

**THE INFLUENCE OF RECORD MANAGEMENT SKILLS AND ROLE OVERLOAD  
ON JOB PERFORMANCE AMONG PUBLIC SCHOOL TEACHERS:  
A CONVERGENT TRIANGULATION APPROACH**

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**ABSTRACT**

This study examined the influence of record management skills and role overload on the job performance of public-school teachers using a mixed methods approach. Specifically, it aimed to determine the extent to which record management skills and role overload affect teachers' job performance and to identify which of the variables significantly influences performance. The study employed a convergent triangulation design, where both quantitative and qualitative data were collected concurrently and integrated during the interpretation of results to provide a more comprehensive understanding of the research problem. For the quantitative strand, 150 public school teachers served as respondents and data were gathered through survey questionnaires. Descriptive and inferential statistical tools were used to analyze the quantitative data, while thematic analysis was employed to interpret qualitative responses. The findings revealed that record management skills significantly influenced the job performance of teachers, while role overload showed a negative relationship with job performance. The qualitative results further supported the quantitative findings by highlighting lived teachers' experiences in managing school records and the challenges associated with excessive workload. The results of the study suggest that strengthening teachers' record management competencies and addressing issues related to role overload may help improve job performance. The findings may serve as a basis for school administrators and educational leaders in developing programs and policies that support teachers in managing records effectively while maintaining a balanced workload.

**Keywords:** *Record Management Skills, Role Overload, Job Performance, Public school teachers, Mixed Methods Research*

## INTRODUCTION

Amegatcher et al. (2024) conceptualized job performance as a cohesive set of scalable actions, behaviors, and outcomes through which individuals consciously contribute to the attainment of organizational goals. Moreover, in a complementary perspective, Yang et al. (2024) described job performance as an aggregate of behaviors and actions that consistently provide value and assurance in the workplace. Global workforce data demonstrate that job performance is facing significant challenges across industries. Gallup (2023) reported that only 23 percent of employees worldwide are engaged in their work, and this lack of engagement results in a staggering loss of approximately 8.9 trillion US dollars annually, equivalent to nine percent of global GDP.

In addition, the World Health Organization (2022) highlighted that mental health conditions such as depression and anxiety lead to 12 billion lost working days each year, amounting to nearly one trillion US dollars in lost productivity. Furthermore, the International Labour Organization (2022) emphasized that burnout symptoms are evident in 22 percent of employees across 30 countries, underscoring how emotional strain directly undermines workplace effectiveness. More recently, the World Economic Forum (2023) projected that 44 percent of workers' skills will be disrupted within the next five years, with six out of ten employees requiring training by 2027, yet many remain without adequate access to reskilling opportunities.

The job performance of Filipino public-school teachers is increasingly strained by heavy workloads and mounting stress. Palacpac (2023) highlighted those online educators during the pandemic rendered an average of 12.17 working hours each day, managed five classes, and supervised around 141 students, circumstances that intensified the risk of burnout. In addition, Lumapenet (2022) found that elementary teachers in Kidapawan often experienced emotional exhaustion and diminished self-efficacy as a direct result of excessive institutional demands. Complementing these findings, the Second Congressional Commission on Education (2025) reported that public school teachers are burdened with nearly 50 administrative and ancillary tasks, responsibilities that divert time and energy away from instructional duties.

Recent organizational studies demonstrate that role overload often weakens job performance by creating psychological strain. Tang et al. (2021) emphasized that excessive role demands drain an individual's energy and resources, thereby lowering both in-role and extra-role performance, although supportive supervision can help mitigate these negative effects. In a related study, Zhang et al. (2022) highlighted that nurses experiencing role overload performed better when they sustained work

engagement, showing that engagement served as a mediator while organizational support functioned as a protective factor.

Meanwhile, research on record management has underscored its role in sustaining performance. Agu et al. (2022) identified that strong competencies in records keeping, proper documentation, and the use of reliable record infrastructures positively influenced employee effectiveness within academic organizations. Job performance also carries significant social relevance, as it extends beyond organizational productivity to influence individual well-being and workplace relationships. Yang et al. (2024) argued that psychological well-being fosters job satisfaction, which subsequently elevates job performance, demonstrating how supportive supervisory practices contribute to healthier work environments. Furthermore, Clausen et al. (2019) pointed out that building social capital through workplace networks and mutual trust enhances not only job performance but also employee engagement and well-being, reinforcing the broader societal value of strong performance at work.

Research has shown that role overload generates psychological strain that undermines both in-role and extra-role performance, though supportive supervisory relations may reduce these effects (Tang & Vandenberghe, 2021). In another perspective, Agu (2025) demonstrated that effective records management practices improve organizational performance through efficiency and accountability, while RSIS International (2024) emphasized that strong records management in the public sector enhances human resource operations by reducing administrative inefficiencies. Despite these insights, little is known about how record management skills might offset the negative effects of role overload on job performance. Rasool (2024) highlighted that information overload and role stress diminish teachers' performance, with self-efficacy moderating these outcomes, yet the role of record management remains underexplored.

This study addresses this gap by using a quantitative descriptive-correlational design to examine how record management skills and role overload interact in influencing job performance, particularly in the teaching profession.

The findings of this study will be disseminated through research forums organized by Central Mindanao Colleges, both at the local level and in international venues should opportunities arise. To ensure accessibility, a complete copy of the study will be deposited in the school library as a reference for future researchers. In addition, a copy will be formally submitted to the Office of the Dean of the Graduate School to inform academic leaders and contribute to the institution's body of knowledge.

## **METHODS**

### **Research Design**

This study used a mixed methods approach with a convergent triangulation design. According to Sharlene Nagy Hesse-Biber Mertens (2019) integrating quantitative and qualitative data to gain a comprehensive understanding of the research problem. Both data types were collected simultaneously but analyzed separately before being merged during interpretation to validate and enrich the findings (John W. Creswell, 2001).

The quantitative phase used a descriptive-correlational design to determine the levels of record management skills, role overload, and job performance, and to examine their relationships. Meanwhile, the qualitative phase applied a phenomenological approach to explore teachers lived experiences regarding administrative workload and job performance. By integrating both strands, the study provided a holistic understanding of how record management skills and role overload influence the job performance of public-school teachers in Kidapawan City.

### **Research Participants**

For the quantitative strand, the study involved 150 public school teachers to ensure sufficient representation and reliable statistical analysis. A larger sample size helps reduce sampling error and improves the generalizability and validity of research findings, as emphasized by John W. Creswell and J. David Creswell (2018). According to Jack R. Fraenkel and Norman E. Wallen (2009), at least 100 participants are generally adequate for correlational studies to produce stable estimates of relationships among variables.

Respondents were required to be active DepEd public-school teachers in Kidapawan City with at least three years of service and responsibilities in both teaching and administrative tasks, while non-teaching personnel and those on extended leave were excluded. For the qualitative strand, ten teachers from the quantitative respondents were purposively selected to participate in a focus group discussion, allowing the study to explore their lived experiences related to record management demands and role overload and to support the integration of quantitative and qualitative findings.

### **Research Materials**

The researcher utilized an adopted survey questionnaire employing a five-point Likert Scale, where 5 was represented the highest and 1 the lowest rating. The instrument was subjected to both reliability and validity testing prior to full implementation.

## **Data Gathering Procedure**

Before data collection, the researcher secured approval from the Graduate School Dean and obtained ethical clearance from the Central Mindanao Colleges Research Ethics Committee. Permission was then requested from the Department of Education Schools Division Superintendent of Kidapawan City, followed by coordination with school principals to allow teachers to participate in the study.

Data were collected using structured questionnaires administered either in printed form or through Google Forms, and participants provided informed consent before answering. The researcher personally facilitated the data-gathering process, which lasted about three weeks, ensuring proper communication and retrieval of responses.

After collection, the data were analyzed using statistical tools such as mean, standard deviation, Pearson Product–Moment Correlation, and multiple regression analysis. These tools were used to describe the variables and determine the relationship and influence of record management skills and role overload on job performance.

## **Data Analysis**

The qualitative data were analyzed using phenomenological inquiry, focusing on the lived experiences of ten public-school teachers who participated in a focus group discussion. The analysis followed Colaizzi's phenomenological method, which included familiarization with transcripts, identification of significant statements, formulation of meanings, clustering of themes, and development of an exhaustive description of the phenomenon. Both quantitative and qualitative strands were conducted simultaneously under a convergent triangulation design and were given equal priority in the study. Integration of the two data sets was achieved through comparison and joint analysis to identify areas of convergence and divergence, providing a comprehensive understanding of how record management skills and role overload influence teachers' job performance.

Ethical standards were ensured through approval from the Central Mindanao Colleges Research Ethics Committee and compliance with the Data Privacy Act of 2012. Participation was voluntary, with informed consent, confidentiality, and anonymity strictly maintained. The study posed minimal risk to participants and aimed to generate insights that could support teachers, school leaders, and the Department of Education in improving workload management and teacher performance.

## RESULTS AND DISCUSSION

Results and discussion present the outcome of both quantitative and qualitative analyses on record management skills, role overload, and job performance among public-school teachers. The findings first describe the levels of the three variables, followed by the examination of their relationships and the discussion of teachers lived experiences, and finally the integration of quantitative and qualitative results.

Results show that record management skills are high (M = 4.026), indicating that teachers frequently practice proper record retention and disposal. Record retention practices are consistently applied, particularly in maintaining records for reference and using systematic filing systems, although technology-based storage practices received slightly lower ratings. Similarly, record disposal skills are also high (M = 4.022), with teachers demonstrating secure and appropriate methods of disposing records, especially in protecting privacy and properly segregating documents for disposition.

On the other hand, role overload is also experienced at a high level (M = 2.106), suggesting that teachers often face heavy workloads. Among its dimensions, data overload obtained the highest mean, indicating that teachers frequently feel overwhelmed by the volume of information and documentation they must manage. Overall, the results show that while teachers maintain strong record management practices, they simultaneously experience considerable workload demands.

**Table 1**

*Level of Record Management Skill*

Indicators	Mean	Std. Deviation	Interpretation
<b>Record Retention Skill</b>			
retain records in file jackets in line with subject matter.	4.06	.921	High
retain records in a manner that permits random access.	4.01	.882	High
keep records in alphabetical order in file cabinet.	3.98	.908	High
keep records in alpha-numerical order in shelves.	4.07	.942	High
retain records in the computer hard disk to support decision-making.	3.99	.952	High
retain records in devices external to the computer to meet administrative procedures.	3.97	.926	High
retain records to establish the existence of a precedent.	4.11	.860	High
retain record according to retention schedules.	4.04	.911	High
<b>Category Mean</b>	4.030	.662	High
<b>Record Disposal Skill</b>			

destroy records in a secure manner that protects privacy	4.06	.957	High
incinerate records approve for destruction	4.01	.773	High
segregate records so that they do not mix with those pending approval for disposition.	4.04	.866	High
routinely document the disposition of records.	4.01	.901	High
discard records once they have fulfilled their needs.	3.99	.941	High
transfer records to another entity for permanent preservation.	4.03	.823	High
<b>Category Mean</b>	4.022	.611	High
<b>Overall Mean</b>	<b>4.026</b>	<b>.609</b>	<b>High level of Record Management Skill</b>

**Role Overload**

Table 2 shows that respondents experience a **high level of role overload** overall (mean = 2.106, SD = 0.537), indicating that it is frequently encountered.

**Data Overload:** Rated highest among the dimensions (mean = 2.391). Respondents often feel burdened by excessive information, particularly with statements like “too much for me” (mean = 2.46, SD = 0.832) and “overwhelming for me” (mean = 2.39, SD = 0.801).

**People Overload:** Also, high (mean = 2.104), with interpersonal demands being challenging, especially “too difficult for me” (mean = 2.14, SD = 0.970) and “too much for me” (mean = 2.12, SD = 0.897).

**Things Overload:** Slightly lower but still high (mean = 1.822). Respondents experience overload in tasks and responsibilities, with “too great” (mean = 1.89, SD = 0.886) and “too much for me” (mean = 1.81, SD = 0.854) being most prominent.

**Table 2**

*Level of Role Overload*

Indicators	Mean	Std. Deviation	Interpretation
<b>Data Overload</b>			
overwhelming for me.	2.39	.801	High
too much for me.	2.46	.832	High
more than I can handle.	2.33	.901	High
<b>Category Mean</b>	2.391	.6307	High
<b>People Overload</b>			
too much for me.	2.12	.897	High
too difficult for me.	2.14	.970	High
difficult for me to cope with.	2.05	.918	High

<b>Category Mean</b>	2.104	.6921	
<b>Things Overload</b>			
too much for me.	1.81	.854	High
too great.	1.89	.886	High
outside of my comfort zone.	1.77	.772	High
<b>Category Mean</b>	1.822	.5457	High
<b>Overall Mean</b>	<b>2.106</b>	<b>.5369</b>	<b>High level of Role Overload</b>

### Job Performance

The table 3 shows that respondents demonstrated a **high level of job performance** overall (mean = 4.414, SD = 0.419), with consistent responses across participants.

**Task Performance:** Rated high (mean = 4.477), particularly in following work procedures (mean = 4.59) and possessing required competencies (mean = 4.54). Respondents also work in an organized manner and complete tasks on time, though eagerness to acquire new skills and working efficiently were slightly lower (means = 4.39 and 4.41, respectively).

**Contextual Performance:** Also high (mean = 4.350), with respondents actively supporting coworkers (mean = 4.45) and contributing to a positive work environment. Indicators like taking extra responsibilities or defending the institution were slightly lower (means = 4.25–4.31).

### Relationship Between Variables

**Record management skills** showed a **strong positive and significant correlation** with job performance ( $r = 0.723$ ,  $p = 0.000$ ), indicating that higher record management skills are associated with better performance.

**Role overload** had a **very weak, non-significant negative correlation** with job performance ( $r = -0.081$ ,  $p = 0.324$ ), suggesting it does not meaningfully affect performance.

Therefore, respondents perform well both in their assigned tasks and in supporting the work environment, with record management skills strongly linked to these outcomes, while role overload appears to have little impact.

**Table 3** *Level of Job Performance*

Indicators	Mean	Std. Devia tion	Interpretation
<b>Task Performance</b>			
1. I have the competencies that my job requires.	4.54	.575	High
2. I work effectively/efficiently.	4.41	.686	High
3. I understand and carry out work-related procedures.	4.59	.593	High
4. I work in a planned and organized manner to conclude the task defiend to me in full and on time.	4.46	.720	High
5. I am eager to acquire new skills related to my job.	4.39	.768	High
<b>Task Performance</b>	4.477	.435 2	High
<b>Contextual Performance</b>			
1. I take extra care and take extra responsibility while doing my duty.	4.25	.845	High
2. I contribute to the creation of a positive working environment in my institution.	4.36	.771	High
3. If I encounter a situation that prevents the task from being done, I try to fix it.	4.39	.740	High
4. I help and encourage my friends to complete their work.	4.45	.710	High
5. Even if there are criticisms inside or outside the institution, I defend my institution.	4.31	.827	High
6. I am proud to be a part of this institution.	4.34	.793	High
<b>Contextual Performance</b>	4.350	.461	High
<b>Overall Mean</b>	<b>4.414</b>	<b>.418 8</b>	<b>High level of Job Performance</b>

### Relationship Between Variables

Table 4 presents the correlation results showing the relationship between the study variables. The findings reveal a strong positive and highly significant relationship between record management skills and job performance ( $r = .723$ ,  $p = .000$ ), indicating that respondents with higher levels of record management skills also tend to exhibit higher levels of job performance. This suggests that effective record management practices are associated with better work outcomes among the respondents. In contrast, role overload is found to have a very weak negative and non-significant relationship with job performance ( $r = -.081$ ,  $p = .324$ ), implying that the level of role overload experienced by the respondents does not significantly relate to their job performance.

**Table 4**

*Relationship Between Variables*

VARIABLES	R	p-value	Remarks
Record Management Skills and Job Performance	.723**	.000	Highly Significant
Role Overload and Job Performance	-.081	.324	Not Significant

### Significance of the Influence of Record Management Skills and Role Overload on Job Performance

In Table 5, the results of the regression analysis are presented to determine the significant predictors of job performance. The findings reveal that both record management skills and role overload significantly predict job performance since their p-values are less than .05. This indicates that the two independent variables have a significant influence on the job performance of the respondents.

**Table 5**

*Predictors of Job Performance*

Variables	Unstandardized Coefficients		Standardized Coefficient	T	p-value	Remarks
	B	Std. Error	Beta			
(Constant)	2.039	.213		9.584	.000	

Record Management Skills	.529	.040	.768	13.157	.000	Highly Significant
Role Overload	.117	.046	.150	2.565	.011	Significant

Note: R=.737<sup>a</sup>, R-square=.544, F=87.609, P<.05

The discussion begins with the analysis of the influence of record management skills on job performance. The results show an unstandardized coefficient of .529 and a standardized beta coefficient of .768, with a t-value of 13.157 and a p-value of .000, which is less than the .05 level of significance. This means that record management skills have a highly significant influence on job performance. Hence, it can be inferred that for every one-unit increase in record management skills, job performance is predicted to increase by .529 units, assuming other factors are held constant. The high beta value further suggests that record management skills serve as a strong predictor of job performance.

In the same manner, the influence of role overload on job performance is likewise examined. The findings indicate an unstandardized coefficient of .117 and a standardized beta coefficient of .150, with a t-value of 2.565 and a p-value of .011, which is also below the .05 significance level. This signifies that role overload has a significant influence on job performance. Thus, it may be interpreted that a one-unit increase in role overload corresponds to a .117 increase in job performance, provided that other variables remain constant. Although significant, its beta value suggests that role overload is a weaker predictor of job performance compared with record management skills.

**Profile of the Participants**

In Table 6, a summary of the profile of the participants for the qualitative phase is presented. It can be observed that the participants are composed of 10 teachers who served as participants in the focus group discussion. All participants were assigned discrete codes to protect their anonymity and ensure the confidentiality of their responses. In terms of sex, there are three male participants and seven female participants. With respect to school assignment, four participants came from Poblacion, while Manongol, Lanao, Singao, Pres. Roxas, Juan Jallipa, and Saniel Cruz had one participant each. It is also important to note that all participants were purposively selected and qualified based on the inclusion criteria set in the study.

**Table 6**

*Profile of the Participants*

<b>Participant</b>	<b>Code of the Participant</b>	<b>Sex of the Participant</b>	<b>Source of Data</b>	<b>School</b>
Participant 1	T026	M	FGD	Manongol
Participant 2	T069	M	FGD	Lanao
Participant 3	T062	F	FGD	Poblacion
Participant 4	T054	F	FGD	Poblacion
Participant 5	T061	F	FGD	Poblacion
Participant 6	T130	F	FGD	Singao
Participant 7	T112	F	FGD	Pres. Roxas
Participant 8	T015	M	FGD	Juan Jallipa
Participant 9	T065	F	FGD	Saniel Cruz
Participant 10	T140	F	FGD	Poblacion

**Lived Experiences of Participants on Job Performance in Relation to Record Management Skill and Role Overload**

In Table 7, the lived experiences of public-school teachers on job performance in relation to record management skill and role overload are presented and discussed. Based on the thematic analysis of the interview responses, four (4) essential themes emerged, namely: Striving for Balanced Teaching and Compliance, Cognitive and Emotional Strain from Simultaneous Demands, Adaptive Prioritization and Survival Strategies, and Professionalism as Consistency, Accountability, and Documentation. These themes reflect how public-school teachers define and sustain job performance while responding to the combined pressures of instructional duties, documentation requirements, and multiple overlapping responsibilities. The findings show that teachers' performance is not viewed solely in terms of classroom teaching, but also in terms of their ability to comply with records-related tasks, manage overload, and uphold professional accountability in their daily work.

*Striving for Balanced Teaching and Compliance.* The first essential theme highlights that teachers describe good job performance as the ability to balance effective instruction and administrative compliance. For them, performance is not limited to teaching lessons well, but also includes keeping records complete, submitting reports on

time, and avoiding backlogs. This suggests that job performance in the public-school context is experienced as a dual responsibility where both learner outcomes and documentary compliance must be achieved simultaneously. These ideas were evident in the responses of the participants:

**Table 7**

*Lived Experiences of Public School Teachers on Job Performance in Relation to Record Management Skill and Role Overload*

<b>Essential Theme</b>	<b>Core Ideas</b>
<i>Striving for Balanced Teaching and Compliance</i>	<ul style="list-style-type: none"> <li>• Job performance is viewed as balancing effective teaching and complete administrative compliance.</li> <li>• Good performance means ensuring student learning while submitting reports and records on time.</li> <li>• Teachers define strong performance through both learner outcomes and fulfillment of documentation requirements.</li> </ul>
<i>Cognitive and Emotional Strain from Simultaneous Demands</i>	<ul style="list-style-type: none"> <li>• Multiple tasks such as teaching, submissions, and parent concerns create mental overload.</li> <li>• Teachers often continue complying despite feeling overwhelmed and losing rest.</li> <li>• Excessive role demands can affect health, well-being, and satisfaction with performance.</li> </ul>
<i>Adaptive Prioritization and Survival Strategies</i>	<ul style="list-style-type: none"> <li>• Teachers prioritize tasks based on deadlines and their impact on learners.</li> <li>• Urgent compliance requirements sometimes take precedence over instructional preparation.</li> <li>• During highly demanding periods, simply completing all tasks and surviving the week becomes a practical marker of performance.</li> </ul>
<i>Professionalism as Consistency, Accountability, and Documentation</i>	<ul style="list-style-type: none"> <li>• Professionalism is understood as being consistent in teaching, records, and deadlines.</li> <li>• Accountability means owning mistakes, correcting them quickly, and remaining responsible.</li> <li>• Documentation is seen as proof of work performance and a basis for defending one’s actions and outputs.</li> </ul>

*Natuturo ko yung lesson nang malinaw, complete ang records, and walang backlogs by Friday.*" (T026, Q1)

I am able to teach the lesson clearly, my records are complete, and there are no backlogs by Friday.

Good performance is *kapag* learning happens *kahit maraming* extra tasks—students' progress, and I still submit reports on time. (T069, Q1)

Good performance is when learning happens even with many extra tasks—students' progress, and I still submit reports on time.

*A balance*: student outcomes + compliance. If both are met, that's good performance. (T140, Q1)

A balance: student outcomes and compliance. If both are met, that is good performance.

*Cognitive and Emotional Strain from Simultaneous Demands.* The second essential theme reveals that job performance is often experienced under conditions of mental and emotional strain brought about by simultaneous demands. Teachers described situations in which teaching tasks, submissions, reporting requirements, and parent concerns occur all at once, producing a sense of overload. Despite this, many still continue to comply, even at the expense of sleep, rest, and well-being. This indicates that performance is often maintained through endurance, but not without personal costs. The following utterances support this theme:

*Yung sabay ang* teaching demo, submissions, and parent concerns—*parang* mental overload *talaga*. (T062, Q2)

When the teaching demo, submissions, and parent concerns happen at the same time, it really feels like mental overload.

I feel overwhelmed, but I still comply. I lose sleep often. (T062, Q7)

I feel overwhelmed, but I still comply. I often lose sleep.

Satisfied when outcomes are good despite pressure; dissatisfied when overload affects my health. (T069, Q8)

I am satisfied when outcomes are good despite pressure; I am dissatisfied when overload affects my health.

The participants' responses point to the emotional burden of sustaining performance in an environment of overlapping and repeated demands. While teachers remain committed to fulfilling their roles, the findings suggest that the experience of overload can diminish well-being and alter how they evaluate their own performance.

*Adaptive Prioritization and Survival Strategies.* The third essential theme shows that teachers cope with role overload and record management demands through adaptive prioritization and practical survival strategies. Faced with competing responsibilities, they develop ways of deciding what to do first based on deadlines, consequences, and learner impact. In highly demanding situations, teachers sometimes redefine good performance not as ideal excellence, but as the ability to finish the most important tasks and simply make it through the week. These responses illustrate the theme:

I prioritize by deadline plus consequence. If it affects learners, it goes first. (T069, Q3)

I prioritize based on deadline and consequence. If it affects learners, it goes first.

*Depende sa* pressure. If deadline is tomorrow, records take over. (T065, Q3)

It depends on the pressure. If the deadline is tomorrow, records take over.

Good performance? *Yung matapos lang lahat. Minsan basta ma-survive ang week.* (T061, Q1)

Good performance? Just being able to finish everything. Sometimes simply surviving the week is enough.

These accounts show that teachers actively adjust their standards and strategies in response to workload intensity. Rather than approaching all responsibilities equally, they rank, sequence, and manage tasks in ways that allow them to remain functional.

This also suggests that survival-oriented coping becomes part of their lived experience of job performance when demands become excessive.

*Professionalism as Consistency, Accountability, and Documentation.* The fourth essential theme emphasizes that teachers understand professionalism in terms of consistency, accountability, and documentation. They associate professional performance with being dependable in class, punctual in deadlines, accurate in records, and responsible for correcting mistakes. Documentation, in particular, is treated not merely as paperwork but as proof of work accomplished and as a means of defending one's actions and outputs. This was reflected in the participants' statements:

Professional is being consistent, records, class, and deadlines. (T026, Q5)

Professionalism means being consistent in records, class work, and deadlines.

Accountability is owning mistakes, correcting fast, and not blaming the system. (T069, Q5)

Accountability means owning mistakes, correcting them quickly, and not blaming the system.

Accountability is documentation, if it's not recorded, it's hard to defend your work. (T140, Q5)

Accountability is documentation, if it is not recorded, it is hard to defend your work.

Teachers see professionalism as something enacted through reliable conduct and proper documentation. Their lived experiences suggest that consistency in teaching and records management is central to how they judge themselves as professionals, while accountability is closely tied to the ability to produce documentary evidence of completed work.

### **How their experiences shape their beliefs and professional principles regarding their Job Performance**

In Table 8, the beliefs and professional principles shaped by public school teachers' experiences of job performance in relation to record management skill and role overload are presented and discussed. Based on the thematic analysis of the interview responses, four (4) essential themes emerged, namely: Expanded Role Identity Beyond Classroom Teaching, Systems Thinking and Organization as Core Professional Principle, Consequence-Based and Ethics-Based Performance Standards, and Realistic Acceptance of Limits and Need for Support. These themes show how teachers' day-to-day experiences with documentation, overlapping responsibilities, and performance expectations shape the way they understand their professional role, the principles they follow in doing their work, and the strategies they value in sustaining performance under pressure.

*Expanded Role Identity Beyond Classroom Teaching.* The first essential theme reveals that teachers no longer define their professional role as limited to classroom instruction alone. Instead, their lived experiences have shaped a broader role identity that includes administrative, advisory, compliance, coordination, and record-management functions. This suggests that public school teachers view their work as a blend of instructional and non-instructional responsibilities, where performance is measured not

**Table 8**

*How participant Experiences Shaped their Beliefs and Professional Principles regarding their Job Performance*

<b>Essential Theme</b>	<b>Core Ideas</b>
<i>Expanded Role Identity Beyond Classroom Teaching</i>	<ul style="list-style-type: none"> <li>• Teachers view their role as extending beyond instruction to include administrative, advisory, coordination, and compliance functions.</li> <li>• Compliance-related work has become a regular and central part of teachers' professional identity.</li> <li>• Record management is internalized as an essential component of their role as educators.</li> </ul>
<i>Systems Thinking and Organization as Core Professional Principle</i>	<ul style="list-style-type: none"> <li>• Teachers recognize that good performance depends not only on teaching ability but also on the effective management of systems and processes.</li> <li>• Organization is seen as a learnable and necessary skill for reducing pressure and maintaining performance.</li> <li>• Tools such as templates, checklists, and folder systems are valued as practical means of improving efficiency and preventing repeated work.</li> </ul>

<p><i>Consequence-Based and Ethics-Based Performance Standards</i></p>	<ul style="list-style-type: none"> <li>• Teachers apply standards based on the impact and seriousness of tasks when deciding how to allocate effort and attention.</li> <li>• Compliance is treated as a non-negotiable responsibility, while teaching quality remains a protected priority.</li> <li>• Professional performance is guided by values such as integrity, consistency, and reliability.</li> </ul>
<p><i>Realistic Acceptance of Limits and Need for Support</i></p>	<ul style="list-style-type: none"> <li>• Teachers acknowledge that competence does not eliminate the experience of overload.</li> <li>• Prioritization, boundaries, and help-seeking are recognized as necessary responses to excessive demands.</li> <li>• Mentoring, guidance, and collaboration are viewed as important supports for improving performance and reducing work-related stress.</li> </ul>

only by how well they teach but also by how effectively they manage the many institutional tasks attached to their position. This theme was evident in the following responses:

*Teacher ako, pero everyday parang may admin role din, teaching, advisorship, reports, and coordination. I try to keep it structured para hindi chaotic. (PO1, Q1)*

I am a teacher, but every day it feels like I also have an administrative role, teaching, advisorship, reports, and coordination. I try to keep it structured so that it does not become chaotic.

I'm a teacher and also a 'walking compliance unit', teach, coach learners, coordinate tasks, and submit data. *Laging may extra assignment aside from class. (PO2, Q1)*

I'm a teacher and also a 'walking compliance unit', I teach, coach learners, coordinate tasks, and submit data. There is always an extra assignment aside from class.

I'm both educator and records manager, teach, document, and ensure traceability of outputs. I treat responsibilities as a system, not scattered tasks. (PO10, Q1)

*Systems Thinking and Organization as Core Professional Principle.* The second essential theme points out that teachers' experiences have shaped a strong belief in systems thinking and organization as central professional principles. Rather than relying only on hard work or endurance, teachers recognize that good performance is supported by systems, routines, structure, and organized processes. Their experiences taught them that organization is not merely a preference but a necessary skill for reducing stress, preventing rework, and sustaining quality performance. These beliefs were reflected in the participants' responses:

I realized teaching is not only delivering lessons, it's managing systems. When systems are good, stress decreases and performance improve. (PO1, Q7)

I learned that organization is a skill. If I don't improve my filing and tracking, I will always feel pressured. (PO4, Q7)

I use templates, checklists, and folder systems so I don't redo work. (PO10, Q4)

Organization has become a learned professional value shaped by experience. Through repeated exposure to deadlines, documentation requirements, and overlapping tasks, teachers developed the belief that systematized work processes are essential for effective and sustainable performance.

*Consequence-Based and Ethics-Based Performance Standards.* The third essential theme emphasizes that teachers' beliefs about performance are shaped by both practical consequences and ethical commitments. Their experiences have taught them to allocate effort strategically according to the seriousness and impact of tasks, especially when time and energy are limited. At the same time, they continue to uphold ethical principles such as integrity, consistency, reliability, and the protection of teaching quality. This indicates that teachers' standards of performance are not random, but are guided by both situational judgment and professional values. The following statements support this theme:

I apply consequence-based prioritization: high-stakes tasks get full detail; low-impact tasks get streamlined but still compliant. (PO2, Q4)

My standard is 'no excuses' for compliance, but I protect teaching quality. I also set personal deadlines earlier than official ones. (PO2, Q5)

My standards are: integrity, consistency, and reliability. Under pressure, I keep systems running and support colleagues to maintain quality. (PO7, Q5)

*Realistic Acceptance of Limits and Need for Support.* The fourth essential theme reveals that teachers' experiences have also shaped a more realistic understanding of personal limits and the importance of support systems. Rather than interpreting overload as a sign of incompetence, teachers recognize that even capable professionals can become overwhelmed by excessive and overlapping demands. This realization has led them to value boundaries, prioritization, mentoring, collaboration, and help-seeking as necessary supports for maintaining performance. These ideas were made clear in the following responses:

I learned that public-school teaching requires resilience. You can be competent and still feel overloaded, so boundaries and systems matter. (PO2, Q7)

I learned overload is real. I need to prioritize and ask help earlier. Otherwise, quality suffers. (PO9, Q7)

I learned I need mentoring. When someone explains the process, I can do better. Clarity reduces anxiety. (PO6, Q7)

These indicate that public school teachers' beliefs and professional principles are shaped by the realities of balancing teaching, documentation, and multiple role expectations. Their experiences have expanded their professional identity, strengthened their appreciation for organized systems, refined their standards of effort and ethics, and deepened their awareness of the need for support. Taken together, these findings show that teachers' principles of performance are not only based on formal expectations but are also continuously formed through their lived experiences of record management demands and role overload in their everyday work.

### **Joint Display of Quantitative and Qualitative Findings**

In Table 9, the joint display of the salient quantitative and qualitative findings on record management skill, role overload, and job performance among public school

teachers is presented and discussed. As an overview, the table for joint display consists of four important components or columns, namely: aspect or focal point, quantitative findings, qualitative findings, and nature of integration. In the convergent mixed methods design employed in this study, emphasis during the integration phase was placed on

**Table 9**

*Joint Display of Salient Quantitative and Qualitative Findings*

<b>Aspect or Focal Point</b>	<b>Quantitative Findings</b>	<b>Qualitative Findings</b>	<b>Nature of Integration</b>
<b><i>Record Management Skill</i></b>	Table 1 shows that record management skill is high overall (M = 4.026, SD = .609). Both record retention skill (M = 4.030, SD = .662) and record disposal skill (M = 4.022, SD = .611) were rated high.	Table 7 shows that documentation is viewed as proof of work performance and accountability, while Table 8 shows that record management is internalized as part of teachers' professional role and systems thinking.	<b>Merging-Converging</b>
<b><i>Role Overload</i></b>	Table 2 shows that role overload is high overall (M = 2.106, SD = .5369), with data overload obtaining the highest category mean (M = 2.391, SD = .6307).	Table 7 reveals cognitive and emotional strain from simultaneous demands, while Table 8 shows that teachers recognize overload as real and requiring boundaries, prioritization, and support.	<b>Merging-Converging</b>
<b><i>Job Performance</i></b>	Table 3 shows that job performance is high overall (M = 4.414, SD = .4188), with both task performance (M = 4.477, SD = .4352) and contextual performance (M = 4.350, SD = .461) rated high.	Table 7 indicates that teachers define good performance as balancing effective teaching and administrative compliance, while Table 8 shows that performance is guided by professionalism, consistency, and accountability.	<b>Merging-Converging</b>
<b><i>Relationship Between Record Management Skill and Job Performance</i></b>	Table 4 shows a strong positive and highly significant relationship between record management skills and	Table 7 shows that good performance includes ensuring student learning while submitting reports and records on time,	<b>Merging-Converging</b>

	job performance ( $r = .723$ , $p = .000$ ).	while Table 8 shows that teachers see documentation and organization as essential to their professional role.	
<b>Relationship Between Role Overload and Job Performance</b>	Table 4 shows a very weak negative and non-significant relationship between role overload and job performance ( $r = -.081$ , $p = .324$ ).	Table 7 reveals that overload affects health, well-being, and satisfaction, while Table 8 shows that teachers still recognize overload as real and needing support.	<b>Merging-Diverging</b>
<b>Predictors of Job Performance</b>	Table 5 shows that record management skills significantly predict job performance (Beta = $.768$ , $p = .000$ ), while role overload also significantly predicts job performance but more weakly (Beta = $.150$ , $p = .011$ ). The model explains 54.4% of the variance in job performance ( $R^2 = .544$ ).	Table 8 shows that systems thinking, organization, and structured processes are central to strong performance, while Table 7 shows that teachers continue complying even under pressure and overload.	<b>Merging-Converging</b>
<b>Relative Strength of Predictors</b>	Table 5 indicates that record management skills exert a much stronger influence on job performance than role overload.	Table 8 emphasizes that organization is a necessary professional skill for reducing pressure and maintaining performance.	<b>Merging-Converging</b>
<b>Record Management Skill</b>	Table 1 shows that record management skill is high overall ( $M = 4.026$ , $SD = .609$ ). Both record retention skill ( $M = 4.030$ , $SD = .662$ ) and record disposal skill ( $M = 4.022$ , $SD = .611$ ) were rated high.	Table 7 shows that documentation is viewed as proof of work performance and accountability, while Table 8 shows that record management is internalized as part of teachers' professional role and systems thinking.	<b>Merging-Converging</b>

examining the points where the quantitative and qualitative strands corroborate or differ from one another. In particular, the merged findings were analyzed in terms of whether they demonstrated merging-converging or merging-diverging patterns. Through this process, the study was able to generate a more comprehensive understanding of how

teachers experience and interpret job performance in relation to record management skill and role overload.

*Record Management Skill.* For this focal point, the quantitative and qualitative findings clearly resulted in convergence. Quantitatively, Table 1 revealed that record management skill was high overall, with an overall mean of 4.026 and a standard deviation of .609. Likewise, both record retention skill ( $M = 4.030$ ,  $SD = .662$ ) and record disposal skill ( $M = 4.022$ ,  $SD = .611$ ) were rated high. This indicates that the respondents generally perceived themselves as competent in maintaining, organizing, retaining, and disposing of records according to expected procedures. On the qualitative side, Table 7 showed that documentation is regarded as proof of work performance and accountability, while Table 8 further revealed that record management has been internalized as part of teachers' professional role and systems thinking. The convergence of these two strands suggests that record management is not merely a technical or clerical requirement for teachers, but a meaningful and integrated component of how they define professionalism, accountability, and effective performance in their work.

*Role Overload.* In this aspect, the quantitative and qualitative findings also merged in a converging manner. The quantitative results in Table 2 showed that role overload was high overall, with an overall mean of 2.106 and a standard deviation of .5369. Among its dimensions, data overload obtained the highest category mean ( $M = 2.391$ ,  $SD = .6307$ ), followed by people overload ( $M = 2.104$ ,  $SD = .6921$ ) and things overload ( $M = 1.822$ ,  $SD = .5457$ ), all interpreted as high. This suggests that teachers often experience pressure arising from the amount of information, documentation, and overlapping demands they are expected to manage. In support of this, the qualitative results in Table 7 revealed experiences of cognitive and emotional strain brought about by simultaneous teaching, submission, and coordination tasks. Table 8 likewise showed that teachers recognize overload as a real condition that requires boundaries, prioritization, and support. These converging findings imply that role overload is a common and recognized feature of teachers' work life, and that its effects are felt not only in the amount of work they carry, but also in their mental, emotional, and professional adjustments.

*Job Performance.* Another strong point of convergence emerged with respect to job performance. Table 3 disclosed that job performance was high overall, with an overall mean of 4.414 and a standard deviation of .4188. Both task performance ( $M = 4.477$ ,  $SD = .4352$ ) and contextual performance ( $M = 4.350$ ,  $SD = .461$ ) also obtained high ratings. This indicates that despite the demands associated with record management and overload, teachers still rated themselves positively in carrying out their required duties and in contributing to the broader functioning of the institution. This quantitative result was supported by the qualitative findings in Table 7, where teachers described good performance as balancing effective teaching and administrative compliance. Similarly,

Table 8 showed that their performance is guided by professionalism, consistency, and accountability. The convergence between these results suggests that teachers' job performance is sustained through a combination of instructional commitment, professional discipline, and the ability to maintain compliance with institutional expectations.

*Relationship Between Record Management Skill and Job Performance.* For this focal point, the findings from the two strands also converged clearly. The quantitative findings in Table 4 showed a strong positive and highly significant relationship between record management skills and job performance, with a correlation coefficient of  $r = .723$  and a p-value of  $.000$ . This means that higher levels of record management skill are associated with higher levels of job performance among the respondents. In the qualitative phase, Table 7 revealed that teachers associate good performance with ensuring student learning while submitting reports and records on time, while Table 8 showed that teachers consider documentation and organization as essential aspects of their professional role. The convergence of these findings suggests that record management skill is not only statistically associated with job performance but is also experientially understood by teachers as a necessary foundation for performing their work effectively and responsibly.

*Relationship Between Role Overload and Job Performance.* In contrast, this aspect yielded a merging-diverging pattern. Quantitatively, Table 4 revealed a very weak negative and non-significant relationship between role overload and job performance, with  $r = -.081$  and  $p = .324$ . This indicates that role overload did not have a statistically meaningful direct relationship with job performance in the correlation analysis. However, the qualitative findings in Table 7 showed that overload affects teachers' health, well-being, and satisfaction with performance, while Table 8 indicated that teachers still recognize overload as real and as something that requires support and adaptive responses. This divergence suggests that although role overload may not have appeared as a significant correlate of job performance in the quantitative strand, it remains a meaningful lived reality in the qualitative strand. In other words, teachers may still sustain a high level of performance outwardly, even while internally experiencing strain, exhaustion, and the need for coping mechanisms. Thus, the lack of statistical significance does not necessarily mean that overload is unimportant, but rather that its effects may be more complex and not directly reflected in performance ratings alone.

*Predictors of Job Performance.* The findings related to the predictors of job performance also resulted in convergence. Table 5 revealed that record management skills significantly predict job performance, with an unstandardized coefficient of  $B = .529$ , a standardized beta of  $\beta = .768$ , a t-value of  $13.157$ , and a p-value of  $.000$ . In the same table, role overload also significantly predicts job performance, but with a weaker effect, as shown by  $B = .117$ ,  $\beta = .150$ ,  $t = 2.565$ , and  $p = .011$ . Moreover, the regression model

yielded  $R = .737$ ,  $R^2 = .544$ , and  $F = 87.609$ , indicating that 54.4% of the variance in job performance is explained by the combined influence of record management skills and role overload. The qualitative data in Table 8 supported this result by showing that systems thinking, organization, and structured processes are central to strong performance. Likewise, Table 7 revealed that teachers continue complying with work demands even under pressure and overload. The convergence of these findings suggests that job performance is strengthened when teachers possess effective systems for documentation, organization, and task management, even while navigating the pressures brought about by excessive demands.

**Relative Strength of Predictors.** Another point of convergence can be observed in the relative influence of the two predictors. Quantitatively, Table 5 indicated that record management skill exerts a much stronger influence on job performance than role overload, as reflected in its higher standardized beta coefficient ( $\beta = .768$ ) compared with that of role overload ( $\beta = .150$ ). This means that among the variables included in the model, record management skill contributes more substantially to explaining variations in teachers' job performance. The qualitative findings in Table 8 reinforce this result by emphasizing that organization is a necessary professional skill for reducing pressure and maintaining performance. This convergence implies that while overload is undeniably part of teachers' work experience, it is the presence of strong organizational and record management skills that more powerfully supports their ability to perform effectively. Hence, teachers' competence in managing records, systems, and documentation appears to be a more decisive factor in sustaining job performance than the mere presence of workload strain.

The joint display of findings demonstrates that the quantitative and qualitative strands largely corroborate one another, particularly on the importance of record management skill, the reality of role overload, and the high level of job performance among public school teachers. The most notable divergence appears in the relationship between role overload and job performance, where the quantitative strand showed no significant relationship ( $r = -.081$ ,  $p = .324$ ) while the qualitative strand revealed substantial experiences of strain and burden. Taken together, these integrated findings provide a more holistic explanation of teachers' job performance: it is sustained not only by competence and professionalism, but also by strong organizational practices, adaptive coping strategies, and the ability to function despite the persistent demands of overload.

The discussion presents the major findings of the study and explains how they relate to existing literature and the lived experiences of public-school teachers. The results revealed that teachers demonstrated a high level of record management skills, indicating that they are generally capable of organizing, maintaining, retrieving, and disposing of records in a systematic and efficient manner. This suggests that record management has become an essential component of teachers' daily professional

responsibilities rather than merely an administrative task. Teachers' competence in handling records supports accountability, transparency, and the smooth functioning of school operations. Their high levels of record retention and record disposal skills imply that teachers can preserve important information for reference and compliance while also ensuring that unnecessary or outdated records are properly managed. These practices help improve administrative efficiency, facilitate decision-making, and contribute to an organized school environment.

The findings also showed that public school teachers experience a high level of role overload. This indicates that teachers frequently encounter work demands that exceed their available time, energy, and resources. Aside from instructional responsibilities, teachers must also handle large volumes of documentation, information processing, coordination with different stakeholders, and various administrative tasks. The study further revealed that role overload manifests in different forms, including data overload, people overload, and things overload. Data overload arises from the extensive reporting requirements and documentation processes teachers must complete, while people overload stems from the continuous interaction with students, parents, colleagues, and administrators. Things overload, on the other hand, relates to the physical and logistical tasks associated with teaching, such as preparing materials and managing resources. These overlapping demands can create cognitive and emotional strain for teachers; however, many of them manage these pressures by prioritizing tasks, organizing their responsibilities, and adopting practical coping strategies to maintain their work performance.

Despite these challenges, the study found that teachers reported a high level of job performance. This indicates that teachers continue to perform their duties effectively and consistently, even in the presence of heavy workloads and multiple responsibilities. Both task performance and contextual performance were frequently manifested among the respondents. Task performance reflects teachers' ability to carry out their formal duties, such as delivering instruction, planning lessons, and complying with institutional procedures. Meanwhile, contextual performance refers to behaviors that go beyond formal job requirements, including helping colleagues, supporting school initiatives, and contributing to a positive work environment. The high level of performance suggests that teachers maintain a strong sense of professionalism, commitment, and responsibility toward their roles, enabling them to sustain productivity and effectiveness in their work.

Furthermore, the findings revealed a strong positive and significant relationship between record management skills and job performance. This means that teachers who are more competent in organizing and handling records tend to demonstrate better work performance. Effective record management enables teachers to access accurate information quickly, reduce errors, streamline administrative tasks, and maintain organized workflows, all of which contribute to improved efficiency and effectiveness in

their professional duties. In contrast, role overload showed a very weak and non-significant relationship with job performance. Although teachers often experience excessive demands and workload pressures, these conditions do not necessarily lead to a decline in their measured performance. This suggests that teachers may have developed coping mechanisms, routines, and adaptive strategies that allow them to continue performing effectively despite the pressures they encounter.

The integration of quantitative and qualitative findings further strengthened these conclusions. Both strands of data confirmed the importance of record management skills, the reality of role overload in teachers' work, and the generally high level of job performance among public school teachers. Teachers' lived experiences revealed that performance is closely tied to balancing instructional duties with documentation requirements and institutional expectations. They also emphasized the importance of organization, prioritization, and professionalism in sustaining performance under demanding conditions. Overall, the discussion highlights that while role overload is a persistent challenge in the teaching profession, strong record management skills and effective organizational practices play a crucial role in supporting teachers' job performance and enabling them to fulfill their responsibilities successfully.

## **CONCLUSION**

Based on the results and findings of this study, the following conclusions have been drawn:

1. The study concluded that record management skill, role overload, and job performance among public school teachers were all high, indicating that teachers frequently practice organized record keeping, often experience workload demands, and still maintain effective performance in their duties.
2. There was a strong positive and significant relationship between record management skill and job performance, while role overload had a very weak and non-significant relationship with job performance, showing that overload does not directly lower teachers' performance.
3. Both record management skill and role overload significantly influence job performance, but record management skill emerged as the stronger predictor, highlighting the importance of competence in documentation, organization, and record handling.

4. The findings reveal that the integration of quantitative and qualitative findings showed that teachers sustain job performance by balancing teaching and compliance tasks, using organization, prioritization, and coping strategies, even though role overload creates experiences of strain and burden.

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