

ACADEMIC MULTITASKING: SCHOOL PRINCIPALS AS THE CENTER OF ATTENTION

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ABSTRACT

This study provided the information relative to the multitasks of elementary school principals and the productivity development of the schools in the Second Congressional District of Cotabato Province School Year 2020-2021. Mixed method specifically the explanatory sequential design employed in the research. Results show that the school principals always practice instructional supervision, community linkages, and school leadership, management, and operation. In the extent of productivity development of schools, the teacher-respondents are strongly agreed that the principals develop the physical, academic and non-academic aspects of the schools. Instructional supervision, community linkages, and school leadership, management, and operations are all highly significant with the physical, academic, and non-academic development. Principals' community linkages and school leadership, management, and operation have greatly influenced physical development. Academic development strongly influenced by community linkages and also influenced by instructional supervision and school leadership, management, and operations. Non-academic development significantly influenced by instructional supervision, community linkages, and school leadership, management and operations. The principals' personal experiences on multitasking are that it is time efficient, planning ahead of time but it caused them stress. In order to face the challenges brought by multitasking they practiced proper time management and utilization of online tools. Lastly, they suggested that they have to delegate the work and set their priorities.

Keywords: multitasking, school productivity development, instructional supervision, community linkages, school leadership, management and operation, physical, academic and non-academic

1. INTRODUCTION

Undeniably, the role of the principal nowadays is not only focused on administration and supervision of schools but to do all the additional errands as mandated by the Department of Education orders and other laws that governs it. These additional obligations given to school principals are known as multitasks. Indeed, school heads of today have the plethora of functions not only in school but also in the community that they are serving. Hence, these give them problems especially in fulfilling their duties and responsibilities especially on the submission of reports.

The school principals form the educational leadership team who are heralded as crucial to the efficiency of programs and activities. However, this has been debated especially on educational policy with regards to improving schools. As mentioned by Naveh-Benjamin et al (2000) that multitasking is more focused that to the division of the attention. For the newly installed school principals, many of them were flabbergasted by the transition in the new helm of educational leadership wherein they have to face gargantuan responsibilities in which some of them are diverse are unpredictable (Spillane & Lee, 2014).

Researches on effective schools affirmed that a school principals' efficiency can have a direct impact on the outcomes, and student achievement. In addition, this can

be made into reality by recruiting and motivating teachers who have the ability to verbalize the vision and mission of school, as well as their resource management skills and support to pedagogy and learning outcomes (Horng et al., 2009). As a matter of fact, principals influence on the attitude of teachers can create a positive result especially on the achievement of the students. Meanwhile, the condition of the working environment and the perceived leadership were the significant factors that identified teachers' effectiveness in their respective classes and also influenced them to remain or leave in the teaching profession (Ladd & Dinella, 2009).

On the other hand, school productivity development plays a crucial role in developing the students in different facets of their academic pursuits. Thus, the school principal has to see to it that they are performing well in academic and non-academic activities. This can be done through the unending support of teachers and the stakeholders. Also, the availability of different facilities and equipment can help learners to improve their talents and skills (Uline & Tschannen-Moran, 2008; Hanssen & Solvoll, 2015; Mitchell & Sutherland, 2020).

Notwithstanding, it was found out that literatures are only limited on supervision (Drake, 1984; Marks & Nance, 2007) and on school management of the principals

(Halawah, 2005; Day & Leithwood, 2007). Other studies are focused on instructional leadership (Blasé and Blasé, 1999; Lambert, 2002; Marks & Printy, 2003), and leadership characteristics (Sweetland & Hoy, 2000; Silins & Mulford, 2002). There are no studies relative to the association of multitasks on school productivity development in the local parlance. Thus, this study was conceptualized and pursued.

2. STATEMENT OF THE PROBLEM

This study provided the information relative to the multitasks of elementary school principals and the productivity development of the schools in the Second Congressional District of Cotabato Province.

Specifically, it was intended to answer the following research questions:

1. What is the level of multitasking of school principals in terms of instructional supervision, community linkages, and school leadership, management, and operations?
2. What is the extent of productivity development of different schools in Second Congressional District of Cotabato Province in terms of physical, academic, and non-academic?
3. Is there a significant relationship between multitasking of school principals and school productivity development?
4. Does multitasking of school principals influence the school productivity development?
5. What are the personal experiences of the school principals in performing and fulfilling of multitasks?
6. How do the principals face the challenges of having multitasks?
7. What suggestions and recommendations could they share to other school principals in fulfilling the multitasks assigned to them?
8. What intervention plan maybe proposed based on the findings of the study?

3. CONCEPTUAL FRAMEWORK

Figure 1 presents the conceptual framework of the study. A significant relationship and influence were sought between the indicators of multitasking of school principals and the school productivity development. Meanwhile, anchoring on the multitasks of the school principals are their lived experiences. These will be the bases for the creation of the intervention program which will be the output of this study.

It was said that multitasking is part of the principal's life. They need to fulfill different duties and responsibilities as the leader of the school. As a matter of fact, there was a significant difference between job satisfaction of teachers and their level of assessment of principal's instructional supervision. Another, it determines jobs satisfaction teachers (Ilgan et al., 2015).

Similarly, the school principal has the opportunity to play as they establish the conditions with the learning communities. They usually do it through dialogue (Spanneut, 2010). Corollary to this, their leadership behavior and effectiveness made an impact on teachers

and the performance of the students. The sense of their leadership made a difference that resulted to efficacy (Soehner & Ryan, 2011).

Furthermore, principals led through a more transformative style, a source of inspiration as well as motivation ideal in influencing the lives of the teachers, community, and the learners in general. They also focused on collaboration, communication, and have higher expectations. These are all can be important in promoting academic achievement (Brander, 2013).

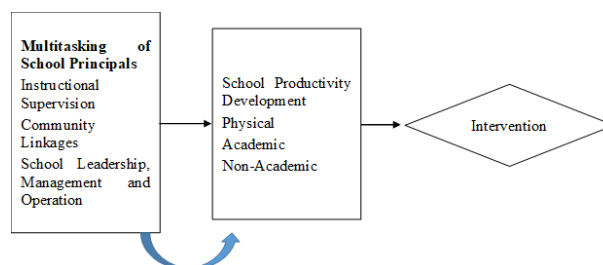


Figure 1 Conceptual framework

4. METHODOLOGY

Research Design

The researcher employed mixed method specifically the explanatory sequential design. This process involved the collection of the quantitative data and followed by the qualitative data wherein it made an in-depth support of explanation to the numerical data (Ivankova et al., 2006; Creswell, 2009; Creswell & Plano Clark, 2011; Creswell, 2014). In this study, the researcher was first provided and interpreted the quantitative data with regards to the different multitasks of school principals and productivity development. The significant relationship and influence of these variables was sought. After which, the qualitative data was determined using in-depth Interview with the school principals who served as an informant of the study. Its purpose was to refined results in exploring a few typical cases, probing a key result in more detail, or follow-up with outlier or extreme cases.

Locale of the Study

This study was conducted at the Division of Cotabato in the Province of Cotabato. Specifically, it covers the Second Congressional District within the municipalities of Arakan, Antipas, Magpet, President Roxas, and Makilala.

Respondents/ Participants of the Study

The respondents of the study were the elementary school principals and teachers in the municipalities of Second Congressional District of Cotabato Province for the School Year 2020-2021. For the school principal, they were chosen using the following criteria: First, he/she must be in the Department of Education for at least 15 years and passed the National Qualifying Examination for Principal. Second, he/she must be a principal for at least three (3) years and with more than 10 teachers. Finally, he/she must be at the elementary central district schools. The total of twelve (12) principals served as participants in this study. Meanwhile, the teacher-respondents were chosen using the following criteria: First, he/she must be in the service for at least 3 years. Second, he/she must be assigned in the Central District Elementary Schools.

Table 1 Distribution of Research Respondents

District	Population	Sample Total
Antipas District	177	65
Arakan District	116	43
Magpet District	160	59
Makilala Central	136	49
President Roxas Central	100	37
Total	689	253

Sampling Procedure

Stratified random sampling with proportional allocation was used in the study for the teacher-respondents. Schools in the central districts served as strata. In order to determine the total number of teachers who shall be involved in this research, the Slovin's formula was utilized. Two hundred fifty-three (253) was the desired number of samples with referral and approval by the statistician, advisory and examining committee

$$\text{Formula} \quad n = \frac{N}{1 + Ne^2}$$

Where
 n = class size
 N = population size
 e = margin of error (0.05)

$$\text{Computation} \quad n = \frac{N}{1 + Ne^2}$$

$$n = \frac{689}{1 + 689(0.05)^2}$$

$$n = 253.08 \text{ or } 253$$

Research Instrument

The researcher utilizes two instruments in the gathering of the necessary data. In the quantitative phase, a questionnaire was used. Part I was adopted from the Position and Competency Profile of the School Principals of the Department of Education with modification and Part II is a self-made questionnaire. The research instrument was validated and tested with Cronbach reliability test and gain an alpha value 0.945.

Meanwhile, the Interview Guide was used to gather the qualitative data. This includes questions anchored from the research questions.

A close-ended questionnaire was used in gathering data of the respondents it is composed of three parts:

Part I was answered by the teachers, comprises of the items on multitasking of school principals such as instructional supervision, community linkages and school leadership, management and operation. The responses were rated using the 5-point Likert Scale below.

Table 2 Likert Scale

Scale	Descriptive Equivalent	Descriptive Interpretation
5	4.24 – 5.00	Always the task is manifested with 81% - 100%
4	3.43 – 4.23	Oftentimes the task is manifested with 61% - 80%
3	2.62 – 3.42	Sometimes the task is manifested with 41% - 60%
2	1.81 – 2.61	Rarely the task is manifested with 21% - 40%
1	0.00 – 1.80	Very Rare the task is manifested with 1% -20%

Part II was answered by the teachers, comprises of the items on school productivity development such as

physical, academic and non - academic and were rated by the respondents using the 5-point Likert scale below

Table 3 Likert Scale

Scale	Descriptive Equivalent		Descriptive Interpretation (The indicator is manifested within the range of)
5	4.24 – 5.00	Strongly agree	81% - 100%
4	3.43 – 4.23	Agree	61% - 80%
3	2.62 – 3.42	Moderately Agree	41% - 60%
2	1.81 – 2.61	Disagree	21% - 40%
1	0.00 – 1.80	Strongly Disagree	1% -20%

Data Gathering Procedure

Prior to the conduct of the study, the researcher developed the questionnaire. This was adopted from previous studies and researches. Modifications was done to fit the contents to the present research. The pool of experts does the validations. Corrections were incorporated immediately. A pilot testing was conducted to determine its reliability using the Cronbach Alpha.

On the other hand, the researcher wrote a letter to the Schools Division Superintendent of the Cotabato Division with regards to the conduct of the study. Upon approval, another letter was sent to the respective District Supervisors of school districts where the respondents were taken. Before the questionnaire was distributed to the respondents, its contents and purpose was explained to them. They were also ensured that their responses were used solely for research purposes and not jeopardized them. After they have responded, the questionnaire was retrieved and tallied using the Spreadsheet. Meanwhile, the results were sent to statistician for the statistical treatments of the data.

Conversely, on the process of gathering the qualitative data, the researcher was adhered to the research ethics. A consent-to-participate form was given to them where they have to affix their signature signifying their participation in the study. However, they were ensured that their identities were hidden by employing codes. During the course of the interview, the informants were briefed on the aims and objectives of the study. An audio recorder was used during the interview. After that, I personally transcribed the data. A language expert will do the translation.

Lastly, the translated data was brought to the data analyst for the thematic analysis. In this process themes and core ideas were identified. In- depth discussion of themes was done and supported with the responses of the participants as well as the related literatures.

Data Analysis

Weighted mean was used to determine the level of multitasking and the extent of school productivity and development. At one hand, Pearson Product Moment Correlation was used to test the significant relationship between multitasking of the school principals and the school productivity development. On the other hand,

Multiple Linear Regression Analysis was used to test the influence of multitasking of school principals on the school productivity development. Conversely, the qualitative data identified the major themes (Aronson, 1995; King, 2004; Braun & Clarke, 2006). The data were analyzed using the framework of NVIVO where:

1. General- 50% and above of the informants shared the same theme of their responses
2. Typical- 25 - 49% of the informants shared the same theme of their responses
3. Variant- 24% and below of the informants shared the same theme of their responses

Role of the Researcher

As a researcher, it was my role to find participants especially principals from the Division of Cotabato in the Province of Cotabato. They were identified based on criteria set. After which, an interview to my Key Informants was conducted. Prior to their participation, the purpose and objectives of the study was explained (Hatch, 2002; Creswell & Clark 2007; Creswell, 2013; Punch, 2013). And they were asked to affix their signature on the Consent-to-Participate form which was personally provided to them (Chenail, 2011; Jacob & Furgerson, 2012; Lewis, 2015).

Consequently, it was also my role to record the responses of my participants. They were free to articulate themselves in Filipino or in English. Transcription of the audio recording was done. This was followed by the translation of the original and the verbatim responses of the participants in English. Moreover, a language expert was validated the contents and form of the transcription and these were followed by the analysis of themes embedded on their responses.

Ethical Considerations

I was governed by the ethics in research. The identities of my informants were protected by changing their names into codes (Patton, 1990, 2005; Tong et al., 2007). This was done to ensure that they will not be hesitant to participate. Also, I ensured that the informants were not forced to be the participant of this study.

Trustworthiness

In this part of the study, I utilized the concept of Lincoln and Guba (1986) on trustworthiness in the conduct of my study which include the following:

Credibility

The findings of this research must be believable and truthful and never on my imagination as a researcher. Thus, the gathered information was sufficient. To facilitate credibility, I did the triangulation by confirming the responses of my informants. Moreover, member was counter checked by asking my participants to vouch their answers during the interview (Krefting, 1991; Creswell & Miller, 2000; Bradshaw, 2001).

Confirmability

I would be the instrument to bring a unique perspective of my study in which the findings of my study could confirm previous researches (Drisko, 1997; Golafshani, 2003; Shenton, 2004). Hence, my study could be an additional

information to the existing body of knowledge and be an additional information to the limited number of literature relative to multitasking among the school principals. In the same vein, I did the audit trail (Wolf, 2003; Shenton, 2004) for the easy identification of the responses of the participants especially on the analysis of the themes.

Transferability

It refers to the degree in which the research can be transferred to other contexts. Methods of the conduct of the research are compared to previous researches to check whether the findings are credible in form and substance. Hence, I see to it that I will present a detailed description of the methods especially from the beginning and ending of the data gathering (Morse et al., 2002; Cutcliffe & McKenna, 2004).

Dependability

I see to it that the findings of my study are consisted and could be repeated. This can be done of which the research is conducted, analyzed and presented. Similarly, future researchers could benefit from my study and having the similar results and to confirm my own findings (Johnson & Waterfield, 2004; Carcary, 2009).

5. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

Level of Multitasking of School Principals

Instructional Supervisions

Table 4 represents that the school principals of elementary school in Second Congressional District of Cotabato Province are always practiced multitasking like instructional supervision.

It implies that elementary school principals observed instructional supervisions to ensure that teachers are on the right tract in fulfilling their duties and responsibilities. They see to it that the programs and services of the Department of Education is strictly done and implemented by the teachers in order to provide quality and relevant education to learners. Also, they monitor the performance of teachers as well as the learners and some other areas that need improvement. Sule (2013) reiterated that instructional supervision improved the academic performance of the learners which makes it vital to checking the performance of teachers. Indeed, it enhanced the sense of professionalism (Okendu, 2012).

Table 4 Level of Multitasking in terms of Instructional Supervision

S.N.	Statement	Mean	Description
1.	Performs instructional supervision to achieve learning outcomes	4.53	Always
2.	Accounts for performance indicators and learning outcomes of school.	4.53	Always
3.	Assumes leadership and supervises teachers on the improvement of instructional program specially the teaching process.	4.54	Always
4.	Assists teachers in identifying strengths and growth areas through monitoring and evaluation	4.52	Always
5.	Requires thorough understanding of the diversity of teachers and	4.47	Always

	learners and the context where teaching-learning occurs.		
6.	Requires comprehensive understanding and use of pedagogy that accomplishes instructional goals for better learning outcomes.	4.46	Always
7.	Encourages meaningful decisions of student learning progress and appropriate strategies for diverse learners.	4.53	Always
8.	Provides developmental instructional models which address the dimension of teaching and learning and appropriately modifies feedback processes.	4.46	Always
9.	Assists each teacher to strengthen professional identity through careful analysis and reflection of personal teaching performance.	4.45	Always
10.	Employs differentiated procedures for teacher formative evaluation which are appropriate to respective levels of teachers' professional development.	4.49	Always
	Grand Mean	4.50	Always

Table 5 Legends

Scale	Description
5	4.24 – 5.00 Always
4	3.43 – 4.23 Oftentimes
3	2.62 – 3.42 Sometimes
2	1.81 – 2.61 Rarely
1	1.00 – 1.80 Very Rare

Community Linkages

Table 6 represents that community linkages is always practiced by the school principals in elementary school in Second Congressional District of Cotabato Province.

This shows that the school principals tapped community leaders, parents, and other institutions that would serve as their partners in reaching the schools' vision and mission. As a matter of fact, this partnership will build a strong foundation and participation among the people who have a great contribution for the development of the school. School principals and teachers cannot implement the programs of the Department of Education and cannot fast track development without community linkages. In addition, the mobilization of the stakeholders as partners of change can make a gargantuan impact on the overall operations of the school. As confirmed by Willems and Gonzalez-DeHass (2012) that school and community partnership can be made into reality because of the efforts of the school principal and the stakeholders.

Table 6 Level of Multitasking in terms of Community Linkages

S.N.	Statement	Mean	Description
1.	Establishes school and family and community partnership for school performance	4.56	Always
2.	Organizes programs with stakeholders especially parents for academic and other purposes.	4.48	Always
3.	Obtains resources for the school through stakeholders' partnership.	4.49	Always
4.	Mobilizes plan and meet stakeholders in meetings and activities	4.51	Always
5.	Interprets school programs for the community	4.49	Always

6.	Communicates with parents through the media and in group conferences	4.39	Always
7.	Works with parents' associations and related groups	4.50	Always
8.	Plans and coordinates the visit of school people to homes of students	4.37	Always
9.	Initiates special publicly campaigns	4.42	Always
10.	Works with industry and community image groups.	4.48	Always
	Grand Mean	4.47	Always

Same Legends as given in table-5

School Leadership, Management and Operation

The school principals of elementary school in Second Congressional District of Cotabato Province are always practiced multitasking like school leadership, management and operation as shown in table 7.

It can be inferred that they prepared the School Improvement Plan and Annual Improvement plan which aim to determine the key areas for development. Equally important, the school principals determine the needs of the school based on the reports submitted by respective teachers. Through this, they can lead for intervention as well as developing programs which will guarantee that everything is done in accordance to its direction.

The efficiency being shown by the school principal provides a vivid vision and sense of direction for the school towards the attainment of its goals through prioritizing programs and projects that could create a better learning environment. More so, they look into the strengths and weaknesses of teachers and design a program to enhance and change their perceptions (Day & Sammons, 2013).

Table 7 Level of Multitasking in terms of School Leadership, Management and Operation

S.N.	Statement	Mean	Description
1.	Collects, analyzes and utilizes data to identify and plan needed interventions.	4.48	Always
2.	Recommends localized curriculum (mother tongue based) for instruction.	4.54	Always
3.	Develops standards for outstanding teacher and pupil performance.	4.46	Always
4.	Organizes appropriate class program and flexible learning options as stop-gap measures.	4.52	Always
5.	Consolidates reports on learning difficulties, home visitations and peculiar incidents used for planning and implementing appropriate interventions.	4.43	Always
6.	Produces a school strategic plan/SIP and AIP through the strategic planning process.	4.53	Always
7.	Allocates/prioritizes funds for program and school facilities improvement and maintenance.	4.48	Always
8.	Monitors, accounts and reports utilization of school fund.	4.48	Always
9.	Ensures quality standards and facilities given to the school.	4.48	Always
10.	Maintains school EMIS and regularly submit reports to the Division Office.	4.50	Always
	Grand Mean	4.49	Always

Extent of Productivity Development of Elementary Schools in Second Congressional District of Cotabato Province

Physical Development

Table 8 represents that the teacher-respondents strongly agree that the elementary school principals in Second Congressional District of Cotabato Province developed the physical aspect of the school.

Similarly, this confirms that classroom is well-lighted and well-ventilated so that the learners can freely explore and develop their knowledge and skills. As such, they could not find any difficulties in responding to different learning challenges because they have the facilities that will be used anytime, they needed. Much on these, the school is also appealing to the eyes and can motivate the learners to attend to their classes and hone their full potentialities. This confirms with the findings of Akomolafe and Adesua (2016) that physical facilities and school development motivate students to learn.

Table 8 Extent of Productivity Development in terms of Physical Development

S.N.	Statement	Mean	Description
1.	Welcoming environment.	4.64	Strongly Agree
2.	Well-ventilated, lighted and furnished classroom.	4.58	Strongly Agree
3.	Canteen that serves nutritious food.	4.35	Strongly Agree
4.	Library, audio-visual and computer rooms that facilitates student's learning.	4.07	Agree
5.	School clinic and guidance services to students.	4.31	Strongly Agree
	Grand Mean	4.39	Strongly Agree

Same Legends for Likert scale as given in table-3

Academic Development

The teacher-respondents strongly agree that the elementary school principals in Second Congressional District of Cotabato Province developed the academic aspect of the school as presented in table 9.

The result can be attributed to the incessant support being shown by the school principal in the academic aspects. Through their leadership, teachers are well-driven to develop learners to become competitive in exploring the bodies of knowledge that will help them be ready to the next ladder of their education. Indeed, this dimension posits that elementary schools are geared towards in building a strong foundation for learners through the leadership of the principal.

This corroborates that the role of school principal is important in improving school performance and achievements of students in general (Gamage et al, 2009). As a matter of fact, they are also required to enhance the learning of the students and are committed in developing students and teachers in general (Ross & Gray, 2006).

Table 9 Extent of Productivity Development in terms of Academic Development

S.N.	Statement	Mean	Description
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1.	Have passing rates in Mean Percentage Score (MPS) in their Grade Point Average (GPA).	4.43	Strongly Agree
2.	Facilitates remedial classes to achieve expected competencies in core academic skills.	4.44	Strongly Agree
3.	Competes and wins in different academic competitions.	4.51	Strongly Agree
4.	Implements and sustains an effective reading program.	4.45	Strongly Agree
5.	Provides textbooks and other instructional materials aligned with the K to 12 curriculums.	4.51	Strongly Agree
	Grand Mean	4.47	Strongly Agree

Non – Academic Development

The teacher-respondents as represented in table 10, strongly agree that the elementary school principals in Second Congressional District of Cotabato Province developed the non-academic aspect of the school.

It implies that the extent of productivity development in this dimension is truly an edge of the elementary schools. As a matter of fact, they can send delegates to different competitions may it be in local or in the national levels. And to empower them and open their horizons on the richness of their cultural heritage, thus, different cultural activities are integrated and performed. Furthermore, this can help the learners to become confident, develop their physique and have the sense of appreciation of their roots and origin. Non-academic development results to higher retention of students. Through the leadership of the school principal better activities are designed which aim to develop students to focus on sports and socio-cultural activities. Students are also honed to develop self-confidence and improve their full potentialities as better citizens (Markova, 2017).

Table 10 Extent of Productivity development in terms of Non – Academic Development

S.N.	Statement	Mean	Description
1.	Facilitates school competitions.	4.63	Strongly Agree
2.	Participates in the GSP and BSP jamborees.	4.69	Strongly Agree
3.	Sends students to local and national non-academic competitions.	4.48	Strongly Agree
4.	Promotes cultural awareness among students.	4.48	Strongly Agree
5.	Offers activities that develop students' confidence and ability.	4.51	Strongly Agree
	Grand Mean	4.56	Strongly Agree

Relationship of the Multitasking on the School Principals and the

School Productivity Development

It is shown in table 11 the instructional supervision, community linkages, and school leadership, management, and operations are all highly significant with the physical development, academic development, and non-academic development.

This implies that instructional supervision can lead to the total development of the school in general. Constant

instructional supervision can give a signal to teachers to maintain the orderliness of their surroundings and areas of responsibility. It can transform the physical plant of the school since principals are also ensuring that the school is a haven of development whereby every learner can be motivated to excel and become the agents of change. In the same manner, instructional supervision can also result to greater academic development of the school since principals see to it that teachers are ensuring that quality and relevant education is injected among the learners. Also, the non-academic development is also given priority through instructional supervision by assessing the learners' individual potentials. In fact, learning is not only in the four corners of the classroom. Learners also need to strive in different extra-curricular activities since it will help them improve their skills in life.

Another, the community linkages as instigated by the school principal will help the school in general especially in the physical aspects. Through the partnership with the community, projects can easily be implemented. In the same vein, when there is community involvement the academic development of every learner is also at hand since there is a strong partnership between teachers and parents. As such, teachers alone cannot fully give their best without the help of the parents who would have to do some follow-ups of their children's performance in school. The participation of the learners in different competitions can also make a difference. Through the support of the parents and the community leaders their children will be honed as the integral unit of the society.

School leadership, management, and operations also helped in the physical development by prioritizing school projects that need immediate attention. In this process, the school principal leads teachers, pupils, as well as the community to implement programs that will transform the school and make learning possible. In addition, the leadership of the school principals can be mirrored also on the achievements of the learners in non-academic with the vision of making every learner competitive in all aspects of life.

Table 11 Correlation matrix showing the significant relationship of the Multitasking of the School Principals and school Productivity Development

Multitasking		Physical Devt.	Academic Devt	Non-academic Devt.
Instructional Supervision	Pearson r	0.541**	0.527**	0.550**
	Probability	0.000	0.000	0.000
	N	253	253	253
Community Linkages	Pearson r	0.637**	0.572**	0.551**
	Probability	0.000	0.000	0.000
	N	253	253	253
Sch. Lead. Mgt. & Operations	Pearson r	0.610**	0.567**	0.566**
	Probability	0.000	0.000	0.000
	N	253	253	253

**= Significant at 1% level

As asserted by Nakpodia (2006) that instructional supervision centers on improving the teaching-learning situation which benefits both teachers and learners. An authentic linkage with the community could strengthen relationship and power sharing (Auerbach, 2010). For

Bolman and Deal (2003) school principals are engaged in different responsibilities and are directed to integrate organizational development as well as community relationships (Firestone & Riehl, 2005).

School leadership has been described as the cauldron of competing interests (Bolman & Deal, 2003) in which principals are the consummate multitaskers. They are involved in different school activities such as the school's operations from management of the day-today routine to work with teachers as well as with parents to implement the vision that is shared by everyone. In the same manner, they are expected to direct, develop personnel, redesign the organization, and nurture relationships with families, and community (Firestone & Riehl, 2005).

Influence of the Multitasking of the School Principals on the School Productivity Development

Principals' Multitasking on Physical Development

It was found out in table 12 that the level of multitasking of principals significantly influence the school productivity development in terms of physical development (F-value = 61.304, Probability = 0.000**). Therefore, hypothesis of the study was rejected because probability is significantly lesser than 0.05.

It implies that the activities of the community to the school such as Brigada Eskwela, Adopt-a-School Program and strengthening Parent-Teachers Association are significantly contributed to the physical development of the school. On the other hand, physical development is influenced by the principals' school leadership, management, and operations by prioritizing projects that can contribute to the physical development of the school. This connotes that community linkages plays a significant role in the physical development of the school. The fact that parents, community leaders, and the learners are the partners of schools for transformative development. Indeed, the school principal has to reach out with the community. Conversely, the school leadership, management, and operations of the principal can also bring change in school's physical image. As a leader they always looking into the well-being of the school children. Having the facilities will help these children enhance their skills that are crucial in their growth and development.

The result is in line with the findings that principal support positively influences both professional learning communities and collective responsibility which in turn affected students' achievement (Park et al., 2019). Involvement of parents and or the community in school shows to have a positive result on the lives of the learners and on the general operations of the school (Harmon & Schafft, 2009).

Table 12 Influence of Principals' Multitasking on the School Productivity Development in terms of Physical Development

Multitasking	Coef. β	Std. Error	t - value	Probability
(Constant)	0.871	0.269	3.235	0.001
Instructional supervision	0.058	0.098	0.588	0.557
Community linkages	0.472	0.106	4.458	0.000**
Sch. Lead. Mgt. & Op.	0.256	0.118	2.171	0.031*

$R^2 = 0.425$, $F - \text{Value} = 61.304$

Probability = 0.000**,

** = Significant at 1% level, * = Significant at 5% level

Principals' Multitasking on Academic Development

It was revealed in table 13 that the level of principals' multitasking significantly influence the school productivity development in terms of academic development (F -value = 46.279, Probability = 0.000**). Probability is significantly lesser than 0.05, therefore, the hypothesis of the study was rejected.

This can be inferred that the academic development is highly influenced by community linkages. In this regard, the strong partnership between the community and other organizations can help improve the academic endeavor of the school. Furthermore, the influence of instructional supervision means that the school principals are delving into academic development as they see to it that the competencies are taught and that teachers have the pedagogical knowledge and skills in transforming the learners. Lastly, the school leadership, management, and operations can be of great help in academic development in the sense that it is the reflection of the principal's quest to bring the school into the next ladder of educational milieu.

As revealed by Taylor and Tashakkori (1994) that school leadership is the best indicators in towards the attainment of positive school climate and students' achievements. In fact, this dynamic could result to better relationships between administrators, teachers, and students (Blasé & Kirby, 2000). Furthermore, community linkages can mean for the academic development of the school children as support are given to them. It is a tool that motivates learners to encourage themselves to build the sense of confidence, camaraderie, as well as for mental development

Table 13 Influence of Principals' Multitasking on the School Productivity Development in terms of Academic Development

Multitasking	Coef. β	Std. Error	t – value	Probability
(Constant)	1.586	0.249	6.376	0.000
Instructional supervision	0.140	0.091	1.545	0.050*
Community linkages	0.291	0.098	2.973	0.003**
Sch. Lead. Mgt. & Op.	0.212	0.109	1.947	0.044*

$R^2 = 0.358$, F – Value = 46.279

Probability = 0.000**

** = Significant at 1% level, * = Significant at 5% level

Principals' Multitasking on Non – Academic Development

The level of principals' multitasking significantly influence the school productivity development in terms of non-academic development as shown in table 14 with F -value equal to 45.802 and Probability is equal to 0.000**. Probability value is significantly lesser than 0.05 therefore, the null hypothesis was rejected.

It implies that encouraging meaningful decisions of student learning progress and appropriate strategies for diverse learners, obtaining resources for the school through stakeholders' partnership and supporting the extra-curricular activities of learners significantly contributed to non-academic development of the school. The influence of non-academic development with instructional supervision signifies that the school principal

sees to it that the school should not only develop the academic sense but also by integrating different activities which will enhance the learners' capabilities. Having the linkages with the community can also enhance the direction of the school in its quest for participation in different activities inside and outside the school premises. Finally, its influence with the school leadership, management, and operations determines that there is transparency.

As affirmed, instructional supervision, community linkages, as well as the leadership of the school principal are an important dimension on the non-academic development. First, the students are geared towards not just by developing themselves physically but also, they use their critical thinking skills in winning games and competitions. Their participations can be attributed through the support of their parents as well as the stakeholders who have been tapped by the school principal to give their full support for the welfare of the school children overall well-being (Pashiardis et al., 2011).

Table 14 Influence of Principals' Multitasking on the School Productivity Development in terms of Non – Academic Development

Multitasking	Coef. β	Std. Error	t – value	Probability
(Constant)	1.889	0.230	8.229	0.000
Instructional supervision	0.212	0.084	2.534	0.012*
Community linkages	0.183	0.090	2.032	0.043*
Sch. Lead. Mgt. & Op.	0.199	0.100	1.984	0.048*

$R^2 = 0.356$, F – Value = 45.802

Probability = 0.000**

** = Significant at 1% level, * = Significant at 5% level

Personal Experiences of the School Principals on Multitasking

Time Efficient. For the school principals, multitasking help them save their time, effort, and money in doing the tasks delegated to them by the higher authorities. Undeniably, it is like hitting two birds with one stone. They can finish all the tasks prior to the date set. Hence, they can submit their reports on time without any discrepancies as well as free of errors.

One of the principals verbalized that:

“we can save our time as well as money and energy. Also, it increases our productivity in doing our tasks in school.” (IDI:1.1).

Another principal shared that:

“A school principal is a multi-tasker since it lessens the job and everyone functions according to their responsibilities. You can save your time, money and all of them know my roles as a principal” (IDI:2.1).

Indeed, multitasking among the school principals helped them to save their time, efforts and energy. In the same vein, they can do more what is mandated to them. They are not only focus on things that would consume their time which may result to total fiasco. Furthermore, this makes them to have more time in other areas of supervision which will improve the overall wellbeing of the teachers and students (Fyer & Holden, 2013).

Planning ahead of time. One of the themes emerges in the analysis of the responses of the informants is that they planned ahead of time. This is to make sure that everything is put into order. They already have the directions of what they are going to do in the future especially in finishing the tasks given to them. Moreover, this allowed them to determine their strengths and weaknesses as well as the needed resources.

This is supported by the responses of the informants:

I plan ahead of time and I learn to set my priorities. I have to do first the most difficult one and do the easiest. This lessens the burden. I call it as a deductive strategy (IDI:3.1).

“Of course, know your priorities, your programs as well as projects so that you know what to do next” (IDI:4.1).

“First you have to plan ahead of time and online tools are useful in keeping me track and to record all those things that I am doing. Also, I avoided distractions to have focus” (IDI:8.1).

This is in concordance with the views of Wang et al., (2018) that in school management, the school principal has set their priorities knowing that they are surrounded by different duties and responsibilities. They need to have more focus in order to implement the programs and activities which eventually help the teachers and the students. Above all, this may result to better path of the school.

Cause of Stress. For some school principals, multi-tasking is a cause of stress. It is a stressor for them because they have to fulfill multiple responsibilities. Typically, it consumed much of their time in setting their priorities and in meeting the deadlines set by the higher authorities. Moreover, this also implies that principals are humans are getting tired and fed up with the responsibilities mandated to them.

As confirmed by one of the informants:

“Multitasking can decrease focus and it increases our work and it really is a cause of stress.” IDI:1.1).

Similarly, it is supported by another informant who verbalized that:

“It causes stress especially that you have to meet the deadlines and we also need to submit reports that need to be done ahead of time. We all did it all. However, it really a cause of stress.” (IDI:3.1).

This is in congruence with the findings of Fryer and Holden (2012) that there are many school heads who failed in the fulfilling their duties and responsibilities since they are surrounded by these multiple tasks. They are not only focused on the supervision but also in other tasks like in the implementation of the MOOE, dealing with parents and stakeholders, teachers who have attitudinal problems and the like.

Table 15 Personal Experiences of the School Principals on Multitasks

Themes	Frequency of Response	Core Ideas
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Time Efficiency	General	Multitasking saves their time, effort, and money in doing the tasks assigned to them.
Planning ahead of time	General	Multitasking allows school principals to design and create their aims and goals prior to its submission.
Cause of Stress	Typical	Sometimes multitasking made them tired since they need to set which of the reports/tasks to be prioritized.

Legend:

General- 50% and above of the informants shared the same theme of their responses

Typical- 25 - 49% of the informants shared the same theme of their responses

Variant- 24% and below of the informants shared the same theme of their responses

Strategies on Facing the Challenges brought by Multitasking

Proper Time Management. It is believed that school heads employ this strategy as they look forward for things that needed to be finished on time. They do it by setting their priorities knowing that they were already bombarded with numerous reports that need their immediate attention. Through this, they will be able to set their time properly to avoid cramming and erroneous reports which may further delay the implementation of programs and services.

This is in congruence to the response of one of the informants:

“With my two years of being assigned in this school I planned ahead of time by identifying the coordinators as well as their roles and assignments. I see to it that things are done on time.” (IDI:2.2).

“Plan ahead of time, make your brain sharp then learn to supervise and delegate the tasks.” (IDI:7.2).

“First and foremost, you have to plan ahead. You have to use, as for me I have to use online tools to keep on track and to record all those things that you are doing. Another one is to have that multitasking activity you have to avoid distractions, to have your focus.” (IDI:8.2).

Proper time management manifests productivity and achievement. Its main concern is the advancement of planning, organization of tasks, and the order of implementation so that the target will be achieved. As a matter of fact, it is the most important asset that are needed by every individual in an organization in order they can have the better contribution towards the fulfillment of the success. In addition, time management skills developed their habits to become successful in their chosen career (Zafarullah et al., 2016).

Utilization of Online Tools. School heads first checked what is stated on online sources which guided them on making their reports. Through this, they can easily finish their tasks. Usually, they checked the official portal of the Department of Education and download the reports as well as the guidelines. In the same manner, they know the contents as well as the needed means of verifications.

As mentioned during the interview, the informants shared that:

My strategy in doing multitask in order to cope-up all my reports, I have study first and research to the internet some of the methods in order to follow the correct formulation of my work” (IDI:11.2)

“The usage of online tools since planning can easily be done and then it avoids distractions.” (IDI:12.2)

As confirmed, the utilization of online tools greatly helps the school principals in making reports and in making decisions. Most of these are directly downloaded from the official websites and they can also see finished reports which guide them in making their own (Anderson et al. 2010).

Table 16 Strategies on Facing the Challenges brought by Multitasking

Themes	Frequency of Response	Core Ideas
Proper Time Management	General	They look forward for things that needed to be finished on time.
		They set priorities in order to finish one thing and the other.
Utilization of Online Tools	Variant	They use internet tools which will help them to overcome the challenges they faced relative to multitasking.

Legend:

General- 50% and above of the informants shared the same theme of their responses

Typical- 25 - 49% of the informants shared the same theme of their responses

Variant- 24% and below of the informants shared the same theme of their responses.

Suggestions and Recommendations in Fulfilling the Multitasking

Delegation of Work

In order to lessen the burden experienced by the school principals, they suggested that works must be delegated to teachers. It is done by assigning each teacher in doing the reports and in fulfilling the tasks. In this regard, the principal can have focus on the priorities and submit reports on time as needed. In addition, this process helps them to build the confidence of teachers and to prepare them as they grow professionally. Sooner, they too are in the same boat leading the school, the children, and the community.

“Plan ahead of time, prioritize things, and delegate the tasks which can be done by your colleagues.” (IDI:3.3).

Another informant sustains this by saying that:

Setting of priorities and make a to-do list and we have to delegate the task.” (IDI:7.3).

As asserted by Mudulia (2012) that the delegation of administrative duties that increase opportunities for teachers and other staff members in making decisions and it also involve them to better opportunities for collaboration in planning to those duties which are delegated to them. Also, it helps in the setting of school standards and goals that increase school performance in general (Marry, 2010).

Setting of Priorities

They suggested that every school principal must learn to set their priorities. Undeniably, they are surrounded by

different tasks. This explains that they have to give importance on things that need immediate attention. Equally important, every school principal especially those in the big schools do this since they have more tasks to do.

“We need to prioritize everything and we must have our list of things that we need to do. Every time that they will ask something we can have something to answer.” (IDI:2.3).

Balyer (2012) found that school principals must have to promote different programs in schools that could enhance the abilities of the learners both in social and emotional facets of their scholarly lives. As such, they need to become resourceful by initiating initiatives which could increase success and sustainability.

Table 17 Suggestions and Recommendations in fulfilling the multitasks

Themes	Frequency of Response	Core Ideas
Delegation of Work	General	School principals assigned each teacher in doing the reports and in fulfilling the tasks.
Setting of Priorities	General	School principals give more importance on things that need immediate attention

Same legends as in table-16

6. SUMMARY

This study reveals that:

1. The results show that the level of multitasking of school principals is always practiced;
2. The respondents strongly agree on the extent of productivity of schools;
3. Instructional supervision, community linkages, and school leadership, management, and operations are all highly significant with the physical development, academic development, and nonacademic development;
4. Community linkages have greatly influenced physical development. On the other hand, physical development is influenced by the principals' school leadership, management, and operations. Results show that community linkages have a strong influence with academic development. Consequently, the result also presents that it is influenced by instructional supervision and school leadership, management, and operations. Non-academic development significantly influenced instructional supervision, community linkages, and school leadership, management, and operations;
5. Furthermore, the principals' personal experiences on multitasking are that it is time efficient, planning ahead of time but it caused them stress; and
6. Also, their strategies on facing the challenges brought by multitasking is that, it is proper time management and utilization of online tools and lastly, they suggested that they have to delegate the work and set their priorities.

7. CONCLUSIONS

The school principals showed expertise on instructional supervision, community linkages as well as on school

leadership, management and operation. Second, the school principals showed to have prioritized the physical plant development of their respective schools of assignments which lead to the improvement of academic and non-academic performance of the students. A strong association among the dimensions manifested the strong will of the school principals that behind the multitasks they fulfilled they can bring total development not only to the lives of the learners but also to the teachers, and the community as well. Another is that the community linkages are the most important dimension which bring total transformation to the school. It can be inferred that multitasking helped them to finish assigned tasks ahead of time and thus, they can beat the deadlines. But this also one of their stressors. Also, in order to face the challenges brought by multitasking they practice proper time management and utilization of online tools. Finally, school principals need to tap all the teachers as partners of change which can make all the assigned tasks be finished ahead of time.

8. RECOMMENDATIONS

This study recommends that:

1. School principals have to sustain their level of multitasking in order to beat the deadlines;
2. School principals have to continue strengthen the extent of productivity development in their respective school;
3. School principals' vision have to pursue in transforming the school in general;
4. School principals have to sustain their good leadership for the benefit of learners, educators, family and community.
5. School principals have to manage their stress caused by multi-tasking;
6. School principals have to continue to strengthen their skills in proper time management and utilization of online tools;
7. School principals have to set priorities so that multitasking may not cause them stress;
8. Implementation of the intervention program is highly encouraged;
9. Future researchers have to use the themes in the qualitative part of the study to be the dimensions in conducting a sequential exploratory study; and

9. INTERVENTION PLAN

Rationale

Amidst the call of standardization, school principals are facing responsibilities that they need to fulfill so that they can provide better opportunities not only to the teacher but also to students as well as to the stakeholders and the community. As they are mandated to be efficient in doing their tasks, however, they are surrounded by a lot of challenges. Sometimes they quite ineffective especially in the submission of reports on time.

Basically, the submission of reports makes a big difference on the overall operations of the school. However, this is hindered by the mere fact that they are not only focus on the supervision but also in almost of the tasks. Sometimes when the teacher is absent, they will

take the role so that every learner will have something to learn. As they take more responsibilities, sometimes could be hefty for them which initially cause stress and sometimes different illnesses and diseases.

This intervention program is designed to give every school head the panoramic perspectives on the things that they need to do. Based on the findings of the study, this is geared towards strong educational milieu with effective and well-rounded school principals who are determine to bring change on the lives of every learner.

Objectives

This intervention plan aims to:

1. assist school principals in dealing with stress caused by multitasking; and
2. support school principals in designing programs in setting of priorities and proper delegation of works.

Table 18 Intervention plan for school principals on multitasking

Performance Indicator	Persons Involved	Time Frame/Venue	Activities	Strategies	Objectives	Areas of Concern and Database
90% achieved	Psychologist School Principals	First Semester of the School Year 2021-2022	Seminar-workshop on coping on stress	Conduct of Seminar-Workshop on coping stress	Aid school principals in dealing with stress caused by multi-tasking.	Coping Mechanisms on Stress
90% achieved	Division Personnel/CID School Principals	First Semester of the School Year 2021-2222	Seminar-workshop on designing programs on setting priorities and delegation of works	Conduct of Seminar-workshop on designing programs on setting priorities and delegation of works	Help school principals in designing programs in setting of priorities and proper delegation of works	Programs on Setting Priorities and Delegation of Works

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