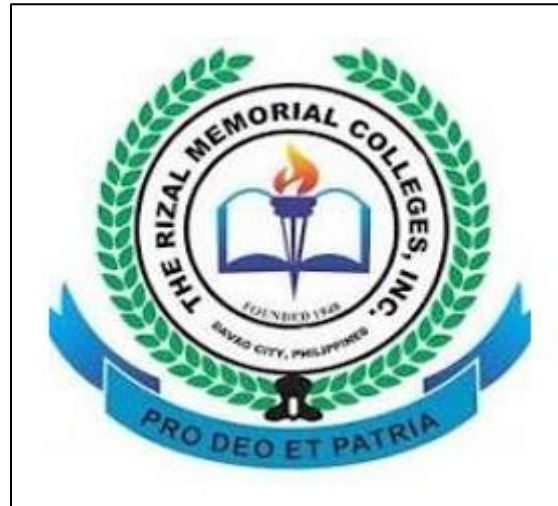# Teacher Tales: Navigating the Complex Landscape of Multiple Tasks in an Elementary School

A THESIS
Presented to the Graduate School
RIZAL MEMORIAL COLLEGES
Davao City

In Partial Fulfillment
of the Requirements for the Degree
MASTER OF ARTS IN EDUCATIONAL MANAGEMENT

ROCEL D. CINCO

APPROVAL SHEET

This thesis entitled **"TEACHERS' TALE: NAVIGATING THE COMPLEX LANDSCAPE OF MULTIPLE TASKS IN AN ELEMENTARY SCHOOL"** prepared and submitted by **Rocel D. Cinco** in partial fulfilment of the requirements for the degree **Master of Arts in Educational Management,** has been examined and recommended for approval and acceptance.

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- **Comprehensive Exam.**   : **PASSED**_____
- **Date of Comprehensive**   : _____
- **Date of Oral Examination** : **January 21, 2024**

ABSTRACT

The study aimed to target into the intricate and multifaceted world of teaching by exploring the experiences of educators a certain elementary school which is anchored on Job Demands-Resources (JD-R) model. A theoretical framework was used to understand this study. Further, the study was grounded in the phenomenological assumptions. The sample population comprised five teachers who were experiencing multiple tasks on the gathered data, the researcher made used IDI and FGD which further analyzed using the thematic content analysis. The experiences were considered important to achieve the educational continuity in line with their navigation in the complex landscape of multiple tasks. The discussion was focused on maneuvering time constraints, facing workload pressures, and handling diversity of their responsibilities. The insights were considered important to achieve the educational continuity in line with their navigation in the complex landscape of multiple tasks. The discussion was focused on performing effective multitasking and continuing professional growth. The study highlighted that elementary school teachers require strong support systems and creative solutions to tackle challenges, including easing workload, preventing burnout, recognizing the importance of multitasking, and prioritizing ongoing professional growth, all aimed at improving the quality of education. Future researchers shall examine how innovative teaching methods and technology impact teachers' workload, and analyze the influence of support systems on teachers in elementary school settings.

Keywords:- Teacher Tales, Complex Landscape, Multiple Tasks, Elementary School.

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ETHICS COMPLIANCE CERTIFICATE

THE RIZAL MEMORIAL COLLEGES, INC

RMC Buildings, Poblacion 7-A, Lopez Jaena & F. Torres, Sts,
Marfori Heights, Davao City, Philippines

ETHICS COMPLIANCE CERTIFICATE

This is to certify that the study entitled "TEACHER TALES: NAVIGATING THE COMPLEX LANDSCAPE OF MULTIPLE TASKS OF DOÑA PILAR I. MARFORI ELEMENTARY SCHOOL" prepared and submitted by: ROCEL D. CINCO for the degree *MASTER OF ARTS IN EDUCATIONAL MANAGEMENT* has been examined by the Graduate School Research Ethics Committee (GSREC) and has been evaluated to comply with adequately the requirements for the research ethics protocol and is therefore, cleared for implementation using scientific procedures and international accepted ethical guidelines.

Given this ___11th___ day of ___December, 2023___ at Rizal Memorial Colleges, Graduate School, Davao City, Philippines.

Dr. Guillermo V. Dimaligalig
Chair, Research Ethics Committee

RELEASED
BY:
DATE: 12/11/202

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DEDICATION

This study is wholeheartedly dedicated to my beloved parents, daughters and siblings, who have been my source of inspiration, guidance and strength, who continually provide their moral, spiritual, and emotional support.

To my friends and colleagues who became my supporters and shoulders to lean on in times of difficulties. For your words of encouragement and motivation. For your moral support through this rollercoaster journey.

And lastly, I dedicate this to our Almighty Father who guides, protects, and supplies all my needs according to His glory. All of this, I offer it back to you.

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"Every mountain top is within reach if you just keep climbing."
-Barry Finlay

TABLE OF CONTENTS

LIST OF FIGURES

CHAPTER ONE
THE PROBLEM AND ITS SETTINGS

*"Education is the most powerful
weapon which you can use
to change the world."*
-Nelson Mandela

As a teacher, the tasks you undertake are vital not only for imparting knowledge but for shaping the minds and futures of your students. Your dedication and passion in executing these tasks create an enduring impact, influencing the growth, aspirations, and success of everyone under your guidance. However, juggling my multiple tasks can be personally challenging, as it often means dividing your attention among lesson planning, grading, and addressing the unique needs of each student. This intricate balancing act can lead to feelings of time pressure and the constant quest to provide the best possible education for every student in your care. Navigating these challenges requires resilience, adaptability, and a deep commitment to the personal and academic development of everyone in the classroom.

Teachers in the United States of America have multiple tasks. Teachers also act as brokers of policies, adapting their behavior to meet various expectations and negotiating with educational policies in their classroom practices. They are responsible for developing students' language abilities by applying psychological and psycholinguistic knowledge in the classroom (Valikulova, 2023). In their role as policy brokers, teachers navigate a multifaceted position wherein they not only implement educational policies but also modify their teaching methods to suit diverse expectations. This intricate balancing act entails negotiating between policy directives and the distinctive requirements of their students, highlighting the dynamic and influential nature of their contribution to shaping educational practices.

Meanwhile, teachers in the Philippines are often faced with multiple tasks and challenges in their profession. These tasks include handling multigrade classes, managing classrooms, integrating technology in teaching, and participating in student teaching programs. The experiences of teachers with multiple ancillary functions in Davao City revealed positive gains and coping mechanisms such as proper planning, time management, and support systems (Into and Gempes, 2018). Teachers contend with a multitude of tasks and challenges in their profession, necessitating them to navigate varied responsibilities and adjust to changing educational contexts. Juggling administrative duties, lesson planning, and attending to the distinct needs of students, educators assume a multifaceted role that calls for resilience and adaptability in their day-to-day pursuits.

In Mindanao, teachers grapple with a demanding array of tasks that span administrative duties, lesson planning, and addressing the diverse needs of students. This multifaceted role is intensified by challenges such as limited resources, unpreparedness, and the need to adapt to evolving educational landscapes. Despite these hurdles, educators in Mindanao showcase resilience and dedication as they navigate their responsibilities. Their commitment reflects the intricate balance required to provide quality education in a dynamic and resource-constrained environment.

In a similar study conducted during the summer semester of 2021, 13 pre-service teachers engaged in an online course on the didactics of mathematics, integrating ten combinatorial multiple-solution tasks. The study aimed to analyze solutions provided by pre-service teachers, enhancing the understanding of combinatorial knowledge. The findings revealed critical aspects for emphasis in pre-service teachers' education in combinatorics. However, this current study focuses on exploring the experiences and challenges associated with the multiple tasks of teachers in the locality of Davao, utilizing a phenomenological qualitative research design. Involving 5-10 participants, the research employs individualized interviews to gather in-depth insights into the personal and professional aspects of managing various tasks within the teaching profession. The phenomenological approach ensures a nuanced understanding of teachers' lived experiences, shedding light on the intricate dynamics of their multifaceted roles and responsibilities.

While the initial study concentrated on enhancing the understanding of combinatorial knowledge within the Mathematics Teachers' Specialized Knowledge (MTSK) framework among pre-service teachers, the current research reveals a gap by focusing on the experiences and challenges associated with the multiple tasks of teachers in the locality of Davao. The shift to a phenomenological qualitative research design with a smaller participant pool introduces a distinct context, creating an opportunity to explore nuanced aspects of teacher responsibilities and experiences not covered in the previous study.

A. Purpose of the Study

The study aimed to target into the intricate and multifaceted world of teaching by exploring the experiences of educators a certain elementary school. Through the lens of "Teacher Tales," the research seeks to unravel the challenges, successes, and strategies employed by teachers as they navigate the complex landscape of handling various tasks within their profession. Ultimately, the purpose is to gain a comprehensive understanding of the lived experiences of teachers, shedding light on the dynamics and intricacies involved in managing multiple tasks at this educational institution.

The purpose of navigating the complex landscape of multiple tasks for teachers was inherently tied to the multifaceted nature of their role in education. Teachers are not merely disseminators of information; rather, they serve as architects of learning environments that cater to diverse student needs. The educational landscape is dynamic, characterized by evolving pedagogical approaches, changing curricula, and advancements in technology. In this context, teachers must adeptly navigate various responsibilities, including designing engaging lessons, managing classrooms effectively, addressing individual learning styles, providing emotional support, and embracing continuous professional development. Navigating this intricate terrain enables teachers to create holistic learning experiences that go beyond academic knowledge, fostering the development of well-rounded individuals. It involves a delicate balance between adapting to the changing educational landscape, meeting diverse student needs, and managing the array of tasks associated with effective teaching. Ultimately, the purpose is to cultivate a positive and inclusive educational environment where teachers play a pivotal role in shaping the intellectual, social, and emotional growth of their students.

B. Research Questions

The main purpose of this study was to unearth the lived experiences of teachers in navigating the complex landscape of multiple tasks in an elementary school. Specifically, it sought to answer the following questions:

- What are the lived experiences of teachers in navigating the complex landscape of multiple tasks in an elementary school?
- What educational insights can be drawn from the teachers navigating the complex landscape of multiple tasks in an elementary school?

➢ *This Study is Significant to the Following:*

- *Students.* Exploring the experiences of teachers managing diverse responsibilities is essential, offering valuable insights to improve the learning environment, strengthen teacher-student relationships, and develop strategies supporting both educators and students throughout their educational journey.
- *DepEd Officials.* Uncovering the experiences of teachers managing multiple tasks is vital for DepEd officials as it offers crucial insights to inform policy decisions, allocate resources effectively, and design targeted professional development initiatives, ultimately improving the educational landscape.
- *Administrators.* Unearthing the experiences of teachers managing multiple tasks is essential for school administrators as it provides valuable insights to optimize organizational structures, implement targeted support systems, and enhance overall school effectiveness.
- *Teachers.* Unearthing the experiences of teachers managing multiple tasks is crucial for educators as it fosters a supportive community of shared insights, promotes resilience, and enables the development of effective coping strategies, ultimately enhancing the professional well-being of teachers.
- *Future researchers.* Exploring the experiences of teachers managing multiple tasks is invaluable for future researchers as it provides a rich foundation for further investigations, informs the development of targeted interventions, and contributes to the ongoing discourse on effective teaching practices.

➢ *For Clarity, the Following Terms are Operationally Defined:*

- *Teacher tales.* encapsulates the narrative exploration of educators' experiences in navigating the complex and diverse responsibilities inherent in their profession.
- *Multiple Tasks.* Refers to the diverse range of responsibilities and duties that individuals, particularly teachers, are required to manage concurrently within their professional roles.
- C*omplex landscape* on multiple tasks denotes the intricate and multifaceted terrain that teachers navigate, involving a myriad of interconnected responsibilities and challenges within their professional domain.

C. Review of Significant Literature

The literature review explores the diverse tasks of elementary school teachers, revealing key characteristics and challenges identified in previous studies. It also delves into the detailed experiences of these teachers, providing valuable educational insights derived from their multifaceted roles.

➢ *Multiple Tasks of Teachers*

They are also central in the prevention, identification, and treatment of child abuse and neglect, as they interact with young children daily. Teachers play a crucial role in formulating, developing, and implementing the curriculum, which directly impacts the effectiveness of student learning (Arokiasamy et al., 2016).

Teachers play a pivotal role in shaping and implementing the curriculum, significantly impacting student learning outcomes. Their influence extends beyond the traditional classroom, encompassing the development of educational content and methodologies crucial to students' intellectual growth. This underscores the central responsibility of teachers in creating a vibrant and influential learning environment (Guitierres-Angel et al., 2022). Delegated with primary responsibility for organizing and managing classroom

instruction in U.S. public schools, teachers enjoy professional autonomy but contribute to educational disparities among students (Guitierres-Angel et al., 2022). Multigrade teachers in the western part of the Philippines face challenges like unpreparedness, low allowances, stress, and resource limitations (Genesis et al., 2021). Despite these obstacles, they exhibit resilience by fostering positivity and employing coping strategies such as prayer, efficient time management, and research (Genesis et al., 2021). This resilience underscores their commitment to delivering quality education despite the limitations they confront.

- *Time Constraints.* Teachers frequently encounter time constraints, impacting their ability to engage in research studies (Jennifer et al., 2015). The demands of classroom instruction, lesson planning, and administrative duties often overwhelm them, hindering their participation in comprehensive research efforts and limiting potential contributions to academic advancements (Jennifer et al., 2015). Striking a balance between teaching responsibilities and research becomes crucial for fostering a more research-active teaching community. Additionally, perceived time constraints affect the implementation of cognitive-activation strategies, such as inquiry-based learning, in science classrooms (n. a 2023). The pressure to cover mandated curricula within limited time frames poses a substantial challenge, impeding the incorporation of more time-intensive, student-engaged approaches and emphasizing the need to address time constraints for supporting innovative and effective teaching methodologies like inquiry-based learning.

Teachers' time constraints have far-reaching implications for their work performance, mental well-being, and the holistic development of students and schools (Xiantong and Wang, 2023). This pervasive issue undermines their ability to focus on crucial aspects such as lesson planning, personalized student support, and professional development, negatively impacting overall work performance. The scarcity of time not only affects educators' mental health but also hampers students' comprehensive growth and disrupts the effective functioning of schools by limiting collaborative efforts and strategic initiatives. However, the absence of a validated measure for time poverty in education poses a substantial challenge for researchers (Claire et al., 2015). This limitation hinders precise measurement and analysis of the scope of the issue within education, impeding a thorough understanding of the challenges teachers face. Consequently, it obstructs the formulation of targeted interventions and holistic strategies to mitigate the impact on both teachers and students.

- *Workload Pressures.* A qualitative case study conducted in a public sector university in Lahore, Pakistan, explored the impact of workload on teachers' efficiency and students' academic achievement (Ayesha et al., 2023). The investigation revealed intricate connections, emphasizing how the balance and distribution of tasks significantly influence overall educational outcomes. This research provides valuable insights into the complex dynamics between educators' work demands and their effects on instructional quality and student performance. Additionally, a study focusing on elementary teachers found varying workload levels, with some feeling overworked while others effectively managed their tasks (n.a., 2023). This heterogeneity underscores the diverse landscape where educators face differing workloads, highlighting the need for personalized approaches to workload management within educational institutions. Acknowledging and addressing individual challenges are essential for promoting overall well-being and sustained effectiveness in the teaching profession.

A study at Butuan Central Elementary School found no discernible influence of teachers' workload and work motivation on their teaching performance (Nina et al., 2023). This absence of a direct link suggests a complex interplay of factors impacting educators' effectiveness, prompting further exploration into the multifaceted dynamics of teaching. In Faisalabad, secondary school teachers reported adverse effects of workload on their performance, recommending collaborative working environments and workload management for improved motivation (Sadia et al., 2022). These reports underscore the tangible impact of workload on teacher performance, emphasizing the need for strategic interventions. Proposed solutions, like fostering collaboration and implementing effective workload management, signify a proactive approach to enhance motivation, overall teacher well-being, and instructional quality.

A study in Sheema Municipality found a weak but significant positive correlation between teachers' workload and their effectiveness in secondary schools (Wilber et al., 2023). The identified weak but significant positive correlation between teachers' workload and effectiveness in secondary schools raises intriguing questions about the nuanced dynamics at play. Further exploration is essential to understand the specific factors contributing to this relationship, as it challenges conventional assumptions about the detrimental effects of high workload on teaching effectiveness and suggests a more intricate interconnection between workload and professional performance in the secondary education context.

- *Effective Multitasking.* Effective multitasking is prevalent among teachers and can yield both positive and negative impacts on job satisfaction and productivity (Serenio and Alquizar, 2018). While it showcases their adaptability in managing diverse responsibilities, proficient multitasking introduces a dual-edged impact. While it may enhance productivity, the potential strain and stress associated with juggling numerous tasks could impede job satisfaction. This underscores the need for a nuanced approach to workload management and professional well-being in the educational setting. Teachers frequently engage in multitasking as a proactive strategy for time management, task prioritization, and productivity stimulation (Leele et al., 2020). This adaptive approach reflects the dynamic nature of the educational environment, where educators aim to efficiently address the multifaceted demands of their roles by concurrently handling various responsibilities.

Multitasking among teachers can be both enjoyable and challenging, with its impact on job satisfaction explaining only a small portion of overall satisfaction (Megan et al., 2017). While it contributes to efficient handling of multiple responsibilities, its explanatory power is limited, highlighting the influence of other factors on teachers' overall contentment in their professional roles. Furthermore, graduate students' multitasking behaviors in university courses were associated with creativity and flexibility in their classrooms (Ki-Sang et al., 2012). This suggests a positive correlation between cognitive adaptability and pedagogical effectiveness, indicating that multitasking can be a valuable skill for fostering dynamic and innovative teaching approaches in academic settings.

- *Diversity of their Responsibilities.* Teachers hold diverse responsibilities in various contexts, encompassing relational and ethical duties in a diverse society (Yuh-yin, 2015). Their crucial role extends beyond facilitating academic achievement to nurturing character development, fostering motivation for excellence, and cultivating communal spirit among students. This multifaceted responsibility profoundly impacts the intellectual and personal growth of students, contributing to a holistic educational experience. As teacher leaders, their influence extends to the classroom, school, community, and national development (O.T., 2014). Beyond teaching, their leadership roles contribute to societal development, influencing educational policies, community engagement, and national progress, emphasizing the transformative potential teachers have at various levels.

Teachers significantly influence the negotiation of sexuality regimes in school settings, actively contributing to defining proper sexuality within a heteronormative school culture (Jukka et al., 2014). This highlights their broader societal impact on shaping attitudes, understanding, and discussions about sexuality among students. Moreover, teachers require knowledge and skills to effectively work with diverse student backgrounds, necessitating a profound understanding of ethnic groups, cultural nuances, and language differences (Molly and Zhou, 2017). This cultural competence is vital not only for fostering an inclusive learning environment but also for enhancing communication effectiveness and facilitating meaningful educational experiences for all students.

- *Professional Growth.* Enhancing the professional growth of special and inclusive education teachers is a nuanced process influenced by various conditions and factors. Notably, the effective use of digital technologies and methodological support within networks has proven to be impactful in advancing expertise in specialized fields and educational practices (Valentina et al., 2023). The success of professional development hinges on the inherent qualities of the individuals involved and their perceptions of each other, underscoring the importance of mutual understanding for effective professional growth (Liliya et al., 2022).

Facilitating successful professional growth involves cultivating human resources, fostering teamwork, and providing effective leadership within educational organizations (n.a., 2022). Creating a conducive environment for professional development encompasses the development of personnel, collaborative team dynamics, and strong leadership in educational institutions. The professional growth of elementary school music teachers is influenced by various factors, including personal, family, school, and societal aspects, as well as engagement in professional learning, teaching and research activities, and reflective summaries (Li, 2022). These educators' development is shaped by a combination of personal, familial, school, and societal factors, along with their participation in professional learning, teaching and research endeavors, and reflective assessments.

Teachers can enhance their professional identity and agency through thoughtful reflection and pedagogically productive talk, which can be nurtured through time for teachers to talk about their work and support for collaboration (David, 2022). Teachers could strengthen their professional identity and agency by engaging in reflective practices and pedagogically productive discussions, a culture that can be fostered through allocated time for educators to deliberate about their work and encouragement of collaborative efforts. The cultivation of a supportive environment for collaborative discussions and dedicated time for teachers to reflect on their work is crucial for the enhancement of their professional identity and agency.

D. Synthesis

Teachers' roles are diverse and extend beyond the classroom, involving relational and ethical responsibilities, curriculum development, and leadership within the school and community. The challenges they face include time constraints, workload pressures, and the need for a validated measure for time poverty in education. Effective multitasking is prevalent among teachers but may have both positive and negative effects on job satisfaction, emphasizing the importance of a nuanced approach to workload management. Professional growth is a complex process influenced by various factors, including digital technologies and network support. The success of professional development depends on the existing qualities of individuals and their perceptions of each other, highlighting the importance of a conducive environment, teamwork, and leadership. Additionally, recognizing the pivotal role of teachers in shaping students' academic and personal development, it becomes imperative to implement strategies that not only address their challenges but also foster a nurturing environment conducive to their professional growth and overall job satisfaction.

E. Theoretical Lens

This study's framework is anchored on Job Demands-Resources (JD-R) model. A theoretical framework used to understand the relationship between job demands, job resources, and employee outcomes (Henneka and Descubes, 2023).

Applying the Job Demands-Resources (JD-R) model to the experiences of teachers in an elementary school provides valuable insights into the dynamics of managing multiple tasks in their professional roles. The demands, such as the workload and time constraints associated with handling diverse responsibilities, may pose challenges to teachers. However, the model also suggests that the availability of resources, such as supportive work environments, collaborative opportunities, and effective time management strategies, can mitigate the negative impact of these demands. By understanding the interplay between job demands and resources, the school administration can develop targeted interventions to enhance teachers' well-being, job satisfaction, and overall effectiveness in managing the multitude of tasks inherent in their roles.

The conceptual framework surrounding the experiences of teachers in navigating the complex landscape of multiple tasks encompasses a multifaceted exploration into the challenges, coping mechanisms, and educational insights that emerge from this dynamic and demanding role. Teachers, as central figures in the educational landscape, are tasked with a myriad of responsibilities extending beyond traditional classroom instruction. Their experiences involve not only managing diverse tasks such as lesson planning, student assessments, and classroom management but also addressing the diverse needs of students and adapting to the evolving educational landscape.

The framework explores the coping mechanisms employed by teachers to navigate these challenges, recognizing the resilience and adaptability required in their profession. Coping mechanisms may include time management strategies, collaboration with colleagues, and embracing professional development opportunities. Additionally, the framework explores the educational insights gained from teachers' experiences, recognizing that their navigation of this complex landscape can provide valuable perspectives on effective pedagogy, student engagement, and the development of a supportive learning environment.

These insights contribute not only to the professional growth of individual educators but also to the broader educational community by informing best practices and strategies for optimizing teaching and learning in diverse and dynamic settings. In essence, the conceptual framework encapsulates the intricate interplay between the challenges, coping strategies, and educational revelations that characterize the multifaceted role of teachers in navigating the complex landscape of multiple tasks.
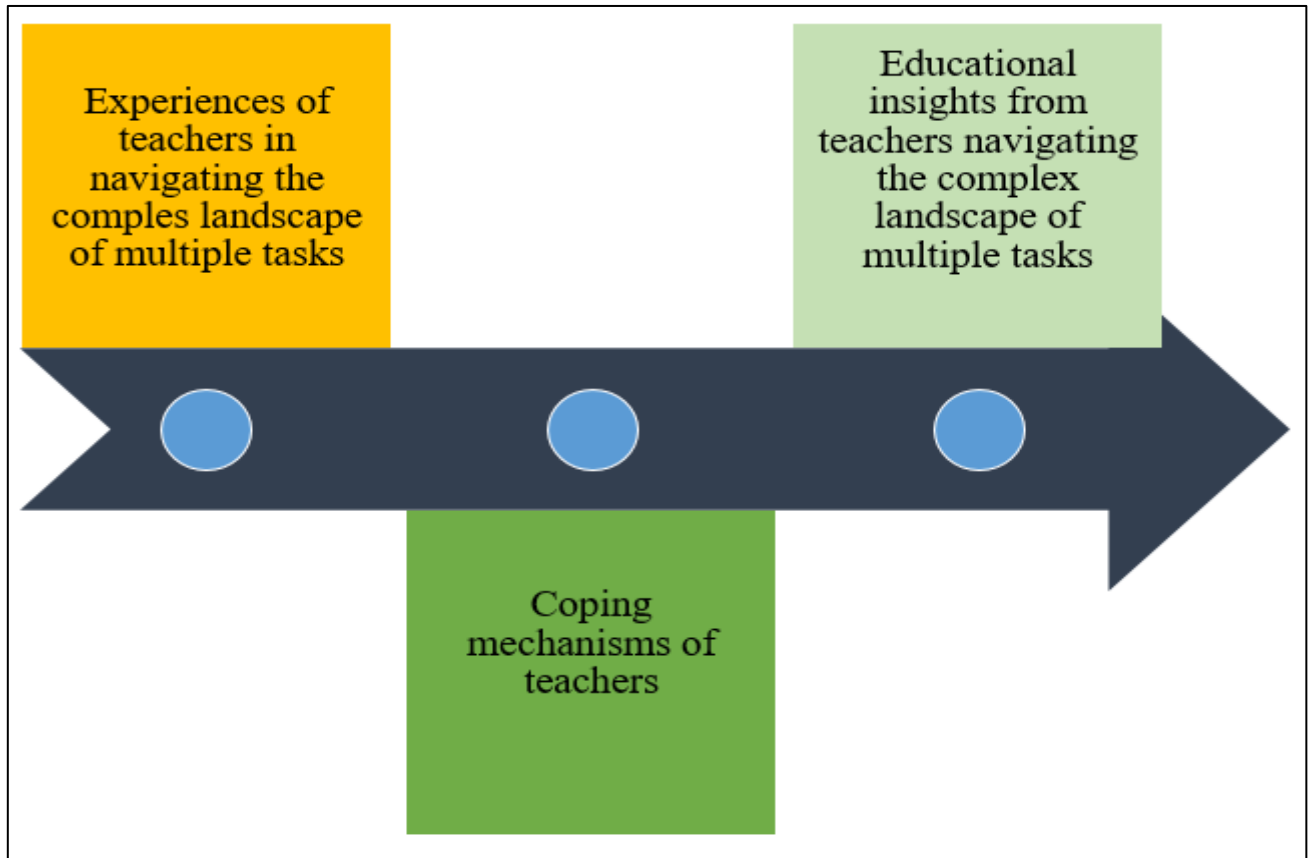

Fig 1: Conceptual Framework

CHAPTER TWO
METHOD

This section elucidates the approach to be employed in the research, encompassing the study's philosophical assumptions, qualitative premises, design and methodology, ethical considerations, researcher's role, data collection and analysis methods, analytical framework, and the study's trustworthiness.

A. Philosophical Assumptions of the study

The study was be grounded in the Phenomenological Assumptions. As outlined by Cresswell (2014), philosophical assumptions was defined, beginning with the ontological premise, addressing the essence of existence and its properties. In this research, the researcher will elucidate teachers' perspectives, test methodologies, and observations regarding their experiences with multiple tasks. The epistemological assumption of the school will involve gathering subjective evidence based on individual perspectives from field study.

The researcher presented the quotes of the participants. The researcher unveiled their views in the analysis and actively documented their values and preconceptions, as well as the value-laden existence of field data, in axiological inference. The researcher recognized the importance of information as well as the possibility of biases. The fourth was technique, referring to the procedures used in the research process. To arrive at this conclusion, the researcher detailed the study's methodology in this chapter.

B. Qualitative Assumptions

The participants' views and sentiments were crucial in this study; a qualitative research design employed to explore how teachers connect with the experiences of teachers handling multiple tasks in elementary education. methodological approaches that aim to generate an in-depth understanding of the social world by studying people's social and material circumstances, experiences, perspectives, and histories (Umesh et a., 2013).

Observations, interviews, questionnaires, and focus groups utilized to gather information from participants regarding their perceptions, thoughts, and expertise (Patton, 2003). Given the nature of the practice issue in this study, qualitative approaches were the optimal method to collect and understand the feelings and opinions of teachers who experienced multiple tasks, as data can be collected, organized, coded to create themes, labelled, and interpreted. Qualitative research was a perfect fit for this study.

Further, it involves in-depth exploration and understanding of a phenomenon, focusing on the subjective experiences and perspectives of individuals (Peter, 2022). Qualitative analysis assisted the researcher in exploring an issue in its natural environment, where evolving themes led to interpretations. The objective of the problem of practice in this study discussed various topics related to responses of experience with multiple tasks. A plethora of qualitative data emerged for consideration and contemplation. In the ensuing analysis, this abundance of qualitative data served as a rich tapestry, inviting thoughtful reflection and informed decision-making.

C. Design and Procedure

This study will employ a qualitative research design, a strategy for examining and understanding the significance that individuals or groups attach to a social or human issue (Creswell, 2013). Data was collected in the participant's surroundings, and the research process involved data processing that evolved inductively from specific to broad themes, along with the researcher's interpretations of the data. The emphasis was systematically placed on how people or groups of people could have diverse ways of perceiving reality. Qualitative research, with its advantage of producing conclusions that were not predetermined and could be applied beyond the study's local confines, was utilized.

In the context of the research, it was believed that the phenomenological technique was the most appropriate method for this type of investigation. In contrast to positivists, phenomenologists argued that the researcher could not be removed from their own presuppositions and should not pretend otherwise. It is a conceptual approach with specific assumptions about human experiences and a research methodology (Puad, 2023). The initial goal of this study will be to acquire information about the viewpoints of research participants on the phenomena of multiple tasks of teachers. Necessary steps will be undertaken in the conduct of the study. These steps are indicated below.

Permission to conduct the study sought by writing a letter to the Dean of the Graduate School. Upon receiving approval from the dean, a permit to conduct the study will be secured from the Office of the School principal and the class advisers.

Following the approval of the study permit, sets of questionnaires were distributed to respondents via Google Forms and email addresses of the school heads and teachers. The questionnaires were retrieved promptly after the respondents complete them, and they will be sent back through the researcher's email or messenger.

After collecting data through Google Forms, the researcher collated the information. Some submitted data were incomplete or rejected, but despite these issues, the total number of respondents met the required number for proceeding with statistical data analysis.

D. Ethical Consideration

Ethics encompassed rules or guidelines for conducting oneself in a manner that distinguished between right and wrong, aiding in the differentiation between acceptable and undesirable behavior. In a research project, ethical considerations were crucial as they prevented data fabrication or falsification, thereby promoting the pursuit of knowledge and truth, which constituted the fundamental purpose of the researcher.

To ensure the study's credibility, the researcher adhered to research ethics guidelines, which will include: (1) obtaining informed consent to compile a list of names for selecting qualified study participants, seeking permission from potential participants, and ensuring their full participation during interview sessions, and (2) maintaining the anonymity of the information provided by the participants as one of the researcher's ethical considerations. This involved respecting their thoughts and ideas and accurately and truthfully documenting their experiences in this study.

E. Research Participants and Sampling

The sample population comprised five to ten teachers who were experiencing multiple tasks. Participants were selected for two reasons. The inclusion criteria for qualitative research focusing on the multiple tasks of teachers in elementary school were explicitly defined to ensure a targeted and relevant study. Firstly, participants had to meet the criterion of being permanent teachers, indicating a level of stability and commitment to their teaching positions. This criterion helped in establishing a consistent and ongoing perspective from educators who had a more enduring connection to the school environment. Secondly, the research specified that participants must be elementary teachers, narrowing the focus to educators dealing with the unique challenges and responsibilities associated with teaching younger students. This criterion ensured that the study delved into the tasks specific to the elementary education context, providing insights that were directly applicable to this educational level. Lastly, considering the unique school setting, it was essential to restrict the sample to teachers.

This criterion ensured that the research was context-specific, capturing the nuances of the school's environment, policies, and community dynamics, which might have influenced the nature of tasks teachers engaged in. Overall, by incorporating these inclusion criteria, the qualitative research could hone in on the experiences, challenges, and strategies of permanent elementary teachers as they navigated the complex landscape of multiple tasks in their professional roles.

F. Role of the Researcher

The researcher's role in qualitative data collection was to seek understanding of the study participants' ideas and feelings. This was a challenging undertaking as it involved asking people to discuss topics that might be highly sensitive to them. The events being studied were sometimes fresh in the minds of the participants, while at other times, revisiting past experiences might have been challenging. Mechanisms for safeguarding were clearly articulated to participants and had to be approved by a relevant research ethics review board before the research began. Therefore, it was the primary responsibility of the researcher to safeguard the participant and the participant's data.

In qualitative research, my roles as a researcher were diverse and dynamic, encompassing distinct yet interconnected responsibilities. As an interviewer, I assumed the crucial task of conducting interviews and fostering open, meaningful dialogues with participants. This role demanded adept interpersonal skills, active listening, and the ability to adapt my interview approach to ensure a conducive environment for participants to share their experiences.

Simultaneously, I acted as an interpreter, delving into the collected data to discern patterns, themes, and subtle nuances. This interpretive role involved my deep understanding of the context and an analytical mindset to extract meaningful insights from the qualitative data. I also functioned as an observer in certain studies, meticulously documenting and analyzing participants' behavior and interactions within natural settings. My keen observational skills, cultural sensitivity, and appreciation for non-verbal cues were pivotal in this role. Furthermore, I served as a data analyst, employing various qualitative analysis methods to organize, categorize, and derive a comprehensive understanding of the research subject. Through these multifaceted roles, I navigated the intricacies of human experiences, ensuring a holistic and nuanced exploration of the chosen research phenomenon.

G. Data Collection

The following actions were taken during the data collection process. First, a written request for authorization to conduct the study was sent to the Office of Division Superintendent. Individual letters were sent to each participant's school once they had been authorized. A questionnaire created by the researcher was designed and face validated. In-depth interviewing was used to acquire qualitative data (IDI). Two primary questions were discussed during IDI: (1) What were the lived experiences of teachers in navigating the complex landscape of multiple tasks in an elementary School? (2) What educational insights could be drawn from the teachers navigating the complex landscape of multiple tasks in an elementary School? Furthermore, all interviews were audio-taped and verbatim transcribed. Thematic content analysis was used to examine the participants' responses.

H. Data Analysis

This research aimed to create a framework for evaluating teachers' paradigm changes to analyze the myriad experiences of teachers with multiple tasks. Thematic data analysis was used to identify patterns of interest in the data, providing a valuable outcome for this research. The procedure for the investigation was as follows:

- *Thematic Content Analysis.* The study report will accurately express the subjective meanings and social realities of the research participants, addressing a major flaw in the analysis (Sutton 2015). The analysis phase required the researcher's efforts to recognize multiple meanings that may exist in a text. While there might have been some differences in the usage of the words "category" and "plot," meanings were expressed in terms of themes and their associated subdivisions as subthemes. The content analysis approach was applied in this study for data processing and interpretation. Qualitative evidence took the form of transcripts of interviews obtained from research participants or other identified texts representing the subject of the study experimentally.

In the thematic review, the first step involved reading and re-reading the interview transcripts to obtain an understanding of the information and a general interpretation of what was happening in the study. Initial observations of the data were noted during the transcript reading. The findings were codified in the second level, with original codes developed through clear coding, summarizing each unit on a line-by-line basis. The next step involved category searching, where codes were used to form categories, creating clusters or coding classes that arranged the answers to form patterns leading to the research questions.

The reported responses were analyzed separately to achieve a more detailed understanding of the concept of human dignity. Data gathered through the analysis of documents was evaluated, and themes were produced. Data collected from interviews were transcribed, resulting in written and coded transcripts. Themes were also formed from the interviews.

- *Triangulation.* Triangulation requires theoretical considerations and can involve triangulation of data, criteria, participants, or design (Debbie et al., 2017). Qualitative researchers used triangulation to verify and establish validity in their studies. This method was employed to validate claims or information gathered during the In-depth Interview for this article. Methodological triangulation in phenomenological research was very common among the five forms of triangulation, involving the use of interviewing, evaluation, record analysis, and other applicable materials for the research. This approach enhanced the robustness of the qualitative inquiry by triangulating diverse data sources, thereby providing a more comprehensive and nuanced understanding of the phenomenon under investigation in phenomenological research.

- *Document Analysis.* Qualitative researchers used triangulation to verify and establish validity in their studies. This approach was useful for verifying statements or data gathered during the in-depth interview for this article. Methodological triangulation in case study analysis was one of the most common among the five types of triangulations, involving interviewing, observing, recording analysis, and utilizing any other research resources available.

I. Analytical Framework

The study will primarily focus on a set of assertions depicted in Figure 2. Analytical frameworks are important in qualitative research for organizing and analyzing data. Different approaches to qualitative analysis (Audrey, 2023). These ideas were derived from the research questions or through the evaluation of data from other sources, such as literature and/or surveys. The propositions were utilized to guide the progress of the study in two ways: first, they significantly aided in framing the research questions, and second, they served as the foundation for producing the initial codes during the data analysis phase. To assist in the early analysis of any qualitative studies, in this paper, the decision was made to use the 'Codes and Coding' technique. This technique was selected because it lent itself to linking the data back to the research questions and propositions, making the task of interpreting the output from the studies intuitive.

The codes and coding technique analyzed qualitative study data using a case-oriented approach strategy known as 'partial ordered presentations.' This method enabled the rapid identification of segments related to the study topics as well as any relevant themes. The procedure entailed establishing codes for use in case study data analysis and then coding the data. Codes were labels or tags used to assign units of meaning to data and to quickly identify segments related to the research questions and any relevant themes. The identification of these segments was facilitated by creating meta-matrices to assemble descriptive data from different cases into a standard format. In essence, the process grouped all the condensed data together, allowing for comparisons to be made between them. Once these segments were identified, the analysis of any qualitative study data could be considered more straightforward. The following steps were undertaken:

Created data repository. This article was structured to enable easy manipulation for the analysis of data from qualitative investigations. Since a word processor permitted rudimentary manipulation of such data, the use of a database was considered more acceptable, as suggested above.

Forms were created. After defining and implementing the schema of the proposed database using Microsoft Access, the next step was to populate the respective tables with the data. However, before this occurred, and to ensure it happened in the most effective manner, it was recommended that a front-end application be used. Front-end applications allowed the data to be entered via forms rather than entering the data directly into the database tables.

Codes and coding. This procedure required organizing and handling the data in some way, such as by assigning 'tags' or 'labels' to the information gathered. Coding was a term used to describe this procedure (Coffey and Atkinson, 1996).

Analysing the coded data. After the completion of data entry and the rationalization of codes in a qualitative study, the subsequent phase involved the analysis of the gathered data. In this process, the nature of relational database design proved to be instrumental, facilitating and enhancing the analysis. The unique advantage of a relational database lay in its capacity to assist in the analysis by virtue of the premeditated consideration of theoretical outputs during the design phase. Prior to the creation of the physical database, the designer strategically contemplated the structure of the tables. This proactive approach ensured that the database was not merely a repository for information, but a coherent framework aligned with the theoretical underpinnings of the study, streamlining the subsequent analysis and contributing to the overall effectiveness of the qualitative research endeavour.
Final propositions. The analysis of this qualitative type of data was centered on the propositions and the rationalized codes (Figure 1). The process of deriving propositions was a comprehensive endeavor, rooted in both the research questions and the interpretation of data obtained from diverse sources such as literature and surveys. These propositions served as synthesized statements encapsulating key insights emerging from the collective body of information. In contrast, the generation of rationalized codes was a more focused and hands-on task, occurring during the active coding phase where segments or 'chunks' of data from qualitative studies were systematically labeled. These codes, representing distilled and organized elements, contributed to a nuanced understanding of patterns and themes within the raw qualitative data, forming the foundational elements for subsequent analysis and interpretation.
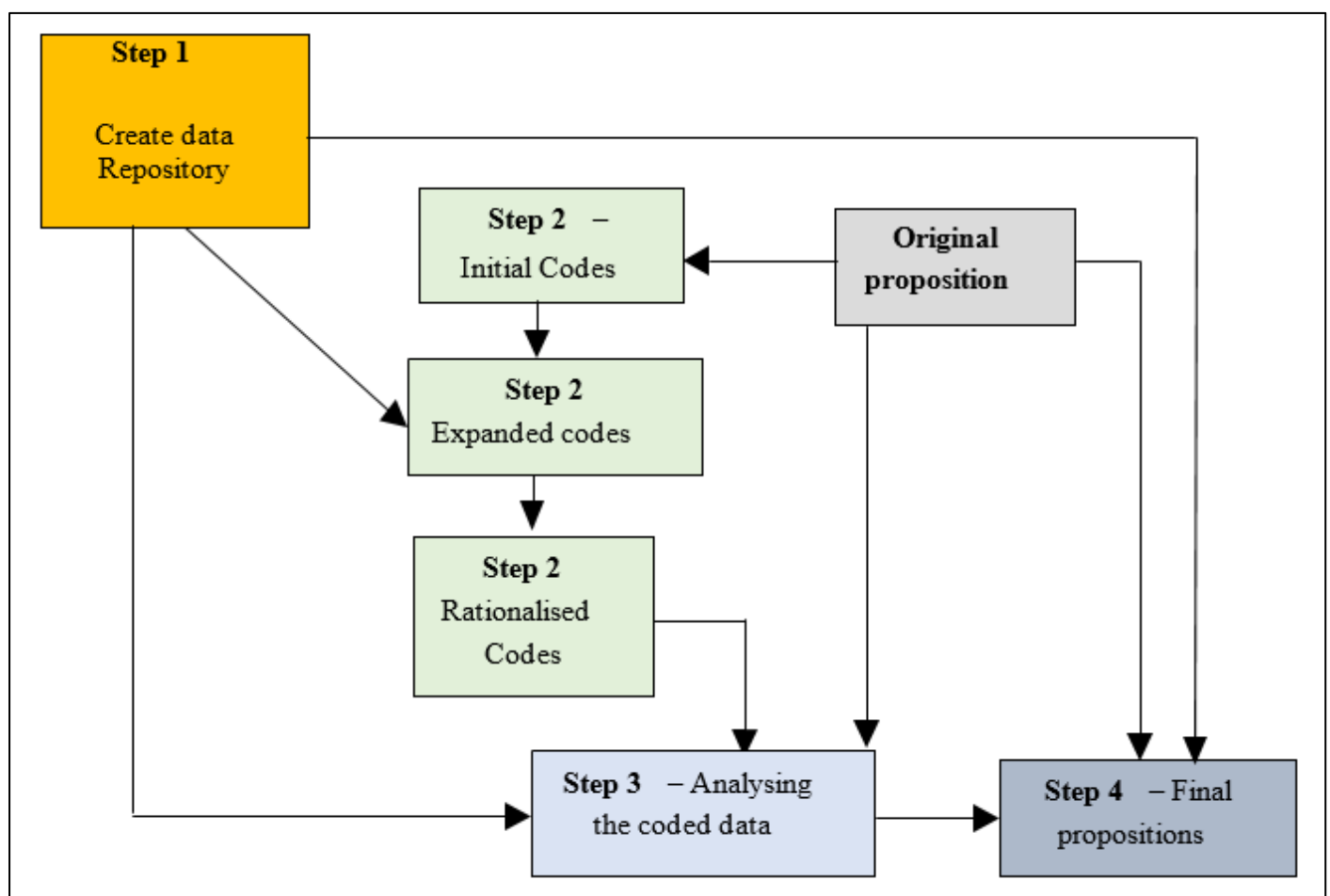

Fig 2: Analytical Framework of the Study

J. Trustworthiness of the Data

In a qualitative review, an evaluation of the research's rigor or trustworthiness was needed, and the following criteria were achieved:

The term "credibility" refers to the qualitative researcher's belief in the accuracy of the test sample's discovery. To achieve this, the researcher used phenomenological analysis, a well-established research technique. Through interviewing recognized experts with the topic of the interview guide, the well-established methodology that gains legitimacy in the phenomenological research method assisted in determining the most suitable interview question to be given to the participants.

Another way to generate credibility was to spend more time getting acquainted with the world and what it means to search for disinformation, create trust, and get to know the data to get rich data. The researcher defined those characteristics and elements that are most relevant to the topic or issue under review by continuous observation, which was concentrated on in detail. Various information was collected from participants during triangulation to verify answers received from another teacher.

The term "transferability" refers to how qualitative research means that the study's findings can be applied to other situations. The researcher ensured that ample contextual knowledge of the thesis was well reflected in this phase to be able to recognize the other readers. In a thick overview of the study results, not only the basic actions and relationships were described, but also how the conclusions are applicable to various specific situations and points of view of different readers.

The degree of neutrality was measured by confirmability. As the study was conducted, the researcher ensured that the review's findings were based on the participants' actual responses to the research questions, rather than any perceived methodological bias or personal motives. The record of the research process was held in the journal. As the researcher, I made sure that the analysis' findings were based on the participants' actual responses to the interview questions, not on any perceived research bias or personal motives.

Lastly, the degree to which other participants could replicate the study and the findings could be contested was referred to as reliability. The researcher understood that this research study could be repeated. They were responsible for creating all of the notes, including raw data, study notes, coding notes, method notes, and reporting on the research process decisions, research team meetings, retrospective reflections, sampling, implementation of research materials, appearance of results, and data management information. This clarified the direction of the study.

CHAPTER THREE
RESULTS AND DISCUSSION

This chapter highlights the results and discussion of the study. Themes are extracted based on participants' responses to each question. The experiences of teachers on navigating the complex landscape of multiple tasks in an elementary school and their educational insights are presented in this section.

Experiences of teachers in navigating the complex landscape of multiple tasks in Elementary School

Figure 3 showcases the lived experiences of elementary teachers. Their experiences are considered important to achieve the educational continuity in line with their navigation in the complex landscape of multiple tasks. *The discussion is focused on* maneuvering *time constraints, facing workload pressures; and handling diversity of their responsibilities.*

A. Maneuvering Time Constraints

The first main theme under the experiences of teachers in navigating the complex landscape of multiple tasks in elementary school is maneuvering the time constraints. Elementary teachers face the intricate challenge of managing time constraints within the multifaceted landscape of their responsibilities. Juggling diverse tasks such as lesson planning, grading, addressing individual student needs, and participating in extracurricular activities requires a delicate balance. Time becomes a critical resource as educators navigate through these responsibilities, necessitating strategic planning and prioritization. The ability to efficiently allocate time to each task becomes paramount in maintaining not only the quality of teaching but also the overall well-being of the teacher. Effective time management is not just a skill; it becomes a crucial element in the success of an elementary teacher's ability to meet the diverse demands of their profession while ensuring a positive impact on students' learning experiences. These experiences of teachers were evident during the interview, to wit:

> Teachers often perceive time constraints as significant challenge managing lesson planning, grading and administrative tasks. (P2,IDI,L32-33).

Teachers in elementary schools face a big challenge managing lesson plans, grading, and administrative tasks due to limited time. This affects the quality of education and the overall learning environment. The complexity of elementary education requires detailed lesson plans, thorough grading, and additional administrative work. The time pressure on teachers can result in lower educational outcomes, increased stress, and possible burnout. It highlights the need for support and innovative solutions to reduce the workload on teachers and improve the quality of elementary education.

According to Jennifer et al., 2015, teachers frequently encounter time constraints, impacting their ability to engage in research studies. The demands of classroom instruction, lesson planning, and administrative duties often overwhelm them, hindering their participation in comprehensive research efforts and limiting potential contributions to academic advancements. Striking a balance between teaching responsibilities and research becomes crucial for fostering a more research-active teaching community. Additionally, perceived time constraints affect the implementation of cognitive-activation strategies, such as inquiry-based learning, in science classrooms (n. a 2023). The pressure to cover mandated curricula within limited time frames poses a substantial challenge, impeding the incorporation of more time-intensive, student-engaged approaches and emphasizing the need to address time constraints for supporting innovative and effective teaching methodologies like inquiry-based learning. Moreover, the participants uttered that;

> it is exhausting to have multiple tasks, though it is my job, it is hard to do all tasks at one time…(P4,IDI,L68-70)
> at times it is confusing which task comes first; to be a teacher or a coordinator… (P5,IDI,L113-115)

The statement reflects the demanding nature of a teacher's role in an elementary school setting, where the multitude of tasks can be overwhelming and exhausting. Balancing various responsibilities, such as lesson planning, grading, and administrative duties, presents a formidable challenge. The acknowledgment that it's challenging to handle all tasks simultaneously underscores the prevalent struggle with time constraints faced by educators. This situation can potentially lead to fatigue, increased stress levels, and compromised overall well-being. It emphasizes the need for a supportive and efficient system that recognizes and addresses the inherent difficulties in managing multiple tasks simultaneously, allowing teachers to navigate the complex landscape of responsibilities more effectively and promoting a healthier work-life balance.

As mentioned by Xiantong and Wang (2023), teachers' time constraints have far-reaching implications for their work performance, mental well-being, and the holistic development of students and schools. This pervasive issue undermines their ability to focus on crucial aspects such as lesson planning, personalized student support, and professional development, negatively impacting overall work performance. The scarcity of time not only affects educators' mental health but also hampers students' comprehensive growth and disrupts the effective functioning of schools by limiting collaborative efforts and strategic initiatives. However, the absence of a validated measure for time poverty in education poses a substantial challenge for researchers (Claire et

al., 2015). This limitation hinders precise measurement and analysis of the scope of the issue within education, impeding a thorough understanding of the challenges teachers face. Consequently, it obstructs the formulation of targeted interventions and holistic strategies to mitigate the impact on both teachers and students.

B. Facing Workload Pressures

The second main theme under the experiences of teachers in navigating the complex landscape of multiple tasks in elementary school is facing workload pressures. Elementary teachers grapple with the formidable challenge of workload pressures as they navigate the intricate landscape of multiple responsibilities. The demands of lesson planning, student assessments, addressing individual needs, and handling administrative duties contribute to a sustained high workload. This pressure is further heightened by the imperative for adaptability and flexibility in response to the ever-evolving educational landscape. Successfully maneuvering through this complexity requires teachers not only to efficiently manage their time but also to cultivate resilience to sustain their passion for teaching. Prioritizing tasks and maintaining a healthy work-life balance becomes imperative in alleviating the impact of workload pressures, ensuring that elementary teachers can deliver effective education while safeguarding their own well-being.

> …various tasks as part of their work and would do different levels of decision-making that can sometimes be frustrating and stressful due to their multiple tasks and responsibilities. (P1,IDI,L4-6)

The statement highlights the heavy workload that elementary school teachers face, involving various tasks and decision-making responsibilities. The mix of tasks and the need to make different decisions can create a challenging and frustrating work environment. Managing this complexity becomes stressful as teachers deal with multiple responsibilities simultaneously. They often find themselves making decisions across different aspects of their work, making the situation even more complex. This workload pressure not only affects their mental and emotional well-being but also has the potential to impact the overall quality of education. It's crucial to recognize and address these challenges by implementing support systems, simplifying processes, and employing thoughtful strategies to ease the stress associated with the diverse tasks and decision-making responsibilities inherent in the role of an elementary school teacher.

> sustained high workload can often lead to stress and burn-out, negatively impacting their satisfaction and effectiveness (P2,IDI,L38-39)

The statement underscores the significant consequences of sustained high workloads on teachers in elementary schools, as it can pave the way for stress and burnout, ultimately diminishing both their job satisfaction and effectiveness. The relentless demands of managing multiple tasks in the complex educational landscape take a toll on educators, leading to heightened stress levels and, in severe cases, burnout. This not only jeopardizes their well-being but also compromises their ability to deliver effective teaching. The negative impact on job satisfaction further exacerbates the challenges of navigating the intricate web of responsibilities. Recognizing and addressing these implications is vital to cultivating a healthier work environment, ensuring teacher well-being, and promoting sustained effectiveness in providing quality education to elementary school students. Efforts to manage and alleviate workload pressures are crucial in sustaining a positive and productive teaching experience.

> When the demand exceeds an individual resources, it can lead to burnout, decrease job satisfaction and ineffectiveness. (P6,IDI,L131-132)

The statement highlights a critical aspect of workload pressures for elementary school teachers by emphasizing that when the demand surpasses an individual's resources, it can result in burnout, reduced job satisfaction, and diminished effectiveness. In the context of managing the multifaceted landscape of numerous tasks, teachers often find themselves grappling with an overwhelming workload that strains their capabilities. The risk of burnout becomes pronounced as they navigate the intricate web of responsibilities. As demands exceed available resources, job satisfaction dwindles, and the effectiveness of teaching is compromised. Recognizing the delicate balance between demands and resources is imperative for promoting the well-being of educators and maintaining their ability to provide quality education. Implementing strategies to manage workload, fostering a supportive work environment, and prioritizing teacher well-being are essential steps in mitigating the adverse implications of excessive demands on elementary school teachers.

Ayesha et., al (2023), supported that the impact of workload on teachers' efficiency and students' academic achievement. The investigation revealed intricate connections, emphasizing how the balance and distribution of tasks significantly influence overall educational outcomes. This research provides valuable insights into the complex dynamics between educators' work demands and their effects on instructional quality and student performance. Additionally, a study focusing on elementary teachers found varying workload levels, with some feeling overworked while others effectively managed their tasks (n.a., 2023). This heterogeneity underscores the diverse landscape where educators face differing workloads, highlighting the need for personalized approaches to workload management within educational institutions. Acknowledging and addressing individual challenges are essential for promoting overall well-being and sustained effectiveness in the teaching profession.

In addition, influence of teachers' workload and work motivation on their teaching performance (Nina et al., 2023). This absence of a direct link suggests a complex interplay of factors impacting educators' effectiveness, prompting further exploration into the multifaceted dynamics of teaching. In Faisalabad, secondary school teachers reported adverse effects of workload on their performance, recommending collaborative working environments and workload management for improved motivation (Sadia et al., 2022). These reports underscore the tangible impact of workload on teacher performance, emphasizing the need for strategic interventions. Proposed solutions, like fostering collaboration and implementing effective workload management, signify a proactive approach to enhance motivation, overall teacher well-being, and instructional quality.

C. Handling Diversity of their Responsibilities

The third main theme under the experiences of teachers in navigating the complex landscape of multiple tasks in elementary school is handling diversity of their responsibilities. Elementary teachers navigate a diverse array of responsibilities within the complex landscape of their profession. Beyond the core tasks of planning lessons and grading, they are confronted with the multifaceted challenge of addressing individual student needs, participating in extracurricular activities, and managing various administrative duties. This diversity of responsibilities demands adaptability and a versatile skill set. Teachers must effectively switch between roles, from educators to mentors, coordinators, and administrators. Navigating this intricate landscape requires not only efficient time management but also a commitment to continuous learning and development. Embracing this diversity allows elementary teachers to create a rich and dynamic learning environment, fostering holistic growth in their students while maintaining their own professional vitality.

> …multi-tasking by balancing various responsibilities such as planning lessons, grading and addressing student's needs. The benefits include increased productivity and flexibility… (P2,IDI,L45-47)

The statement highlights the advantageous aspects of multitasking for elementary school teachers as they adeptly manage a diverse range of responsibilities such as lesson planning, grading, and addressing students' needs. The ability to engage in these multiple tasks concurrently not only fosters increased productivity but also provides flexibility in handling the dynamic challenges of the educational environment. Embracing the diversity of responsibilities allows teachers to respond more effectively to the varied needs of their students. While this multitasking approach can be beneficial, it is crucial to strike a balance to prevent overwhelming workloads and potential burnout. Recognizing and harnessing the positive outcomes of multitasking can contribute to a more efficient and adaptable teaching experience in the complex landscape of an elementary school setting.

> The inability to focus on different things is one of the strengths of the incredible minds. (P6,IDI,L133)

> one disadvantage of multitasking is that the brain simply can't do multiple activities at the same time…(P7,IDI,L167-169)

The statement challenges the conventional notion that the inability to focus on different things is a strength of incredible minds. In the context of elementary school teachers navigating the complex landscape of multiple tasks, such an inability to focus may pose challenges rather than strengths. The diverse responsibilities inherent in teaching, such as lesson planning, grading, and addressing students' needs, require a level of concentration and effective multitasking. While some degree of flexibility in thinking is valuable, the ability to focus on various tasks is crucial for maintaining efficiency and ensuring that each responsibility receives adequate attention. Striking a balance between adaptability and focused attention becomes essential for educators to successfully navigate the intricate web of tasks in an elementary school setting and deliver high-quality education.

Teachers hold diverse responsibilities in various contexts, encompassing relational and ethical duties in a diverse society (Yuh-yin, 2015). Their crucial role extends beyond facilitating academic achievement to nurturing character development, fostering motivation for excellence, and cultivating communal spirit among students. This multifaceted responsibility profoundly impacts the intellectual and personal growth of students, contributing to a holistic educational experience. As teacher leaders, their influence extends to the classroom, school, community, and national development (O.T., 2014). Beyond teaching, their leadership roles contribute to societal development, influencing educational policies, community engagement, and national progress, emphasizing the transformative potential teachers have at various levels.

Teachers significantly influence the negotiation of sexuality regimes in school settings, actively contributing to defining proper sexuality within a heteronormative school culture (Jukka et al., 2014). This highlights their broader societal impact on shaping attitudes, understanding, and discussions about sexuality among students. Moreover, teachers require knowledge and skills to effectively work with diverse student backgrounds, necessitating a profound understanding of ethnic groups, cultural nuances, and language differences (Molly and Zhou, 2017). This cultural competence is vital not only for fostering an inclusive learning environment but also for enhancing communication effectiveness and facilitating meaningful educational experiences for all students.
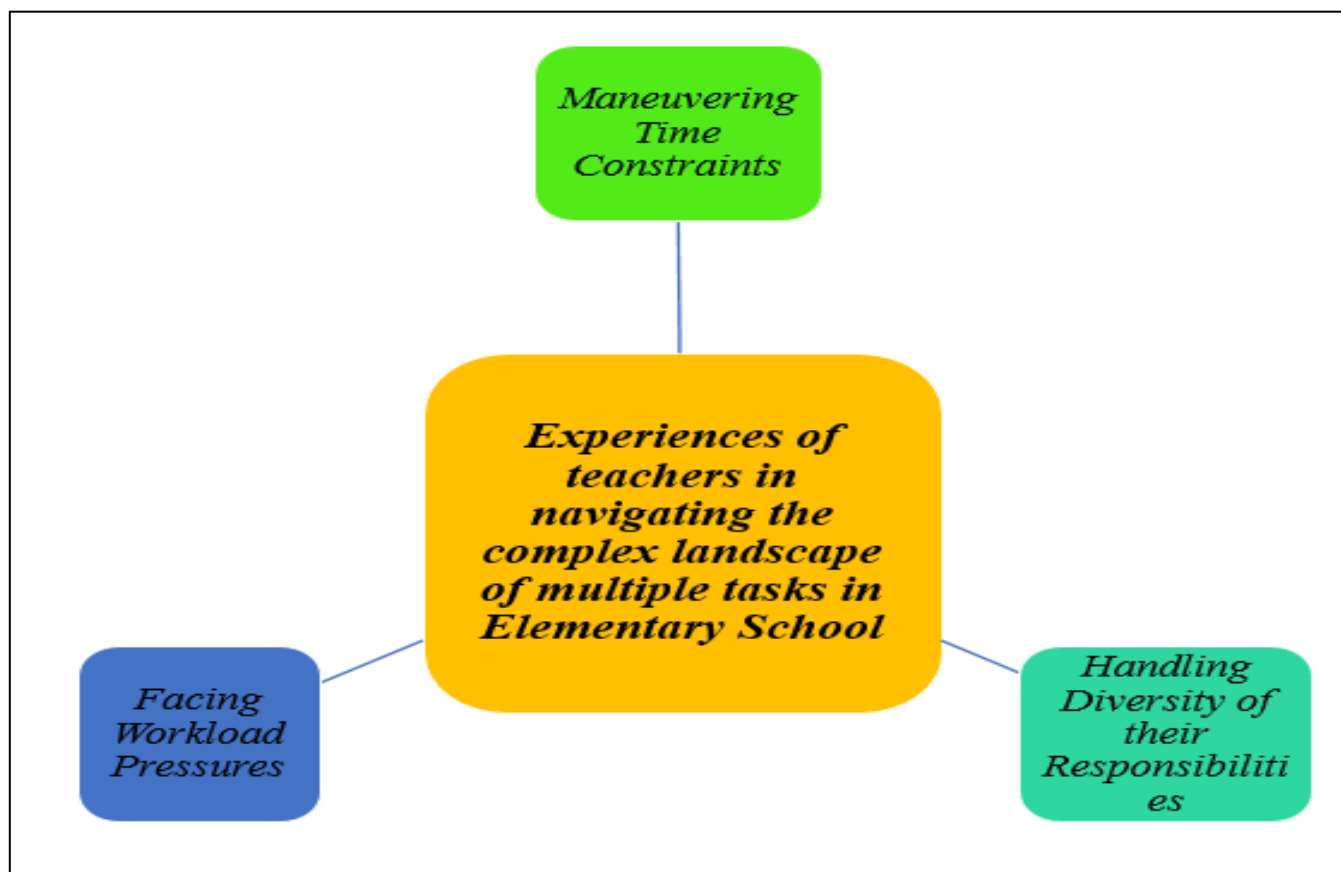
Fig 3: Emerging Themes on Experiences of Teachers in Navigating the Complex Landscape of
Multiple Tasks in Elementary School

Educational Insights drawn from teachers in Navigating the Complex Landscape of Multiple Tasks in Elementary School

Figure 4 showcases the educational insights drawn from elementary teachers. Their insights are considered important to achieve the educational continuity in line with their navigation in the complex landscape of multiple tasks. The discussion is focused on performing effective multitasking and continuing professional growth.

D. Performing Effective Multitasking

Continuing Professional Growth emerges as a pivotal aspect of educators' insights in navigating the intricate landscape of multiple tasks within Elementary Schools. Teachers recognize that embracing ongoing learning is fundamental to adapting to the evolving demands of their roles. As they engage in diverse responsibilities, including lesson planning, student assessments, and administrative duties, educators acknowledge the need for continuous development. Professional growth not only enhances their effectiveness in the classroom but also provides valuable tools to manage the complex challenges of elementary education. It fosters adaptability, innovative teaching approaches, and a deeper understanding of student needs. In the pursuit of continuous learning, teachers fortify their resilience, ensuring they remain passionate and effective contributors to the dynamic educational environment, ultimately benefitting the students they serve. The statements below affirm the educational insights drawn:

…workload pressures by engage in multi-tasking, by balancing various responsibilities such as engaging in peer trips, team building activities.(P2,IDI,L43-44)

The statement highlights teachers recognizing the correlation between workload pressures and the need for effective multitasking, particularly in the context of balancing various responsibilities such as organizing peer trips and team-building activities. The implication is that teachers acknowledge the demands of their roles extend beyond traditional classroom duties and encompass a broader spectrum of activities. Engaging in multitasking becomes not just a response to workload pressures but a strategic approach to managing the diverse facets of their profession. This suggests that effective multitasking for teachers involves not only handling academic tasks but also seamlessly integrating extracurricular responsibilities into their workflow. The statement underscores the idea that mastering multitasking skills is crucial for educators to navigate the complex landscape of their roles, ensuring a holistic and enriched educational experience for their students.

And how do I approach this, just like others it is important to have time management... (P2,IDI,L87-88)

The statement underscores a shift in perspective from focusing solely on time management to recognizing the importance of task management in approaching responsibilities. The implication is that effective multitasking is not merely about allocating time efficiently but involves strategic planning and prioritization of specific tasks. This suggests a more nuanced understanding that successful multitasking requires a thoughtful consideration of the nature and complexity of each responsibility. Teachers, in adopting this approach, recognize the need to balance various tasks, optimizing their efforts towards achieving specific goals. This shift emphasizes a holistic and task-centric approach to managing responsibilities, emphasizing the need for careful organization and prioritization in performing effective multitasking within the constraints of time and diverse tasks.

> we are able to manage diverse responsibilities and in that skill of managing those responsibilities, in turn we will also be able to develop the skill of multi-tasking (P5,IDI,L119-120)

The statement suggests a direct link between managing diverse responsibilities and developing the skill of multitasking. The implication here is that as teachers successfully handle a broad spectrum of tasks and responsibilities, they inherently cultivate the ability to perform effective multitasking. This highlights a synergistic relationship between task management and multitasking skills. The implication, therefore, is that the proficiency in managing diverse responsibilities serves as a foundation for the development of effective multitasking skills. This recognition reinforces the idea that the acquisition of multitasking capabilities is an organic outcome of navigating and successfully managing a varied and complex set of professional duties.

Effective multitasking is prevalent among teachers and can yield both positive and negative impacts on job satisfaction and productivity (Serenio and Alquizar, 2018). While it showcases their adaptability in managing diverse responsibilities, proficient multitasking introduces a dual-edged impact. While it may enhance productivity, the potential strain and stress associated with juggling numerous tasks could impede job satisfaction. This underscores the need for a nuanced approach to workload management and professional well-being in the educational setting. Teachers frequently engage in multitasking as a proactive strategy for time management, task prioritization, and productivity stimulation (Leele et al., 2020). This adaptive approach reflects the dynamic nature of the educational environment, where educators aim to efficiently address the multifaceted demands of their roles by concurrently handling various responsibilities.

Multitasking among teachers can be both enjoyable and challenging, with its impact on job satisfaction explaining only a small portion of overall satisfaction (Megan et al., 2017). While it contributes to efficient handling of multiple responsibilities, its explanatory power is limited, highlighting the influence of other factors on teachers' overall contentment in their professional roles. Furthermore, graduate students' multitasking behaviors in university courses were associated with creativity and flexibility in their classrooms (Ki-Sang et al., 2012). This suggests a positive correlation between cognitive adaptability and pedagogical effectiveness, indicating that multitasking can be a valuable skill for fostering dynamic and innovative teaching approaches in academic settings.

E. Continuing Professional Growth

Continuing Professional Growth is a cornerstone in the educational insights drawn from teachers navigating the complex landscape of multiple tasks in Elementary School. Teachers recognize that the dynamic nature of education demands a commitment to continuous learning. In the face of diverse responsibilities, such as lesson planning, grading, and addressing individual student needs, educators understand the need to evolve their skills continually. This involves staying current with educational trends, pedagogical approaches, and technology integration. The insights reveal that teachers who actively pursue professional growth are better equipped to handle the intricacies of their roles. They adapt more effectively to the ever-evolving demands of the elementary school environment, implementing innovative teaching strategies and fostering a richer learning experience for their students. The recognition of continuing professional growth as a fundamental aspect of navigating the complex educational landscape underscores the commitment of educators to their own development and, consequently, to the quality of education they provide.

> ...Taking MA is one example to improve one's profession, but workload and personal problems can hinder in achieving this. (P1,IDI,L29-30)

The statement reveals a keen awareness among teachers regarding the significance of pursuing a Master's degree as a means of professional improvement. However, it also acknowledges the potential hindrances posed by workload pressures and personal challenges in achieving this goal. The implication is that while teachers recognize the value of continuing professional growth through advanced education, they face practical constraints that can impede their pursuit. This points to the need for a more nuanced and supportive approach to facilitate ongoing professional development. It underscores the importance of addressing workload management and providing resources for educators to overcome personal challenges, ensuring that teachers can actively engage in continuous learning and contribute to the enhancement of their profession. The statement highlights the intricate balance required to foster a culture of continuous professional growth amidst the practical challenges that teachers encounter.

> these responsibilities contribute to my professional identity by becoming flexible because we have no other choice if I will not do the work they will still give it to me especially when it comes to subjects that I am handling...(P4,IDI,L6-98)

The statement implies that teachers perceive their diverse responsibilities as integral to shaping their professional identity, particularly in fostering flexibility. The notion that there is no alternative but to embrace these responsibilities aligns with the idea of continuous professional growth. The flexibility exhibited in handling various tasks, especially concerning subjects, becomes a defining feature of their professional identity. The implication here is that teachers not only acknowledge the inevitability of these responsibilities but also recognize them as essential components contributing to their adaptability and versatility. This understanding suggests a positive correlation between the acceptance of diverse tasks and the ongoing development of a teacher's professional identity, fostering a resilient and adaptable approach to the evolving landscape of education.

Have teachers to learn new skills that they can apply in their teachings (P6,IDI,L138)

The statement underscores the imperative for teachers to engage in continuous learning, emphasizing the acquisition of new skills that can be directly applied in their teaching practices. The implication here is that ongoing professional development is not merely encouraged but deemed essential for educators. It reflects a proactive approach towards staying abreast of advancements in education and adapting to evolving pedagogical methods. This perspective aligns with the concept of continuing professional growth, as it suggests that the acquisition of new skills is a fundamental aspect of enhancing teaching effectiveness. The statement implies a recognition that a dynamic and ever-changing educational landscape necessitates teachers to embrace a learning mindset, ensuring that they remain equipped with the latest techniques and methodologies to provide high-quality education to their students.

Enhancing the professional growth of special and inclusive education teachers is a nuanced process influenced by various conditions and factors. Notably, the effective use of digital technologies and methodological support within networks has proven to be impactful in advancing expertise in specialized fields and educational practices (Valentina et al., 2023). The success of professional development hinges on the inherent qualities of the individuals involved and their perceptions of each other, underscoring the importance of mutual understanding for effective professional growth (Liliya et al., 2022).

Facilitating successful professional growth involves cultivating human resources, fostering teamwork, and providing effective leadership within educational organizations (n.a., 2022). Creating a conducive environment for professional development encompasses the development of personnel, collaborative team dynamics, and strong leadership in educational institutions. The professional growth of elementary school music teachers is influenced by various factors, including personal, family, school, and societal aspects, as well as engagement in professional learning, teaching and research activities, and reflective summaries (Li, 2022). These educators' development is shaped by a combination of personal, familial, school, and societal factors, along with their participation in professional learning, teaching and research endeavors, and reflective assessments.
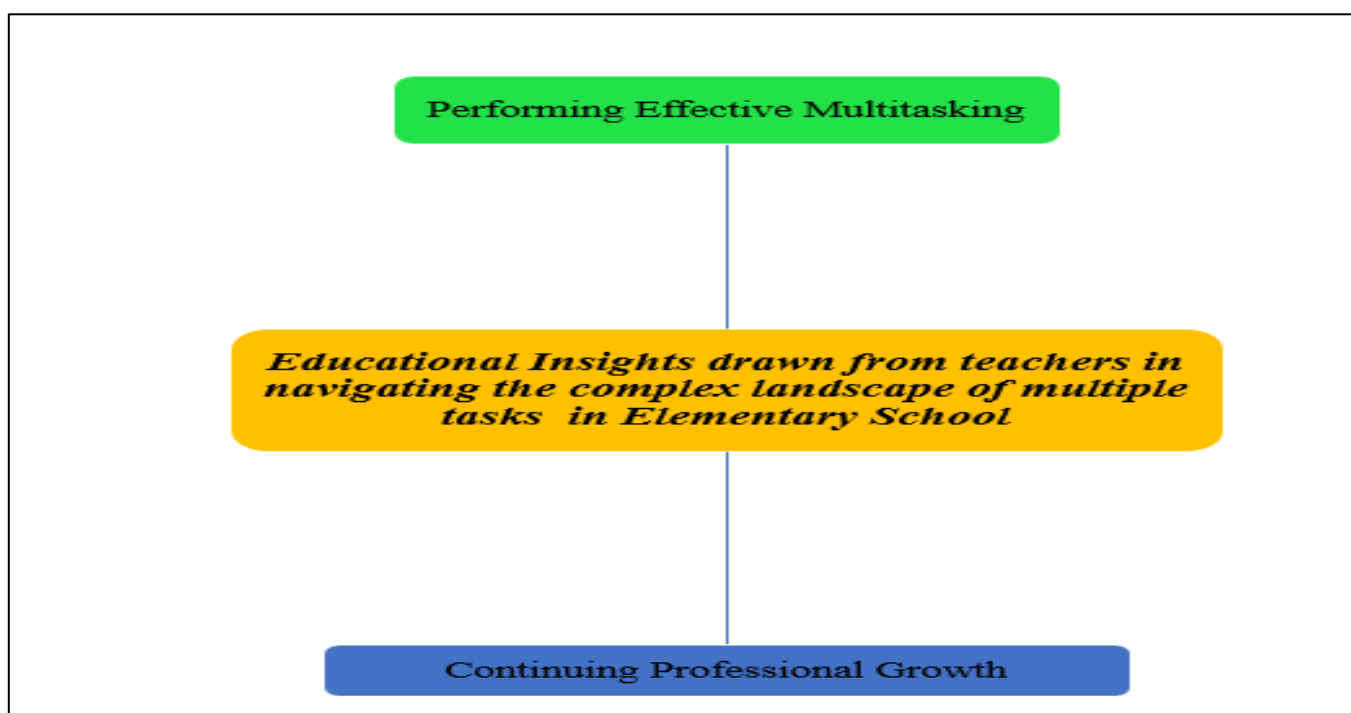

Fig 4: Emerging themes on the complex landscape of multiple tasks in Elementary School

CHAPTER FOUR
IMPLICATIONS AND FUTURE DIRECTIONS

This section contains the study's summary of findings, implications and future direction taken from the results and findings. This study was conducted to generate the teacher participants' lived experiences of teachers in navigating the complex landscape of multiple tasks in Elementary School and further their *educational insights.*

A. Findings

This study used a qualitative research design notably to extract the responses of participants' experiences. In addition, in-depth interviews with the participants, who were (5) selected elementary teachers from the Division of Davao City, were done to collect data. To summarize, the following are the study's primary findings: The participants' lived experiences reflected maneuvering time constraints, facing workload pressures and handling diversity of their responsibilities. Further, based for their experience's teachers shared insights performing effective multitasking and continuing professional growth.

B. Implications

In essence, the implications derived from the three themes highlight the intricate challenges faced by elementary school teachers in managing time constraints, handling workload pressures, and addressing the diversity of their responsibilities. The demanding nature of their profession, encompassing tasks like lesson planning and administrative duties, creates significant stress and acknowledges the potential impact on teachers' mental well-being and job satisfaction. These implications stress the necessity for robust support systems and innovative solutions to alleviate workload pressures. The recognition of multitasking as a crucial skill for navigating complexity is evident, with a cautionary note on the delicate balance required to prevent burnout. Additionally, the emphasis on continuous professional growth underscores the importance of teachers' ongoing learning and adaptation to the evolving educational landscape. Addressing these implications becomes paramount in fostering a conducive and supportive environment for elementary school teachers, ultimately enhancing the quality of education provided to their students.

In summary, the insights highlight the essential need for educators to adopt a holistic and adaptable approach in navigating the multifaceted landscape of their roles. The recognition of a correlation between workload pressures and effective multitasking emphasizes the strategic integration of various responsibilities, extending beyond traditional classroom duties. Mastering multitasking is deemed crucial for providing a comprehensive educational experience, emphasizing the seamless balance between academic tasks and extracurricular responsibilities. A shift towards task management underscores a nuanced understanding of successful multitasking, requiring thoughtful planning and prioritization. Simultaneously, insights into continuing professional growth indicate an awareness among teachers of the value of advanced education, despite practical constraints. The acceptance of diverse responsibilities as integral to shaping professional identity emphasizes the positive correlation between adaptability and ongoing development. Encouraging continuous learning aligns with the evolving educational landscape, reinforcing the proactive mindset needed to deliver high-quality education. Ultimately, these insights underscore the intricate balance required for educators, integrating effective multitasking and continuous professional growth, to ensure a comprehensive and enriched educational experience for their students.

C. Future Directions

Encourage the development of student self-management and collaborative skills. Foster an understanding of the challenges teachers face in managing multiple tasks to instil empathy and appreciation for educators' efforts. Implement programs that promote student involvement in certain administrative or organizational tasks, providing them with a glimpse into the complexities of a teacher's role.

DEPED Officials shall collaborate with educators to revise and streamline administrative processes, minimizing unnecessary bureaucratic tasks. Invest in professional development programs specifically targeting time management and multitasking skills for teachers. Evaluate and update policies to ensure they align with the evolving demands on teachers, promoting a more supportive and conducive work environment.

Administrators shall provide ongoing training for administrators on recognizing signs of teacher burnout and stress. Implement structures that allow for shared administrative responsibilities among faculty members. Foster a culture of open communication and collaboration, creating forums for teachers to share insights and concerns, and incorporating their feedback into decision-making processes.

Teachers shall establish mentorship programs where experienced teachers can guide newer colleagues in effective multitasking and time management strategies. Advocate for self-care and work-life balance, encouraging teachers to prioritize their well-being. Facilitate regular workshops on innovative teaching methods, leveraging technology to streamline tasks and enhance efficiency.

Future Researchers shall Investigate the impact of innovative teaching methods and technology on reducing the administrative burden on teachers. Explore the long-term effects of continuous professional growth programs on teacher satisfaction and student outcomes. Research the effectiveness of collaborative models in task-sharing among educators. Examine the influence of support systems and organizational culture on teachers' ability to navigate complex tasks in elementary school settings.

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APPENDIX A
LETTERS OF PERMISSION TO CONDUCT A STUDY

THE RIZAL MEMORIAL COLLEGES, INC
GRADUATE SCHOOL
RMC Buildings, Purok 5, Lopez Jaena & F. Torres, Sts,
Barangay 8-A Poblacion District, Davao City

OFFICE OF THE DEAN GRADUATE SCHOOL

REYNANTE A. SOLITARIO, CESO VI
Schools Division Superintendent
Division of Davao City

Sir:

This is to respectfully endorse the request for permission of **MS. ROCEL D. CINCO** a candidate for Master's degree to conduct a study entitled **"TEACHER TALES: NAVIGATING THE COMPLEX LANDSCAPE OF MULTIPLE TASKS OF DOÑA PILAR I. MARFORI ELEMENTARY SCHOOL"** in partial fulfillment for the course leading to the degree of Master of Arts in Educational Management (MA-EM).

Ms. Cinco will coordinate with the school heads to avoid disruption of classes endeavor during these pandemic times.

Your support and concern for the educational growth of **Ms. Cinco** is greatly appreciated.

Very truly yours,

PABLO F. BUSQUIT, PhD, FRIEdr-
Dean, Graduate School

Republic of the Philippines
Department of Education
REGION XI
SCHOOLS DIVISION OF DAVAO CITY

Office of the Schools Division Superintendent

December 22, 2023

ROCEL D. CINCO
Researcher
Rizal Memorial Colleges, Inc.
Lopez Jaena & F. Torres Sts.
Davao City

Dear **Ms. Cinco:**

This has reference to your endorsement letter received by this Office on December 22, 2023, requesting permission to conduct research, this Division, as a requirement for the study entitled **"Teacher Tales: Navigating the Complex Landscape of Multiple Tasks of Doña Pilar I. Marfori Elementary School".**

Upon evaluation of your request, permission to conduct is hereby granted provided that the following conditions are met:

1. That prior arrangement with the school administrator be made;
2. That classes shall not be disrupted;
3. That all expenses relative to the activity shall be borne by the researcher;
4. That explicit consent and assent be obtained in writing from each participant prior to their participation in the research;
5. That participant must be informed of voluntary participation, that answer to specific questions may be withheld without penalty and that they may withdraw from the research at any time;
6. That participant should receive a full disclosure of the nature of the study, the risks, benefits, and alternatives, with an extended opportunity to ask questions;
7. That participant should receive assistance from any form of anxiety they experience throughout the research and thereafter;
8. That CONFIDENTIALITY and ANONYMITY of the personally identifiable information will be maintained throughout the research and thereafter, in compliance with Republic Act 10173 or Data Privacy Act of 2012;
9. That ACADEMIC INTEGRITY will be devotedly observed by assuring that NO PLAGIARISM will be detected and/or NO PLAGIARIZED MATERIAL IS PUBLISHED in the study, as adherence to Republic Act 8293 or Intellectual Property Code of the Philippines; and
10. That this office shall be furnished with the result of this study.

Please be guided accordingly and for your strict compliance.

Very truly yours,

REYNANTE A. SOLITARIO, CESO V
Schools Division Superintendent

PLAN/10/jbp
Tracking No.: 9769210800

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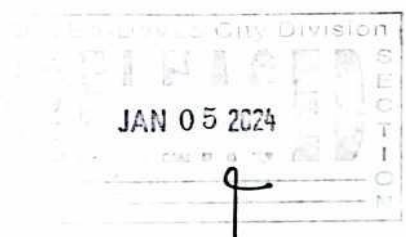
Address: Elpidio Quirino Avenue, Davao City
Telephone No: (082)224-3274, (082)222-1672, (082)227-4726
E-mail: davao.city@deped.gov.ph Website: https://davaocitydeped.ph

APPENDIX B
VALIDATION SHEETS

THE RIZAL MEMORIAL COLLEGES, INC.
GRADUATE SCHOOL
Lopez-Jaena & Torres Sts. Davao City
Tel. No. 300-71-73

Validation Sheet for Qualitative Design

Name of Researcher: ROCEL D. CINCO   Degree Enrolled: MAEM
Title of Research: "TEACHERS' TALE: Navigating the Complex Landscape of Multiple Tasks in an Elementary School"
Name of Evaluator: MA EVA D. SIBLOS Ed.D   Date Evaluated: Dec. 13, 2023
Degree of Evaluator: Doctor of Education   Signature of Evaluator:_____
RATING: Number of YES marks

(10) 4 Very Good   ( ) 2 Maybe upgraded if revised
( ) 3 Good   ( ) 1 For revalidation

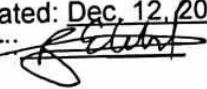To the Evaluator: Kindly check the column that fits your evaluation for the item.

Items	4	3	2	1
Ethics				
1. Introduction (purpose, confidentially, duration and way of conduct and closing components (additional comments) are provided.	✓			
2. Informed consent is included.	✓			
Artistry				
3. Script included/built in, so interview can introduce, guide and conclude the interview in a consistent manner.	✓			
4. Questions are appropriate to the study enhancing the possibility of storytelling and narratives.	✓			
Rigor				
5. Questions are open-ended to encourage in depth responses; avoiding close-ended questions which are answered by "Yes" or "No".	✓			
6. Questions are stated in the affirmative manner.	✓			
7. Probing questions are provided.	✓			
8. Questions are logically ordered asking the highest priority first. Opinion questions follow information questions.	✓			
9. Questions are stated in clear and simple terms.	✓			
10. Number of questions can be covered within 60-90 minutes, not exceeding 15 open-ended items (probes excluded) for every research questions, except special cases.	✓			

REMARKS: _Clear and concise introductory statements provide context and purpose, aiding participants in understanding the relevance of the questionnaire._

ACSCU-ACI accredited: Master of Arts in Education Program

THE RIZAL MEMORIAL COLLEGES, INC.

GRADUATE SCHOOL

Lopez-Jaena & Torres Sts. Davao City

Tel. No. 300-71-73

Validation Sheet for Qualitative Design

Name of Researcher: ROCEL D. CINCO   Degree Enrolled: MAEM

Title of Research: "TEACHERS' TALE: Navigating the Complex Landscape of Multiple Tasks in an Elementary School"

Name of Evaluator: TRINIDAD E. COLARTE EdD   Date Evaluated: Dec. 12, 2023

Degree of Evaluator: Doctor of Education   Signature of Evaluator:

RATING: Number of YES marks

(✓) 4 Very Good   ( ) 2 Maybe upgraded if revised

( ) 3 Good   ( ) 1 For revalidation

To the Evaluator: Kindly check the column that fits your evaluation for the item.

Items	4	3	2	1
Ethics				
1. Introduction (purpose, confidentially, duration and way of conduct and closing components (additional comments) are provided.	✓			
2. Informed consent is included.				
Artistry				
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4. Questions are appropriate to the study enhancing the possibility of storytelling and narratives.	✓			
Rigor				
5. Questions are open-ended to encourage in depth responses; avoiding close-ended questions which are answered by "Yes" or "No".	✓			
6. Questions are stated in the affirmative manner.	✓			
7. Probing questions are provided.	✓			
8. Questions are logically ordered asking the highest priority first. Opinion questions follow information questions.	✓			
9. Questions are stated in clear and simple terms.	✓			
10. Number of questions can be covered within 60-90 minutes, not exceeding 15 open-ended items (probes excluded) for every research questions, except special cases.	✓			

REMARKS: _The us, establish rhyping 2 ignu pup's binding enhance content validity, aligning que the fut exity lawswhay_

ACSCU-ACI accredited: Master of Arts in Education Program

THE RIZAL MEMORIAL COLLEGES, INC.
GRADUATE SCHOOL
Lopez-Jaena & Torres Sts. Davao City
Tel. No. 300-71-73

Validation Sheet for Qualitative Design

Name of Researcher: ROCEL D. CINCO   Degree Enrolled: MAEM
Title of Research: "TEACHERS' TALE: NAVIGATING The Complex Landscape of Multiple Tasks in an Elementary School"
Name of Evaluator: MARY JANE R. VICENTE EdD   Date Evaluated: Dec. 12, 2023
Degree of Evaluator: Doctor of Education   Signature of Evaluator::_____
RATING: Number of YES marks

(p) 4 Very Good   ( ) 2 Maybe upgraded if revised
( ) 3 Good   ( ) 1 For revalidation

To the Evaluator: Kindly check the column that fits your evaluation for the item.

Items	4	3	2	1
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REMARKS: _Clear and concise introductory statements provide context and purpose, aiding participants in understanding the relevance of the questionnaire._

ACSCU-ACI accredited: Master of Arts in Education Program

APPENDIX C
PARTICIPANTS INFORMED CONSENTS

THE RIZAL MEMORIAL COLLEGES, INC.
GRADUATE SCHOOL
Lopez-Jaena & Torres Streets, Davao City
Tel. No. 300-717

Madame/Sir:

Praise be Jesus and Mary!

The researcher is conducting research on "TEACHER TALES: Navigating the Complex Landscape of Multiple Tasks in an Elementary School" as a vital requirement for her to complete her graduate degree in Master of Arts in Educational Management. This would involve interviews with teachers with two or more ancillary services. Your kind help and assistance will be deeply appreciated.

The researcher will conduct the interview personally and therefore guarantees several things to protect your participation and response to this study; to wit:

1. Your identity as respondent will be protected, which means that anonymity and confidentiality will be observed, you will not be identified by name, instead pseudonyms will be used.
2. Interview will be recorded and transcriptions will be brought to you for your confirmation including coding, themes and subsequent interpretations will be turned over for your agreement and confirmation.
3. Only passages in the transcription of the interviews that has relevance on the study will be used in reporting the study.
4. No force of intimidation will be used during the interviews; environment and other factors will be considered to provide safety and convenience for the respondents; in case of conflict of schedule and delay to health and personal reasons, the respondents comfort is of prime consideration.
5. The researcher is obliged by research protocol; to observe other guidelines in promoting respondents' safety, protection of rights and humanitarian considerations.

These guidelines will be thoroughly observed by the researcher, and respondents are given the chance to agree to these conditions before joining the study. Respondents are asked to affix their signature as evidence of their agreement. This document, when appended in the final manuscript as part of the appendices, will appear with names of the respondents stricken out to ensure anonymity.

Truly yours,

ROCEL B. CINCO
Researcher

Signature of Respondent

THE RIZAL MEMORIAL COLLEGES, INC.
GRADUATE SCHOOL
Lopez-Jaena & Torres Streets, Davao City
Tel. No. 300-717

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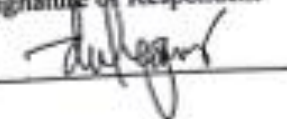
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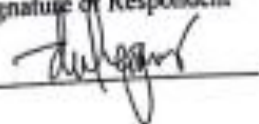
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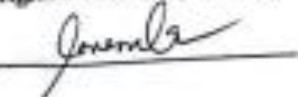
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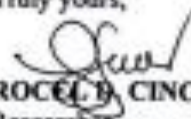
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Signature of Respondent

THE RIZAL MEMORIAL COLLEGES, INC.
GRADUATE SCHOOL
Lopez-Jaena & Torres Streets, Davao City
Tel. No. 300-717

Madame/Sir:

Praise be Jesus and Mary!

The researcher is conducting research on **"TEACHER TALES: Navigating the Complex Landscape of Multiple Tasks in an Elementary School"** as a vital requirement for her to complete her graduate degree in Master of Arts in Educational Management. This would involve interviews with teachers with two or more ancillary services. Your kind help and assistance will be deeply appreciated.

The researcher will conduct the interview personally and therefore guarantees several things to protect your participation and response to this study; to wit:
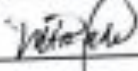
1. Your identity as respondent will be protected, which means that anonymity and confidentiality will be observed, you will not be identified by name, instead pseudonyms will be used.
2. Interview will be recorded and transcriptions will be brought to you for your confirmation including coding, themes and subsequent interpretations will be turned over for uour agreement and confirmation.
3. Only passages in the transcription of the interviews that has relevance on the study will be used in reporting the study.
4. No force of intimidation will be used during the interviews; environment and other factors will be considered to provide safety and convenience for the respondents; in case of conflict of schedule and delay to health and personal reasons, the respondents comfort is of prime consideration.
5. The researcher is obliged by research protocol; to observe other guidelines in promoting respondents' safety, protection of rights and humanitarian considerations.

These guidelines will be thoroughly observed by the researcher, and respondents are given the chance to agree to these conditions before joining the study. Respondents are asked to affix their signature as evidence of their agreement. This document, when appended in the final manuscript as part of the appendices, will appear with names of the respondents stricken out to ensure anonymity.

Truly yours,

ROCKE B. CINCO
Researcher

Signature of Respondent

APPENDIX D
INTERVIEW GUIDE

Main Objective	Guide Questions	Probing Questions
What are the lived experiences of teachers in navigating the complex landscape of multiple tasks in Dona Pila L. Marfori Elementary School?	1. How do teachers at Dona Pila L. Marfori Elementary School describe their daily interactions with various tasks and responsibilities, and what emotions or challenges do they associate with these experiences? 2. In what ways do teachers perceive the interconnectedness of their multiple tasks at Dona Pila L. Marfori Elementary School, and how do they navigate and prioritize these tasks to create a balance in their professional roles?	1.1.1 How do teachers at Dona Pila I. Marfori Elementary School perceive and navigate the time constraints they face in fulfilling their professional responsibilities, and what strategies do they employ to manage competing demands on their time?
		1.1.2 In the context of Dona Pila I. Marfori Elementary School, how do teachers experience and cope with workload pressures, and what impact do these pressures have on their overall work satisfaction and effectiveness?
		1.1.3 How do teachers approach and engage in multitasking to address the diverse demands of their roles at Dona Pila I. Marfori Elementary School, and what are the perceived benefits and challenges associated with their multitasking strategies?
		1.1.4 What is the nature of teachers' experiences in managing diverse responsibilities, including relational, ethical, and leadership roles, at Dona Pila I. Marfori Elementary School, and how do these responsibilities contribute to their professional identity and impact their teaching practices?
		1.1.5 How do teachers at Dona Pila I. Marfori Elementary School perceive the opportunities and challenges for professional growth in their current roles, and what specific factors or conditions influence their engagement in ongoing learning and development?

APPENDIX E
TRANSCRIPTIONS OF INTERVIEW

Main Objective	Guide Questions	Probing Questions
1. What are the lived experiences of teachers in navigating the complex landscape of multiple tasks in Dona Pilar L. Marfori Elementary School?	1. How do teachers at Dona Pila L. Marfori Elementary School describe their daily interactions with various tasks and responsibilities, and what emotions or challenges do they associate with these experiences? 2. In what ways do teachers perceive the interconnectedness of their multiple tasks at Dona Pilar L.Marfori Elementary School, and how do they navigate and prioritize these tasks to create a balance in their professional roles?	1.1.1 How do teachers at Dona Pilar L.Marfori Elementary School perceive and navigate the time constraints they face in fulfilling their professional responsibilities, and what strategies do they employ to manage competing demands on their time? • The teacher of DPLMES often face various tasks as part of their work and would do different levels of decision making that can sometimes be frustrating and stressful due to their multiple tasks and responsibilities. These are challenges and emotions they face daily. • Teachers often perceive time constraints as significant challenge managing lesson planning, grading and administrative tasks. Common strategies include prioritizing tasks, setting clear goals, utilizing time management tools, and collaborating with colleagues to share responsibilities. Effective communication with students and maintaining a healthy work, life balance are crucial for managing the demands on their time. • They relax and take a deep breath. The key is to remain adaptable and flexible when dealing with deadlines. • Exhausting Ma'am very exhausting, because of too much work. We really need to balance our work as a teacher and our additional ancillary works too because of too much work, emotionally we became anxious about our work and fatigue hits us that sometimes I could not get enough sleep because of the deadlines that we need to meet. I don't have happy experiences anymore. • Sometimes we become confused what to prioritize anymore, to become a classroom teacher or to do the ancillary tasks, it is tiring and exhausting. When I was still new to the department, when I get home I could still open my laptop and do some paper works but now I could not open anymore because I was too tired. • Sometimes the teachers in DPLMES extend time in dealing with responsibilities at home. • For me, if you are in line with what you are doing then your heart is in it you will be happy because it's your passion, your expertise. You will not be satisfied not until you are able to finish with your assigned task, but if you do not like what you are doing then it would be very hard for you to do it.
		1.1.2 In the context of Dona Pilar L. Marfori Elementary School, how do teachers experience and cope with workload pressures, and what impact do these pressures have on their overall work satisfaction and effectiveness? • Time is precious and in DPLMES, time is very important specially if there are deadlines from previous subject area reports. Therefore, time management is the key in fulfilling their professional responsibilities. Their strategy is usually do the task ahead of deadlines since there are more workloads to be done. • Teachers often cope with workload pressure by prioritizing tasks, time management, and seeking support from colleagues. However, sustained high workload can often lead to stress and burn-out, negatively impacting their satisfaction and effectiveness. It may compromise lesson

		quality, student interaction and over-all job satisfaction, school support, work-life balance and effective professional development can play crucial roles in mitigating these challenges. • Schedule tasks and set achievable deadlines, take regular breaks • Time and task management. • Teachers should try to know their limit, teachers sometimes ask help to finish their task. When the demand exceeds an individual resources, it can lead to burnout, decrease job satisfaction and ineffectiveness • Time is very precious in our work, time is very important specially there are deadlines of on the submission of reports from various subject areas, right? Therefore, time management is the key in fulfilling their professional responsibilities. Their strategies is usually that they do the task ahead of deadline since there are more workloads to be done.
		1.1.3 How do teachers approach and engage in multitasking to address the diverse demands of their roles at Dona Pilar L.Marfori Elementary School, and what are the perceived benefits and challenges associated with their multitasking strategies? • Workload pressure is part of being a teacher, Paperworks and classroom teaching are part of their responsibilities. Often these lead to stresses so in order for them to cope with the pressure, teachers manage their time to finish one task to the other. Time constraints can lead to errors. But teachers do their best to do their work well. • So we have planners, to plan our lessons, our activities from day to day so we could address the needs of the students. • Teachers cope with workload pressures by engage in multi-tasking, by balancing various responsibilities such as engaging in peer trips, team building activities • The benefit is increase in productivity. Make a do-do list reminder and plan ahead. The brain simply can't do 2 complex tasks at the same time. • Pressure is everywhere, we just need to go with the flow or else we will be overwhelmed by it, what I do to cope up with stress is to usually divert my attention to food, eating is what I do. Then what impact do these pressures have on my effectiveness as a teacher? Sometime, pressure gives me opportunity to grow right? It's not always negative. To grow as a person, then as a teacher both personally and professionally. • Sometime we have different coping mechanism of beating stress. We can either watch Netflix, right? • With the culture of DepEd, we don't have any way of escaping these works, multi-tasking is the new normal. And how do I approach this, just like others, we need time management and task management. One of the benefits of multitasking is that you will learn a little of everything. You get to learn something different from what you usually do. One drawback we will get sick if we get too serious with what we do. • Sometimes we are confused of what to do first, as a classroom teacher or as coordinator doing our ancillary task. It's hard to describe your inter action, tiring and exhausting.

- As a teacher, we are able to manage diverse responsibilities and in that skill of managing those responsibilities, in turn we will also be able to develop the skill of multi-tasking. So in developing our varied tasks, we will be able to do things simultaneously at times. If we become used to in doing these tasks, it can contribute to our professional growth because we can now work under time pressure. We can finish certain tasks if we manage our time to prioritize what needs to be done first and to consider also its urgency.
- The ability to focus on different things is one of the strengths of the incredible minds. The skills in managing multiple concurrent deadlines increases. The number of tasks completed.
- The teachers at DPLMES are openminded. They engage rather than suppress students' natural curiosity.
- Have teachers to learn new skills that they can apply in their teachings. Factors that may influence in their engagement could be their interests, beliefs and motivation.
- One of the contributing factors that could influence my engagement is to know in what aspect I could help. One of the influences that we could engage, that we could help is knowing our area of expertise.
- The inability to focus om different things is one of the strengths of the incredible minds. The skills in managing multiple concurrent deadlines increases. The number of tasks completed.
- The teachers at DPLMES are openminded. They engage rather than suppress students' natural curiosity.
- If I am pressured, at first I have to schedule tasks and set achievable deadlines because if we have goals in our life, we will find way to achieve it. How to handle pressure? Of course you have to take regular breaks you know, you have to go shopping, you have to eat outside, find time to relax. What will be its benefit? Over-all it can give us satisfaction, release stress, improve performance.

1.1.4 What is the nature of teachers' experiences in managing diverse responsibilities, including relational, ethical, and leadership roles, at Dona Dona Pilar L.Marfori Elementary School, and how do these responsibilities contribute to their professional identity and impact their teaching practices?

- Teachers do not only teach, they are also advisers, counsellors and mediators. Teachers are role models of the society. Therefore, teachers teach with dignity and a model of good moral character and incorporate it or integrate it in their teaching in different subjects.
- Teachers engage in multi-tasking by balancing various responsibilities such as planning lessons, grading and addressing students' needs. The benefits include increased productivity and flexibility. However, challenges arise in maintain focus, as frequent task switching can reduce efficiency and lead to errors.
- Teachers are also role models of the society, therefore, teachers teach with dignity and a model of good moral character. And incorporate it, integrate it in their teachings in different subjects. Adaptability, empathy and patience
- At first, if you are given different responsibilities, it's just natural for us to complain but then again we don't have

any choice but to accept what is given to us so with that, these responsibilities contribute to my professional identify by becoming flexible because I have no other choice but to perform. So with that, you need to be flexible enough to accomplish the tasks.

- As a teacher, we are able to manage diverse responsibilities and in that skill of managing those responsibilities, in turn we will also be able to develop the skill of multi-tasking. So in developing multitasking, we will be able to do things simultaneous.

- Have teachers to learn new skills that they can apply in their teachings. Factors that may influence in their engagement could be their interests, beliefs and motivation.

- I have to make a to-do list, according to my priorities, one of the benefit is increase productivity, because if we could accomplish a lot of tasks then we feel productive but on other side of the coin, there is also disadvantages because the brain simply can't do multiple activities at the same time. So you become stress because so many things are bothering your mind. So many priorities, things to do, what to do first.

1.1.5 How do teachers at Dona Pilar L.Marfori Elementary School perceive the opportunities and challenges for professional growth in their current roles, and what specific factors or conditions influence their engagement in ongoing learning and development?

- Professional growth is perceived as a way to improve one's self not just intellectually but as a whole. Taking us MA is one example to improve ones profession, but workload and personal problems can hinder in achieving this.

- Diverse responsibilities including rational decision-making ethical considerations and leadership roles. Managing these aspects contributes to their professional identity by shaping their values, beliefs and commitment to fostering a positive learning environment.

- Leadership roles empower teachers to influence educational practice and collaborate with stakeholders. Over all, these responsibilities intertwine to mold a teachers' professional identity and significantly influence their teaching practice, contributing to the holistic development of students.

- Strong leadership

- I perceive the opportunities and challenges now as someone who is siguro karon optimistoc person na ko karon, I am now accepting all the different opportunities kay I see opportunity in every challenge. Siguro time went by siguro na human na ko sa mga reklamo na mga reklamador nga personality. And then one specific factor or conditions that influence my engagement in ongoing learning and development. First is to gain professional networks, when I am having this ongoing learning and development, I also gain friends. I also gain colleagues who could help me in the future. Aside from that, one factor is your dedication. If you don't have dedication to commit yourself to engage in professional growth and development, then you will not grow.

- One of the contributing factors that could influence my engagement is maybe on what I could offer, what I could do, those are the factors.

		• It is all about love for teaching. Love in every tasks given to us, just do and accept the challenge, we have to do and learn, and learn, and learn. Love our work.
2. What educational insights can be drawn from the teachers navigating the complex landscape of multiple tasks in Dona Pila I. Marfori Elementary School?	2.1 What valuable educational insights have teachers gained through their experiences in navigating the multifaceted landscape of multiple tasks at Dona Pilar L.Marfori Elementary School, and how do these insights contribute to the overall improvement of the educational environment? 2.2 In what ways do the lived experiences of teachers, as they navigate the challenges of multiple tasks at Dona Pilar L.Marfori Elementary School, offer unique educational insights that can inform and enhance teaching practices, curriculum development, and the overall educational framework within the school?	2.1.1 How do you navigate and prioritize tasks to manage your time effectively, ensuring that both short-term and long-term educational goals are met while handling the diverse responsibilities associated with teaching? • You need to equip yourself because the curriculum is dynamic, it is constantly changing depending on the international demand. We need to improve otherwise we will be left behind. • As a teacher, effective time management involves prioritizing task-based urgency and importance. Breaking down larger goals into smaller, manageable steps help address both short-term and long-term objectives. Creating a schedule, setting realistic deadlines and utilizing tools for organization contribute to efficient time management. Balancing immediate responsibilities like lesson planning. • Prioritizing tasks effectively involves setting clear goals, breaking them to manageable steps and allocating my time wisely. So I use my time wisely. I prioritize based on urgency and importance of the task, what is more urgent is the first thing to be accomplished. So I have a to do list. By focusing on high priority tasks first. This is to ensure that key educational goals are addressed promptly. • Write down all the task. Make a to-do list, many times help work smarter not harder. • There is a need for the management to take a look and study the tasks given to teachers, for example coordinatorship, so that others will also be able to experience handling that area of concern, like at least two years or one year of coordinatorship. A lot will learn, and will gain knowledge and skills so that when the time come that they will depart from DepEd, they will not be left hanging on that area. A lot will be able to help and will be given the chance to take hold of that responsibility. • Negative effects on health. Needs balance. • Since I have these diverse responsibilities associated with teaching, I tend to accept and understand the diversity concepts. I forcefully create a positive work environment. • For me, every years we have the same routine, so every year you learn new techniques and strategies that you will be able to apply for the next year. And that is a positive effect, making improvement from last year's performance. You will be able to see the future directions.
		2.2.2 In your experience, how has collaboration with colleagues, students, and parents contributed to creating a supportive and collaborative educational environment, and what specific strategies have proven effective in fostering teamwork? • Children today are different from yesterday, we need to adapt to them, we can not apply what we have learned before because it might not be applicable for them anymore. Professional development doesn't mean that you will just learn, it could also mean that you will improve in terms of learning a skill, like learning about technology, since awe are catering to 21st century learners we should not be stagnant.

		- Strategies such as regular communication, team building activities and involving parents in decision-making contribute to a cohesive learning environment. Encouraging open dialogue enhance teamwork and create a positive educational atmosphere. - Engaging students through group projects and discussion fosters teamwork, while involving parents in their child's education enhance support system. Strategies like regular meetings have a positive and effective teamwork dynamic. - Increases productivity and performance. Strong relation, Camaraderie. Facilitates opportunities for learning. - In managing time, it has been redundant talking about time management aside from time management we need task management. Between the two, the most important is task management. We all have the time in the world, but how we manage or task is the question. Aside from that, we need to set-up goals, long-term and short-term goals, based on our action plan. In our action plan, it is just a guide for us to have a clearer direction for our goals, but at the end of the day we can carry out the plan in a way that is best suited for that situation. - I believe in the saying it takes a village to raise a child, in the same notion, it takes a community of educators to educate our children. So with collaboration, between and among colleagues, we learn at the same time we are able to improve ourselves. The concept of professional learning community wherein we talk with each other informally and then e address different gaps. Aside from that, I would like to focus on the collaboration with stakeholders, it is very important to be partners with our stakeholders especially in the realization of our homeroom projects, this is to enable our classroom conducive for learning. Our school MOOE is not enough even if we also have canteen funds. We need to tap help from our stakeholders and other private institution. What strategy that I have proven to be effective in fostering team work is give and take relationship. We know that our partner institutions have needs from us, we have to provide them what they ask from us in order to foster effective teamwork, it's like mutualism in Science. - Assessment and evaluation is equal to needs, strengths and weaknesses of the learners. - Give and take strategy. Adaptive practices like collaboration with stakeholders. - Have an action plan as guide for direction. Setting clear goals and allocate time wisely. - Diagnose learners for development. - The collaboration with colleagues, students and parents may or can increase productivity and develop healthy relationship. Sharing ideas and brainstorming help develop unique solutions. - Social collaboration of teachers, like eacher to teacher, teacher to parent, teacher to student. For example if we have learners tagged as LSEN (Learners with Special Educational Needs) social collaboration is very important because we have to ask the parents about the background of the learner, collaborate with teachers who has knowledge in dealing with learners with special needs.

		2.2.3 Share your perspective on the importance of continuous professional development in the field of education? How have opportunities for professional growth positively influenced your teaching practices and overall effectiveness in handling multiple tasks? • Engaging in ongoing professional development has allowed me to integrate innovative teaching strategies, adapt to diverse learning styles and manage multiple tasks with efficiency, ultimately contributing to more impactful educational experience. • Helps you stay comfortable, strive to continually learn and grow. • Continuous professional development • Have an action plan as guide for direction. Setting clear goals and allocate time wisely. • Diagnose learners for development. • Knowledge could either be formal or informal, informal like chit-chatting with colleagues during breaktime or lunchtime. It could also be formal through SLAC sessions. Also, the adaptive practices of the teachers like those who know how to deal with them, we could ask for advice from teachers on that with field of expertise. • Continuous professional development
		2.2.4 How do you incorporate a student-centric approach in your teaching methods, considering the individual needs, backgrounds, and learning styles of your students? Can you provide examples of how tailoring your approach has positively impacted student outcomes? • It should be research-based and student centered. Learning becomes more effective if it is student centered, aside from that, we are required in our RPMS to have activities that are student centered, we are dictated to have a student centered approach, aside from it being research-based, it is a part of our individual performance as teachers. One way to incorporate a student-centric approach you have to start with your lesson plan. It takes time to plan the activities according to the kind of learners that you have. During class observation, that's the time when we give the best and carful thoughts of the activities to be given to the learners with time constraint, pero other than that we could see the positive impact to our students if we plan well our lesson. We follow diligently from the delivery, to assessment, especially the student-centric approach, one good example is the group activity, differentiated instruction. We will accommodate all types of learners being true to the mantra of the department that no student be left behind. • I prioritize a student-centered approach by understanding individual learning styles and adapting my teaching methods accordingly. Incorporating varied instructional techniques and such as visual aids and interactive activities. • Promotes learning through engagement. Differentiated instruction. Teacher as facilitator. • Need to improve skills, we are now technology driven. • Read and read and read. Apply the types of lesson planning like 4A's, 5E's and 7E's in your class. • Learning is effective if student centered approached is used.

| | | • Using some online platforms and ICT's may help the teachers to learn new techniques in teaching students of this generation. |
| | | 2.2.5 As an educator facing a dynamic and ever-changing educational landscape, how do you approach adaptability in response to unexpected challenges or shifts in circumstances? Could you share instances where your ability to adapt has been crucial in maintaining effective teaching practices despite unforeseen circumstances?
• Regular reflection on teaching practices allows me to identify areas for improvement and adjust my strategies accordingly. Collaborating with colleagues, seeking professional development, and actively listening to student feedback contribute to a productive and adaptable approach, ensuring resilience in the world of evolving circumstances.
• Through continuous professional development, I have learned that in the 4A's, the first A stands for Activity therefore the teacher is just a facilitator of learning.
• Read and read the different philosophies of education. Anchor all the philosophies, then we will mix and match, then apply certain activities so that we could see all output of the learners which reflects that it is really student centered. Dedication of the teacher really matters.
• Establish rapport and classroom management. Create an engaging lesson to keep the learners entertained. Willingness to learn. Be observant, go down to the level pf the learners.
• Matatag, ever changing educational landscape, there is an educational shift from so many subjects in the lower grades (primary grades) so now during the shifting they will be teachers who might resist of the change, others are just passive, while some are excited for the change There will be three group of teachers that will arise, but there's a big possibility of teachers liking the change since there would be lesson number of subjects to be taught. Basing on the educational shift, the educational landscape will also change. There will be more SLAC's, trainings and workshops. That is the best weapon we have as teachers, in a dynamic We know that the world is changing. We also have to change our mindset. One instance that I have tested my adaptability is during pandemic. I was not used to having class without actual learners, having to work from home. But my flexibility was tested because we are teachers. Embrace change. Be flexible. Find ways and strategies to align with the present situation and at the same time there is still quality of learning.
• During pandemic our flexibility was tested, we find ways and strategies to align activities. Matatag was develop as an ever-changing educational landscape, educational shift, passive and optimistic.
• As a multi-coordinator, I learn to embrace change and practice mindfulness. Example, when my father died during my online seminar, I need to develop a growth mindset to finish the task before. Growth mindset means to embrace changes. |

APPENDIX F
THEMATIC ANALYSIS FOR RESEARCH OBJECTIVE 1

- Research Objective 1: What are the lived experiences of teachers in navigating the complex landscape of multiple tasks in Dona Pila I. Marfori Elementary School?

STEP 1. Significant Statements and Formulated Meanings		
Significant Statements	**Codes**	**Formulated Meanings**
Teachers often perceive time constraints as significant challenge managing lesson planning, grading and administrative tasks	P2,IDI,L32-33	Teachers frequently view time constraints as a substantial hurdle in effectively handling lesson preparation, assessment, and administrative responsibilities.
Exhausting Mam exhausting, tungod kay kuan sa sobra kadaghan sa trabaho karon murag need jud nimo ibalanse imohang work nga work man jud na sa teacher ug kanang additional work nga murag ancillary na… *(it is exhausting to have multiple tasks, though it is my job, it is hard to do all tasks at one time)*	P4,IDI,L68-70	Juggling numerous tasks is draining; while it's part of my job, managing them all simultaneously proves to be a challenging feat due to time constraints.
Usahay dili na nato ma, malibog na ta unsay atong unahon , ang as a teacher role as a clasroom teacher or katong ancillarynga task or buhaton nimo siya at the sme time lisud cya so describe your inter action kapoy, tiring and exhausting (at times it is confusing which task comes first; to be a teacher or a coordinator)	P5,IDI,L113-115	At times, the dilemma of prioritizing between being a teacher and a coordinator becomes confusing, given the constraints on time.
…various tasks as part of their work and would do different levels of decision making that can sometimes be frustrating and stressful due to their multiple tasks and responsibilities	P1,IDI,L4-6	Engaging in diverse tasks and decision-making levels as part of their job, professionals often find themselves grappling with frustration and stress stemming from multiple responsibilities.
sustained high workload can often lead to stress and burn-out, negatively impacting their satisfaction and effectiveness	P2,IDI,L38-39	Sustained high workload levels can result in stress and burnout, adversely affecting job satisfaction and overall effectiveness for individuals.
When the demand exceeds an individual resources, it can lead to burnout, decrease job satisfaction and ineffectiveness.	P6,IDI,L131-132	When the demand surpasses an individual's resources, it can result in burnout, diminished job satisfaction, and reduced effectiveness, highlighting the detrimental impact of workload pressure.
…multi-tasking by balancing various responsibilities such as planning lessons, grading and addressing student's needs. The benefits include increased productivity and flexibility… The inability to focus on different things is one of the strengths of the incredible minds.	P2,IDI,L45-47	Efficiently manage a diverse range of responsibilities, such as lesson planning, grading, and addressing student needs, through strategic multitasking, resulting in heightened productivity and adaptability.

	P6,IDI,L133	Exceptional minds thrive on the ability to concentrate singularly, turning the inability to focus on various things into a unique strength.
kun moingon ka ug naa siyay benefit, naapud siyay kanang disadvantage so and disadvantage man gud niya is kanag the brain simply can't do multiple activities at the same time. (one disadvantage of multitasking is that the brain simply can't do multiple activities at the same time)	P7,IDI,L167-169	A drawback of multitasking lies in the brain's incapacity to perform multiple activities simultaneously, illustrating the challenge of handling diverse tasks concurrently.

STEP 2. Formulated Meanings and Clustered Themes

Formulated Meanings	Themes
Teachers frequently view time constraints as a substantial hurdle in effectively handling lesson preparation, assessment, and administrative responsibilities. Juggling numerous tasks is draining; while it's part of my job, managing them all simultaneously proves to be a challenging feat due to time constraints. At times, the dilemma of prioritizing between being a teacher and a coordinator becomes confusing, given the constraints on time.	*Maneuvering Time constraints*
Engaging in diverse tasks and decision-making levels as part of their job, professionals often find themselves grappling with frustration and stress stemming from multiple responsibilities. Sustained high workload levels can result in stress and burnout, adversely affecting job satisfaction and overall effectiveness for individuals. When the demand surpasses an individual's resources, it can result in burnout, diminished job satisfaction, and reduced effectiveness, highlighting the detrimental impact of workload pressure.	*Facing Workload pressures*
Efficiently manage a diverse range of responsibilities, such as lesson planning, grading, and addressing student needs, through strategic multitasking, resulting in heightened productivity and adaptability. Exceptional minds thrive on the ability to concentrate singularly, turning the inability to focus on various things into a unique strength. A drawback of multitasking lies in the brain's incapacity to perform multiple activities simultaneously, illustrating the challenge of handling diverse tasks concurrently.	*Handling Diversity of their responsibilities*

THEMATIC ANALYSIS FOR RESEARCH OBJECTIVE 2

- **Research Objective 2:** What educational insights can be drawn from the teachers navigating the complex landscape of multiple tasks in Dona Pila I. Marfori Elementary School?

STEP 1. Significant Statements and Formulated Meanings

Significant Statements	Codes	Formulated Meanings
Effective multitasking …workload pressures by engage in multi-tasking, by balancing various responsibilities such as engaging in peer trips, team building activities.	P2,IDI,L43-44	Effectively navigate workload pressures by multitasking and balancing diverse responsibilities, including participation in peer trips and team-building activities.
And how do I approach this, just like others naa tay time management, ang importante naa tay task management.	P2,IDI,L87-88	Emphasizing the significance of time management is crucial for efficiency

(it is important to have time managnent) we are able to manage diverse responsibilities and in that skill of managing those responsibilities, in turn we will also be able to develop the skill of multi-tasking	**P5,IDI,L119-120**	Mastering diverse responsibilities not only enhances our ability to manage tasks but also cultivates the skill of effective multitasking
Professional growth ...Taking us MA is one example to improve ones profession, but workload and personal problems can hinder in achieving this.	**P1,IDI,L29-30**	Pursuing a Master's degree is a pathway to enhance professional growth, yet challenges like workload and personal issues may impede progress.
these responsibilities contribute to my professional identify by becoming flexible kay wala man koy laing choice kundi kay kung di nako siya trabahuon ihatag gihapon sa akoa especially when it comes to subjects.	**P4,IDI,L6-98**	Embracing various responsibilities not only shapes my professional identity but also fosters adaptability, especially when limited choices are available, particularly in subject matters."
Have teachers to learn new skills that they can apply in their teachings	**P6,IDI,L138**	Encourage teachers to acquire new skills that are directly applicable to their teaching, promoting continuous professional development and improvement.

nings and Clustered Themes

Formulated Meanings	Clustered Themes
Effectively navigate workload pressures by multitasking and balancing diverse responsibilities, including participation in peer trips and team-building activities. Emphasizing the significance of time management is crucial for efficiency Mastering diverse responsibilities not only enhances our ability to manage tasks but also cultivates the skill of effective multitasking	*Performing Effective multitasking*
Pursuing a Master's degree is a pathway to enhance professional growth, yet challenges like workload and personal issues may impede progress. Embracing various responsibilities not only shapes my professional identity but also fosters adaptability, especially when limited choices are available, particularly in subject matters." Encourage teachers to acquire new skills that are directly applicable to their teaching, promoting continuous professional development and improvement.	*Continuing Professional growth*