

RESEARCH ARTICLE

Rationalization of the scope of work: evaluation of imbalances and opportunities of multi-tasking

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ABSTRACT. The purpose of this undertaking was to determine the imbalances and opportunities of multitasking of teachers in their workplace. Teachers have one of the most important jobs in the world. They fill in the shoes of too many different professions like a parent, disciplinarian, judge, administrator, academic experts, mentor, and more, and probably all-time. It's no secret that our teachers get so many things done that it's no wonder that they've become experts in multitasking. This study evaluates the imbalances and opportunities of multitasking of 60 teachers handled general education and major subject. Purposive surveys a descriptive quantitative and qualitative method was applied survey and interviews will be conducted; to rationalize the scope of work, were employed as research instruments to collect responses on imbalances and opportunities of multitasking. The research findings showed the majority of teachers strongly agreed with the opportunities of multitasking in terms of Integration of Diverse Work, and imparting knowledge to co-instructor. It further revealed that most of the respondents that practice multitasks were men. To divert the emphasis on the imbalances of multitasking, the administration should be able to motivate instructor in terms of giving honoraria to those who extend their working hours and acknowledging them also during the ceremonial events.

KEYWORDS: *Multitasking, Excessive Workloads, Teachers, Imbalances, Opportunities, Physiological Effect*

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Introduction

The concept of multitasking refers to the practice of engaging in multiple tasks concurrently within a designated timeframe. Multi-tasking refers to the act of engaging in multiple tasks simultaneously, often involving the performance of various duties that may not be directly related to one's primary job responsibilities. When an individual achieves a high level of proficiency in two tasks, it becomes feasible to swiftly redirect their attention between these tasks, resulting in effective performance in both.

The objective of this study was to assess the imbalances and opportunities experienced by teachers in relation to the excessive workloads assigned to them, potentially resulting in the need to manage multiple work tasks. This study also sought to assist the organization in gaining a deeper understanding of their employees' productivity. Teaching and learning particularly in the

assessment of learners during a time of crisis trapped in many structural and practical challenges (Chavez, J., & Lamorinas, D. D. 2023). Provide valuable insights into the adaptation of assessment practices in the context of online education. By examining the evaluation of imbalances and opportunities in multi-tasking, this research seeks to contribute to a better understanding of the challenges and potential solutions in this area.

When engaging in the task at hand, educators who engage in multitasking must effectively allocate their time, exhibit adaptability, demonstrate expertise in their primary responsibilities, and allocate sufficient time to accomplish their objectives. It is recommended to prioritize your tasks in order to enhance productivity and efficiency. By organizing your tasks based on their importance and urgency, you can allocate your time and resources more effectively. Prioritization allows you When organizing your weekly schedule, it is advisable to plan each day with careful consideration. By allocating specific tasks and responsibilities to each day, individuals can effectively manage their time and ensure a productive work week. It is crucial to maintain a steady pace throughout the day, as this promotes focus and efficiency. To assess the practices of academic integrity mechanism and the experiences of humanized teaching among teachers and students (Chavez, J.V. 2023). When it comes to the evaluation of imbalances and opportunities in multitasking within the context of work scope rationalization, the assessment of online academic integrity and the implementation of humanized teaching techniques provide useful insights into the aspects that can impact the evaluation of these factors.

Additionally, minimizing distractions is essential for maintaining concentration and maximizing productivity. In order to effectively manage their multitasking, teachers should allow themselves regular breaks, maintain focus, and create a to-do list. These strategies can help teachers optimize their productivity and ensure that they are able to handle multiple tasks efficiently. The following solutions are being proposed in order to effectively address the challenges faced by teachers in the workplace. In order to shift the focus away from the imbalances associated with multitasking, it is recommended that the administration consider implementing strategies to incentivize teachers. One potential approach could involve providing honoraria to teachers who are willing to extend their working hours. Instructors, and female employees play vital roles in providing high-quality services at all levels of the labor system. A better understanding of the larger dynamics of gender, governance, and workplace policies can be gained through the promotion of policy knowledge and organizational compliance with regard to the Magna Carta for women who are employed in the workplace as health professionals, teachers, and income earners earning minimum wage. These realizations have the potential to contribute to a more thorough knowledge of the aspects that can influence the evaluation of imbalances and opportunities in work scope rationalization, particularly in regard to gender equality, policy implementation, and organizational practices (Chavez JV, Gregorio MW, Araneta AL, Bihag CD. 2024).

Additionally, recognizing these teachers during ceremonial events would further enhance their motivation and sense of acknowledgement. The phenomenon of multitasking has been observed to have the potential to enhance individuals' ability to accomplish their objectives and engage in a wider range of activities. Furthermore, it has been observed that the execution of specific tasks may be negatively impacted, resulting in the occurrence of errors and a subsequent decrease in overall productivity (Sanbonmatsu et al., 2013). The comprehension of the concealed expenses associated with multitasking may assist individuals in making informed decisions regarding strategies that enhance their productivity. Primarily, this can be achieved by refraining from engaging in multitasking, particularly when dealing with intricate tasks. Educators creatively apply

adaptive economic strategies and how government should aid them during a global crisis (Chavez JV, Del Prado R, Estoque M 2023). The impact of the pandemic on the income of women educators, their strategies for adapting to the situation, and the government's efforts to support their recovery. The findings shed light on the imbalances and opportunities that can arise when evaluating the rationalization of work scope, particularly in terms of gender disparities and economic effects.

Furthermore, it has been reported in research that conflict may occur in situations where multiple tasks necessitate the utilization of the same peripheral resource or when multiple tasks demand attention from the central procedural resource. It is important to note that the complex interaction between resource parallelism and the possibility of resource conflicts leads to a diverse range of multitasking situations. These scenarios serve as a means to showcase the capabilities and constraints of human multitasking, as highlighted by Taatgen (2007). According to a report by the Manila Times in 2017, it was observed that teachers in Bataan, Philippines were engaging in extreme multitasking. The teachers themselves acknowledged that conducting two classes simultaneously posed significant challenges and led to confusion. Different layers of discriminatory practices against certain genders, language biases against women and LGBT including elements of stereotyping and disempowering tools against the personal images of subordinate genders (Chavez, J.V., Lamorinas, D.D., and Ceneciro, C.C. 2023). Discourse analysis of message patterns in online gender-based comedy, discriminatory practices, biases, stereotyping, and disempowering tools gives light on the larger dynamics of power, biases, and stereotypes in online interactions. This can help us gain a more comprehensive understanding of the social and cultural elements that determine workplace imbalances and opportunities, such as the impact of discriminatory behaviors and biases on multitasking and work scope rationalization.

One potential concern is that a student may deviate from their assigned class and engage in the activities of another class. According to Ambrocio (2017), teachers encounter challenges when attempting to multitask in the context of teaching. This is primarily due to the need for pupils to maintain their focus during instruction. Furthermore, the situation becomes even more arduous when teachers are faced with the task of managing combined classes, as this presents additional difficulties for both teachers and pupils.

Research Questions

1. What is the demographic profile of the respondents in terms of:
 - a. Age
 - b. Gender
 - c. Specialization
2. What are the imbalances of multi-tasking in terms of:
 - a. Physiological Effect
 - b. Attitude Towards Work
 - c. Out of Focus
3. What are the opportunities for multi-tasking in terms of?
 - a. Improving Ability to Time Management
 - b. Integration of Diverse Work
 - c. Imparting knowledge to co-instructor
4. Is there any significant difference in the imbalances and opportunities of multi-tasking when data is grouped on the demographic profile?

Literature

This section focuses on the literature and readings relevant to the subject of the study. The literature review in this chapter provides a solid basis for this study by examining the evaluation of imbalances and opportunities of multitasking and its effects on teachers/individuals' lives.

Multitasking involves the capacity to focus on multiple pieces of information simultaneously or to perform multiple tasks concurrently. Performing multiple tasks during a specified period is a common practice. When someone multitasks, their attention is not evenly divided between two tasks. Instead, their attention quickly moves from one task to another. However, multitasking can have a negative impact on their performance in those tasks. Switching between tasks can significantly decrease productivity, leading to longer completion times and a higher likelihood of errors.

Multitasking of Teachers

The teacher's responsibilities have been noted to become more intricate and demanding. There are several factors contributing to this phenomenon, such as shifts in society, evolving work responsibilities, and the changing values and expectations associated with teaching. Additionally, teachers often find themselves multitasking and constantly reflecting on their work. Studies indicate that engaging in multiple tasks can have positive effects on a teacher's life, including increased productivity, improved time management, and a greater sense of responsibility. Additionally, multitasking can have a detrimental impact as it can result in a loss of focus, increased likelihood of errors, and decreased productivity.

Teachers are skilled at managing multiple tasks. They have a wide range of responsibilities, including guiding student learning, providing guidance and discipline, assessing student progress, and mentoring administrators. Teachers must be able to multitask effectively and respond promptly to the needs and demands of higher authority. The demanding nature of juggling multiple tasks falls on teachers, who must ensure they remain productive while handling a diverse range of responsibilities and constantly shifting between them.

Physiological Effect

Attempting to manage multiple tasks simultaneously, particularly those that require significant mental effort, can have a negative impact on overall productivity. It may not come as a surprise to many individuals who have experienced the distraction of talking on the phone while multitasking, such as checking emails or driving. However, the true magnitude of this issue can be quite shocking. Psychologists who investigate the effects of multitasking on cognition have discovered that the human mind and brain are not well-suited for handling multiple tasks simultaneously. Psychologists often compare the job to choreography or air-traffic control, emphasizing that mental overload can lead to disastrous outcomes in these high-pressure situations. In the mid-1990s, researchers Robert Rogers and Stephen Monsell discovered an interesting phenomenon. They observed that individuals were consistently slower when switching between two tasks, even when the switch was completely predictable every two or four trials. This finding suggests that task-switching trials are inherently more challenging than task-repeat trials. In addition, extending the time between trials for preparation decreased the cost of switching, although it was not completely eliminated. It seems that there are two components to the switching cost. One is related to the time it takes to adapt the mental control settings, which can be done beforehand if there is

enough time. The other component is caused by competition resulting from the carry-over of control settings from the previous trial, which doesn't seem to be affected by preparation.

Methodology

This chapter provides an overview of the study, including the research design used for presentation, analysis, and interpretation. It also discusses the philosophical assumptions, the role of the researcher, the research participants, the data collection process, data analysis, and the trustworthiness of the study. Additionally, it addresses the ethical considerations involved in the research process.

1. Population and Sampling Design

For this study, a purposive sampling technique was employed, and a combination of quantitative and qualitative methods were used, including surveys and interviews. The participants of the study were 60 teachers from various colleges of Zamboanga Peninsula Polytechnic State University, who taught major subjects and General Education courses. Divided into two groups, one consisting of 60 respondents aged 23-32 years old, and the other consisting of respondents aged 33 years old and above.

2. Research Instruments

This study is based on quantitative research and involved collecting data using an original instrument. Study on the extent of work: Assessing Imbalances and possibilities of Multitasking. There are six categories and 26 statements to consider. The 1-4 scale served as the foundation for determining the survey results. Regarding the description, we have ratings of Strong Agree (SA) 4, Agree (A) 3, Disagree (D) 2, and Strongly Disagree (SD) 1. A reliability test was conducted prior to data collection and processing, which yielded a Cronbach's Alpha coefficient of 0.86 for the questionnaires.

3. Data Gathering Procedure

Once the instrument was validated, the researchers obtained a writer permit from the Dean of the College of Engineering and Technology and the Director of the Department of Technical Education. This permit allowed them to conduct a survey through a written letter. The team distributed survey questionnaires to the participants and provided a clear explanation of the study's purpose. They also ensured that each participant met the predefined criteria. The data was collected through a survey questionnaire that included questions about age, gender, and whether the participants were shop teachers or general teachers with a specialization.

4. Data Analysis Process

In order to interpret the analysis of data, a descriptive statistic was utilized: Frequency and percentage refer to the numbers or ratio of those numbers to the total results obtained in the survey, specifically the relative frequency. A statistical method was employed to assess the imbalances and opportunities in multi-tasking. Another statistical analysis was conducted to determine if there were significant differences in these imbalances and opportunities.

Results

Question 1. What is the profile of the respondents in terms of: age, Gender and specialization?

Table 1.0 Profile of the Respondents in terms of Age

Age	Frequency	Percent (%)
23-32years old	32	53.33
33 years old and above	28	46.67

Table 1.0 shows the age profile of the person who responded to the survey. On the other hand, out of the sixty teachers working in higher education, forty-six (76.67%) fall within the age range of twenty-three to forty years old, and fourteen (23.33%) fall within the age range of forty-one years and older.

A total of 46 respondents, or 76.67 percent, fall within the age range of 23 to 40 years old, according to the findings of the survey. This suggests that the majority of the people who responded are in the medium age range, which is at least within the digital age range.

Table 2.0 Profile of the Respondents in terms of Gender

Gender	Frequency	Percent (%)
Male	38	63.33
Female	22	36.67
Total	60	100.0

Table 2.0 show the gender breakdown of the people who responded to the survey. According to the data supplied, there are 38 male respondents (63.33%) and 22 female respondents (36.67%) in the Zamboanga City Division’s higher education sector. Based on this, it may be deduced that there are a greater number of male instructors than female instructors. As a result, the majority of the people who participated in this study were male instructors.

Table 3.0 Profile of the Respondents in terms of Area of Specialization

Specialization	Frequency	Percent (%)
General Education	23	38.33
Shop Major	37	61.67
Total	60	100.0

Table 3.0 show the profile of the people who responded in terms of their areas of specialization. It is clear that each of the respondents has a certain field of specialization in General Education, with 23 (38.33%) of them falling under Shop Major, and 37 (61.67%) falling under Shop Major.

The conclusion that can be drawn from this is that the majority of the individuals who participated in the survey have a particular area of expertise in the field of Shop Major. This suggests that there are a greater number of professors who specialize in Shop Major among the higher education institutions in the Zamboanga City Division. It’s possible that this is due to the fact that instructors in higher education focus more on significant subjects.

Question 2. What are the imbalances of multi-tasking in terms of: Physiological Effect, Attitude towards Work and Out of Focus?

Table 4.0 The imbalances of multi-tasking in terms of Physiological Effect

1. Because of excessive workloads I can’t eat on time that’s why I lose weight	2.82	Agree
2. Because of multi-tasking I get sick	2.58	Agree
3. Because of excess work I feel weak	2.63	Agree
4. Because of excess work I eat a lot that’s why I gained weight	2.50	Disagree

Overall Mean/ Description	2.63	Agree
<i>3.26-4.00 Strongly Agree, 1.76-2.50 Agree, 1.76-2.50 Disagree and 1.00-1.75 Strongly Disagree</i>		

Table 4.0 demonstrates that the respondents are in agreement with the statements that are included under the Physiological effect category, with a mean score of 2.63 overall. To be more specific, the respondents rated themselves as agreeing with the following statements: Because of excessive workloads, I am unable to eat on time, which is the reason I lose weight (2.82), Because of multitasking, I become sick (2.58), they also agree with the statement that because of excess work, I feel weak with a mean of (2.58), and they only disagree with the statement that when I eat a lot because of excess work, I gain weight (2.50). Consequently, this indicates that the instructors are subject to the Physiological Effect pertaining to multitasking.

Table 5.0 The imbalances of multi-tasking in terms of Attitude towards Work

Statement	Mean	Description
1. Because of Multi-tasking my interest in work is reduced.	2.68	Agree
2. I don't find satisfaction in my work because of the excess work cause by multi-tasking	2.77	Agree
3. I feel bad doing a lot of works beyond my job description.	2.83	Agree
4. Even if I'm given other tasked I feel happy in my work.	3.37	Strongly Agree
5. I feel productive even I have excess of work.	3.17	Agree
6. I enjoy doing my work even if I'm given other tasked.	3.20	Agree
Overall Mean/ Description	2.99	Agree
<i>3.26-4.00 Strongly Agree, 1.76-2.50 Agree, 1.76-2.50 Disagree and 1.00-1.75 Strongly Disagree</i>		

Table 5.0 demonstrates that the respondents are in agreement with the statements that are included in the Attitude towards Work category, with a mean score of (2.99) overall. The respondents gave the statement a rating of "strongly agree." Regardless of whether I am assigned extra tasks or not, I am content with the work that I am doing. (3.37), and we are in agreement with I have less interest in my work as a result of multitasking (2.68), I do not find satisfaction in my work as a result of the excess work that is caused by multitasking (2.77), and I feel awful about completing a lot of work that is not related to my job description. I am able to feel productive even when I have an excessive amount of work (3.17), and I take pleasure in performing my work even when I am assigned additional tasks. It is 3.20. This indicates that the instructors continue to maintain a good attitude about their work.

Table 6.0 The imbalances of multi-tasking in terms of Out of Focus

Statement	Mean	Description
1. Because of excess work I cannot finish my job within my job description.	2.95	Agree

2. I'm out of focus when they give me other tasks even when I am not done yet with my first task	3.12	Agree
3. I am out of focus when I feel under pressure because of excess of work that was given to me.	3.15	Agree
4. Attempting to finish two types work in a day leads me to less of focus.	2.88	Agree
Overall Mean/ Description	3.03	Agree

3.26-4.00 Strongly Agree, 1.76-2.50 Agree, 1.76-2.50 Disagree and 1.00-1.75 Strongly Disagree

Table 6.0 demonstrates that the respondents are in agreement with the statements that are classified as out of focus, with a mean score of 3.03 overall. All of the statements were evaluated as agreeable by the respondents. I am unable to complete my job within the parameters of my job description (2.95), I am unable to concentrate when they give me more assignments even though I have not yet completed my first task (3.12), and I am unable to concentrate when I feel pressured as a result of the excessive amount of work that was assigned to me. As of 3.15 My ability to concentrate decreases when I try to complete two different kinds of work in a single day (2.88). When instructors engage in multitasking, it indicates that they have lost their ability to concentrate.

Question 3. What are the opportunities of multi-tasking in terms of: Improving Ability to Time Management Integration of Diverse Work and imparting knowledge to co-Instructor?

Table 7.0 The Opportunities of multi-tasking in terms of Improving Ability to Time Management

Statement	Mean	Description
1. Because of multi-tasking I am able to adjust my time going early at work.	3.22	Agree
2. I can easily manage my work schedule even I have other task to do.	3.32	Strongly Agree
3. Multi-tasking taught me to be more aware of deadlines.	3.15	Agree
4. Because of multi-tasking I became more efficient at work.	3.10	Agree
Overall Mean/ Description	2.63	Agree

3.26-4.00 Strongly Agree, 1.76-2.50 Agree, 1.76-2.50 Disagree and 1.00-1.75 Strongly Disagree

Table 7.0 demonstrates that the respondents are in agreement with the statements described in the section under “Improving Ability to Time Management,” with a mean score of 2.63 overall. Ratings were given by the respondents. There is no doubt in my mind that I am able to effortlessly manage my work schedule, even when I have other tasks to complete. Rated agree with the statement, and scored it as 3.32 I am able to rearrange my time so that I arrive at work earlier than usual since I am able to multitask (3.23). As a result of my ability to multitask, I became more

efficient at work (3.10). I became more conscious of the need of meeting deadlines (3.15).The ability of instructors to control their time is improved as a result of multitasking.

Table 8.0 The Opportunities of multi-tasking in terms of Integration of Diverse Work

Statement	Mean	Description
1. Because of extra task that was given to me I gain extra skills	3.50	Strongly Agree
2. I gained knowledge because of the new type of work that were assign to me	3.57	Strongly Agree
3. When someone asks me to do the same task beyond my job description I can already do it faster than the first time I did it.	3.37	Strongly Agree
4. I can now accommodate multi-tasking because of the possibility of new knowledge	3.18	Agree
Overall Mean/ Description	3.40	Strongly Agree

3.26-4.00 Strongly Agree, 1.76-2.50 Agree, 1.76-2.50 Disagree and 1.00-1.75 Strongly Disagree

Table 8.0 demonstrates that the respondents have a high level of agreement with the statements that are included in the Integration of Diverse Work category, with an overall mean score of 3.40. The ratings given by the respondents When someone asks me to perform the same task that is outside of my job description, I am already able to complete it more quickly than the first time I did it. I strongly agree with the statement that I gained knowledge as a result of the new type of work that was assigned to me (3.50). I gained knowledge as a result of the new type of work that was assigned to me (3.57).(3.37), and I only agree with the statement that I am now able to adapt multitasking because of the opportunity of gaining new knowledge (3.18). This indicates that teachers are able to incorporate a variety of subjects.

Table 9.0 The Opportunities of multi-tasking in terms of imparting knowledge to co-instructor

Statement	Mean	Description
1. I can help my co-teacher if they don't know what to do because I experience it already even if it's not part of my job.	3.80	Strongly Agree
2. Because of the new knowledge that I acquired I can already assist my colleagues in their works.	3.63	Strongly Agree
3. Because of the experience I gained in multi-tasking I am confident to give suggestion to my co-teacher at work.	3.75	Strongly Agree
Overall Mean/ Description	3.73	Strongly Agree

3.26-4.00 Strongly Agree, 1.76-2.50 Agree, 1.76-2.50 Disagree and 1.00-1.75 Strongly Disagree

Table 9.0 demonstrates that the respondents are in complete agreement with the assertions regarding the transfer of information to the co-instructor, with a mean score of 3.73 overall. The ratings given by the respondents Because of the new information that I have acquired, I am already able to assist my colleagues in their work (3.63), and because of the experience that I have gained

in multitasking, I am confident in giving suggestions to my co-teacher at work (3.75). I strongly agree with all of the statements. I am able to assist my co-teacher if they are unsure of what to do because I have already experienced it, even though it is not part of my job. Consequently, this indicates that teachers pass on their expertise by acquiring it through the increased workloads they have to deal with.

Question 4. Is there any significant difference on the imbalances and opportunities of multi-tasking when data is group on the demographic profile?

Table 10 The two-way ANOVA Result on the imbalances and opportunities of multi-tasking when data is group on the demographic profile

Source	Type III Sum of Square	Mean Square	F	p-value @ 0.05	Decision
Age	.035	.035	0.667	.418	NS
Gender	.045	.045	0.868	.356	NS
Specialization	1.93	1.93	3.687	.060	NS
Age, Gender &Specialization	.083	.083	1.575	.215	NS

Table 10 demonstrates the differences in the difficulties and opportunities associated with multitasking when the data is grouped according to the demographic profile. Using the two-way analysis of variance (two-way ANOVA), the following p-values were obtained: 0.667, 0.868, 3.687, and 1.575. The threshold of significance was set at $\alpha=0.05$. The p-values for age, sex, and specialization, as well as the combination of age, sex, and specialization, were 0.418, 0.356, 0.60, and .215, respectively. When the data are grouped according to the demographic profile, this indicates that the disparities between the imbalances and opportunities of multitasking are not significantly different from one another.

Discussion

Question 1. What is the profile of the respondents in terms of: age, Gender and specialization?

In terms of demographics, there are three categories that are provided: age, gender, and specialization. A significant proportion of the respondents fall within the age range of 23 to 32 years old. When it comes to gender, the large majority of responders are male, and the majority of them are students majoring in shop.

Question 2. What are the imbalances of multi-tasking in terms of: Physiological Effect, Attitude towards Work and Out of Focus?

There are three different categories that fall under the umbrella of multitasking imbalances. Attitude toward work and a lack of focus are the physiological effects of this. When it comes to the physiological effect, the findings indicate that the majority of respondents are in agreement that they have a physiological effect when they engage in multitasking. This merely suggests that performing multiple tasks at the same time is likely to have a physiological effect on an individual. The mind and the brain were not intended to be used for heavy-duty multitasking, according to the findings of psychologists who investigate what happens to cognition (mental processes) when people attempt to accomplish more than one activity at the same time.

Regarding the respondent’s attitude toward their work, these results indicate that they continue to have a good attitude toward their work. According to the findings of a recent survey conducted by Gallup, ninety percent of the employees who were polled stated that they were at least

somewhat content with their jobs. A recent study conducted by SHRM found that forty percent of employees were extremely satisfied (What keeps employees satisfied, 2007).

The findings of the study on Out of Focus indicate that the respondents are in agreement that multitasking causes people to lose focus. Switching your attention from one activity to another not only has the potential to disrupt your concentration each time you change, but it may also have an impact on your productivity for each individual aim.

Question 3. What are the opportunities of multi-tasking in terms of: Improving Ability to Time Management Integration of Diverse Work and imparting knowledge to co-Instructor?

The opportunities to multitask are broken down into three distinct groups. Increasing Capacity to Manage One's Time Including a variety of work and sharing information with the co-instructor are both priorities. As a result of the findings under the heading "Improving Ability to Time Management," it can be deduced that multitasking encourages instructors to effectively manage their time and to use it for activities that are more productive at their place of employment.

Regarding the Integration of Diverse labor, the majority of the respondents received or acquired new information through excess labor, as indicated by the results. It merely demonstrates that teachers have a favorable attitude toward knowledge, despite the fact that particular knowledge is not within their area of competence.

According to the findings of the section on imparting knowledge to co-instructors, the majority of instructors are able to share the knowledge that they have acquired, and they also are able to impart that knowledge to their co-instructors. In this way, multitasking or the knowledge that is gained through excessive work has a positive impact on their colleagues and the workplace.

Question 4.

Is there any significant difference on the imbalances and opportunities of multi-tasking when data is group on the demographic profile?

On the basis of the findings, the two-way analysis of variance (two-way ANOVA) is utilized when the data is grouped according to the demographic profile. When the data are grouped according to the demographic profile, there is no discernible difference between the possibilities and imbalances that come with multitasking. Based on the data, it can be observed that every single p-value above the threshold of $\alpha=0.05$.

Conclusion

The school administration should prioritize addressing the issue of excessive workload for instructors. This will allow them to identify areas for improvement. Additionally, recognizing the efforts of instructors will help to keep them motivated while handling their tasks and multitasking.

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