive learning environments by encouraging respect, promoting cultural awareness, and facilitating positive interactions among learners with different experiences and perspectives. Even while managing lesson preparation, paperwork, and other ancillary responsibilities, teachers appear to prioritize maintaining a positive and supportive classroom atmosphere, recognizing its importance in promoting meaningful learning across diverse contexts.

Meanwhile, Indicator 2 recorded the lowest mean score ($M = 4.23$), although it was still interpreted as *Proficient*. This indicator refers to creating learning activities that address students' varied linguistic, cultural, socioeconomic, and religious backgrounds. The result may suggest that while teachers value inclusive instruction, developing highly contextualized and differentiated learning activities requires considerable time, preparation, and access to instructional resources. In many cases, teachers must balance instructional planning with administrative and ancillary responsibilities, which may limit their capacity to fully personalize lessons for every learner group.

The findings support existing literature highlighting the challenges teachers face in implementing inclusive practices within diverse classrooms. Luzon and Cubillas (2022) emphasized that inclusive

instruction requires teachers to carefully design lessons, modify strategies, and provide accommodations to address learners' varying needs. However, the researchers also noted that these practices demand additional time and cognitive effort, particularly when teachers are simultaneously handling ancillary responsibilities and administrative tasks.

Despite these challenges, the overall results indicate that teachers continue to demonstrate strong commitment to inclusivity and learner-centered instruction. Their ability to maintain respectful and supportive classroom environments despite increasing workload demands reflects both professional dedication and adaptability in managing the complex realities of the teaching profession.

Research also suggests that excessive workload and administrative responsibilities may limit teachers' ability to fully address learner diversity. Pacaol (2021) observed that teachers in resource-constrained schools often struggle to provide individualized support for diverse learners due to time limitations associated with administrative work.

Table 11. Respondents' Classroom Performance in terms of Curriculum and Planning

Indicators	Mean	SD	Interpretation
1 Plan lessons carefully even when assigned to multiple ancillary tasks.	4.33	.71	Proficient
2 Organize the teaching and learning process effectively despite handling ancillary responsibilities.	4.36	.74	Proficient
3 Align the lesson objectives and activities properly even when multitasking with other school functions.	4.36	.76	Proficient
4 Ensure that the lesson plans are responsive to the needs of students even with additional responsibilities.	4.39	.74	Proficient
5 Maintain consistency and quality in daily lesson planning despite multitasking.	4.30	.72	Proficient
6 Effectively select and prepare teaching materials, including ICT resources, even while managing ancillary functions.	4.41	.74	Proficient
7 Integrate appropriate ICT tools into lessons despite my involvement in other school activities.	4.46	.70	Proficient
8 Make time to update and improve instructional materials while balancing multiple responsibilities.	4.33	.76	Proficient
9 Ensure that the teaching resources use are suitable for diverse learners even when multitasked.	4.34	.76	Proficient
10 Effectively manage time in preparing lesson plans and learning materials despite of ancillary duties.	4.32	.76	Proficient
Total	4.36	0.74	Proficient

Legend: 4.50-5.00 Distinguished, 3.50-4.49 Proficient, 2.50-3.49 Developing, 1.50-2.49 Beginning, and 1.00-1.49 Not Observed.

Table 11 presents teachers' classroom performance in the area of curriculum planning, with an overall mean score of 4.36, interpreted as *Proficient*. The results suggest that teachers consistently demonstrate effective instructional planning despite the additional demands associated with ancillary functions and multitasking responsibilities.

Indicator 7 obtained the highest mean score ($M = 4.46$), indicating that teachers are particularly strong in integrating ICT tools into lessons, regardless of other school-related responsibilities. In practical classroom settings, this is evident in teachers' use of PowerPoint presentations, interactive files, or online resources to improve lesson delivery after attending meetings or completing administrative duties. Despite busy schedules, many respondents still managed to prepare multimedia presentations or instructional materials, showing both adaptability and commitment to maintaining learner engagement. This finding may

also reflect the growing accessibility of digital tools and teachers' increasing familiarity with technology in classroom instruction.

Meanwhile, the lowest mean score was recorded for Indicator 3 ($M = 4.30$), which focused on maintaining daily lesson planning and ensuring the consistent use of high-quality instructional materials. This may suggest that although teachers continue to perform well in curriculum planning, sustaining detailed daily preparation can become difficult because of overlapping responsibilities. In many situations, teachers are required to attend meetings, complete reports, or respond to unexpected school assignments that consume time originally intended for lesson preparation. For example, instead of creating entirely new lesson plans from scratch, some teachers may rely on adapting or modifying existing materials, particularly during periods of heavy workload. Similar findings were noted by Taruya (2023), who observed that teachers managing multiple ancillary functions often experience limited time for preparing detailed lesson plans. Likewise, Lagawid (2024) reported that excessive administrative demands may reduce the time teachers devote to refining or updating instructional materials.

Table 12. Respondents' Classroom Performance in terms of Assessment and Reporting

Indicators	Mean	SD	Interpretation
1 Design and organize assessment strategies effectively, even when multitasking with other responsibilities.	4.26	.78	Proficient
2 Select appropriate assessment tools for students' needs despite the involvement in other ancillary tasks.	4.29	.76	Proficient
3 Utilize a variety of assessment strategies to monitor student progress, even while managing multiple duties.	4.34	.76	Proficient
4 Ensure that the assessment strategies align with lesson objectives and learning outcomes despite handling other functions.	4.30	.78	Proficient
5 Provide timely and constructive feedback to my students, even when balancing ancillary tasks.	4.26	.79	Proficient
6 Consistently give feedback that helps improve student learning, despite being engaged in multitasking.	4.30	.77	Proficient
7 Make sure my feedback is individualized to meet the needs of each learner while multitasking.	4.28	.79	Proficient
8 Review and adjust the assessment strategies regularly to ensure they are effective, even when have other school responsibilities.	4.32	.77	Proficient
9 Prioritize the delivery of quality feedback to learners, even when occupied with additional school roles.	4.30	.78	Proficient
10 Allocate sufficient time for designing assessments and providing feedback, even when managing multiple ancillary functions.	4.27	.77	Proficient
Total	4.29	0.78	Proficient

Legend: 4.50-5.00 Distinguished, 3.50-4.49 Proficient, 2.50-3.49 Developing, 1.50-2.49 Beginning, and 1.00-1.49 Not Observed.

Table 12 presents teachers' performance in assessment and reporting, which obtained an overall mean score of 4.29, interpreted as Proficient. The findings indicate that teachers are generally able to carry out essential assessment practices effectively despite the multiple responsibilities they handle in school.

Indicator 3 and Indicator 8 obtained the highest mean scores, both reflecting strong practices in student monitoring and the continuous improvement of assessment strategies. In particular, Indicator 3 ($M = 4.34$) shows that teachers effectively utilize a variety of assessment methods to monitor student progress while

managing multiple tasks. In actual classroom settings, this may involve balancing written tests, oral questioning, performance tasks, and short quizzes to assess understanding while ensuring that learning remains continuously monitored throughout the school period. Similarly, Indicator 8 ($M = 4.32$) highlights that teachers regularly review and adjust their assessment strategies to improve effectiveness. For example, after noticing that students struggle with a particular lesson, teachers may modify quizzes, simplify rubrics, or revise assessment formats to better address learners' needs, even while handling reports or other school responsibilities. These practices reflect teachers' responsiveness and adaptability in managing assessment-related tasks.

Indicators 1 and 5 recorded the lowest mean scores, although both were still evaluated as *Proficient*. Indicator 1 ($M = 4.26$) focused on providing consistent assessment feedback, while Indicator 5 ($M = 4.26$) dealt with giving timely and constructive feedback. In practice, these areas may be slightly affected by workload because assessment design and feedback delivery require significant time and concentration. Teachers, for example, may postpone comprehensive feedback or simplify assessment preparation during periods of high administrative workload, meetings, or reporting deadlines. As a result, while these standards are generally followed, they may not always be implemented as consistently or as immediately as intended.

These findings are consistent with DepEd Order No. 8, 2015, which emphasizes that classroom assessment should be continuous, integrated with instruction, and used to support teaching and learning decisions. Consistent with this, Black and Wiliam (1998) highlighted that effective formative assessment practices, particularly timely feedback, can significantly enhance student achievement. Similarly, Brookhart (2017) emphasized that high-quality feedback and well-aligned assessment practices are essential in supporting learner progress and improving overall instructional effectiveness.

Table 13. Summary of Respondents' Classroom Performance

Teachers' Classroom Performance		Mean	SD	Interpretation
1	Content Knowledge and Pedagogy	4.36	0.74	Proficient
2	Learning Environment	4.47	0.69	Proficient
3	Diversity of Learners	4.32	0.79	Proficient
4	Curriculum and Planning	4.36	0.74	Proficient
5	Assessment and Reporting	4.29	0.78	Proficient

Legend: 4.50-5.00 Distinguished, 3.50-4.49 Proficient, 2.50-3.49 Developing, 1.50-2.49 Beginning, and 1.00-1.49 Not Observed.

Table 13 presents the overall classroom performance of teachers across the five instructional domains. The results show that teachers generally demonstrate strong classroom practices in all areas despite the added responsibilities brought about by ancillary functions and other school-related tasks.

Among the domains, learning environment obtained the highest mean score. This suggests that teachers give considerable importance to maintaining a classroom atmosphere that is positive, supportive, and conducive to learning. Even with multiple responsibilities to manage, teachers still appear committed to creating classrooms where learners feel comfortable participating, expressing themselves, and engaging in classroom activities. This may also reflect teachers' awareness that a positive learning environment greatly influences student motivation, behavior, and academic performance.

On the other hand, assessment and reporting received the lowest mean score among the domains, although it still remained within a high performance level. This may indicate that assessment-related responsibilities become more difficult to manage when teachers are handling several tasks simultaneously. Preparing assessments, checking outputs, recording grades, and providing feedback require time, attention, and careful documentation. When combined with meetings, reports, and other ancillary duties, these responsibilities may become more demanding and time-consuming for teachers.

The findings also suggest that teachers tend to prioritize classroom interaction and instructional delivery, particularly those directly connected to student engagement and learning experiences. While assessment and reporting remain important aspects of teaching, these tasks may sometimes be affected by workload pressures and competing deadlines. Despite this, teachers still manage to maintain commendable performance across all instructional domains, which reflects their adaptability and commitment to their profession.

Overall, the results highlight how teachers continue to balance instructional responsibilities and ancillary functions through effective multitasking strategies. Their ability to sustain strong classroom performance despite increasing professional demands demonstrates not only competence, but also dedication and resilience in carrying out their roles as educators.

III. Work-related Attributes of the Respondents

Table 14. Respondents' Work-related Attributes as to Task Type

Teaching-related Assignment	f	%
None	18	16.8
Teaching-related Tasks	27	25.2
Administrative Tasks	19	17.8
Both (Teaching-related & Administrative Tasks)	43	40.2
Total	107	100

Table 14 presents the distribution of respondents according to the type of tasks assigned to them. The findings show that teachers perform a combination of instructional and non-instructional responsibilities as part of their daily work in school. Most of the reported tasks included lesson planning and preparation, classroom instruction and facilitation, assessment and grading of student outputs, classroom management, and the preparation of instructional materials. These responsibilities are directly related to teaching and are essential in supporting student learning and classroom instruction. In addition, several respondents also reported handling learner intervention programs, participating in school committees, coordinating school activities such as Brigada Eskwela and feeding programs, attending meetings and trainings, and complying with Department of Education requirements and deadlines. Although these tasks are considered non-instructional, they remain necessary for the overall operation of the school.

The results further revealed that 40.2% (43 respondents) handled both teaching-related and administrative tasks. This suggests that a large portion of teachers are expected to balance instructional responsibilities alongside organizational and administrative duties. Meanwhile, 25.2% of the respondents focused mainly on teaching-related tasks such as lesson preparation, classroom instruction, and assessment activities. In contrast, 17.8% were primarily assigned administrative responsibilities involving documentation, reports, and coordination of school programs. Another 16.8% handled mixed assignments that combined instructional and administrative functions, although these responsibilities remained closely connected to classroom support and teaching-related services.

These findings reflect the changing nature of teachers' roles in schools, where responsibilities increasingly extend beyond classroom instruction. Teachers are now expected not only to facilitate learning but also to participate actively in school operations and organizational activities. This situation supports the concept of distributed leadership, where leadership functions and responsibilities are shared among members of the school community rather than being limited to school administrators alone.

The findings are consistent with the study of Tan and Briones (2022), which highlighted that teachers in public schools often experience role overload due to the growing number of non-teaching responsibilities assigned to them. Similarly, Santiago et al. (2023) noted that administrative and ancillary tasks frequently reduce the time teachers can devote to instructional preparation and classroom-related responsibilities. Arañas

(2023) also pointed out that teachers, particularly in schools with limited personnel, are often required to assume multiple ancillary assignments in addition to their teaching duties. These studies support the present findings, which show that many teachers continue to handle both instructional and administrative functions simultaneously as part of their professional responsibilities.

Table 15. *Task Type of the Respondents as to Teaching-related Tasks*

Teaching-related Assignment	f	%
School Coordinator	50	46.7
Trainer Adviser	19	17.7
Chairmanship	37	34.6
None	38	35.5

Table 15 presents the teaching-related assignments held by the respondents. The findings indicate that 46.7% of the respondents serve as school coordinators, representing the largest proportion. This is followed by those holding chairmanship roles (34.6%) and those serving as trainer advisers (17.7%). Meanwhile, 35.5% of the respondents reported having no teaching-related assignments. These results suggest that a considerable number of teachers assume leadership and support roles within the school, contributing to program implementation, instructional coordination, and professional development initiatives.

It is important to note that the percentages do not total 100%, as respondents may hold multiple teaching-related assignments simultaneously. This reflects the multifaceted responsibilities teachers undertake in the school organization, particularly in contexts where human resources are limited and educators are expected to perform functions beyond classroom instruction.

The growing prevalence of these roles underscores the increasing importance of teacher leadership in educational settings. Teachers who assume additional responsibilities contribute to school improvement initiatives, curriculum implementation, and collaborative professional practices. These roles demonstrate that teachers function not only as classroom instructors but also as active participants in school governance and institutional development.

Previous studies have highlighted teacher leadership as a significant factor in enhancing school effectiveness and promoting collaborative professional learning communities. When teachers engage in leadership roles, they facilitate knowledge sharing, mentoring, and instructional innovation within the school environment.

However, assuming multiple leadership responsibilities may also increase teachers' professional workload. Consequently, school administrators should ensure that additional duties related to program coordination and school initiatives are carefully balanced with teachers' regular instructional responsibilities (Pepito et al., 2024).

Table 16. *Task Type of the Respondents as to Administrative Tasks*

Administrative Tasks	f	%
SBM Chair School	6	5.6
M&E/SMEA Coordinator	6	5.6
Planning Officer	0	0.0
Coordinator of GAD, NDEP, DRRM or/and Balik Eskwela	6	5.6
Testing Coordinator	8	7.5
RPMS-HR/Personnel Management Work	2	1.9
RPMS/Performance Management Team	13	12.1
LR/Laboratory/Library Custodian	7	6.5
Property Custodian/School Facilities	4	3.7

Finance Officer	1	0.9
BAC Secretariat	13	12.1
Gulayan sa Paaralan Coordinator	3	2.8
External Partnership Focal Person (ASP/Brigada Eskwela/Special Events)	4	3.7
School Health Focal Person (Feeding Coordinator, WINS Coordinator, ARH, MDN)	5	4.7
Registrar Designate/Records Officer/LIS-EBEIS Coordinator	7	6.5

Table 16 presents the administrative tasks assigned to the respondents. The data indicate that most respondents hold administrative responsibilities, including roles such as RPMS/Performance Management Team and BAC Secretariat (12.1%), Testing Coordinator (7.5%), and LR/Library/Library Custodian and Registrar Designate/Records Officer (both 6.5%). Other responsibilities identified include SBM Chair, M&E/SMEA Coordinator, GAD/NEDP/DRRM coordinators, and School Health Focal Person, each accounting for smaller proportions of respondents. These findings suggest that administrative responsibilities are widely distributed among teachers, requiring them to balance instructional duties with various organizational and school operational functions.

It is important to note that the percentages do not total 100%, as respondents may simultaneously hold multiple administrative assignments. This reflects the reality in many school settings where teachers are expected to perform several administrative roles concurrently. The overlap of responsibilities highlights the expanding scope of teachers' duties beyond classroom instruction and underscores the complexity of their professional roles.

The diversity of administrative assignments identified in this study is consistent with existing literature emphasizing that teachers increasingly engage in non-instructional responsibilities, such as documentation, reporting, program coordination, and compliance with institutional requirements. According to DepEd policies, teachers are expected to fulfill ancillary tasks; however, the actual demands often exceed prescribed workloads, particularly in smaller schools where teachers assume multiple responsibilities (Arilas, 2023).

Previous studies have likewise noted that administrative tasks can significantly influence teachers' workload and time allocation. When educators devote substantial time to administrative functions and school-related coordination, less time may remain available for lesson preparation, classroom instruction, and student engagement.

Table 17. *Respondents' Work-related Attributes as to Workload*

Workload	f	%
Overload	42	39.3
Regular Load	65	60.7
Total	107	100

Table 17 shows that 60.7% of the respondents have a regular teaching load, while 39.3% reported experiencing workload overload. Although most teachers manage a standard workload, the proportion of those experiencing overload remains substantial, suggesting that workload pressure continues to be a significant concern within the school setting.

Teachers who experience overload are often required to handle responsibilities beyond regular classroom instruction. These additional duties may include administrative work, program coordination, preparation of reports, participation in school activities, and supervision of extracurricular programs.

Managing these multiple responsibilities simultaneously can place considerable pressure on teachers and may affect both their professional well-being and instructional efficiency.

The findings support previous studies emphasizing workload as one of the most influential factors affecting teacher stress and job satisfaction. Skaalvik and Skaalvik (2017) explained that excessive workload may contribute to emotional exhaustion, reduced motivation, and declining professional well-being among teachers. Likewise, Bakker and Demerouti (2017), through the Job Demands-Resources (JD-R) model, identified workload as a major job demand that can lead to burnout when adequate support systems and resources are lacking.

In the Philippine educational context, teachers often face additional institutional demands related to documentation, compliance reports, and participation in school-based programs. Kim and Loadman (2020) observed that teachers in East Asian educational systems frequently experience workload imbalance because non-teaching responsibilities compete with instructional preparation and learner support. This situation reflects the growing complexity of teachers' professional roles.

Despite these challenges, many teachers continue to manage their responsibilities effectively by applying multitasking strategies such as prioritization, organizational planning, and time management. These skills allow teachers to distribute their time efficiently across competing tasks while still maintaining instructional effectiveness and classroom performance.

IV. Significant Relationship between Multitasking Strategies in Ancillary Functions and Teachers' Classroom Performance

Table 18. Test of relationship between multitasking strategies in ancillary functions and teachers' classroom performance

Multitasking Strategies in Ancillary Functions	Teachers' Classroom Performance				
	Content Knowledge and Pedagogy	Learning Environment	Diversity of Learners	Curriculum and Planning	Assessment and Reporting
	r-value	r-value	r-value	r-value	r-value
Delegation	.335**	.301**	.397**	.408**	.447**
Organization	.573**	.563**	.583**	.574**	.529**
Prioritization	.550**	.593**	.534**	.581**	.572**
Time Management	.592**	.630**	.498**	.552**	.550**
Technology Utilization	.594**	.548**	.564**	.562**	.627**

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

* . Correlation is significant at the 0.05 level (2-tailed).

Table 18 reveals significant positive correlations ($p < .01$) between all multitasking strategies and the different dimensions of classroom performance. The Pearson correlation coefficients ranged from 0.301 to 0.630, indicating that teachers who demonstrate stronger multitasking strategies also tend to exhibit higher levels of classroom performance.

The teaching profession increasingly requires educators to perform multiple roles beyond classroom instruction. Teachers are expected to manage instructional responsibilities alongside administrative work, student concerns, school programs, and documentation tasks. Santiago et al. (2023) noted that teachers frequently balance instructional and non-instructional duties, which can reduce the time available for lesson preparation and student engagement. Similarly, Darling-Hammond et al. (2017) emphasized that teachers must integrate academic, administrative, and socio-emotional responsibilities within limited working hours.

Delegation showed significant relationships with all five classroom performance domains, namely content knowledge and pedagogy ($r = .335$), learning environment ($r = .301$), diversity of learners ($r = .397$),

curriculum and planning ($r = .408$), and assessment and reporting ($r = .447$). Although the correlations were comparatively lower than those of other multitasking strategies, the findings still indicate that the ability to distribute responsibilities can help teachers focus more effectively on essential instructional tasks. The strongest relationship was observed in assessment and reporting, suggesting that delegation may help reduce workload associated with documentation and evaluation processes.

These findings align with Yukl's (2013) explanation that delegation improves efficiency by allowing professionals to concentrate on higher-priority responsibilities. In educational settings, Leithwood et al. (2004) further explained that shared responsibilities among teachers and students contribute to better task management and foster collaborative learning environments.

Organization also demonstrated consistently strong correlations across all classroom performance domains, particularly in diversity of learners ($r = .583$), curriculum and planning ($r = .574$), and content knowledge and pedagogy ($r = .573$). This suggests that teachers who are highly organized are better able to structure lessons, respond to diverse learner needs, and deliver instruction effectively. Organizational skills likewise contribute to maintaining an orderly learning environment ($r = .563$) and improving assessment practices ($r = .529$).

The importance of organizational skills in teaching has been emphasized in previous research. Evertson and Emmer (2013) explained that well-established classroom routines and organized instructional materials contribute to effective classroom management and efficient teaching. Similarly, Stronge (2018) pointed out that effective teachers systematically organize tasks and resources to maximize instructional time and learning opportunities.

Prioritization also showed significant positive correlations with all classroom performance areas, with the strongest relationships found in learning environment ($r = .593$) and curriculum and planning ($r = .581$). These findings imply that teachers who can distinguish between urgent and important responsibilities are more capable of maintaining classroom order and preparing effective instructional plans. Significant relationships with content knowledge and pedagogy ($r = .550$) and assessment and reporting ($r = .572$) further indicate that prioritization supports both instructional delivery and evaluation tasks.

Covey (1989) emphasized that prioritizing important tasks improves overall effectiveness and productivity. In the educational setting, Chen et al. (2022) found that teachers who practice prioritization strategies experience lower stress levels and demonstrate stronger instructional effectiveness.

Among all multitasking strategies, time management showed some of the strongest correlations, particularly with learning environment ($r = .630$), which registered the highest coefficient in the table. This finding suggests that effective time management enables teachers to conduct classroom activities more smoothly, sustain learner engagement, and manage instructional tasks efficiently. Strong relationships were also observed with content knowledge and pedagogy ($r = .592$), curriculum and planning ($r = .552$), and assessment and reporting ($r = .550$). Although its correlation with diversity of learners ($r = .498$) was slightly lower, it still indicates a meaningful contribution.

These results imply that effective use of time is a critical factor in maintaining classroom performance despite increasing work demands. Claessens et al. (2020) explained that structured time management practices, including planning and scheduling, improve work performance and reduce stress. Likewise, Macan (1994) emphasized that setting clear goals and organizing tasks enhance productivity in demanding professions such as teaching.

Technology utilization likewise exhibited strong and significant relationships across all classroom performance domains, particularly in assessment and reporting ($r = .627$), diversity of learners ($r = .564$), and curriculum and planning ($r = .562$). These findings suggest that integrating technology improves teachers' ability to manage assessments efficiently, address diverse learner needs, and develop innovative instructional plans. Significant relationships with content knowledge and pedagogy ($r = .594$) and learning environment ($r = .548$) also indicate that technology enhances both instruction and classroom management.

The findings support Chou's (2019) study, which found that information and communication technology (ICT) tools help streamline instructional and administrative tasks, thereby reducing workload

stress. Similarly, Koehler and Mishra (2009), through the TPACK framework, emphasized that effective technology integration strengthens both instructional delivery and task management in modern educational settings.

From a theoretical perspective, the results are consistent with the Job Demands-Resources (JD-R) model proposed by Bakker and Demerouti (2017). The model suggests that personal resources such as time management skills, organizational competence, and technological proficiency help employees manage demanding work environments while maintaining high levels of performance.

In addition, research on multitasking behavior indicates that individuals who develop effective task-management strategies are better able to coordinate multiple goals and responsibilities simultaneously (Popławska et al., 2022). This supports the idea that effective workload management contributes positively to instructional effectiveness. Teachers who organize and manage their tasks efficiently are more likely to remain focused on teaching and learning activities despite competing responsibilities.

Overall, the findings confirm that multitasking strategies are positively and significantly related to teachers' classroom performance. This suggests that strengthening teachers' multitasking competencies can contribute to improved instructional effectiveness and enhanced professional performance.

V. Moderating Relationship between Multitasking Strategies in Ancillary Functions and Teachers' Classroom Performance

Table 19. Moderation Effect of Task Type and Multitasking Strategies in Ancillary Functions and Teachers' Classroom Performance

Moderation Estimates	Estimate	SE	Z	P
Multitasking Strategies in Ancillary Functions	0.83299	0.0776	10.737	< .001
Task Type	0.00455	0.0361	0.126	0.9
MSAF * Task Type	0.07754	0.0673	1.153	0.249

* Note. shows the effect of the predictor (MSAF) on the dependent variable (TCP) at different levels of the moderator (Task Type)

Table 19 presents the moderation analysis examining whether task type moderates the relationship between multitasking strategies and teachers' classroom performance. The results show that multitasking strategies significantly predict classroom performance ($p < .001$), indicating that teachers with stronger multitasking competencies tend to demonstrate higher levels of instructional effectiveness.

However, the interaction effect between multitasking strategies and task type was not statistically significant ($p = .249$). This suggests that the relationship between multitasking strategies and classroom performance remains stable regardless of the specific type of tasks teachers perform.

One possible explanation for this finding is that many teaching responsibilities share similar cognitive and organizational demands. Whether teachers are preparing lessons, managing classrooms, completing reports, coordinating school programs, or handling administrative tasks, these activities generally require similar skills such as organization, prioritization, adaptability, and time management. As a result, the effectiveness of multitasking strategies does not depend on the type of task itself but rather on how effectively teachers apply these competencies across different situations.

In the school setting, this can be observed in how teachers maintain consistent instructional performance despite varying responsibilities. For instance, a teacher who effectively manages time and priorities can deliver organized lessons while simultaneously preparing reports or coordinating school activities. During school programs such as feeding initiatives, reading interventions, or academic competitions, teachers often perform both instructional and organizational roles. Even while handling administrative duties or attending meetings, many teachers continue to sustain classroom routines, monitor learner progress, and provide timely feedback.

These examples illustrate that multitasking strategies positively influence teacher performance regardless of whether teachers are engaged in instructional, administrative, or ancillary tasks. This supports the idea that multitasking competencies function as general professional skills that help teachers remain effective across diverse work demands.

The findings are supported by previous studies on multitasking behavior. Popławska et al. (2022) explained that individuals who effectively manage multiple responsibilities develop cognitive strategies that help maintain performance under varying task conditions. Similarly, research suggests that when tasks require similar underlying skills such as planning, organization, and decision-making, performance outcomes tend to remain stable regardless of task variation.

Therefore, the non-significant moderating effect of task type indicates that multitasking strategies remain reliable predictors of classroom performance across different areas of teachers' work. This implies that the positive impact of multitasking strategies applies consistently whether teachers handle instructional, administrative, or ancillary responsibilities.

Table 20. *Moderation Effect of Workload and Multitasking Strategies in Ancillary Functions and Teachers' Classroom Performance*

Moderation Estimates	Estimate	SE	Z	P
Multitasking Strategies in Ancillary Functions	0.8153	0.0764	10.674	< .001
Workload	0.0242	0.0841	0.288	0.773
MSAF * Workload	0.149	0.1606	0.928	0.354

* Note. shows the effect of the predictor (MSAF) on the dependent variable (TCP) at different levels of the moderator (Workload)

Table 20 presents the moderation analysis examining whether workload moderates the relationship between multitasking strategies and teachers' classroom performance. The findings indicate that multitasking strategies significantly predict classroom performance ($p < .001$), while workload does not significantly moderate this relationship ($p = .354$). This means that the influence of multitasking strategies on classroom performance remains consistent regardless of whether teachers experience lighter or heavier workloads.

From a moderation perspective, the findings suggest that workload neither weakens nor strengthens the effect of multitasking strategies on teaching performance. In other words, multitasking competencies serve as stable predictors of classroom effectiveness across varying workload conditions. Teachers who possess strong skills in time management, organization, prioritization, and task coordination are generally able to maintain instructional performance even when workload demands increase.

In the school setting, this can be observed during periods when teachers simultaneously handle multiple responsibilities. For example, grading periods, preparation of reports, and school program implementation often increase teachers' workload. Despite these demands, teachers who apply effective multitasking strategies are still able to deliver organized lessons, maintain classroom discipline, and provide timely learner feedback. Likewise, teachers assigned additional functions, such as coordinating feeding programs or preparing compliance documents, can continue managing classroom instruction effectively through careful planning, task organization, and efficient use of time.

These situations demonstrate that classroom performance is sustained not necessarily because workload is reduced, but because teachers are able to manage their responsibilities strategically. The findings therefore suggest that strengthening multitasking competencies may play a more important role in improving classroom performance than merely reducing workload.

Although workload remains an important factor affecting teachers' well-being, the results imply that teachers' ability to manage responsibilities effectively has a more direct influence on sustaining instructional quality. This highlights the value of professional development programs that focus on time management, planning, organization, and related multitasking skills.

The findings may also be explained using the Job Demands-Resources (JD-R) model. Bakker and Demerouti (2017) argued that personal resources such as organizational skills and time management help individuals cope with high job demands while maintaining performance. In this context, multitasking strategies function as important personal resources that help teachers manage workload pressures effectively.

Thus, the non-significant moderating effect of workload suggests that classroom performance depends more on how teachers manage their responsibilities than on the sheer quantity of tasks assigned to them.

4. Recommendations

In light of the findings and conclusions of the study, the following recommendations are offered, the school administrators may consider developing and implementing programs that support teachers in managing ancillary functions more effectively. Such initiatives may include providing administrative assistance, improving workload distribution, and conducting professional development activities focused on time management, organizational skills, and technology integration. These efforts may help teachers better balance instructional and non-instructional responsibilities. Teachers are encouraged to continuously strengthen their multitasking competencies, particularly in the areas of time management, organization, prioritization, and technology utilization. By adopting structured work routines and effective task-management strategies, teachers may sustain high levels of classroom performance while managing multiple responsibilities. Students may also be encouraged to participate actively in classroom routines and learning activities that promote responsibility and cooperation. Activities such as organizing classroom materials and assisting in group tasks may help foster a more collaborative and supportive learning environment. And for future researchers may conduct similar studies in other school districts or educational levels to validate and extend the findings of the present study. Additional variables such as teacher stress, job satisfaction, institutional support, and organizational climate may also be explored to provide deeper insights into how multitasking strategies influence teachers' professional performance

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