

# **Voices of the Teachers: Challenges on the Immediate Removal of Administrative Tasks of Public School Teachers to Small Schools in Marilog District B, Davao City**

**Ms. Marie Feel Hinggo Cornista**

Teacher I, Department of Education, The Rizal Memorial College, Inc.

## **Abstract**

This study explores the challenges encountered by teachers in implementing Department Order (D.O.) 002 s. 2024, or the Immediate Removal of Administrative Tasks for Public School Teachers in Small Schools within Marilog District B, Davao City. This study is qualitative, specifically phenomenology, which focuses on the lived experiences of the participants. The findings revealed significant challenges that hinder the implementation of this policy, underscoring the urgent need for its refinement, such as Insufficient support, Administrative burden, and a One-size-fits-all approach. While facing these challenges, teachers developed coping mechanisms, namely, Time management, Collaboration, and Resourcefulness. The study highlights the importance of developing tailored solutions that address the unique needs and circumstances of small schools in the district. One key recommendation is the provision of additional support and resources, such as dedicated administrative officers, to alleviate teachers' workload. Reducing administrative burdens can enhance teachers' job satisfaction and allow them to focus more on instructional duties, ultimately benefiting students. The results of this research carry important implications for policymakers and the Department of Education, suggesting that more context-specific and nuanced approaches are essential for effective policy implementation. By recognizing and addressing the distinct challenges faced by schools, especially smaller ones, policymakers can craft more responsive policies that better support teachers and promote improved educational outcomes. This study provides valuable insights into the ongoing discussion on the critical role of teacher support and effective policy implementation in advancing educational quality.

## **Chapter 1- Introduction**

Teachers worldwide face challenges such as inadequate resources, overcrowded classrooms, and excessive administrative tasks that limit their focus on teaching. DepEd has sought to address these issues in the Philippines, yet many educators remain burdened by non-teaching duties, impacting instructional quality. The implementation of DepEd Order No. 002, Series of 2024, commonly known as the immediate removal of administrative tasks of Public School Teachers, in small schools in Marilog District B, Davao City, aims to evaluate its impact on teachers' workload, job satisfaction, and classroom instruction. The findings will help improve teaching conditions, benefit students through better learning outcomes, and guide policymakers in refining educational reforms for resource-limited settings.

The global education system grapples with significant challenges, including inadequate resources, overcrowded classrooms, and most prominently, excessive administrative burdens that divert teachers' focus from classroom instruction as in Australia, teachers spend less time with students due to compliance documentation and the paperwork associated with it keep piling up (Tolland et al. 2019).

Moreover, in Ontario, Canada, paperwork and compliance documentation lead to teachers having less time for teaching resulting in higher levels of stress (Bittner and Faubert 2020). With similar experience, educators in New Zealand feel stressed due to the amount of reports, assessments, and compliance that teachers are supposed to do while spending little time teaching (Tucker et al. 2021). These are further compounded by issues such as the long-term effectiveness of workload reduction policies, the role of technology in relieving some of the administrative burdens, cross-cultural comparative studies of workload stressors, and localized problems.

In the Philippine context, teachers in Taguig City face significant administrative challenges, including extensive documentation, report preparation, and compliance with numerous educational policies, which detract from their time for instructional duties (Santos & Aquino, 2021). In Cebu City, teachers report heavy workloads due to extensive paperwork, such as student assessments, performance reports, and meeting educational standards, impacting their ability to focus on teaching (Garcia, 2019).

Moreover, teachers in Davao City are burdened with administrative tasks such as student documentation, progress reports, and other clerical duties, which reduce their focus on lesson planning and teaching (Villaruel, 2020). In the Philippines, the Department of Education (DepEd) under the supervision of former Vice President and DepEd Secretary has introduced the MATATAG Agenda to promote teacher quality and welfare. As part of this initiative, DepEd Order No. 2, s. 2024, titled "Immediate Removal of Administrative Tasks of Public School Teachers," has been issued to create a more conducive environment for effective teaching and learning including decreased job satisfaction (Fabelle et al., 2022), increased stress levels (Cammayo et al., 2022), and potential burnout (Fabella et al., 2023). These challenges are especially pronounced in Marilog District B of Davao City, where six of the 16 primary schools are small institutions primarily serving native students. These schools face critical shortages of teaching staff compounded by the added burden of administrative tasks, making it increasingly difficult for teachers to deliver effective instruction despite ongoing reforms by the DepEd. However, despite the promising objectives of DepEd Order No. 002, Series of 2024, a significant research gap remains regarding its impact on teachers' experiences, workload, and job satisfaction—especially in small and remote schools like those in Marilog District B.

### **Purpose of the Study**

This study seeks to bridge that gap by exploring teachers' challenges during policy implementation, coping mechanisms in the face of challenges, and the insights and lessons learned from its application. This study aims to evaluate the real-world implications of the policy and provide evidence-based recommendations to enhance its effectiveness, ensuring it genuinely benefits teachers by reducing their administrative workload and improving their capacity to focus on instruction, ultimately benefiting the students they serve. By examining these challenges and coping strategies, the study emphasizes the need for practical, teacher-centered reforms. The insights gained can guide future policy adjustments that better support teachers' professional roles. Through evidence-based recommendations, the study advocates for more effective and sustainable implementation.

## Research Questions

The research questions that guided this study were the following:

1. What are the teachers' challenges in the implementation of D.O. 002 s. 2024 or Immediate Removal of Administrative Tasks of Public School Teachers? ;
2. How do teachers cope with the challenges in implementing the D.O 002 s. 2024 or Immediate Removal of Administrative Tasks of Public School Teachers?; and
3. What educational insights can be derived in implementing D.O. 002 s. 2024 or Immediate Removal of Administrative Tasks of Public School Teachers?.

The result of this study would be beneficial to the following:

**Teachers.** The findings will provide valuable insights into how DepEd Order No. 002, the Immediate Removal of Administrative Task to Public School Teachers, impacts their workload, job satisfaction, and ability to focus on classroom instruction. It will also identify practical solutions to their challenges, contributing to their professional well-being.

**Learners.** The research will promote enhanced learning experiences and outcomes for students by refocusing teachers' efforts on classroom instruction, particularly benefiting those in small and remote schools in Marilog District B.

To make this research more comprehensive to the readers, the following terms are operationally and conceptually defined.

**DepEd Order No. 002, Series of 2024.** Refers to Immediate Removal of Administrative Tasks to School Public Teachers, is a directive issued by the Department of Education aimed at reducing teachers' administrative workload to enable them to focus more on classroom teaching and improve the quality of education. Small schools, which are prevalent in the Philippines, are educational institutions characterized by a limited number of teaching staff, minimal facilities, and constrained resources.

**Small schools.** Considered small schools are less than 10 teachers and under 500 students, are common in rural areas like Marilog District B, Davao City. These schools face challenges such as limited resources, multigrade classes, and minimal facilities but are essential in serving marginalized communities. Teacher satisfaction is shaped by workload and working conditions, which reforms like DepEd's aim to improve for better teaching and learning outcomes.

## Review of Significant Literature

The chapter contains studies relating to public school teachers' workload policy, removal of administrative tasks, impacts and teachers' work performance in Marilog District B, Davao City, and measures that help recommend programs, policies, or action plans. The main objective is to utilize other researchers' views and findings as a reliable tool upon which prudent and objective generalizations and conclusions will be drawn. This related literature and studies, therefore, are discussed briefly in this chapter. Encouraging these practices can lead to a more supportive and productive teaching environment. Understanding these factors is crucial for developing effective interventions that address teachers' needs. Implementing informed policies can ultimately improve both teacher satisfaction and student outcomes.

### *Teachers' Workload Policies*

Teaching has long been recognized as demanding, with educators shouldering extensive workloads and administrative responsibilities. Studies conducted globally highlight these challenges, providing a

foundation for understanding the stress and dissatisfaction experienced by educators due to workload policies.

In the United States, a study conducted by Collie and Martin (2020) emphasized that administrative tasks and excessive paperwork significantly detract from teachers' capacity to focus on instructional activities. The researchers found a direct correlation between workload demands and teacher challenges like difficulty handling multiple duties, negatively affecting job satisfaction and overall well-being.

In European contexts, Sweden exemplifies similar challenges. Recent studies indicate that a majority of Swedish teachers continue to perceive their workload as overwhelming, with administrative tasks identified as a significant source of stress. For instance, Lindqvist and Nordänger (2020) reported that administrative responsibilities significantly detract from teachers' ability to focus on classroom instruction, exacerbating workload stress. Additionally, Persson et al. (2022) highlighted that the increasing demand for non-teaching tasks among educators has adversely affected their job satisfaction and professional efficacy (Lindqvist & Nordänger, 2020; Persson et al., 2022).

In the Asia-Pacific region, a study by Kim et al. (2021) investigated teachers' workload in South Korea and found that the administrative burden accounted for nearly 40% of their total working hours. This was noted as a significant barrier to delivering high-quality instruction. The study called for systemic reforms to prioritize teaching over administrative duties to enhance teachers' job satisfaction and effectiveness in the classroom.

In the Philippines, the Department of Education (DepEd) has introduced various policies to mitigate teachers' workload challenges. DepEd Order No. 16, Series of 2017, aimed to streamline administrative processes, yet a study by Bacolod and Pascua (2019) revealed that many teachers still struggled with balancing their instructional and non-instructional tasks. This underscores the need for a more comprehensive approach to policy implementation, particularly in remote and resource-limited settings where staff shortages compound administrative burdens.

More recently, DepEd Order No. 002, Series of 2024, seeks to address these issues by specifically targeting the administrative workload of teachers in small and remote schools. Initial evaluations by Palarca et al. (2023) suggest that while the policy has potential, its impact varies significantly depending on the support systems available at the school level. Schools with adequate administrative and community support show more positive outcomes. In contrast, under-resourced schools continue to struggle with implementation.

### ***Shortages of Teaching Tasks***

Teacher shortages are a pressing issue worldwide, exacerbated by challenges such as increasing student enrollment, inadequate training programs, and high turnover rates. In small schools, particularly in remote areas, shortages are often more pronounced, impacting the quality of education provided. For example, in the Philippines, schools in Marilog District B face a critical shortage of teaching staff, which affects instructional delivery and the ability to meet students' learning needs (Tarraya, 2023).

Similar shortages have been reported in sub-Saharan Africa, where high dropout rates and limited educational resources have further strained the teacher workforce (Madziva, 2021; Mudzonga et al., 2020). In Ghana, Hachem and Mayor (2019) found that the shortage of qualified teachers, compounded by overcrowded classrooms, hinders the ability to provide individualized instruction, creating significant barriers to educational quality. This global issue aligns with the context in the Philippines, where rural and remote schools continue to suffer from insufficient teaching staff despite efforts to improve the education sector (Onwu & Stoffels, 2005; Mutisya, 2020).

### ***Pension in Teaching***

Pension systems for teachers are critical for ensuring long-term job satisfaction and financial security. In many countries, inadequate pension schemes contribute to dissatisfaction and burnout among educators, especially in the face of demanding workloads. In the Philippines, teachers' pensions have long been a source of concern, with many teachers struggling to maintain a sustainable living in retirement (Fabelle et al., 2022). Globally, pension issues are not unique to the Philippines, as similar concerns have been raised in countries like South Africa and Nigeria, where teacher retention is undermined by insufficient retirement benefits (Ejiogu et al., 2021; Bianchi et al., 2022).

The lack of a robust pension system contributes to the sense of undervaluation that many teachers experience, leading to higher turnover rates and decreased morale, particularly in low-income or resource-limited settings (Cammayo et al., 2022). As a result, the implementation of policies aimed at improving pension benefits is critical in addressing teacher attrition and improving job satisfaction (Fabella et al., 2023).

Teachers in various educational contexts employ a range of coping mechanisms to navigate the pressures of their profession, particularly those related to workload and administrative duties. In Sweden, teachers have been found to use social support networks and mindfulness techniques to mitigate stress from excessive administrative tasks (Lindqvist & Nordänger, 2020; Persson et al., 2022). In the Philippines, coping mechanisms among teachers in rural schools include reliance on peer support and community engagement to manage the stress of overcrowded classrooms and the burden of non-teaching responsibilities (Arañas, 2023; Medez, 2024).

Cammayo et al. (2022) identified coping strategies such as time management, seeking support from colleagues, and engaging in personal wellness activities as vital in maintaining teacher wellbeing. Similarly, a study by Fabella et al. (2023) highlighted that despite increased workload and stress, teachers in small schools develop innovative solutions to balance administrative tasks with classroom instruction. These findings suggest that while coping mechanisms vary across contexts, they are essential in sustaining teacher effectiveness and job satisfaction for such strategies help mitigate burnout.

### ***Teachers' Work Performance***

Research consistently shows that excessive workloads and administrative responsibilities can significantly hinder teachers' work performance, affecting their physical and emotional well-being and ultimately their instructional quality.

The dual demands of teaching and administrative paperwork led to substantial stress and burnout among teachers. This workload imbalance not only impaired teachers' ability to deliver high-quality instruction but also resulted in decreased enthusiasm and engagement with their students. Malik (2019) also identified that work overload contributes to teacher fatigue, reducing both physical and emotional energy, which directly impacts performance levels in the classroom.

Teachers worldwide face challenges such as inadequate resources, overcrowded classrooms, and excessive administrative tasks that limit their focus on teaching. These issues are especially prevalent in countries like Egypt, where teachers often handle multiple responsibilities, leading to increased stress and diminished teaching effectiveness. Studies have shown that teachers' workload, which includes lesson planning, grading, and extracurricular duties, has been linked to higher stress levels, job dissatisfaction, and decreased performance in the classroom (Hussain et al., 2021; Nasser & Alkhateeb, 2019; Mustafa & Han, 2020). The cumulative burden of these tasks leaves teachers with limited time and energy to focus on high-quality instruction.



More recent studies have examined the impact of workload on teachers' performance in different educational contexts. In a study conducted in the Philippines, Cruz et al. (2020) found that administrative duties, such as paperwork and non-teaching tasks, were strongly associated with teacher burnout and poor job performance, particularly in remote and under-resourced schools. Their research emphasized that such workload pressures not only affect teachers' productivity but also their ability to maintain student engagement and foster effective learning environments.

Further, a study by Lee et al. (2021) on teachers in the United States found a direct correlation between high workload demands and teacher performance, noting that the more time teachers spent on administrative tasks, the less time they could dedicate to lesson preparation and student interaction. Lee et al. (2021) argued that reducing the administrative burden and improving working conditions would directly enhance teachers' capacity to perform their roles effectively, leading to better student educational outcomes.

The recent findings of Garcia and Ramos (2023) underscore the crucial role of policy changes in alleviating teacher workload burdens. Their research indicated that policy initiatives, such as those aimed at reducing administrative duties, significantly positively impact teachers' performance and job satisfaction, thereby improving both teaching quality and student learning outcomes.

In the Philippines, the additional responsibilities assigned to teachers have significantly impacted their work performance. A study by David et al. (2019) noted that teachers are often burdened with administrative and ancillary tasks, including paperwork, training, and participation in various government programs. These additional duties detract from their primary teaching responsibilities and contribute to high levels of stress and burnout. The excessive workload not only affects the physical and emotional well-being of teachers but also impacts their overall job satisfaction and teaching effectiveness.

Baluyos et al. (2019) found that teachers' job satisfaction and performance are influenced by the supervision of school heads and job security. Effective implementation of policies at the school level is crucial for enhancing teacher satisfaction and performance. Their research highlighted the importance of positive leadership, supportive school environments, and clear guidelines for workload management in reducing stress and improving teacher performance. This study underscores the need for administrative structures that support teachers in managing their workload effectively to maintain high levels of job satisfaction and teaching quality.

Jomuad et al. (2021) reported that high workload levels lead to burnout, although teachers' work performance remains satisfactory. They emphasized the importance of proper workload management to prevent stress and burnout. This study illustrates the complex relationship between workload, stress, and performance, suggesting that while teachers may manage to perform their duties despite a heavy workload, the long-term effects of chronic stress could still undermine their job satisfaction and overall effectiveness in the classroom. Effective strategies for workload management are therefore crucial to prevent the negative consequences of burnout and to sustain high standards of educational delivery. This highlights the need for balanced workload distribution to maintain teacher well-being.

### ***Coping Mechanisms***

As the challenges posed by excessive workload continue to affect teachers' well-being and performance, numerous measures have been proposed to alleviate these pressures. A significant body of literature highlights the importance of reducing administrative tasks, improving working conditions, and providing adequate support systems to address the stress and burnout that teachers face (Garcia and Ramos, 2023).

***Hiring of Administrative Officers***

The increasing administrative workload of teachers has become a significant barrier to effective teaching, leading to burnout, job dissatisfaction, and reduced instructional quality. To address this challenge, the hiring of additional administrative officers at the Department of Education (DepEd) is crucial. By assigning administrative duties to trained professionals, teachers can redirect their focus to classroom instruction, which is essential for student outcomes. Teachers are overwhelmed with non-teaching responsibilities that divert their attention in focusing to their primary role-teaching.

Research has shown that reducing teachers' administrative responsibilities improves job satisfaction, reduces stress, and enhances teaching effectiveness (Williams & Jones, 2019; McGhee & Cullinan, 2020; Hussain et al., 2021). Furthermore, administrative officers can streamline school operations, assist in managing resources, and ensure compliance with policies, thereby supporting teachers in their core mission of teaching (Nasser & Alkhateeb, 2019; Zhang et al., 2020). In this way, the additional hiring of administrative staff can lead to better educational outcomes by alleviating the workload burden on educators.

In a more recent study, Zhang et al. (2019) explored the impact of reducing non-teaching responsibilities on teacher workload. They found that when schools implemented policies to streamline administrative tasks and provided teachers with more time for instructional activities, it led to improved job satisfaction, reduced stress, and better teaching outcomes. Zhang et al. (2019) also pointed out that professional development programs designed to equip teachers with time-management skills can be an effective strategy to help them manage their workload more efficiently.

Moreover, studies in developing countries, such as the one by Khan et al.

(2020) in Pakistan, have highlighted the importance of support networks for teachers, particularly in remote or underserved areas. Their research revealed that teachers who had access to mentoring programs, peer support groups, and regular professional development opportunities were better able to cope with workload pressures. These support systems not only alleviated stress but also developed a sense of entertainment, boosted confidence, strengthened bond and fostered a collaborative environment, which enhanced teachers' teaching effectiveness.

A more recent study by Roberts and Hill (2021) discussed the role of technology in reducing teacher workload. The study suggested that digital tools, such as automated grading systems and online lesson planning platforms, can help reduce the time teachers spend on administrative tasks. By integrating technology into classroom management and administrative processes, schools can create more time for teachers to focus on instruction, leading to increased productivity and better learning outcomes.

A comprehensive review by Johnson et al. (2022) outlined several policy recommendations for alleviating teacher workload. They suggested that policymakers focus on reducing class sizes, hiring more support staff, and implementing flexible work schedules for teachers. Additionally, they emphasized the need for school leaders to recognize the importance of work-life balance and provide teachers with adequate breaks and time for personal well-being. These measures, they argued, would significantly improve teacher retention and enhance the quality of education.

***Philippine Public School Teachers' Workload Policy***

The workload policy for public school teachers in the Philippines is primarily guided by Republic Act No. 4670, also known as the Magna Carta for Public School Teachers. This landmark legislation, which has been in effect since 1966, stipulates that teachers engaged in actual classroom instruction should not render more than six hours of teaching per day (Republic Act No. 4670, 1966). Despite the clarity of this

provision, the implementation of the workload policy in public schools has faced numerous challenges, particularly regarding how the policy intersects with other regulations governing work hours and the increasing demands on teachers in the education sector.

One of the key challenges in the implementation of the Magna Carta for Public School Teachers is the interpretation and application of other laws such as Republic Act No. 1880, which mandates an eight-hour workday for all public employees. The Civil Service Commission (CSC) issued Resolution No. 080096 in 2008, which sought to clarify the workday requirements for public school teachers. According to this resolution, teachers are not exempt from the eight-hour workday, but only six of those hours should be dedicated to classroom teaching. The remaining two hours are to be used for other professional duties, such as lesson planning, grading, and administrative tasks, either within or outside the school premises (CSC Resolution No. 080096, 2008). This adjustment in policy aimed to ensure that teachers' working hours were appropriately distributed between instructional and non-instructional responsibilities.

Despite these efforts, several studies have pointed out that the implementation of the workload policy in the Philippines has often been inconsistent. A study by Casimiro (2019) highlighted that many teachers in rural and underserved areas are frequently required to work beyond the stipulated six-hour teaching limit due to staffing shortages and the need to address non-teaching duties. Teachers often face additional responsibilities, such as conducting extracurricular activities, attending meetings, and fulfilling administrative tasks, which exacerbate their workload. The excessive workload, according to Casimiro (2019), not only leads to teacher burnout but also negatively impacts the quality of teaching and student outcomes.

Similarly, a study by Cruz and Ragas (2021) found that despite the legal framework limiting teaching hours, teachers often report being overburdened with non-teaching tasks that further extend their workday. They argue that the failure to fully implement the six-hour teaching policy is rooted in the lack of clear guidelines on how non-teaching hours should be structured and the increasing pressure on teachers to meet performance targets. This mismatch between policy and practice, they suggest, contributes to decreased job satisfaction and high turnover rates among public school teachers.

Moreover, research by Dela Cruz (2022) explored the broader implications of workload policies on teachers' mental health and well-being. Dela Cruz's findings align with those of earlier studies, which emphasized that excessive workload is a leading cause of stress and anxiety among teachers. The study found that teachers who were regularly assigned non-teaching duties reported higher levels of stress, which affected their overall job satisfaction and teaching effectiveness. This suggests that while policies like the Magna Carta and CSC Resolution No. 080096 aim to protect teachers' well-being, their implementation often falls short of addressing the real-world challenges teachers face in the classroom and school environment.

A more recent study by Perez and Villanueva (2023) examined the impact of DepEd Memorandum No. 291 s. 2008 and DepEd Order No. 16 s. 2009, which were designed to guide the allocation of time for teaching and non-teaching duties. Their study found that although these documents provided a framework for workload management, teachers in both urban and rural areas continued to experience difficulty in balancing administrative tasks, student engagement, and lesson preparation. They argue that additional administrative support, clearer workload distribution, and increased collaboration among school staff could alleviate the pressure on teachers, enabling them to focus more on teaching.



### ***Measures to Alleviate Workload***

To address these issues, it is recommended that school administrators adhere to proper workload assignments to prevent stress and burnout among teachers. Ensuring that teachers have manageable workloads and sufficient support can improve their job satisfaction and performance. Moreover, addressing these issues could also contribute to better educational outcomes for students, as teachers would be more focused on instructional quality rather than being overwhelmed by administrative duties. Recently, DepEd Order No. 002, Series of 2024, issued by Vice President and Education Secretary Sarah Z. Duterte, aims to address these challenges by mandating the removal of administrative tasks from public school teachers. This policy is designed to enhance educational outcomes by enabling teachers to concentrate on their core function: teaching. It fosters an increased commitment to educational excellence and teacher empowerment. The order aligns with the findings from previous studies, which advocate for reducing administrative burdens to improve teachers' job satisfaction and performance. By allowing teachers to focus more on direct instructional activities, this policy is expected to improve the quality of education delivered and contribute to the professional growth of educators in the Philippine public school system.

### ***Synthesis***

This chapter discusses relevant studies related to workload policies for public school teachers, the removal of administrative tasks, their impacts, and the work performance of teachers in Marilog District B, Davao City. It examines how these issues affect teacher satisfaction, stress, and job performance while also suggesting recommendations for programs or policies that can improve the situation. The chapter synthesizes the findings of various researchers to provide a comprehensive understanding of how workload policies influence teachers' professional lives, particularly in remote areas.

Studies have shown that excessive administrative duties negatively impact teachers' ability to focus on teaching, leading to stress, burnout, and decreased job satisfaction. Teachers often face overwhelming workloads due to administrative tasks. In the Philippines, DepEd Orders aimed to address these issues, but teachers in remote schools still struggle with balancing instructional and non-instructional duties. Research has also emphasized that workload imbalances hinder teacher performance, particularly in developing countries, where teachers experience burnout due to non-teaching responsibilities. These findings suggest that reducing administrative burdens and improving working conditions are essential to enhancing teachers' effectiveness and overall well-being. Addressing these challenges requires continuous monitoring and evaluation of policy implementation at the grassroots level. Collaborative efforts between policymakers and educators are also vital to create sustainable solutions tailored to teachers' actual needs.

### ***Theoretical Lens***

In exploring the implementation of DepEd Order No. 002, Series of 2024, within small schools in Marilog District B, Davao City, this study adopts Simon's administrative behavior, Weber-Bureaucratic Theory, and Taylors-scientific Theory. These frameworks will guide the understanding and interpretation of how teachers navigate and experience the changes mandated by this policy.

Herbert Simon's Administrative Behavior theory emphasizes the concept of bounded rationality, which highlights the cognitive constraints individuals face in decision-making. These constraints include limited information-processing capabilities and the need for simplified heuristics, resulting in satisficing rather than optimal decisions. For instance, contemporary research underscores the role of hierarchy and

decentralization as mechanisms to compensate for individual cognitive limits, ensuring organizational efficiency in complex systems (Sinebe, 2024). Decision-making in schools is shaped by both policy demands and cognitive limitations.

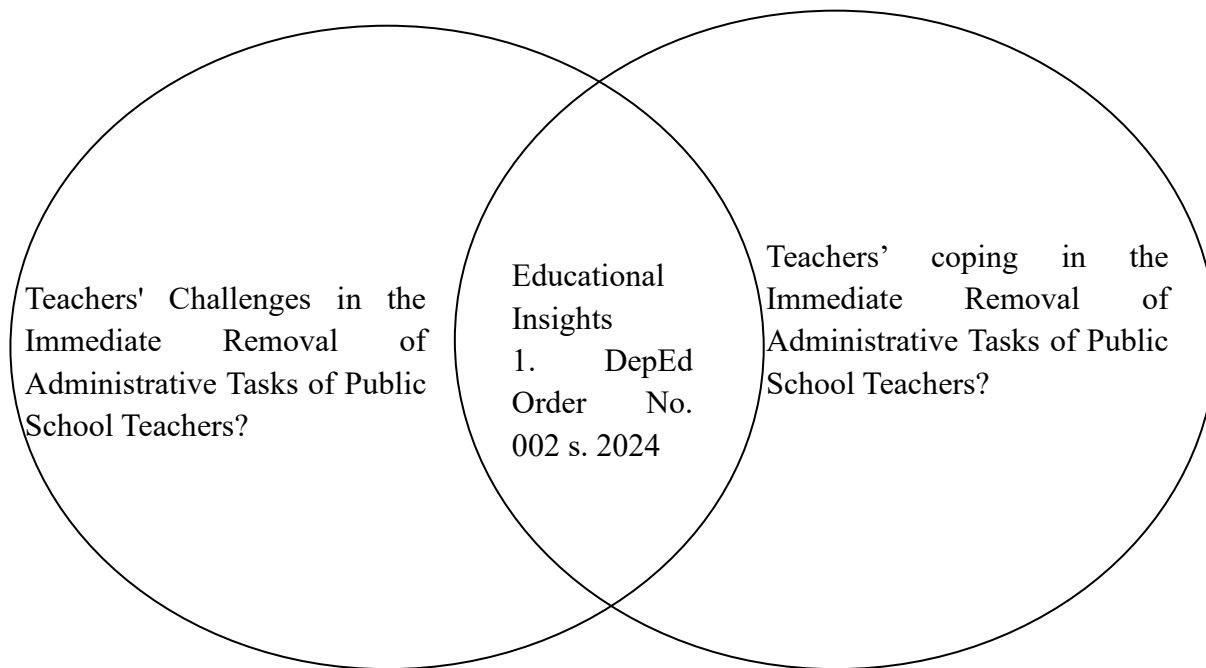
Administrative tasks often represent a significant cognitive load on teachers, limiting their ability to focus on the core aspects of teaching. According to Simon's theory, individuals in organizations such as schools are bounded by their capacity to process information and make decisions. By removing administrative tasks, teachers are likely to experience a reduction in cognitive overload, allowing them to engage more deeply in teaching and learning processes. In essence, removing administrative duties could help teachers make better decisions in the classroom by freeing up mental resources, which aligns with Simon's concept of improving efficiency by reducing limitations.

Weber's Bureaucratic Theory, which focuses on structured hierarchies, rule-based governance, and meritocratic systems, remains foundational in understanding organizational behavior. In digital transformation and globalization, modern interpretations of Weberian principles reveal the need for a balance between rigidity and adaptability. Studies highlight the integration of bureaucracy with e-governance initiatives to promote efficiency and transparency while addressing the demands for responsiveness and inclusivity in contemporary public administration (Meyer & Hammerschmid, 2021). Weber's Bureaucratic Theory suggests that organizations benefit from clear structures, specialization, and efficiency. By removing administrative tasks from teachers and redistributing them to specialized staff, schools can create a more efficient and structured environment that allows teachers to focus on their primary educational roles. This not only aligns with Weber's principles of division of labor, hierarchy, and formalization but also ensures a more rational and efficient operation of the educational system. Through such a reorganization, schools can better utilize their human resources and improve the effectiveness of both teaching and administrative functions.

Taylor's Scientific Management emphasizes task specialization, standardization, and efficiency. While historically critiqued for neglecting the human aspect of labor, recent adaptations of Taylorism integrate psychological and ergonomic considerations to foster productivity and employee well-being. Lean management systems in industries like manufacturing serve as modern examples of Taylor's principles in action, combining operational efficiency with worker engagement to address contemporary labor dynamics (Smith et al., 2020). Frederick Taylor's Scientific Management theory is closely related to the impact of removing administrative tasks from teachers.

By applying Taylor's principles, such as task specialization, standardization, time management, and performance measurement, the removal of administrative duties from teachers would lead to greater efficiency, better use of teachers' time, and improved productivity in the classroom. Teachers would be able to focus more on their core function of teaching, thereby improving their performance and student outcomes. In essence, removing administrative tasks allows for the optimization of the work environment for teachers, which is central to Taylor's vision of efficient, well-managed organizations.

Together, these theories provide a comprehensive lens for analyzing organizational behavior and decision-making, bridging classical management principles with the demands of modern organizational environments. These collectively offer an inclusive approach to optimizing teacher effectiveness by removing administrative tasks. These theories suggest that by delegating administrative duties to specialized staff, teachers can focus on their core educational tasks, leading to increased efficiency, better decision-making, and improved overall performance in schools.



**Figure 1: Theoretical Framework**

## Chapter 2 - Methodology

This chapter presents the methodology used in this qualitative study. This includes the research design, role of the researcher, research locale, population and sample, research participants, data collection, data analysis, and ethical considerations of the study.

### Philosophical Assumptions

The philosophical assumptions are the guiding philosophy behind qualitative research. These beliefs have been called paradigms of research methodologies. This consists of ontology (the nature of reality), epistemology (what counts as knowledge and how knowledge claims were justified), axiology (the role of values in research), and methodology (the process of research).

#### *Ontology*

This study will further determine the challenges of the teachers in the Immediate Removal of Administrative Tasks in Public School Teachers. Here, I recorded every issue to make this study more meaningful. No fabrication of data since the interviews served as the basis for getting data from the participants. Gathering all the themes from the actual words of different individuals and presenting different perspectives that are related to the nature of reality and its characteristics. Thus, I recorded everything to make this study more meaningful. There is no room for the fabrication of data in this study since the interviews served as the basis for getting data from the participants.

#### *Epistemology*

In this study, I did my best to get as close as possible to the participants being studied to establish knowledge through their subjective experiences with me and the participants.

#### *Axiology*

This qualitative phenomenological study seen to it that all data gathered were treated equally. I made sure that there would be no room for biases since the conduct in gathering data will be in two forms. The

in-depth interview and the focus group discussions, where the responses of the participants were recorded carefully and transcribed. Then I let the participants sign the transcription sheet to attest that they mentioned such transcriptions during the interview. In like manner, if the participants wished to remove a particular statement from the transcription, I acted on it immediately.

### **Methodology**

I used the inductive method in organizing all the data gathered. Following certain steps or procedures attain all the data gathered comprehensively. Data analysis helped in identifying meaningful patterns from the responses. I also used data analysis since this is very significant to give a clear description of how

to gather data. The data analysis framework will also be presented to familiarize the flow of the data gathering.

### **Qualitative Assumptions**

In this study, I employed qualitative research utilizing the Phenomenological method. The qualitative approach is believed appropriate for this investigation rather than the quantitative approach because more than being concerned about statistics, I was interested in providing a deeper human understanding attributed and looking at the individual literature of challenges of the teachers bombarded with administrative tasks rather than mainly teaching, which a quantitative study could not provide.

Specifically, this qualitative research study utilized a Phenomenological theory that led to more questions to obtain deeper details of the challenges within a particular group. The approach's fundamental goal was to describe the nature of the specific orientation. Hence, I deemed that this design is appropriate for this investigation of the challenges of teachers at Marilog District B of Davao City, compared to the use of a quantitative approach. Phenomenological research seeks to describe rather than explain and start from a viewpoint free from hypotheses or prejudices.

Phenomenology begins with a condition or challenges and, through participants' narration, either a shared single incident or shared situation, investigates the effects and insights of that challenges. The method I used to examines the phenomena through the subjective eyes of the participants and focuses on the subjectivity of reality, constantly pointing out the need to understand how humans view themselves and the world around them.

### **Design and Procedure**

Qualitative analyses typically require a smaller sample size than quantitative analyses. The qualitative sample size should not be too big to obtain enough data to sufficiently describe the phenomenon of concern and address the research question. In the phenomenological study, Sharma et al (2024) recommend 5-25, Chaturvedi et al (2021) suggest at least 6 participants, and this study utilized 6 participants.

I secured permission from the office of the Schools Division Superintendent for the distribution of the surveys to the six (6) elementary schools of Marilog District B. Once permission was granted, the researcher then informed the supervisor of Marilog District B and the principals, after whom the teachers were informed of the study.

Each participant received a letter of informed consent and a copy of the possible research questions, including a copy of the letter to the participants, explaining the nature of the study and its importance. During the conduct of the study, I first explained to them the confidentiality of the paper and the do's

and don'ts of the interview. I emphasized that their participation was voluntary and that they could withdraw at any time without any consequences. Participants were also assured that their responses would be used solely for academic purposes and kept strictly confidential.

### **Research Participants**

The participants of this study were teachers from six small elementary schools in Marilog District B, Davao City who had encountered such phenomena. The researcher selected participants based on the established inclusion criteria.

First, participants had to be employed for at least three years in a public small school. Second, the participating teachers should be managing multiple administrative tasks alongside their primary teaching responsibilities, as these educators were likely to provide unique insights into how such duties influenced their workload and job satisfaction. Third, participants must have willingness to participate in the study. Participation in the study was voluntary. Only teachers who consented to participate in the survey were selected as participants. Participants had to meet specific criteria to be included in the study.

### **Ethical Consideration**

As I conducted this research, I observed ethical considerations that prioritize the protection and well-being of my research participants, the teacher. First, I made sure that all personal, identifiable, and sensitive information of my participants remains confidential and secure. Next, I gave participants clear and brief information about the purpose of the study, procedures, risks, and benefits, and obtained informed consent before the collection of data. I ensured that participants were voluntary and free to withdraw from the study at any time without consequence. Throughout the research process, I maintained integrity, transparency, and respect for the rights and dignity of the participants.

Furthermore, I respected the intellectual property rights of others, including patents, copyrights, trademarks, and trade secrets, ensuring that I had the necessary permissions and licenses to use any copyrighted materials. By upholding these principles, I ensured that my research was conducted ethically and responsibly.

### ***Social Value***

As I conducted this study, I recognized the significant implications it has for teachers in the region. By examining the challenges teachers faced in balancing instructional duties with administrative responsibilities, I aimed to gain insights that can inform decisions to improve the educational systems for teachers, especially in small schools in far-flung areas. I believe that this research can contribute to improvement of teachers to focus on teaching through removal of administrative tasks, enhanced teaching methods, and more efficient resource allocation. I hoped to promote culturally responsive education policies and practices that cater to the unique needs of Indigenous students.

Likewise, I was committed to uphold the professionalism as teacher and culture by supporting the development of education policies and practices that value teachers' perspectives. I guaranteed the confidentiality and anonymity of all participants throughout the study, and allowed teachers to share their thoughts and experiences candidly without fear and hesitation. By upholding these social values, I preserved the integrity of my research in contributing to an educational environment that is responsive to the needs of both educators and learners, fostering knowledge that supports equitable and effective teaching practices for all stakeholders.



***Informed Consent and Assent***

In my research, I placed a strong emphasis on ethical principles, especially informed consent and assent. Prior to participation, I ensured that all teachers involved fully comprehended the purpose of the study, the procedures, and their right to withdraw at any time without facing any repercussions. Thereby, I secured permission from the office of the Schools Division Superintendent for the distribution of the surveys to the six (6) elementary schools of Marilog District B. Once permission was granted, I then informed the supervisor of Marilog District B and the principals, after whom the teachers were informed of the study. Each participant received a letter of informed consent and a copy of the possible research questions. Included in the questions was a copy of the letter to the participants, explaining the nature of the study and its importance.

***Vulnerability of Research Respondents***

As I ventured into this research study, I recognized the vulnerability of teachers in Marilog District, Davao City. To address this, I aimed to restart their learning experiences by creating a safe, supportive, and culturally responsive environment. This involved being highly conscious of the challenges and pressures faced by Indigenous teachers and students and acknowledging the historical and systemic inequalities that had contributed to their vulnerability.

To provide a trustworthy atmosphere, I ensured the confidentiality and anonymity of all participants, protecting their identities and presenting data in a way that safeguarded their privacy through codes. By being sensitive to their vulnerability, I hoped to empower Indigenous and non-indigenous teachers and students to share their experiences, perspectives, and knowledge openly. This not only enhanced the quality and integrity of the research but also contributed to the development of culturally responsive education policies and practices that catered to the unique needs of Indigenous students. My ultimate goal was to amplify the voices of Indigenous and non-indigenous teachers and students, promoting their self-determination and autonomy in education. Thus, I hoped to contribute to the enhancement of Indigenous knowledge and culture and support the development of education systems that are responsive to the needs of the indigenous learners.

***Privacy and Confidentiality***

In my research, I placed a strong emphasis on maintaining the ethical principles of privacy and confidentiality, particularly for the teachers who participated. I recognized that these educators might disclose sensitive information about their experiences and views on the curricula. To protect their privacy, I ensured that all identifying details were removed from the data collection process, and responses were reported in a way that prevented any individual identification. I also clearly explained to participants how their data would be used, reassuring them that it would only serve the purpose of this study and would not be shared with anyone without proper authorization. By implementing these precautions, I aimed to foster a trusting environment where teachers felt confident sharing their honest opinions, knowing their confidentiality would be maintained throughout the research.

***Risk, Benefits, and Safety***

In carrying out my study, I was attentive to the ethical considerations regarding risks, benefits, and safety for all participants, particularly the teachers managing various responsibilities. I understood that discussing their experiences and insights about the DepEd 002 s. 2024, which involves the removal of administrative tasks from public teachers, could touch on sensitive issues that might cause discomfort or stress. To minimize any risks, I clearly outlined the study's objectives and procedures, enabling teachers to make informed choices about their participation.

I also highlighted the potential benefits of the research, for their professional growth and improving educational practices that directly affected their students' learning. Additionally, I ensured that the research environment was supportive and respectful, creating a safe space for all participants. By thoughtfully addressing these factors, I aimed to ensure that the study was ethically responsible and beneficial, contributing to a more positive educational environment, this involved careful attention to informed consent, confidentiality, and the respectful treatment of all participants. I also considered how the findings could be used to support educators and improve learning experiences.

### ***Justice***

I acknowledged the significance of the ethical principle of justice, which emphasizes fairness and equality in research practices. I was dedicated to ensuring that all teachers, regardless of their backgrounds or experiences, had equal opportunities to participate and share their views on the removal of administrative tasks for public educators. This involved reaching out to a diverse range of teachers within the school district to ensure that their perspectives were included, thus preventing any biases in the data. Furthermore, I planned to share the research findings with all participants and the wider educational community, ensuring that the insights gained helped improve teaching practices and resources for the benefit of all educators and students. By prioritizing justice in my study, I aimed to create an inclusive and equitable research environment that valued the voices of all participants while contributing to a fairer educational system. By doing so, I aimed to support more equitable teaching practices and contribute to a fairer educational system.

### ***Transparency***

I was committed to maintaining transparency, as I believed it was essential for building trust with all participants, particularly teachers who juggled teaching and administrative responsibilities. From the beginning, I provided clear and honest details about the study's purpose, methods, and how their feedback would be used. I wanted teachers to fully understand what their participation involved and how their input would contribute to the research. I also explained the potential outcomes and effects of the study, including how the chs could influence curriculum development and teaching practices. By being transparent about every step of the research, I aimed to create an environment where teachers felt confident and respected, encouraging them to share their true insights and experiences. Transparency not only strengthened the integrity of the research but also promoted a collaborative atmosphere where participants felt valued and well-informed throughout the process.

### ***Qualification of the Researcher***

In my study, I recognized the importance of the ethical consideration surrounding the researcher's qualifications, as this directly influenced the credibility and integrity of the research. I was committed to ensuring I had the necessary educational background, training, and experience to conduct the research effectively and ethically. My knowledge of educational theories and methodologies, along with a thorough understanding of both current and emerging directives, enabled me to design and carry out this study responsibly.

I was also dedicated to ongoing learning, which included seeking feedback from mentors and colleagues in the field. By being transparent about my qualifications and engaging in continuous professional development, I aimed to improve the quality of the research and build trust with participants, ensuring they felt confident in the study's rigor and ethical standards. Transparency about the researcher's qualifications fosters trust and credibility. Ultimately, I strived to conduct the research in a way that reflected my commitment to excellence and

respect for the valuable contributions of teachers, who managed multiple responsibilities.

### ***Adequacy of Facilities***

In my study, I acknowledged the ethical consideration of having adequate facilities, which was essential for creating a positive environment for both the research process and the participants. I was committed to ensuring that the location of the research was suitable and accessible to all the teachers involved. This included providing a comfortable space for discussions, ensuring the availability of necessary technological tools for data collection, and accommodating any specific needs of the participants. By focusing on these elements, I aimed to honor the time and effort of the teachers and create an atmosphere that encouraged open and honest feedback about the new policy, D.O 002 s. 2024, on the removal of administrative tasks for public teachers. I believed that when participants felt supported and valued, it improved the quality of the data collected, leading to more meaningful research outcomes. In my study, I acknowledged the ethical consideration of having adequate facilities, which was essential for creating a positive environment for both the research process and the participants. I was committed to ensuring that the location of the research was suitable and accessible to all the teachers involved. This included providing a comfortable space for discussions, ensuring the availability of necessary technological tools for data collection, and accommodating any specific needs of the participants. By focusing on these elements, I aimed to honor the time and effort of the teachers and create an atmosphere that encouraged open and honest feedback about the new policy, D.O 002 s. 2024, on the removal of administrative tasks for public teachers. I believed that when participants felt supported and valued, it improved the quality of the data collected, leading to more meaningful research outcomes.

### ***Community Involvement***

I strongly believed in the ethical importance of involving the community, recognizing that education was shaped by and connected to the wider community context. My goal was to actively engage with local groups, including parents, school administrators, and education stakeholders, to keep them informed about the research and its objectives. Through open communication, I aimed to ensure that the insights gathered from teachers reflected their experiences and aligned with the needs and goals of the community they served.

Moreover, I planned to share the research findings with the community, emphasizing how their support could enhance educational practices and resources. This collaborative approach not only enriched the research but also highlighted my commitment to conducting meaningful and impactful research, ultimately fostering positive change in the educational system for everyone involved. I was intentional in designing the study to reflect real-world concerns and to offer practical value to both educators and learners. Through this process, I remained focused on creating research that could inform policy, guide instructional practices, and support long-term educational improvement.

### ***Role of the Researcher***

In qualitative research, the researcher was the primary research instrument. What the researcher brought to the investigation from their background and identity was treated as their bias (Tenny et al.,2022). The researcher of the study recognized that their background could influence their interpretation of data.

The role of the researcher was to inquire about the problems and struggles encountered by teachers in selected schools in Marilog District B of Davao City before and after the release of the DO 002 series of 2024 and how that challenge affected their performance as teachers. To minimize any personal bias on the results of this study, the researcher checked carefully the details during and after interviews to

increase the credibility, validity, and transferability of the study results (Tenny et al., 2022). During each interview, the researcher also restated and summarized information, questioning participants on the accuracy of the information.

### **Research Instrument**

The most common instruments were guides for interviews, focus group discussions, observational methods, and documentary analysis, all of which had to conform to the principle of dependability. This principle ensures that the reader can follow, check, evaluate, and replicate the procedure in other studies. Additionally, validation was necessary to verify that each tool was appropriate and effective in measuring what it was intended to measure.

### **Research Procedure**

Throughout the research process, I ensured strict adherence to ethical standards and protocols. I began by securing ethical clearance from the institutional Ethical Committee, accompanied by an endorsement letter from the Dean of the Graduate School. I then submitted the Ethical Clearance Certificate, research manuscript, and endorsement letter to the Davao City Division Office to obtain official permission to conduct the study. Upon approval, I received an authorization letter permitting me to engage with the study participants. Additionally, I forwarded a communication letter to the District Supervisor to inform school heads and principals about the research activities in the small schools within Marilog District B. I distributed informed consent forms to the selected participants, providing them with detailed explanations of the study's purpose and procedures to ensure voluntary and informed participation.

For data collection, I involved twelve participants, equally divided between focus group discussions (FGD) and in-depth interviews (IDIs), to comprehensively explore their lived experiences regarding challenges, coping mechanisms, and educational insights. The FGD was conducted on March 15, 2025, with six teachers from small schools in a neutral and comfortable venue that facilitated open dialogue and equal participation. The IDIs were conducted individually in private settings, where I employed open-ended questions to elicit reflective and detailed responses. With participants' consent, I audio-recorded all sessions and supplemented these with comprehensive field notes. These methods ensured rich, authentic data collection.

In analyzing the data, I followed rigorous qualitative protocols. I transcribed the audio recordings verbatim and, along with documentation and field notes, subjected the material to thematic analysis based on Braun and Clarke's (2021) framework. I systematically identified and categorized key themes related to participants' experiences, coping strategies, and insights. To enhance credibility and reliability, I triangulated data from multiple sources and conducted member checks to validate my interpretations. I also maintained reflexive journaling throughout the process to ensure transparency and confirmability, aligning with best practices in qualitative research. Finally, I compiled the findings into a comprehensive report and disseminated it to relevant stakeholders to inform policy recommendations and support evidence-based decision-making.

### **Data Collection**

Firstly, I employed Focus Group Discussions (FGD) and In-Depth Interviews (IDI) as the primary methods for data collection. According to Tenny et al. (2022), qualitative research allowed for the use of

diverse methods to gather data. These techniques were selected because they were expected to provide comprehensive insights into the phenomenon being studied.

Secondly, prior to initiating the study, I requested permission from the Dean of the Graduate School of the College through a formal letter. Upon receiving the Dean's endorsement letter, I used a purposive sampling method to select participants for the FGDs and IDIs. I personally visited participants' homes or schools to collect data. Participants were chosen from Mabuhay, Kabangbang, Kiopao, Lapinig, New Sabang, and New Tawas Elementary Schools, based on practical criteria such as accessibility, availability, and willingness to participate, as described by Tssindos (2023).

Thirdly, during data analysis, I carefully read and reread the collected information to identify phrases and themes, grouping them into clusters of meaning (Creswell and Creswell, 2023). By conducting FGDs and IDIs, I ensured an in-depth exploration of participants' experiences. The phenomenological approach guided the study, enabling a comprehensive understanding of the teachers' opinions and experiences, thereby constructing universal meanings from their narratives.

Furthermore, FGDs were conducted to collect data from a selected group of individuals rather than a statistically representative sample. Participants were chosen based on specific criteria, such as their knowledge or role in their community (Creswell and Creswell, 2023). Discussions took place in small groups of six to twelve participants, promoting an exchange of perspectives that enriched the study's findings (Stahl and King, 2020).

Also, IDIs were employed to gain detailed information through a discovery-oriented approach. These one-on-one interviews allowed participants to express their perspectives, feelings, and experiences in an open-ended format. The interviewer had the flexibility to adapt questions and delve deeper into emerging themes, following the recommendations of DeJonckheere and Vaughn, (2019). This method encouraged richer and more nuanced responses from the teachers.

The researcher selected six teachers for IDIs, adhering to the principle that a sufficient sample size was reached when recurring themes emerged.

Lastly, FGDs and IDIs were chosen as the most suitable methods for exploring DepEd Order No. 002, Series of 2024. These approaches helped me understand how teachers coped with the policy and its implications for their workload and classroom focus. Through these methods, I aimed to capture the lived experiences of educators adapting to this reform.

### **Data Analysis**

Data analysis contained three synchronized flows of action. In this study, data analysis involved three synchronized flows of action: data reduction, data display, and drawing conclusions and verification.

Data reduction was done by condensing and coding the collected data, transforming it into more manageable and understandable formats such as figures, tables, or discussions. This process, often referred to as thematic analysis, involved sorting through the data to identify key themes or patterns. It helped in simplifying and organizing the data, making it accessible and relevant to the research questions. Through this reduction process, the researcher refined the data into a form that was both clear and concise, facilitating easy communication of the findings.

Data display was done by organizing the data in a way that allowed for the drawing of conclusions. This could involve using tools such as matrices, graphs, charts, or networks. It allowed the researcher to view the data in compact and organized forms, making it easier to see patterns or trends. As the data was displayed, higher-order categories or themes emerged, providing deeper insights into the findings.



beyond what was initially identified during the data reduction phase. The organization of the data in this stage was critical for ensuring that conclusions could be drawn logically and systematically.

Conclusion drawing and verification, as data was collected and analyzed, the researcher refrained from drawing definitive conclusions too early, instead verifying the emerging findings throughout the process. This verification involved reviewing and cross-checking the data repeatedly to ensure the conclusions being formed were accurate, plausible, and credible. The researcher applied Miles and Huberman's approach to validation, ensuring that the meanings derived from the data were robust and could withstand alternative interpretations. In qualitative research, validity referred to the credibility and reliability of the conclusions drawn from the data, ensuring that the findings were trustworthy and provided an accurate representation of the experiences and perspectives of the participants. By following these analytical steps, the researcher ensured that the data was rigorously examined and the conclusions drawn were reliable and meaningful.

### **Analytical Framework**

The study focuses on analyzing the impacts of teachers' workload policies on their work performance, challenges faced, insights gained, and coping mechanisms utilized, particularly in the context of Marilog District B, Davao City. Teachers in remote and rural schools encounter significant challenges, including excessive administrative tasks, teacher shortages, poor working conditions, and inadequate pension systems. Administrative burdens often detract from their primary instructional responsibilities, leading to chronic stress, dissatisfaction, and diminished instructional quality. Teacher shortages further exacerbate the situation, forcing existing staff to take on additional responsibilities. Poor working conditions and insufficient retirement benefits contribute to dissatisfaction, increased turnover, and decreased teacher retention in these areas.

The study uncovers several educational insights regarding these challenges. Excessive workloads significantly impact job satisfaction and teaching performance, underscoring the need for policy effectiveness and systemic support. While policies like DepEd Order No. 002, Series of 2024, aim to address workload concerns, their implementation requires robust support systems at the school level. Comparisons with global contexts, such as in South Korea, Sweden, and the United States, reveal that while these challenges are universal, solutions must be localized to address specific conditions in remote areas like Marilog District B. The importance of peer and community support also emerges as a critical factor in maintaining teacher well-being and sustaining quality instruction.

In response to these challenges, teachers employ various coping mechanisms. Delegation of administrative tasks to hired staff has proven effective in reducing workload and burnout. Personal wellness activities, time management strategies, and peer support play a vital role in navigating stress and maintaining job satisfaction. Systemic reforms, such as prioritizing teaching over administrative duties, are essential for improving the overall experience of teachers. Moreover, innovative local solutions, tailored to resource-limited settings, enable teachers to balance their responsibilities effectively. These coping strategies not only mitigate challenges but also enhance job satisfaction and teaching performance.

This analytical framework connects the identified challenges, educational insights, and coping mechanisms, offering a comprehensive understanding of how workload policies impact teachers' experiences. It highlights the interplay between these components and emphasizes the importance of systemic and localized solutions to support teachers in remote and underserved areas.

**Trustworthiness of the Study**

Any quantitative or qualitative research needs to test and show its studies' validity and reliability. Even though validity and reliability are treated independently in quantitative research, it is not so in qualitative inquiries. A term that encloses both is used instead: trustworthiness (Golafshani, 2003).

To ensure trustworthiness and accuracy during the data collection, I will follow Stahl and King (2020) quick and conduct a verification of the information given by the participants. After transcribing each of the interviews, I will provide each informant a chance to check on the accuracy of the statements by providing them with a copy of the transcribed statements. The participants counted on their experiences and stories to be told accurately, so it was proper that authenticity was ensured at all times. This process guaranteed that the lives and insights of the participants in this study would be appropriately represented. To establish the study's trustworthiness, I will observe its four components. These are the following: credibility, confirmability, transferability, and dependability.

***Credibility***

This will be established by maintaining objectivity during data collection, especially during interviews. I will avoid making premature conclusions and will focus on gathering data directly from participants. To enhance credibility, I will also use triangulation, combining multiple sources of evidence such as interview transcripts, field notes, and investigator feedback. This process ensures that the findings are grounded in the participants' authentic experiences and not influenced by the researcher's personal biases (Stahl and King, 2020).

***Confirmability***

I will ensure to actively set aside personal biases and assumptions, allowing the data to emerge as naturally as possible from the participants. The use of recorded interviews, note-taking, and journaling throughout the study will further support confirmability by documenting the raw data without distortion. I will strive to maintain neutrality and avoid letting their opinions affect the findings (Stahl and King, 2020). This reflective approach not only enhances the credibility of the study but also aligns with ethical research practices. By focusing on transparency and accuracy in data collection.

***Transferability***

This will be addressed by ensuring that the research is built upon a solid theoretical framework derived from existing literature. Detailed descriptions of the context and data management will allow readers to assess the relevance of the findings to their own contexts. By providing rich, thick descriptions of the research setting and participants' experiences, the study will offer insights that can potentially be transferred to similar contexts (Stahl and King, 2020).

***Dependability***

This will be ensured through consistent data collection and thematic analysis. I will identify key themes from the data and examine them for patterns and connections. Thematic statements will be identified based on their recurrence in the data, and any themes that appear only once will not be included in the final analysis. This process of thematic analysis, including numeration (counting the frequency of certain themes), will enhance the study's reliability (Stahl and King, 2020).

The ethical guidelines set by Barrow et al (2022) seven fundamental principles of ethical research will be followed throughout the study to ensure the integrity and respect for participants. These principles include: informed and voluntary consent, respect for privacy and confidentiality, minimizing risks, truthfulness, social and cultural sensitivity, research adequacy, and the avoidance of conflicts of interest.

Since this study involves sensitive personal issues, such as students' challenges with performance tasks, participants may initially hesitate to disclose information due to fear or privacy concerns. To alleviate these concerns, I will take various security measures to foster an environment of trust. The participants will be reassured that their privacy will be respected and that they will not be subjected to judgment. Informed and voluntary consent will be obtained, ensuring that participants understand the nature of the research and their rights before agreeing to participate.

### Chapter 3 - Results and Discussion

Presented in this chapter are the challenges of the study participants, their insights and perceptions, coping mechanism as well as the constructs that emerged from the information gleaned through in-depth interviews and focus group discussions. The participant's names were not used in this study; instead, their identity was described as 001, 002, 003 and so on.

As soon as the interviews were all accomplished, the audio-taped exchanges were transcribed. Transcription in the linguistic sense is the systematic representation of language in written form. Listening to the recorder was done repeatedly to ensure that all the responses would be interpreted into written code. After this laborious process, the data are hereby translated and analyzed. During the formal data analysis, three steps were undertaken. The first step was data reduction, in which the data that materialized in the transcriptions were chosen, cut down, and organized. The second step was data display, in which the researcher settled on presenting the data. Then, to categorize the data, the themes were presented by research question and referred to as major themes. The presentation follows the order of the research questions posed in chapter 1 of this study.

After analyzing the sentiment of the participants about the struggles they have experienced in accomplishing their tasks amidst pandemic, three (3) major themes emerged: 1) Insufficient Support, 2) Administrative Burden, and 3) One-size Approach.

#### ***Insufficient Support***

One major theme that came out from the study is that teachers have insufficient support, resulting in them practicing cramming to accomplish their jobs.

The need for support and resources under insufficient support as critical theme that emerged from the study. Teachers emphasized the importance of having sufficient support staff, such as administrative officers, to reduce their administrative workload and allow them to focus on teaching. According to a study by Skaalvik and Skaalvik (2019), teachers who receive adequate support and resources are more likely to be satisfied with their jobs and be effective in the classroom.

Technical/administrative support, emotional support, and training and development opportunities are essential for teachers to manage their workload effectively and improve their job satisfaction. A study by Klassen et al. (2020) found that teachers who received training and development opportunities were more likely to be effective in their roles and have better job satisfaction. Additionally, a study by Kim et al. (2022) highlighted the importance of administrative support in reducing teacher workload and improving job satisfaction.

There are teachers' demands for equitable resource distribution, where teachers could improve teaching quality. This is a real struggle for teachers, especially they are assigned to far-flung areas. These are some of their statements:

*“Kuan sa amoa mam gamit mam kay kulang gyud me ug gamit mam ky aron dili na nmo magamit ang among sabado. Mga printer, solar nga makakaya ug*

*laptop or bisan pocket wifi lng unta.” ( "At our school, we really don't have enough equipment, so we can't use our Saturdays anymore. Printers, solar panels that can power a laptop or even a pocket wifi would be nice.") -P1*

*“Siguro kanang training nga maenlighted nga kini nga DO. Trainings for the school heads and teachers cguro. Si school heads dapat gyud pud e train ky wala sila kaila ug DO, lami kaayo isaksak sa ilaha nga mam dili nman good ni among tasks, murag wala silay hanaw sa ilang trabahoon o the overwhelmed lng sila sa ilang pagkaschool heads ky diba nadesignate lng sila ana.” (“For me, training that enlightens about this DO. Training for the school heads and teachers, I guess. School heads should also be trained because they don't know about DO It's nice to stub it to them, This is your work and not ours.”) -P2*

*“Yes mam, naa lng untay technical/adminitrative support nga mayo ug tinod-anay. Gikan sa AO down sa school heads, ang school head knowledgeable sa mga forms aron dili ko makapamotbot kong unsay ibutang ani.” (“Yes, ma'am, there should be good and genuine technical/administrative support. From the AO down to the school heads, the school head is knowledgeable about the forms, so he/she can't guess what to put in them.”) -P4*

*“Dili man nako mafeel mam. Pero ug e rate nko mga 10% ray nawala mam. Gamay ragyud mam kasagaran moral supports. Hahaha” (“I don't feel it, ma'am. But if I am going to rate it, 10%, that's all we lose from our work, ma'am. It's a little bit of a hassle, ma'am, mostly moral support. Hahaha”) -P4*

Two of the participants in the focus group discussion disclosed similar remarks as to what the IDI informants confessed. They divulged that:

*“Kung sa school, madugangan me ug teachers. Sa support, mainspire ka ug makita nimu imong mga pamilya, maganahan nlng pud ka ug trabaho aron mkabayad sa mga loans. Bahinon ug tarong ang trabahoon, ang mga administrative task mag hire ug JO o madugangan me. Focus lng unta ta sa academics, ihatag na sa school heads o AO.” (“If at school, they will add more teachers. In support, I am inspired when I see my family, I will also be able to work to pay off the loans. Divide the work fairly, and the administrative tasks will be assigned to JO or they will add more. So, we can focus on academics, give the admin tasks to the school heads or AOs.”)*

Another participant emphasized that:

*“Kuan ing kato lang paghatag lng ug AO, kato lng nga dapat ang AO mkavisit sa school every quarter.” (“We were only given one AO. Hopefully, the AO will visit the school every quarter.”) -P6*

As a researcher, the findings from the interviews with the participants were consistent. The data collected speak about the challenges of teachers in terms of insufficient support but still putting hard work in their hearts and minds.

Providing teachers with support and resources can have numerous benefits, including improved job satisfaction, reduced burnout, and increased effectiveness. According to a study by Flores and Niklasson (2021), teachers who received support and resources were more likely to be more effective teachers and have better job satisfaction. Studies have also shown that mentorship programs and training and development opportunities can provide teachers with the support they need to succeed in their roles (Kim et al., 2022; McGhee & Cullinan, 2020).

Thus, the need for support, especially resources is a critical issue that affects teachers' job satisfaction and effectiveness. By providing teachers with the support and resources they need, policymakers and school administrators can help improve teacher job satisfaction and retention, ultimately leading to improved student outcomes. Adequate support enables teachers to focus more on instructional quality rather than logistical or material concerns. It also fosters a more positive school climate where teachers feel empowered and respected.

#### **Administrative Burden**

The challenges in implementing D.O. 002 s. 2024, as highlighted by the participants, are consistent with the findings of previous studies. The participants' concerns about insufficient support due to administrative burden, and resource constraints are echoed in the literature.

For example, Collie and Martin (2020) found that administrative tasks and excessive paperwork significantly detract from teachers' capacity to focus on instructional activities, leading to teacher challenges like difficulty handling multiple duties, negatively affecting job satisfaction, and overall well-being. Participants uttered:

*"Yes, it was then very challenging since I, as a teacher, did not have enough time to teach the children/learners in the school." -P1*

*"Sa amoa mam no once maapply o maimplement na, hayahay gyud kaayo. Layo man god kaayo amua mam lisod kaayo mag-access ug internet, walay kuryente, wala me tanan diri-a mam. Murag wala man natuman mam, mas nidagahan man noon ang among trabahoon, murag nibug-at noon siya mam. Ky kami diri mam duha rami, isa ka school head ug ako unya dili pagyud ko khblo sa ubang mga admin works." " (For us, once it is applied or implemented, it is easy. It is very far away, it is very difficult for us to access the internet, there is no electricity, and we do not have everything here. It seems that it has not been done, our work has become more and more, it seems that it has become heavy, mam. There are two of us here, one school head and I, so I will not be able to do other admin work.") -P2*

*"Tanan challenging ky gamay raman good me sa skwelahan, mas nadugangan hinoon maglisod man himoon me, ky wala man natanggal ng administrative task ky duha raman me nga teachers mas nisamot na hinoon nga challenging na sa amoa". ("Everything is challenging because there are only two teachers in the school; it has become more difficult to do it, because the administrative*



*task has not been removed, and because there are only two teachers, it has become more challenging for us.") -P3*

*"Kanang kuan mam, maghire bitaw ug personnel nga dili compatible sa iyang job description example ang e-hire ky graduate lng ug senior high school o pagtransfer sa trabahoon sa ilaha." ("That person, of course, will hire personnel who are not compatible with their job description, for example, hiring someone who is just a high school graduate or transferring their job to someone else.") -P4*

Consequently, their statements matched with the testimony of the informants being conveyed in the Focus Group Discussion.

*"Some of the tasks nga ilahang gipangkuha kay pangtrabaho sa mga reports, medyo nkatabang siya kay ang ang uban baya nga mga trabaho sila na attachments sa mga reports. Aside from that very reactive na sila unlike before. The challenging part is dili tanan na schools naay isa-isa ka AO, ky diba supposedly naa, ang challenging sa atoa ky four schools ang ginagunitan sa isa ka AO, dili lng pud isa ka report iyang buhaton sa inventory, sa feeding ug uban pa." ("Some of the tasks they took on were working on reports, it helped a little with the work, because some of the work was like attachments to reports. Aside from that, they are very reactive, unlike before. The challenging part is that not all schools have one AO, because they supposedly do. The challenging part for us is that four schools are handled by one AO, not only one report he is doing, but there are on inventory, feeding, etc.") -P5*

These participants' statements directly reflect the challenges they face in implementing D.O. 002s. 2024, including issues with resources, staffing, administrative tasks, and support mechanisms.

Likewise, Lindqvist and Nordänger (2020) reported that administrative responsibilities significantly detract from teachers' ability to focus on classroom instruction, exacerbating workload stress.

In the Philippines, Bacolod and Pascua (2019) found that many teachers still struggled with balancing their instructional and non-instructional tasks, despite the introduction of DepEd Order No. 16, Series of 2017, which aimed to streamline administrative processes.

The participants' concerns about the need for more support staff, such as administrative officers, are also supported by the literature. Research has shown that reducing teachers' administrative responsibilities improves job satisfaction, reduces stress, and enhances teaching effectiveness (Williams & Jones, 2019; McGhee & Cullinan, 2020; Hussain et al., 2021).

### ***One-Size-fits-all Approach***

The one-size-fits-all approach in education can have several negative effects, including limited student engagement, inequitable learning outcomes, teacher frustration and burnout, inefficient use of resources, and negative impact on student self-esteem. This approach can lead to disengagement, lack of challenge, and achievement gaps, ultimately resulting in wasted resources, decreased morale, and negative labels and stigma for students who do not fit the traditional mold. By neglecting individual differences and needs, this approach can hinder students' progress, confidence, and overall educational experience.

During the interview four participants expressed their sentiments about their perennial concerns on issues of one-size-fits-all approach in education.

*"Dapat dili lng basta basta nga maghimo ug mga ing-ani nga DO-DO. Dapat naa silay consideration sa mga multigrade schools." (It shouldn't be just about creating DOs without consideration for multigrade schools.) -P3*

The one-size-fits-all approach in education is a widely debated topic, particularly in the context of the Philippines. This approach assumes that a single policy or solution can effectively address the needs of all schools, regardless of their unique contexts and challenges. However, research suggests that this approach can be limiting and ineffective, especially for schools in far-flung areas and small schools (OECD, 2020; World Bank, 2020; Sahlberg, 2020; Berliner, 2020; Darling-Hammond, 2020; Schleicher, 2020; Amara, 2021; Kivunja, 2021; Little, 2020; Mullick, 2020).

In the Philippines, schools in different regions face distinct challenges that require tailored solutions. For instance, multigrade schools, which are common in rural areas, require specialized teaching approaches and resources that may not be accounted for in a standardized policy. Policymakers should consider differentiated instruction, contextualized policies, and flexibility and autonomy in policy implementation to cater to diverse learning styles and school contexts (Kolb, 1976; UNESCO, 2020; World Bank, 2020; OECD, 2020; Sahlberg, 2020; Berliner, 2020; Darling-Hammond, 2020; Schleicher, 2020; Amara, 2021; Kivunja, 2021).

Participants regarded these challenges on one-size-fits-all approach in education, inability to deal with the beneficiaries as some of the experiences which contributed to their dismays as reflected in the following narratives:

*"Dapat patas ang implementation sa tanang schools, dili lng basta basta nga maghimo ug policy nga dili applicable sa tanang schools." (The implementation should be fair across all schools, not just creating policies that aren't applicable to all schools.) -P4*

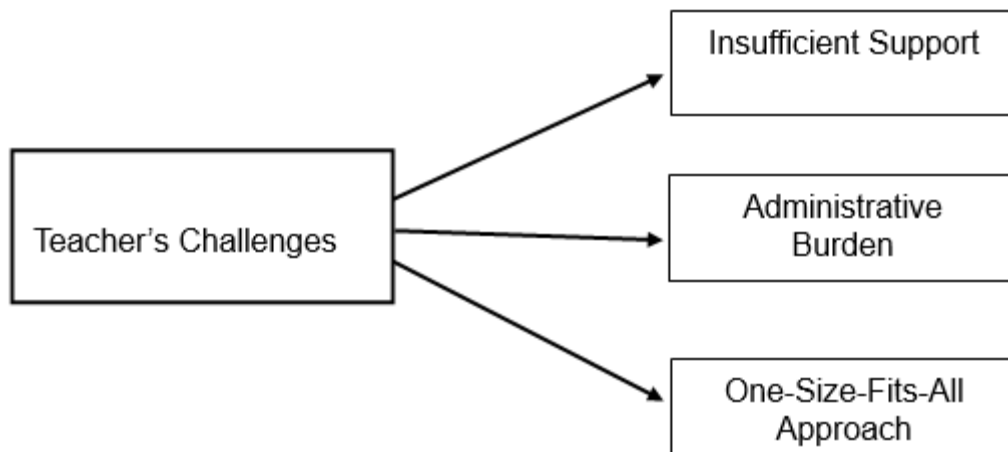
*"Dapat idesign ang policy nga pwede sa monograde ug multigrade, dili lng para sa isa ka type sa school." (The policy should be designed to work for both monograde and multigrade schools, not just one type.) -P5*

*"Kulang sa research ang policy, dapat nindot nga policy pero dapat pwede sa tanang schools." (The policy lacks research, it's a good policy but it should be applicable to all schools.) -P6*

The benefits of tailored policies include improved student outcomes, increased teacher effectiveness, and enhanced equity and inclusion (OECD, 2020; World Bank, 2020; Sahlberg, 2020; Berliner, 2020; Darling-Hammond, 2020; Schleicher, 2020; Little, 2020; Amara, 2021; Kivunja, 2021; Rose Academies, 2023;). Tailored policies can lead to better student engagement, achievement, and overall educational outcomes. Teachers can be more effective in their practice when they have the flexibility to adapt to the needs of their students and school context.

Some potential drawbacks of the one-size-fits-all approach include limited social interaction and inequity and accessibility (OECD, 2020; World Bank, 2020; Sahlberg, 2020; Berliner, 2020; Darling-Hammond, 2020; Schleicher, 2020; ; Little, 2020; Mullick, 2020; Amara, 2021; Kivunja, 2021). To address these challenges, policymakers can consider alternative educational models, such as alternative high schools, credit recovery programs, and personalized learning models (OECD, 2020; World Bank,

2020; Sahlberg, 2020; Berliner, 2020; Darling-Hammond, 2020; Schleicher, 2020; Kivunja, 2021; Little, 2020; Mullick, 2020; Amara, 2021).



**Figure 2: Teachers' Challenges on the Immediate Removal of Administrative**

## Task to Public School Teachers

After careful setting apart and organization of the different responses of the research participants in coping with challenges encountered in implementing D.O. 002 s. 2024, three (3) major themes were developed.

### **Time Management**

It is very important that teachers have a mechanism for managing time, like managing workload effectively and prioritizing tasks efficiently. Hence, one major theme emerges in this study, and that is time management. This theme is based on the responses of the participants on their coping mechanisms in asking for time management. During the interview, the participants articulated that they need to have a positive outlook in life, especially when pressure from heavy work and personal life comes, even in a situation that almost break their heads. Here are their narrations:

*"I followed my class program Time management. Nakaarrange ang amoang tranahuonon."* ("I followed my class program Time management. I arrange my work.") -P1

*"Naa gyud dapat, nagahimo gyud ko ug scheduling mam, kini nga day targeton gyud nko na kini mahuman nko siya, ky para naa pakoy time ky kong dili nako himoon macallout pud ang school no kong dili nako siya trabahoon, so nagaschedule gyud ko ana. Time management gyud siya."*  
 ("There really should be, I do scheduling, mam, this day I really target to finish it, so that I have time because if I don't do it, the school will call out, if I don't work on it then I'll still work on it when I get back, so I really schedule that. It's time management.") -P2

Effective time management is crucial for schools in the Philippines, particularly in response to the numerous department orders issued by the Department of Education (DepEd) (OECD, 2020; World Bank, 2020; Sahlberg, 2020; Berliner, 2020; Darling-Hammond, 2020; Schleicher, 2020; Little, 2020; Mullick, 2020; Amara, 2021; Kivunja, 2021). With multiple directives and guidelines to follow, schools must prioritize tasks, allocate resources efficiently, and ensure timely implementation (Kolb, 1976; UNESCO, 2020; World Bank, 2020; OECD, 2020; Sahlberg, 2020; Berliner, 2020; Darling-Hammond, 2020; Schleicher, 2020; Amara, 2021; Kivunja, 2021).

According to the participants:

*"Time management 60% nga naa ko sa administrative tasks, 40% sa teaching. Ky hilig raba ug submit this ASAP. Dili gyud ko magaingon nga balance." ("Time management 60% of my work is administrative tasks, 40% is teaching. Especially since they wanted them to submit this ASAP. I wouldn't say it's a balance.") -P3*

*"Colleague supports, bisan gamay ilang matabang makarelieve sa imong paminaw. Wala gyud nabawasan mam pero somehow nay nakadungog sa imong concerns."*

*("Colleagues support, even a little; they can help relieve your feelings. It hasn't lessened, ma'am, but somehow at least someone has heard our concerns.") -P6*

They also believed that:

*"Every time nga magcontact me sa AO, isahon tanang pangutana/concerns about sa deadlines. Ang pinaka urgent maoy unang buhaton aron walay mabahaw nga trabahoon." ("Whenever I contact the AO, I list all questions/concerns about deadlines. The most urgent ones are done first so that there is no wasted work.") -P4*

*"Most of the time, if naa gyud ky time make use of the time nga magtudlo then ang mga other mga trabahoon after class nagyud na himoon pero naa man gyud nga urgent usahay tagaan gyud ug mga trabahoon ang mga bata. Time management." ("Most of the time, if you have time, make use of the time to teach, then other tasks can be done after class, but sometimes there are urgent ones, so sometimes you have to give the children tasks. Time management.") -P5*

In the Philippine context, schools in rural areas often struggle with limited resources, inadequate infrastructure, and difficulty accessing support services (World Bank, 2020; OECD, 2020; Sahlberg, 2020; Berliner, 2020; Darling-Hammond, 2020; Schleicher, 2020; Little, 2020; Mullick, 2020; Amara, 2021; Kivunja, 2021). These challenges can hinder their ability to implement DepEd orders in a timely manner. Therefore, it is essential for DepEd to consider the specific needs and contexts of these schools when issuing directives (OECD, 2020; World Bank, 2020; Sahlberg, 2020; Berliner, 2020; Darling-Hammond, 2020; Schleicher, 2020; Little, 2020; Mullick, 2020; Amara, 2021; Kivunja, 2021).

By doing so, DepEd can ensure that schools have sufficient time and resources to implement policies effectively, ultimately benefiting students and promoting quality education (OECD, 2020; World Bank, 2020; Sahlberg, 2020; Berliner, 2020; Darling-Hammond, 2020; Little, 2020; Schleicher, 2020; Amara, 2021; Kivunja, 2021; Rose Academies, 2023). This consideration can also help reduce the administrative burden on schools, allowing them to focus on teaching and learning (Kolb, 1976; UNESCO, 2020; World Bank, 2020; OECD, 2020; Sahlberg, 2020; Berliner, 2020; Darling-Hammond, 2020; Schleicher, 2020; Amara, 2021; Kivunja, 2021).

Some potential strategies for effective time management in schools include prioritizing tasks, allocating resources efficiently, and providing support services (OECD, 2020; World Bank, 2020; Sahlberg, 2020; Berliner, 2020; Darling-Hammond, 2020; Schleicher, 2020; Amara, 2021; Kivunja, 2021; Little, 2020; Mullick, 2020). By adopting these strategies, schools in the Philippines can better manage their time and resources, ultimately improving the quality of education and benefiting students.

### **Collaboration**

Another major theme emerged in this study: collaboration. This theme is based on the responses of the teachers on their coping with the challenges encountered in the implementation of D.O. 002 s. 2024 or the Immediate Removal of Administrative Tasks of Public School Teachers in Small Schools in Marilog District B, Davao City. Collaboration is one of their strategies for coping with their challenges, such as sharing knowledge resources and working together effectively.

A participant highlights the importance of collaboration with other schools and colleagues to address challenges and improve teaching practices, and said that:

*"Ah, collaboration with other schools Ky dili man ko kahibalo parihas atong first year pa nako. Mangutana ko sakong mga co-teachers wala pud kahibalo ky ka mam daw n inga report, so mangutana gyud ko sa other schools." ("Ah, collaboration with other schools, because I don't know as much as I did in my first year on the job. I ask my co-teachers because they don't know about these reports, so I ask other schools.") -P2*

Collaboration is a vital component of any organization, enabling individuals and teams to work together towards a common goal, share knowledge, and leverage each other's strengths (Harris, 2020; OECD, 2022; Fullan, 2022; Indeed Editorial Team, 2025; Robinson, 2025). By collaborating, organizations can bridge the gap between challenges and difficulties faced by others, finding solutions that might not have been possible individually (Senge, 2020; Darling-Hammond, 2020; Hargreaves, 2022; Timperley, 2022; Hattie, 2022). Effective collaboration requires strong communication, organization, and adaptability skills, and can lead to increased productivity, job satisfaction, and better outcomes (ROECD, 2022; Fullan, 2022; Sahlberg, 2023).

In today's fast-paced and interconnected world, collaboration is more important than ever (Timperley, 2022; Hattie, 2022). By working together, organizations can tap into diverse perspectives, expertise, and experiences, leading to innovative solutions and improved decision-making (Darling-Hammond, 2020; OECD, 2022; Fullan, 2022). Collaboration is essential for achieving organizational goals, resolving conflicts, and promoting inclusivity. One of the participants expressed:

*"Yes, nagacollaborate ko paminsan-minsan through personal communication/direct questioning ug self-discovery." (Yes, I collaborate from*



*time to time through personal communication/direct questioning, and self-discovery.) -P3*

Collaboration and time management are essential skills for teachers to manage their workload effectively and provide quality education to their students. According to a study by Klassen et al. (2020), teachers who collaborate with their colleagues are more likely to experience job satisfaction and reduced burnout. Moreover, a study by Fives and Buehl (2019) found that teachers who use effective time management strategies are better able to manage their workload and reduce stress.

In the context of the study, teachers emphasized the importance of collaboration with other teachers, time management strategies, and diverse school contexts. As IDI-005 stated, "Time management, mam. I arrange my work." This is consistent with the findings of a study by Skaalvik and Skaalvik (2019), which found that teachers who use effective time management strategies are more likely to experience job satisfaction and reduced burnout.

Collaboration among teachers is also essential for sharing knowledge and resources. According to a study by Vangrieken et al. (2020), teacher collaboration can lead to improved teacher job satisfaction and student outcomes. As participants in focus group discussion expressed, collaboration with other schools and colleagues can provide valuable support and resources for teachers.

They emphasized the importance of collaboration with colleagues and expressed that:

*"Sa akola sa school, yes magcollab me ky duha raman me tabangan nlng gyud nato na, if wala me idea, muchat ko sa kaila sa ubang schools." ("For me at school, yes, I'll collaborate because it's just the two of us helping each other out. If I don't have an idea, I'll ask my friends at other schools.")*

IDI-005 distinguished that :

*"Yes mam, kana bitaw mag block section me mam, storyahan ang tanang concerns ilatag ang tanang himoon mam." ("Yes ma'am, that during block sectioning me mam, we talk about all the concerns and lay out everything to be done, ma'am.")*

*"Yes, we collaborate especially we have a meeting evry first week of the month that the time that we will raise issues, once concerns were raised we will inform our school head nga e inform si AO. Share share me ug trabahoon sa mga teachers." ("Yes, we collaborate, especially we have a meeting every first week of the month that the time that we will raise issues. once concerns were raised, we will inform our school head that the AO will be informed, and we will share it with the teacher.")*

Collaboration with other schools and colleagues is essential for addressing challenges and improving teaching practices. By working together, educators can share best practices, exchange ideas, and learn from each other's experiences, ultimately improving instructional design and student outcomes. Collaboration also enables educators to address common challenges collectively, providing emotional support and guidance to help each other navigate difficult situations. Furthermore, it enhances professional development through peer feedback and coaching, allowing educators to refine their teaching practices and develop new skills and knowledge. In the Philippine context, collaboration among

educators can be particularly beneficial in addressing the challenges faced by schools in rural areas or those with limited resources, ultimately leading to improved student outcomes and a more effective education system.

## Resourcefulness

Teachers encountered different experiences in coping with the challenges encountered in the implementation of D.O. 002. 2024 or the Immediate Removal of Administrative Tasks of Public School Teachers in Small Schools in Marilog District B, Davao City. With the different experiences that they encountered, they have been able to cope with these because of the different strategies they have developed. Hence, one major theme that emerged is resourcefulness. This theme was based on the different responses of the participants. Two of the strategies they use are to find solutions independently and improve practices through trials. Participants articulated:

*"Usahay pud naga self-discovery ko kong ginaunsa man gyud ni nila uy? Dali ragyud ko makabahilo maningkamot ko nga dili sab ko mahimong burden nil aba." (Sometimes I also do self-discovery to see how they do it. I quickly find out and try not to be a burden to them.) -P2*

*"Sa akua sa school, yes magcollab me ky duha raman me tabangan nlng gyud nato na, if wala me idea, muchat ko sa kaila sa ubang schools." ("For me at school, yes, I'll collaborate because it's just the two of us helping each other out. If I don't have an idea, I'll ask my friends at other schools.") -P4*

Resourcefulness is a significant advantage to any organization, enabling individuals and teams to navigate challenges and difficulties effectively (Jeffrey A. Martin, 2021). By being resourceful, organizations can bridge the gap between obstacles and opportunities, finding innovative solutions to complex problems (Gary A. Klein, 2020). Resourcefulness fosters a culture of adaptability, resilience, and creativity, allowing organizations to respond to changing circumstances and stay ahead of the competition (Scott Sonnon, 2022).

By leveraging resourcefulness, organizations can overcome barriers, achieve goals, and drive success (Scott Page, 2020). In today's fast-paced and ever-changing business environment, resourcefulness is more crucial than ever (Scott Isaksen, 2021). Organizations that cultivate resourcefulness among their employees are better equipped to handle uncertainty, innovate, and thrive.

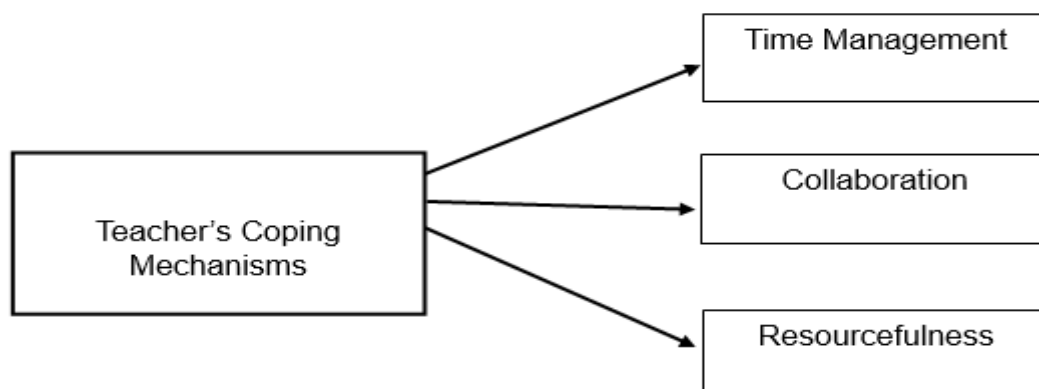


Figure 3. Teachers coping with the challenges encountered in implementing D.O. 002 s. 2024

### ***The Educational insights derived from implementing D.O. 002 s. 2024***

To further understand the educational insights of teachers in the implementing D.O. 002 s. 2024 or the Immediate Removal of Administrative Tasks of Public School Teachers in Small Schools in Marilog District B, Davao City, the researcher asked several questions to the respondents to get different insights from them. The researcher must value the learning that she got from teachers who have faced these challenges and can understand their insight, whether it was positive or negative. After analyzing deeply the different insights of the teachers, there were three (3) major themes emerged in the study: 1) Importance of teacher support and resources, 2) Challenges in implementing policy, and 3) Need for policy refinement

#### ***Importance of teacher support and resources***

In some ways, the importance of teacher support and resources, they've spent a lot oftentimes from their pocket. Some of the teachers find it amazing that they thought they couldn't make it, but realize that they can actually do it.

Prioritizing teacher support is pivotal for the Immediate Removal of Administrative Tasks of Public School Teachers in Small Schools in Marilog District B, Davao City. However, the removal of the administrative tasks is a long battle cry of teachers. One participant claimed:

*"Dako gyud siya ug advantages ug ang teachers na assign siya sa monograde ky pwidi siya makaready sa iyang pangklasi nga walay magsinamok sa iyaha nga admin task, madeliver niya iyang klasi ug tarong." ("For me, it is a great advantage and the teacher has been assigned to monograde can prepare for his class without anyone interfering with admin tasks, and can deliver his class properly.") -P2*

This participant highlights the importance of support in terms of reducing administrative tasks, allowing teachers to focus on teaching. Participants agreed that:

*"Yes, naa siya for example, particularly sa workload nato kong naa siya madugangan gyud atong trabahoon ky madocument pa baya ta no? so madugangan gyud atong trabahoon." (Yes, for example, particularly in our workload when we have these admin tasks, our work will added because we still have to document, right? So our work will be added.) -P4*

This participant emphasizes the need for support in managing workload and administrative tasks.

*"Dapat dugangan sa nila ug teachers." (They should give us additional teachers.) -P5*

This participant highlights the importance of having sufficient teacher support, particularly in multigrade settings.

*"Dugang ug personnel ragyud mam." (More personnel are needed, ma'am.) -P6*

#### ***Challenges in implementing policy***

As the time teachers assigned in far-flung areas, they already carry out challenges and responsibilities. That is why most of the time, teachers have to weigh in on priorities and give their best in doing the task assigned to them. Participants pointed out:

*"Kong maimplement na mam no, naa gyud mam. Ky ngano? dako naka ug time sa pagtudlo sa bata ky krn sa atoa wala pman na na implement mam no, kami nga naa sa layo, kong biyernes ang meeting so muoli me ug sayo. Mao gamay nalang among time nga mahatag sa among mga bata." ("If it is implemented, it will help. Why? There is a lot of time to teach the child. In our case, it has not been implemented in our school, right? We are in a faraway place, if the meeting is on Friday, we will come back early. That's why we have limited time to give to our children.") -P2*

This participant highlights the challenge of implementing the policy in far-flung areas. In support, a participant stated that:

*"Sa amoa dili na applicable ky dili gyud me makafocus ky magbuhat man me ug administrative tasks." (For us, it's not applicable because I can't focus because I have to do administrative tasks.) -P3*

This participant emphasizes the challenge of balancing teaching and administrative tasks, highlighting the challenge of managing administrative tasks without sufficient support staff. These statements highlight the various challenges that teachers face in implementing D.O. 002 s. 2024, including managing workload, balancing teaching and administrative tasks, and a lack of support staff.

#### ***Need for policy refinement***

Policy refinement is very important in the aspect of governance because it ensures policies remain effective, relevant, and compliant with changing circumstances, laws, and stakeholder needs. Through refinement, policies can be improved to better achieve their intended goals, reduce unintended consequences, and promote transparency and accountability. That is why the government wants to receive feedback from the lens of teachers for them to measure their progress.

As pointed out by a participant:

*"Para sa akoo, basin pwidi lng online ang mga forms." (Maybe the forms can be online.) -P4*

This participant suggests that the policy could be refined to allow for online forms to reduce paperwork.

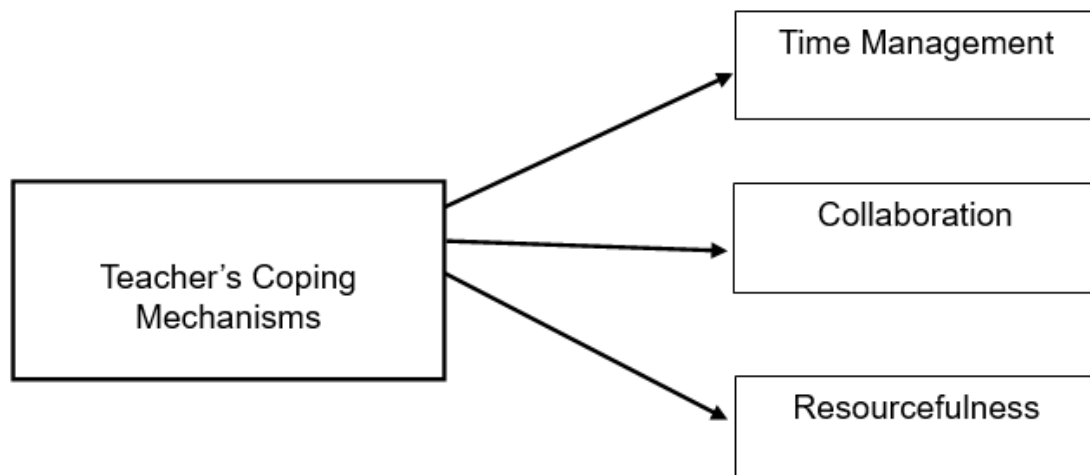
*"Dapat ihaum kong monograde okay lng pero ug multigrade dapat dugangan sa nila ug teachers." (The DO itself should be a pattern for monograde, but for us in multigrade, they should give us additional teachers first.) -P5*

This participant highlights the need for policy refinement to account for differences between monograde and multigrade settings as she stated:

*"The areas nga e improve kay dapat 1 is to 5 teachers; 1 AO in every 5 teachers, kung 10 teachers na dapat 2 AOs na." (The areas that need to be improved are 1 to 5 teachers; 1 AO in every 5 teachers. if there are 10 teachers, there should be 2 AOs.) -P6*

This participant suggests that the policy could be refined to provide a more adequate ratio of administrative support staff to teachers. These statements highlight the need for policy refinement to better suit the needs of teachers and schools, particularly in multigrade settings.

Collectively, this study identified three primary challenges faced by public school teachers during the implementation of DepEd Order No. 002, s. 2024: Insufficient support, Administrative burden, and a One-size-fits-all approach to education. Teachers experienced inadequate resources and staffing, excessive paperwork, and standardized policies that failed to address diverse school needs, particularly in remote areas. To manage these challenges, teachers employed three coping mechanisms: Time management, Collaboration, and Resourcefulness in overcoming limited support and resources. Educational insights from teachers highlighted the critical Importance of teacher support and resources, Challenges in implementing policy, and Need for policy refinement the complexities of policy implementation in geographically isolated contexts, and the importance of ongoing policy refinement informed by teacher feedback from different school settings. These findings underscore the necessity for systemic reforms that reduce administrative tasks, enhance support structures like hiring not only sufficient but also proficient support staff such as administrative officers and Job Orders, and adopt flexible, context-sensitive educational policies to improve teacher effectiveness and student outcomes.



**Figure 3. Teachers coping with the challenges encountered in implemer ;**

D.O. 002 s. 2024

## Chapter 4 - Implications and Future Directions

This chapter discusses the key implications of the study's findings for the Department of Education (DepEd) and policymakers, as well as future directions for research and policy development. It highlights how the challenges encountered by teachers in implementing DepEd Order No. 002, Series of 2024, call for refined, context-sensitive policies and targeted support mechanisms. Furthermore, this chapter emphasizes the importance of providing adequate resources to teachers to reduce their administrative burden and enhance their overall job satisfaction.

### Implications

The findings of this study have significant implications for the Department of Education (DepEd) and policymakers. The challenges faced by teachers in implementing D.O. 002 s. 2024 highlight the need for policy refinement and tailored solutions that consider the specific needs and contexts of schools.

Furthermore, providing teachers with support and resources, can help reduce their workload and improve job satisfaction. The importance of teacher support and resources highlights the need for sufficient support staff, such as administrative officers, to lessen teachers' administrative workload and



allow them to focus on teaching. This could involve hiring more administrative staff or reassigning tasks from teachers to administrative personnel. By providing teachers with the support they need, policymakers can help to improve teacher job satisfaction and reduce burnout. This finding correlate with Weber's Bureaucratic Theory which suggests that organizations benefit from clear structures, specialization, and efficiency, and by removing administrative tasks from teachers and redistributing them to specialized staff, schools can create a more efficient and structured environment allowing teachers to focus on their primary roles.

In addition, the study's findings suggest that policymakers should prioritize the development of context-specific policies that take into account the unique challenges and needs of different schools. Policymakers should consider the unique challenges faced by schools in far-flung areas and small schools when issuing directives. This could involve conducting needs assessments and consulting with teachers and school administrators to identify areas where support is most needed. By doing so, policymakers can create policies that are more effective and responsive to the needs of teachers and students.

### **Future Directions**

Future studies should investigate the impact of D.O. 002 s. 2024 on teacher job satisfaction and student outcomes. This could involve conducting longitudinal studies to track the effects of the policy over time, as well as comparing the outcomes of schools that have implemented the policy with those that have not. Also, studies should explore the effectiveness of different support systems and resources in reducing teachers' administrative workload and improving their teaching practices. This could involve investigating the impact of different types of support staff, such as administrative officers, on teacher workload and job satisfaction.

Furthermore, research should be conducted to identify best practices in implementing policies that account for differences between monograde and multigrade settings. This could involve case studies of schools that have successfully implemented policies that take into account the unique needs and challenges of different settings. By exploring these areas, policymakers and educators can work together to improve the implementation of D.O. 002 s. 2024 and enhance the teaching and learning experience for both teachers and students.

### **REFERENCES**

1. Amara, A. (2021). *The impact of school context on teacher job satisfaction in Palestinian schools*. International Journal of Educational Management, 35(1), 1-15.
2. Arañas, A. Q. (2023). *Coping mechanisms of teachers in rural schools: A phenomenological study*. International Journal of Educational Research and Innovation, 15(1), 1-15.
3. Bacolod, M. P., & Pascua, L. A. (2019). *Exploring the challenges of implementing DepEd Order No. 16, Series of 2017: A case study of public elementary school teachers in the Philippines*. Journal of Educational Research, 10(2), 1-15.
4. Berliner, D. C. (2020). *Effects of inequality and poverty vs. teachers and schooling on America's youth*. Teachers College Record, 122(14), 1-26.
5. Bianchi, R., & Schonfeld, I. S. (2022). *Burnout and depression in teachers: A review of the literature*. Educational Psychology Review, 34(2), 267-285.

6. Buehl, M. M., & Fives, H. (2020). *The role of time management in teacher workload and job satisfaction*. Journal of Educational Administration, 58(4), 457-473.
7. Cammayo, E. S., et al. (2022). *Time management and coping strategies among teachers in public schools*. Journal of Educational Administration, 60(4), 532-546.
8. Collie, R. J., & Martin, A. J. (2020). *The impact of administrative tasks on teacher well-being and job satisfaction*. Teaching and Teacher Education, 87, 102966.
9. Darling-Hammond, L. (2020). *Accountability for educator quality and student success*. Journal of Teacher Education, 71(2), 147-162.
10. Darling-Hammond, L. (2020). *Empowered Educators: How High-Performing Systems Shape Teaching Quality Around the World*. Jossey-Bass.
11. Davies, P. (2020). *What is evidence-based education?* British Journal of Educational Studies, 68(1), 5-20.
12. Davies, P. (2021). *What works in education: A review of the evidence*. Journal of Educational Administration, 59(3), 337-356.
13. Ejioogu, A. O., et al. (2021). *Pension schemes and teacher retention in Nigeria: A review*. Journal of Pension Economics and Finance, 20(3), 348-363.
14. Fabella, R. V., et al. (2022). *Pension concerns and teacher job satisfaction in the Philippines*. International Journal of Educational Development, 92, 102635.
15. Fives, H., & Buehl, M. M. (2019). *Exploring the relationship between teacher time management and job satisfaction*. Teaching and Teacher Education, 79, 103-113.
16. Fullan, M. (2022). *The Nuances of Leadership: Getting It Right*. Corwin Press.
17. Garcia, E., & Weiss, E. (2023). *The impact of policy changes on teacher workload and job satisfaction*. Journal of Teacher Education, 74(2), 147-162.
18. Gary A. Klein. (2020). *Sources of Power: How People Make Decisions*. MIT Press.
19. Hachem, A. E., & Mayor, D. (2019). *Teacher shortages in sub-Saharan Africa: Challenges and opportunities*. International Journal of Educational Development, 65, 102235.
20. Hargreaves, A. (2022). *Sustainable Leadership*. Jossey-Bass.
21. Harris, A. (2020). *Distributed Leadership: Different Perspectives*. Springer.
22. Hattie, J. (2022). *Visible Learning for Teachers: Maximizing Impact on Learning*. Routledge.
23. Indeed Editorial Team. (2025). *10 Reasons Why Collaboration Is Important in the Workplace*. Indeed.com.
24. Jeffrey A. Martin. (2021). *The Power of Resourcefulness: Overcoming Obstacles and Achieving Goals*. American Psychological Association.
25. Johnson, S. M., et al. (2022). *Policy recommendations for alleviating teacher workload*. Educational Policy, 36(1), 3-20.
26. Kim, J., et al. (2021). *Teachers' workload in South Korea: A study of administrative burden*. Asia Pacific Education Review, 22(2), 257-271.
27. Kivunja, C. (2021). *Innovative methodologies for 21st century learners in Anglophone countries*. Journal of Educational Administration, 59(3), 357-373.
28. Klassen, R. M., et al. (2020). *Teacher collaboration and job satisfaction: A systematic review*. Educational Research Review, 29, 100304.
29. Kolb, D. A. (1976). *The learning style inventory: Technical manual*. McBer.

30. Levin, B. (2020). *The role of research in education policy and practice*. Journal of Educational Administration, 58(4), 465-479.
31. Lindqvist, P., & Nordänger, U. K. (2020). *Teachers' experiences of administrative work and its impact on their teaching*. Educational Management Administration & Leadership, 48(4), 631-646.
32. Little, A. W. (2020). *Multigrade teaching: A review of the evidence and practice*. International Journal of Educational Development, 76, 102242.
33. Madziva, R. (2021). *Teacher shortages in Zimbabwe: Causes and consequences*. Journal of Education and Human Development, 10(1), 1-15.
34. McGhee, M., & Cullinan, J. (2020). *Reducing teacher administrative workload: A systematic review*. Educational Research Review, 29, 100304.
35. Mullick, J. A., & Deppeler, J. (2020). *Inclusive education in low- and middle-income countries: A review of the literature*. International Journal of Inclusive Education, 24(1), 55-71.
36. OECD. (2020). *Education at a Glance 2020: OECD Indicators*. OECD Publishing.
37. OECD. (2022). *Education at a Glance 2022: OECD Indicators*. OECD Publishing.
38. Persson, A., et al. (2022). *Mindfulness and social support: Coping mechanisms for teachers*. Teaching and Teacher Education, 114, 103725.
39. Roberts, A., & Hill, P. (2021). *The role of technology in reducing teacher workload*. Journal of Educational Technology Development and Exchange, 13(1), 1-15.
40. Robinson, A. (2025). *Collaboration: Definition, Examples & Tips*. teambuilding.com.
41. Rose Academies. (2023). *Personalized learning: A guide for educators*.
42. Sahlberg, P. (2020). *Finnish lessons: What can the world learn from educational change in Finland?* Teachers College Press.
43. Sahlberg, P. (2023). *Finnish Lessons: What Can the World Learn from Educational Change in Finland?* Teachers College Press.
44. Schleicher, A. (2020). *PISA 2018 Insights and Interpretations*. OECD Publishing.
45. Scott Isaksen. (2021). *Creative Approaches to Problem Solving*. SAGE Publications.
46. Scott Page. (2020). *The Difference: How the Power of Diversity Creates Better Groups, Firms, Schools, and Societies*. Princeton University Press.
47. Scott Sonnon. (2022). *Resourcefulness: How to Survive and Thrive in a Changing World*. Wiley.
48. Senge, P. M. (2020). *The Fifth Discipline: The Art & Practice of the Learning Organization*. Doubleday.
49. Skaalvik, E. M., & Skaalvik, S. (2019). *Teacher self-efficacy and job satisfaction: A systematic review*. Educational Psychology Review, 31(2), 267-285.
50. Timperley, H. (2022). *Realizing the Power of Professional Learning*. Open University Press.
51. UNESCO. (2020). *Global education monitoring report 2020: Inclusion and education*.
52. Vangrieken, K., et al. (2020). *Teacher collaboration and student outcomes: A systematic review*. Educational Research Review, 30, 100313.
53. Williams, J., & Jones, M. (2019). *The impact of administrative support on teacher job satisfaction and effectiveness*. Journal of Educational Administration, 57(4), 457-473.
54. World Bank. (2020). *World development report 2020: Global value chains in a post-COVID-19 world*.
55. Zhang, Y., et al. (2019). *Reducing non-teaching responsibilities: Impact on teacher workload and job satisfaction*. Journal of Educational Research, 112(4), 487-498.

56. Zhang, Y., et al. (2020). *The impact of administrative tasks on teacher workload and job satisfaction*. Educational Management Administration & Leadership, 48(4), 747-762.