PREVELANCE OF PRESENTEEISM, AND MULTITASING AND POLYCHRONICITY IN THE CONTEMPORARY WORK ENVIRONMENT: GROUNDWORK FOR TEACHER NEEDS BASED PROFESSIONAL MENTORING FRAMEWORK

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Abstract

The research aimed to study the prevalence of presenteeism, multitasking, and polychronicity and determine the teachers' commitment, self-rated performance, and functional competencies. The study also aimed to develop a teacher needs-based professional mentoring framework. This study was conducted in the Division of San Pablo City public secondary schools. Teacher-respondents came from five (5) schools from Cluster 1 District, six (6) schools from Cluster 2 district, and four (4) schools from Cluster 3 district. The study utilized all the secondary school teacher populations of clusters 1, 2, and 3 districts. The study is a descriptive research design that utilized measures of central tendencies specifically the mean and standard deviation. The output of the research is a teachers' needs-based professional mentoring framework. It was found out that presenteeism, multitasking and polychronicity are moderately prevalent in Division of San Pablo City. It was also found out that teachers are moderately committed to their organization. Results also revealed that teachers are very satisfactory and very competent in their profession. The study was conducted in the Division of San Pablo City secondary schools. The during the school year 2022-2023. The findings of the research was utilized in the creating teacher-needs based mentoring framework as a guide for teachers professional works and interventions.

Keywords: *Presenteeism; Multitasking; Polychronicity*

I. Introduction

Over the last decades, accelerating technological modifications and new arrangements of workplace organization have led to workers accepting increased responsibilities and more independence than ever before as mentioned by Appelbaum (Hafner et.al., 2015). With the advent of the present-day work culture brought about by the pandemic, these occurrences have become part of every work environment. Increased productivity and flexible current working methods have also increased daily job demands, requiring employees to multitask and increasing workplace stress and unrealistic time pressures (Bevan, 2012). These transformations lead to escalated levels of sickness absence and the emergence of a phenomenon called "presenteeism" when employees attend work while in suboptimal health conditions. There are various nuances and cultures attributed to the field of education. These conditions exist and are part of the shared

customs among the teachers. Absenteeism may appear uncommon in this field, for absence in school may negatively affect the target educational outcome. However, the emergence of presenteeism brought attention to the scientific community, for it poses other possible long-term effects on achieving academic goals and results. Teachers in contemporary work environments are confronted with heavy workloads reflecting their regular job expectations and involvement in multiple teams simultaneously. The prevalence of multitasking and presenteeism seems more evident that workers tend to specify the task required by the organization. In education, the pandemic-induced work environment required the teachers to rely more on the current organizational needs without considering the detrimental effect of neglecting one's specified task. Teachers are expected to perform based on the standards set by the organization. However, circumstances inhibit them from meeting this current standard and undermining the consequences in terms of educational outcomes and productivity. Addressing the pressing issues of teachers' multitasking and presenteeism may enable teachers to be more productive and scientific in performing their duties more functionally. It should be solved to accommodate educational risks with minimum organizational issues. Repurposing teachers with professional mentoring programs may address productivity gaps and work misalignment resulting in a probable higher performance and productivity.

In Philippine education, the existence of presenteeism has been neglected due to various reasons. Performing tasks under suboptimal health conditions may threaten the teaching-learning process, for it entails numerous risks to the learners and the teacher. Presenteeism can be conceptualized as a counterproductive work behavior with practical negative consequences (Escorpizo, 2008). Moreover, teachers' multitasking in the department may seem an open secret without regard to its counterproductive effects. Relative to this, "Multitasking in Education," as cited by Bacani in SEAMEO INNOTECH (2016), stated that academic research demonstrates the profound adverse effects of multitasking on teachers' productivity. Yet, multitasking is worn as a badge of recognition. However, study invariably reveals that teachers who multitask suffer a broad array of adverse effects, from wasting productive time while switching tasks to encountering an increased vulnerability to distractions (Shallice, 2010). Teachers work much more effectively when focusing on a single job at any given period, and that switching between multiple duties leads to a host of adverse effects (Spencer, 2012).

The research aimed to study presenteeism, multitasking, and polychronicity and their relationship to teachers' organizational commitment and self-rated teachers' performances, and teachers' functional competencies.

II. Methodology

The study used the descriptive research design to attain its objectives. This was utilized to determine teachers' perceptions of the prevalence of presenteeism, and multitasking and polychronicity. The study also utilized descriptive intervention to understand teachers' organizational commitment, self-rated performance and teachers' functional competencies. This study was conducted in the Division of San Pablo City public secondary schools. Teacher-respondents will come from five schools from Cluster 1 District, six from cluster 2 from Cluster 3 district. The study utilized all the secondary school teacher populations of clusters 1, 2, and 3 districts. The study utilized a total of 553 respondents. The study used survey questionnaires adopted from various researchers and academicians. Most of the questions of the survey had to be answered on a 5- point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Instruments will determine the respondents' perception of the prevalence of presenteeism, and multitasking and polychronicity. The instruments captured the respondents' perception of organizational commitment, self-rated teachers' performance, and teachers' functional competencies. Self-made qualitative guide questions were administered during the course of the study. Some variables in the organizational level of multitasking utilized self-made

questionnaires, specifically, working environment, Workload, and Empowerment of teachers. Self-made questionnaires were also utilized as to self-rated teachers' performance, and teachers' functional competencies.

III. Results and Discussions

Table 1. Summary of table on the prevalence of presenteeism

Indicator	Mean	SD	Verbal Interpretation
Work-related Demands for Presence			
Replaceability	4.16	0.56	Moderately Prevalent
Resource for Good Performance of Work Tasks	4.07	0.57	Moderately Prevalent
Conflicting Demands	3.47	0.73	Moderately Prevalent
Control	3.86	0.55	Moderately Prevalent
Time Pressure	3.33	0.85	Prevalent
Personally-related Demands for Presence			
Individual Boundarylessness	3.43	0.76	Prevalent
Financial Demands	3.16	0.95	Prevalent
Overall	**3.64**	**0.71**	**Moderately Prevalent**

Legend: Verbal Interpretation (VI)/ Scale: 1.00—1.49 – Not Prevalent (NP), 1.50—2.49 – Slightly Prevalent (SP), 2.50—3.49 –Prevalent (P), 3.50—4.49 – Moderately Prevalent (MP), 4.50—5.00 – Highly Prevalent (HP)

Based on the table, it can be gleaned that presenteeism is moderately prevalent among the secondary teachers of the division of San Pablo City. It is observed that presenteeism is not highly prevalent, with most variables on work-related demands for presence being moderately prevalent and personally related demands for presence being prevalent.

The result implies that personal conditions significantly determine teachers' tendency to be always present in their work. The result from the personally-related demands for presence in terms of individual boundarylessness is attributed to the teacher's tendency to work independently. Teachers perform tasks based on the demands of the person in authority. If given tasks, the teacher will perform independently without considering what others are working. This means that teachers prioritize work given to them by people in authority. Disregarding other teachers' affairs, teachers deliver service at the best of their skills and abilities. It can be implied that teachers do not focus on other teachers' tasks and make the best out of the tasks given to them.

The result also explains that the status of teachers' private financial situation may affect the prevalence of presenteeism. This means that the socioeconomic condition of teachers is linked to their presenteeism tendencies.

The prevalence of presenteeism in Philippine education is an open secret. Teachers' decision to be present even at their low productive state may be mainly attributed to their personal choice. These choices were greatly influenced by the educational culture present in the Philippine settings. It can be gleaned that as to work-related demands for presence, most of the variables are moderately prevalent. This also means that the influence of the work environment is a crucial determinant of presenteeism in Philippine educational settings. The teacher knew the repercussions of attending work even under suboptimal health conditions. However, service delivery still matters, and professional culture materializes. This implies that the impact of work conditions is a vital determinant of teachers' tendencies to be always present.

Their teachers' experiences in presenteeism elaborately change the way they perceive work. Social

factors may be a significant consideration in why and how teachers subject themselves to the onset of presenteeism. There may be numerous accounts for salient productivity losses that has to become a focus of other studies. The organizational condition in the education department set the environment for presenteeism. From the personal and organizational standpoint, teachers will decide if they will be engaged or not with such. Participants shared sentiments on the effects of presenteeism on their well-being. Positive and negative aspects of presenteeism were brought out to the extent of understanding the underlying experiences of teachers on the topic.

The research conducted by Hansen & Andersen (2008) indicated that, in addition to a relatively low level of productivity, presenteeism increases the likelihood of a coronary event and a significant health problem at a later stage. The direct manifestation of presenteeism among teachers may need to be more evident and apparent. However, production and health costs may be at soon be influenced. Lu et al. (2013) agreed that presenteeism would not only bring a price tag of health consequences but also because employees tend to lose their passion for their job by describing it as stressful and unsatisfying.

Table 2. Summary of table on the prevalence of multitasking and polychronicity

Indicator	Mean	SD	Verbal Interpretation
Individual Level			
Conscientiousness and Extraversion	3.80	0.50	Moderately Prevalent
Control of Time	3.82	0.58	Moderately Prevalent
Job Autonomy	3.88	0.65	Moderately Prevalent
Organizational Level			
Working Environment	3.70	0.62	Moderately Prevalent
Workload	3.68	0.66	Moderately Prevalent
Empowerment of Teachers	3.46	0.69	Prevalent
Complexity of Work Tasks	3.38	0.74	Prevalent
Overall	**3.67**	**0.63**	**Moderately Prevalent**

Legend: Verbal Interpretation (VI)/ Scale: 1.00—1.49 – Not Prevalent (NP), 1.50—2.49 – Slightly Prevalent (SP), 2.50—3.49 –Prevalent (P), 3.50—4.49 – Moderately Prevalent (MP), 4.50—5.00 – Highly Prevalent (HE)

The result implicates that secondary teachers of division of San Pablo City are engaged to multitasking and polychronicity practices. The results further imply that the prevalence of multitasking and polychronicity is attributed to individual level. This means that personal factors may have contributed to prevalence of multitasking and polychronicity. This may also mean that teachers opted to practice multitasking out personal reasons and individual aspirations. Individual working culture acquired through organizational set-up may have a role in teachers' manifestation of multitasking. Teachers' trait and preference is crucial to the multitasking practices. Personality traits can influence how teachers approach and handle multitasking. For example, teachers high in conscientiousness tend to be organized, focused, and detail-oriented, which may help them manage multiple tasks simultaneously. Individual dispositions may have been associated with multitasking and polychronicity. Likelihood to be polychronic is influenced by teachers' individual preference as well. Polychronic organization promotes increased level of multitasking tendencies. It can be implied that scheduling and certain time of the year promotes multitasking. Given the fact that teachers has to be focused on teaching and learning, there are instance that require teachers to be more

engaged in paper works than teaching. School policies require teachers to be more engaged to students however on a contrary note, it is the same policy that engage teachers to become proactive with other facets of the school. Multitasking can also be observed among certain group of employees. There might be inadequacy in terms of tasks selection for school may sometimes be limited of the knowledge of teachers' skills and capabilities. It is sometimes necessary to pre-evaluate teachers' performance before entitling them with unrelated tasks that may increase the level of school multitasking.

Multitasking can be efficient use of time; a relatively manageable endeavor when necessary; or when well monitored or well-regulated and an effective tool in performing teachers' duties and responsibilities (Brasel & Gipps, 2011). These statements suggest implications to findings of this study that multitasking has a direct and positive relationship with organizational commitment. The more engaged teachers are into their organization, the more they become committed to their organization in terms of affective, normative, and continuance domain.

It can also be assessed from the responses that regardless of the school size, it evident that multitasking is present. However, as to school size, it is more frequent in smaller schools for they have limited number of teachers and options as to who will perform certain tasks.

Table 3. Teachers Organizational Commitment in terms of Affective Domain .

	Indicator	Mean	SD	VI
1.	would be happy to spend the rest of my career with my school.	3.75	0.88	MC
2.	really feel as if this school's problems are my own.	3.42	0.93	C
3.	feel a sense of "belonging" to this school.	4.07	0.75	MC
4.	feel "emotionally attached" to this school.	4.02	0.76	MC
5.	feel like "part of the family" at my school.	4.14	0.76	MC
6.	sense that this school has a great deal of personal meaning for me.	4.07	0.75	MC
	Overall	3.91	0.59	**MC**

Legend: Verbal Interpretation (VI)/ Scale: 1.00—1.49 – Not Committed (NC), 1.50—2.49 – Slightly Committed (SC), 2.50—3.49 – Committed (C), 3.50—4.49 – Moderately Committed (MC), 4.50—5.00 – Highly Committed (HC)

The results implied that teachers' personal problems and school problems require separate interventions. School problem does not extend the boundaries of the personal life of teachers. However, teachers are committed to school because they are effectively attached to the organization. This is observed among teachers extending their teaching service until the last day of their retirement age. Teachers may have liked staying in the organization and found happiness in it. This results in elaborated commitment among the teachers eventually reflected in the school outcome.

Strong organizational commitment is rooted in employees' desire to stay. It may be one of the prime factors to consider why employees stay in their organization. Like teachers, there should be significant and valuable reasons why they choose to stay. Furthermore, this itself is essential for any organizational goal. Securing employees' affection and demonstrating commitment is a rising concern in organization development (OD) and human resource development (HRD) practices. Increasingly, leaders in modern organizations are tasked with attracting, cultivating, and retaining talent with the skills and capabilities to maintain a competitive advantage in their industries (Alvino, 2014).

Table 4. Teachers Organizational Commitment in terms of Continuance Domain.

Indicator	Mean	SD	VI

1.	Feel like, staying with my school is a matter of necessity as much as desire.	3.78	0.83	MC
2.	Feel like It would be hard for me to leave my school right now, even if I wanted to.	3.77	0.88	MC
3.	Sense that my life would be disrupted if I decided I wanted to leave my school now.	3.64	0.94	MC
4.	Perceive that I have minimal options to consider leaving this school.	3.56	0.91	MC
5.	I feel like If I had not already put so much of myself into this school, I might consider working elsewhere.	3.34	0.99	C
6.	Thought that one of the few negative consequences of leaving this school would be the scarcity of available alternatives.	3.41	0.91	C
	Overall	3.58	0.69	**MC**

Legend: Verbal Interpretation (VI)/ Scale: 1.00—1.49 – Not Committed (NC), 1.50—2.49 – Slightly Committed (SC), 2.50—3.49 – Committed (C), 3.50—4.49 – Moderately Committed (MC), 4.50—5.00 – Highly Committed (HC)

Teachers in the Department of Education consider their work "bread and butter." It is their mode of living and source of economic stability. The study implies that teachers are consistently committed because it will be costly for them to leave. Their commitment to the department transcends from personal choice to the need to stay in the department. The result can also be attributed to teachers' professional skills that if they leave the department, they can still find jobs that suit their productive capacities.

A complex ideology is the evolution of organizational commitment to why employees stay in their organization. For teachers, time is a factor that promotes complacency and familiarity with to work environment and culture that ultimately decides them to stay. Committed employees are crucial to organizational success in today's demanding economic environment, where workers are encouraged to exceed expectations to help their employers to compete more effectively (Rubel et al., 2021). Competitiveness may be achieved if the employee stays in the organization for an extended period. Ultimately, employees consider these investments when contemplating leaving an organization.

Table 5. Level of teachers' performance in terms of teaching learning process

Indicator	Mean	SD	VI
1. develop learning strategies for students' holistic development.	4.31	0.61	VS
2. prepare a plan for the lessons to be taught with complete instructional materials.	4.31	0.62	VS
3. facilitate learning through functional, innovative teaching strategies.	4.24	0.65	VS
4. provide exercises and homework to students.	4.22	0.68	VS
5. cover the learning competencies on time.	4.19	1.45	VS
Overall	**4.25**	**0.60**	**VS**

Legend: Verbal Interpretation (VI)/ Scale: 1.00—1.49 – Poor (P), 1.50—2.49 – Unsatisfactory (U), 2.50—3.49 – Satisfactory (S), 3.50—4.49 – Very Satisfactory (VS), 4.50—5.00 – Outstanding (O)

Teachers' performance may be measured regarding the quality teaching-learning process. Teachers' performance is manifested through assessment and student and administrator feedback. Teachers consider students' feedback a valuable indicator of their teaching performance and the curriculum (Surujlal, 2014).

Teachers' performance may be significantly measured through students' performance, from which transfer of learning is measured. Various facts are to be considered as to whether a teacher performs to the best of his or her abilities or initiates service out of compliance.

Teachers are the prime learning providers because they aim to achieve various curricular standards. Teaching innovations may significantly impact the practical measures of teaching and learning. Teachers are at the center of the learning process, and how they facilitate learning plays a vital role in transferring essential knowledge.

Table 6. Level of teachers' performance in terms of learners' outcome

Indicator	Mean	SD	VI
1. monitor and keep an updated pupil's progress through updated pupil's rating per rating period, reading the profile, and numeracy skills test results.	4.27	0.69	VS
2. conduct remediation and enrichment programs to improve performance indicators.	4.14	0.70	VS
3. attain a 100% passing rate of pupils in my subject area.	3.92	0.90	VS
4. always give timely and relevant feedback on students' work.	4.12	0.69	VS
5. supervise co-curricular activities effectively.	4.01	0.78	VS
Overall	**4.09**	**0.57**	**VS**

Legend: Verbal Interpretation (VI)/ Scale: 1.00—1.49 – Poor (P), 1.50—2.49 – Unsatisfactory (U), 2.50—3.49 – Satisfactory (S), 3.50—4.49 – Very Satisfactory (VS), 4.50—5.00 – Outstanding (O)

For academic aspirations, significant positive effects are seen for learners who report that educators care for learners, treat learners fairly and encourage questions. The quality of the educators in every learning system mirrors and influences the overall quality of the school system and the student's potential within the system (Darling-Hammond, et al., 2009). Students' outcome is the measure of teachers' performance. How students are produced as a product of initiated learning activities by the teacher is essential to explain the teachers' performance.

Table 7. Level of teachers' performance in terms of professional growth/development

Indicator	Mean	SD	VI
1. enroll in a graduate studies program or any continuing professional development courses.	3.93	1.05	VS
2. attend various training/seminars at school, division, regional, national, and international levels.	4.14	0.80	VS
3. serve as a resource speaker at the school, district, division, and international levels.	3.33	1.29	VS
4. support professional development opportunities that promote teacher collaboration.	4.09	0.79	VS
5. use information and communication technology (ICT) to provide content, professional development, and professional learning communities.	4.23	0.66	VS
Overall	**3.94**	**0.68**	**VS**

Legend: Verbal Interpretation (VI)/ Scale: 1.00—1.49 – Poor (P), 1.50—2.49 – Unsatisfactory (U), 2.50—3.49 – Satisfactory (S), 3.50—4.49 – Very Satisfactory (VS), 4.50—5.00 – Outstanding (O)

Professional learning often occurs in formal settings, such as professional development programs,

teaching research groups, and formal mentoring programs (Timperley, 2011). Teachers' development is crucial in enhancing teaching and learning and eventually aiding the learning process.

Fullan (2007) asserts that professional education in context is the only education that eventually transforms classroom practices. Application of up-to-date learning and contemporary learning intervention to aid modern classes may be necessary to achieve 21st-century learning. Professional development is essential in updating teachers' competencies and knowledge that the learners will soon utilize.

Table 8. Teachers' functional competencies in terms of self-concept

	Indicator	Mean	SD	VI
1.	show emotional stability in dealing with various school phenomena.	4.14	0.63	VC
2.	show appreciation of the school as an integral part of my existence.	4.23	0.60	VC
3.	understand the link that exists between home and school.	4.22	0.63	VC
4.	nurture the correlation of acceptance and rejection in some aspects of life.	4.11	0.67	VC
5.	show autonomy on communicating arrays of expectations toward teachers.	4.03	0.68	VC
	Overall	**4.15**	**0.55**	**VC**

Legend: Verbal Interpretation (VI)/ Scale: 1.00—1.49 – Not Competent (NC), 1.50—2.49 – Slightly Competent (SC), 2.50—3.49 – Competent (C) 3.50—4.49 – Very Competent (VC) 4.50—5.00 Highly Competent (HC)

Teachers possess various challenges along the processes of teaching and learning. Reflecting on one's self is vital to teachers' achievement of desired goals and objectives on a day-to-day basis. Teacher self-concept can be broadly defined as teachers' self-perceptions of their teaching effectiveness. Researchers have emphasized the importance of teachers' competence beliefs (often labeled as self-efficacy or self-concept), which may influence teacher-related psychological variables (Devos, Dupriez, & Paquay, 2012). The apparent outcome on students' performance may be attributed to teachers' self-concept reflected in their teaching and learning practices.

Table 9. Teachers' functional competencies in terms of motivation

	Indicator	Mean	SD	VI
1.	am confident in the ability to achieve goals set for self.	4.19	0.63	VC
2.	am positive in goal setting and work towards achieving it.	4.24	0.64	VC
3.	am satisfied upon completing specific task.	4.27	0.62	VC
4.	show best effort in negotiating plans and goals.	4.22	0.65	VC
5.	show passion for achieving challenging and unchallenging goals.	4.20	0.65	VC
	Overall	**4.23**	**0.57**	**VC**

Legend: Verbal Interpretation (VI)/ Scale: 1.00—1.49 – Not Competent (NC), 1.50—2.49 – Slightly Competent (SC), 2.50—3.49 – Competent (C) 3.50—4.49 – Very Competent (VC) 4.50—5.00 Highly Competent (HC)

Teacher motivation relies critically on effective management, specifically at the school level. If systems and structures set up to drive and support teachers are dysfunctional, teachers will likely relinquish their sense of professional responsibility and commitment (Mark, 2015). Therefore, teacher development has to be done to sustain motivation and compassion to stay on the job. Motivated teachers are often effective

teachers. Motivated teachers find a way for learning to be implemented effectively. This attribution may be associated with teachers' satisfaction with their craft.

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Table 10. Teachers' functional competencies in terms of values

	Indicator	Mean	SD	VI
1.	Promote any cultural and social diversity in the class.	4.17	0.66	VC
2.	reflect on any suited teaching and learning styles to meet the needs of the learners.	4.21	0.65	VC
3.	show creative and innovation in selecting adaptive class strategies.	4.18	0.68	VC
4.	balance the work-life aspect to give time for self-improvement.	4.18	0.69	VC
5.	appreciate work as it provides financial support.	4.25	0.65	VC
	Overall	**4.20**	**0.57**	**VC**

Legend: Verbal Interpretation (VI)/ Scale: 1.00—1.49 – Not Competent (NC), 1.50—2.49 – Slightly Competent (SC), 2.50—3.49 – Competent (C) 3.50—4.49 – Very Competent (VC) 4.50—5.00 Highly Competent (HC)

Values and changes in meaningful priorities are essential principles to impact attrition (Santhanalakshmi, Prabhakar & Kumar, 2014) in the organization. Teachers' value systems play an essential role in determining teachers' pace of work and teachers' behavior and attitude towards work. Dysfunctional behavior and attitudes are precursors to educational issues and concerns. Teachers can fully realize their functional commitment once there has been an established consistent value system coherent with the teaching and learning goals.

Table 11. Teachers' functional competencies in terms of team collaboration

	Indicator	Mean	SD	VI
1.	build effective positive relationship with colleagues and students.	4.33	0.57	VC
2.	show integrity in suggestive decisions during team collaboration.	4.30	0.64	VC
3.	accept group decisions that are based on consensus.	4.32	0.63	VC
4.	recognize group members that patronize good suggestions.	4.33	0.61	VC
5.	show positive support for peer-accepted resolutions.	4.36	0.62	VC
	Overall	**4.33**	**0.58**	**VC**

Legend: Verbal Interpretation (VI)/ Scale: 1.00—1.49 – Not Competent (NC), 1.50—2.49 – Slightly Competent (SC), 2.50—3.49 –

Competent (C) 3.50—4.49 – Very Competent (VC) 4.50—5.00 Highly Competent (HC)

Collaboration among teachers is a force that impacts the whole school community; this is according to DuFour et al. (2005). The result implies that collaboration is a mutually beneficial and well-defined relationship between various organizations to attain communicated goals. Teachers' collaboration in school tasks effectively promotes enhanced learning dynamics among the teachers and students. Collaborative efforts on shared principles are ideal for the educational construct of varied school environments.

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