MULTITASKING OF TEACHERS IN THE CONTEMPORARY SETTINGS: BOON OR BANE?

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ABSTRACT

The purpose of this undertaking was to describe the multitasking of teachers in the workplace. Employing phenomenological approach with 15 teachers, in-depth interviews and focus group discussion were conducted which revealed that multitasking of teachers in the workplace is prevalent. Three major themes of multitasking of teachers as experienced emerged, such as self-sacrifice, personal and career challenge and personal growth and development. Multitasking of teachers in the workplace affected all facets of the teachers' lives, their time management, prioritizing task and multitasking being the emergent themes as consequences of teachers multitasking in the workplace. The participants of the study had different approaches in coping with the experience, through strengths and perseverance, industry, faith in oneself and faith in God. Based on the results of the study, it came out that most of the teachers doing multitasking in the workplace enjoyed and continued the work flow that comes from switching one tasks to another and considered it as the most productive way when stimulated with a variety of task.

In view of the above, school heads hold a unique position in our society and have a special obligation to foster cognitive and non-cognitive activities which inspire the multitasking teachers to continue to refuel their experiences to become more productive and successful in their fields of endeavours, and to widen their insights on how to conquer the task and responsibilities assigned to them as they go along the journey of their professional careers.

CHAPTER 1

INTRODUCTION

We live in a world that is rapidly evolving through technology. This evolution has led to changes that influence how we function day to day. The influences of technology have become ubiquitous in almost every aspect of our current society, including in our educational systems. As expectations have risen within our classrooms, for both students as well as teachers, we are seeing more and more educational technology being implemented into academic world and at all levels and the surge of what we call as multitasking. One of the most impressive aspects of the human cognitive system is the ability to manage and execute multiple task. Human beings have always had a capacity to attend to several things at once. Multitasking of teachers has garnered increase critical attention in recent years. Research on multitasking in the contemporary setting commonly asserts multitude of undesirable outcomes that heightened destruction, hindered learning and hampered teachers' performance and students' achievements Terry, (2016). Once a praised skill within a certain scholastic and professional environments, multitasking has dramatically evolved Monk, (2008).

Relatively, Boehm-Davis (2008) stated that in Michigan recently, a research routinely noted that the detrimental effects of multitasking of teachers, the activity sometimes persist as a touted professional competency. To be fair, multitasking is necessary for certain professions and is an indisputable phenomenon in education and life (Zivcakova, 2015). Multitasking can be efficient use of time; a relatively manageable endeavour when necessary; or when well monitored or well-regulated and an effective tool in performing

teachers' duties and responsibilities (Brasel & Gipps, 2011). This space of possibilities raises an enormous challenge in understanding, on the other hand, the human system's astonishing capacity for multitasking, sometimes severe limitations on multitasking performance (Salvucci, 2007).

Moreover, research also reports that conflicts can arise when multiple tasks require the same peripheral resource or when multiple task require attention from the central procedural resource. In essence, the interplay of resource parallelism with potential for resource conflicts gives rise to a rich array of possible multitasking scenarios that demonstrate both the power and limitations of human multitasking (Taatgen, 2007). In Bataan, Philippines (Manila Times, 2017) reported teachers resort to extreme multitasking, teachers admitted that holding two classes at the same time is difficult and confusing. The worst, pupil would stray and participate in the activities of the other class. Teachers find difficulties in multitasking in teaching since pupils needs to be focused but having combined classes is very difficult for both teachers and pupils (Ambrocio, 2017).

In order to better understand multitasking of teachers in the workplace, it is necessary to identify the gaps in the existing research. One identified gaps is the research on multitasking in highly remote areas. More research is needed on multitasking in rural school communities in order to better understand if and how much the rural areas teacher's impacts multitasking in the workplace. The existing research also reveals lacks of qualitative studies on multitasking of teachers in contemporary setting. Although a great deal of quantitative research has been conducted on remote locations where teachers experienced multitasking in teaching, considerably less research has been done with

multitasking in contemporary settings, particularly in urban areas (SEAMEO INNOTECH, 2016) has been aimed at understanding teachers' perspectives, experiences and thoughts on multitasking in the workplace.

As a matter of fact, very limited research has been done specifically on multitasking of teachers. The fact that teachers must have rendered only of six (6) hours of actual classroom teaching and two (2) hours work related task (DO 16, s. 2009) but some teachers experienced more and heavy task in their workplace, suggests that more research is necessary to address the burdens of majority of the teachers in the workplace.

Purpose of the Study

The purpose of this study is to determine the multitasking of teachers in the contemporary setting as a boon or a bane. This study involves different public schools, both elementary and secondary, with the intent of gaining a clearer understanding of multitasking of teachers in the contemporary settings particularly in the rural and remote areas.

This study also envisions to document the experiences of teachers doing multitasking in public schools, teachers' point of view why there is multitasking in public schools. This study will presents evidences about informant's personal characteristics, the challenges they have encountered, their capacity to face and stand up on the challenges as a teacher having a multitask in the workplace.

In this study, the intention is to watch, listen and grasp the untold stories of teachers as they will narrate their experiences and how they will be able to cope and stand up with the challenges they have encountered, how they

handled their class, the steps and decisions they look forward to prevent multitasking of teachers, how they manage their time and effort, how they are paid-off with their extra effort exerted to their learners and the insights they will share with their experiences.

Research Questions

This study will answer the following questions:

1. What are the experiences of teachers doing multitasking in public schools?
2. How do public school teachers cope with the challenges of multitasking in schools?
3. What insights can the teachers share to their peers and to the academe in general?

Theoretical Lens

This study is viewed form the lens of Meyer and Kieras (2000), the study of multitasking performance of teachers, dating back several decades an covering the vast literature concerning the potential for processing bottlenecks in various stages of perceptual, cognition and motor processing (Taatgen, 2007). This theory emphasized the role of various processes as representative of distinct resources on particular of the task domains. Further work codified into related but distinct theories of processing of multitasking which specified tasks using separate resources may proceed simultaneously without interference, but in the presence of resource conflicts (Salvucci, 2007).

Multitasking behaviour can be represented as the execution of multiple task, coordinated by a serial cognitive processor and distributed across multiple processing resources (Anderson, et. al., 2004). The distinction helps to account for a separation between memory related and procedural interference occurs in multitasking, including how practice and learning can lead to proceduralization and changing usage of cognitive resources.

Relative to this, Bacani of "Multitasking in Education" as cited in SEMEO INNOTECH (2016) stated that academic research demonstrate the profound negative effects that multitasking has on the productivity of teachers. Yet, multitasking is worn as a badge of honor. However, research consistently shows that teachers who are multitask suffer a wide array of negative effects from wasting productive time while switching task to experiencing a heightened susceptibility to distractions (Shallice, 2010). Teachers' work much more effectively when concentrating on a single task at any given time, and that switching between multiple tasks leads to a host of negative effects (Spencer, 2012). Simple trying to do different task simultaneously is enough to reduce one's effectiveness severely. Switching between tasks can cause a loss of productivity compared to a single tasking and teachers who multitask are much less likely to engage in creative thinking than those whose task is not fragmented. Habitual multitasking appears to have a long-term negative effects (Cooper, 2014).

Furthermore, Bardshaw (2012) cited that multitasking makes teachers less capable of appropriately regulating their work habits, it makes teachers less productive, less creative and more likely to get thrown off task by distractions. Stated by Schumacher (2011) that multitasking is perhaps the

number one killer of productivity of teachers in their workplace. By reducing multitasking of teachers can not only improve productivity but they get the benefits of better visibility and insight into areas that needs improvement. When multitasking is reduced, teachers can understand the real status of task and see the bottlenecks and take actions to remove those (Lee, 2013).

Significance of the Study

The result of this study will benefit the DepED officials as this will serves as their guide in devising intervention programs and strategies to lessen multitasking of teachers in public elementary and secondary schools.

This study will also help school heads in designing plans and interventions for the occurrence of multitasking of teachers to be avoided in order for teachers to be efficient and productive. Moreover school heads and principals may come to realize that multitasking of teachers can lead to negative impact for teachers concerned. Through this study, they may come up to a realization that teachers can be more effective and efficient if they are not loaded with so much task to shoulder on, they can have a positive inputs and a productive individual in a school learning environment.

The outcome of this study will be beneficial mostly to the teachers who have multitask in their workplaces. This study will give them more insights on how to deal and handle the task given to them and guide them to what steps to take, enjoy and dwell positively on the task assigned to them and think positively that for the school to succeed as well as the learners to be well-equipped, the teachers need to work harmoniously and religiously for the welfare of the learners as well as the society.

Lastly, this study will somehow help future research students who will conduct a study on topics related to multitasking of teachers, as this will guide them on what areas of multitasking of teachers needs further research and investigation.

Definition of Terms

To provide a clearer understanding of the contents of this paper, conceptual and operational definitions will be used in this study;

Multitasking of teachers. It is when the teachers handles more than one task at the same time.

Contemporary setting. It is happening in the present.

Boon. It is helpful or beneficial.

Bane. It is a cause of great distress or annoyance.

Delimitations and Limitations of the Study

The study will involve teachers of public schools both elementary and secondary school from Region XI, particularly in the Province of Davao Occidental. The data will be gathered form eight (8) teachers, through in-depth interviews and seven teachers (7) through the focus group discussion. The study is dependent on the ability of the informants and participants to describe their experiences and answer the interview questions. Informants and participants have varying degrees of knowledge and experiences with multitasking of teachers, and therefore, may be subjective. Since, administrative permission is necessary to gain access to informants, school

heads and principals will be informed of the study and its purpose. This may have affected the teacher's responses because of the concerns that administration will find out what teachers stated in the interviews. To avoid negative public perception of their school or their teaching, teachers were less compelled to reveal their true thoughts on some issues and concerns.

The study will be based upon open-ended questions through one-on-one interviews and focus group discussion and an interviews and focus group discussion will be conducted three times at different settings and scenarios but the same questions and the same respondents. Due to the fact there will be only eight informants for the in-depth interviews and seven participants for the focus group discussion, the results of the investigation will not be generalizable to the other regions of the country. This study is descriptive in its investigation.

Organization of the Study

In presenting the flow of the study, the group organized the concepts and ideas in order to come up with a desirable output. Each chapter contains corresponding views to be discussed. Ideas and information were properly organized in order to achieve a clearer understanding among the readers. This study is organized into five (5) chapters.

Chapter 1 presents the problem and phenomenon to be studied. It is in this chapter that emphasized the importance of the study. It explains what has been researched in the past and recent times and shows the gaps identified in existing researches. It is followed by the discussion of the researcher's purpose of the study which aims to describe the multitasking of teachers in the contemporary settings. It intends to unfold the horrible experiences of teachers

that are multitasked, how they managed to survive and the insights they learned from the experience that could shed light to the prevailing problem on workplace of teachers who are multitasked. Next, was the presentation of the research questions which were utilized for the interview of the informants and for the focus group discussion. Another portion of this chapter was the presentation of the theoretical lens which was associated with the research study. Following were the significance of the study and the people that would benefit from this research. It was also important to have a clear understanding of the terms, thus, important words in the study were operationally defined. The last part of this chapter was the delimitation and limitation of the study. It was also the presentation of who were the potential participants of the study. The weaknesses and validity of the study are also presented in this chapter.

Chapter 2 encloses the literature and other research studies related to the main problem which supported the need for the study. Topics addressed in the review include: concepts of multitasking of teachers in the contemporary setting, forms of multitasking of teachers, types of multitasking of teachers, multitasking of teachers as a process, antecedents of multitasking of teachers in the contemporary settings, prevalence of multitasking in the contemporary settings, perpetrators of multitasking of teachers, consequences of multitasking of teachers, coping mechanisms of teachers who are multitasked and approaches to handle and carry on to a task of being a multitask teachers in the contemporary settings.

Chapter 3 discusses the design and methodology used in the study including: research design, role of the researcher, research participants, data collection, data analysis, trustworthiness which explains the four criteria such

as: credibility, transferability, dependability and   confirmability and lastly, the ethical considerations of the study.

Chapter 4 presents the results of the study which has four parts namely: the informant's data, the data analysis procedures and the steps in the categorization of the emergent themes, the responses to the interview and the summary of the responses.

Chapters 5 finally presents the discussion of the results. It elaborates the key findings in relation to the literatures cited. This also contains the implications of the study, suggestions for future research and concluding remarks.

CHAPTER 2

REVIEW OF RELATED LITERATURE

This section deals with the literature and readings related to the subject of the study. Sources of information were books, journals and internet on "multitasking of teachers in contemporary setting". These readings helped me in seeing the impact of the study as seen by other researchers and the community as a whole. The different facts, opinions and materials as shown by the different researchers could help in solving the different issues surrounding this study. The literature review in this chapter serves as the foundation for this study through discussion of the concepts of multitasking of teachers in contemporary setting, its antecedents which includes a discussion of organizational factors specific to education workplaces, prevalence of, multitasking of teachers in contemporary setting, its perpetrators, effects and the different approaches to prevent or lessen multitasking of teachers in contemporary setting.

Concepts of Multitasking of Teachers. Teachers work described as increasing in complexity and intensity. Reasons for this include societal changes, reformed and increased work tasks, and the changed moral and normative character of teacher work, but also teachers' experiences of doing more than one thing at the same time, and of thinking about one's work at all times. Teachers are the ultimate multitaskers. They are not only responsible for student learning, they also act as surrogate parent, discipliner, assessment expert, mentor administrator, Zivcakova (2015).

Teachers multitasking is necessity which are expected to be accessible and respond promptly to the needs and demands of the higher authority. The continued work flow that comes from the frequently switching tasks lies to teachers, but teachers must make it sure to be productive when being simulated with the varieties of task and responsibilities that comes from multitasking. In the realm of education, Goodrac (2015) stated that developing the ability to quickly jump between tasks can lead teachers to and are honing the very different skills needed to successfully navigate an inundation of information and ideas. However, as stated by Lemar (2012) the opportunities for practice are crucial when developing the analytic and critical thinking skills needed to be able to priority and manage multiple tasks.

As a counterpart, stated by Procast (2014) that human beings cannot focus on more than one thing at a time, as argued by Tropall (2016), humans are not like computers which can run multiple processes with all of the needed focus on each one. To do something well, one, must be able to focus on the task given to them and delegates other inputs to appropriate, lesser levels of awareness. In fact, as stressed out by Shutti (2014), multitasking of teachers must be given attention and interventions but rather switching focus from one task to another very quickly which can leads to be detrimental to education because this can lead teachers to cannot do their very best work if their attention is elsewhere and do not focus.

Technology has made life for teacher easier but managing all the aspects of life particular as teachers has been tougher. There are many task to be accomplished and completed. Completing one task at a time seems hectic and outrageous but most teachers have multiple task to perform which leaves

them more exhausted and frustrated which made multitasking to teachers a mundane phenomenon and difficult to manage and handle. It is very rare and impossible to handle and perform a single task at a time particularly to those teachers in an upland communities. A study conducted by Stewart (2015) that multitasking of teachers not only decreases the productivity of the task but also with trouble individuals in paying attentions and switching from another task.

In a research conducted by Howard (2012) showed that multitasking of teachers lower the individual quotient of teachers and performing abilities. As stressed by Galvanni (2015), multitasking is very important nowadays as it helps in doing things at the same time but most teachers forget the quality of work and performance in school and improve students' mental abilities. Brunce (2014) stated that multitasking of teachers has negative effects on brain but as it is a must in the hectic schedule particularly teachers one has to take care that they have to set limitations and targets.

Forms of Multitasking of teachers. All multitasking is not the same, the apparent simultaneous performance of two or more tasks and since research has confirmed that it is impossible for the brain to fully focus on two things at the same time, all multitasking is not the same. The first and most obvious, ineffective and potentially dangerous form of multitasking, involves physically performing two tasks at the same time and it involves working on only one task physically, while thinking about something else, another is it involves what we used to refer to as a "utilizing idle time". Further, multitasking depends on the tasks involved. In other words all multitasking is not the same, and much of it can be performed without serious consequences. But if you're ever in doubt, the safest and most efficient thing to do is to err on the side of not

multitasking. You can always use the idle time for rest, and relaxation, which most people don't seem to have enough time for anyway.

Types of Multitasking of Teachers. Because the brain cannot fully focus when multitasking, people take longer to complete tasks and are predisposed to error. When people attempt to complete many tasks at one time, or alternate rapidly between them, errors go way up, and it takes far longer—often double the time or more—to get the jobs done than if they were done sequentially as stated by Meyer (2011). This is largely because the brain is compelled to restart and refocus. A study of Kieras (2012) found that in the interim between each exchange, the brain makes no progress whatsoever. Therefore, multitasking people not only perform each task less suitably, but lose time in the process.

According to a study of Grafman (2013), the most anterior part of the brain allows a person to leave something when it's incomplete and return to the same place and continue from there, while Brodmann (2012) stated that a part of the brain's frontal lobes, is important for establishing and attaining long-term goals. Focusing on multiple dissimilar tasks at once forces the brain to process all activity in its anterior. Though the brain is complex and can perform a myriad of tasks, it cannot multitask well.

In a study of Marois (2014), stressed that the brain exhibits a response selection bottleneck when asked to perform several tasks at once. The brain must then decide which activity is most important, thereby taking more time. The brain experiences adaptive executive control which places priorities on every activity. These viewpoints differ in that while bottlenecking attempts to force many thoughts through the brain at once, adaptive executive control

prioritizes tasks to maintain a semblance of order. The brain better understands this order and, as Meyer (2012) believe, can, therefore, be trained to multitask. It is not known exactly how the brain processes input and reacts to overstimulation.

On the other hand, some research suggests that the human brain can be trained to multitask. A study published in Child Development Luciana (2013), discovered that the brain's capability of categorizing competing information continues to develop until as the age of a person increases. Another study conducted by Vanderbilt University (2015) found that multitasking is largely limited by the speed with which our prefrontal cortex processes information. Dux (2014), believes that this process can become faster through proper training. However, in the study of Bonilla (2015) stated that the brain is incapable of performing multiple tasks at one time, even after extensive training. This study further indicates that, while the brain can become adept at processing and responding to certain information, it cannot truly multitask Akavov (2012).

People have a limited ability to retain information, which worsens when the amount of information increases. For this reason people alter information to make it more memorable. Miller, (2015) believes the limits to the human brain's capacity are only capable of storing a limited amount of information in their short-term memories. Laboratory-based studies of multi-tasking indicate that one motivation for switching between tasks is to increase the time spent on the task that produces the most reward (Payne, Duggan & Neth, 2007). This reward could be progress towards an overall task goal, or it could simply be the opportunity to pursue a more interesting or fun activity. Decisions to switch task

reflected either the reward provided by the current task or the availability of a suitable opportunity to switch a goal.

Johnson (2016) describes one kind of multitasking as it usually involves skimming the task and responsibilities. Continuous partial attention is multitasking where things do not get studied in depth. Rapidly increasing the task and responsibilities of a teacher enable the teacher to do multitasking because it promotes multiple sources of input at a given time.

The ability to focus on different things is one of the strengths of the incredible minds. It is a skill that would definitely not want to lose. However, psychologists and neurobiologists have both shown that we pay a price when we multi-task. Since the depth of our attention governs the depth of our memory and thought, multi-tasking can reduce our ability to understand and learn. While we are able to do more when we multi-task, we learn less. As we juggle an increasingly large number of different tasks, we start to pay a price in our cognition.

There have been studies to prove that the human brain is not meant for multi-tasking, more often called 'brain juggling', Rogers & Monsell (2016) found that on switching between two tasks, the human brain comes across two types of resistance - firstly - to adjust the mental controls to attune to the new task, and secondly - to stop the mental controls from processing the first task. The cost of switching tasks is always higher than repeating the same task. It is approximately 40%, which cannot be neglected.

As the task becomes more complex, the cost of switching between tasks gets higher. Complex tasks always require deep research, and the deeper the mind goes into a task, the more time it would take to come out of that task. In

this scenario, switching between two tasks becomes tough. When you're trying to accomplish two dissimilar tasks, each one requiring some level of consideration and attention, multi-tasking falls apart. Your brain just can't take in and process two simultaneous, separate streams of information and encode them fully into short-term memory. When information doesn't make it into short-term memory, it can't be transferred into long-term memory for recall later.

Multi-tasking involves engaging in two tasks simultaneously. But here's the catch. It's only possible if two conditions are met: 1) at least one of the tasks is so well learned as to be automatic, meaning no focus or thought is necessary to engage in the task (e.g., walking or eating), and 2) they involve different types of brain processing, Boehm Davis (2008). However, your ability to retain information while reading and listening to music with lyrics declines significantly because both tasks activate the language center of the brain. Multi-tasking may seem to be efficient at surface but in reality it costs more, and also affects the quality while increasing error. For example, using a cell phone while driving and losing by a second in task switching can cost one's life, which cannot be compensated by any means (Terry, 2016).

We are in control of the information we receive. By filtering the flow of data and registering what is really important for us, we can develop the practice to improve focus in our everyday lives. However, reducing information overload doesn't require blocking or abandoning technological tools, which is kind of a necessity in today's world. Instead, we need to find effective ways to accept only relevant information and discard or minimize superficial information. The best way to do this is through awareness of the danger of long term multi-tasking through which we can achieve a more favorable and effective

environment at home or the workplace. The adaptive quality of the human mind can be used in a more constructive way by focusing its massive energy on a task to perfect completion or can be used in a dissipative way to lose its energy through multi-tasking. The choice is ours.

Multitasking of Teachers as a Process. Although "multitasking" is a popular buzzword, research shows that only 2% of the population actually multitasks efficiently. Most of us just shift back and forth between different tasks, a process that requires our brains to refocus time and time again and reduces overall productivity. New Tel Aviv University (2017) research identifies a brain mechanism that enables more efficient multitasking. The key to this is "reactivating the learned memory," a process that allows a person to more efficiently learn or engage in two tasks in close conjunction. The mechanism may have far-reaching implications for the improvement of learning and memory functions in daily life, Nitzan (2016). It also has clinical implications. It may support rehabilitation efforts following brain traumas that impact the motor and memory functions.

When we learn a new task, we have great difficulty performing it and learning something else at the same time. Research demonstrates that the brief reactivation of a single learned memory, in appropriate conditions, enables the long-term prevention of, or immunity to, future interference in the performance of another task performed in close conjunction. The researchers first taught student volunteers to perform a sequence of motor finger movements with one hand, by learning to tap onto a keypad a specific string of digits appearing on a computer screen as quickly and accurately as possible. By utilizing the memory reactivation paradigm, the subjects were able to perform the two tasks without

interference. By uniquely pairing the brief reactivation of the original memory with the exposure to a new memory, long-term immunity to future interference was created, demonstrating a prevention of interference even a month.

Doing more than one task at a time, especially more than one complex task, takes a toll on productivity. Although that shouldn't surprise anyone who has talked on the phone while checking E-mail or talked on a cell phone while driving, the extent of the problem might come as a shock. Stewart (2012) stated that what happens to cognition (mental processes) when people try to perform more than one task at a time have found that the mind and brain were not designed for heavy-duty multitasking. Psychologists tend to liken the job to choreography or air-traffic control, noting that in these operations, as in others, mental overload can result in catastrophe.

Multitasking can take place when someone tries to perform two tasks simultaneously, switch from one task to another, or perform two or more tasks in rapid succession. To determine the costs of this kind of mental "juggling," psychologists conduct task-switching experiments. By comparing how long it takes for people to get everything done, the psychologists can measure the cost in time for switching tasks. They also assess how different aspects of the tasks, such as complexity or familiarity, affect any extra time cost of switching.

In the study of Rogers (2014) & Monsell (2016) found that even when people had to switch completely predictably between two tasks every two or four trials, they were still slower on task-switch than on task-repeat trials. Moreover, increasing the time available between trials for preparation reduced but did not eliminate the cost of switching. There thus appear to be two parts to the switch cost -- one attributable to the time taken to adjust the mental control

settings (which can be done in advance it there is time), and another part due to competition due to carry-over of the control settings from the previous trial (apparently immune to preparation).

Surprisingly, it can be harder to switch to the more habitual of two tasks afforded by a stimulus. Meuter & Allport (2017), reported that if people had to name digits in their first or second language, depending on the color of the background, as one might expect they named digits in their second language slower than in their first when the language repeated. But they were slower in their first language when the language changed. In the research of Rubinstein (2010), Evans (2011) & Meyer (2015) stated that when young adults switched between different tasks, the participants lost time when they had to switch from one task to another. As tasks got more complex, participants lost more time. As a result, people took significantly longer to switch between more complex tasks. Time costs were also greater when the participants switched to tasks that were relatively unfamiliar. They got up to speed faster when they switched to tasks they knew better.

Yeung & Monsell (2016) quantitatively modelled the complex and sometimes surprising experimental interactions between relative task dominance and task switching. The results revealed just some of the complexities involved in understanding the cognitive load imposed by real-life multi-tasking, when in addition to reconfiguring control settings for a new task, there is often the need to remember where you got to in the task to which you are returning and to decide which task to change.

According to Meyer, Evans & Rubinstein (2010), converging evidence suggests that the human "executive control" processes have two distinct,

complementary stages. They call one stage "goal shifting" ("I want to do this now instead of that") and the other stage "rule activation" ("I'm turning off the rules for that and turning on the rules for this"). Both of these stages help people to, without awareness, switch between tasks. That's helpful. Problems arise only when switching costs conflict with environmental demands for productivity and safety. Although switch costs may be relatively small, sometimes just a few tenths of a second per switch, they can add up to large amounts when people switch repeatedly back and forth between tasks. Thus, multitasking may seem efficient on the surface but may actually take more time in the end and involve more error. Meyer (2016) stated that even brief mental blocks created by shifting between tasks can cost as much as 40 percent of someone's productive time. Understanding the hidden costs of multitasking may help people to choose strategies that boost their efficiency - above all, by avoiding multitasking, especially with complex tasks.

Understanding switching costs and the light they shed on "executive control" may help to improve the design and engineering of equipment and human-computer interfaces for vehicle and aircraft operation, air traffic control, and many other activities using sophisticated technologies. Insights into how the brain "multitasks" lend themselves to a range of settings from the clinic, helping to diagnose and help brain-injured patients, to the halls of Congress, informing government and industrial regulations and standards (Meyer, 2016). It is relatively common knowledge that multitasking when it comes to classroom management does not work the way we like it to do. Originally multitasking was considered a plus. After all, if someone could do two task at the same time, is not that better than just doing one. With so many responsibilities and so much technology, doing just one thing at the same time awfully wasteful.

Teachers work as described as increasing in complexity and intensity. Reasons for this include societal changes, reformed and increased work tasks, and the changed moral and normative character of teacher work, but also teachers' experiences of doing more than one thing at the same time, and of thinking about one's work at all times. It is relatively common knowledge that multitasking when it comes to classroom management does not work the way we like it to do. Originally multitasking was considered a plus. After all, if someone could do two task at the same time, is not that better than just doing one. With so many responsibilities and so much technology, doing just one thing at the same time awfully wasteful.

Antecedents. Multitasking in the workplace using the theoretical framework of multitasking groups wherein a group of teachers are subjected to performed several task at the same time and struggled to cope the task assigned to them, are some precedents in a work place (Simmons, 2008). Supporting this theory, Beale and Hoel (2011) stated that multitasking of teachers in the workplace may also be a natural result of lack of teachers particularly in remote areas in which some teachers decline to accept their orders as teachers in hinterlands and remote areas.

Moreover, low academic performance of students is another characteristics associated with multitasking of teachers in the workplace where teachers have greater task assigned to them compared to teachers who did not performed multitasking in the workplace. In these sense, teachers may lack focused on a single task assigned to them thinking how they have to achieve and cope all the given task and responsibilities. In Bakersfield California, teachers believe that the greater and more responsibilities to be performed at

a time, teachers may lack focus and it is impossible for them to have a higher level of students achievements and performance (Baillien et al., 2009; Strandmark and Hallberg, 2007).

However, (Baillien et al., 2009) argued that teachers multitasking in the workplace involves inappropriate coping of teachers heavy task which can lead to teachers low performance as well as low students achievements. Overwork, lack of role clarity and low job autonomy are some of the characteristics that can lead to teachers not to focus and perform well on their task. There are times when teachers are expected to perform different task at a time, they can no longer understand and have difficulty to start on their task. This can also lead to teachers and create stress on their work (Agervold, 2009; Baillien et al, 2009; Strandmark and Hallberg, 2007).

The Department of Education is an unusual workplace environments of teachers who performed multitasking. Given the practice of tenure and loosely coupled organizational structure of academic excellence of the learners and become globally competitive (Taylor, 2012), they differ from other types of multitasking in the workplace environments. Some argue that these organizations are particularly vulnerable to nurturing a culture of multitasking in a workplace (Weshues, 2006).

Furthermore, research indicates that DepEd discouraged to perform multitasking in a workplace (Lester, 2013) but due to the fact of insuffiency of teachers in hinterlands and remote areas these practice still continues to evolve. The unique characteristics of DepEd is that to give additional incentives and appreciate the effort of teachers who performed multitasking in the workplace. There is a proof that multitasking of teachers in the workplace if

teachers were given opportunity and being appreciated on the effort they shown can lead positive impacts to teachers and increase their performance and students achievements (Mayo, 2013).

However, Lutgen-Sandvik and McDermott (2010) argued that global academic performance of learners were affected if teachers are task to do multitasking in the workplace, teachers potential lies with the task given to them, the social psychology of teachers were affected. Several studies supported this claims that school's organizational culture contribute to multitasking of teachers in the workplace. Ramsay (2010) stressed the importance of developing an orderly and systematic school environment which is free from teachers multitasking in the workplace because this can lead to teachers stress and low performance and achievements. According to the study of Camillo (2012) teachers felt that a supportive school administrator was one of the essential keys to developing a more accepting school environment and climate.

Nonetheless, Taylor (2012) discussed the organizational factors that make a workplace a place for multitasking of teachers in the workplace is the poor organized work and inefective management of the school administrator, and he noted that these conditions are common in educational system particularly in the hinterlands and remote communities. The existence of tenure may actually contribute to management's helplessness, as it cannot be easy for school administrators to deal with teachers' performance task and issues (Lester, 2013; Taylor, 2012). In addition, teachers in the cities and urban communities did not experience multitasking in the workplace compared to those teachers in the rural and remote communities.

Furthermore, (Fevre et al., 2011; Krestelica, 2005; Taylor, 2012; Velez, 2011) found that teachers who performed multitasking in the workplace have poor performance and results to low students' academic achievements which must be given high priority of the higher authority. However, Taylor (2012) argues that multitasking of teachers in the workplace can greatly affects the performance of teachers if the teachers does not know how to manage and used their time properly.

Research demonstrates that as a results of organizational culture and off-putting management practices of school administrators usually results to teachers multitasking in the workplace. In addition, one significant characteristics that can be present in the school system is the improper and unjust distribution of teachers' tasks and duties by the school administrators. On one hand, when teachers are task to multitask in the workplace, this can lead to teachers to not function and work properly because of the overtask given to them, this can results to school disorder and chaos which only shows thee kind of quality the school has. It can be blamed to the schools lack of transparency on the expectations and rewards and this chaotic environments creates stress to teachers and school administrators (Nordsdtrom, 2012).

However, Agervold (2009) argued that styles of leadership of an organization have often been associated with multitasking of teachers in the workplace, that it is more likely to occur in organizations characterized by autocratic style of leadership. Generally speaking, two management styles are associated with the equal distribution of teachers' task in the workplace which may use multitasking in the workplace as to motivate teachers to be workaholic, reward system and expected benefits, for the school administrator and

laizzefaire, the passive type of leadership which fails to take actions when teachers performed multitasking in the workplace.

Prevalence of Multitasking of Teachers in the Workplace. Multitasking of teachers in the workplace is now a global problem particularly in rural areas and hinterland due to lack of teachers or some teachers did not performed well to the assigned task given to them. In 2006, the International Labor organization reported that problem of multitasking of teachers in the workplace has grown out of proportion and created an epidemic in Asian Countries. Sandik (2012) found that the prevalence of multitasking of teachers in the workplace was slightly higher in the Philippines than in Europe and might be explained in the inequality of the distribution of task and duties. Namie (2009) estimated that the prevalence of multitasking of teachers in the workplace is at least 13%. On the other hand, another study conducted by Igos, (2013) reported that multitasking of teachers in urban areas is lower compared to those teachers assigned in rural communities. There is some evidence that the prevalence of multitasking of teachers in the workplace differs between schools to schools.

Perpetrators of Multitasking of Teachers in the Workplace. It is not just school administrators multitasking teachers, Wilson (2012) has seen teachers performed multitasking in the workplace to get their way on top. Similarly, the Ontario study also found that school administrators or other authority figures were deemed responsible for the cases of multitasking of teachers in the workplace. This was supported by a 2012 survey of Australian school teachers and school administrators a self-selected group most of whom experienced multitasking of teachers in the workplace figured out that power

difference due to job position was a major factor in multitasking of teachers in the workplace (Bradshaw, 2013).

Indeed, it is not also surprising that teachers in the hinterlands and remote areas are identified as teachers who performed multitasking of teachers in the workplace. Additionally, a study in Ireland found that teachers admitted to multitasking in the workplace (James, 2012). Although, school administrators has long been recognized as a root of teachers multitasking. Studies on issues of school administrators have looked primarily at the problem from the perspective of the educators and thus, causes teachers to performed multitasking in the workplace, (Jacobs, 2012).

Multitasking of teachers in classroom setting, typically involved overloaded task of teachers, some of which can cause teacher's stress and dislikes their task (James, 2010). Unfortunately, in Manila, Philippines (Dela Cruz, 2013) cases of teachers multitasking in the workplace have been increasing. This incidents only implies that the Philippines needs more teachers to teach in the hinterlands and remote places and a corresponding schools intervention frameworks must be instituted.

However, school leaders can be perpetrators of multitasking of teachers in classroom setting and may initiate the discouragement of teachers' multitasking, but they also have influence on multitasking of teachers in the classroom setting, create and implement prevention programs and policies that to be implemented in the school system. Most school leaders do not believe that multitasking of teachers in the classroom setting exist in the premises, which might explain why school leaders are more likely to take no action in

response to a reported incidents of multitasking of teachers in the workplace than to attempt to address the situation directly (Figel, 2013).

On the other hand, organizations serves as perpetrators when they operate from a cogs-in-the-wheel perspective (Bloom, 2006) and treat teachers as if they do not matter. Some school organizations even blame teachers who performed multitasking in the classroom, not the perpetrator for the heavy task and responsibilities given to them. There has been little research documenting how school administrators responds to teachers' complaints of multitasking in classroom setting, however, it is quite likely that school administrators who do not aptly responds to educators' claims contribute to the damage caused by multitasking of teachers in the classroom setting and even aggravate the situation by giving signal to educators that work behaviour is acceptable.

Consequences of Multitasking of Teachers in Classroom Setting. The effect of multitasking of teachers in classroom setting in the school organization's productivity is somehow difficult to determine directly since it is a result of factors such as the management and leadership of school administrators in dealing with teachers needs and responsibilities (Narsen, 2014). This was supported by a British study showed that the opinion the multitasking of teachers in classroom setting reduced the productivity of teachers as well as the school organization (Lutgen, 2013). When teachers are performed multitasking in the classroom, it disables the school organization and resulted low productivity and performance of the teachers as well as the learners that causes the school organization to fall down (Sypher, 2010).

Furthermore, evidence based on observations and anecdotes showed that multitasking of teachers in the workplace affects the facets of the

educational system and the school organization as well (Copeland, 2011). Research shows that perceived multitasking of teachers in classroom setting can be associated with stress and sometimes anxiety of teachers, high blood pressure and increased risk of coronary heart disease (De Vogli, 2015).

Nonetheless, Einarsen (2010), found out that majority of teachers who performed multitasking in classroom setting who were subjected to such situation repeatedly and systematically had a more weakened mental health than those teachers who did not performed multitasking in the classroom setting. Research found out that a third of women and a quarter of men experienced thought intrusions and dissociations (Lugen, 2012). Some teachers are affected immensely that they have heavily cope the task assigned to them. Teachers do not enjoy teaching anymore and those who are merely staying in the profession do it due to some financial difficulties (De Vos, 2013).

So multitasking is bad, but why exactly is that the case? The brain is design to focus on just one task at a time. So, when we focus on two tasks, that greatly diminishes the amount of attention and quality we can devote to both tasks. Think of your brain like an Olympic weightlifter: it is very strong, but works best when its entire system is devoted toward lifting one set of weights. If suddenly it is asked to lift two different systems of weights in two different ways at the same time, it is going to struggle no matter strong it is. Add a third task, and it is almost impossible to successfully accomplish any of them. Technically speaking, it is impossible for our brains to do two major tasks at once. What we are really doing when we think we are multitasking is "task switching", which means we alternate between tasks. The effect of this in our brains is devastating; switching back and forth between tasks actually waste time and

makes the final products far inferior. When we switch, our brain needs to "reset" themselves each time we initiate a task again. This reset process takes time, and our brains never really get into the groove for either activity, (Lugen, 2012).

It is far better, research tell us, to focus on doing one task completely, then moving into the next. This is called working in "batches" or "chunking" there are several consequences in multitasking; you are more likely to produce more error, when you are not giving a task your full attention, then mistakes may occur that you are less likely to catch. Multitasking means overloading your brain with stimuli and commands, (De Vogli, 2015). That creates stress, and may even lead to health consequences. If your brain is already overloaded with multiple tasks, then it is far less likely to take additional information that you are not looking for. Switching back and forth causes a reduction in our brain's ability to fully encode our experiences, so our memories of multitasked events grow blurry. Trying to multitask especially if it involves looking at screens means that you are less engaged in the relationships around you, (Lugen, 2012). Effective face-to-face interactions take time and focus, but are ineffective when you are only giving partial attention. Your brain has little opportunity to come up with spontaneous moments of insights when it is already overloaded with multiple responsibilities. It is far less likely that you have to generate good, original ideas if you are focusing on more than one thing. Research says, that since there is less cognitive power devoted to individual tasks, your actual intelligence quotient diminishes while multitasking Akavov (2012). So, if the work you produced while multitasking seems dumber, it is because you literally were dumber while working.

Coping Mechanisms of Multitasker Teachers. As stated by Bonilla, (2015)*,* finish up simple tasks at once; we have plethora of simple tasks to multitasking will not affect our brain much. To keep things interesting; most of the tasks we perform are usual and sometimes boring hence adding an interesting task to the usual task might help us in preforming the task faster. Helps in handling chaos; urban life is busy and chaotic, you are always filled with interruptions and distractions multitasking will help you in keeping things on track. Completion of multiple tasks; as part from doing one task it always feels better to know that all your tasks are dealt with to a certain extent. Keeps you flexible; multitasking provides an ability to use multiple technologies simultaneously, which keeps people of all ages adaptable, relevant and employable, Bardshaw (2012).

Many teachers feel like multitasking is a way of life. After all, there are an increasing number of responsibilities that we have to tackle each day. Can we really get to it all without multitasking? Multitasking means that you are picking up a task perhaps a dozen times before it is completed, and that does no good. Because extremely intentional with your tasks, only beginning them when you know you can proceed without interruption until you finished. It is difficult to entirely anticipate every interruption, but focus on what you can control, Brasel & Gipps).

When people do things at once, they are being more efficient or wasting time? Multitasking may less be efficient especially for complicated or unfamiliar tasks because it takes extra time to shift mental gears every time a person switches between the two tasks. A new model for executive mental control in which the brain must make two separate preparatory decisions to switch tasks.

The first called goal shifting, involves choosing to switch to a new task. The second, the rule activation, requires the brain to turn off the cognitive rules of the old task and turn on the cognitive rules of the new tasks, Brodmann (2012).

Assessing the rules for the new task and activating them, can take several tenths of a second- a significant amount of time for some tasks. While the JEP study seems to indicate that multitasking is not very efficient, its findings are not definitive, according to another study Schumacher, (2015) found that under special circumstances, people can do two different tasks at once without much interference-particularly if the tasks are well-practiced and do not physically conflict with each other. Not multitasking at work can be very difficult to stop, especially when there is a lot on your plate. Luckily, there are a few simple and conscious changes you can make to work even more efficiently. Rather than bouncing back and forth between tasks every other minute or so, dedicate chunks of time to a certain task, Brunce (2014).

Single tasking on an individual level seems easy enough, multitasking with a group of workers creates a higher rate of miscommunication, missed deadlines and poor work quality. If everyone in the group is distracted, there is little to no chance of coming together and producing the best work possible. To combat a sinking team, it is important to remain collectively focused on one task, schedule blocks of time, and use less tools. Productivity will skyrocket if the group focuses their attention on one task. They will be able to come together and devote themselves towards work. By creating blocks of time for different task you have a better chance staying productive and on schedule towards completion, Cooper (2014).

Academic research demonstrate the profound negative effects that multitasking has on the productivity of individuals, yet job seekers around the world still tout their ability to multitask as a desirable skill. In many organizations, multitasking is worn as a badge of honor, Dux (2014). However, research consistently shows that people who attempt to multitask suffer a wide array of negative effects, one's productive time while switching tasks to experiencing a heightened susceptibility to distraction. Just as individual multitasking takes place when a single person's time is split between too many tasks, organizational multitasking occurs when a group is focused on too many things, and its overall capacity is adversely affected. The end results are delays and interruptions; reduced quality and rework; peaks and valleys in workflow; and lack of proper preparation before tasks and projects, Gafman (2013).

Long-term, habitual multitasking appears to have long-term negative effects as well. Habitual, heavy multitasks are more susceptible to distraction by irrelevant stimuli at work than are habitual single-tasker, and multitasking makes individuals less capable of appropriately regulating their work habits. In sum, multitasking makes people less productive, less creative and more likely to get thrown off task by distractions. Multitasking is perhaps the number one killer of productivity in knowledge work and projects. By reducing multitasking, organizations can not only improve productivity and reduce cycle times, but they get the benefits of better visibility and insight into areas that need improvement. When multitasking is reduced, managers can understand the real status of tasks and projects, see the real bottlenecks and take actions to remove them, Howard (2012).

Today's teachers are under more stress than ever before. A recent study of Harris, (2013) found that more teachers burned out by their jobs. An

increased work load forces the teacher into multitasking, which may be effective for a short period of time, but over the long term, causes excessive stress. Multitasking is a must-have skill for any teacher, yet, most teachers feel they are being asked to do too many tasks. Multitasking is a learned skill. By learning how to multitask efficiently, you can dramatically reduce your workday stress, increase your productivity, and enjoy your work once again, Lee (2013). Contrary to popular belief, multitasking is not about "piling on the work" to the point of exhaustion. It's about training the brain to channel energy in an efficient and effective manner so you can accomplished more in less time. And believe it or not, one of the hallmarks of learning to multitask is to actually slow down to accomplish more. Multitasking is a part of our world, Lemar (2012). If you want to succeed, you need to learn how to multitask so it doesn't overwhelmed you and cause unnecessary stress. By simply slowing down and working up to the performance level you desire, you can multitask effectively and increase productivity. Simply, put learning how to maintain your highest level of mental functioning is your key to multitasking success, Kieras (2012).

Many teachers assumed that multitasking is the best way t increase their performance and lessen time of work. If you are working on several different task at the same time, you have to accomplish more in your task. This may surprise you, but, research about the brain and its functionality is showing from task to task at the same time actually negatively affects your productivity output. In fact, data shows that trying to do too many things at once may actually weaken your cognitive abilities. In a study of Monsel, (2015) that lowering and switching tasks than when they were required to repeat the same task. Evans (2012), Rubinstein (2016), Meyer (2017) showed that participants lost considerate amounts of time when attempting multiple-tasks switching. Even

more time disappeared as the task became more and more complex. Evans, et.al (2012) also identified two sub-stages involved in the executive control process. The first is "goal shifting" deciding what task take precedence. The second is "role activation" changing from the requirements for a new task. Switching between the mental executive functions may eat up only tenths of a second, but the time starts to add up when someone switches from one task to another repeatedly.

In the study of Kiera (2013), when performing several tasks which require the same channels in the brain for processing data at the same time, you will encounter mental conflicts. So you have to choose your prime focus task and allow the brain to process it. Contrary to popular belief and what you may think, the brain's neural conduits simply cannot do two cognitively complicated tasks at the same time effectively. Meyer (2016) stated that many teachers are still the most compulsive master multitaskers' which organizes their priorities and focus on what is important in order to avoid mental brownouts and ensuing mistakes they may be responsible for. And that such overloading can be dangerous to health as well. Multitasking in the brain is controlled by something called "mental-executive functions" which manage a variety of cognitive processes and decide how, when and in what order some tasks are completed.

Doing two things back to back as multitasking is not possible for human brain. As studied by Gazzaley (2014) the brain is incapable of focusing on one task when multitasking. This can results errors in work, as well as taking a longer time to complete one task. While multitasking, the brain is forced to stop and refocus attention each time a task is switched, resulting in a loss of time.

Stone (2015), stated that when multitasking, one where you skim the incoming data without going to deep into it, and move on to the next stream of data. The problem lies in being unable to fully process each data stream, and thereby missing things and making errors.

One of the reason why people fail to multitask efficiently, beyond the, limitation set by our brains, is their inability to prioritize. Having a clear idea of which task is more important, and when it needs to be handled, can help boost your ability to get multiple things done in the same period of time. While it is great to say that "true" multitasking is impossible, we still have to admit that most teachers have to juggle a huge list of task every day, and it is necessary to work out a system for getting through them quickly- often while moving attention from one thing to another in a split second, Marois (2014).

Multitasking is a way of life for a teacher. As a classroom teacher, conducting, managing and overseeing several activities simultaneously in any given task and responsibilities are normal practice in the field. Multitasking is a skill that teachers must have to possess in order to survive in the profession. There is a tremendous amount of work involved in teaching and trying to balance professional tasks along with a personal life is extremely difficult if a teachers' time is not managed effectively and harmoniously. Learning to manage time effectively and harmoniously is a critical skill needed to balance the demands of a professional and personal life, Meyer (2012).

Responsibilities and opportunities increases with age and experience, however, the minutes of days do not. Unable to change the time, teachers have to learn how to manage the finite minutes of the day to complete all the necessary task and responsibilities, Monk (2008).

Many teachers are better at multitasking than others, but, overall, even those who are best at it perform worse than people who attempt the same tasks without the distractions encountered with multitasking. The danger of trying to do too many things at once is, of course, less when the task are relatively simple and have few consequences. But as the complexity of the task increases and the stakes become higher, the multitasking deficit becomes increasingly treacherous. People simply do not remember as much or as accurately. Information learned while multitasking is often forgotten or recalled incorrectly. It may seem counter intuitive but multitasking actually slows down people. It takes longer to get things done. Less ability to understand concepts, Rubinstein, Meyer, & Evans (2011).

Approaches of Preventing Multitasking of Teachers in Classroom Setting. Multitasking is a very important 21st century skills. Multitasking is impossible unless one of the two task is truly automatic. Weinschenk (2012), explains that multitasking is so inefficient because a teacher are never actually multitasking. Instead of quickly switching between different task which gives an illusions that you are actually wastes a little bit of time on every switch, and this actually adds up to a lot of wasted time. In an experiment of Willingham (2015) showed that people underestimate how much doing an additional task will slows down teachers performance.

For years it was common to hear teachers that they are good and great at multitasking. From a professional development standpoint of Reckin (2016) multitasking is not at all that it is cracked up to be. In fact, multitasking has been proven to lead to lower levels of creativity, higher levels of stress and a higher reduction in cognition than people who are using prohibited drugs. When people

are multitasking, their brain is jumping back and forth from one subject to another. The human brain can, at most, focus on two subjects at a time before losing cognitive abilities. The worst part is that completing small tasks feeds our brain a small amount of dopamine. While taking up all the available space of the brain to process and make connections, this does not leave any space for creativity. When someone focuses on some topic at a time, they leave the rest of the brain available for creative thinking. When multitasking, the brain becomes overlay taxed and does not have the faculties available to be creative or solve problems. Instead, we are actually performing at lower cognitive levels in a study of Rovick (2014), shows that multitasking can lower intelligent quotient (IQ), which this all started because of the wants to be able to handle more tasks and be more productive. Multitasking can decrease productivity and can make the problem worse. Another study conducted by Travina (2013), shows that people who multitask experience a higher heart when multitasking as well as increased level of stress.

There are a variety strategies to combat multitasking. The basic idea is that it is important to focus on one task at a time and minimize your interruptions. This allows us to put all our cognitive faculties into one task and increase productivity. Good organization can also be a key to minimizing the multitasking efforts. Instead of jumping to that task, create a system that allows you to file that thought or idea away quickly and come back to it at a later time. Help yourself to more productive and ultimately, less stressed-out by creating and an environment of minimal but multitasking and reduced distractions. This will not only help you to be a more effective teacher but also allows you to more fully enjoy your life outside the classroom, Shutti (2014.

Multi-tasking is doing more than one activity simultaneously (Pashler, 2014). Within the extant literature, multi-tasking is typically indirectly defined via the interference it produces. For example, the inability to simultaneously perform two or more overlapping tasks when each requires selecting a response (i.e., a decision task) due to a general slowing in the performance of the second task (Levy & Paschler, 2011; McCann & Johnston, 2012; Pashler, Harris, & Nuechterlein, 2013; Schumacher et al., 2011;Welford, 2012). This interference arises from a constraint in decision-making also referred to as Cognitive Bottleneck (Welford, 2015). Although there are several theories that propose the constraint of a cognitive bottleneck and they differ with respect to where in the process the bottleneck occurs (Deutsch & Deutsch, 1963; Norman, 1968; Solso, MacLin, & MacLin, 2007), generally, the effects of a cognitive bottleneck and the related slowing in the performance of the secondary task have been very well established. However, some researchers have demonstrated conditions under which these effects can be overcome. For example, Meyer et al. proposed an alternate model of dual-task interference, called Executive-Process/Interactive-Control (EPIC), where practice plays an important role (Meyer et al., 1995). Specifically, skilled performance is accomplished by converting declarative knowledge into procedural knowledge through practice. Once this conversion has been accomplished, the processes required to complete two tasks at once can be performed simultaneously (Meyer et al., 1995; Schumacher et al., 2011). While acknowledging this finding, some researchers have argued that the removal of the slowing of performance associated with a cognitive bottleneck can only be circumvented in very simple and highly practiced tasks and not in more complex real-world situations (Pashler et al., 2008).

Consistent with theories of attention, Rubinstein, Meyer, and Evans (2011) found that people who were required to multi-task took longer to finish their two tasks, than it would take them to finish both tasks if they concentrated on one task at a time. The increase in time for multi-tasking was attributed to lost time from switching back and forth between the tasks, especially when the tasks became more complex (Rubinstein et al., 2011). A neuro-imaging study on learning while multi-tasking supported this finding (Foerde, Knowlton, & Poldrack, 2006). Specifically, participants who learned without distractions were able to correctly learn information presented to them, and apply it flexibly to new situations.

On the other hand, participants who multi-tasked were not able to apply this information flexibly to new contexts, though they were still able to correctly learn factual information. The authors concluded that while multi-tasking did not seem to affect rote memorization, it might hamper higher-order tasks that involve understanding material and application of the material to novel situations. Together, the results of these studies are consistent with both the cognitive bottleneck theory of multi-tasking and provide evidence that attention, especially for complex tasks, can be impaired when multi-tasking is involved. Interestingly, a recent study examining the impact of instant messaging while reading also found that students took longer to read when messaging than those who read without messaging, however, comprehension performance, which would be considered a complex task, did not differ between the two groups (Bowman, Levine, Waite, & Gendron, 2010). The authors suggested that learners who multi-tasked may have required additional time in order to review previously read material and re-engage on-task behaviors. In this case, additional time could compensate for the disruptions from instant messaging

and hence, no performance differences were found. When additional time is not available, however, it may be more likely to find performance decrements. In summary, the results of the above studies suggest that off-task use of digital technologies while learning might be especially harmful to performance in a real-time classroom context.

Off-task multi-tasking, in particular, poses concerns for learning. Consistent with cognitive load theory (Sweller, 2003) when learners engage in activities that are not directly related to the goals of the instructional task at hand, then learning becomes less effective (Chandler & Sweller, 2011). Cognitive load theory identifies three types of load; intrinsic, germane, and extraneous. The first two types of load are related to the learning task and activities which facilitate these benefit learning. Extraneous load is associated with activities not directly contributing to learning. Multi-tasking with off-task activities increases extraneous load which would be expected to interfere with learning as was noted in the studies above.

Together the correlational and self-report studies above suggest that off-task multi-tasking in the classroom is most likely detrimental to learning. One purpose of the present study therefore, was to directly test the impact of multi-tasking in a real-time classroom context for learning, Spence (2012). The present study extended current multi-tasking research by directly assessing the learning outcomes following off-task multi-tasking in when learning from real-time classroom lectures. In addition, the study contrasted the relative impact of differing digital technologies when multi-tasking. Performance in these groups was compared to a variety of controls, Stewart (2015). Specifically, a paper-and-pencil control, a word-processing note-taking only control and a natural use control (in which participants were allowed to use technology in an unlimited

manner, if they chose to do so, as they normally would during lectures). The natural use control group was included in order to determine the proportion of students who use digital media in a classroom and in what way they use the technology. To test the impact of familiarity with technologies, the study required students to use the same technologies over three consecutive lectures, Terry (2016).

Multitasking is perhaps the number one killer of productivity in knowledge work and projects. By reducing multitasking, organizations can not only improve productivity and reduce cycle times, but they get the benefits of better visibility and insight into areas that need improvement. When multitasking is reduced, managers can understand the real status of tasks and projects, see the real bottlenecks and take actions to remove them, Zivcakova (2015).

Chapter 3

METHODOLOGY

Presented in this chapter are the nature of the study, the research design used with regard to presentation, analysis and interpretation, the philosophical assumptions, role of the researcher, research participants, the data collection process, data analysis, trustworthiness which includes the following: credibility, confirmability, transferability and dependability of the study and all individuals involved and the ethical considerations in the process.

Research Design

In this research study, descriptive qualitative method was applied particularly phenomenology. Phenomenology is concerned with the study of human perception of events or phenomena from the actual happenings in the real situations of the world we lived in. It is reliving the experiences of the participants involved in the study and going deeper into their thoughts, identifying the essence of the experience as described by the participants, through lengthy discussions (Campbell, 2011; Creswell, 2007; Speziale and Carpenter, 2007; Willis, 2007).

Phenomenological approach was used because it is a powerful tool in getting a clear understanding of human experiences, penetrating into their thoughts, feelings and actions in order to gain insights from their experiences. It clearly illustrates the specific details of the experience and how they are seen by the subjects in the situation. It is an appropriate instrument in this study wherein it needs to envision and explores the actual experiences of the participants who were experienced multitasking in contemporary setting.

In phenomenological research, the use of bracketing was applied to minimize presuppositions to prevent potential harmful effects of presumptions that may affect the research process, thereby improving the precision of the research study. The researchers must be vigilant at all times, aware of their own views and the pre-existing beliefs on the study, must learn to set aside their own a-priori knowledge and experiences to fully capture the experiences being told by the participants with an open mind (Starks and Trinidad, 2007; Taylor, 2012; Taylor and Francis, 2012; Tufford and Newman, 2010). In conducting this qualitative study, it was interested to know how things happened and how people interpret their experiences and how they find meaning to these experiences (Merriam, 2009).

Through phenomenological reduction, the researcher simply reduced the realm from how it is perceived naturally, with all biases and judgment to a realm of pure phenomena (Dowling, 2007). Thus, the essence of the phenomena is allowed to surface. In addition, the participants' own words were used throughout the process of data analysis and phenomenological description. The process of bracketing was employed throughout the course of the study. The method examined and scrutinized the phenomena through the subjective eyes of the participants, focusing on subjectivity of reality and continually pointing out the need to understand how humans view themselves and the world around them, and on the process, the researchers set aside their personal experiences and opinion to fully grasp the experiences of the participants, identifying its essence (Creswell, 2007).

This made the phenomenological approach very good at surfacing deep issues. In this study, it is necessary to make the voices of these multitasker teachers be heard and attempted to expose the taken-for-granted assumptions

like the existence of multitasking of teachers in the contemporary setting and challenge its complacency. It focused on what the informants have in common in their experiences of the phenomenon. The research objective was to extract a common theme from the experiences of the subjects, convert these experiences to a description of the universal essence of the phenomena and grasp the very nature of the thing. To understand a complex phenomenon, it was considered as the multiple "realities" experienced by the participants themselves—the "insider" perspectives (Davis, 2007).

Nonetheless, sources of qualitative data included interviews, observations and documents (Creswell, 2007; Giorgi, 2009; Locke et al, 2010; Suter, 2012;), emphasizing two ways of collecting data if one wanted information about the lived experience of a phenomenon from another person, the traditional face to face interview and the written account of the experience, both could not be broken down easily by a statistical software. In this study, the used of specific methodologies such as in-depth interviews, focus group discussions and note-taking, giving much attention to details and importance of the emotional content to open up an array of human experiences of the subjects involved in the study. "What one seeks from a research interview in phenomenological research is as complete a description as possible of the experience that a participant has lived through" (Giorgi, 2009).

In using a descriptive phenomenological approach, preconceptions about the teachers' experiences were documented prior to the onset of the study and were compared to what had transpired and observed during the in-depth interviews and focus group discussions. The preconceptions, beliefs, and findings of the researcher were revealed unambiguously in the research report. The researchers observed flexibility and openness which were connected with

having learned to maintain a fair amount of ambiguity (Strauss and Corbin, 2008) in order to have a useful and positive output.

In this research study, it was able to classify themes of the phenomena with 8 informants for in-depth interviews and 7 participants for focus group discussion. According to (Creswell, 2007; Giorgi, 2009; Kvale and Brinkmann, 2009), in qualitative research such as phenomenology, it is recommended that for in-depth interviews, researchers could interview 5-25 participants who had experienced the same phenomenon, if one would want to achieve the goal of representativeness and generalizability as a criterion, from a small number of research participants. Nevertheless, sample sizes of 10-15 are adequate, provided participants are able to provide rich descriptions of the phenomena (Speziale and Carpenter, 2007). Moreover, (Hancock et al, 2009) further stated that focus groups are considered to work quite well with approximately eight people.

Role of the Researcher

Many have seen the horrible outcomes brought about by multitasking of teachers in contemporary setting. We see and observe it on rural and even in urban areas where schools are congested and lacks of teachers and classrooms. However, the government seemed to have neglected the teachers who are the guide and role models of these children, that they too might also be overworked which are not included in their duties and responsibilities or more than their duties as stated in their job description. It is for this reason that the researchers undertook this study, to find out if indeed, multitasking of teachers in the contemporary setting of teachers does exist and if it does, discover the underlying factors of the said phenomenon, to contribute

in alleviating the incidents of multitasking of teachers in the contemporary setting particularly in schools in the rural areas and upland communities consequently, improve the quality of Philippine education and the equal opportunity given to teachers.

Since this study has a personal meaning for the researchers, as being one who can relate the situations, the researchers personally gathered the data by conducting the in-depth interviews with all the eight informants and seven participants for the FGD, which also facilitated by the researchers, with the collaboration of the group mates who took notes during the interviews and FGD and served as one of an independent readers and analysts. Moreover, the researchers asked an assistance from another independent reader and analyst. The group analysed the data gathered from the audio recordings of the interviews and FGD. After coming up with the same findings, the researcher employed the expertise of a professional data analyst for data analysis and interpretation and thereafter, formed their personal insights.

Research Participants

Prior to the conduct of this study, the researchers already identified some of the informants. The identified informants were friends of the researchers and some are co-teachers of the researchers who teach in the public elementary and secondary schools, whom they have chosen through purposive sampling as the research participants based on a pre-selected criteria relevant to the research study (Richards and Morse, 2006; Saunders, 2012; Speziale and Carpenter, 2007) -in this case, they were all teachers who have been a multitasker teachers in the contemporary setting. They were referred here in

this study as "targets" of multitasking of teachers since they all experienced as being a multitasker teachers in the contemporary setting.

Starting with only three informants, the researchers asked them if they knew other teachers who somehow experienced multitasking in schools and if it would be possible to contact them. They gave some referrals who could be informants in this study. After contacting these prospects and explaining to them the purpose of this study, some of them agreed to participate. The researchers also asked some school heads and educators they personally knew and asked if they had knowledge of any multitasking of teachers in contemporary setting that they could refer to the researchers. Fortunately, they participated on the gathering of information conducted by the researchers. Participants gave their full supports and great participation on the conduct of this study.

Researchers also applied the different social media network like Facebook, Yahoo and Skype to contact friends who might be big of help for the accomplishment and realization of this study. Some of these friends really took time to help the researcher search for participants in their schools. The rest was like a chain reaction. Starting with only few informants, it started to grow fast through chain of referrals or snowballing (Mack et al, 2005).

To obtain a good quality of qualitative research, the researcher opted to get just a considerable number of participants for this research with eight informants for the in-depth interviews and seven participants to engage in focus group discussions. Focus groups are considered to work well with approximately 8 people (Hancock et al, 2009). Researchers believed that this is already a considerable number of participants, adequate to give credible information and significant results and findings.

Moreover, Creswell (2006) recommended that researchers could adopt 5-25 individuals who had experienced the same phenomenon for in-depth interviews. Relative to this, (Englander, 2012) stated that, in qualitative research, the researcher pursues knowledge by deeply penetrating to the core of the experience, to seek the essence of a phenomenon, not "how many" people who have experienced such phenomena. Furthermore, central figures in the development of psychology such as Freud, Piaget and Skinner developed their theories based on research, involving only a minimal number of subjects and without depending on statistical analysis (Giorgi, 2009; Kvale and Brinkmann, 2009; Quellet et al, 2009).

Before the actual interviews, researchers had a preliminary meeting with some of the participants and informants, had a little chat with them to gain their trust and confidence, as well as develop camaraderie. This was also an opportunity for the researchers to explain the purpose of the study, the importance of their role in the outcome of the research study, addressed their questions, concerns, review some ethical considerations and complete the consent forms. This was also a good chance to review the research questions with the participants. In this way, they would have time to ponder on their experiences before the actual in-depth interview. This was very important in doing a qualitative research because the establishment of a good level of rapport and empathy is critical to developing a positive relationship during in-depth interviews and consequentially, gaining depth of information, particularly where investigating issues where the participant had a personal stake (Bloom and Crabtree, 2006; Denzin and Lincoln, 2005; Dundon and Ryan, 2010).

Only teachers who had experienced significant multitasking   were included in this study. Researchers made sure that the informants were well

prepared and properly oriented on their involvement. During the preliminary meeting, they were already explained that in the actual interview, the flashback of those painful memories would be inevitable so they had to prepare their heart and mind to combat those negative burst of emotions. Researchers assured them that they understands the doubts and apprehensions and researchers do not intend in any way, to cause them harm. Researchers saw to it that they feel comfortable, to encourage openness. Researchers had to convey the message that they are important and express sensitivity to their feelings. When embarking in qualitative interview, the researcher need to be aware of the situation and culture in which the respondent is located, to be polite, display courtesy and facilitate talk without judgment or critical opinion in order to establish trust (Silverman, 2006).

Researchers also emphasized to them that if they might encounter problems along the way but the outcome of the study would be very relevant in solving the problem of multitasking of teachers in contemporary setting, which most people are not aware the problem exists. Researchers made them understand that their contribution to this study could make a difference in the lives of teachers and the DepEd organization as a whole.

Data Collection

In the collection of data of the study, researchers underwent these processes namely: interviewing in-depth with the study-informants, conducting focus group discussion with the participants and note-taking.

Before conducting the actual in-depth interviews and focus group discussions with the study participants, researchers made sure that ethical considerations were properly observed. Researchers applied the key principles

of ethical issues (Bloom and Crabtree, 2006; Bricki and Green, 2007; Kaiser, 2009; Mack et al, 2005) that should be considered in any research study which are consent and confidentiality.

Since *establishing rapport is an essential component of an interview* (Bloom and Crabtree, 2006), researchers arranged a preliminary meeting with them and explained the details of the study, made them understand that everything will be done in confidentiality. After gaining their trust, researchers asked them to sign a written consent. Essentially, rapport involves trust and respect for the interviewee and the information they shares. It is very important to provide them a safe and comfortable environment for sharing their personal experiences (Bloom and Crabtree, 2006). To comply this requirement, researchers made sure that the setting of the interview was conducted in a quiet room that would ensure privacy and away from distractions like a private office or in the comfort of their homes, if they prefer.

In-depth interview is one approach that was undertaken in order to gather information from the study informants. The in-depth interview is a technique designed to elicit a vivid picture of the participant's perspective on the research topic (Mack et al, 2005). It is more than just an approach to understand the participant's experiences but it is going deeper into their thoughts and behavior, listening to their inner voice to explore new issues. Through the interview process, the researchers listened to the participants' descriptions and then repeatedly reviewed and studied the data as they were transcribed (Penner and McClement, 2008). This strategy required time and space so that researchers could draw out portions of experiences and insights from the informants. First, researchers had to make the participants feel comfortable and conveyed the message that the researcher's interests' in what

they were saying. It is important to closely internalize what the informants would share, particularly on the details of the multitasking of teachers in contemporary setting.

Additionally, in-depth interviews should be done in the most rigorous ways to ensure *reliability and validity* (Bashir et al, 2008; Bricki and Green, 2007) which are important concepts in qualitative researches*.* In order to do this, researchers avoided drawing conclusions from the interview but based everything on factual data as described by the participants during the interview, to remove any bias or misconceptions on the results. Researchers was able to classify themes of the phenomena with 8 informants for in-depth interviews. According to (Creswell, 2006; Giorgi, 2009; Kvale and Brinkmann, 2009), in qualitative research such as phenomenology, it is recommended that for in-depth interviews, researchers could interview 5-25 participants who had experienced the same phenomenon, if one would want to achieve the goal of representativeness and generalizability as a criterion, from a small number of research participants.

Focus groups resemble interviews, but in focus group discussions, both the strengths and the weaknesses of focus groups flow directly from their two defining features: the dependence on the researcher's focus and the group's interaction (Morgan, 2013). In order to do this, researchers saw to it that during the FGD, full attention was given to the participants, grasping every detail as they narrated their experiences and avoided to give researchers opinion or disagree with their statements. Researchers had to ensure that there were no distractions or noise that might interrupt the discussion. Focus groups are considered to work well with approximately 7 people (Hancock et al, 2009; InSites, 2007; I-TECH, 2010). Researchers believed that this is already a

considerable number of participants, adequate to give credible information and significant results and findings.

In the process of in-depth interviews and focus group discussions, researchers asked the help of a colleague to do the note-taking while some members of the group facilitated the interviews. During the interviews, there might have been instances that certain details were not adequately expressed or even missed out because the informants were not that articulate or well-equipped in communicating with people.   This might have created misconception and ambiguity. To avoid this, researchers have always repeated the question, if necessary (Bloom and Crabtree, 2006) and confirmed with the informants their answers to the questions, to ensure that researchers was able to grasp correctly the information they provided. In every instance, needed to be flexible and be able to adjust to the moods of my interviewees. To ensure that all information were documented thoroughly, making sure that no important detail was missed out, note-taking was applied (Mack et al, 2005; Penner and McClement, 2008).

Data were collected through audio recordings of interviews since audio or video recording improves the accuracy of the content shared in the focus group or in-depth interview, as well as the speaker's intonations (InSites, 2007) with the participants in a private setting either in their respective homes or private offices or another neutral site such as a quiet coffee shop or private room. This audio recording of the interview were transcribed verbatim and checked by the participants for confirmation if everything was taken as it is. Confidentiality was observed in all sessions and with all informants (Bricki and Green, 2007), consistently addressing them by their pseudonyms to conceal their real identity. To have a continuous flow during the in-depth interview,

researchers prepared an open ended research questions as indicated in the interview guide but also informed them that there could be additional questions not in the interview guide that might think necessary for them in providing helpful insights to the study. This also promoted trust and openness with the participants.

Analysis of data

Analysis of data in a research study involves summarizing the mass of data collected and presenting the results in such a way that communicates the most important features (Hancock et al, 2007). Data were analyzed using a method which included data reduction, data display, conclusion drawing and verification (Zhang and Wildemuth, 2007), adding that qualitative content analysis is "any qualitative data reduction and sense-making effort that takes a volume of qualitative material and attempts to identify core consistencies and meanings".

Data reduction is the abstraction of data from the transcriptions, deleting data which are not important and transforming it into a comprehensible material, easily understood by many (Namey et al, 2007; Paul, 2006; Suter; 2012). This pairing and sieving of data is often termed as thematic analysis, a form of sorting and categorizing. With data reduction, researchers employed the expertise of a professional data analyst for data analysis which helped the researchers manage and handle the data, particularly with the sorting and organizing large volumes of qualitative data, retrieving and locating words and phrases. The data came out consolidated and manageable after being sorted and categorized.

Data display on the other hand is the organization of data and showing it in the form of graphic organizers such as: matrices, charts, graphs, that would enable the viewer to draw his conclusion (Suter, 2012). It is one step beyond data reduction, showing the data in an arranged and orderly manner, clearly showing the interrelationships of bits of information, readily available to the viewer. At this stage, other higher order categories could come out that was beyond those discovered during the first step of data reduction (Namey et al, 2007; Paul, 2006; Sitko, 2013).

Conclusion drawing and verification was the last step of qualitative analysis. It involves going back to consider what the analyzed data mean and to assess their aftermaths for the questions at hand while verification, integrally linked to conclusion drawing, required revisiting the data as many times as necessary to cross-check or verify these emergent conclusions (Paul, 2006). At this point, no definitive judgments were made but rather, the data were allowed to "speak for themselves" by the emergence of conceptual categories and descriptive themes. These themes were usually implanted in a structure of interconnected ideas that "make sense."

The conceptual framework was then interpreted with reference to the related literature on the subject in an attempt to explain, with a theory, the phenomenon being studied, by the researchers with the collaboration of the groups as readers and analysts who are experts in the field of study to form a triangulation team wherein each examined the data and compared individual findings to obtain a deeper and broader understanding of how each investigator viewed the issue. Triangulation is used to ensure the validity of the data by using more than one person to collect the data, thereby increases its reliability (My-Peer Toolkit, 2010; Speziale and Carpenter, 2007). If the findings of the

different investigators arrive at the same conclusion, then the researchers would be confident that the result of the research study is reliable. Many different interpretations were considered before the researcher formed a rational argument in the most obvious way possible so that others could judge the validity of the study (Sitko, 2013). In making an interpretation of the report, researchers took into account what data to include and information to dispose of. The way interpretation was written is clear and precise, properly identified which of the information is factual description or plain personal view of the researcher (Griffiths and McLeod, 2008). An interesting and readable report "provides sufficient description to allow the reader to understand the basis for an interpretation, and sufficient interpretation to allow the reader to understand the description" (Zhang and Wildemuth, 2007).

Trustworthiness

To establish the trustworthiness of the study, researchers observed its four components. These are the following: credibility, confirmability, transferability and dependability.

Credibility. To establish the credibility of my study, researchers ensures that rigor was properly observed during the data collection especially during the interviews, wherein researchers avoided drawing conclusions from the interviews but based everything on factual data, directly from the participants. Researchers saw to it that no relevant data was excluded and no irrelevant data was included. Researchers also gathered in group to do the note taking for during the interviews. Aside from the group, researchers also sought the assistance of another colleague to be one of the independent readers. The groups worked together to read and analyzed the same data and compared

the independent analyses with one another. Arriving at the same findings with the independent readers and analysts strengthened the confidence in the study.

This is supported by Suter (2012) that *credibility* refers to the confidence of the believability of the findings which is enhanced by evidence such as confirming evaluation of conclusions by research participants, convergence of multiple sources of evidence such as interview transcripts, reflective field notes and investigator triangulation (De Wet, 2010) are used. These strengthened the study.

Confirmability. To address the confirmability of my study, researchers set aside the personal opinions, assumptions and judgments in order to guard against distortion of data. The use of audio-taped interviews, note-taking and journals researchers kept throughout the study is one way of ensuring confirmability. Researchers conducted the study with as little interference as possible in order to gain the true picture of the personal experiences of the participants. Researchers used the bracketing approach as part of the methodology to suspend personal bias. Researchers also applied the use of triangulation and peer consensus to ensure that the findings of the study are free of biases and prejudice.

This is further substantiated by Ramsey (2010) that *confirmability* refers to how well the results are confirmed by others. Corroborating this statement is Suter (2012) stressing that it is the application of objectivity (neutrality) and the control of researcher bias in a research study.

Transferability. To address transferability, researchers described in detail the research context and the assumptions that are central to the research and showed all data as transparent as possible. Researchers made sure that

the data are rich with descriptions, so that the person who wishes to "transfer" the results to a different context is then responsible for making the judgment of how sensible the transfer is.

Ramsey (2010) confirmed that *transferability* refers to how well the findings apply to other school settings and depends upon the similarities between the two compared settings. Rich and thick descriptions allow readers to make judgment and decisions regarding transferability. The detailed descriptions in this article may enable the readers to transfer information to other settings and thus determine whether the findings can be transferred (De Wet, 2010).

Dependability. To establish the dependability of this study, researchers ensured consistency during the data collection and analysis by doing the code-recode system during data reduction and applied the peer examination and investigator triangulation of the data collected and analyzed. This made the study reliable.

Dependability is a criterion which is considered equivalent to reliability and similarly concerned with the stability of the results over time (Ramsey, 2010; Sinkovics et al, 2008). Moreover, Suter (2012) cited that *dependability* is improved by common qualitative strategies such as audit trails, rich documentation and triangulation and also by traditional methods such as inter-coder or inter-observer agreement and code-recode consistency using the same "human instrument".

Ethical Consideration

Since this research study involved teachers and educators, they were hesitant to disclose information out of fear and withheld some data. However,

as part of research rigor, several safeguards were applied that erased their fears and promoted trust. Researchers ensured that this study was guided by ethical principles as described by (Mack et al, 2005), namely: respect for persons, beneficence, justice, consent and confidentiality.

Respect for persons requires a commitment to ensure the autonomy of research participants and where autonomy may be decreased, to protect people from exploitation of their weakness. Prior to conducting a study, it was necessary to secure permission from the school heads school where it belongs for the data collection involved in the study and permissions to gather data from school heads of research participants, were obtained at an early stage in the research (Creswell, 2012). Researchers underwent all these processes as a symbol of my respect for the persons involved in the study.

Informed and voluntary consent is a mechanism for ensuring that people understand what it means to participate in a particular research study so they can decide in a conscious, deliberate way whether they want to participate. Informed consent is one of the most important instruments for ensuring respect for persons during research (Mack et al, 2005). Before the researchers conducted the in-depth interviews and focus group discussions, researchers explained verbally and in writing about the objectives and purpose of this research study and made clear that the proceedings would be audio-taped. After getting their approval, researchers asked them to sign a written consent. The informants were also informed of the findings and results of the study since researchers believed that they have the right to know because they were the ones involved in the first place and to give them due recognition as well.

Beneficence requires a commitment to minimizing the risks associated with research, including psychological and social risks, and maximizing the

benefits that are due to research participants (Mack et al, 2005). To minimize the risks or harm that may come to the participants, anonymity of the interviewee in relation to the information shared was maintained (Bloom and Crabtree, 2006). Participants were protected at all times so data or files of information were not left lying around in notebooks or un-protected computer files (Bricki and Green, 2007).

Confidentiality of the findings and protection of the identities of the informants by using a coding system to hide their true identities, were explained to them (Maree & Van der Westhuizen, 2007). Teachers were informed, as recommended by Maree & Van der Westhuizen (2007), that the entire database (i.e. digital voice recorders, typed transcripts, field notes, and other related materials) would be destroyed upon completion of the analysis.

In fact, some of the informants who were referred to by colleagues refused to be interviewed at first for fear of intimidation by their superiors if found to be involved in this study but because of my reassurance of confidentiality, they later agreed to cooperate. As a researchers, we always considered the safety of the research participants and thought about the stigmatization and further trauma that they would undergo during the interview (Bricki and Green, 2007), therefore, researchers always observed care and caution with my questions so as not to hurt their feelings and was ready to provide support and comfort as they experienced again the grief they went through. Respect to right of privacy was given due importance in this study. Participants were informed that they had the right to refuse to answer any of the interview questions if they do not feel comfortable.

Justice requires a commitment to ensuring a fair distribution of the risks and benefits resulting from research. It is important to build into the research

plan a method of acknowledging the contributions that participants make to the success of the research process and to reimburse them in various ways for their efforts (Bloom and Crabtree, 2006). In conducting the study, researchers ensured that the participants did not spend any amount for the interview and their comfortability was the priority. They were also given tokens of appreciation for their efforts, and their contributions would be a legacy because it is through them that people especially teachers' benefit from the study and somehow, it would free the participants from the shadow of their work experiences. According to Bloom and Crabtree (2006), research should enrich the freedom of the participants more than it improves the author's career.

CHAPTER 4

RESULTS

Presented in this chapter are the experiences of the study participants, their insights and perceptiveness as well as the concepts which transpired from the information gleaned through in-depth interviews and focus group discussion. The following research questions made possible the production of data from the informants.

1. What are the experiences of teachers doing multitasking in public schools?

2. How do public school teachers cope with the challenges of multitasking in schools?

3. What insights can the teachers share to their peers and to the academe in general?

This chapter is divided into four parts. Part 1 tackles the participants' data from which the qualitative data were collected. Part 2 covers the data analysis procedures and the steps in the categorization of the emergent themes from the result of the in-depth interviews and focus group discussion. Part 3 deals with the responses to the in-depth interviews and Focus Group Discussion questions under each research problem and part 4 contains the summary of the informants' and participants' responses.

Participants

Key informants. There were eight key informants in this study, five women and three men who are all currently teaching in public schools in Division of Davao Occidental. Their teaching experiences ranged from 1 year to 25 years. They were selected on the basis of their experiences with

multitasking of teachers in the workplace. The experiences of these individuals would be used to help solve issues related to multitasking of teachers in the workplace.   For purposes of confidentiality, the participants were given pseudonyms as presented in Table 1.

Focus Group. One focus group discussion were conducted with seven participants, five women and two men. All of them were from the same locale and were selected in the same way as the informants.   The teaching experiences of the focus group participants ranged from 2 to 20 years. The discussion was conducted to gain additional insights and constructs on the issue of multitasking of teachers in the workplace and to strengthen and confirm the findings. To conceal the true identity of the participants, the use of the participants' real names during the discussion were avoided.   They were referred to according to their number in the table.

Both study group answered the same set of questions. The first few participants selected were our friends because they were co-teachers and subordinates. We learned during our get together and school meetings that they had been experienced multitasking in the workplaces. Through the snow ball sampling method as suggested by Mack et al (2005), we were able to find more informants through referrals and recommendations made by them.

Table 1

Participants' Information

Assumed Name	Gender	Location	Years of Experience	Level	Study Group	Institution
Adelyn	Female	Davao Occidental	22	Elementary	In-depth Interview	Public
Bernie	Male	Davao Occidental	18	High School	In-depth Interview	Public
Caroline	Female	Davao Occidental	12	High School	In-depth Interview	Public
Dinnah	Female	Davao Occidental	1	High School	In-depth Interview	Public
Ellaine	Female	Davao Occidental	14	Elementary	In-depth Interview	Public
Faye	Female	Davao Occidental	6	Elementary	In-depth Interview	Public
Gilbert	Male	Davao Occidental	8	Elementary	In-depth Interview	Public
Hector	Male	Davao Occidental	4	High School	In-depth Interview	Public
Irine	Female	Davao Occidental	15	Elementary	Focus group	Public
Jeanne	Female	Davao Occidental	11	High School	Focus group	Public
Kelly	Female	Davao Occidental	20	Elementary	Focus group	Public
Lairah	Female	Davao Occidental	13	High School	Focus group	Public
Monalee	Female	Davao Occidental	2	High School	Focus group	Public
Norman	Male	Davao Occidental	15	Elementary	Focus group	Public
Orland	Male	Davao Occidental	16	High School	Focus group	Public

Our meetings with the recommended informants and participants were arranged by our colleagues and through their help, the collection of data and information became manageable. Their association with our friends helped us a lot in gaining their trust which was necessary in the extraction of personal information and letting them share their experiences with multitasking in the workplace with us. Though some of them were anxious at first, they eventually

felt comfortable with our assurance of confidentiality. They were very cooperative in giving the answers to each of our interview questions. Some of them, through their voice and facial expressions, you could still actually feel the struggle and sacrifices they have made for the fulfilment of the duties and responsibilities assigned to them.

The focus group discussion was very interesting and the interaction was spontaneous. You could hear, in their low voices, how they reacted to the experiences of the other participants. Some have similarities in their experiences but each had his/her own interesting story to tell of having been a teacher performing multitasking in the workplace.

The interviews took place in different places depending on the preference of the participants. Some were interviewed in a quiet area of their school campus, others are along the seashore and beaches, in a quiet classroom of their school, and an air-conditioned office for the FGD. We used a tape recorder, two separate laptops and pen audio recorders as back-up, along with our notebook for writing down important notes and for writing down observations during the interview. We employed the help of co-teachers who is also a colleague in the field to assist us with the note-taking, as recommended by Speziale and Carpenter (2007), using more than one person to collect the data, thereby increasing its reliability.

Categorization of Data

After all the in-depth interviews and focus group discussion were accomplished, the audio-taped recordings were immediately transcribed and translated into English (for those interviews in vernacular). During the data analysis, three steps were undertaken which included data reduction, data

display, conclusion drawing & verification (Zhang and Wildemuth , 2007), adding that qualitative content analysis is "any qualitative data reduction and sense-making effort that takes a volume of qualitative material and attempts to identify core consistencies and meanings".

Data reduction is the abstraction of data from the transcriptions, deleting data which are not important and transforming it into a comprehensible material, easily understood by many (Namey et al, 2007; Paul, 2006; Suter; 2012;). This pairing and sieving of data is often termed as thematic analysis, a form of sorting and categorizing. Through data reduction, particularly with the sorting and organizing large volumes of qualitative data, retrieving and locating words and phrases, the data came out consolidated and manageable and easier to handle after being sorted and categorized. We also sought the help of a professional expert in the data analysis.

The second step was data display which is the organization of data and showing it in the form of graphic organizers such as a table or matrix that would enable the viewer to draw his conclusion (Suter, 2012). It is one step beyond data reduction, showing the data in an arranged and orderly manner, clearly showing the interrelationships of bits of information, readily available to the viewer. At this stage, other higher order categories came out that was beyond those discovered during the first step of data reduction (Namey et al, 2007; Paul, 2006; Sitko, 2013).

Conclusion drawing and verification were the last steps in the qualitative analysis. It involves going back to consider what the analysed data mean and to assess their aftermaths for the questions at hand while verification, integrally linked to conclusion drawing, required revisiting the data as many times as

necessary to cross-check or verify these emergent conclusions (Paul, 2006). At this point, no definitive judgments were made but rather, the data were allowed to "speak for themselves" by the emergence of conceptual categories and descriptive themes. These themes were usually implanted in a structure of interconnected ideas that "make sense." The conceptual framework was then interpreted by the researcher with reference to the related literature on the subject in an attempt to explain, with a theory, the phenomenon being studied.

Many different interpretations were considered before the researcher formed a rational argument in the most obvious way possible so that others could judge the validity of the study (Sitko, 2013). In making an interpretation of the report, we took into account what data to include and information to dispose of. The way interpretation was written is clear and precise, properly identified which of the information is factual description or plain personal view of the researcher (Griffiths and McLeod, 2008). An interesting and readable report "provides sufficient description to allow the reader to understand the basis for an interpretation, and sufficient interpretation to allow the reader to understand the description" (Zhang and Wildemuth, 2007).

To establish the trustworthiness of the study, we observed its four components which are credibility, dependability, transferability and confirmability.

To address the credibility of our study, we took notes of the strategies cited in (Bricki and Green, 2007). We applied prolonged engagement with the participants of our study to ensure that we do not get only a snapshot view of the phenomenon but to enable me to grasp every detail of the phenomenon. Triangulation is also achieved by using more than three sources of for the study,

convergence of multiple sources of evidence such as interview transcripts from key informants and FGD participants, reflective field notes and readings from related literature (De Wet, 2010) are used to strengthen the study.

Member checking and peer debriefing was conducted in addition to triangulation method. First, we provided all the participants of the study a copy of the transcripts of the interviews and FGD proceedings for checking and confirmation of the transcribed data and for feedback. So far, no one disputed the findings. They all signified their approval. Proof was the participant verification form duly signed by the participants.

Peer debriefing was also adopted wherein we worked together with our friends and colleagues who helped us examine and scrutinize the transcriptions. Important feedbacks from each of them were taken into consideration such as overemphasized or underemphasized points of the data, vague descriptions and general errors of the data. Data that were not significant to the study were deleted.

Confirmability. To address the confirmability of our study, we set aside our personal opinions, assumptions and judgments in order to guard against distortion of data. The use of audio-taped interviews, note-taking and journals we kept throughout the study is one way of ensuring confirmability. This is further substantiated by Ramsey, (2010) that confirmability refers to how well the results are confirmed by others.

Transferability. To address transferability, we described in detail the research context and the assumptions that are central to the research and showed all data as transparent as possible, rich with descriptions, so that the person who wishes to "transfer" the results to a different context is then

responsible for making the judgment of how sensible the transfer is. Ramsey, (2010) confirmed that transferability refers to how well the findings apply to other school settings and depends upon the similarities between the two compared settings.

Dependability. To establish the dependability of our study, we ensured consistency during the data collection and analysis by doing the code-recode system during data reduction and applied the peer examination and investigator triangulation of the data collected and analyzed. Dependability is a criterion which is considered equivalent to reliability and similarly concerned with the stability of the results over time (Ramsey, 2010; Sinkovics, Penz and Gauri, 2008).

Research Question No. 1: What are the experiences of teachers doing multitasking in public schools?

In order to generate a comprehensive discussion for the above research problem, the following questions were asked during the in-depth interviews and focus group discussion. *What forms of multitasking have you experienced in your workplace? How did it happened? How did you feel in doing multitask in school? What are your reasons why you are doing multitask in school/classroom? Why do you say that there is multitasking among teachers in public schools? Why? What are the good experiences you have encountered in doing multitasking functions in your school? Why? What are the bad experiences you have encountered in doing multitasking functions in your school? Why?*

From the data collected on the experiences of the study participants, three major themes emerged as presented in Table 2. These themes are: Self-sacrifice, Career Challenge and Personal Growth Development as experienced

by multitasking teachers in the workplace and these are analysed and interpreted conscientiously.

Table 2. Multitasking Incidents Experienced by Teachers in the Workplace

Core Ideas	Frequency of Responses	Major Themes by Main Types of Multitasking
Tolerance to students' behavior and attitude. Using family time in completing the assignment task leads to family trouble.	General	Self-Sacrifice
Working very hard. Managing time, balancing work and family. Trying to be patient and persevering.	Typical	
Working even non-working days. Setting love and family aside.	Variant	
Unable to continue and pursue graduate studies Half-baked learning imparted to learners Classroom functions were forsaken Brain devastating due to increasing number of responsibilities	General	Career Challenge
Weaker grasp on the information being learned by the students Poor students/pupils retention rate	Typical	
Higher level of stress and frustrations Many task to tackle at once can brain drain	Variant	
Talents, skills, abilities, wisdom, self-confidence and trust were nurtured and developed Widen viewpoints and broaden sense of responsibility	General	Personal growth and Development
Positive thinking and time management is highly practiced and developed	Typical	
Leads to perform the task and responsibilities more quickly and on time.	Variant	

Self-Sacrifice

Responses to the questions asked on the experiences of multitasking of teachers in the workplace revealed self-sacrifice being experienced by teachers in their workplaces. Almost of the informants and all of the participants in the

Focused Group Discussion disclosed a high level of Self-sacrifice in their workplace which made it a general core idea.

Tolerance to students' behaviour and attitude.

Bernie (not his real name) recalled some of his experiences as a multitasked teacher in the workplace.

> *Kasagaran sa mga bata karon dili na maayo ang mga pamatasan. Ang mga ginikanan pod muingon lang nga ikaw na ang bahala ug disiplina sa among mga anak sir. Isip usab magtutudlo bisan dili na naku responsibilidad ang pagdisiplina sa ilang mga anak, ma-obligar na lang ko. Ang akong ginahimo, ikatudlo pa naku sa mga lessons nga dapat nilang matun-an, idisiplina pa naku sa ilaha. Dili jud lalim nga mo go sa level sa mga bata kailangan jud ug taas nga pasensya ug pailob sa ilang mga kinaiya ug mga batasan, pero wala koy mahimo kay mao man ni akong gipili nga propesyon. Most children of today are no longer of good attitudes and behaviours. Parents usually told me that you have the right to take the responsibility of giving discipline to our children. As a teacher as well as the second parent of their children, I will be obliged to do so. What I am doing is to teach them the lessons they need to learn, and at the same time giving them advises for them to be more disciplined. It is very hard and difficult to go to the level of the children, it needs so much patience on their attitudes and behaviours, but I cannot neglect nor reject them as this is my chosen profession.* (DOIIMTTW_2-Q1).

Irine (pseudonym), narrated her multitasking experiences in her workplace.

> *In spite sa akong ka busy sa mga school paper works, dili jud naku mahimo nga dili pansinon ang nagkalain lain nga mga batasan ug kinaiya sa akong mga students. Kinahanglan jud naku ug taas kayo nga pasensya ug tolerance aron masakyan naku akong mga bata. Ilabina sa pag pahimangno ug pagdisiplina sa ilaha. Akong ginahimo nga kung magklase ko sabay pud ang akong pagmaymay sa ilaha ug maayo nga mga pahimangno, mao na lang ni akong ginahimo instead nga maglagot ko sa ilang mga batasan. Lisod jud kaayo huna hunaon basin unya ug makapasakit ko sa mga bata. Mao nga kinahanglan hugot jud kaayo ang bakos ug taas nga tolerance sa ilang mga batasan.* Although I'm busy with school paper works, I cannot even ignore the different attitudes and behaviours of my students. You need to be patient and have high tolerance in dealing with the children particularly in giving

advices and disciplining them. I make it as if I were to share my emotions with good words and wisdoms, instead of scolding them. It is hard to imagine that if I don't have that greater tolerance towards their attitudes and behaviours, I could hurt them. (DOFGDMTTW_1Q1)

Using family time in completing the assignment task leads to family trouble

> *Muabot jud sa point nga magkalalis jud mi sa akong partner kay halos wala na koy panahon sa akong pamilya kay didto na-focus ang akong panahon ug oras sa trabaho. Mao nang lisod jud kaau, kinahanglan nga isabay-sabay jud naku akong mga trabahuon, labi na ug daghan kaayo nga giapas nga kailangan tapuson. Masakrapisyo jud ang mga lovelife. Pero na enjoy man pud ko bisan ing ani akong sitwasyon.* I've come up to a point that we argued with my partner for I focus my time on work, I don't even give time to my family. It's so hard for me that is why I used to multitask my work and responsibilities in school particularly if there are so many deadlines to cope up with. I sometimes put my lovelife into sacrifice, but I enjoy despite of my situation. (DOIIMTTW_2-Q1).

Here are some of the typical responses from the participants of self-sacrifice as a multitasked teacher in the workplace.

Working very hard

These are Ellaine's (pseudonym) words as she recalled her experience of being a multitask teacher.

> *Mouli ko sa balay usahay gabie na kaayo para lang jud macope up naku ang tanan naku nga trabahuon for that day kay kapoy na kaayo if paabuton pa ug ugma. Labi na ug duol na ang monitoring. Isabay sabay jud ang mga trabahuon.*sometimes I went home late just to cope up with the workloads in school for that day particularly if school monitoring and evaluation is fast approaching. I have to multitask my school works. (DOIIMTTW_5-Q1)

Managing time, balancing work and family

Irine (not he real name), narrated her experience as a multitask teacher in a workplace.

> *Kung daghan na jud kaayo ang mga trabahuon nga dapat naku nga humanon, double time na jud akong ginahimo permi, ikadagan diri, mura na ko ug malipong but still I can*

manage my time. Kaya pa naku i-balance ang akong tabaho ug ang akong panahon sa akong pamilya. Para naku importante jud ni kaayo labi na sa atong field nga daghan kaayo ug mga deadlines nga giapas. Lingaw pod kaayo ning ing ani nga situation kay daghan ka ug ma prove sa imong sarili. Diri jud nimo ma test kung jud ka kataas ang pasensya ug determination and dedication sa work. If you have a lot of work to do, I have to double my time, though I'm very busy but still I can manage my time and I still balance my stride and my family's time. For me, multitasking is very important in our field to meet and comply all the deadlines. This situation is of big help to me because in this way I can prove to myself and test my patience, determination and dedication towards my work. (DOFGDMTTW_1-Q1)

Trying to be patience and persevering.

Faye (not her real name) experience multitasking in her workplace and she consider this experience as her best teacher in life.

Isip magtutudlo, daghan jud kaayo ang mga responsibilidad nga nakasalalay sa imoha. Dili lang ang pagtudlo sa mga bata, ang pinakalisod kay ang unsaon pagtabang sa ilaha nga mamahimong maayong mga tao sa future, plus naa pay daghan kaayo nga mga gipangayo sa Deped nga kailangan i-comply. Pero ako ang matang sa tawo nga dili mohunong sa pag-atubang sa mga kalisdanan kay kabalo ko challenge na sa akoa kung asa jud ko kutob kay para naku ang mga butang dili sayon, mao ni ang makapalig –on naku sa pagpadayon sa pag atubang sa mga responsibilidad nga nakasalay sa akoa.
Being a teacher, there are lot of responsibilities that lies in my shoulder, not only merely teaching the students but the very difficult thing is that how to help them become better or good person in the future and also the reports that needs to be complied on time but I am the kind of person who tends not to give up when I faces difficulties because I know that this is just a challenge for me that can make me more stronger to continue doing my task and responsibility. (DOIIMTTW_6-Q1)

Working even non-working days

Bisan Sabado or Domingo naa gihapon ko sa school nagtiwas ug nagtrabaho sa akong mga wala nahuman for that week and preparing learning materials and lesson plans for the next week. Usahay makaingon ko nga ka-boring sa akong life, pero wala koy mahimo because this is my choice. I always think lang jud nga ang akong

gihimo kay para sa bata ug sa bayan. Even Saturdays or Sundays, still I am at school working on my unfinished task for the week and preparing my learning materials and lesson plans to be used for the next week. Sometimes I realized that my life is so boring, but this is my choice I have to live with this kind of life and I love my work and I always bear in my minds that this is for our children and for our nation. (DOIIMTTW_6-Q1)

Setting love and family aside.

Nakasulay pud ko nga dili na ko makasabay ug kaon sa akong pamilya, dili na ko halos makipag istory sa ilaha, panagsa na lang mi magkita kay late na ko makauli sa balay ug sayo pud mogikan, wala na koy halos panahon i-enjoy akong kaugalingon kay tungod sa kadaghan gi pang apas nga mga trabaho sa school labi na magsabay-sabay ang school activities ug deadlines sa paperworks. I come up to a point that I don't even see nor meet my family because I came home late and departed from home very early, I don't even have time to enjoy myself because of lots of school works and deadlines to meet up. (DOIIMTTW_6-Q1)

Norman (not his real name) had also negative experiences about multitasking in school.

Ako ang klase sa tao nga dili kabalo mobalibad labi na ug labaw naku sa trabaho ang manugo. Nagkataon nga nagsabay sabay among mga school activities, school monitoring and evaluation ug daghan pa kaayo nga mga paperworks nga gipatrabaho sa akoa. Niabot ang point nga dugay ko kaayo mauli ug balay kay lagi daghan pa ug gitawas nga trabaho kay duol na ang deadlines. Pag abot naku sa balay, ang partner nitukar ang ka-nagger. Sa kasipok sa akong ulo tungod sa mga trabahuon sa school, nakaistorya ko ug dili maayo sa akong partner ug gikahibos niya resulta sa dili namo maayo nga relasyon. Mao nga makaingon jud ko nga ang multitasking sa workplace nakahatag jud ug dili maayo nga epekto sa akong pamilya. I am a kind of person that doesn't know how to refuse particularly if my superior told to do so. It comes up that there are lot of school activities to be conducted in school, school monitoring and evaluation is coming and lot of paper works given by my superior to accomplished and to be submitted. It ended up that I have to come home late, then my partner keep on nagging me about my work in school, because of stressed and pressure I responded with bad words towards my partner which causes our

misunderstandings. In these experience, all I can say is that multitasking in my workplace contributed negative impact towards my family relationships. (DOFGDMTTW_6-Q1)

Career Challenge

Career challenge as perpetrated by teachers doing multitasking in the workplace. Although they may seem career-ending in the moment, these workplace setbacks can prove their value over time.

Responses to the questions asked on the experiences of multitasking in the workplace also revealed career challenge as being experienced by the key informants and participants in the workplace. Some of the key informants and participants in the FGD disclosed a high level of career challenge which made it as a general core idea.

In general, most of the informants and participants experience career challenge as what they have encounter as they performed multitasking in the workplace.

Unable to continue and pursue graduate studies

Dinnah (pseudonym) recalled as what she encountered doing multitasking in the workplace.

> *Ni-enrol na ko sa akong masters kay kabalo ko mao ni usa nga magdala sa akoa sa akong promotion. Excited pa naman kaayo ko. Pero sa wala lang damha, nakadecide ko nga mo stop na lang kay grabe ang mga responsibilidad, adviser pa sa sobra 70 ka mga bata ug daghan pang mga paper works nga gihatag sa akoa, maglisod na ko ug balance sa akong time. Sayang unta kaayo pero ako nalang pud ginaisip nga naa pay daghan panahon, muabot ra ang tama nga time nga makapadayon ko sa akong masters, sa pagka karon ipriority usa naku ang akong bread and butter in life. Doing multitasking in my workplace kay dako kaayo nga*

challenge sa akoa isip usa ka magtutudlo. I enrolled my master's degree because I know that this is one way that I will be promoted to a higher position. I am very excited at that time, but in a glimpse, I decided to stop schooling because there are lot of responsibilities lies on me, I was assigned as a class adviser of more 70 children and given lots of paper works to accomplish and submit, I come up to a point that I have difficulties of balancing and managing my time. It's not a good thing for me but it is worthwhile thinking that I had to priority my bread and butter in life. Doing multitasking in my workplace is such a challenge in my career as an educator. (DOIIMTTW_4-Q1)

Half-bake learning imparted to learners

Hector (pseudonym), still with emotions in his voice as he narrated his experience of being a multitasked teacher in a workplace.

Nakonsensya ko sa akong gihimo kaniadto sa mga bata kay usahay dili ko makatudlo ug tarong sa ilaha. Akong angkonon nga gamay ra jud kaayo ang learnings nga akong na impart sa ilaha kay akong ginasabay ang akong mga paperworks sa school while nagklase ko nila. Usahay makalimot pa jud ko nga naa diay koy klase sa kadaghan sa mga reports nga dapat nakong atimanon. I felt sorry of what I have done to my students before, there were many times that I was not able to attend my class. I admit that I only imparted little learnings to my students because of doing my school reports and paper works while attending their class, my concentration is on the reports I've made. There were times also that I forgot that I have my class schedule because I am very busy and thinking to finish my reports on time. (DOIIMTTW_8-Q1)

Classroom functions were forsaken

On classroom functions were forsaken, Caroline (not her real name) describe her experience with multitasking in the workplace.

Makaingon ko nga murag dili jud ni maayo nga experience sa akong life as a teacher doing multitask sa school, pero murag best learning experience jud ni. One time, sa akong klase sa science, nagpa experiment ko, tungod lagi kay daghan kaayo ko ug mga reports nga gi apas, nidalikyat pud ko ug himo. Wala na diay naku nabantayan akong mga bata… ug sa dihang nagdula na diay ang mga bata, naay isa ka bata nga medyo lihukan, sige ug dagan dagan, gitulak bitaw sa iyang classmate

ug naparok ang ulo sa edge sa door, ug grabe ang dugo…nagkabuang intawon ko..perti nakong kulbaa..gidala dayon namo sa clinic. Maayo gani kay wala nasuko ang ginikanan kay matud pa niya patagam sa mga bata nga kiat. Dili pud ko ma blame sa akong school head kay siya man nagpadali dali sa reports nga iyang gipahimo nga unta siya man ang dapat muhimo. Dili jud maayo nga mag multitask labi na naa sa klase kay mabutang sa risk ang mga bata. I wouldn't call this my worst teaching experience, but it was a learning experience. One day, during my science class, we had an experiment, because of lots of reports to accomplished I focused on finishing my reports to cope up with the deadlines, I did not noticed that my students were already playing and there was one child that keeps on roaming around it happened that it was dropped by his classmate and shook his head at the door's edge, blood from his forehead burst. We're all panic and brought him to the school clinic. I was thankful that the parents did not feel angry of what had happened to their child, according to them it is right and just for him because of his attitude. Our school head also cannot blame me because she ordered to finish the reports as soon as possible where in fact it is her reports. That is why I can say that doing multitask in the workplace particularly if it is inside the classroom because as teacher we are putting our children into risk just like what I have experienced. (DOIIMTTW_3-Q1)

Brain devastating due to increasing number of responsibilities.

Gilbert (not his real name) painfully share his experience doing multitasking in his workplace.

Niabot jud ang point nga nakaexperience ko nga maskin unsaon naku ug huna huna wala nay idea nga mugawas sa akong utok. Nagsakit na lang ang akong ulo tungod sa kadagahan sa mga nagsapaw sapaw nga mga workloads sa school. Kato nga time, nakaingon jud ko nga mas maayo pa siguro ug mo resign na lang ko kay ako ra man ang permi makit-an sa among school head nga patrabahuon sa iyang mga paper works unya naa pa jud koy class advisory. Mobalibad pud ko ako na pud ang himuon nga dautan ingnan nga reklamador. I come up to a point that I experienced braain drain and brain bleed that even single ideas it does not come out from my mind. I felt exhausted and too much headache because of so much paper works assigned to me to finish and accomplish. At that time, I reached to a point that I almost to surrender and decided to resign to my

work because I was being abused by my school head to do all her reports and being a class adviser is not an easy responsibility. If I refuse her order I will be accused of insubordination. (DOIIMTTW_7-Q1)

Weaker grasp on the information being learned by the student

Tungod kay kapoy na kaayo ko sa paghimo sa mga reports nga gipahimo sa akoa nga halos dili na lang ko matulog para lang jud mahuman naku ang mga reports, inig sulod naku sa akong klase kay ang mga bata nagluya pod. Dili ganahan maminaw. Mag end jud ang adlaw nga wala silay nakat-unan. Because I was already exhausted in doing school reports, where I almost not able to sleep the whole night just to finish the reports, when I enter my class I saw my student's face that they are not interesting to listen to my class and it ended a day that they have nothing to learn. (DOIIMTTW_7-Q1)

Poor students/pupils retention rate

Ang epekto sa akong pagmultitask, pagsabay sa akong klase sa trabahuon sa school heads ang paghimo ug mga reports, ang akong mga bata intawon, gamay ra kaayo ug nakat-unan, inig abot sa exam pipila lang ang makapasar. Kay ako pud mismo wala man nakafocus sa ilaha. The effect of multitasking in my workplace, doing school reports of the school heads and handling my class, my students have very low or poor retention and very low score during exams because they learn only little things from me, since I did not focus to them. (DOIIMTTW_7-Q1)

Higher level of stress and frustrations

Usahay dili na ko makatulog magsige ug huna huna sa mga reports nga gipatrabaho sa akoa. Sakit pud huna hunaon nga gamay ra kaayo ko ug impart sa akong mga students. Sometimes I was not able to sleep thinking of all the school reports that I have to accomplish. It is very frustrating and painful on my part that I cannot teach my students well. (DOIIMTTW_7-Q1)

Many task to tackle can brain drain

Permanente na lang maglabad ang akong ulo. Usahay makaingon na lang ko sa akong kaugalingon nga mura na ko ug praning sa pagsige ug hunahuna sa daghan kaayong nga school reports nga dapat trabahuon ug mga responsibilidad isip class adviser plus naa pay mga bata nga grabe ka mga buluyagon. Headaches always

strikes me. Thinking of the heavy workloads done at a time. (DOIIMTTW_7-Q1)

Personal Growth and Development

Responses to the questions asked on the experiences on multitasking of teacher in the workplace. Almost all of the key informants and participants in FGD disclosed a high level of personal growth and development which made it as a general core idea.

Talents, skills abilities, wisdom, self-confidence and trust were nurtured and developed.

Bernie (not his real name), recalled some of his experiences of being a multitask teacher in his workplace.

> *Ganahan ko sa akong gihimo nga nag multitask ko sa akong trabaho kay para naku usa ni siya ka training sa akong sarili. Ang akong school head muhatag sa akoa ug daghan nga mga paper works, ganahan kaayo ko though kapoy siya pero para naku dako kaayo ko ug ma-benefits kay kahibalo na ko sa iyang mga trabahuon which is magamit ra ni naku sa tamang panahon.* I enjoy and I love being multitask teacher because for me this is a kind of training to myself. When my school head give me some paper works to do, I like it, though it is burdensome but I know I learned her work and I can used this in the future. (DOIIMTTW_2-Q1)

Adelyn (not her real name), also narrated her experience as a multitask teacher in her workplace.

> *Dili jud ko magmahay nga wala naku gibalibaran ang daghan nga mga school reports nga gipatrabaho sa akong school head bisan pa ug daghan pa kaayo ko ug responsibilidad sa sulod sa classroom kay sa akong gihimo daghan kaayo ko ug nakat-onan. So far, nindot jud kaayo akong na experience nga magmultitask ko sa akong mga trabahuon ug daghan pud kaayo ko ug na learn, feeling naku school head na pud ko.* I have no regrets on accepting and accomplishing all the school paper works which were given to me despite of my heavy

responsibilities as a classroom teacher and class adviser because I've learned a lot. So far, I this is best experience that I've encounter, doing multitasking in my workplace and through these, I feel that I am also a school head. (DOIIMTTW_1-Q1)

Widen viewpoints and broaden sense of responsibility

As simply put by Lairah (not her real name), these are the thing she experienced being a multitask teacher in her workplace.

> *Sa kadaghan sa gipahimo sa akong school head sa akoa, with the help of Divine Providence na kaya naku isabay sabay ang tanan. Ang maghandle ug klase while nagahimo sa school reports ni school head. Inig panahon pud nga naay bisita or program sa school sa akoa pa jud ihan-ok ang tanan. Sa kani nga experience, makaingon jud ko nga dako kaayo ni nga tabang sa akoa nga nahimo ko nga mas responsible pa sa akong mga trabahuon.* Despite of the heavy workloads givn to by my school heads and with the help of Divine Providence I can still manage to do it at a time. Handling my class while doing some school reports of my school head. Sometimes if there were visitors or school programs everything lies on me. In this experience, I can say that this is of big help to me since it shaped me to become more responsible enough to do my task. (DOFGDMTTW_4-Q1)

Positive thinking and time management is highly practiced and developed

> *One time, giduol ko sa among school head ug giingnan ko niya nga "ganahan kaayo ko sa imoha nga mohimo ug mga school reports kay han-ay kaayo, ug sa akong naobserbahan disiplinado kaayo imong advisory class, mga arisgada pod kaayo, kada naay program diri sa school imong mga bata jud ang nagapresent." Lami kaayo paminawon nga i-appreciate sa school head. Ang akoa lang man gud nga kahibalo lang jud siguro ko mo-manage sa akong time ug wala pod naku giisip nga burden sa akoa ang daghan naku nga mga trabaho.* One time, I was approached by my schoo head and she told me that "I really appreciate you in making school reports because it is very organized, and I observed also that your class advisory is very disciplined, everytime that we had our school programs I have noticed your class advisory always presents their parts". It is very nice to be

appreciated by the school head. One thing I am sure is that I know how to manage my time and I don't even think that my task is a burden for me. (DOFGDMTTW_5-Q1)

Leads to perform the task and responsibilities more quickly and on time.

Sa kadaghan sa mga trabaho nga gihimo sa akoa, nasanay na ko. Dili na ko maglisod bisan pa ug han-ukan ko sa daghang mga school reports ug mga responsibilities nako as class adviser. I was already trained in doing so many school reports that is why I didn't even find difficulties in doing so even if all school reports were given to me. (DOFGDMTTW_6-Q1)

Research Question No. 2: How do public school teachers cope with the challenges of multitasking in schools?

The following questions were asked during the in-depth interview and focus group discussion to find out the contributions of these multitasking of teachers in public schools: *How do teachers cope with the challenges in multitasking in schools and still handle their classes effectively?*

From the data collected through the above questions three main themes emerged from the responses as shown in Table 3. These are Time Management; Prioritizing and Multitasking.

Table 3.
Coping Mechanisms of Public School Teachers on the Challenges of Multitasking in Schools

Core Ideas	Frequency of responses	Major themes
Organizing task	Typical	Time management
Finding time to accomplish all task	Typical	
Making a to-do list; dividing time for task wisely	Typical	
Preparing a priority list	Typical	
Not wasting time	Typical	
Finish work first then family time after	Typical	Prioritizing
Satisfy clientele and school administrator first before own needs	Typical	
Being sensitivr to student's needs; serving them Well	Typical	

Doing paper works during vacant or idle time	Typical	
Preparing learning materials before going to Sleep	Typical	
Doing two or more task at the same time	Typical	Multitasking
Giving seat works to students while doing some reports and paper works	Typical	
Waking up very early to finish the unfinish Reports and at the same time prepare families breakfast	Typical	

Time Management

There are quite number of coping mechanism of teachers doing multitasking in their workplace that falls on time management. Typical responses of the informants and participants for FGD includes organizing task; finding time to accomplish all task; making a to-do list, dividing time for task wisely; preparing priority list and not wasting time. Some of the responses of the participants are presented below;

Organizing task

> *Sa kadaghan sa akong mga trabahuon, akong ginahimo, bago ko magstart ug trabaho, gihan-ay sa naku daan unsay dapat nako nga unahon ug trabaho aron dili ko maglibog.* For so many workloads and task to be done, before I started to work on, I have to organize which one will done done first so that I will not be confused. (DOFGDMTTW_1-Q2)

Finding time to accomplish all task

> *Bisan pa man sa kadaghan sa akong trabaho nga dapat tapuson, pasalamat jud ko ug dako kay mabalanse jud naku akong oras. Naa jud koy daghan mahuman nga trabaho at the end of the day. Ug wala jud naku mabati ang kakapoy. Makatabang jud ug dako if doing one task at a time.* Despite of many school work loads to be done, I am still very much thankful because I can manage to balance my time. At the end of the day, I accomplished many school related reports. Doing more task at a time helps me a lot particularly if I have many school reports to work on. (DOIIMTTW_4-Q2)

Making a to-do list; dividing time for task wisely

> *Aron dili ko maglibog kung unsa ang akong unahon ug trabaho ug aron maiwasan pod naku nga naay overlapping sa mga task ug mga school paper works nga dapat naku nga i-accomplish, nagahimo jud ko ug listahan sa mga akong mga buhatunon. Pero dili jud naku malikayan nga masabay-sabay jud naku ang akong mga trabahuon at a time. Pero nakaya pod baya naku basta lang jud i-set lang jud and mind unsa ang mga dapat ug kailangan nga i-accomplish labi na ug mga school related paper works.* In order for me not to be confused on what task to be done first and to avoid overlapping on my task and school paper works to be accomplish, I've made a list of the things to be done. But I cannot deny the fact that most of the times I have to multitask particularly in doing paper works at a time. Though, I am multitasking my task but still I can manage to accomplish and the very important is mind setting in accomplishing and doing the task given to me. (DOIIMTTW_6-Q2)

Preparing a priority list.

> *Nakinaiya na jud naku nga bago ko magsugod sa akong mga dapat himuon sa akong mga task and responsibility sa school, gihan-ay sa jud naku ug nagalista jud ko kung unsay akong mga himuon aron malikayan naku nga maglibog ko. Kay sa paagi pud nga ing-ani, bisan pa man ug daghan kayo ko ug mga trabahuon, daghan jud ko ug mahuman kay nakaprogram na man unsay dapat naku nga trabahuon ug dili na pud ko maglibog sa akong mga trabahuon.* It is already my habit that before I start to work on my task and responsibilities in school, I have to organize first and make a priority listings on what to be done first in order for me to avoid confusions, in this way also, even though I have so many task to be accomplish I was able to do it well. (DOIIMTTW_6-Q2)

Not wasting time

> *Tungod sa kadaghan sa mga school related task and paper works nga nakasalalay sa akoa, every single minute is bililhon jud kayo. Maskin gani ug vacant na unta ko, gigamit jud naku aron lang jud mahuman naku on time unsa ang dapat naku nga humanon. Sayangan ko sa panahon ug oras nga mausik. Gina spent jud naku wisely ug akoa pud nga gihunahuna pirme nga kailangan kabalo jud ko mo-manage sa akong time on task.* Since, I have so many school related task and paper works, every single minute is valuable to me. Even during my vacant time, I make use of it just to accomplish

the task to be done. I don't want to waste my time so I spent it wisely and I was able to manage my time properly. (DOIIMTTW_6-Q2)

Prioritizing

There are quite number of coping mechanism of teachers doing multitasking in their workplace that falls on prioritizing. Typical responses of the informants and participants for FGD includes finish work first then family time after; satisfy clientele and school administrator first before own needs; being sensitive to student needs, serving them well; doing paper works during vacant or idle time and preparing learning materials before going to sleep. Some of the responses of the participants are presented below;

Finish work first then family time after

> *Bago ko mouli sa balay, siguraduhon sa jud naku nga kung unsa ang naa sa akong list of task of the day nga dapat naku nga himuon kinahanglan nga nahuman jud naku tanan. Dili pud naku kinaiya nga magdala ko ug trabahuon sa balay, kay mabahin na hinuon ang akong oras, panahon nga ilaan naku sa akong pamilya dili jud naku sagulan ug trabaho sa eskwelahan. Pero moabot pud usahay nga kinahanglan jud nga ipadayon sa balay ang trabaho labi na ug kulang na sa oras, mao nga I need to multitask and balance my time.* Before I went home, I have to make it sure that everything that is in my list to do for a day must be accomplished. It is not my attitude that I have to bring my school related task and paper works at home, the time that I have to spent with my family must be for my family not for my school task and paper works. But there were times that I need to do so particularly if lack of time in accomplishing urgent school reports, so in this sense I have to multitask and I need to balanace and manage my time. (DOIIMTTW_6-Q2)

Satisfy clientele and school administrator first before own needs

> *Naay mga time nga bisan ug nagkaon pa ko...akoa na lang jud nga biyaan labi na ug tawagon ko sa akong school head or naay parents or mga bata nga mangita sa akoa. Wala na naku baleha kung unsay akong gibuhat sa akong personal life kay ang importante sa akoa mauna naku ang akong mga estudyante or mga*

parents…labi na jud ang akong school head. Usahay mao na ang hinungdan nga naga multitasking na ko para pud ma-attain naku ang tanan naku nga mga buluhaton labi na ang akong mga paper works and school related works. There were times that even I am still eating…I had to stop eating particularly if I was called by my school head or there were parents or students who needs me, I don't even care what I did in my personal life what is important is I have to render my service to my school head, to the parents and to my students. Sometimes, this is the reason why I have to do multitasking in order for me to attain all my paper works and school related task. (DOFGDMTTW_4-Q2)

Being sensitive to students' needs; serving them well

Para naku, mas importante jud ang welfare sa mga bata kay kabalo ko nga mas nagkinahanglan sila sa akong panahon ug pagtagad mao nga kinahangalan jud nga makarender ko ug service sa ilaha bisan pa ug daghan pa kayo nga mga trabahuon nga dapat naku atimanon… labi na ug kara-karahon na ko sa kong school head nga mahuman jud naku dayon ang iyang mga gipatrabaho. Bisan ug kapoy na kayo sa trabaho labi na ug nay mga deadlines nga gipang-apas…basta Makita naku ang akong mga bata sa satisfied sila sa akong pagtudlo sa ilaha ug naa pod silay makat-unan…grabe jud akong kalipay ug makawala pud ug kakapoy. For me, what is important is the welfare of the students because I know that they needed me most and I need to serve them to the best of what I can dodespite of my heavy workloads and paper works in school to attain to…particularly if my school head head set deadlines to finish such related task assigned to me. Despite of my pressures and stressed to accomplished my workloads and reports, still I am happy and satisfied particularly if I saw my students learned and appreciates what I have done to them. (DOFGDMTTW_4-Q2)

Doing paper works during vacant or idle time.

Ang akong oras nga bakante, gidaginot jud naku sa paghimo sa akong mga paperworks ug mga learning materials and lesson plans para sa akong klase kay dili na ko gusto nga dalahon pa naku sa balay ang mga trabahuon. Wla n a naku ginaisip nga imbes mag rest ko sa akong vacant time kay aang mas importante nga mahuman naku ang akong mga school paper works. Usahay pait jud kayo huna-hunaon pero this is my job and I love my job. Mao na nga balewala jud ang kakapoy. Ma-happy man pod ka maghuna huna nga at the end of the day daghan nga ma-accomplish ug walay mabahaw

nga mga trabahuon. I have to used my vacant time doing my school reports, learning materials and lesson plans for my class because I don't want to bring any school related works at home. I don't even think that I have to rest during my vacant time what is important is I have to finish my school related task intended for that day. Sometimes there is bitterness but on the other side this is my job and I do love my job. that is why, stress and pressure in work is not included in my vocabulary and I felt the happiness and contentment thinking that all of my task for the day were all accomplish. (DOIIMTTW_1-Q2).

Preparing learning materials before going to sleep.

Dili jud ko makatulog maghunahuna nga wala pa ko nakaprepare ug learning materials para sa akong lesson pagka-ugma. Mura na ug naa na sa akong sistema nga bag-o ko matulog i-prepare sa jud naku daan ang akong mga kinahanglanon sa akong lesson pagka-ugma. Bisan ug daghan ko ug mga paperworks and mga reports nga dapat naku nga unahon, gihatagan gihapon naku ug time ang paghimo ug mga learning materials para sa akong lesson. Kay dako man gud kayo ni nga tabang para pud ang mga bata dali ra makasabot kung unsay among lesson. Sa akong part pud kay dili na hasol…magfacilitate na lang ka… I cannot go to sleep thinking that I was not able to prepare my learning materials intented for my lessons. It seems that it is already part of my system that before I go to bed I have to prepare first my learning materials intended for my lessons the next day. Despite of many paper works and school reports that I have to giv attention first, but still I was able to give time to prepare for my lessons because this is of big help to me and to my students in the sense that they can comprehend faster if you have your prepared learning materials and on my part, it is not burdensome to me because I am just facilitating them…. (DOFGDMTTW_7-Q2)

Multitasking

Though all of the participants experienced multitasking from their workplace. There are a quite number of multitasking activities that can arise from the experiences of teachers in the workplace such as doing two or more task at the same time; giving seat works to students while doing some reports and paper works; waking up very early to finish the unfinish reports and at the

same time prepare families breakfast. Here are some of the typiocal response

from one of the participants:

Doing two or more task at the same time.

> *Sa kadaghan sa mga gipatrabaho sa akoa nga mga school reports and paper works unya naa pa jud koy class advisory ug klase…mao nga ginasabay-sabay na lang naku ug trabaho ang mga dapat naku nga trabahuon…pero carry ra gihapon naku…bisan pa stressful nga trabaho pero wala naku na ginaisip…stress-free gihapon ko….kay part jud ni sa akong trabaho.* Despite of so many paper works and school reports that I have to accomplish, advisory class to attend to and class schedules that I have to attain also….that is why I have to perform the task one at a time in order that I can finish my task at the end of the day…but still I can carry and manag my task well without any strees and pressures. (DOIIMTTW_6-Q2)

Giving seat works to students while doing some reports and paper works.

> *Kay nakaprepare na man ko ug mga visual aids para sa akong akong lesson dili na ko maglisod ug implement unsay akong i-lesson sa ilaha…magfacilitate na lang ko sa mga bata, while ang mga bata doing their activity nagatrabaho pud ko sa mga reports and paper works…pero wala pud naku sila pasagdi naga follow up ug nag-monitor gihapon ko sa ilaha…and base sa akong na experience dili jud siya lisod i-manage nga magsabay-sabay ang trabahuon at the same time… naa ra na sa imoha kung unsaon nimo paghandle ug dapat naa pod kay mind set.* Because I have already prepare visual aids for my lessons…it is not difficult for me to implement the lessons to my students…I am just a facilitator to them….while my students doing their activity, I have to work on the paper works and reports at the same time…but I have to keep an eye to my students…and it is not difficult to manage this kind of task…doing multitasking in my task…its up to you on how tou handle your task…for me it's a matter of mind setting. (DOFGDMTTW_7-Q2)

Waking up very early to finish the unfinished reports and at the same time

prepare families breakfast.

> *Na kinaiya na pud naku nga kung naa koy mga unfinish task…kinahanglan nga momata jud ko ug sayo inig ka buntag kay para mahuman naku ang dapat naku nga humanon…ug multitasking na sab kay makaprepare pa*

man pud ko para sa pamahaw sa pamilya…usahay…kataw-anan kayo..pero mao jud ni ang tinuod…makaya baya naku..sa akong gikaingon na nga dali ra jud trabahuon ang multitasking basta naa lang jud kay mind set. It si already my habit or it is my attitude that if there are unfinish work…I have to wake up early in the morning and I have to work on my unfinish task…and multitasking is also there because when doing my unfinish task at the same time I have to prepare for breakfast… sometimes..this is just a joke but this is really true…and I can manage it well because for me doing multitasking is not hard and difficult if you have your mind set and thinking that your task is not a burden to you. (DOFGDMTTW_7-Q2)

Research Question No. 3: What insights can the teachers share to their peers and to the academe in general?

In order to help multitasking teachers in public schools, two main questions were asked during the in-depth interviews and focus group discussion to find out their insights to be shared to others in relations to their experiences; *What are the effects of multitasking in the teaching effectiveness of teachers? What advice can you share with your peers in your multitasking experience?*

The responses of the informants and participants of the study are presented in Table 4. It presents four major themes namely; strength and perseverance, industry, faith in oneself, and faithe in God.

Table 4. Insight Shared by Multitasking Teachers in their Career Pursuit

Core Ideas	Frequency of Responses	Major Themes
Don't give up; believe that you can achieve	General	Strength and Perseverance
Face the challenges as opportunities	Typical	
Be strong in times of trouble	Variant	
Be patient	Typical	
Everything is possible with hard work	Typical	Industry
Have to work hard	Typical	
Strive hard to finish your tasks and reports on time	Typical	

Trust yourself; believe in your self		
If others can do, why can't I?		Faith in OneSelf
Be the best you can be		
Love your self		
Pray to God; Trust in God; Praise God		
Put God first in everything you do; everything is possible in God's grace		Faith in God
Always seek God's guidance		

Strength and perseverance.

Here are the general, typical and variant responses of the participants in relation to strength and perseverance as their shared insights in their carrer pursuit.

> *Dili jud ta mo-surender kung unsa man ang task nga gihatag sa atoa kay mao man ni ang atong gipili nga propesyon. Ug kanunay nato nga huna-hunaon nga ang tanan atong makaya kay dili man hatagan ug dili nato makaya…ug dili jud nato makaya…mangutana ta ug magptabang sa mga tao nga mas nakaexperience.* We should not surrender on whatever the task given to us because this is our choice, and this is our job and we should think always that we're not given task and responsibilities if we cannot handle, manage and do that task and responsibilities. If ever that we are not able to do the task on our own, we shoukd ask an assistance for those who have experience already. (DOFGDMTTW_8-Q3)

> *Ang tanan mga challenges nga akong nasugatan kay gihimo naku ni nga inspiration aron molambo pa ang akong pagpanerbisyo labi na sa mga bata ug sa community kay para naku usa kini ka dakong hagit sa akong propesyon.* Everthing that I've encountered I take it as a challenge and I consider this as an inspiration to improve my self and my career and I consider this as a calling from above to serve the children and the community. (DOFGDMTTW_7-Q3)

> *Kung naa may mga dili maayo nga akong naencounter sa akong paglawig sa akong propesyon dili jud naku gina-consider nga big deal…hinuoon dako kayo ni nga tabang sa akoa nga mahimo ko nga mas lig-on.* If I

encountered not so good challenges and experiences in may career I did not consider it as a big deal…instead it is of big help to me to become much stronger. (DOFGDMTTW_6-Q3)

Patient is a virtue.. mao jud ni ang akong mantra sa kinabuhi kay para naku naa ray tama nga panahon para sa akoa. Kaning akong mga naexperience mao ni ang akong foundation para sa umaabot pa nga panahon. Ug unsa man ang akong mga experiences…pasalamaton kaayo ko kay mao ni nagpahimo sa akoa nga mas molig-on pa ko ug nakabalo ko nga moabot ang panahon nga makatabang ni ug dako sa akoa. Patience is a virtue…this is my life's mantra because for me there is right time for every one of us. What I've experience now serves as my foundation in life to face the challenges in the near future. Whatever I've experience…I am very much thankful because this makes me more stronger and I know that this is of big help to me. (DOFGDMTTW_4-Q3)

Walay juy imposible kung maningkamot jud ta. Para naku…bisan pa ug unsa kadaghan ang mg trabahuon basta kugihan lang jud ta nga mohimo…dili jud ta maglisod. Nothing is impossible if we have to work hard. For me, even if there are so many work to be done and accomplish, if we have to commit ourselves to work for it, we will not encounter difficulties. (DOFGDMTTW_5-Q3)

In achieving something worthwhile to make life meaningful and beautiful, the virtue of **Strength and Perseverance** is the answer. The edifice of strength and perseverance to oneself is considered as a solid foundation to fight in the battle of success. The strength and perseverance obtained the highest frequency of the responses of the participants with core ideas of not giving up; believing to achieve dream; facing the challenges as opportunities; being strong in times of trouble; and being patient.

As we traversed the path of exploring the hiding haven of informants' feelings and emotions, Caroline came out from her shell and expressed that in the test of time she will never give up. In conjunction, Adelyn's feeling brought to light that she translated challenges of her life into opportunities to work with.

Along with the idea of Orland, a focus group discussion informant name Jeanne featured that one must be strong in times of trouble because she believed that what she faced now is the by product of her decision. Hence, she continued in saying:

> *Sa mga panahon nga nagsagubang ko sa kalisod, wala jud ko nagpawala ug paglaum kay wal juy lain nga makasulbad sa atong mga problema kung dili kita ra jud mismo. Usahay, bisan luyo sa mga problema, naa pa jud tay panahon nga mubahakhak, pero deep inside siay…dunay bug-at nga problema. Sama sa ilang giingon nnga kung kinsa pa tong kusog mukatawa mao pa diay tong adunay dako nga problema. Mura jud ko ug pato nga natugsaw sa punong, kung imong lantawaon lami kaay ang iyang pagkapakapa sa iyang pako pero diay to ang iyang tiil grabe pud ang struggle sa ilalom sa tubig para lang jud nga dili malunod. Murag akong kinabuhi pud bah…nga luyo sa mga kalisod ug sa kadaghan sa trabaho dili ug dili jud ko mawad-an ug paglaum kay kabalo ko nga pag abot naku sa unahan nay nagpaabot naku nga maayo ug makaayo para sa akoa…diba Ma'am?* In moments of crisis, we should not lose hope because we are the only ones who can solve our problems. Sometimes, even though we are crushed with problems, we can still dare to laugh but deep inside our hearts, we are deeply pained with our situation. I am just like a duck in the pond, I swim gracefully at the surface but below the water, my feet is struggling to paddle in order for me not to sink. Just like life, despite the struggles of life I still cling to the idea that there is still hope. Right Ma'am? (DOFGDMTTW_2-Q3)

No one can bet the value of being industrious. This quality is undisputable to the people who are now enjoying the limelight of success. The emerging theme ***Industry*** earned second highest frequency of the responses of the multitasking teachers. They emphasized with courage that everything is possible with hardwork; have to work hard; and strive hard to finish the assigned task.

It is quiet rewarding to say that the potency of tireless industrious man is to live life with luxury. Relative to this, Orland and Norman jointly accentuated

that everything is possible with hardwork. Besides the fact that hardwork is a requisite in achieving success. Lairah strived hard to finish her task, duties and responsibilities on time. She continued in saying:

> *Dili lang jud ta maghuna huan anang happy-go lucky lang ta kanunay. Kinahanglan sab nga motrabaho ta nga subay sa kabubut-on sa ginoo. Suklian pud nato ug kayo ang mga ggrasya nga atong nadawat matag adlaw. Kinahanglan nga atong gahinan ug taas nnga panahon ug oras ang atong mga kabataan kay sila baya ang hinungdan ngano nga aduna tay mga trabaho. Kinahanglan jud nnga atong ipakita sa atong mga kabataan nga naghago ug mutabang jud ta sa ilaha.* We should not just be a happy-go-lucky individuals since we are workers of Christ. We should really work hard to reach our dreams in life to impart and share knowledge to the young minds and the community. I just need to work hard. (DOFGDMTTW_4-Q3)

Faith in Oneself of converting impossible dreams to reality is of best attitudinal display of being a dreamer, a follower and a worker. At the start of forming a dream from bits to pieces to make it whole is a stressful undertaking. But if one has a strong conviction of faith in oneself, no dream is impossible to achieve. The theme faith in oneself garnered third of the highest frequency of the responses of the informants by narrating: trust oneself; believe in oneself; if others can do, why can't I?; be the best can be; and love oneself.

In a nutshell of the narratives of the in-depth informants, Bernie powerfully took notice of believing oneself can make a difference. Succinctly, Ellaine remarkably suggested that loving one's self is the greatest agenda that one must critically consider, because if one knows how to love herself she takes extra careful to put herself in a risky situation. She continued in saying:

> *Usahay, tungod sa mga pagsulay nga akong nasagubang sa akong trabaho, makahunahuna ko nga hain man ug mas maayo nga magminyo na jud k okay para aduna na koy katambayayong sa akong mga trabahuon sa school. Pero narealized pun=d naku nga ang pagminyo dili ni mao ang sulbad sa akong mga*

problema. Nisalig lang jud ko sa akong kaugalingon, mao ni ang nagdala naku sa akong mga desisyon sa akong kinabuhi. Dili pa jud ko andam magminyo…hehehe Sometimes because of the struggles that I am facing at work, I sometimes think of getting married so that my future husband can help me with my tasks assigned to me. But I realized that marriage is not a guarantee that these problems will be solved. Believing in myself is a big help in making decisions of our life. I am not yet ready in getting married. Hehehe (DOFGDMTTW_3-Q3)

In all walks of life ***Faith in God*** is our guiding light to conquer our daily struggle to quest for truth. Our spirit and will to survive imbued with faith in God for us to be directed to the path with purest intentions to reach our destinations. This destination of life that we go through is like a roller coaster that will frighten us with life's misery but once this misery is overshadowed with faith to our creator, the grace of wisdom will come out to lift us in the cloud nine and crown us the blaze of glory. It is quite glorifying that the multitasking teachers recognizing their faith in God by praying to God; trusting in God; praising God; putting God first in doing everything; everything is possible with God; and always seeking God's guidance.

Walk with faith in God to perk up our burdensome is a premise that human race tightly holds to God presence to our lives for we believed that we can find answers of our ever changing claims to Him. In the perspective of the in-depth participants, Adelyn, Caroline and Hector insinuated that let us call God by praying to him, expressing our thanksgiving, failures and success. In the same manner, an FGD informant name Kelly put forward her opinion that everything is possible in God's grace. Always seek guidance from God to illumine your future plans with blessings.

Chapter Summary

These themes surfaced during the thematic analysis of the data taken from the narratives of 15 multitasking teachers at some point of series interviews to both in-depth and focus group discussion informants. At the outset, the experiences of multitasking teachers in public school were manifested with Self-Sacrifice because they set aside many things that other teachers are enjoying just to reach the purpose of the school. Also, career challenge emerged in the sense that they are highly challenged on the task assigned to them. Likewise, Personal Growth and Development appeared during the thematic analysis for they are doing multitask and at the end that they come to realized that all of what they have done may enable them to grow and develop as a mature professional in their fields. Succinctly, the struggles encountered by multitasking teachers in public school as of the moment are: Time Management for they want to meet the needs of their students and school administrator, personal needs and families respectively. Consequently, Prioritizing is the key in organizing things better for them to satisfy the needs of the students and school administrators. In doing their responsibilities, Multi-Tasking came into view because they are obliged to finish various tasks to accomplish on the daily basis.

Further, the insights shared by them shows luminous colours on the attributes of Strength and Perseverance as a way of reaching one's long cherish dreams. Similarly, Industry was raised for they have faith that by going up into the ladder of success, diligence, hard work and industriousness are the prerequisites to be on top of the sky. In addition, Faith in Oneself became apparent for they consider that through confidence and self-reliance, success will overpower. Further, Faith in God ascended for they believed that the power

of God's love will overshadow their dreams of becoming a good professional

and a provider of blessings to their family.

Chapter 5

DISCUSSION

In this chapter, the findings of the study are discussed based on the research questions presented in chapter one. After a brief review of the questions and the generated emerging themes were discussed, including interpretations that attempted to provide logical explanations. The findings are also related to the trends and developments outlined in the literature review.

Experiences of Teachers doing Multitasking in Public Schools

Self Sacrifice

The experiences of multitasking teachers in public schools manifested with self-sacrifice because they set aside many things that other teachers are enjoying just to reach the purpose, mission, vision and goal of the school. This is congruent to the enunciations of Jarvis (2015), Noddings (2008) and Sporer (2015) that sacrifices of multitasking teachers to do their assigned tasks is so glorifying. Likewise, Belew (2015) emphasized that nothing worthwhile is easy. This is true to multitasking teachers who wish to become a good school administrators at a right time. A successful multitasking teachers requires years of hard work, managing time, balancing work and family (Chernet, 2016; Wilson, 2012; and Woodhead, 2010). Every individual cannot expect to be successful without sacrifice (Johnsen, 2011; Rogoff, 2013; and Tetler, 2016). In the same vein, Fekadu (2012) believed that most teachers can be successful in their career and that the amount of hard work, dedication, and sacrifice is what separates those who are successful from those who are not.

Career Challenge

　　Career Challenge emerged in the sense that multitasking teachers were highly challenged on the task assigned to them. This expression is allied to the viewpoint of Dalen (2010) who underscored that teachers who have a sense of accepting the challenged given to them will become more productive and successful in the near future. Therefore, teachers must appraise their school administrators for giving them the task that can really boost their self-confidence and interest, (Light, 2015; Pinto, 2012; and Reay, 2013).

Personal Growth and Development

　　Personal Growth and Development of multitasking teachers appeared for they are highly develop and grow with confidence. This is parallel to the ideas of Fishman (2010), Mohatt (2012) and Smith (2016) who stressed out that teachers may grow and develop if they have to work positively on the task and challenges given to them. The feelings of multitasking teachers hold true to the principle of Puwar (2014) who indicated that teachers' personal growth and development might be related to uplifting educational career and devotion because this can made teachers to become productive and be more successful in the future. It needs to be emphasized that professional development is not the same as being force to do the task (Ball, 2015; Christie, 2012; and Sani, 2016). A teacher will always have time to grow and develop if they have to work for it (Habley, 2010). Rather, professional development is the feeling of being boost and challenged (Bless, 2006).

***Public School Teachers cope with the Challenges of Multitasking
in Schools***

The coping mechanisms of multitasking teachers in public schools as of the moment breed the following themes: time management, prioritizing, and multi-tasking. These themes are discussed profoundly to give relevant meaning of its existence in this study.

Time Management

The multitasking teachers are conscious in managing time to serve the needs of their students and school administrators, to meet their personal needs and family relationships. This finding is in conjunction to the pronouncement of Franke (2012) which emphasized that getting and staying organized is a real challenge for many educators and professionals. This challenge often feels impossible to meet, resulting in the individual getting stuck in an overwhelmed mode (Winston, 2013). It is possible, however, to overcome the overwhelmed feeling and effectively organize the school workloads by breaking the task down into smaller steps, prepare a to-do-list or priority list, and following a systematic approach in accomplishing the assigned tasks (Morgenstern, 2010). In the same way, Emma (2014) explicated teachers are coping with their school paper works and family responsibilities are mixed and often complex. However, the study of Rogol (2016) disclosed that no matter how complex or complicated the work schedule of multitasking teachers they are finding time to work hard because they are motivated by their formed dreams to impart knowledge to the young minds and fulfilling the DepEd mission and vision. This is supported by Langfield (2013) by expressing that individuals need to become more disciplined in their use of time by respecting their established priorities while

minimizing distractions from others as well as from situations that have the ability to displace priorities in terms of time and energy.

Prioritizing

Prioritizing is the key in organizing things better for multitasking teachers to satisfy the needs of the learners and the school administrator as well. This is allied to the viewpoint of Ackerman (2012) who enunciated that teachers with the ability to prioritize his/her workloads attained a high degree of satisfaction and success. On the other hand, multitasking teachers prioritize the need of their school administrators and find time to their families and friends contribute also to their great success in the future (Light, 2010; Metcaf, 2014; and Webster, 2015). Teachers are doing their assigned task and responsibilities during vacant time and they tried to focus of what is important at the expense of lower value activities (Dundes, 2016; Christie, 2012; and Pinto, 2010). As articulated by Robb (2012), to prioritize effectively teachers need to be able to recognize what is important, as well as to see the difference between urgent and important. However, teachers with good prioritizing skills finishes as soon as possible all the important urgent tasks (Little, 2012; Maglen, 2015; and Thomas, 2014).

Multi-Tasking

Multi-Tasking came into view because teachers are obliged to finish various tasks in the workplace. The result is in conformance to the position of Abhayarantna (2010) which articulated that doing more than one task show a strong inclination of multitasking. In the perspective of working students they do homework and assignments while they are doing house stuff, and they are able to switch from one task to another to finish their daily tasks (Belew, 2015;

Brennan, 2015; and Smith, 2016). Multitasking is often assumed to increase our productivity but it definitely depends on the activities (Greenberger, 2016; Melbourne, 2012; and Robinson, 2010). Of most importance to teachers is the impact of multitasking on the cognitive processes used while teaching (Smith, 2016). On the contrary, Tannock (2015) averred that to *perform* several activities quickly in the same span of time is not the same as trying to *learn* and store information. It is during activities that require concentration and active thinking that multitasking becomes especially problematic (Belay, 2016; Ford, 2015; and McInnis, 2010).

The   Insights Shared by Multitasking Teachers in Public Schools

The insights shared by multitasking teachers showed luminous colors on the following attributes: strength and perseverance, industry, faith in oneself, and faith in God. These revealing themes were analyzed critically and substantiated with supporting scholars' principles and propositions.

Strength and Perseverance

The multitasking teachers believed that strength and perseverance are ways of reaching their long cherish dreams. This is coherent to the articulation of Maypole (2011) who demonstrated that being strong to face challenges cultivates perseverance to translate opportunities into a workable situation. When teachers has patient and has the ability to endure in achieving things successfully turn impossible to possible (Comyn, 2006; Friedmann, 2005; and Lucas, 2005). Having the strength to persevere and the virtue of patience help teachers to take action regardless of how difficult things to achieve (Newton, 2006; Porter, 2008; and Reeves, 2009).

Industry

Similarly, Industry was raised for they have faith that by going up into the ladder of success, hard work and being industrious are the prerequisites to be on top of the sky. The finding corresponds to the utterance of Adelaide (2016) which indicated that the hardest multitasking teachers will ultimately be the most successful in life. Learning to work hard early on will pay off (Erez, 2010; Mourell, 2016; and Tannock, 2009). Being a hard worker teachers simply means strive hard to finish the assigned task and responsibilities and recognize weaknesses and look for ways to improve upon those weaknesses (Dwyer, 2006; Gallagher, 2009; and Pascarella, 2009).

Faith in Oneself

Faith in oneself became apparent for multitasking teachers demonstrated with love, trust and they believe themselves that can make things better. The finding is similar to the presumptions of Chernet (2016) which stressed out that the secret to success is to believe in oneself. For when one believe in himself/herself, no matter what obstacles he/she encounters, one will prevail. And there is a reason for this, in fact language itself gives a clue: The words "belief/believe" literally mean "to love and trust, all around, from all sides (Abebech, 2010; Johnsen, 2013; and Light, 2015). When one believe in oneself, one surround himself/herself, or rather, one encircle himself/herself with one's own love and trust (Cubeta, 2014; Furr, 2010; and Robb, 2012), one is fully believe in himself/herself, and thereby surround himself/herself with all-enclosing love and trust, no doubt can and will enter one's mind (Carnevale, 2012; Long, 2005; and Sani, 2008).

Faith in God

The multitasking teachers acknowledged that they have faith in God for they pray and praise God in everything they do and they seek God's guidance to overshadow their works and decisions. The result is parallel to the enunciation of Greenberger (2016) which highlighted that putting one's faith into action is a lot about trusting that doing things God's way is going to lead to a more beautiful life (Adelaide, 2006; Melbourne, 2008; and Newron, 2006). If teachers inspired by the belief that faith in God can help transform his/her life, and to be able to be a part of that is so exciting gradually trusted God with bigger and bigger leaps of faith that have led to actions (Pascarella, 2009; Price, 2006; and Ramsay, 2006). Each time the gain of seeing God's plans realized and a small part of one's own and others' lives transformed because of faith (Scott, 2007; Spalding, 2006; and Wyn, 2008). The study of Metcalf (2006) suggested that the best way to show one's faith in God is putting faith into action from simple curiosity or sense of obligation, to an act of worship.

Implications for Practice

Most of the teachers and school administrators of today may be leaving traces of their professional journey. One who desires to succeed, strives to succeed, and achieves greatness requires significant amount of courage to make this life-changing decision productive. The results and findings of this study yielded various themes and core ideas related to the multitasking teachers in public school a boon or a bane. Detailed below are issues and concerns arose which were the basis in formulating the implications for practice to the concerned individuals.

The experiences of multitasking teachers in public schools draw attention to self-sacrifice, career challenge, and personal growth and development. Teachers are viewed as school leaders of tomorrow. They have professional success as their major goal. For this goal to be achieved, it requires self-sacrifice because at this level are saddled with a lot of responsibilities and challenges resulting to stress. They need good mental health to be able to succeed in their career endeavour. As professional demands increase and new social relations are established, teachers become uncertain of their abilities to meet these demands (Dwyer, 2006). Difficulties in handling the ensuing stressor like time management and career challenge often lead to decrease teachers' professional performance, increased psychological distress, and negative attitudes toward work and responsibilities (Smith, 2012). All these invariably pose challenges to the promise of quality in education. The results have important implications to the Department of Education who manages teachers, students and school administrators. Because psychological well-being is a strong predictor of teachers' behaviors and attitudes (Adeyemo, 2008) it demands that school administrators may design intervention programs to foster psychological well-being of multitasking teachers and use them to widen their motivational platforms as they journey, thereby improving quality of professional being. Moreover, enriching the lives of multitasking teachers as they embark on their professional career is also about expanding their professional horizons through professional rigor coupled with emotional awareness. Adelaide (2012) elucidated that imparting a wide range of enrichment trainings to teachers will help increase their awareness of the world teaching, developing life defining interests, preparing them to be courageous in facing life's challenges to become emotionally brilliant. In the same vein,

Mourell (2006) explicated that in the professional life of teachers, emotions play a very important role in deciding their behaviour and how they react in various situations. Hence, it is suggested that teachers must have higher level of learning and acceptance on how to recognize stress triggers and how to deal with them.

On the other hand, Williams (2012) stressed out that healthy attitude for school administrators to maintain is to see themselves and their teachers realistically and to treat them with acceptance and compassion. The best way a school administrator can support their teachers is to allow them to find something that is unique to them, something that lights them up and that they will work to achieve (Erez, 2010; Ogundokun, 2009; Sarrino, 2007). This training must appeal to the teachers' interest, thereby lowering their insecurities from others and enjoying their journey of working while they are multitasking (Berollo, 2014; Crompton, 2012; and Hagger, 2009). As the multitasking teacher pursues whatever interest makes them come alive, the school administrators should offer support and acknowledgment for the effort involved as opposed to focusing too much on the result. This practice helps a teachers to establish a sense of self-worth (Field, 2009; Lyubomirsky, 2010; and Reeves, 2009).

The struggles of multitasking teachers encountered in their work field features with time management, prioritizing and multi-tasking. Despite of the collective belief that being professional is the engine for climbing the socio-economic ladder task and responsibilities now are more divided by higher in rank and lower in rank (Ogundokun, 2009, Sarrino, 2007; and Strom, 2010). When lower-in rank teachers or shall say, newly hired teachers, they often given more challenging task and responsibilities (Madden, 2014). The cultural shift

that often challenges to multitasking teachers are time management, meeting personal needs and prioritizing students' and school administrators' demands, (Fishman, 2010). The struggles of multitasking teachers are supplemented by the suggestions of Madden (2014) that these teachers are capable of doing the assigned task and responsibilities, but it depends on whether they feel comfortable on given task. Regardless of how well prepared multitasking teachers are to achieve in their task, they are faced with a challenge of becoming a productive and successful professionals (Carnevale, 2012). Multitasking teachers are mocked because of the given task compared to those regular teachers and struggle professionally because they are afraid it they did not meet expectations of school administrators (Kuhn, 2008).

However, other implications can be drawn from the evidence in this study is concerned on the principle of development of teachers professional growth could provide a rewarding strategy for school administrators and the department as well (Fishman, 2010). The research findings of Todorova (2008) certainly suggest that there are substantial economic benefits to the teachers who multitask particularly the public schools. DepEd certainly seem to value multitasking teachers (Lowen, 2010). Even given the many dimensions of diversity to be found amongst teachers, particularly regarding their motivations for work, data on income, managerial responsibilities, promotion and so on suggest that multitasking teachers are able to command better jobs and salaries at the peak of the career (Kuhn, 2008; Hagen, 2007; and Noddings, 2008).

The insights shared by multitasking teachers in public school are connected with their strength and perseverance, industry, faith in oneself, and faith in God. Perseverance is a widely used concept within research which

involves steadfastness on mastering a skill or completing a task (Field, 2009; Phinney, 2007; and Reeves, 2009). To persevere involves how teachers behave, feel, and think regarding their commitment to their professional endeavours, activities, or school more generally (Lyubomirsky, 2010; Rhodes, 2005; and Vogt, 2005). To gain a greater understanding of why some multitasking teachers are better prepared and more successful than others because they persevere to reach their goals, industrious, and with a strong faith to reach the ladder of success no matter what risks or consequences they faced along the way (Sharp, 2007). There is a growing amount of research that perseverance plays in contributing to and predicting professional success (Loewen, 2007; Mohatt, 2005; and Roth, 2007).

In like manner, findings of Crompton (2012) indicated that perseverance, even more so than IQ, plays a vital role in a teacher's ability to succeed at challenging, long-term, goals. Perseverance appears to contribute to success and stability (Carnevale, 2012). On the other hand, research study of Noddings (2008) revealed that teachers with high degree of industry and faith to oneself earn the highest professional achievements. These findings suggest that perseverance, faith in oneself and industry can be a very effective tool to bolster professional success among teachers.

Several authors offer several recommendations when it comes to fostering successful professional achievement of teachers. Encouraging perseverance in addition to emphasizing workloads and success (Surez, 2010); teachers time management skills, how to regulate their efforts in order to sustain lengthy workloads and reports in setting both short and long-term goals (Adelaide, 2006; Dundes, 2006; and Hagen, 2008).

In the same way, Roth (2007) recommended for practice that multitasking teachers can be promoted by offering opportunities to them that are neither too easy nor too difficult, while also being worthy of pursuance. Specifically, Mourell (2006) suggested that educators and education leaders are responsible for creating environments for teachers that not only stimulate learning, but further non-cognitive qualities so that teachers are adequately prepared for the demands of today's world.

A wide range of recommendations are included regarding how the characteristics of professional worlds be instilled in the mind of the teachers. The most accessible and widely applicable are: perseverance must be given priority and integrated with curriculum and teacher development (Sue, 2007), while also leveraging technology advancement and adoption (Reeves, 2009); school division of task and responsibilities must be rearranged in favour to multitasking teachers to carry on their task and responsibilities (Pascarella, 2009), learning materials should be made available (Paton, 2007; Thomas, 2009; and Vogt, 2005) and school administrators involvement is necessary to foster coherence and agreement on objectives of the professional career of multitasking teachers (Reay, 2015). Also, researchers advocating the journey of multitasking teachers should produce reports of their findings that are understandable and accessible to educators handling multitasking teachers (Berrollo, 2014; Gardner, 2006; and Lowenstein, 2007).

Implications for Future Research

First, it would be useful to carry out qualitative studies of this type in other schools of Region XI particularly the hinter lands and remote communities. The findings of this research could be compared and contrasted with those of the present study.

Similarly, future research on professional journey of multitasking teachers could compare professional practices at distinct levels of instruction and management in public schools in order to explore how multitasking teachers impedes on subsequent task and responsibilities with the ultimate aim of identifying important similarities and/or differences between school management and leadership throughout the country.

Another related suggestion is that researchers could conduct longitudinal studies analysing the challenges multitasking teachers as they are living their professional career. One way to accomplish this task would be to select a few case study on multitasking teachers and to document these teachers' success and achievement. It is important to mention that the larger research study (Santrock, 2007) will continue to focus on a case study not described in the present study continue to document the most frequent practices in scheduling practices of the schools (Shaughness, 2013) and identify whether and how these activities serve as a stepping stone for the scheduling implementation process introduced in other programs. Further research should be performed to understand how to best measure a teacher's "grittiness" and what methods of application are most effective across different settings and student bodies.

Concluding Remarks

The professional journey of multitasking teachers in public schools marked a significant trace as this study attempted to explore the feelings, emotions and lived experiences of multitasking teachers in the school educational system. Academic institutions hold a unique position in our society and have a special obligation to foster cognitive and non-cognitive activities which inspire the multitasking teachers to continue to refuel their experiences

to become more productive and successful in their fields of endeavours, and to widen their insights on how to conquer the task and responsibilities assigned to them as they go along the journey of their professional careers. As articulated by Ledward (2008) teachers are the drivers of their own experiences and professional success. The school administrators expects its teachers to identify their aspirations and challenges, acquire an understanding of how to navigate the quality of life, be aware of how to seek professional supports, and eventually choose the appropriate task and responsibilities in which to continue their professional endeavours. Hence, Field (2009) stressed out that schools must be provided with enough teachers as well as facilities to cater the needs of the learners. It provides human resources whose primary responsibility is to work closely with students to ensure that they have a coherent educational plan for their future as stipulated in the curriculum (Rhodes, 2005) and that they are prepared to be a contributing member of its professional community, while infusing teachers with an appreciation for the intrinsic value of education and a sense of responsibility as stewards of knowledge that is created, learned, and applied their fields (Madden, 2014).

The professional journey of multitasking teachers in public schools must be cultivated with an appreciation for the great achievements of human beings, also a disciplined sensibility to the poverty, injustice, and oppression that burden the lives of so many (Sue, 2007). This will create a sense of human solidarity and concern for the common good that will bear fruit as learning becomes service to others (Ogbu, 2006). It challenges them to appreciate the drive to land a safety and secured destination of life (Thomas, 2009). It teaches them to look up and around and take side trips that make the journey richer and more meaningful while still staying on the right path (Erez, 2010). As

Lowenstein (2007) affirmed, an excellent school and school administrators does for teachers' entire professional careers, helps them order the pieces, put them together to make a coherent whole, so that a teachers' experiences teaching not as a checklist of discrete, isolated pieces but instead as a unity, a composition of interrelated parts with multiple connections and relationships. An excellent school is along for the journey of celebrating success for all teachers as well as the learners.

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