

Multitasking Language and Mathematics Educators: Effects on Teaching Performance in Hyflex Environ

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Abstract: While schools open doors after a three year-hiatus, teaching and learning modalities adjust systemically as much as workloads of educators who are hardworking and dedicated to work even beyond office hours, which caused them fatigue, lower productivity, and worst—resignation. This study investigated the effects of multitasking in HyFlex environ among 150 English/Filipino language and Mathematics educators from state universities and colleges in the Philippines selected purposefully. Using 4-point Likert scale, two-part-45-item researcher-made validated questionnaire (Cronbach alpha=0.86), teaching performance in HyFlex environ was measured based on workload and well-being. Results revealed notable difference based on field of specialization albeit that educators spend average of 27 hours a week on multiple tasks. The importance of raising awareness and understanding on Actual Teaching Load (ATL) and Equivalent Teaching Load (ETL) is crucial in making informed decisions on workload distribution, resources allocation, and overall educators' well-being. Conduct of qualitative study is recommended to gain deeper insights on teaching quality, job satisfaction, and educational outcomes to enhance academic environment.

Keywords: Hyflex; Multitasking; Teaching Performance; Language Educator; Mathematics Educator

INTRODUCTION

Many scholars acknowledge the progress in technology played significant role in facilitating majority of work accomplished during pandemic. The change increased challenges for professionals in performing their regular tasks. The implementation of comprehensive nationwide educational strategy in the Philippines aimed to effectively address specific needs of students. The shift in teaching and learning methods has seen a move away from traditional printed modules and e-learning towards Hyflex environment. This new approach combines various methods to cater to specific needs of learners. The current situation led educators being responsible for a wide range of tasks, including preparation and delivery of all required materials to support students.

Indeed, pandemic has effects on job market, also wreaked havoc on educational system (Bautista et al., 2020; Moralista & Oducado, 2020). As demand arises, educators enthusiastically pursue learning, engaging in ongoing education and professional development activities, while employed (McKendree & McKim, 2021). Consequently, teachers juggle several responsibilities and utilize various forms of technology-based learning settings (Ludwig & Tassinari, 2021). It materializes many multitasking educators wherein, multitasking made it more difficult for both teachers and learners to succeed (Curelaru et al., 2022; McVaugh & Robinson, 2022). There are numerous issues with the way educators operate (Banal & Dela Cruz, 2022). It causes educators to reevaluate their worldview and pedagogical practices, which have immediate impact on HyFlex environ (Jha & Jha, 2022; Mor et al., 2022). Academic success of students is strongly influenced by quality of teachers despite resorting to multitasking (Duplon et al., 2022; Flanigan & Babchuk, 2022; Yu, 2021), making teachers' performance important problem to investigate. This attitude, however, is intrinsically linked to nature of HyFlex classroom (Raes et al., 2020),

types of students enrolled (Froiland et al., 2021), and requirements of institution (Wang et al., 2021). Teacher's capacity, friendliness, ability to keep students interested, and persistence in keeping in touch all contribute to more conducive HyFlex learning environ (Lee, 2022; Lubis et al., 2022; Lux et al., 2022; Wentzel, 2022; Sepahi et al., 2021).

Educators' effectiveness in multiple tasks is influenced by internal and external influences (Wang et al., 2021; Zhang et al., 2021). Beyond it, students' success is proportional to caliber of instructor (Prasetyo et al., 2022), attributed to teacher's personal traits (Sancar et al., 2021) and professional development tied to academic success (Hendriarto et al., 2021). Teachers' familiarity with and receptivity to novel approaches to using technology in classroom directly impact students' learning (Sheerah & Yadav, 2022; Kohnke & Zou, 2021). If teachers have this knowledge, they can use it to enhance HyFlex environ for students' benefits (Sheerah & Yadav, 2022). Meanwhile, teachers' mental state influence performance in HyFlex classroom such as their levels of "self-efficacy" and "emotional intelligence" (Muliati et al., 2022; Bellibaş et al., 2021; Handrianto et al., 2021). Teacher has strong grasp of social and emotional intelligence despite multiple tasks likely be successful in HyFlex classroom (Schiepe-Tiska et al., 2021; Srinivasan et al., 2021).

Finding gaps in study is crucial for fully grasping implications of multitasking for teachers' performance in HyFlex classroom. Evidently, teachers are reportedly teaching two classes at once, despite fact that they find it very challenging and time-consuming, especially in maintaining their students' attention (Mulvihill & Martin, 2022; Tay et al., 2021). Thus, teaching and learning in HyFlex classrooms pose severe risk for educators lack knowledge and abilities necessary to educate and adapt to modern world (Ma et al., 2022; Singh et al., 2022).

Changing educational systems, policies, increased workloads, and stakeholder demands put educators under pressure (Jerrim & Sims, 2022). When teachers quite due to stress and burnout, educational system suffers (Marshall et al., 2022). Multitasking is often necessary (Mayl et al., 2022); however, teachers are fatigued by many duties, especially in HyFlex setup (Kuok et al., 2022). Thus, this study explores the effects of multitasking among educators' in HyFlex environ and how this challenging state affects their teaching performance. The findings help practitioners to adopt HyFlex teaching and learning environ, change educators' multiple tasks, and raise productivity among teachers in areas such as instruction, extension works, and research and production. Policymakers and administrators realize avoiding faculty overwork is more conducive to optimal performance, fostering a constructive and improved teaching and learning environment, while addressing the relevance of human resource productivity as crucial for institutional success and people's well-being.

LITERATURE REVIEW

Concepts and Theories on Multitasking among Educators

Educators frequently juggle multiple responsibilities. Teachers' ability to divide their attention, shift focus, and maintain numerous lines of thought greatly affects quality of lessons. Instructors' ability to provide more engaging lessons suffer if attempted to multitask, as this would place strain on cognitive attention processes. "Scattered Attention Hypothesis" (Van Der Schuur et al., 2015), "Central Bottleneck Theory" (Welford, 1967; Aleven et al., 2022; Costan et al., 2022; Zitouniatis et al., 2022), and "Cognitive Information Processing Theory" (Miller, 1960; Bahari, 2022; Lwande et al., 2021) all lend credence to idea that attention is finite, since it is selective and expedites processing of information; hence, the reason why Filipino educators struggle to multitask well. Multitasking reduces teachers' efficiency (Guo et al., 2022; Li et al., 2022; Zhang & Xu, 2022) by raising risk of errors caused by interference (Johannsen et al., 2022; Reinert & Brüning, 2022), distraction (Sheredekina et al., 2022; Hatlevik & Bjarnø, 2021; Sherbino & Norman, 2021), and general overload on cognitive resources required to keep everything straight (Ranathunga & Rathnakara, 2022; Chew & Cerbin, 2021; Kariou et al., 2021), on the timing of their continuous teaching performance and delivery of related functions (Ersin et al., 2022; Lam et al., 2022; Levy & Ariel, 2022), and on impact of level of mental overload and physical exhaustion due to varied personal and academic activities (Li & Yee, 2022; Pace et al., 2022; Sheng et al., 2022).

HyFlex Teaching and Learning from Previous Studies

Ensuring compliance of academic community with COVID-19 protocols, while still enhancing both online and in-person instruction across the country and the world, numerous institutions adopted HyFlex teaching and learning environment (Kohnke, 2022; Padilla Rodriguez, 2022; Presley-O'Brien et al., 2022; Keiper et al., 2021; Kohnke & Moorhouse, 2021), enabling educators to instruct diverse group of online and in-person learners. HyFlex is novel approach providing wealth of data and material for contemplation on potential social, cultural, and educational settings for future teaching and learning (Detyna et al., 2022; Pun & Curle, 2022; Wetcho et al., 2022). As argued, students' independent development of social networks on HyFlex system demonstrates level of engagement with classroom

debates and presentations (Buatois et al., 2022; Magana et al., 2022; Green et al., 2021). However, as asserted that all forms of virtual education have flaws (Ablao et al., 2022; Francisco & Alieto, 2022; Khusanov et al., 2022; Oranggaga, 2022), including potential for students to be less invested in studies (Appel & Fernández, 2022; Baker et al., 2022), become anxious (Han et al., 2022; Mentzer & Mohandas, 2022), depressed (Heo et al., 2022; Krislov, 2022), and more passive (Ang et al., 2021; Schatzberg, 2021). Altering an already established curriculum to accommodate HyFlex mode may not be ideal strategy either (Bligh et al., 2021; Rosillo & Montes, 2021; Wilson & Alexander, 2021), as it may not close the gap between in-person and virtual learners (Guo & Wan, 2022; Martin & Borup, 2022). In contrast, teachers' adherence to active learning strategies facilitates this process (Hughes, 2022; Valente, 2022). Teachers believe that flexibility of HyFlex classroom is big hit with students (Larsen et al., 2022; Miyazoe, 2022); however, educators revealed that they felt workloads, teaching assignments, duties, and other functions increased (Petherbridge et al., 2022; Wong et al., 2022). Based on analysis of learners' reactions to similar teaching approach, HyFlex satisfies students' requirement for adaptability (Nweke et al., 2022; Shek et al., 2022; Heilporn & Lakhali, 2021). In agreement with Detyna et al. (2022), the term "HyFlex" was coined describing option of switching between synchronous in-person meetings and asynchronous virtual discussions. HyFlex makes education more adaptable and engaging than traditional classroom settings (Larsen et al., 2022).

Challenges and Opportunities faced by Educators

There are benefits and drawbacks to using HyFlex approach, but one potential, it gives instructors freedom to teach from wherever they feel most productive (Pelletier et al., 2022; Thomson et al., 2022; Lakhali et al., 2021) and students have options to participate in person or remotely (Green, 2021; Lohmann et al., 2021; Miller et al., 2021). HyFlex mode could be useful for educators who struggle with issues like being overburdened with work and mental fatigue (Wong & Fitzgerald, 2022; Zizka & Probst, 2022). On lighter note, remote teaching and learning methods like HyFlex program make it possible for persons who are physically or economically challenged to obtain formal education (Connolly et al., 2022; Sosa-Reyes et al., 2022; Raman et al., 2021). After pandemic, it is difficult for teachers to travel long distances to universities to perform their duties and responsibilities (Li & Yu, 2022; Tsegay et al., 2022; Francom et al., 2021). It is not necessary to switch to HyFlex mode from full-time study all the time (Hong, 2022; Mushtaha et al., 2022; Porter-Szucs & DeCicco, 2022). It is impossible to take every course online, and some are just naturally better suited to being delivered in this format than others (Bangert et al., 2022; Bartolic et al., 2022; Besser et al., 2022). Since then, studies explored means to maximize teaching and learning methods like HyFlex scheme in classroom (Steimle et al., 2022; Iglesias-Pradas et al., 2021; Bovill, 2020; Coman et al., 2020). As institutions transitioned to HyFlex (Song et al., 2022; Westwick & Morreale, 2021; Glantz & Gamrat, 2020), faculty had to put in more effort to adapt to new strategy (Mehrpuoyan, 2022; Moorhouse & Tiet, 2021), revise materials to fit current academic environment (Sanchez-Pizani et al., 2022; Goke et al., 2021), and take responsibility for wellbeing of students during this difficult period in academic world (Costa, 2022; Strawbridge et al., 2022; Lee & Deale, 2021). On top of these considerations, senior faculty members were particularly impacted by shift to new methods of instruction and found it challenging to adapt existing curricula to fit inside HyFlex framework (Eyal & Gil, 2022; Heggart & Dickson-Deane, 2022; Bebbington, 2021). Older educators are caught in the middle and are compelled to participate in online training and other methods to keep skills current (Hopwood et al., 2021; Piccolo et al., 2021; Donitsa-Schmidt & Ramot, 2020), which are in addition to regular classes and functions they hold (Anderson et al., 2022; Shrestha et al., 2022; Tilak & Kumar, 2022; Selvaraj et al., 2021).

METHODOLOGY

Design

This study utilized survey quantitative research design with data collected thru Google Form from 150 purposefully selected English and Filipino language and Mathematics educators from state colleges and universities in the Philippines during Academic Year 2022-2023. On data normality, sub-sample size met statistically required minimum 30 respondents. The study was subjected to two University Ethics Review Committees (ERC) and was permitted with approval codes 2022-247 and 0355.

Data Analysis

In describing educators' socio-demographic profile, descriptive statistics (frequency, percentage, mean, and standard deviation) were utilized. Pearson Correlation Coefficient (Pearson r) established link on educators' perceived teaching performance in HyFlex environ and their age, and combined number of work assignments. Spearman Correlation Analysis was performed to realize relationship between educators' professional academic rank and perceived teaching performance in HyFlex environ. A series of One-way Analysis of Variance (ANOVA) compared educators' perceived teaching performance in HyFlex

environ when grouped according to civil status and fields of specialization.

Instrument

A self-made pilot-tested, validated 4-point Likert scale questionnaire with Cronbach alpha=0.86 was composed of two (2) parts: (1) profile of respondents and (2) educators’ activities—perception on teaching performance in HyFlex environ based on (2a) workloads and (2b) well-being.

Limitations

The study only subscribed to social media platforms to gather answers thru a “Call for Participants,” with 150 participants only, due to restrictions imposed by pandemic and protocols maintained by universities. Since this quantitative survey study focused on English and Filipino language and Mathematics teachers in state universities and colleges (SUCs) in the Philippines, it did not explore other subject areas. Likewise, gender spectrum was not studied at this time.

RESULTS AND DISCUSSIONS

Table 1: Respondents’ Profile

	Frequency	Percentage
Age		
Below mean age	92	61.33
Above mean age	58	38.67
Civil Status		
Single	103	68.67
Non-single (Married/Widowed)	47	31.33
Professional Academic Rank		
Lower than Instructor I	16	10.67
Instructor I	58	38.67
Instructor II	12	8.00
Instructor III	9	6.00
Assistant Professor I	11	7.33
Assistant Professor II	5	3.33
Assistant Professor III	2	1.33
Assistant Professor IV	2	1.33
Associate Professor III	2	1.33
Associate Professor V	14	9.33
Professor I	5	3.33
Professor II	1	0.67
Professor III	1	0.67
Professor V	4	2.67
Professor VI	4	2.67
University/College Professor	4	2.67
Field of Specialization		
English/Filipino Language	103	68.67
Mathematics	47	31.33

Table 1 presents the educators’ profile in this study, where majority (61.33%) of educators within mean age (30.17) falls between Generation Z and Millennials who are young adults (22-38) (Permana et al., 2023). Considerably young yet professional educators enter workforce to build their careers while achieving individual goals in life (Carey et al., 2023). In the Philippines, most of teacher education graduates land to teaching positions right after graduation and continue with profession once teaching license is secured (Tulo & Lee, 2022).

With regard the civil status, majority (68.67%) of educators are single, who dedicate most of their time in building strong career foundation. Similarly, Santiago (2023) revealed that teachers are career-oriented people who prioritize working in long hours over getting married and having children. Moreso, Kupers et al. (2022) found that additional workloads were put among teachers leaving them stressed with little to no family time.

With respect to professional academic rank, majority (38.67%) of educators occupied instructor position while professorial placed the least rank. While many teachers begin at the lowest possible position (Cabello, 2022), the academe and its promotional system are continuously challenged to grow the number of full-fledged professors, through mentoring programs, research collaborations, and advanced studies.

However, most of rank-and-file teachers have six hour-teaching loads a day and are left with no choice but to continue working even beyond office hours (Rivera, 2022).

On specialization, majority (68.67%) are English/Filipino language educators while 31.33% specialized in Mathematics due to the presumption that Mathematics is one of the most challenging academic fields to teach and study (Haw et al., 2021; Verzosa & Vistro-Yu, 2019). Language is relevant in teaching and understanding mathematical concepts since both carry systematic and scientific pathways to completely discern their functionality; hence, future educators should be empowered to debunk negative preconceived notions towards a specific field of specialization so their future learners can also embrace the learning in full circle (Martin-Beltrán et al., 2023).

Table 2: Respondents Total Actual Teaching Load, Equivalent Teaching Load, and Combined ATL-ETL during First Semester, Academic Year 2022-2023

	Mean	Standard Deviation
Total Actual Teaching Load (ATL)	20.28	8.03
Total Equivalent Teaching Load (ETL)	5.78	5.62
Combined ATL-ETL	26.06	7.90

Table 2 shows the total ATL (mean=20.28 and SD=8.03), which refers to the total number of teaching hours of a faculty member with students, the total ETL (mean=5.78 and SD=5.62), which refers to the total number of service hours rendered by a faculty member other than actual teaching hours, and the combined ATL and ETL (mean=26.06 and SD=7.90). Data show that the average total ATL of educators is 21 hours per week while on the average, additional six (6) service hours a week are rendered by faculty members on top of their actual teaching hours, totaling to 27 hours of combined ATL and ETL, which indicates that on the average, educators spend five (5) to six (6) continuous working hours a day teaching their students and performing ancillary tasks; hence, on an eight-hour daily duty, educators are left with almost two (2) hours for their academic materials preparation excluding time for lunch, to check students' papers, and to conduct research and extension as part of their three-fold functions (instruction, research, and extension).

In the Philippines, “Employees work for a duration of eight (8) hours per day, for a total of five (5) days a week, resulting in a cumulative of 40 hours, not including the time spent for lunch,” (Civil Service Commission of the Republic of the Philippines, 1987). While educators not just in the Philippines, but also those from other countries, put their best foot forward to comply with the government’s mandate, the excellence on lectures given the students and their research productivity are negatively affected (Li & Zhang, 2022; Rodrigo & Ladrido, 2022; Sharaievska et al., 2022). With overflowing tasks at hand and being fagged out most of the time, teachers remain steadfast and true to their sworn profession even beyond office hours to accommodate students’ and parents’ or guardians’ concerns (Mercer, 2023; Matsushita & Yamamura, 2022). Tumusiime (2023) revealed that teachers’ performance and productivity improve significantly when they are assigned considerate teaching hours in a day; hence, teachers can focus more on improving their teaching materials, engage to research collaborations, and allocate time for general well-being (Doyle Fosco et al., 2023; Tripon et al., 2023).

Table 2.1: Level of Educators Activity in HyFlex Environ

Statements	Mean	SD	Description
Teaching Performance based on Educators’ Workload	2.73	.352	Agree
Teaching Performance based on Educators’ Well-being	2.59	.225	Agree

Table 2.1 shows overall mean and SD of teaching performance based on workload (mean=2.73; SD=0.352), and based on well-being (mean=2.59; SD=0.225) both described as “Agree”, which implies that on average, educators find themselves driven and prescient in HyFlex environ. Albeit challenges faced by educators in varying academic environ, educators remain steadfast to win over adversities and better themselves to be of better service to their learners (Freiberger, 2022).

Table 2.2: Statements on Teaching Performance based on Workload

Statements	Mean	SD	Description	Rank
<i>With Highest Average Ratings</i>				
Statement 3: I am well-trained/oriented and prepared for the HyFlex teaching and learning environ.	3.21	.816	Agree	1.5
Statement 7: I accommodate consultation hours with my students and their parents at times.	3.21	.816	Agree	1.5
Statement 6: I attend to department meetings, school programs, and other functions outside teaching.	3.20	.867	Agree	3
<i>With Lowest Average Ratings</i>				
Statement 11: I have piled and queued papers to grade.	2.21	0.856	Disagree	25.5
Statement 13: My workload increased in the two years because of challenging academic setup.	2.21	0.894	Disagree	25.5
Statement 1: The implementation of blended teaching and learning mode adds significantly to my workload.	2.01	0.841	Disagree	27

In Table 2.2, Statements 3 and 7 (mean=3.21; SD=0.816) both received the highest mean (“Agree”). This means that in single note, educators consider themselves well-prepared for HyFlex environ as they accommodate online consultation hours with students and parents at the same time because of their attendance to several self-initiated webinars and individualized online trainings (Howe & Watson, 2021). Analogously, Statement 6 (mean=3.20; SD=0.867) followed the highest rank (“Agree”), which reveals that apart from teaching functions, educators are proactive in capacitating themselves to be of better service to clientele (students, parents, institutions).

Meanwhile, Statement 1 (mean=2.01; SD=0.841) received the lowest mean, with “Disagree” remark. Likewise, Statements 11 and 13 (mean=2.21; SD=0.856, 0.894) both in bottom suggest that given the tight schedule, educators assured they are on track despite that their workloads are relatively the same. Contrapuntal to this result, teachers admitted that with Hyflex teaching, they exerted more effort than the traditional way, to adapt to new strategy (Mehrpouyan, 2022; Moorhouse & Tiet, 2021), revise learning materials (Sanchez-Pizani et al., 2022; Goke et al., 2021), and take responsibility for well-being of students (Costa, 2022; Strawbridge et al., 2022; Lee & Deale, 2021).

Table 2.3: Statements on Teaching Performance based on Well-being

Statements	Mean	SD	Description	Rank
<i>With Highest Average Ratings</i>				
Statement 43: I have ‘to-do lists’ based on their urgency.	3.09	0.725	Agree	1
Statement 38: During the school days, I have enough time to get ready for my classes.	2.91	0.737	Agree	2
Statement 28: I received negative feedback from my students despite the efforts I exerted to deliver my duties and other functions.	2.85	0.809	Agree	3
<i>With Lowest Average Ratings</i>				
Statement 42: Being pressured by deadlines, I feel like I am more prone to committing errors in reports, slide presentations, grades, etc.	2.41	0.816	Disagree	43
Statement 36: Additional teaching assignments that are outside of my field of specialization relatively increases my preparation time and adds burden on my part.	2.21	0.765	Disagree	44
Statement 41: I am used to having multiple tasks, to being assigned multiple teaching preparations, and to being overworked.	2.13	0.759	Disagree	45

In terms of educators teaching performance based on well-being, Statement 43 (mean=3.09; SD=0.725) achieved the highest rank with “Agree” remark, which shows that educators possess the ability to effectively manage their workload by skillfully evaluating and prioritizing assignments, rather than attempting to pack everything in. Statements 38 and 28 (mean=2.91, 2.85; SD=0.737, 0.809) ranked second and third highest, respectively. Despite busy schedules and other tasks outside school, educators ensured that teaching responsibility is not set aside but instead taken priority. In spite of demonstrating exemplary performance, educators continued to receive unfavorable criticisms, regardless of their unwavering dedication, because their students faced abrupt changes with their teaching and learning platform, while satisfying the educative process, leaving them to be less invested in studies (Appel & Fernández, 2022; Baker et al., 2022) and to be anxious along the process (Han et al., 2022; Mentzer & Mohandas, 2022).

Meanwhile, Statement 41 (mean=2.13; SD=0.759), obtained the lowest rank, noted as “Disagree”. The result reveals educators have acknowledged they are unable to perform exceptionally well when faced with various responsibilities and preparations, which can result in weariness and burnout that can be attributed to the fact that majority of the educators are still adjusting to the teaching profession. Statements 42 and 36 (mean=2.41, 2.21; SD=0.816, 0.765), ranked third and second from the bottom, respectively, which indicate that educators push themselves complete all tasks within the given time limitations. The allocation of additional teaching assignments that are specialized in their respective fields, which consequently leads to an increase in preparation time and burden, indicates that higher education faculty acquired the ability to remain composed under pressure and possess knowledge not only within their field but also in related disciplines, since their academic programs guided them through their collegiate general education courses. While undergraduate academic preparations trained pre-service teachers previously, it concerns the teacher education program to arm the succeeding professional teachers with necessary skills to be at par in the competitive profession since general education courses are situated in the senior high school level.

Table 3: Relationships of Educators Teaching Performance in HyFlex Environ among Age, Combined ATL-ETL, and Professional Academic Rank

		Age	Combined ATL-ETL	Professional Academic Rank
Teaching Performance	Spearman Correlation	-0.063	-0.010	0.043
	p- value	0.679	0.948	0.780

Table 3 shows the correlation analysis between teaching performance and age (-0.063, p-value=0.679), combined ATL-ETL (-0.010, p-value=0.948), and professional academic rank (0.043, p-value=0.780) of the educators.

Interestingly, since p-value is greater than 0.05, results indicate that regardless of high or low combined ATL-ETL, professional academic rank, and age of educators at present, their teaching performances remain buoyant; hence, differences in age, combined ATL-ETL, and professional academic rank in this respect are extraneous to teaching performances. Undoubtedly, teachers exert much effort and expertise to deliver their duties and responsibilities with flying colors despite the challenges they face professionally and even personally (Weddle et al., 2019). Contrary to the findings of Pratiwi & Warlizasusi (2023), their study revealed that the higher the teaching assignments and other tasks of educators, the lower their teaching performances, since the educators’ assigned teaching loads determined their performances (Susiloningsih et al., 2023).

Regardless, the potential elimination or reduction of additional responsibilities assigned to instructors, which currently impede their ability to deliver exceptional instruction and high-quality service to students, could greatly enhance the overall well-being of teachers; hence, potentially boosting their productivity in all aspects.

Table 4: Differences on Educators Perceived Teaching Performance in HyFlex Environ when

MULTITASKING LANGUAGE AND MATHEMATICS EDUCATORS: EFFECTS ON TEACHING PERFORMANCE IN HYFLEX ENVIRON

Grouped according to Civil Status and Field of Specialization

Factor	Statistic	df	p-value
Civil Status	0.018	1	0.893
Field of Specialization	3.976	1	0.046

The Kruskal-Wallis H test was performed to identify the factor that had the strongest correlation and impact on teaching performance of educators. Results show that teaching performance of educators is independent to their civil status ($H_{(1)} = 0.018, p > 0.05$). Similar to Singh & Alhulail (2022), their findings showed that regardless of teachers’ marital status, their dedication to the work-at-hand and profession is sustained. In any way, teachers’ marital status does not mediate with their abilities to teach effectively (Alam, 2022).

Meanwhile, it is compelling to note that results reveal a significant difference in the educators’ field of specialization ($H_{(1)} = 3.976, p < 0.05$), which means that English/Filipino language educators tend to have higher teaching performance than Mathematics teachers. Sharma & Sharma (2022) found that teachers maximize the eclectic utilization of pedagogical ways to strengthen the learning of language (English) courses. While students are anxious to approach problem sets in their Mathematics course, teachers are likewise challenged to reframe and adapt innovative teaching styles to produce a more encouraging Mathematics learning (Buckley & Sullivan, 2023).

Beyond the potential to address the overall welfare of educators irrespective of their professional academic rank, age, civil status, or field of specialization, a reduction in their workload is critical to their research and pedagogical effectiveness and productivity, as it enables them to devote ample time to developing innovative and encouraging teaching methodologies informed by empirical evidence and students’ needs.

CONCLUSION

Given the increasing demands on education and educators in the ever-evolving academic system, the obligations and tasks assigned to teachers have also expanded. This study investigated the effect of multitasking on teaching performance in Hyflex environment. It examined how educators’ performance was affected by assignment of many tasks in this tough setting. The majority of English/Filipino language and Mathematics educators, who are mainly classified as Generation Z and Millennials, are unmarried and single. They are primarily focused on their careers and prioritize working long hours. The instructor post has become the most common academic rank, focusing on lower-level responsibilities that often require working beyond regular hours, in contrast to higher-ranking professorial positions. The distribution of specialization showed a notable percentage of educators specializing in English/Filipino, which posed a challenge for Mathematics educators, who teach one of the most challenging academic subjects, to adapt their teaching methods and adopt a more supportive approach to engage learners.

The integration of ATL and ETL yielded a thorough overview of the educators’ workload, revealing that they spend 27 hours per week on various tasks. This includes around five (5) to six (6) hours dedicated to teaching and executing additional duties within a single day. It emphasized the educators who had a daily duty of eight (8) hours and around two (2) hours each day for constructing academic materials, checking students’ papers, and doing research and extension activities. The teaching performances of English/Filipino language and Mathematics educators were found to be unrelated to their age, civil status, combined ATL and ETL, and professional academic rank. However, there was a significant difference observed in terms of field of specialization, indicating that English/Filipino language educators exhibited higher teaching performance than Mathematics educators in Hyflex environment.

In this regard, increasing awareness and establishing clear understanding on both ATL and ETL policies are crucial for administrators, educators, policymakers, and researchers in making informed decisions on workload distribution, resource allocation, and overall educators’ well-being. Further, examination on the impact of ATL and ETL on teaching quality, job satisfaction, and overall educational outcomes may be explored to check significance of their contribution to enhance academic environments. Furthermore, researchers may explore the presence of teacher assistants to help educators with their tasks for not only schools increase employability and opportunity among people, but also, they help to ease the workload of teachers. Likewise, conduct of qualitative study brings deeper exploration on other aspects concerning both educators and learners.

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