THE LABYRINTH OF MULTITASK TEACHERS IN LEARNING AND WORKING ENVIRONMENT IN TIMES OF PANDEMIC

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ABSTRACT

The study highlights the journey of multitasking teachers in learning and working environments. Specifically, it unveils the professional experience of teachers who are studying in a Graduate school while working and managing effectively delivering instruction during pandemic. The study used descriptive-correlation design through survey technique with researcher-made questionnaire which was participated by secondary public-school teachers in Candelaria East District. Findings revealed that the majority of the respondents are female 31- 35 years old, with master units and have 1-5 years of teaching experience. Teachers are very resilient and enthusiastic in accepting and adjusting to the new normal in their teaching and learning experience. Clearly, they are confident in their abilities to overcome such difficulties and they are able to improve digital literacy in the context of 21st-century learning design. More, study revealed that there is no significant association between a teacher's length of service and their teaching performance. It is recommended to teachers to display empathy, establish trust, and a desire for togetherness to lead the way in achieving the addressed goals. Significantly, teachers' responsibilities are growing at such a rapid pace that they will become stagnant if they refuse to pursue self-development and must have a progressive attitude on their roles as change agents.

Keywords: Labyrinth, personal, professional, cultural, multitask teachers

INTRODUCTION

Teachers as the finest vocation requiring commitment, enthusiasm, and promptness, require necessary skills and traits that have a significant impact on the learning experiences of students. Teachers, who are entrusted with the task of leading and nurturing the minds of children, entails the ability to successfully adjust to unexpected cultural contexts with high levels of intelligence which play a critical role in bridging organizational divides and knowledge gaps by educating their peers about the different new trend in education, transferring knowledge, assisting in the development of interpersonal connections, and smoothing interpersonal processes in a multicultural workforce.

Fullan (2007) asserts that teachers are under a lot of pressure to show how their work contributes to school improvement, which has led to the development of a lot of literature about leadership in the context of school reform. The personal, professional, and cultural dimensions will be discussed in the study where it shows how teachers handle their journey as a teacher and as graduate school students. Furthermore, the Philippine Professionals Standards for Teachers (PPST), also known as DepEd Order no. 42, s. 2017 was designed and nationally verified to specify well-defined areas, strands, and indicators for teacher quality across all phases of a teacher's career. In the Philippines, the PPST is used to evaluate the quality of teachers and acknowledges

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the relevance of teachers in improving the teaching and learning process' quality which involves the (1) self-management, (2) professionalism and ethics, (3) result in orientation, (4) teamwork, (5) service orientation, and (6) innovation. As a result, many educational reform projects that aim to improve education quality place a premium on boosting teacher quality.

The study sheds light on teachers' journeys in their personal, professional, and cultural dimensions in life when it comes to becoming a teacher and studying in graduate school. The current study stresses the importance of systematic approaches to teacher evaluation that encourage individuals and the profession to continue learning and delivering effective and efficient teaching and learning processes amidst the pandemic. The participants of the study were secondary public-school teachers in Candelaria, Quezon.

As stipulated in DepEd Order no. 2, s.2015, also known as Results-Based for Performance Management Standards, which highlighted the following: (1) Effectiveness/Quality, (2) Efficiency, and (3) Timeliness. These serve as guide for the teachers toward their target goals to achieve outstanding results and to redirect them if they get lost along the way. They additionally serve as suggestions for making sure and accomplishing the vision, mission, values, and strategic priorities to furnish nice academic offerings to Filipino learners. Teachers' agreement to develop new ideas for teaching, their openness to change, their problem-solving strategies, and exchanging atmosphere where sharing of practices is a triggered way of exploring and unveiling their creativity and leadership, as Coban and Atasoy (2020) stressed, would create a supportive and collaborative climate for teachers and encourage teachers' agreement to develop new ideas for teaching, their openness to change, their problem-solving strategies, and exchanging atmosphere where sharing of practices is a triggered way on exploring and teachers encounter a variety of problems as they work to ensure the school's performance and improve feedback and production from foreign organizations. As a result, school leaders should be prepared to maintain and strengthen their organizations' strengths and areas

of growth (Del Rosario & Ancho, 2020). Having a vision is essential for creating a successful and transforming world. Teachers are continually discovering that each day is a new lesson in creating important results for kids and preparing them for real-world situations. It entails putting it into practice with yourself and your coworkers, instigating change, and admitting it entails transformation.

Education has evolved to accommodate the changing requirements of society. As a result, understanding change in a variety of settings is essential for transformation. As a leader-teacher, you can encourage a variety of intelligence to participate in addressing and recognizing the full scope of an organization's goals, as well as being a part of the change in a school's culture. Through the teaching and learning situation, a competent teacher inspires, guides, directs, and achieves the educational goals, and this reflects on a leader who transforms the group. More teachers that are willing to serve, influence, take calculated risks, transform people, and act as change agents capable of influencing future generations to be the best leaders possible are needed today. Becoming culturally, professionally, and personally intelligent, keeps you vigilant and attentive to problems, allowing you to reach your maximum potential. Culture has the impact of constantly challenging an organization's ability to be adaptable and flexible, to be the best by letting go of old assumptions and prejudices, to be the best by letting go of previous assumptions and biases, to be the best by letting go of previous assumptions and biases. Teachers' working environment and capacity to successfully instruct children are influenced by the structures created by school authorities. That is why we feel that supporting school leadership is critical, yet often underestimated, a technique for assisting teachers in meeting children's needs now and in the future (Chen & Guo, 2020). Teachers perform better, especially during difficult circumstances, when a school has high-quality working environments such as fair expectations and transparent communication.

Changes in numerous social, political, technological, and economic spheres, as well as various pressures such as globalization and regional integration, are affecting not just the

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curriculum, but also the standard of teacher excellence, resulting in a reframing of teacher workload. Teachers, on the other hand, as members of a "noble profession," discover innovative ways to perform their responsibilities (Ancho & Bongco, 2019). Each member in a partnership must be involved and engaged. If learners are to learn, they must be engaged in any tasks that will help them develop their value, knowledge, and abilities. Education has the potential to provide proper experiences and instructions that will allow their many aspects of life to develop and solely affect their behaviors, resulting in the internalization of developmental achievement.

Cultural intelligence can extract from a person's or group's behavior those characteristics that are common to all people and groupings (Earley, 2002). The challenge that we face now as educators are difficult, same with the admin and the students but with a unified vision and disregarding selfish ambitions, a brighter tomorrow could be at hand. Becoming culturally intelligent allows leaders to function successfully in a variety of cultures (Offermann and Phan, 2017). People can solely do this if they accept it as true within their capabilities and had before continued in the face of adversity, their self-belief grew. To tackle the difficulty of increasing the body of workers' diversity, the thought of cultural genius is applied. The word labyrinth refers to a state of intense awareness. It has become critical in the twenty-first century, with altering corporate and organizational paradigms that are more accepting of diversity, and a more educated and diverse workforce that is less concerned with compensation, motivation, and other soft characteristics. In the twenty-first century, the workplace has become increasingly insecure; as a result, it is critical to use emotional support to overcome resistance and create a more pleasant work environment. As a teacher, we should open our eyes, hearts to every change and challenge in education. Being open and accepting of each other's diversity is a big help to open our capability to become flexible and can adapt to our ever-changing educational landscape.

As a result, leadership and management skills are required in today's changing world. Labyrinths are often utilized as metaphors for personal journeys into and out of self-awareness. A labyrinth has only one path to the center, and the same path leads out. As an individual, we decide to take a walk down the trail and go on an adventure and have the option of continuing the adventure or ending it by retracing the steps back to the beginning. It is a trip that helps to understand and transform the world into a better one.

OBJECTIVE OF THE STUDY

The study sheds light on teachers' journeys in their personal, professional, and cultural dimensions in life when it comes to teaching and studying in Graduate school. In accordance, it sought to seek the answer to the following questions: (1) To determine the profile of the respondents in age, gender, length of teaching experience, and educational attainment; (2) To examine the experiences faced in learning and working environment by the teachers amidst pandemic in terms of personal, professional, and cultural journey and (3) To assess the significant relationship between the length of service to the professional journey of teachers.

METHODOLOGY

The researcher employed a descriptive-correlation design and utilized research-made questionnaire. Fourteen multitask Secondary public-school teachers in Sta. Catalina National High School served as participants of the study. The researcher utilized a random sampling method to determine the sample size. The data collection technique included library research, a survey, and document analysis. A Google form was utilized to administer the questionnaire to gain their full cooperation and honest opinions regarding the study. The processed data was turned into a quantitative method. In this approach, two key stages were used: (a) implementing and responding to the questionnaire, and (b) evaluating the data using descriptive statistical methods.

RESULTS AND DISCUSSION

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1. **Profile of the respondents in terms of age, gender, length of teaching experience, and educational attainment**

As gleaned in Table 1, most of the respondents are female, consisting of 10 teachers with 71.4% and 4 male teachers with 28.6%. In terms of the teachers' ages, most of the respondents are in the grouped age of 36-40 with 36.8%, followed by 31-35 years old with 35.7%, 21-25, and 26-30 with 14.3% and 41-45 years old with 7.1%.

Table 1
Profile of the Respondents

Gender	Frequency	Percentage
Female	10	71.4%
Male	4	28.6%
Age	**Frequency**	**Percentage**
21-25	2	14.3%
26-30	2	14.3%
31-35	5	35.7%
36-40	4	36.8%
41-45	1	7.1%
Educational Attainment	**Frequency**	**Percentage**
With Doctorate Degree	4	28.6%
Masteral Degree	4	28.6%
With Masteral Unit	6	42.9 %
Length of Service	**Frequency**	**Percentage**
1-5 years	8	57.1%
6-10 years	5	35.7%
16-20	1	7.1%

With regards to their educational attainment, most of the respondents gained their masteral unit with 42.9%, while 28.6% earned their master's degree and continued with a doctorate. The majority of the respondents are female teachers, at the aged bracket of 31- 35, mostly with masteral units, and have 1-5 years of teaching experience. It suggests that teachers are resilient and committed learn amidst pandemics.

2. **Journey of teachers-experience in learning working environment in times of pandemic in terms of personal, professional, and cultural journey**

2.1. **in terms of personal journey of multitask teachers**

Table 2
Personal Journey of the multitask teachers

Personal Journey	Mean	Interpretation
Submit school reports and requirements in the graduate school on time	4.5	Highly Evident
Manage resources and the environment in a strategic manner	4.43	Highly Evident
Capable of creating a professional learning community at the school	4.21	Highly Evident
I like what's happening to me right now	4	Very Evident
Maintain a Me-time and family time because I like what I am doing	4.35	Highly Evident
Work under pressure.	3.9	Very Evident
Maintain a work-life balance	4.29	Highly Evident
Because this is the road I've chosen, I'm confident that I'll be able to overcome any obstacles	4.64	Highly Evident
Area Mean	**4.29**	**Highly Evident**

In teachers' personal journey in their teaching and learning experience, they were very resilient and positive in all forms in accepting and adjusting to the new normal as it was highly evident that they were confident to overcome those obstacles with a weighted mean of 4.64. Learning is essential to a person's development and growth (Brende, 2015). Despite teachers' stress and fatigue, teachers enjoy wonderful experiences, which include their students (Robosa et al., 2021).

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A pandemic or a crisis does not impede any person's learning process. Furthermore, everyone should be able to learn in a variety of ways. Furthermore, as multitask teachers in their learning and working experiences, teachers can submit on time even many school reports and study submissions with a 4.5 weighted mean. Teachers can manage resources and the environment in a strategic manner with a weighted mean of 4.43. It implies that the personal journey of teachers in learning and working environment as multitask teacher is highly evident.

2.2. In terms of Professional Journey of multitask teachers

Table 3
Professional Journey of the multitask teachers

Statement	Mean	Interpretation
Attending various webinars/training sessions on instructions and assessment.	4.07	Very Evident
During the pandemic, continuing professional growth was a top focus (graduate school, certificate program).	4.57	Highly Evident
Supporting the organization in taking positive steps toward meaningful change and mutual understanding.	4.43	Highly Evident
Cultivate a research culture to help students progress in school.	4.21	Highly Evident
Break the cycle by embracing change.	4.43	Highly Evident
The importance of the inner self outweighs the importance of the outer self.	4.5	Highly Evident
Enhancing digital literacy in the context of 21st-century learning design.	4.79	Highly Evident
Increasing one's exposure to changes and professional growth.	4.71	Highly Evident
Area Mean	**4.46**	**Highly Evident**

As reflected in Table 3 on teachers' professional journey in their learning and working environment, teachers were able to enhance digital literacy in the context of 21st-century learning design. A country's educational system should be improved by implementing efficient ICT policies for it to be successful (Iqbal & Ahmed, 2010). Ball (2018) educators are now in the twenty-first century where technological advancements are widely accepted. ICT has had a massive influence education, and it has altered the teaching-learning system (Yusuf, 2005). Moreover, Woessman and Fuchs (2004) exhibit that the use of digital technology in greater training has a tremendous impact proving that technology nowadays has a great impact on teachers 'competencies that need to be flexible, adaptive and come up in addressing issues in the educational context. Similarly, Bhaurao (2015) nowadays, the technology era is not a time of losing knowledge in terms of teaching pedagogies but rather increasing which give way to widen the perspective in teaching and get out of the comfort zone and despite these things, one common good for the consideration of the situation, teachers always wanted to grow in personal, professional, and cultural dimension. Indeed, small progress is still progress where adding time, adds wisdom. As Ancho and Arrieta (2021) mentioned that instructors have been given webinars and coaching on on-line educating and learning, technological capacity, and intellectual health all through the epidemic. Teachers, regardless of their age or years of experience, have a want to increase in their careers and end up higher instructors. They choose their students to learn about in accordance with their present day wants and what the world will want in the future, consequently they favor to unlearn the ancient and relearn new expertise and abilities. Because the situation was that if leaders did not collaborate and sociologically comprehend each member, the entire organization would not systematically serve the entire organization, it is critical to realize that each member should work together for the entire organization to serve better. This demonstrates that leadership is defined not by what they offer to the school, but by how they achieve objectives while inspiring the peers to do what is best for the entire organization. As a result, teachers' professional

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journey is highly evident amidst the pandemic with a total average of 4.46.

2.3. In terms of Cultural Journey of the multitask teachers

Table 4
Cultural Journey of the multitask teachers

Statement	Mean	Interpretation
In order to achieve the school's vision and goal, there is a lot of shared responsibility	4.71	Highly Evident
Demonstrate empathy, build trust, and have a desire for unity	4.79	Highly Evident
Interaction between individuals and situations is always there for the common good	4.64	Highly Evident
By allowing people to express themselves, they were able to share the organization's vision and mission	4.57	Highly Evident
Aligning instruction to student's needs through diversified instruction and the use of as much material as possible	4.43	Highly Evident
Objectives in teaching materials that are related (rubrics, localized learning materials)	4.43	Highly Evident
Creating curriculum-based evaluations (test, quizzes, assessment)	4.43	Highly Evident
For the advancement of the school, research culture is being used	4.21	Highly Evident
Average Mean	**4.53**	**Highly Evident**

Table 4 exhibits that despite the challenges and hurdles that teacher faced amidst the pandemic they were able to adjust and accept the changes happening around them, that in every challenge there were opportunities to learn. To lead the way in attaining the addressed goals, based on the result teachers must demonstrate empathy, build trust, and a desire for unity. Educators are preparing for action in the face of these developments and ensuring well prepared in providing high-quality education will continue to be a priority during a pandemic and a catastrophe (DepEd, 2020). Teachers should show empathy, compassion, and concern to their students and must be aware of the many types of students and teachers to learn how to act and approach each one (Fajardo, 2020). As a result, teachers' cultural journey is highly evident amidst the pandemic with a total average of 4.53

3. Significant relationship between the length of service to the professional journey of teachers

Table 5 depicts the good-sized relationship between teachers' profiles and educating performance. As can be gleaned from the table above, the test values 0.19, 0.27, and 1.15 for the variables gender and educating overall performance are all decrease than the vital cost 14.067. It denotes that the null speculation is popular and suggests that there is no enormous relationship between the instructing overall performance of the male and lady respondents of the study. Its ability that the personal, professional, and cultural overall performance of the instructors can't be affected through gender. A comparable result used to be received in discovering the sizable relationship between educating overall performance and age of the respondents because the received values 1.06, 0.45, and 0.11 are all much less than the vital price 41.337. It means that the null speculation is accepted. It implies that there is no vast relationship between the educating overall performance amongst teacher-respondents and their age.

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Table 5
Relationship between Teachers' Background and Learning and Working Performance of teachers

Variables	Computed Value	Critical Value	Decision	Impression at 0.05 Level of Significance
Gender and Personal Journey	0.19	14.067	Accept H_o	No Significant Relationship
Gender and Professional Journey	0.27	14.067	Accept H_o	No Significant Relationship
Gender and Cultural Journey	1.15	14.067	Accept H_o	No Significant Relationship
Age and Personal Journey	1.06	41.337	Accept H_o	No Significant Relationship
Age and Professional Journey	0.45	41.337	Accept H_o	No Significant Relationship
Age and Cultural Journey	0.11	41.337	Accept H_o	No Significant Relationship
Educational Attainment and Personal Journey	0.3	23.685	Accept H_o	No Significant Relationship
Educational Attainment and Professional Journey	0.09	23.685	Accept H_o	No Significant Relationship
Length of Service and Personal Journey	2.47	32.671	Accept H_o	No Significant Relationship
Length of Service and Professional Journey	0.04	32.671	Accept H_o	No Significant Relationship
Length of Service and Cultural Journey	0.1	32.671	Accept H_o	No Significant Relationship

It solely suggests that teachers' age will no longer influence their personal, professional, and cultural instructing performance. The data also reveals that there is no significant relationship between educational attainment and teaching performance of teachers since the computed values 0.3, 0.09, and 0.09 are less than the critical value 23.685. It suggests that the null hypothesis is accepted. It means that teacher-respondents have similar teaching performance despite the differences in their educational attainment. It seems that teachers with units in a master's degree, with a master's degree, or with units in a doctorate will perform similarly in terms of personal, professional, and cultural teaching performance.

CONCLUSIONS

Based on the data gathered, the following findings of this study were drawn:

1. The majority of the respondents are female teachers, belonged at age bracket of 31- 35 , mostly with masteral units and have 1-5 years of teaching experience.
2. Teachers' personal, professional, and cultural journey in their teaching and learning experience, are highly evident in times of pandemic, they are very resilient and positive in all forms in accepting and adjusting to the new normal as it is highly evident that they are confident to overcome those obstacles and turn into opportunities.
3. There is no significant relationship between the length of service of a teacher and their teaching performance.

RECOMMENDATIONS

Teachers can pursue a professional career, but teachers are more of an identity than a profession. As an educator, some of the significant dimensions include considering the concept of learning and working to attain the addressed goals of the curriculum is to strengthen the personality and self-awareness of those who lead and manage, as well as instilling in them the importance of being courageous and positive in facing problems and challenges as leaders. With their journeys, school leaders should appreciate the circumstances of their teachers for more meaningful instruction in terms of their professional journey, trainings, capacity building programs and upskilling teachers 'competencies should be given status in a school toward students' achievements. As an instructional leader, incorporate real tactics into teaching and address students' diversity to meet their requirements, as well as offer a variety of instructions and learning resources, lesson exemplars, and interventions for the students should be prioritized through giving emphasis on their professional journey.

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Technical help and coaching should provide to colleagues to encourage creativity and ensure excellence in educational offerings. During the pandemic, professional and cultural development must also be prioritized to increase inherent capabilities to plan, manage, and internalize more effective service delivery. Future research will lead to more study on the labyrinth of teachers in learning and working environment. The present study is a great help and proof that teachers are strong and appreciative of their personal, professional, and cultural dimensions because they prove that there will be good results in their teaching performance if they continue to enrich their skills and knowledge for their students.

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