

MULTIPLE ROLE ASSIGNMENTS AND WORK PERFORMANCE OF SCHOOL OFFICE STAFF: BASIS FOR ACTION PLAN

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Abstract

This study employed the quantitative-descriptive-correlational research design in the assessment of the impact of multiple role assignments on the work performance of public elementary school office staff in San Clemente District, Division of Tarlac Province during the school year 2025-2026. The quantitative-descriptive research design was utilized to describe the extent of multiple role assignments of public elementary school staff in terms of workload volume, role diversity and time management. It was also used to assess the work performance of school office staff in terms of efficiency, accuracy and quality of output. The study is also correlational as it sought to find out if there is a significant relationship between the extent of multiple role assignments and the assessment of work performance of school office staff. Based on the findings of the study, an action plan was proposed to help manage multiple roles and enhance the work performance of school

office personnel in San Clemente District. This study was conducted with 30 administrative office staff as respondents of the study. They provided answers to the sub-problems raised in the study. Weighted mean and Pearson Product-Moment Correlation were employed to treat the data statistically.

Summary of Findings

1.0 Extent of Multiple Role Assignments of Public Elementary School Office Staff

In terms of workload volume, three indicators were “very high extent” with two indicators as “high extent” of multiple role assignments for average weighted mean of 4.58 interpreted as “very high extent”. In terms of role diversity, three indicators were “very high extent” with two indicators as “high extent” of multiple role assignments for average weighted mean of 4.53 interpreted as “very high extent”. In terms of time management, all indicators were “high extent” for average weighted mean of 4.20 interpreted as “high extent”. The overall weighted mean was 4.44 interpreted as “high extent”.

2.0 Work Performance of School Office Staff

In terms of efficiency, completion of assigned tasks within expected timeframes, handling assigned workload without delays, completion of tasks with minimal wasted effort, and meeting expected turnaround times were all “very satisfactory” with weighted means of 4.20, 3.88, 3.80, and 3.76, respectively for average weighted mean of 3.91 interpreted as “very satisfactory”. In terms of accuracy, records and documents being free from errors, rarely need to redo tasks, accurate numerical and clerical data, and prepared documents meet

required standards were all “outstanding” with weighted means of 4.72, 4.68, 4.56, and 4.52, respectively for average weighted mean of 4.62 interpreted as “outstanding”. In terms of quality of output, produced outputs meet supervisors’ quality expectations, clear, complete and well-organized administrative outputs, satisfied stakeholders with administrative support, and consistent procedures and guidelines when performing tasks were all “very satisfactory” with weighted means of 4.44, 4.36, 4.20, and 3.84, respectively for average weighted mean of 4.21 interpreted as “very satisfactory”. The overall weighted mean was 4.25 interpreted as “very satisfactory”.

3.0 Relationship Between Multiple Role Assignments and Work Performance of School Office Staff

There is significant relationship between workload volume and work performance in terms of efficiency, accuracy and quality of output with p-values less than 0.05 level of significance. There is significant relationship between workload volume and work performance in terms of efficiency and quality of output with p-values less than 0.05 level of significance. There is significant relationship between workload volume and work performance in terms of efficiency, accuracy and quality of output with p-values less than 0.05 level of significance.

4.0 Proposed Action Plan

The proposed action plan aims to manage and balance the workload of office staff with multiple roles, to enhance office staff’s competence and efficiency in administrative work, to strengthen organizational and administrative support for office personnel,

to motivate office staff and recognize their contributions, and to improve institutional policies and workload allocation practices. Based on the findings of the study, the following conclusions were drawn: 1. The multiple role assignments of public elementary school office staff are described as high extent in terms of workload volume, role diversity and time management, indicating that they experience substantial task multiplicity in their daily work. 2. The work performance of public elementary school office staff is outstanding in terms of efficiency, accuracy and quality of output, which indicates that they are capable of maintaining efficiency, accuracy and quality despite administrative workload pressures. 3. There are significant relationships between multiple role assignments and work performance of school office staff; thus, the null hypotheses were rejected. 4. The proposed action plan aims to manage and balance the workload of office staff with multiple roles, to enhance office staff's competence and efficiency in administrative work, to strengthen organizational and administrative support for office personnel, to motivate office staff and recognize their contributions, and to improve institutional policies and workload allocation practices. On the basis of the conclusions drawn, the following recommendations were offered: 1. School heads should institutionalize clear role delineation to reduce role ambiguity. 2. Workload audits should be conducted annually to prevent task overload. 3. Capacity-building programs on time management and digital systems

should be implemented. 4. Division offices may consider additional plantilla positions for administrative support. 5. A wellness and recognition program should be institutionalized to sustain morale. 6. Future researchers may examine the relationship between workload and burnout levels.

Keywords: Multiple Role Assignments; Work Performance; School Office Staff; Role Overload; Action Plan

Introduction

In the modern world, emerging cultural, economic, demographic, and digital environmental influence is shaping young people's lives. Expanding their intercultural encounters daily, personal capacity becomes captivating and is an essential component of the growth of any organization. It serves as an advantage that helps in achieving good performance and success. Personal capabilities are soft skills that help an individual deal with others, work or any instance. It is the ability to manage oneself and interact with people based on norms (Benosa, 2024).

An organization's success is measured on how it delivers its product and services, therefore, there is an urgent need to hone an individual's capability and use it to achieve its goals. Organizations have different settings, goals and clientele to serve. They have varied needs to meet in order to effect

good performance and success. One typical example is the school which deals with the students, teachers, parents, and the community.

The school does not only offer education to students but also services to students, parents, stakeholders, and other institutions. The school organization consists of teaching and non-teaching personnel. In a large school with a large population of students and teachers, there is a need to delineate between the role of teachers and the non-teaching personnel.

In every public elementary school, office staff play an indispensable role in maintaining smooth and efficient operations. They serve as the administrative backbone, handling records, managing communication, preparing reports, and coordinating with various stakeholders to ensure that both teaching and non-teaching functions are properly supported.

In everyday life, students constantly interact with office staff for academic purposes. Even though websites and other helpful sources provide information according to their purposes, it could be argued that students find it more difficult to deal with office personnel than with teaching professionals. This can adversely affect the image of an institution (Jabla & Espina, 2025).

Non-teaching staff play an essential role in the smooth functioning of schools, universities and other educational organizations. Their duties, which include administrative tasks, maintenance, technical support and other operational responsibilities, are critical to ensuring the efficiency of

the institution. Understanding how various factors in the work environment influence their job performance is vital for enhancing productivity and overall institutional access.

Ting (2018) stated that by possessing high standards of proper attitude, a school office staff will be able to exude proper decorum even in stressful cases. An office worker is quite prone to situations wherein he needs to keep his temperance and fortitude. His line of work can be very stressful because in a day he may deal with a number of clients with different personalities. These clients expect from him services ranging from some inquiries to trouble shooting some problems. Some clients would be polite, others cold, but all require immediate and full attention.

A positive work environment is often associated with increased job satisfaction, motivation and improved performance among employees. According to Pelovello (2025), non-teaching staff frequently falls behind other priorities, when it comes to budgetary allocations intended to enhance their working conditions in the educational sector. Consequently, an inadequate performance was produced.

In the Philippines education sector, role overload is very common. Many workers in the Philippines face a heavy burden because they take on more than one job role. At first, multitasking may seem efficient. However, it often creates role overload, a state in which a person has more

responsibilities than they can handle. This situation causes stress, lowers morale and leads to lower work quality (Lamorinas, 2025).

School office staff often have multiple roles due to the need to manage a wide range of administrative, clerical, and communication tasks. These roles can include performing general office duties, managing student records and enrollment, handling correspondence, ordering supplies, and serving as the primary point of contact for students, parents, and staff. Some individuals may also be responsible for more complex tasks like managing the school's social media or assisting with the organization of school events.

However, due to limited personnel and increasing administrative demands, office staff are often required to handle multiple roles beyond their primary job descriptions. They may serve simultaneously as clerks, registrars, finance assistants, supply officers, or even event coordinators.

While these multiple responsibilities demonstrate the staff's versatility and dedication, they also lead to role overload, characterized by excessive workload and conflicting demands on time and energy. This situation can negatively affect performance, efficiency and job satisfaction. Overburdened staff may struggle to meet deadlines, maintain accuracy in documentation or provide timely assistance to teachers, students and parents. The strain caused by overlapping roles not only impacts individual productivity but also affects the overall administrative effectiveness of the school.

Given the crucial role of administrative staff in school operations, it is essential to examine how multiple role assignments influence their work performance, particularly in terms of efficiency, accuracy and quality of output. Understanding this relationship can help educational leaders design strategies that balance workloads, improve efficiency and promote staff well-being.

Role overload is a serious issue in Philippine workplaces across education, public service and private sectors. When people handle too many roles, they become stressed and lose motivation. Institutions must create better systems to keep jobs meaningful and manageable. A clear distribution of roles, supportive policies and mental health program can help employees thrive. When workers are well-supported, organizations succeed and the community benefits.

Administrative officers play a crucial role in the functioning and success of any organization. They are responsible for managing the administrative tasks and ensuring the smooth operation of the organization. To enhance efficiency and effectiveness, it is important to have a comprehensive understanding of the roles and responsibilities of administrative officers and to know what are the challenges they encounter that hinders them to fully deliver their responsibilities (Bangalan, 2024).

Given the crucial role of administrative staff in school operations, it is important to assess how multiple role assignments influence their work

performance, particularly in terms of efficiency, accuracy and quality of output. Understanding this relationship can help educational leaders design strategies that balance workloads, improve efficiency and promote staff well-being.

In line with the aforecited, the researcher determined the impact of multiple role assignments on the work performance of public school office staff in San Clemente District, Division of Tarlac Province during the school year 2025-2026.

Research Objectives

This study assessed the impact of multiple role assignments on the work performance of public elementary school office staff in San Clemente District, Division of Tarlac Province during the school year 2025-2026.

Specifically, it sought to answer the following sub-problems:

How may the extent of multiple role assignments of public elementary school office staff be described in terms of the following:

Workload volume;

Role diversity; and

Time Management?

How may the work performance of school office staff be described in terms of the following:

2.1 Efficiency;

2.2 Accuracy; and

2.3 Quality of output?

Is there a significant relationship between multiple role assignments and the work performance of school office staff?

What action plan can be proposed to help manage multiple roles and enhance the work performance of school office personnel?

Methods

This section describes the methods and procedures adapted in the conduct of the study which includes the research design, sources of data, instrumentation and data collection, and tools for data analysis.

Research Design

This study employed the quantitative-descriptive-correlational research design in the assessment of the impact of multiple role assignments on the work performance of public elementary school office staff in San Clemente District, Division of Tarlac Province during the school year 2025-2026.

The quantitative-descriptive research design was utilized to describe the extent of multiple role assignments of public elementary school staff in terms of workload volume, role diversity and time management. It was also used to assess the work performance of school office staff in terms of

efficiency, accuracy and quality of output. The study is also correlational as it sought to find out if there is a significant relationship between the extent of multiple role assignments and the assessment of work performance of school office staff.

Based on the findings of the study, an action plan was proposed to help manage multiple roles and enhance the work performance of school office personnel in Don Cesar Abad Gualberto Elementary School.

Sources of Data

This study was conducted in San Clemente District, Division of Tarlac Province with 30 administrative office staff as respondents of the study. They provided answers to the sub-problems raised in the study.

Instrumentation and Data Collection

The main data gathering tool of this study was a constructed questionnaire. It consists of two parts to gather the information needed for the study. Part I determined the extent of multiple role assignments of public elementary school staff in terms of workload volume, role diversity and time management. Part II assessed the work performance of school office staff in terms of efficiency, accuracy and quality of output.

The researcher distributed the questionnaires herself for easy retrieval. After the accomplished questionnaires are retrieved, the responses were tabulated and interpreted based on appropriate statistical tools.

Tools for Data Analysis

The following tools were used to treat the data statistically:

Weighted Mean

This was used to answer sub-problem numbers 1 and 2.

The formula is:

Σfx

WM = -----

N

Where:

WM = Weighted Mean

Σfx = the sum of the products per column

N = the number of respondents

The interpretation of the weighted mean for each sub-problem is shown below:

Point Values	Statistical Limits	Descriptive Equivalent (DE)	Descriptive Equivalent (DE)
Point Values	Statistical Limits	For sub-problem #1	For sub-problem #2
5	4.50-5.00	Very High Extent (VHE)	Outstanding (O)

Point Values	Statistical Limits	Descriptive Equivalent (DE)	Descriptive Equivalent (DE)
4	3.50-4.49	High Extent (HE)	Very Satisfactory (VS)
3	2.50-3.49	Moderate Extent (ME)	Satisfactory (S)
2	1.50-2.49	Low Extent (LE)	Fair (F)
1	1.00-1.49	Very Low Extent (VLE)	Poor (P)

Pearson Product-Moment Correlation (r)

To answer sub-problem number 3 regarding the relationship between the extent of multiple role assignments of school office staff and their work performance, the Pearson Product-Moment Correlation was used.

The significance level was set at .05, and p-values were utilized to determine significance of the correlation coefficients obtained. All calculations were carried out using Microsoft Excel and online software for Pearson Product-Moment Correlation.

Results And Discussion

This section presents the results of data gathered and discussion of their analysis and interpretation to answer the sub-problems raised in the study.

Extent of Multiple Role Assignments of Public Elementary School Staff

This section presents the extent of multiple roles assignments of public elementary school office staff in San Clemente District, Division of Tarlac Province during the school year 2025-2026 to answer sub-problem number 1. The extent of multiple role assignments of the office staff was categorized into three: workload volume, role diversity and time management.

The data are presented in Tables 1A, 1B and 1C.

Workload Volume

Workload volume in the context of school staff role assignments is defined as the total amount of work, number of tasks, and administrative, teaching-related, and ancillary responsibilities assigned to and completed by an employee within a specific, usually daily or weekly, timeframe. It represents the totality of demands placed on staff, which often includes both instructional hours and non-teaching duties.

Table 1A presents the data.

TABLE 1A
Extent of Multiple Role Assignments
In Terms of Workload Volume

Indicators	WM	DE
I have more tasks than I can comfortably complete during normal work hours. I often have to take work home or stay beyond work hours to finish assigned tasks.	4.80 4.72 4.68 4.40	VHE VHE VHE HE
The number of tasks I am responsible for has increased in the past year. I frequently feel rushed because of the amount of work I must complete. I sometime skip or shorten	4.32	HE

Indicators	WM	DE
important steps in tasks because there is too much work.		
Average WM	4.58	VHE
Legend: WM=Weighted Mean Point Value Statistical Limits Descriptive Equivalent (DE) 5 4.50-5.00 Very High Extent (VHE) 4 3.50- 4.49 High Extent (HE) 3 2.50-3.49 Moderate Extent (ME) 2 1.50- 2.49 Low Extent (LE) 1 1.00-1.49 Very Low Extent (VLE)	Legend: WM=Weighted Mean Point Value Statistical Limits Descriptive Equivalent (DE) 5 4.50-5.00 Very High Extent (VHE) 4 3.50- 4.49 High Extent (HE) 3 2.50-3.49 Moderate Extent (ME) 2 1.50- 2.49 Low Extent (LE) 1 1.00-1.49 Very Low Extent (VLE)	Legend: WM=Weighted Mean Point Value Statistical Limits Descriptive Equivalent (DE) 5 4.50-5.00 Very High Extent (VHE) 4 3.50- 4.49 High Extent (HE) 3 2.50-3.49 Moderate Extent (ME) 2 1.50- 2.49 Low Extent (LE) 1 1.00-1.49 Very Low Extent (VLE)

Table 1A showed that of five indicators on the extent of multiple role assignments in terms of workload volume, three indicated “very high extent” while two indicated “high extent.” The indicator “I have more

tasks assigned to me than I can comfortably complete during normal work hours” obtained the highest weighted mean of 4.80 interpreted as “very high extent” with “I sometime skip or shorten important steps in tasks because there is too much work” had the lowest weighted mean of 4.32 interpreted as “high extent.” The average weighted mean was 4.58 interpreted as “very high extent.”

The findings revealed that the extent of workload volume among the public elementary school office staff was described as “high extent” to “very high extent.” This indicates that office personnel handle numerous clerical, administrative and ancillary responsibilities beyond their primary job descriptions. The high workload volume may be attributed to limited plantilla positions in public elementary schools, additional reporting requirements from higher offices and simultaneous handling of financial, personnel, learner, and property records. This suggests that office staff frequently manage overlapping deadlines such as submission of reports to the Schools Division Office, processing of learners’ records and coordination with teachers, parents and external stakeholders.

The data imply that workload volume significantly characterizes the professional experience of school office staff, potentially increasing stress levels and risk of task overload if not properly managed.

Role Diversity

Role diversity in school staff assignments refers to the intentional inclusion and utilization of staff members with a wide range of backgrounds, experiences, and perspectives within various, non-traditional roles. It involves moving beyond a homogeneous teaching force to ensure representation that reflects the multicultural nature of the student body and community.

Table 1B presents the data.

TABLE 1B
Extent of Multiple Role Assignments
In Terms of Role Diversity

Indicators	WM	DE
I perform tasks that belong to several different job functions (e.g., records, cashiering, clerical, guidance support). My job requires me to switch frequently between unrelated kinds of tasks. I handle	4.72 4.64 4.56 4.40 4.32	VHE VHE VHE VH VH

Indicators	WM	DE
tasks that I was not originally trained for. I am expected to handle non-administrative tasks (e.g., cleaning, maintaining facilities, student supervision) in addition to office duties. I am responsible for multiple specialized duties at the same time.		
Average WM	4.53	VHE
Legend: WM=Weighted Mean Point Value Statistical Limits Descriptive Equivalent (DE) 5 4.50-5.00 Very High Extent (VHE) 4 3.50-	Legend: WM=Weighted Mean Point Value Statistical Limits Descriptive Equivalent (DE) 5 4.50-5.00 Very High Extent (VHE) 4 3.50-	Legend: WM=Weighted Mean Point Value Statistical Limits Descriptive Equivalent (DE) 5 4.50-5.00 Very High Extent (VHE) 4 3.50-

Indicators	WM	DE
4.49 High Extent (HE)	4.49 High Extent (HE)	4.49 High Extent (HE)
3 2.50-3.49 Moderate	3 2.50-3.49 Moderate	3 2.50-3.49 Moderate
Extent (ME) 2 1.50-	Extent (ME) 2 1.50-	Extent (ME) 2 1.50-
2.49 Low Extent (LE)	2.49 Low Extent (LE)	2.49 Low Extent (LE)
1 1.00-1.49 Very Low	1 1.00-1.49 Very Low	1 1.00-1.49 Very Low
Extent (VLE)	Extent (VLE)	Extent (VLE)

As presented in Table 1B, the extent of multiple role assignments in terms of role diversity showed that the indicator “I perform tasks that belong to several different job functions” obtained the highest weighted mean of 4.72 interpreted as “very high extent.” This was followed by “My job requires me to switch frequently between unrelated kinds of tasks” with weighted mean of 4.64 interpreted as “very high extent”. The indicator “I am responsible for multiple specialized duties at the same time” had the lowest weighted mean of 4.32 interpreted as “high extent.” The average weighted mean was 4.53 interpreted as “very high extent.”

The extent of role diversity was also described as “high extent” to “very high extent”, indicating that office staff perform multiple functional roles beyond clerical duties. These roles may include records custodian, finance assistant, property custodian, liaison officer, ICT support, registrar-related tasks, and procurement documentation. The diversity of roles demonstrates

flexibility and adaptability among school office personnel. However, excessive role diversity may lead to role ambiguity, confusion in task prioritization and reduced specialization.

The findings suggest that while multi-skilling enhances institutional functionality, structured role delineation may be necessary to ensure efficiency and accountability.

Time Management

In the context of school staff role assignments, time management is defined as the deliberate, systematic process of planning, organizing, and controlling how time is allocated to specific duties, such as instruction, lesson planning, grading, and administrative tasks, to maximize productivity and ensure timely completion of obligations. It is framed as a key competency for balancing a heavy workload and ensuring that educational goals are met without causing burnout.

Table 1C presents the data.

TABLE 1C
Extent of Multiple Role Assignments
In Terms of Time Management

Indicators	WM	DE
I am able to allocate enough time to	4.48 4.40 4.32 3.92 3.88	HE HE HE HE HE

Indicators	WM	DE
complete each of my assigned tasks. I frequently need to interrupt one task to start another. I have a clear daily plan or schedule for my duties. Urgent requests from others often disrupt my planned tasks. I have sufficient time to double-check my work before submission.		
Average WM	4.20	HE
Legend: WM=Weighted Mean Point Value Statistical Limits Descriptive Equivalent (DE) 5 4.50-5.00 Ver4y High	Legend: WM=Weighted Mean Point Value Statistical Limits Descriptive Equivalent (DE) 5 4.50-5.00 Ver4y High	Legend: WM=Weighted Mean Point Value Statistical Limits Descriptive Equivalent (DE) 5 4.50-5.00 Ver4y High

Indicators	WM	DE
Extent (VHE) 4 3.50-4.49 high Extent (HE)	Extent (VHE) 4 3.50-4.49 high Extent (HE)	Extent (VHE) 4 3.50-4.49 high Extent (HE)
3 2.50-3.49 Moderate	3 2.50-3.49 Moderate	3 2.50-3.49 Moderate
Extent (ME) 2 1.50-2.49 Low Extent (LE)	Extent (ME) 2 1.50-2.49 Low Extent (LE)	Extent (ME) 2 1.50-2.49 Low Extent (LE)
1 1.00-1.49 Very Low Extent (VLE)	1 1.00-1.49 Very Low Extent (VLE)	1 1.00-1.49 Very Low Extent (VLE)

As presented in Table 1C, the extent of multiple role assignments in terms of time management showed “high extent” in all indicators with “I am able to allocate enough time to complete each of my assigned tasks” with the highest weighted mean of 4.48. This was followed by “I frequently need to interrupt one task to start another” with weighted mean of 4.40. The indicator with the lowest weighted mean was “I have sufficient time to double-check my work before submission” with 3.88. The average weighted mean was 4.20 interpreted as “high extent”.

In terms of time management, results showed “high extent” reflecting that staff attempt to manage simultaneous responsibilities effectively. Office staff commonly prioritize urgent reports, work beyond official hours, utilize multitasking strategies, and adjust schedules based on administrative demands.

However, despite acceptable time management ratings, the presence of high workload volume and diverse roles may challenge optimal time allocation. If statistical results show slightly lower ratings in this area, it may indicate the need for structured scheduling systems or administrative support mechanisms.

SUMMARY TABLE

INDICATORS	WM	DE
Workload Volume Role Diversity Time Management	4.58 4.53 4.20	VHE VHE HE
Overall WM	4.44	HE

As presented in the Summary Table, the findings revealed that the overall extent of multiple role assignments among school office staff was “high” with weighted mean of 4.44, indicating that respondents experience substantial task multiplicity in their daily work.

Workload volume obtained the highest weighted mean of 4.58, interpreted as “very high extent”. This indicates that office staff handle numerous clerical, administrative and coordination tasks simultaneously. The high weighted mean suggests that task demands often exceed the traditional job description of school office personnel.

Role diversity was also rated “very high extent” with weighted mean of 4.53, signifying that staff perform a wide range of roles such as records custodian, finance assistant, property custodian, and ICT support. This diversity demonstrates flexibility but may also contribute to role ambiguity and cognitive overload.

Time management was rated “high extent” with weighted mean of 4.20, indicating that despite excessive workload and varied roles, staff exert significant effort to organize tasks and meet deadlines. However, the slightly lower weighted mean compared to workload volume suggests potential strain in balancing responsibilities.

The overall extent of multiple role assignments is characterized by high workload and broad role diversity, with time management efforts moderately compensating for the demands. The data indicate that multiple role assignments are highly prevalent and structurally embedded in school office operations. This suggests that office staff operate in a dynamic and demanding administrative environment that requires both efficiency and resilience.

Work Performance of School

Office Staff

This section presents the work performance of school office staff in San Clemente District, Division of Tarlac Province during the school year 2025-2026 to answer sub-problem number 2. The work performance of school

office staff was categorized into three: efficiency, accuracy and quality of output.

The data are presented in Tables 2A, 2B and 2C.

Efficiency

Efficiency in the work performance of school office staff is defined as the ability to produce high-quality administrative outcomes, such as accurate record-keeping, timely communication, and effective student/staff support, while minimizing the waste of time, effort, and resources. It involves doing tasks correctly and quickly (doing things right), rather than just focusing on the volume of work.

Table 2A presents the data.

TABLE 2A
Work Performance of School Office Staff
in Terms of Efficiency

Indicators	WM	DE
I complete my assigned tasks within the expected timeframes. I can handle my assigned workload without	4.20 3.88 3.80 3.76	VS VS VS VS

Indicators	WM	DE
frequent delays. I complete tasks with minimal wasted effort or duplication. I meet the expected turnaround times for administrative requests.		
Average WM	3.91	VS
Legend: WM=Weighted Mean Point Value Statistical Limits Descriptive Equivalent (DE) 5 4.50-5.00 Outstanding (O) 4 3.50-4.49 Very Satisfactory (VS) 3 2.50-3.49 Satisfactory (S) 2 1.50-2.49 Fair (F) 1 1.00-1.49 Poor (P)	Legend: WM=Weighted Mean Point Value Statistical Limits Descriptive Equivalent (DE) 5 4.50-5.00 Outstanding (O) 4 3.50-4.49 Very Satisfactory (VS) 3 2.50-3.49 Satisfactory (S) 2 1.50-2.49 Fair (F) 1 1.00-1.49 Poor (P)	Legend: WM=Weighted Mean Point Value Statistical Limits Descriptive Equivalent (DE) 5 4.50-5.00 Outstanding (O) 4 3.50-4.49 Very Satisfactory (VS) 3 2.50-3.49 Satisfactory (S) 2 1.50-2.49 Fair (F) 1 1.00-1.49 Poor (P)

As presented in Table 2A, the work performance of school office staff in terms of efficiency was “very satisfactory” as shown by all indicators with weighted means of 3.76 to 4.20, resulting in average of 3.91 interpreted as “very satisfactory”.

The level of work performance in terms of efficiency was described as “very satisfactory”. This indicates that despite multiple assignments, school office staff are able to complete tasks within expected timelines. Efficiency is reflected in timely submission of reports, prompt response to inquiries and organized document handling.

This suggests that staff have developed adaptive systems and coping strategies to maintain productivity despite workload pressures.

Accuracy

Accuracy in the work performance of school office staff refers to the degree to which tasks, such as data entry, record-keeping, student enrollment, and administrative reporting, are completed without errors, defects, or omissions, ensuring they meet the precise requirements of the job. It involves a high level of attention to detail and adherence to standards to ensure Hassle-free service delivery and reliable documentation.

Table 2B presents the data.

TABLE 2B
Work Performance of School Office Staff
in Terms of Accuracy

Indicators	WM	DE
My records and documents are free from errors most of the time. I rarely need to redo tasks due to mistakes. The numerical and clerical data I produce is accurate. I ensure that the documentation I prepare meets required standards.	4.72 4.68 4.56 4.52	O O O O
Average WM	4.62	O
Legend: WM=Weighted Mean Point Value Statistical	Legend: WM=Weighted Mean Point Value Statistical	Legend: WM=Weighted Mean Point Value Statistical

Indicators	WM	DE
Limits Descriptive Equivalent (DE) 5 4.50-5.00 Outstanding (O) 4 3.50-4.49 Very Satisfactory (VS) 3 2.50-3.49 Satisfactory (S) 2 1.50-2.49 Fair (F) 1 1.00-1.49 Poor (P)	Limits Descriptive Equivalent (DE) 5 4.50-5.00 Outstanding (O) 4 3.50-4.49 Very Satisfactory (VS) 3 2.50-3.49 Satisfactory (S) 2 1.50-2.49 Fair (F) 1 1.00-1.49 Poor (P)	Limits Descriptive Equivalent (DE) 5 4.50-5.00 Outstanding (O) 4 3.50-4.49 Very Satisfactory (VS) 3 2.50-3.49 Satisfactory (S) 2 1.50-2.49 Fair (F) 1 1.00-1.49 Poor (P)

As presented in Table 2B, the work performance of school office staff in terms of accuracy was “outstanding” as shown by all indicators with weighted means of 4.52 to 4.72, resulting in average of 4.62 interpreted as “outstanding”.

In terms of accuracy, findings showed “outstanding” level, indicating minimal errors in documentation, financial records and official reports. Accuracy is critical in school office operations because errors in records may affect learners’ credentials, financial inaccuracies may lead to audit issues and incorrect data reporting may affect school performance indicators.

The results imply strong attention to detail and procedural compliance among office staff.

Quality of Output

Quality of output in the work performance of school office staff refers to the accuracy, completeness, and timeliness of administrative tasks, such as record-keeping, financial management, and communication, that directly support school operations and educational services. High-quality output is characterized by error-free, compliant, and efficient work that meets or exceeds organizational standards, directly influencing the productivity of teachers and the overall effectiveness of the educational institution.

Table 2C presents the data.

TABLE 2C
Work Performance of School Office Staff
in Terms of Quality of Output

Indicators	WM	DE
The outputs I produce (reports, summaries, certificates) meet supervisors' quality expectations. My administrative outputs are clear, complete and well-organized.	4.44 4.36 4.20 3.84	VS VS VS VS

Indicators	WM	DE
Stakeholders (teachers, parents, community) are satisfied with the administrative support I provide. I consistently follow proper procedures and guidelines when performing tasks.		
Average WM	4.21	VS
Legend: WM=Weighted Mean Point Value Statistical Limits Descriptive Equivalent (DE) 5 4.50-5.00 Outstanding (O) 4 3.50-4.49 Very Satisfactory (VS) 3 2.50-3.49 Satisfactory (S) 2 1.50-2.49 Fair	Legend: WM=Weighted Mean Point Value Statistical Limits Descriptive Equivalent (DE) 5 4.50-5.00 Outstanding (O) 4 3.50-4.49 Very Satisfactory (VS) 3 2.50-3.49 Satisfactory (S) 2 1.50-2.49 Fair	Legend: WM=Weighted Mean Point Value Statistical Limits Descriptive Equivalent (DE) 5 4.50-5.00 Outstanding (O) 4 3.50-4.49 Very Satisfactory (VS) 3 2.50-3.49 Satisfactory (S) 2 1.50-2.49 Fair

Indicators	WM	DE
(F) 1 1.00-1.49 Poor (P)	(F) 1 1.00-1.49 Poor (P)	(F) 1 1.00-1.49 Poor (P)

As presented in Table 2C, the work performance of school office staff in terms of quality of output was “very satisfactory” as shown by all indicators with weighted means of 3.84 to 4.44, resulting in average of 4.21 interpreted as “very satisfactory”.

The quality of output was described as “very satisfactory”, suggesting that outputs meet institutional and division standards. Quality is demonstrated through organized filing systems, complete and well-prepared reports, professional communication, and compliance with DepEd standards.

Despite multiple role assignments, office staff maintain acceptable quality levels, reflecting competence and commitment to service delivery.

SUMMARY TABLE

INDICATORS	WM	DE
Efficiency Accuracy Quality of Output	3.91 4.62 4.21	VS O VS
Overall WM	4.25	VS

As presented in the Summary Table, the findings indicate that work performance remains “very satisfactory” even with multiple role assignments. This suggests that office staff are capable of maintaining efficiency, accuracy and quality despite administrative workload pressures. However, sustaining high performance under persistent high workload may increase risk of burnout, reduce long-term productivity and affect employee morale.

Thus, performance sustainability becomes a central concern rather than immediate performance decline.

Relationship Between Multiple Role Assignments and Work Performance of School Office Staff

This section presents the relationship between multiple role assignments and the work performance of school office staff in San Clemente District, Tarlac Province to answer sub-problem number 3.

The data are presented in Tables 3A, 3B and 3C.

Relationship of Workload Volume and Performance of School Office Staff

Table 3A presents the data on the relationship of workload volume and the performance of school office staff.

TABLE 3A

**Relationship of Workload Volume and Work Performance
of School Office Staff**

Variables Involved	Pearson Correlation Coefficient, rs	Descriptive Equivalent	p-value
Workload Volume and Efficiency	-0.64	Negative Moderate Correlation	0.000757*
Workload Volume and Accuracy	-0.57	Negative Moderate Correlation	0.004430*
Workload Volume and Quality of Output	-0.72	Negative Strong Correlation	0.000073*

*significant relationship

As presented in Table 3A, there is negative moderate correlation between workload volume and efficiency which means that as the amount

of work assigned to an individual or team increases, their overall performance, or quality of work tends to decrease. Similarly, there is negative moderate correlation between workload volume and accuracy which means that as the amount of work (volume) assigned to an individual increase, the precision or quality of that work (accuracy) tends to decrease. This relationship highlights the importance of maintaining an optimal workload level. While some work is necessary to avoid boredom, too much work creates a negative feedback loop where more effort results in worse outcomes. There is, however, a negative strong correlation between workload volume and quality of output. This means that as the amount of work assigned to an employee increases significantly, the quality of their work decreases substantially. When workers are overloaded with too many tasks, they are likely to make more errors, miss details and produce lower-quality work.

These results show that there is a significant relationship between workload volume and work performance in terms of efficiency, accuracy and quality of output with p-values of 0.000757, 0.004430 and 0.000073, respectively, which implies that the amount of work assigned to an employee directly impacts their ability to execute tasks effectively. To maximize performance, organizations must aim for a balanced workload that challenges employees without overwhelming them, as excessive workload often has a significant negative impact on employee well-being and overall productivity.

Relationship of Role Diversity and Work

Performance of School Office Staff

Table 3B presents the data on the relationship of role diversity and the performance of school office staff.

TABLE 3B

Relationship of Role Diversity and Work Performance of School Office Staff

Variables Involved	Pearson Correlation Coefficient, r_s	Descriptive Equivalent	p-value
Role Diversity and Efficiency	-0.58	Negative Moderate Correlation	0.002970*
Role Diversity and Accuracy	-0.34	Negative Weak Correlation	0.104038
Role Diversity and Quality of Output	-0.61	Negative Moderate Correlation	0.001551*

*significant relationship

As presented in Table 3B, there is negative moderate correlation between role diversity and efficiency which means that as the variety of

roles within a team increases, the overall speed or operational efficiency of that team tends to decrease. A negative weak correlation between role diversity and accuracy means that as the variety of roles within a team increases, the accuracy of that team's output tends to decrease slightly. A positive moderate correlation between role diversity and the quality of output suggests that as a team increases the variety of functional roles and perspectives among its members, the quality of their work tends to improve. This implies that increasing role diversity is a reliable driver of better quality work.

These results show that a significant relationship exists between role diversity and the efficiency and quality of output with p-values of 0.002970 and 0.001551, respectively, indicating that teams with varied functional expertise, backgrounds and skills enhance problem-solving, innovation and overall performance. Role diversity enables teams to look at problems from multiple angles, leading to higher-quality decisions and faster, more innovative solutions. However, there is no significant relationship between role diversity and accuracy with p-value of 0.104038, which indicates that having a team with a wide variety of roles does not statistically guarantee higher accuracy or better decision-making quality, compared to a more homogeneous team.

Relationship of Time Management and
Work Performance of School Office Staff

Table 3C presents the data on the relationship of time management and work performance of school office staff.

TABLE 3C
Relationship of Time Management and Work Performance
of School Office Staff

Variables Involved	Pearson Correlation Coefficient, rs	Descriptive Equivalent	p-value
Time Management and Efficiency	0.81	Positive Strong Correlation	0.000001*
Time Management and Accuracy	0.77	Positive Strong Correlation	0.000011*
Time Management and Quality of Output	0.84	Positive Strong Correlation	0.000000*

*significant relationship

As presented in Table 3C, there is positive strong correlation between time management and efficiency which means that as an individual's ability

to plan, prioritize and control their time increases, their productivity and the quality of their work also increase significantly. This relationship is not just about doing things faster, but doing the right things in the shortest time possible without sacrificing quality. Because time management techniques directly address the bottlenecks in human performance, improved time management habits almost universally result in higher efficiency.

A positive strong correlation between time management and accuracy means that as an individual's ability to plan, prioritize and control their time increases, the precision, quality and correctness of their work also improve significantly. The relationship exists because effective time management removes the chaotic, rushed environment that typically causes errors. Effective time management acts as a buffer, creating the necessary time and mental space to ensure work is completed accurately rather than merely done.

A positive strong correlation between time management and the quality of output means that as individuals or teams improve their ability to plan, prioritize and control their time, the quality of their work consistently increases. Conversely, poor time management is directly linked to lower-quality work, increased errors and missed deadlines. Better time management is a strong predictor of both high academic achievement and high-quality professional work.

These results show that a significant, positive relationship exists between time management and work performance in terms of efficiency, accuracy and quality of output with p-values of 0.000001, 0.000011 and 0.000000, respectively, where effective planning, prioritizing and scheduling directly enhance productivity, efficiency and job satisfaction. Proper time usage enables employees to meet

deadlines, reduce stress, avoid burnout, and focus on high-value tasks, resulting in higher quality output.

Proposed Action Plan

This section presents the proposed action plan to help manage multiple roles and enhance the work performance of school office personnel in San Clemente District, Tarlac Province to answer sub-problem number 4.

The objectives of the proposed action plan are to manage and balance the workload of office staff with multiple roles, to enhance office staff's competence and efficiency in administrative work, to strengthen organizational and administrative support for office personnel, to motivate office staff and recognize their contributions, and to improve institutional policies and workload allocation practices.

Conclusion And Recommendations

Conclusions

Based on the findings of the study, the following conclusions were drawn:

The multiple role assignments of public elementary school office staff are described as high extent in terms of workload volume, role diversity and time management, indicating that they experience substantial task multiplicity in their daily work.

The work performance of public elementary school office staff is outstanding in terms of efficiency, accuracy and quality of output, which indicates that they are capable of maintaining efficiency, accuracy and quality despite administrative workload pressures.

There are significant relationships between multiple role assignments and work performance of school office staff; thus, the null hypotheses were rejected.

The proposed action plan aims to manage and balance the workload of office staff with multiple roles, to enhance office staff's competence and efficiency in administrative work, to strengthen organizational and administrative support for office personnel, to motivate office staff and recognize their contributions, and to improve institutional policies and workload allocation practices.

Recommendations

On the basis of the conclusions drawn, the following recommendations were offered:

School heads should institutionalize clear role delineation to reduce role ambiguity.

Workload audits should be conducted annually to prevent task overload.

Capacity-building programs on time management and digital systems should be implemented.

Division offices may consider additional plantilla positions for administrative support.

A wellness and recognition program should be institutionalized to sustain morale.

Future researchers may examine the relationship between workload and burnout levels.

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