Parents as Teachers as Students: Managing Multiple Roles During the Covid-19 Pandemic

Inero Ancho
University of the Philippines Los Banos, Philippines, *ancho.iv@pnu.edu.ph*

This study focuses on a central question: how do graduate students manage their roles as teachers and parents during the covid-19 pandemic? It specifically gathers the narratives of the seven participants in particular ways they employ to juggle multiple roles. The study utilized a phenomenological design as a qualitative research approach as it captures the shared meanings that the participants (as a parent, teacher, and student) of the study hold about their common lived experiences during the covid-19 pandemic. Findings revealed that participants employed three major strategies in managing multiple roles, which include separating and integrating, time managing, and prioritizing. Managing multiple roles amid a health crisis entails gigantic challenges that need to be urgently addressed. Pressing concerns are inevitably crucial since these multiple roles, especially those of parents and teachers impact the lives of children and students. Juggling numerous roles requires commitment and dedication so one's self-care and well-being will also be guaranteed and uncompromised. Being a parent, teacher, and student all at the same time is indeed an uphill struggle and the health crisis has made the situation worse. A balancing act is central in these unprecedented times.

INTRODUCTION

The covid-19 pandemic has undeniably shaped people's lives in all aspects. With imposed lockdown and mobility restrictions, one's daily routine daily has been directed by policies crafted by local and national authorities. The health outbreak is considered the world's 'most pressing' dilemma (Alexander et al., 2020) as it turned the economy upside down. The situation even worsens 'social inequalities' felt even before the pandemic (Goggin & Ellis, 2020) as the availability of resources (Donohue & Miller, 2020) particularly for the access of schools and families becomes problematic. As no one is excluded from the pandemic's effect, even the graduate students with numerous roles to perform are vexed due to the predicament reshaping drive of the fatal disease.

With limited human movement as part of the health protocols, industries, and enterprises have closed down, if not significantly paralyzed by the pandemic. Sound policies are prospective approaches concerning the impact of mobility restrictions (Spinelli et al., 2020). The usual office jobs have resorted to working at home schemes and remote processes to keep all transactions moving despite the physical absence of the employees. The quarantine is seen as an 'unpleasant experience' (Mattioli & Puviani, 2020). With this, alterations in lifestyle concerning physical movement and bad diet (Rehman & Ahmad, 2020) are expected to surface. Aside from the economic consequence, research has also shown the pandemic's impact on food trade (Masayari et al., 2020), a testament that the global health crisis extends its reach on a large scale. This entails that even in the microcosm of classrooms, households, and workplaces, students who also act as parents and as workers, and who play different roles, become indescribably more burdened.

New lifestyles and ways have emerged as most transactions have shifted online. The crisis does not only affect people's health but also 'health-related quality of life (Nguyen et al., 2020). The usual face-to-face interaction is replaced by mediated platforms through the internet. With confined social interaction, self-efficacy and isolation are seen as obvious threats (Gobbi, 2020). While it is said that the covid-19 experience will not create an impact on people, in the same manner (Jackson et al., 2020), no one is spared from its ill effects. This drastic shift affected people regardless of class, gender, and race. The dawn of 2020 showcased how countries around the world combat the pandemic and even after almost a year, the battle is still being fought. With these driving forces, even the delivery of instruction has changed to survive in the existing setup and as mentioned earlier, teachers and students who are also parents, are forced to overcome today's battle cry that extends to the realm of the academe and even in everyone's humble abode.

With all the impact brought about by the health crisis, the practice of personal and professional tasks has been altered. As students adjust to their new classroom (home), their parents also attend to their academic needs, beyond the usual and traditional tasks. It has also been said that the effect of the health crisis in terms of people's way of life is still uncertain (Kumari et al., 2020). It is significant to recognize how people's stay at home creates pressing concerns on health, thus an active lifestyle should be promoted (Bentlage et al., 2020). Moreover, psychological aspects and lifestyle concerns (Antunes, 2020) should be given appropriate attention when it comes to wellness promotion during isolation. Parental burnout (Griffith, 2020) is also seen as a risk factor of the pandemic which should be seriously addressed as parents stay at home with their children during the pandemic. It has also been concluded that support is needed and can be considered as a 'promising intervention target,' (Brown, 2020) as motherhood (Mazza et al., 2020) is seen as a great contributor to distress.

The education sector is one area that can be considered hardly hit by the covid-19 pandemic. Teachers and parents are both seen as agents in promoting health protocols to combat the virus (Stein-Zamir et al., 2020). As schools closed down, classes are conducted through online or distance modalities as part of the emergency response. It

has made education 'uncertain at all levels' (Sahi et al., 2020), while stakeholders struggle to continue teaching and learning and ensure that no one gets left behind. To keep up with the positive mindset and outlook, individuals may opt to use social media and other platforms to connect to others (Rose, 2020).

With empty classrooms and school hallways, students stay at home and study their lessons. A 'digital divide' also takes place because of some notable hindrances (Dwivedi et al., 2021). It is crucial to recognize the role of internet access (George, 2020) to facilitate learning through various modalities.

The significance of this study is outlined into three main domains: inputs to graduate education, enhancement of social policy, and impact on teacher's professional growth and development. Currently, available literature mainly focuses on particular role performance such as being a parent (Mazza et al., 2021; Panaoura, 2021), a student (Rothstein & Olympia, 2020), or a teacher (Yao et al., 2020; Fauzi, I., & Khusuma, I. H. S. (2020) concerning the individual's covid-19 experiences, but there have been limited studies on multiple roles and how these are managed.

This study focuses on a central question: How do graduate students manage their roles as teachers and parents during the covid-19 pandemic? It specifically gathers the narratives of the participants in particular ways they employ to juggle multiple roles. Particularly among women, 'role conflict and stress' (Kantamneni, 2020) are noticed as they assume additional tasks, both paid and unpaid. The health crisis being a great hurdle to the performance of various personal and professional roles has created an impact on people's lives especially when significant restrictions and limitations are in place. As multiple roles surfaces, particular psychological concerns are expected to appear (Mo et al., 2020).

Literature Review

Managing multiple roles in a given context entails meeting task demands. With the occurrence of the covid-19 pandemic, approaches to particular roles have changed. The challenges brought about by the health crisis have created an impact on how one views personal and professional tasks. As parents take on the role of being a pseudo-teacher since children learn from home, graduate school work is also squeezed between the limited time and resources.

Teaching and Education: Covid-19 Pandemic Impact

As early as the first quarter of 2020, school closures were ordered to contain the spread of the virus. Given this scenario, stakeholders had to find ways to make distance education work (Hoffman & Miller, 2020). The next big concern is determining how and when schools will physically operate again to accommodate students and teachers (Espositi & Principi, 2020). While this is seen as a drastic move to contribute to mitigation efforts against covid-19, a study has found out that school closure failed to decrease the spread of the virus (Iwata et al., 2020). Similarly, Lulaj (2021) noted that sufficient financial resources serve as a prerequisite in navigating teaching and learning in the midst of the pandemic.

As face-to-face classes are suspended, students around the world have resorted to emergency online and distance modalities to continue with teaching and learning. With this, students and teachers are confined to their own homes as the impact of the pandemic strikes. Ensuring that no one gets left behind is indeed a challenge, especially for those who belong to disadvantaged and minority sectors of the society. The pre-pandemic already has been a tough period in the education sector and the health crisis has been another great blow to the system.

Parenting and Attending Graduate Studies During Covid-19 Pandemic

There exists a limited stream of available studies that give attention to the mental wellbeing of parents in light of the pandemic (Wu et al., 2020). In the case of the United States, a significant impact on parents and children (Patrick et al., 2020) is seen brought about by the pandemic, calling policy experts to address the health and economic consequences of the health crisis.

As parents stay at home due to lockdown and quarantine, their technology usage (Drouin et al., 2020) has increased, employed mainly to gather information and support. A recommendation was also raised to the Italian government for the provision of programs to tackle the impact of lockdown and isolation concerning parenting. (Fontanesi et al., 2020)

The struggle of parents amid the pandemic is obvious. Aside from child-rearing, mothers and fathers also juggle work and personal well-being. With the uncertainty of times, parents brave the unknown to ensure the safety of their children and manage their emotional care. Studies have also looked at the impact of multiple roles on the conduct of professional work (Quiping et al., 2020).

In the context of graduate education during the pandemic, the continued learning of students need to be ensured and strengthened (Bao, 2020) while Imeri et al. (2021) supported that a 'robust and tailored' framework that allows students to navigate their graduate studies in the midst of the crisis. For graduate students, learning, time, and economic impact are the explicit impact of the class disruption (Shahzad et al., 2020). Consequently, to address the challenges of the present pandemic, Agarwal and Kaushik (2020) noted that online modality could be tapped as a response to continue with the graduate training.

Assuming and Managing Multiple Roles During the COVID-19 Pandemic

Dealing with a spectrum of roles is indeed a challenge, but based on a study, women are most likely to be at risk in such a predicament (Fernandez et al., 2020). The multitude of tasks includes roles as parent, teacher, caregiver, thus leading to great distress (Sinha, 2017). To some individuals, the assumption of numerous roles is seen as motivation (Gonzales, 2020). The presence of multiple roles is also seen as the source of role conflict (Quach, 2017).

The pandemic experience has undoubtedly created a great impact on people's lives. With the strict lockdown measures that have been in effect for months, individuals face their daily routine differently, as others find the situation to be overwhelming due to the

additional and multiple roles that they have to assume. The demands of work and household tasks have created a burden on the part of the person assuming responsibility.

With the covid-19 pandemic still present elsewhere, an individual's well-being is constantly threatened. Beyond economic and social impact, the effect is immeasurable at the individual and personal level. It is undeniable that those who shoulder multiple roles are prone to stress and fatigue. Time and effort required to accomplish tasks at hand need to be properly managed to get things done.

The reviewed pieces of related literature indeed have highlighted the significant and immense impact of the pandemic to humankind on a large scale extending to the microcosms of individual transactions. Without a doubt, covid-19 has affected the lives of many since its advent. One of the human life's facets it has affected is indeed the transactions in the academe most especially the personal, professional, and academic lives of graduate students.

The same as other individuals, graduate students perform a number of roles aside from studying and complying with course work demands in school. They are also parents at home and even teachers in school. The household, workplace, and academe shift brought by the pandemic pushed them to cope up which is apparently exasperating to them. As implied in the preceding studies, juggling with multitude of roles is already utterly challenging and it doubles when the pandemic reshapes human transactions. Hence, this study aims to explore how the graduate students as parents and teachers manage to juggle their roles and survive this current grueling predicament that they are in.

METHOD

The study utilized a descriptive qualitative research method as it presents a summarization of events experienced by individuals during the covid-19 pandemic. The method captures the shared meanings that the participants of the study hold about their common lived experiences during the covid-19 pandemic. The design is seen to be the most appropriate as it does not involve going "for from or into the data" (Sandelowski, 2020). The research designed is employed for studies that emphasize the who, what, and where of occurrences and experiences to eventually obtain understanding based on the information at hand (Kim et al., 2017).

In the present study presents the participants' (as a parent, teacher, and student) experiences on management of various roles amid the health crisis. Considered as a significant instrument and research approach (Neubauer et al., 2019), it also employed meaning-making to gain an understanding of the 'lived world of human beings at a conscious level,' (Quotishi, 2017) particularly at the experience of meaning (Sundler et al., 2019). Moreover, the design also provides avenues for the researcher to document the experiences of the participants through this study, which is limited in terms of research literature.

The selection of the participants of the study was done through purposive sampling. The following are the inclusion criteria that qualify the participants: (1) married with child/children; (2) currently pursuing a graduate degree; and (3) working as a classroom

teacher either in the public or private sector. Given these characteristics, the participants are considered to be knowledgeable about their roles, given their multiple dimensions and perspectives. Participants are selected regardless of age, gender, educational level being taught, and age of children.

A total of seven participants were selected for this study. Lambert and Lambert (2012) noted that in descriptive qualitative studies, the main focus for the selection of participants is to look for cases that are rich in information for the eventual saturation of data. The table below presents the demographic profile of the seven participants. Participant sampling in descriptive qualitative studies present approaches (Romney et al., 1986, as cited in Trotter, 2012) that range from 'whole cultures and subcultures' leading to special populations that call for inquiries and research attempts in the context of the population's behavior and significance to the larger population, owing to the fact that the actual sample size does not have to be expanded. Another approach to deciding the number of participants of the study is Schensul and Le Compte's (2010) 'interview to saturation' scheme which aimed at exhausting all possible questions to be specifically asked up to the points that "no new concepts or themes will emerge in subsequent interviews". Malterud et al. (2016) noted that the aim of the study is one of the five factors that inform the size sample in providing the needed information power.

Table 1
Profile of participants

Name/ Age	Gender	Children/ Age	Years in Service	Years in the Graduate School
Gerry, 38	M	1 (4 years old)	13	6 (MA + PhD ongoing)
Jean, 46	F	1 (26 years old)	24	3 years (PhD ongoing)
Winnie, 30	F	2, (9 and 4 years old)	11	3 years (MA ongoing)
Ivy, 39	F	3 (8, 13, and 14 years old)	15	1 year (ongoing Ph.D.)
Amy, 39	F	2 (10 and 12 years old)	6	6 (MA + PhD ongoing)
Ernie, 35	M	2 (1, 5 years old)	13	5 years (recently finished MA)*
Cassy, 31	F	1 (2 years old)	10	1 year (ongoing PhD)

*He was on the last stage of this thesis writing when the study was conducted.

An online semi-structured focused group discussion was conducted to gather the data since the research was restricted by community quarantine protocols, thus face-to-face meetings are not allowed. To achieve a thorough and comprehensive understanding of social issues, focused group discussion is commonly employed (Nyumba et al., 2018).

Experts in the field of education, human resources, and research, validated the instrument which mainly focused on the content and construction of the questions asked during the focused group discussion. The entire focused group discussion lasted for 1 hour and 44 minutes. Sample items during the FGD include: (1) how did you divide your roles as a parent, teacher, and student?; (2) as a parent, teacher, and student at the same, what is the biggest challenge that you face in the midst of the pandemic?; (3) how did you address these challenges?.

Since the focused group discussion was conducted in English and Filipino, the data were transcribed first and translated into English before the analysis proper. The transcription was then sent to the participants of the study for participant validation and checking.

In the data analysis stage, significant statements of the participants were flagged and highlighted. Through the use of descriptive codes, initial coding was done. Themes emerged from these identified codes through similarities and occurrence in the data.

The author has strictly adhered to ethical research protocols about the conduct of the study. Before the conduct of the online-focused group discussion, the consent of the participants has been sought to ensure their voluntary participation in the research. The study involved no ethics and safety risks to both the researcher and the participants. The participants were assured of anonymity and it was clarified that no monetary benefits will be provided to them concerning their participation in the study. As an ethical research standard, gathered data have been treated with utmost confidentiality with the assurance that these are used only for this study.

FINDINGS AND DISCUSSION

Managing multiple roles implies establishing a balance among tasks that pile-up. It is significant to note that strategies employed to efficiently and effectively perform roles require careful planning to develop the ability to handle conflicting and related roles. This section presents a discussion on how the participants manage multiple roles during the COVID-19 pandemic. In terms of role management, three main domains are identified: (1) integrating tasks, separating workload, (2) organizing and planning focus areas, and (3) determining significant duties and routines. As a result, 14 significant statements were found under the first domain, while six (6) statements were filed in relation to the second domain. Lastly, 12 significant statements formed the last domain.

The current personal and professional practices have prompted individuals to live with COVID-19 in relation to the performance of work-related tasks and balance human relations while the pandemic is still around (Harth & Mitte, 2020). Nicklin et al. (2020), argued how mindfulness and self-compassion contribute to decreased conflict in the context of academic and personal life. Specifically, women have been identified to have greatly endure the impact of the pandemic (Wenham et al., 2020).

Integrating Tasks, Separating Workload

Integrating and separating tasks have been crucial for the participants as they assume their multiple roles. There are essential considerations when deciding which workload needs to be integrated as opposed to those separated.

"Monday to Wednesday, I feel that I am a teacher in the school for my duty. On Thursday and Friday, I block it for my task as a student as I set my mind for my Ph.D. studies," recalled Gerry who makes sure what needs to be achieved for specific days to give him the idea of a timeframe to do things. Winnie also separates tasks, citing that setting boundaries for urgent concerns in graduate school and putting effort at work for two to three days.

"Don't get exhausted so you will have enough time for graduate studies. Once you finish your graduate degree, you will be a benefit as well as your co-teachers because you can share your ideas, to your students also, and eventually your school." (Winnie)

For Ivy, her multiple tasks are separated as she puts a total focus on work and her learning style requires concentration and attention. She further stated that she studies at 3:00 AM since she can't stay late at night, thus she wakes up early morning. Jean also views a similar opinion since she finds it hard to integrate and work on multiple roles all at the same time, especially when the focus is essential.

"Focus is needed and graduate studies tasks can't be done together with other errands. I work on my writing assignment at night once I am done with my chores after 11:00 PM until I get sleepy." (Jean)

Ernie, who has a 1-year old child, separates his roles as he allots his morning time to school works, then he proceeds with the demands of the graduate studies around nighttime, starting from 9:00 PM or 10:00 PM. He added, *"I finish at 2:00 AM or 3:00 AM since I feel my brain is working at this time plus the fact that I like it because it's quiet. I prefer to be alone when I write."*

As a parent and teacher, Ivy separates the assumption of these roles since her children are of different grade levels. She sometimes would finish work-related duties first, then attend to the needs of her children in their homework, modules, and household chores.

"Since I am in the writing stage of my dissertation, I somehow separate since I have allotted time for graduate studies as I write even at home. Once my family knows that I am writing my manuscript, they don't disturb me so I don't get interrupted. I separate roles because my son is old enough to look after himself." (Jean)

The integration of tasks happens whenever something has to be done and time permits the simultaneous accomplishment of these duties. For Jean, *"I attend to the needs of my son since classes are held online. I give my students something to do. These tasks are integrated since I just stay at home."*

Ernie also integrates parent and teacher roles especially when buying food and cooking, then pauses school work for a while to prepare lunch and clean the house, then I go back to work again.

"As I write my thesis, I take care of my child. I carry her in my arms as she sleeps. It is tough." (Ernie)

As Gerry teaches online, he gives his 4-year-old son something to do to be busy. He added, *"We have a side table where he could color stuff so he wouldn't disturb me. During the asynchronous session, I prepare materials for my students so I also use the time to teach him."*

According to Winnie, she integrates roles since she doesn't have a choice, as opposed to the physical work set up when she goes to school when she can separate tasks. She narrated that she functions at home as a teacher and as a parent, doing things

simultaneously by giving her child activities to avoid disturbance, mostly through gadgets.

> *"Work is only half-day so I allot 6:00 AM to 12:00 PM to work tasks, then it's up to me if I attend to work-related concerns beyond that time. We set boundaries about our specific work time."* (Winnie)

Student and parent roles are integrated by Gerry as he sees the new normal set-up as somehow "strength" since he attends to his roles simultaneously. According to him, *"When I'm joining a class and my son needs me, I put it on loudspeaker mode so I can listen and at the same time look after his child. By being a parent and joining the class at the same time, I feel it is an advantage."*

> *"Since I am writing my thesis and I am not required to submit my output weekly, it feels like I just give myself a deadline. I can integrate since I don't have any academic course and I just write my thesis. It's easy to integrate since I stay at home with no more academic courses."* (Winnie)

Ernie also integrates student and parent roles as he writes his thesis while taking care of his child. Further, he does specific tasks related to writing while carrying his child since no one can look after his child. Further, Ivy also points to the fact that she stays at home that allows her to integrate her roles. She recalls that before, she had to travel four hours to attend graduate classes, but with the remote class set-up, she can take care of her child while she is studying. On her vacant periods, she says she cooks food as part of the role integration. Cassy also shared similar practices as she tries to establish a routine at school, particularly with the asynchronous session when she gives time to her child.

Multiple roles are integrated or segregated depending on the context of an individual. The opportunity to integrate roles brings productivity and efficiency as more tasks are accomplished given limited time. On the other hand, the segregation of tasks occurs whenever focus and attention are required to attend to specific matters.

Organizing and Planning Focus Areas

Being able to manage time effectively is one skill that is essential especially in the middle of a pandemic. Specific activities that need to be accomplished should be given a schedule of workload. With time management, one is given the assurance of working efficiently and effectively despite pressures and hurdles.

To exhibit proper time management, Winnie keeps schedule and reminder notes by using a whiteboard where she writes those tasks which need her attention. Jean on the other hand has identified her routine by preparing breakfast in the morning, followed by doing household chores before she attends to her 7:00 AM – 4:00 PM online work from home.

> *"It is difficult because sometimes even at 10:00 PM, I receive messages from parents who request assistance since they are also working during the daytime. I also work on my graduate studies at night until early morning."* (Jean)

Ivy also has identified a particular time frame to accomplish assignments and lesson preparation for her graduate classes. She adds that because of her Monday to Friday

schedule, preparing for Saturday classes, especially when these fall at 7:30 AM, is indeed challenging. *"Current work set-up is really difficult, then I have to study, but I can somehow survive,"* she added.

> *"It is time management. On Sunday, I don't do much work since I do my assignment on Saturday. Doing these on Sunday is not optimal since I work Monday to Friday. I also prepare for my graduate classes on Saturday."* (Ivy)

Ernie finds finding a schedule to accomplish things to be the most challenging. For him, distributing time frames for tasks as a teacher, parent, and student is really difficult since the time that he has is not enough for all these roles. According to him, *"I practice time management but it seems my time is lacking but I get by. Another challenge for me is health especially this pandemic. I lack sleep while I juggle three roles. It's really about time and health."* To address these concerns, he asks help from his relatives who can assist him with whatever chores at home and work. When it comes to those tasks that he could not accomplish, he seeks help from his wife and other family members.

Reflecting on how one spends time to accomplish things requires careful planning to organize and get things done. As tasks and chores pile up, one needs to significantly be aware that time management is a factor that needs to be considered, especially in the middle of a health crisis.

Determining Significant Duties and Routines

Working remotely as an impact of the health crisis brings numerous concerns and issues. Being productive while staying at home undeniably breeds pressure, especially when an individual carries multiple roles to fulfill. Structuring one's lifestyle and schedule through priority areas contributes to the successful assumption of different roles while proactively accomplishing work to do.

For Winnie, work starts at 6:00 AM since her child is still asleep at this time. Prioritizing work occurs when the situation is under control, like when she finishes her online class at 8:00 AM when her child wakes up from sleep.

> *"I give my child activities or we sort of play so we can still bond while working. At night, I make sure I scan one or two journal articles for my graduate school since I begin to write my thesis. I read one or two in a day."* (Winnie)

For Ivy, prioritizing is important as she decides which task needs urgent attention. She added, *"If I don't do one thing, will the effect be serious? I carefully analyzed which once should be prioritized since the pandemic causes many difficulties."* Moreover, she narrates that because she stays at home, and studies, and does work, she must accomplish those that require urgent attention.

Gerry thinks that the most important thing is to achieve whatever needs to be urgently attended to. He admits that he finds it hard to juggle things especially when he stays at home, and when he has to take care of his child, on top of deadlines and online classes. *"I write down whatever I need to do so I don't forget what needs to be prioritized,"* he shared. Jean also views the same time by saying that, *"I prioritize the more urgent concern."*

Ivy recognizes the benefits of prioritizing tasks since complying with requirements takes time given that 6 days seem to be not enough to do all these. With prioritizing, she can find ways only when it is given ample time.

> *"I strategize by coming up with a timeline. I do first the most urgent, then decide on which ones are manageable so I can start working on them. Even if I still have enough time before the deadline, I start working on it so I will be able to check and recheck it."* (Winnie)

Amy divides roles according to which tasks can be done at night like class requirements, reading, and others. According to her, she finishes the given assignment right after class since she allots the next day for household chores. *"By Sunday night, I prepare for Monday tasks and write whatever I can for my studies until Friday,"* she added. Gerry on the other hand feels that work demands put much pressure since the preparation of reports keeps on coming despite the pandemic. He shares that he partners with parents to get through the situation towards the desired normalcy.

> *"It depends on urgency. By now I feel that I am lucky because my children are very independent. They can do things on their own. Most of the time, they ask me Math questions related to their studies. This way, my role becomes significant, other than cooking and other tasks".* (Ivy)

Since Cassy's kids are still very young, taking care of them takes her time for work, citing that she gives the majority of her attention to being a mother, followed by being a classroom teacher and a graduate student. On the other hand, Jean puts work and studies as her top priorities since her son is old enough and there are only three members in their family. However, as work demands require usual reports and rush submission in graduate school, the prioritization also changes.

> *"My child asks a lot of questions, she wants to know a lot of things so I think I allot 40% of my attention to my family. Whenever I talk with my classmates, they told me their Saturday and Sunday are for graduate studies but I think those days are for my family. Whenever I can, I do my graduate school and work at night."* (Winnie)

Prioritization is seen as a significant strategy to be efficient at activities that require attention amid multiple roles. The pandemic has been a critical factor that demands extra effort about goal achievement while trying to balance professional and personal life. As roles being a parent, teacher, and student are being prioritized, the participants were able to somehow attend to pressing concerns despite the impact of the health crisis.

CONCLUSIONS

Managing multiple roles amid a health crisis entails gigantic challenges that need to be urgently addressed. Pressing concerns are inevitably crucial since these multiple roles, especially those of parents and teachers impact the lives of children and students. Juggling numerous roles requires commitment and dedication so one's self-care and well-being will also be guaranteed and uncompromised.

While participants assume their roles as teachers to their students, as parents to their children during the pandemic along with additional graduate student tasks, balancing

family, work, and personal matter becomes difficult and unstable. In the performance of the role of classroom teachers (through remote/distance mode) and at the same time graduate students and parents, there are a variety of practices employed that lead to the successful assumption of these roles. Since the dawn of the health crisis in March 2020, multiple roles have been juggled by individuals as they battle the impact of the pandemic.

As tasks are integrated, the workload becomes optimized therefore leading to efficiency. Whatever has to be done is streamlined which eventually allows room for productivity among overarching and related duties. On the other hand, tasks are segregated as a mechanism to avoid conflict and mismanagement of goals. Workloads may be separated but this does not mean an imbalance among its importance but rather because each task requires specific focus and attention to successfully perform a role.

Maintaining proper time management is also one of the practices of the participants of the study. With the remote and work from home set up, new challenges are faced, and time management appeared to be an optimal mechanism to handle the impact of covid-19. Being able to come up with a plan as to how things should be accomplished is seen as an effective approach especially during this uncertain time. Time management has been the key to meeting deadlines and accomplishing deliverables, be it personal or work-related, in a manner that quality is not compromised.

The concept of prioritization is not new, when in fact this has been a crucial practice even before the covid-19 pandemic. The complexity of roles made it clear that things need to be focused on and given greater attention. Importance and urgency are central when deciding which tasks need to be accomplished first. Duties and routines that go along with multiple roles are examined to gain control over the effect and impact of the pandemic concerning one's performance of multiple roles.

Being a parent, teacher, and student all at the same time is indeed an uphill struggle and the health crisis has made the situation worse. A balancing act is central in these unprecedented times. Managing multiple roles could in a way lead to one step ahead towards the transition to the desired normalcy.

This research also poses several limitations. Since the study captures the narratives of individuals who play the roles of parents, teachers, and students all at the same time during the covid-19 pandemic, the research bears limitations in terms of participants' recruitment due the covid-19 constraints and availability of vast literature that could shed light on accounts before and after the pandemic. The recency of the phenomenon is also one point to consider when it comes to researches presented in this study. With health protocols in effect that restrict face-to-interaction, online data gathering procedure has also been considered as one of the study's limitations.

In the future, it is suggested that researchers explore particular roles concerning gender, professional/academic rank, and period of stay in the graduate school (beginner, coursework, or thesis/dissertation stage). An analysis of how government and higher education institution policies have impacted the assumption and management of multiple roles could also be a promising inquiry. Moreover, future studies may deal with the probable and existing conflicts among the roles identified in this study. Lastly, an

examination of the post-pandemic scenario with the management of multiple roles could also serve as a worthy examination.

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