

# Teachers Multiple Designation and Teaching Productivity Among Public School Teachers

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## Abstract

This quantitative study explored the relationship between teachers' multiple designations and teaching productivity in public schools, as well as identifying the specific indicators of multiple designations that significantly affect productivity. Using a descriptive-correlational design and survey methodology, the study analysed data through various statistical tools: frequency counts described the respondents' profiles, means evaluated the extent of multiple designations and productivity levels, and Pearson's correlation assessed the relationship between the two variables. Regression analysis further determined which indicators of multiple designations significantly influenced productivity. The researcher used random sampling to select 154 respondents from a population of 249 public-school teachers with multiple designations across five schools. The findings revealed a very high and statistically significant relationship between teachers' multiple designations and teaching productivity. Specifically, performance management, classroom management, and professional management emerged as the key indicators that substantially impact productivity. These results suggest that teachers' multiple roles within their educational context directly affect their effectiveness, and focusing on these critical areas that can enhance teaching productivity.

*Keywords:* Multiple Designations, Teacher Productivity, Public School Teachers, Davao Oriental, Philippines.

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## 1.Introduction

Designations reflect the experience and credentials required for specific roles, including those of teachers. While designations showcase expertise, a teacher's productivity and efficiency are crucial for success. Productive teachers effectively tackle challenges and fulfil their responsibilities, making a significant impact on school productivity by delivering essential education and learning services to students.

Moreover, A study involving 2,632 respondents in Australia identified five key factors for improving school quality: curriculum, staff/teachers, parents, students, and the school environment. Among these, 65% of respondents emphasized the critical role of teachers in enhancing education quality. Teachers were found to be the most influential factor in determining the effectiveness and efficiency of education, with their productivity directly impacting student success in learning (Perawati and Tubari, 2021).

In the Philippines, Tolentino (2022) conducted a study on multiple designations, workplace challenges, and teaching performance in the new normal. The findings revealed that multiple designations impact teaching quality, highlighting the need to address workplace challenges. Despite these challenges, teachers performed satisfactorily based on their Individual Performance Commitment and Review (IPCR) Form for SY 2019-2020. Significant differences were observed in addressing issues related to fitting in, time management, productivity, workplace culture, communication, coordination, and motivation. A training program was developed to enhance the work environment based on these findings.

Although there is limited local literature on the issue, the researcher observed that the problem of multiple teacher designations exists in one of the national high schools. Teachers are assigned additional roles by school heads to fill vacant positions, as mandated by the Department of Education. In smaller schools,

teachers often face overwhelming workloads, balancing classroom instruction with multiple designations and urgent report submissions within tight deadlines.

Teacher multiple designations is a significant factor for high school teachers, closely linked to teaching productivity. This issue becomes even more relevant in the context of the new normal education, especially as the researcher, who is also a teacher, observes the challenges firsthand. While existing research addresses multiple designations and teaching productivity, there are no similar studies in the local context. As a result, the researcher aims to explore how multiple designations affect the teaching productivity of public-school teachers in this setting.

### *1.1 Rationale*

The objective of this study is to assess the relationship between teacher multiple designations and teaching productivity among public school teachers. The researcher also aims to determine whether holding multiple designations impacts teaching productivity. In addition, multiple designation refers to a person holding one or more roles. In public schools, particularly in rural areas, teachers are often assigned multiple designations, as mandated by the Department of Education, which requires a designated role in each area of specialization.

According to DepEd Memorandum No. 291, series of 2008, the Department of Education established a standard eight-hour workday for public school teachers, with all adviserships and special assignments considered as one teaching load for the entire school year. However, this regulation is not always followed, especially in schools with a limited number of teachers. In such cases, teachers are often overloaded with assignments or designations, as schools may deviate from the memorandum to ensure that all subjects are taught. Therefore, this study aims to explore how multiple designations affect the teaching productivity of public school teachers.

This study will benefit the Department of Education by providing insights to assess teachers' needs and improve programs supporting both teachers and students. The findings can guide the organization of training, seminars, or workshops to enhance teachers' skills, ensuring the delivery of high-quality education. This effort aligns with the department's commitment to achieving its vision, mission, and goals through the professional development and support of teachers.

School administrators. They benefit by gaining awareness of how multiple roles affect teacher productivity. This insight can help them address challenges and prioritize support for teachers' professional development to enhance productivity and balance responsibilities.

Teachers. They benefit by understanding how multiple roles affect their productivity, helping them manage workloads, balance responsibilities, and improve satisfaction and efficiency.

Future Researchers. They can utilize the findings and related literature from this study as a rich resource for their academic and professional work.

### *1.2. Statement of the Problem*

This study examined the relationship between teachers' multiple designations and their teaching productivity in public schools, focusing on identifying which aspects of these roles significantly impacted productivity during the 2022-2023 school year. Specifically, it aimed to address the following questions:

1. What is the profile of the respondents in terms of:
  - 1.1 Workload Teaching;
  - 1.2 Workload Ancillary;
  - 1.3 Status; and,
  - 1.4 Years in Service
2. What is the level of teacher multiple designations of public-school teachers in terms of:
  - 1.1 Performance Management;

- 1.2 Time Management;
- 1.3 Classroom Management; and
- 1.4 Professionalism Management

3. What is the level of teaching productivity of public-school teachers in terms of:

- 2.1 Content Knowledge;
- 2.2 Learning Environment;
- 2.3 Diversity of Learners; and,
- 2.4 Community Linkages

4. Is there a significant relationship between teachers' multiple designations and the teaching productivity of public-school teachers?

5. Which of the indicators of teacher multiple designations significantly influences the teaching productivity of public-school teachers?

### 1.3. Hypotheses

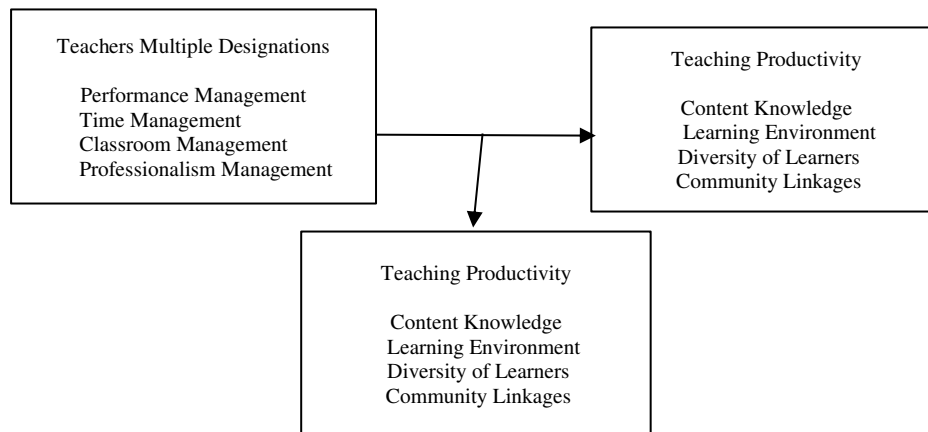
HO1: There is no significant relationship between teachers' multiple designations and teaching productivity of public-school teachers.

HO2: There is no indicators of teacher multiple designations significantly influence the teaching productivity of public-school teachers.

### 1.4. Theoretical/Conceptual Framework

This study draws on three theoretical frameworks: Resource-Based Theory (RBT), the Job Demands–Resources Model (JD-R), and Social Exchange Theory. RBT posits that teacher with multiple roles gain additional resources, such as professional development and support, which boost productivity and enable innovative practices. The JD-R Model highlights that multiple roles can serve as both job demands (causing stress) and resources (promoting growth), with productivity depending on the balance between them. Social Exchange Theory emphasizes that teachers' effort and productivity are motivated by the perceived benefits of these roles, such as career growth or personal satisfaction.

This study examines how teacher multiple designations (e.g., performance, time, and classroom management) influence teaching productivity, with workload, status, and years of service as moderating variables. Teaching productivity is measured through content knowledge, learning environment, learner diversity, and community linkages. The goal is to understand the impact of multiple roles on productivity and identify strategies to enhance teacher performance in challenging educational settings.



**Figure 1. Conceptual Framework of the Study**

The conceptual framework of the study is shown in Figure 1. The researcher, in particular, considers the extent to which Teachers Multiple Designations with Teaching Productivity. The diagram depicts the direct impact of Teachers Multiple Designations on Teaching Productivity.

## 1. Review of Related Literature

Teacher multiple designations refers to the various roles and titles a teacher may hold, beyond their primary teaching responsibilities. These roles can include mentoring students academically and personally, as well as providing psycho-social support, often alongside other school staff such as deputy wardens. These designations are officially assigned and serve to enhance the teacher's influence and support within the school community (Law Insider, 2022).

According to Academia (2021), teachers may hold various designations, such as helping develop lesson plans, providing feedback, motivating both teachers and students, assisting with teaching aids, curriculum and syllabus development, and textbook selection. They may also help assess students, offer advice to higher management, including the chairman, on school development and improvement.

Whitewood (2022) emphasizes that regular, constructive feedback motivates staff by highlighting strengths and areas for improvement. It helps enhance performance, engagement, and motivation. Without feedback, employees may struggle to meet goals, hindering the school's overall success.

**Time Management.** Effective time management is crucial for teachers to enhance productivity, reduce stress, and ensure important tasks are completed on time. It involves strategically planning and managing tasks to meet deadlines and maintain high productivity. Teachers can improve their time management skills through deliberate strategies and practices, which help them complete tasks efficiently and stay organized (Wigmore, 2022).

**Classroom Management.** Classroom management involves creating an environment that supports academic and personal development. It is essential for effective learning but challenging, leading to stress, burnout, and teacher attrition. Issues like large class sizes, cultural diversity, and the pressure of standardized testing exacerbate these challenges. However, teacher preparation programs often provide limited training on managing classrooms effectively (Weinstein and Schafer, 2021). Deroos et al. (2022) highlight that effective classroom management fosters a calm environment, enhances academic learning, and supports social and emotional development. It reduces disruptions and increases student engagement.

**Professionalism in teaching** involves teachers setting high standards and continuously striving for improvement. It encompasses six key areas: teacher prerequisites, personal attributes, classroom management, instructional organization, implementation, and student progress monitoring. Stronge (2012) emphasizes that effective teachers understand complexity, communicate clearly, and serve conscientiously. Sockett (2013) highlights the moral aspects of professionalism, stressing the balance between knowledge, competence, and ethical relationships. Key components include character, commitment to change, subject knowledge, and pedagogical understanding, with qualities like tolerance, tenacity, and respect being vital for teaching effectiveness.

**Teaching productivity**, according to Annisah et al. (2013), refers to a teacher's ability to produce creative and generative outcomes that benefit students. To enhance academic and teacher output, additional staff may be needed. Teachers, as key members of the professional staff, have the greatest impact on achieving school productivity and delivering education and learning services to students.

**Content Knowledge.** Content knowledge refers to the facts, concepts, theories, and principles that teachers impart to students in specific subjects like English, math, science, or social studies (Edglossary, 2016). A study by Suharta and Parwavi (2020) found that a teacher's content knowledge positively influences students' mathematics achievement, both directly and indirectly.

**Learning Environment.** The learning environment includes resources, technology, instructional methods, learning styles, and connections to both local and global contexts. It also involves human behavior and culture, particularly the role of emotion in learning, and encourages a reassessment of the roles of teachers and students. Information technology is now enhancing learning environments beyond just hardware, software, and networks. Similar to an ecosystem, the learning environment blends human behaviors with material systems (Educause, 2022). A successful learning environment goes beyond a teacher's communication skills and competence; it prepares students for their future careers and supports their social and personal development (Shreta et al., 2022).

A study by Abiodun-Oyebanji (2019) found a positive and significant relationship between the learning environment and teacher productivity. A conducive learning environment, including factors like classroom conditions and student-teacher ratios, enhances teacher productivity. Additionally, aspects such as interpersonal relations, group cohesion, and task engagement contribute to this relationship, indicating that a healthy school environment fosters greater teacher dedication and productivity.

**Diversity of Learners.** "Learning diversity" refers to the wide range of experiences and characteristics that each student brings to their education. Every student, regardless of challenges, deserves a fair and engaging education. Catholic schools aim to empower students by valuing diversity and creating inclusive learning opportunities that promote growth and progress. A diverse classroom exposes students to different perspectives, allowing them to critically assess their own beliefs and view the world in new ways (School of Education, 2022).

**Community Linkages.** Community engagement involves active participation in organizations for the betterment of the community (Johnston, 2018). It leads to improved outcomes when government and public decision-makers seek input from the community about their values, concerns, and aspirations. This collaboration helps decision-makers make better-informed choices and meet community needs. Effective partnerships between government organizations and communities foster a greater sense of ownership and ensure services are better tailored to the community's unique needs (Hussey, 2014).

**Workload Teaching.** Teacher workload refers to the total academic and committee duties assigned to a teacher to achieve educational objectives (Adu, Oshati, & Ifeoma, 2013). Teaching demands can be overwhelming, with workload often exceeding defined limits. While contracts outline minimum expectations, teachers frequently take on more than required, especially in contexts like Nigeria, where the high demand for education and insufficient teacher supply exacerbate workload pressures.

**Workload Ancillary.** Ancillary services in educational institutions refer to services that support the primary educational mission. These include student welfare services and services for the general public (Law Insider, 2021).

**Status.** Civil status refers to a person's relationship status, such as married, single, divorced, or widowed. It is used in forms and documents to indicate whether a person is married or single. In some cases, individuals in civil unions or common-law marriages may also be considered "married," and those legally separated retain the "married" status (Sanders, 2019).

**Years in Service.** Years of service refers to the full years an employee has worked for one or more employers, measured as a 365-day period (366 days in a leap year) starting from the hire date and on each subsequent anniversary. Partial years are not counted (Law Insider, 2021).

### 3. Methodology

#### 3.1 Research Design

This study employed a non-experimental quantitative design using a descriptive correlational method to examine the relationship between teachers' multiple designations and teaching productivity in public

schools. Correlational research identifies relationships between variables without manipulation, making it ideal for exploring how multiple designations affect teaching productivity (Koo, 2016; Creswell, 2015).

### 3.2 Research Locale

The respondents of the study were teachers from the two school districts of Baganga, Division of Davao Oriental, located in the northern part of the municipality. The area comprises 30 schools, both elementary and high schools, with nearly 600 teachers. These schools are recognized as leading institutions in the town, particularly in delivering quality education. A map of the research locale is provided in Appendix A.

### 3.3. Research Respondents

The researcher used random sampling to select 154 respondents from a population of 249 public-school teachers with multiple designations across five schools: two secondary, two elementary, and one integrated school. Slovin's formula with a 5% margin of error determined the sample size, and stratified random sampling ensured representation based on school affiliation. The fishbowl method was used for random selection, focusing on proximity and cost-effectiveness. Teachers without multiple designations or outside the selected schools were excluded. The respondents answered 40 questions for independent variable which is the teacher multiple designation with 4 indicators namely: performance management, time management, classroom management and professionalism management and 40 questions for dependent variable which is teaching productivity with four indicators namely: content knowledge, learning environment, diversity of learners and community linkages.

### 3.4 Research Instrument

To gather data for the independent variable, teacher multiple designations, the researcher used a questionnaire and the RPMS (Results-Based Performance Management System) of teachers as outlined by the Department of Education (2022). Babbie (2013) highlighted the significance of data collected in such studies, noting that it helps describe societal thoughts, sociocultural issues, and public sentiments. Schutt (2013) also pointed out that surveys, particularly using questionnaires, offer versatility, efficiency, generality, and confidentiality. Therefore, using a researcher-made survey questionnaire for data collection is essential to understanding the impact of teachers' multiple designations on teaching productivity in public schools. The questionnaire includes a section on the respondents' profiles, such as their names, schools, workload in teaching and ancillary roles, status, and years of service. The second section focuses on the respondents' multiple designations, with indicators such as performance management, time management, classroom management, and professionalism management, measured using a Likert scale. Respondents will rate each statement as follows: 5 for strongly agree, 4 for agree, 3 for neutral, 2 for disagree, and 1 for strongly disagree.

The weighted average mean for the teaching productivity will be scaled as follows:

<b>TEACHERS MULTIPLE DESIGNATIONS</b>		
<b>MEAN INTERVAL</b>	<b>DESCRIPTIVE LEVEL</b>	<b>DESCRIPTIVE INTERPRETATION</b>
4.21-5.00	Very High	This means that respondents multiple designation is observed
3.41 – 4.20	High	This means that teachers multiple designation is moderately observed.
2.61 – 3.40	Moderate	This means that teachers multiple designation is somewhat observed.
1.81 – 2.60	Low	This means that teachers multiple designation is quite observed.
1.00-1.80	Very Low	This means that teachers multiple designation is not observed at all.

The questionnaire includes a section on the respondents' profiles, such as their names, schools, workload in teaching and ancillary roles, status, and years of service. The second section focuses on the respondents' multiple designations, with indicators such as performance management, time management, classroom management, and professionalism management, measured using a Likert scale. Respondents will rate each statement as follows: 5 for strongly agree, 4 for agree, 3 for neutral, 2 for disagree, and 1 for strongly disagree.

In summary, the research instrument has the total of 80 items. Part 1 for the independent variable have 40 items and part 2 for dependent variable have 40 items. This questionnaire underwent validation by experts. Afterwards, this 36-survey questionnaire was pilot tested with internal validity of 0.934 Cronbach's Alpha.

#### 4. RESULTS AND DISCUSSION

The majority of the teachers (112, or 72.7%) are married, while 42 teachers (27.3%) are single. Regarding teaching experience, 48.1% of the 154 teachers have 6 to 10 years of experience, followed by those with fewer than 5 years. Only 26 teachers (16.9%) have more than 11 years of experience. This distribution indicates that most teachers are married, and their years of experience vary. These findings align with Arado et

TEACHING PRODUCTIVITY		
MEAN INTERVAL	DESCRIPTIVE LEVEL	DESCRIPTIVE INTERPRETATION
4.20-5.00	Very High	This means that teaching productivity of teachers viewed as excellent.
3.40 – 4.19	High	This means that teaching Productivity of teachers viewed as good.
2.60 – 3.39	Moderate	This means that teaching productivity of teachers viewed as fair.
1.80 – 2.59	Low	This means that teaching productivity of teachers viewed as poor.
1.80 – 2.59	Very Low	This means that teaching productivity of teachers viewed as very poor.

al. (2013), which reported that 62% of public-school teachers have over 5 years of teaching experience.

**Table 1. Demographic Profiles of the Respondents**

Profiles	frequency	Percent
<b>Workload Teaching</b>		
4 Workload Teaching	4	2.6
5 Workload Teaching	62	40.3
6 Workload Teaching	88	57.1
<b>Total</b>	<b>154</b>	<b>100.0</b>
<b>Workload Ancillary</b>		
1 Workload Ancillary	63	40.9
2 Workload Ancillary	71	46.1
3 Workload Ancillary	19	12.3
4 Workload Ancillary	1	0.6



	<b>Total</b>	<b>154</b>	<b>100.0</b>
<b>Status</b>	Single	42	27.3
	Married	112	72.7
	<b>Total</b>	<b>154</b>	<b>100.0</b>
<b>Year Service</b>	Below 5 Years	54	35.1
	6 – 10 Years	74	48.1
	11 Years and Above	26	16.9
	<b>Total</b>	<b>154</b>	<b>100.0</b>

**Table 2. Level of Teacher Multiple Designation of Public-School Teachers**

Indicators	Mean	Verbal Description	Interpretation
Performance Management	4.58	Very High	This means that respondents multiple designations is observed
Time Management	4.44	Very High	This means that respondents multiple designations is observed
Classroom Management	4.34	Very High	This means that respondents multiple designations are observed
Professionalism Management	4.69	Very High	This means that respondents multiple designations is observed
Overall	4.51	Very High	This This means that respondents multiple designations are observed

. Table 2 presents the results for the four indicators: performance management, time management, classroom management, and professionalism management. All indicators had a mean score of 4.34 or higher, with a general mean of 4.51, indicating a "very high" level. This suggests that these indicators are consistently observed by teachers in relation to their multiple designations.

The indicator with the highest mean is professionalism management, with an overall mean of 4.69, indicating a "very high" level. This suggests that teachers strongly agree that professionalism is consistently observed. All statements under this indicator had means of at least 4.57, reinforcing the idea that teachers prioritize professionalism in their work. Notably, the statement with the highest mean ( $M=4.80$ ) indicates that teachers interact politely with parents. Although the statement with the lowest mean ( $M=4.57$ ) still shows strong agreement, it emphasizes the importance of building rapport with diverse populations. This result suggests that public-school teachers with multiple designations and ancillary workloads place significant importance on projecting professionalism.

The result aligns with the findings of Siri et al. (2020), which showed that teacher competence and commitment positively impact teacher performance, with commitment serving as a mediator. The second highest indicator of teacher multiple designations is performance management, with a mean of 4.58, categorized as "very high." This suggests that teachers strongly agree that performance management is essential in their multiple roles. The statement with the highest mean ( $M=4.75$ ) highlights that teacher are eager to undergo training at any time. Even though the lowest mean ( $M=4.38$ ) under performance management still indicates strong agreement, it shows that teachers believe they perform their tasks exceptionally well. These findings imply that teachers are willing to learn and remain productive in their designated roles.



This result aligns with the study by Lyndon et al. (2022), which found that teachers demonstrate a lifelong commitment to perform well despite handling multiple ancillary functions. Their performance is a combination of sacrifice, persistence, and determination. Managing multiple roles requires not only optimism and determination but also a strategic approach, highlighting the holistic preparation needed for teachers to succeed in their diverse responsibilities.

The third highest indicator, time management, has a mean of 4.44, indicating a very high level of agreement among teachers regarding the importance of managing time when handling multiple designations. The statement with the highest mean ( $M=4.57$ ) shows that teachers strongly agree they seek help from seniors or superiors when facing challenges in managing tasks. Even the statement with the lowest mean ( $M=4.29$ ) suggests that teachers still strongly agree on the importance of daily planning. These results imply that teachers prioritize effective time management, especially when balancing multiple responsibilities.

This result aligns with Lualhati's (2019) study, which examined time management practices among faculty members in a state university in the Philippines. The study found that faculty members implemented strategies such as scheduling, goal-setting, prioritizing tasks, managing paperwork, and dealing with interruptions. One common challenge identified was excessive paperwork and reports, a difficulty also faced by teachers in this study when managing their time.

In terms of classroom management, the lowest mean ( $M=4.34$ ) reflects that teacher still strongly agree on its importance when handling multiple designations. The highest mean ( $M=4.68$ ) for classroom management indicates that teachers emphasize sharing the reasoning behind their disciplinary methods with students. This suggests that teachers prioritize clear communication and discussion of expectations to establish a positive and well-organized learning environment.

Moreover, three statements have means below 4.19, which are categorized as "high," indicating that teachers agree with these statements. The statement with the lowest mean ( $M=3.82$ ) suggests that teachers agree they tend to ignore misbehavior that is non-disruptive to the class. However, this could have negative implications, as ignoring non-disruptive misbehavior might unintentionally reinforce and perpetuate undesirable behavior in students. These findings are consistent with the study by Egeberg et al. (2020), which suggests that teachers with effective classroom management build positive relationships with students, establish clear boundaries and high expectations, and engage students in the learning process.

**Table 3. Level of Teaching Productivity of Public-School teachers**

Indicators	Mean	Verbal Description	Interpretation
Content Knowledge	4.58	Very High	This means that teaching productivity of teachers viewed as excellent.
Learning Environment	4.60	Very High	This means that teaching productivity of teachers viewed as excellent.
Diversity of Learners	4.53	Very High	This means that teaching productivity of teachers
Community Linkages	4.61	Very High	This means that teaching productivity of teachers viewed as excellent
Overall	4.58	Very High	This means that teaching productivity of teachers viewed as excellent

Table 3 shows that the level of teaching productivity, based on four indicators—content knowledge, learning environment, diversity of learners, and community linkages—has means greater than 4.50 ( $M>4.50$ ), which corresponds to a "very high" description. This indicates that teachers strongly agree that these indicators are

crucial for being effective and productive in their teaching roles. The results suggest that teachers perceive their teaching productivity as excellent. Notably, the means for all four indicators are very close, with a range of only 0.08.

Community linkages had the highest mean (4.61), indicating a "very high" level of teaching productivity. Teachers strongly agree on the importance of collaborating with parents in classroom and community activities ( $M=4.72$ ) and participating in programs like fiestas and barangay meetings ( $M=4.53$ ). These results highlight teachers' dedication to community engagement, which enhances their productivity and strengthens ties with the wider community.

This result aligns with the findings of Jibril Qaralleh (2021), who recommended expanding community partnerships with schools. Qaralleh suggested that involving the community in the management of local public institutions could increase participation levels. The study further implied that school leaders should form committees that actively engage community members to strengthen the educational process, reinforcing the idea that collaboration with the community enhances teaching productivity and overall school success.

Learning environment, as an indicator of teaching productivity, has the second-highest mean of 4.60, with a description of "very high," indicating excellent performance. This suggests that teachers strongly agree on the importance of a positive learning environment for their productivity. A well-managed and supportive environment is viewed as a key factor in fostering effective teaching and enhancing students' learning outcomes.

The teachers strongly agree that they demonstrate and maintain an understanding of learning environments that promote fairness, respect, and care to encourage learning ( $M=4.65$ ). This high level of agreement implies that teachers believe an environment based on these principles is crucial for fostering effective learning. When a classroom is characterized by fairness, respect, and care, it enhances the overall teaching productivity by creating a supportive atmosphere where students can thrive.

The statements with the lowest mean ( $M=4.55$ ) under teaching productivity, though still rated very high, emphasize the importance of teachers modeling exemplary practices in managing classroom structures and activities, as well as facilitating the review of the effectiveness of the learning environment to inspire student participation. This suggests that teachers acknowledge the critical role of leadership in both classroom and school-wide activities. It also highlights the need for continuous improvement and innovation, particularly in school processes or policies, to prevent stagnation and ensure active learner engagement.

This result aligns with the findings of Abiodun-Oyebanji's (2019) study, which identified a positive and statistically significant relationship between the learning environment and teacher productivity. A conducive learning environment not only enhances teacher productivity but also fosters better student-teacher interactions and engagement. The study highlights the importance of factors such as classroom environment, student-teacher ratio, and interpersonal relationships, which significantly contribute to teacher effectiveness. Therefore, a healthy and supportive school environment is crucial for boosting teacher dedication and overall productivity.

Content knowledge ranked third in teaching productivity, with a mean of 4.58, reflecting excellent agreement. Teachers highly agree on the importance of explaining lessons clearly ( $M=4.69$ ), demonstrating their strong subject mastery and communication skills. Even the lowest mean ( $M=4.46$ ) highlights the value of comprehensive course outlines, ensuring students understand course structure, objectives, and assessments.

These results align with Suharta and Parwavi's (2020) study, which found that a teacher's content knowledge has a positive relationship with student learning achievement, both directly and indirectly. This highlights the critical role of well-prepared and knowledgeable teachers in enhancing student outcomes.

The indicator with the lowest mean under teaching productivity is diversity of learners, which scored 4.53, still falling under the "very high" description. Despite having the lowest mean, teachers strongly agree that diversity of learners is crucial to teaching productivity, implying that recognizing and addressing learner diversity is essential for effective teaching. This suggests that teachers understand the importance of adopting differentiated teaching strategies to accommodate the varied needs, learning styles, and abilities of students. By

doing so, they can engage students more effectively and enhance overall learning outcomes, thereby improving their teaching productivity.

The teachers strongly agree that they collaborate with colleagues to provide differentiated and developmentally appropriate opportunities for addressing learners' differences in gender, needs, strengths, interests, and experiences ( $M=4.56$ ). They also agree that they model exemplary teaching practices that recognize and affirm diverse linguistic, cultural, socio-economic, and religious backgrounds to promote learner success ( $M=4.56$ ). Both statements reflect an "excellent" rating, indicating that teachers prioritize communication and collaboration with colleagues to address learner diversity effectively. Furthermore, teachers are sensitive to the varied backgrounds of their students and understand the importance of fostering an inclusive teaching and learning environment where all students' needs are met.

There are three statements under the "Diversity of Learners" indicator with the lowest mean of 4.51, yet still rated as very high. These statements emphasize the importance of establishing a learner-centered culture by using strategies that cater to the linguistic, cultural, socio-economic, and religious backgrounds of students. Teachers also strongly agree that employing strategies responsive to learners with disabilities, giftedness, and talents is crucial for their teaching productivity. This suggests that teachers recognize the importance of tailoring their teaching strategies to accommodate the diverse needs of each learner, ensuring that all students are supported and included in the learning process.

This result aligns with Van Haren's (2010) study, which emphasized the importance of integrating students' individual attributes into learning designs. It highlighted the need for scaffolding, fostering student agency, and providing students with tools to actively engage in their learning. This supports the teachers' recognition of the need for inclusive and responsive teaching strategies.

**Table 4: Relationship between Teachers Multiple Designation and Teaching Productivity of Public-school Teachers**

Variables	Mean	SD	R	R <sup>2</sup>	Degree of Relationship	p-value	Decision @ a 0.05 Level
Teachers Multiple Designation	4.51	0.41	0.86	0.74	Positive Very High	0.00	Significantly Reject HO
Teaching Productivity	4.58	0.42					

Table 4 illustrates the relationship between teacher's multiple designations (independent variable) and teaching productivity (dependent variable). Table 5 shows that the overall mean for teacher's multiple designations is 4.51, indicating strong agreement from teachers that these statements are consistently observed. Similarly, the overall mean for teaching productivity is 4.58, signifying that teacher rate their productivity as excellent.

The standard deviation for both variables is very close, with a difference of only 0.01. The standard deviation for teaching productivity is 0.42, slightly higher than the 0.41 for multiple designations. However, both standard deviations ( $SD < 1$ ) are relatively low, suggesting that the responses for both variables are consistent.

The results show a positive and very high correlation between teacher's multiple designations and teaching productivity, with a computed value of [insert value]. This indicates that as the level of multiple designations increases, teaching productivity also increases. Furthermore, the computed p-value of 0.000 is less than the 0.05 significance level, confirming a significant relationship between the two variables and leading to the rejection of the null hypothesis.

This result aligns with the findings of Millado, Quines, and Villanueva (2022), who, in their multiple case design, explored teachers' performances. Despite the challenges of handling multiple ancillary functions, teachers expressed positive insights about their commitment and dedication. Both elementary and secondary

participants reported fulfilling their responsibilities, learning from the experience, and remaining dedicated despite the challenges (Clipa, 2017; Into & Gempes, 2018; Suchyadi, 2018).

This finding is further supported by resource-based theory (Barney, 1992), which suggests that additional resources, such as multiple designations and teaching workload, can positively influence teaching productivity. These resources enhance a teacher's ability to adapt to diverse classroom challenges and implement innovative teaching methods.

**Table 5. Regression Analysis of the Indicators of Teacher Multiple Designation Significantly Influence the Teaching Productivity of Public-school Teachers**

Variables	Teaching Productivity			Decision on Ho
	$\beta$	t	Sig	
Constant	0.350	1.717	0.088	Failed to Reject Ho
Performance Management	0.373	5.614	0.000	Significantly Reject Ho
0.074 1.248 0.214				Failed to Reject Ho
Classroom Management	0.168	3.758	0.000	Significantly Reject Ho
Professionalism Management	0.314	4.265	0.000	Significantly Reject Ho
R = 0.86 R <sup>2</sup> =0.74		F-test = 119.67 Sig. = 0.000		

\*Significant @ 0.05 Level of Significant

Table 5 shows that the  $\beta$  for *constant* is 0.350 with a computed *t*-value of 1.717 which is significant at  $p = 0.088$ . This *constant* is the value of the *teaching productivity* (dependent variable) when all the *teacher multiple designations* (independent variables) are equal to zero. In other words, it is the predicted value of the dependent variable when there is no influence from the independent variables. Furthermore, a constant of  $\beta = 0.350$  indicates that the predicted value of the dependent variable is expected to increase by 0.350 units when all independent variables in the model have a value of zero. Meanwhile, the computed *p*-value of 0.088 is greater than the significant level of 0.05, which

Three indicators under teacher multiple designations (TMD)—performance management, classroom management, and professionalism management—significantly influence teaching productivity (TP). The regression analysis shows that for every unit increase in these indicators, teaching productivity increases by corresponding units. This suggests that as performance management, classroom management, and professionalism management improve, teaching productivity also increases. Thus, these three indicators reject the null hypothesis, affirming their positive impact on teaching productivity.

This result aligns with the findings of Özgenel and Mert (2019), who found a moderate and positive relationship between teachers' performances and school effectiveness, with teacher performance significantly predicting school effectiveness. Additionally, the finding regarding classroom management is supported by Cook et al. (2018), who showed that effective classroom management techniques improved academic engagement by 33% and reduced disruptive behavior by 75%. Furthermore, the connection between professionalism and teaching productivity is reinforced by Made Wahyu Sudrajad et al. (2018), who found a strong positive relationship between professional competence and job satisfaction among teachers.

Furthermore, this result can be explained through the Job Demands–Resources (JD-R) Model by Bakker and Demerouti (2007). The JD-R Model suggests that multiple roles can be demanding and may increase

stress levels if not managed effectively, which could negatively impact teaching productivity. However, these roles can also provide additional resources and opportunities for skill development, leading to increased engagement and higher productivity. Based on the findings of this study, it appears that the former is true, with the demands of multiple roles potentially outweighing the resources, affecting teaching productivity negatively.

Out of the four indicators, only time management does not significantly influence teaching productivity. Although time management shows a positive, albeit very weak, relationship with teaching productivity, the computed p-value of 0.214 is greater than the 0.05 level of significance. Therefore, time management fails to reject the null hypothesis.

## DISCUSSION

This chapter summarizes the study's findings, conclusions, and recommendations. The study aimed to analyze the relationship between teacher multiple designations and teaching productivity among public-school teachers during the 2022-2023 school year. It assessed teachers' profiles, including workload teaching, workload ancillary, civil status, and years of service, as well as the level of multiple designations in performance management, time management, classroom management, and professionalism management. Additionally, it evaluated teaching productivity in terms of content knowledge, learning environment, diversity of learners, and community linkages.

A survey of 154 public-school teachers from two districts in Baganga used descriptive correlation analysis and statistical tools, such as mean, Pearson correlation, and regression analysis, to gather and analyze data. Results indicated most teachers had six teaching workloads and one to two ancillary workloads, with the majority being married and having up to 10 years of experience. Teaching productivity was rated very high, indicating teachers' strong self-assessment of their effectiveness.

The Pearson correlation showed a significant relationship between multiple designations and teaching productivity, while regression analysis revealed that performance management, classroom management, and professionalism management significantly influence teaching productivity.

## CONCLUSION

The study concludes that most public-school teachers have a teaching workload of six (6) subjects, with one (1) to two (2) additional ancillary responsibilities. Additionally, the majority of teachers are relatively new to their profession, with less than 10 years of service, and most are married.

The study indicates that teacher multiple designations are consistently observed, suggesting that teachers are not confined to a single role or title. Instead, they take on various responsibilities within the educational setting, demonstrating a broad skill set and fulfilling multiple roles. This highlights the dynamic and multifaceted nature of the teaching profession.

The teaching productivity of public-school teachers is excellent, indicating that they perform their instructional duties at a very high level. This suggests that public school teachers are not only efficient and effective in their teaching practices but also successful in achieving positive outcomes in their educational responsibilities.

Moreover, there is a significant relationship between teacher multiple designations and teaching productivity. This suggests that when teachers take on additional roles or responsibilities beyond their primary teaching duties, it positively impacts their teaching. The extra designations can influence their instructional methods, approaches, and overall effectiveness, contributing to their overall productivity in the classroom.

Furthermore, to boost teaching productivity, teachers should focus on improving performance management, classroom management, and professionalism management.

## RECOMMENDATION

To enhance the effectiveness of teachers with multiple designations, it is recommended that the Department of Education (DepEd) at both the national and division levels implement targeted professional development programs. These should focus on improving teachers' ability to manage and balance their various roles. Additionally, creating collaborative platforms for teachers to share best practices and exchange ideas would foster professional growth. Finally, DepEd should recognize and reward the dedication of teachers handling multiple roles by establishing incentive programs that highlight their contributions to student learning outcomes.

School administrators should gain a thorough understanding of the various role's teachers hold beyond their primary teaching duties. They need to collaborate with teachers to develop effective strategies for managing workloads and ensuring a balanced distribution of responsibilities. Administrators should also allocate dedicated time within the school schedule for teachers to fulfill their additional roles, recognizing the time and effort required. This would help teachers maintain high productivity while effectively managing multiple designations.

Teachers should prioritize tasks that directly impact teaching effectiveness and student outcomes. They need to adopt a systematic approach to manage their workload efficiently across various roles. Additionally, teachers should pursue professional development opportunities to enhance their skills in their multiple designations, such as attending workshops, training programs, or online courses. Continuous learning and self-improvement will help teachers excel in their roles and contribute to higher teaching productivity.

Future research could focus on longitudinal studies to examine the long-term effects of multiple designations on teaching productivity, exploring how these roles evolve and affect teaching practices and student outcomes. Additionally, investigating factors like training, administrative support, workload management, and teacher evaluation could offer valuable insights into optimizing the impact of multiple roles on productivity.



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